

The Business 2.0

B1+ INTERMEDIATE *Business English*

Annaletta Meehan, Frances Watkins and Paul Emmerson with Mike Sayer

The Business 2.0

Teachers resource file includes:

- Student's Book class audio
- Videos and worksheets
- Progress tests
- Revision tests
- Transcriptions with full lesson plans
- Exam exercises
- Student's Book answer key
- Student's Book glossary



The Business 2.0

B1+ INTERMEDIATE+ TRACK

Antoinette Michali, Frances Watkins and Paul Collocchia with Mike Sayer



Contents

1	Introduction	1
2	Chapter 1: The History of the Book	2
3	Chapter 2: The Book as a Cultural Object	3
4	Chapter 3: The Book as a Medium	4
5	Chapter 4: The Book as a Genre	5
6	Chapter 5: The Book as a Genre	6
7	Chapter 6: The Book as a Genre	7
8	Chapter 7: The Book as a Genre	8
9	Chapter 8: The Book as a Genre	9
10	Chapter 9: The Book as a Genre	10
11	Chapter 10: The Book as a Genre	11
12	Chapter 11: The Book as a Genre	12
13	Chapter 12: The Book as a Genre	13
14	Chapter 13: The Book as a Genre	14
15	Chapter 14: The Book as a Genre	15
16	Chapter 15: The Book as a Genre	16
17	Chapter 16: The Book as a Genre	17
18	Chapter 17: The Book as a Genre	18
19	Chapter 18: The Book as a Genre	19
20	Chapter 19: The Book as a Genre	20
21	Chapter 20: The Book as a Genre	21
22	Chapter 21: The Book as a Genre	22
23	Chapter 22: The Book as a Genre	23
24	Chapter 23: The Book as a Genre	24
25	Chapter 24: The Book as a Genre	25
26	Chapter 25: The Book as a Genre	26
27	Chapter 26: The Book as a Genre	27
28	Chapter 27: The Book as a Genre	28
29	Chapter 28: The Book as a Genre	29
30	Chapter 29: The Book as a Genre	30
31	Chapter 30: The Book as a Genre	31
32	Chapter 31: The Book as a Genre	32
33	Chapter 32: The Book as a Genre	33
34	Chapter 33: The Book as a Genre	34
35	Chapter 34: The Book as a Genre	35
36	Chapter 35: The Book as a Genre	36
37	Chapter 36: The Book as a Genre	37
38	Chapter 37: The Book as a Genre	38
39	Chapter 38: The Book as a Genre	39
40	Chapter 39: The Book as a Genre	40
41	Chapter 40: The Book as a Genre	41
42	Chapter 41: The Book as a Genre	42
43	Chapter 42: The Book as a Genre	43
44	Chapter 43: The Book as a Genre	44
45	Chapter 44: The Book as a Genre	45
46	Chapter 45: The Book as a Genre	46
47	Chapter 46: The Book as a Genre	47
48	Chapter 47: The Book as a Genre	48
49	Chapter 48: The Book as a Genre	49
50	Chapter 49: The Book as a Genre	50
51	Chapter 50: The Book as a Genre	51
52	Chapter 51: The Book as a Genre	52
53	Chapter 52: The Book as a Genre	53
54	Chapter 53: The Book as a Genre	54
55	Chapter 54: The Book as a Genre	55
56	Chapter 55: The Book as a Genre	56
57	Chapter 56: The Book as a Genre	57
58	Chapter 57: The Book as a Genre	58
59	Chapter 58: The Book as a Genre	59
60	Chapter 59: The Book as a Genre	60
61	Chapter 60: The Book as a Genre	61
62	Chapter 61: The Book as a Genre	62
63	Chapter 62: The Book as a Genre	63
64	Chapter 63: The Book as a Genre	64
65	Chapter 64: The Book as a Genre	65
66	Chapter 65: The Book as a Genre	66
67	Chapter 66: The Book as a Genre	67
68	Chapter 67: The Book as a Genre	68
69	Chapter 68: The Book as a Genre	69
70	Chapter 69: The Book as a Genre	70
71	Chapter 70: The Book as a Genre	71
72	Chapter 71: The Book as a Genre	72
73	Chapter 72: The Book as a Genre	73
74	Chapter 73: The Book as a Genre	74
75	Chapter 74: The Book as a Genre	75
76	Chapter 75: The Book as a Genre	76
77	Chapter 76: The Book as a Genre	77
78	Chapter 77: The Book as a Genre	78
79	Chapter 78: The Book as a Genre	79
80	Chapter 79: The Book as a Genre	80
81	Chapter 80: The Book as a Genre	81
82	Chapter 81: The Book as a Genre	82
83	Chapter 82: The Book as a Genre	83
84	Chapter 83: The Book as a Genre	84
85	Chapter 84: The Book as a Genre	85
86	Chapter 85: The Book as a Genre	86
87	Chapter 86: The Book as a Genre	87
88	Chapter 87: The Book as a Genre	88
89	Chapter 88: The Book as a Genre	89
90	Chapter 89: The Book as a Genre	90
91	Chapter 90: The Book as a Genre	91
92	Chapter 91: The Book as a Genre	92
93	Chapter 92: The Book as a Genre	93
94	Chapter 93: The Book as a Genre	94
95	Chapter 94: The Book as a Genre	95
96	Chapter 95: The Book as a Genre	96
97	Chapter 96: The Book as a Genre	97
98	Chapter 97: The Book as a Genre	98
99	Chapter 98: The Book as a Genre	99
100	Chapter 99: The Book as a Genre	100
101	Chapter 100: The Book as a Genre	101

