

- b) 1 I think.
2 seems.
3 look.
4 the word in English.
5 probably.
6 Perhaps.
- c) 1 Maybe, I think, probably, perhaps.
2 seems, look.
3 I don't know the word in English.

Part 4

Teacher's notes

- In Part 4, students are asked to respond to situations in the photographs, to talk about likes and dislikes, experiences and give opinions.
- Students should talk to each other and ask each other's opinions as well as giving their own.

1 Sample interview

a) talk together about where you like to go on holiday and what you like to do.

- b) 1 To the beach in Italy.
2 Paris. Yes.
3 To the mountains because the beach is very hot.
4 To the north of Italy where she goes walking or skiing.
5 Playing volleyball and football.
6 No because she couldn't do what she wanted.
7 No.
8 Yes if you haven't got much time.

2 Sample interview: asking your partner's opinion

What do you like?
Do you like skiing?
What about you?

Test 2

PAPER 1 Reading

Part 1

For Teacher's notes, see page 185.

A photocopyable answer sheet is on page 182.

Strategy

- 1 five
2 what each text says
3 on the answer sheet (but see second exam tip)
- 2
1 b) a notice
2 in a library/study centre
3 It is essential that; put everything back when you have finished
4 The notice is not about borrowing books from the library.
5 The notice is not about looking for a book.
- 3
1 c) a note
2 Josh
3 a concert
4 there are still tickets available
5 get a ticket for Samir
6 contact Josh / today
7 C means the same as the note. Samir has to contact Josh if he wants a ticket.
- 8 A is wrong because it is not necessary for Samir to find out whether Josh is interested in going – Josh has said he will get the tickets.
B is wrong because Josh does not need to know whether tickets are available.

Reading Part 1 key

- 1 C
2 B check you have all your luggage = remember to take all bags
3 A why don't we meet = a suggestion (which is the main purpose)
4 C make sure you have enough money = check you can pay
5 B bring some CDs = take some music

Part 2

For Teacher's notes, see page 185.

A photocopyable answer sheet is on page 182.

Strategy

- 1 five
2 to go on a walk in the countryside
3 walks
4 eight
5 which walk would be best for each person
6 on the answer sheet.
- 2
a) 1 He wants a long walk.
2 He wants to do some climbing but not anything too difficult.
3 Yes.
4 He wants to stop somewhere to buy lunch.
- b) 7 Anna wants a walk by the sea that also provides her with some good views. She would like to do a little climbing and she is interested in seeing some local wildlife.
8 Hiro wants a fairly short walk on a path that is easy to follow and doesn't involve any climbing. He wants to stop somewhere to buy lunch and also visit a place of historical interest.
9 Maya is an experienced walker and can easily follow a map. She wants a long walk that involves a lot of climbing and also takes her through wooded countryside.
10 Toby wants a walk by the sea that doesn't involve any climbing. He would like a route that is easy to follow and he also wants to visit a building of historical interest.
- 3
a) 1 B, D, G and H are long walks.
2 D, G and H are long walks that involve some climbing.
3 H is the only long walk with some climbing that has an historical building.
4 H
b) 1 There is a 'gentle' climb up to Bixdee.
2 There is a range of restaurants.

Reading Part 2 key

- 6 H
7 E The walk is along the coast and there are views from the top of the cliffs. There are also many sea birds here.
8 A The walk is on level ground so there is no climbing. You can also visit Braemore House where there is a café.
9 D The route is not marked and there is some steep climbing. The walk passes through a forest.
10 C The walk is on flat ground along the coast and includes Corfe Castle.

Part 3

For Teacher's notes, see page 186.

A photocopyable answer sheet is on page 182.

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Peter Afflerbach



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Islamic Business and Performance Management Achmad Firdaus, Khaliq Ahmad, 2023-05-31 This unique book discovers a new dimension in the study of strategic and performance management in Islamic Business studies. It addresses the missing link of spirituality from modern day organizational structure in the presence of high tech pressure in all areas of human endeavours. The authors propose an integrated study of Islamic business approach to strategic and performance management systems to achieve sustainable organizational performance. The book explores employees wellbeing and organizations perceiving work environment as a spiritual pathway to cultivate values in Islamic business ecosystem to sustain humanity. It is all about care empathy and sustenance of others about truthfulness and management being truthful to themselves and others and endeavouring to live their values more effusively while performing their work. The book stresses the impact of spirituality in performance management concluding that for any organization to run efficiently spirituality is the core component to attain happiness contentment and success. The book will be of interest to a variety of management scholars including those researching and studying performance management talent management strategic management and business ethics.

