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This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.

Please note this title is still being made available for students sitting their examinations in 2015. Our second edition supports the updated syllabus for first examination 2016. Textbook and free CD-ROM, endorsed by Cambridge International Examinations for the IGCSE syllabus in Information and Communication Technology (0417) for final examination 2015. - Written by experienced examiners and teachers, who bring a wealth of theoretical knowledge and practical experience to both the book and the CD - Ensures that students are fully prepared for both the written theory paper as well as the two practical papers. - Each Section of the syllabus is fully covered in the text book, with clear explanations and plenty of tasks and activities. - The CD contains source files for the tasks and activities, as well as examination-style questions (with model answers) and a glossary.

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

Helps students to develop the thinking skills required for success in the BMAT, which is required by seven universities for entrance onto competitive courses, such as medicine and veterinary science.

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

After the death of her longtime friend and flatmate, retired British history teacher Julia Garnet does something completely out of character: She takes a six-month rental on a modest apartment in Venice. She befriends a young Italian boy and English twins who are restoring a fourteenth-century chapel. And she falls in love for the first time in her life with an art dealer named Carlo. Juxtaposing Julia's journey of self-discovery with the apocryphal tale of Tobias and the Archangel Raphael, Miss Garnet's Angel tells a lyrical, incandescent story of love, loss, miracles, and redemption and of one woman's transformation and epiphany.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: [an explanation of the key aspects of the CEFR for teaching and learning; a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre|A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: \[promote and support the learning and teaching of modern languages; enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; protect linguistic and cultural diversity in Europe; and promote the right to quality education for all.\]\(#\)](#)

This new and expanded edition is intended to help candidates prepare for entrance examinations in mathematics and scientific subjects, including STEP (Sixth Term Examination Paper). STEP is an examination used by Cambridge Colleges for conditional offers in mathematics. They are also used by some other UK universities and many mathematics departments recommend that their applicants practice on the past papers even if they do not take the examination. Advanced

Problems in Mathematics bridges the gap between school and university mathematics, and prepares students for an undergraduate mathematics course. The questions analysed in this book are all based on past STEP questions and each question is followed by a comment and a full solution. The comments direct the reader's attention to key points and put the question in its true mathematical context. The solutions point students to the methodology required to address advanced mathematical problems critically and independently. This book is a must read for any student wishing to apply to scientific subjects at university level and for anyone interested in advanced mathematics. This work was published by Saint Philip Street Press pursuant to a Creative Commons license permitting commercial use. All rights not granted by the work's license are retained by the author or authors.

This edited book is a collection of the latest empirical studies of translation and interpreting (T&I) from the post-structuralist perspective. The contributors are professors, readers, senior lecturers, lecturers, and research students from an international context. The contributions are characterised by five themes: Intervention in T&I Process of T&I Product of T&I T&I and technology T&I education These up-to-date topics are reflective of the shift in attitudes that is being witnessed as a new generation of translation scholars rejects the subjective assertions of previous generations, in favour of an altogether more rigorous approach. The book will notably contribute to the development of T&I and enhance our knowledge of the areas. It will be a useful reference for academics, postgraduate research students, and professional translators and interpreters. The book will also play a role in proposing practical and empirically based ways of training for universities and the industry, so as to overcome traditional barriers to translation and interpreting learning. The book will additionally provide reference material for relevant professional bodies.

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