The Business 2.0

21+ INTERMEDIATE

To the Teacher

This program is a complete, self-contained business program that can be adapted to fit the needs of your school. It is designed to be used as a supplement to your existing business program or as a complete program for your school. It includes a complete set of materials for the teacher and student.

Student's Book

The program

The Student's Book is designed to provide a complete, self-contained business program for the student. It includes a complete set of materials for the student and teacher.

1. Introduction

This section introduces the student to the program and provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

2. Business

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

3. Marketing

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

4. Finance

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

5. Law

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

6. Ethics

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

Support research

This section provides a complete set of materials for the student and teacher. It includes a complete set of materials for the student and teacher.

Other Notices

Information regarding the Survey is available at [www.irs.gov/efile](#).

System Requirements

The program will require Internet Explorer 8.0 or later, Windows XP or later, and a broadband Internet connection. A minimum of 100 MB free hard disk space is required. The program will require a Windows operating system.

Support

If you have any questions about the program, please contact the IRS at 1-800-829-1040, or visit [www.irs.gov/efile](#) for more information.

Additional notices

The program will require a Windows operating system and a broadband Internet connection.

General information

The program will require Internet Explorer 8.0 or later, Windows XP or later, and a broadband Internet connection. A minimum of 100 MB free hard disk space is required.

Security

All data is stored on a secure server and is protected using industry standard security protocols.

Privacy

The program will require a Windows operating system and a broadband Internet connection. The program will require a Windows operating system and a broadband Internet connection. The program will require a Windows operating system and a broadband Internet connection.

System Requirements

The program will require Internet Explorer 8.0 or later, Windows XP or later, and a broadband Internet connection. A minimum of 100 MB free hard disk space is required.

Support

If you have any questions about the program, please contact the IRS at 1-800-829-1040, or visit [www.irs.gov/efile](#) for more information.

Privacy

The program will require a Windows operating system and a broadband Internet connection. The program will require a Windows operating system and a broadband Internet connection.

Security

All data is stored on a secure server and is protected using industry standard security protocols.

Additional notices

The program will require a Windows operating system and a broadband Internet connection.

General information

The program will require a Windows operating system and a broadband Internet connection.

System Requirements

The program will require Internet Explorer 8.0 or later, Windows XP or later, and a broadband Internet connection. A minimum of 100 MB free hard disk space is required.