Basic Reading Skills Handbook Harvey S. Wiener, Charles Bazerman, 2005-07 A famous painting is going to the Grierson Gallery in LA and they want a top man to come to the United States. He can talk about the artist. The National Gallery in London send Mr Bean. But something is very wrong with Mr Bean. He's very very strange and dangerous. After he arrives accidents start to happen.

Scott Foresman Reading, 2004

The Write Start with Readings Gayle Feng-Checkett, Lawrence Checkett, 2005 Clear and straightforward. The Write Start with Readings Paragraphs to Essays is a workbook designed to build writing revision and critical thinking skills by getting readers writing from the start. The text models the entire writing process from prewriting to proofreading with a model paragraph and extends the writing process model to writing the introductory body and conclusion paragraphs of an essay. It then continues instruction in the various modes of development teaching readers to write paragraphs and essays in each mode. Provides ample practice in applying the techniques and thinking skills. Also included are sample student and professional essays to encourage critical thinking and discussion. A Writer's Resource appendix provides opportunities for students to work on targeted skills in grammar punctuation and ESL concerns. For those interested in improving basic writing skills.

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□□, 2003-03 It's a powerful combination of the world's best literature and superior reading and skills instruction. Prentice Hall Literature Timeless Voices Timeless Themes helps students grasp the power and beauty that lies within the written word while the program's research based reading approach ensures that no child is left behind.

Adjunct Support Manual John Hornsby, Terry McGinnis, Margaret Lial, 2003-10

Signals George E. Bell, Carolyn Farkas, 2001-11 Signals is a comprehensive developmental writing text that stresses sentence level writing skills within the context of paragraph

development More than just a grammar text *Signals* focuses on the choices that writers make to write effectively In its tone and content *Signals* treats its students with respect as adults college students and as writers Many of the examples are in paragraph format with continuous discourse exercises for practice Exercises are also designed to provide useful information to college students For example an exercise might give paragraphs of advice on solving math word problems easily negotiating car prices or helping a friend involved in an abusive relationship **Fantastic Voyage** ,2002 **Academic Vocabulary** Amy E. Olsen,2006-07 Interactive aesthetic workbook that uses high interest readings to show multiple contexts of words Scaffolded chapters and exercises progressively reinforce previous chapters as the student moves through the book The Interactive Vocabulary CD ROM optional includes an audio component to aid students with pronunciation as well as additional interactive exercises The academic readings provide a bank of pertinent words related to the subjects The Interactive Vocabulary CD ROM optional includes an audio component to aid students with pronunciation as well as additional interactive exercises Academic Vocabulary development Developmental Reading at the 10 th 12 th grade level

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Bridging the Gap Brenda D. Smith,2008 *Victimology* Ann Wolbert Burgess,Cheryl Regehr,Albert R. Roberts,2013 Overview Revised and updated to reflect the most current and relevant information in the field *Victimology Theories and Applications* Second Edition provides a comprehensive introduction to the study of victimization crime typologies and the impact of crime on victims offenders and society at large Each chapter provides a typology of the offender to analyze motivation An overview of the issues impacting victims of a wide variety of traditional and contemporary crimes are examined including child maltreatment intimate partner violence elder abuse cybercrime and hate crimes The history and theories of victimology are explored as well as definitive laws and policies strategies for intervention and future research areas New to the second edition All case studies have been updated to offer students a modern perspective All tables and figures have been updated to reflect the most current data Contains a new chapter discussing sexual boundary violations Every new copy is packaged with a free student access code to unlock the variety of interactive study tools on the companion

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Psychology Express: Statistics in Psychology (Undergraduate Revision Guide) Catherine Steele,Holly Andrews,Dominic Upton,2014-02-03 This revision guide book covers the major areas of Statistical Analysis covered in Undergraduate Psychology The focus is on the practical application of statistics to assignments and assessments that you may encounter To ensure that you are able to apply statistics particular attention is given to the key concepts you need to understand in order to be able to use statistics correctly the process you need to follow in order to choose the correct statistic and what you need to do to present and interpret your statistics correctly The coverage of the individual tests focus on pragmatic issues such as when the test is appropriate how to format data correctly and what to do when you don t get the data you expect You are directed to further readings for the mathematical underpinnings of the statistical tests Examples and case studies are used throughout so you can see the application of statistics to problems that are similar to those you are likely to encounter Features focused on critical thinking practical applications and key research will offer additional pointers for you in your revision process exam preparation A companion website provides supporting resources for self testing exam practice answers to questions in the book and links to further resources

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