Support

If you have any questions about the program, please contact the IRS at 1-800-829-1040, or visit [www.irs.gov/efile](#) for more information.

Privacy

The program will require a Windows operating system and a broadband Internet connection. The program will require a Windows operating system and a broadband Internet connection.

Security

All data is stored on a secure server and is protected using industry standard security protocols. The program will require a Windows operating system and a broadband Internet connection.

Teacher's Book

This Teacher's Book offers a wide range of activities for children's Book 100. It provides ideas for lesson activities, for each unit, for further practice and for revision. It also provides activities as well as answers and marking criteria for additional preparation, reading and spelling exercises.

Subject background

This unit begins with a page of background notes about the nature of writing. It then contains notes on the structure of the unit, the objectives and the activities. The unit is divided into three parts: the first part is about the structure of the unit, the second part is about the objectives and the activities, and the third part is about the activities.

Teaching notes

- The activities in this unit are designed to be done in the classroom.
- Children should be able to write a simple letter.
- They should be able to write a simple letter.
- A full lesson plan for the activities is given in the Teacher's Book.
- Full marking criteria for the activities are given.
- Answers are given for the activities and the answers are given.
- The activities are designed to be done in the classroom.

Answer key for Spelling and Grammar and punctuation

The full answer key for the Spelling and Grammar and punctuation is given at the end of the book. The full answer key for Grammar and punctuation is given at the end of the book. The full answer key for Spelling is given at the end of the book.

Teacher's Resource Disk

The Teacher's Resource Disk provides a wide range of additional materials essential to support and enhance your lessons. For details see page 100.

- A full answer key for the activities is given.
- A full answer key for the activities is given.
- The activities are designed to be done in the classroom.

The Teacher's Resource Disk also provides a wide range of materials essential to support and enhance your lessons. For details see page 100.

- The activities are designed to be done in the classroom.
- The activities are designed to be done in the classroom.
- Additional preparation, reading and spelling exercises are given at the end of the book.

Tips for using this book

Answers

The answers to all the activities are given at the end of the book. The answers to all the activities are given at the end of the book.

Teaching notes

The activities in this unit are designed to be done in the classroom.

The activities are designed to be done in the classroom.

The activities are designed to be done in the classroom.

The activities are designed to be done in the classroom.

Answers, questions and answers are given at the end of the book.

Additional preparation, reading and spelling exercises

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

Additional preparation, reading and spelling exercises are given at the end of the book.

- 1. The company is not a public company as it is not listed on any stock exchange and its shares are not publicly traded.
- 2. The company is not a private company as it is not a subsidiary of a public company and its shares are not privately held.
- 3. The company is not a partnership as it is not a legal entity and its liability is limited to the amount of shares held by the shareholders.
- 4. The company is not a trust as it is not a legal entity and its liability is limited to the amount of shares held by the shareholders.

The company is a public company as it is listed on the stock exchange and its shares are publicly traded. The company is not a private company as it is not a subsidiary of a public company and its shares are not privately held. The company is not a partnership as it is not a legal entity and its liability is limited to the amount of shares held by the shareholders. The company is not a trust as it is not a legal entity and its liability is limited to the amount of shares held by the shareholders.

Business fundamentals

Company types and structures

A company is a legal entity that is separate from its owners. It is created by law and has a separate legal identity. It can own property, enter into contracts, and sue or be sued. The company is owned by one or more people, known as shareholders or members. The company is managed by a group of people, known as the directors or board of directors. The company is responsible for its own debts and liabilities. The company is a separate legal entity from its owners, and its actions are not the actions of its owners. The company is a legal person, and it can be held liable for its actions. The company is a separate legal entity from its owners, and its actions are not the actions of its owners. The company is a legal person, and it can be held liable for its actions.

1 Company types and structures

The main types of company are the private company and the public company. The private company is owned by a small number of people, and the public company is owned by a large number of people.

Private company

A private company is a company that is owned by a small number of people. It is not listed on a stock exchange and its shares are not traded publicly.

Advantages: Control, privacy, flexibility.

Private companies are often used for small businesses. They are owned by a small number of people, and they are not listed on a stock exchange. They are often used for businesses that do not need a large amount of capital.

Private companies are often used for businesses that do not need a large amount of capital. They are owned by a small number of people, and they are not listed on a stock exchange. They are often used for businesses that do not need a large amount of capital.

Private companies are often used for businesses that do not need a large amount of capital. They are owned by a small number of people, and they are not listed on a stock exchange. They are often used for businesses that do not need a large amount of capital.

Private companies are often used for businesses that do not need a large amount of capital. They are owned by a small number of people, and they are not listed on a stock exchange. They are often used for businesses that do not need a large amount of capital.

Public company

A public company is a company that is owned by a large number of people. Its shares are listed on a stock exchange and are traded publicly. Public companies are often used for businesses that need a large amount of capital.

Public companies are often used for businesses that need a large amount of capital. They are owned by a large number of people, and their shares are listed on a stock exchange. They are often used for businesses that need a large amount of capital.

Public companies are often used for businesses that need a large amount of capital. They are owned by a large number of people, and their shares are listed on a stock exchange. They are often used for businesses that need a large amount of capital.

Public companies are often used for businesses that need a large amount of capital. They are owned by a large number of people, and their shares are listed on a stock exchange. They are often used for businesses that need a large amount of capital.

Public companies are often used for businesses that need a large amount of capital. They are owned by a large number of people, and their shares are listed on a stock exchange. They are often used for businesses that need a large amount of capital.

Company Type	Ownership	Share Trading	Liability
Private Company	Small number of owners	Not traded publicly	Limited liability
Public Company	Large number of owners	Traded publicly	Limited liability

Public companies are often used for businesses that need a large amount of capital. They are owned by a large number of people, and their shares are listed on a stock exchange. They are often used for businesses that need a large amount of capital.

Company Type	Ownership	Share Trading	Liability
Private Company	Small number of owners	Not traded publicly	Limited liability
Public Company	Large number of owners	Traded publicly	Limited liability

Leasing:

Q I am looking for a lease on a property in the area of [redacted] and I am interested in the [redacted] area. I am looking for a lease on a property in the area of [redacted] and I am interested in the [redacted] area. I am looking for a lease on a property in the area of [redacted] and I am interested in the [redacted] area.

[Redacted text block]

Company Profile

Q I am looking for a company profile for [redacted] and I am interested in the [redacted] area. I am looking for a company profile for [redacted] and I am interested in the [redacted] area. I am looking for a company profile for [redacted] and I am interested in the [redacted] area.

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

Company Address

[Redacted text block]

Company Address

[Redacted text block]

[Redacted text block]

Leasing

[Redacted text block]

[Redacted text block]

Company Profile

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

3 Supply chain

Several factors influence a firm's supply chain.

QUESTION 100171

Which of the following is NOT a supply chain factor?

Options: Demand Inventory Lead time Capacity

The correct answer is: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

EXPLANATION: Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

Correct Answer: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

- 1. Demand
- 2. Inventory
- 3. Lead time
- 4. Capacity
- 5. Demand
- 6. Inventory
- 7. Lead time
- 8. Capacity

EXPLANATION: Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

QUESTION 100172

Which of the following is NOT a supply chain factor?

- 1. Demand
- 2. Inventory
- 3. Lead time
- 4. Capacity
- 5. Demand
- 6. Inventory
- 7. Lead time
- 8. Capacity

The correct answer is: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

EXPLANATION: Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

Correct Answer: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

QUESTION 100173

Which of the following is NOT a supply chain factor?

4 CVs and cover letters

CV and cover letters

Which of the following is NOT a supply chain factor?

QUESTION 100174

Which of the following is NOT a supply chain factor?

EXPLANATION

Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

Correct Answer: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

EXPLANATION

Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

EXPLANATION

Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

- 1. Demand
- 2. Inventory
- 3. Lead time
- 4. Capacity
- 5. Demand
- 6. Inventory
- 7. Lead time
- 8. Capacity

EXPLANATION: Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

QUESTION 100175

Which of the following is NOT a supply chain factor?

The correct answer is: Capacity. Capacity is not a supply chain factor. Capacity is the maximum amount of goods or services that a firm can produce or provide.

Corporate culture

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

QUESTION

1. The following table shows the results of a survey of 100 employees of a large company. The table shows the number of employees who responded to each question. The questions were asked in a questionnaire sent to all employees of the company. The questions were asked in a questionnaire sent to all employees of the company.

Question	Number of employees
1. How long have you been working for the company?	10
2. How satisfied are you with your work?	15
3. How satisfied are you with your salary?	12
4. How satisfied are you with your benefits?	18
5. How satisfied are you with your supervisor?	14
6. How satisfied are you with your colleagues?	16
7. How satisfied are you with your work environment?	13
8. How satisfied are you with your work-life balance?	11
9. How satisfied are you with your company's culture?	17
10. How satisfied are you with your company's values?	14
11. How satisfied are you with your company's mission?	12
12. How satisfied are you with your company's vision?	15
13. How satisfied are you with your company's strategy?	13
14. How satisfied are you with your company's communication?	11
15. How satisfied are you with your company's leadership?	16
16. How satisfied are you with your company's innovation?	14
17. How satisfied are you with your company's social responsibility?	12
18. How satisfied are you with your company's diversity and inclusion?	15
19. How satisfied are you with your company's employee development?	13
20. How satisfied are you with your company's overall performance?	17

2. The following table shows the results of a survey of 100 employees of a large company. The table shows the number of employees who responded to each question. The questions were asked in a questionnaire sent to all employees of the company. The questions were asked in a questionnaire sent to all employees of the company.

Question	Number of employees
1. How long have you been working for the company?	10
2. How satisfied are you with your work?	15
3. How satisfied are you with your salary?	12
4. How satisfied are you with your benefits?	18
5. How satisfied are you with your supervisor?	14
6. How satisfied are you with your colleagues?	16
7. How satisfied are you with your work environment?	13
8. How satisfied are you with your work-life balance?	11
9. How satisfied are you with your company's culture?	17
10. How satisfied are you with your company's values?	14
11. How satisfied are you with your company's mission?	12
12. How satisfied are you with your company's vision?	15
13. How satisfied are you with your company's strategy?	13
14. How satisfied are you with your company's communication?	11
15. How satisfied are you with your company's leadership?	16
16. How satisfied are you with your company's innovation?	14
17. How satisfied are you with your company's social responsibility?	12
18. How satisfied are you with your company's diversity and inclusion?	15
19. How satisfied are you with your company's employee development?	13
20. How satisfied are you with your company's overall performance?	17

ANSWER

1. The following table shows the results of a survey of 100 employees of a large company. The table shows the number of employees who responded to each question. The questions were asked in a questionnaire sent to all employees of the company. The questions were asked in a questionnaire sent to all employees of the company.

Question	Number of employees
1. How long have you been working for the company?	10
2. How satisfied are you with your work?	15
3. How satisfied are you with your salary?	12
4. How satisfied are you with your benefits?	18
5. How satisfied are you with your supervisor?	14
6. How satisfied are you with your colleagues?	16
7. How satisfied are you with your work environment?	13
8. How satisfied are you with your work-life balance?	11
9. How satisfied are you with your company's culture?	17
10. How satisfied are you with your company's values?	14
11. How satisfied are you with your company's mission?	12
12. How satisfied are you with your company's vision?	15
13. How satisfied are you with your company's strategy?	13
14. How satisfied are you with your company's communication?	11
15. How satisfied are you with your company's leadership?	16
16. How satisfied are you with your company's innovation?	14
17. How satisfied are you with your company's social responsibility?	12
18. How satisfied are you with your company's diversity and inclusion?	15
19. How satisfied are you with your company's employee development?	13
20. How satisfied are you with your company's overall performance?	17

... ..

The public library is a place where you can find books, newspapers, and magazines. It is a place where you can borrow books and use the internet.

Information

... ..

... ..

Question

... ..

Question

... ..

... ..

... ..

... ..

Information

... ..

Question

... ..

... ..

... ..

... ..

... ..

Information

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

Information

... ..

... ..

Information

... ..

... ..

... ..

... ..

Information

... ..

... ..

... ..

... ..

... ..

... ..

What are the main components of the listening process? How do they relate to each other?

EXTENSION ACTIVITY

Write a short story or a play script using the listening process as a theme. Use the listening process as a metaphor for a journey or a quest. Share your work with a partner and discuss it.

Listening for gist

1 Listen to the audio recording of the listening text. What is the main idea of the text? What is the speaker's purpose? Write a short summary of the text.

- 1. Listen to the audio recording of the listening text. What is the main idea of the text? What is the speaker's purpose? Write a short summary of the text.
- 2. Listen to the audio recording of the listening text. What is the main idea of the text? What is the speaker's purpose? Write a short summary of the text.

Listening for detail

2 Listen to the audio recording of the listening text. What are the main details of the text? Write a short summary of the text.

The first part of the text is about the importance of listening. It says that listening is a skill that can be learned and improved. It also says that listening is important in many situations, such as in the classroom, in the workplace, and in everyday life. The second part of the text is about the different types of listening. It says that there are three main types of listening: listening for gist, listening for detail, and listening for understanding. Each type of listening has its own set of skills and strategies. The third part of the text is about how to improve your listening skills. It says that there are several things you can do to become a better listener. First, you should pay attention to the speaker and try to understand what they are saying. Second, you should ask questions if you don't understand something. Third, you should practice listening regularly. Finally, you should be patient and give yourself time to understand what you are hearing.

The fourth part of the text is about the importance of listening in the workplace. It says that listening is a key skill for many jobs, and it can help you to work more effectively and to build better relationships with your colleagues. It also says that listening is important for leadership and for decision-making. The fifth part of the text is about the importance of listening in everyday life. It says that listening can help you to understand other people better and to resolve conflicts more easily. It also says that listening can help you to be a better parent, a better friend, and a better partner. Finally, the text says that listening is a skill that can be learned and improved, and it is a skill that is important for success in many areas of life.

What are the main components of the listening process? How do they relate to each other?

Write a short story or a play script using the listening process as a theme. Use the listening process as a metaphor for a journey or a quest. Share your work with a partner and discuss it.

Listening for detail

2 Listen to the audio recording of the listening text. What are the main details of the text? Write a short summary of the text.

- 1. Listen to the audio recording of the listening text. What are the main details of the text? Write a short summary of the text.
- 2. Listen to the audio recording of the listening text. What are the main details of the text? Write a short summary of the text.

Extension Activity

Write a short story or a play script using the listening process as a theme. Use the listening process as a metaphor for a journey or a quest. Share your work with a partner and discuss it.

Brainstorming and presentation

3 Listen to the audio recording of the listening text. What are the main details of the text? Write a short summary of the text.

10. The author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

11. Which of the following

best describes the author's main purpose in writing this passage is to discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

12. Which of the following

best describes the author's main purpose in writing this passage is to discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

Listening Test 1

1. The speaker is most likely discussing the author's main purpose in writing this passage is to discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

- 1. A
- 2. B
- 3. C
- 4. D
- 5. E
- 6. F
- 7. G
- 8. H
- 9. I
- 10. J

READING TEST

1. The author's main purpose in writing this passage is to discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

discuss the various ways in which the author is using the author's main purpose in writing this passage is to

- 1. A
- 2. B
- 3. C
- 4. D
- 5. E
- 6. F
- 7. G
- 8. H
- 9. I
- 10. J

1 Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

1	2	3	4	5
6	7	8	9	10

WRITING PRACTICE 1

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

FURTHER PRACTICE 2

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

Write your letter on separate paper.

Prepositions

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

1	2	3	4	5
---	---	---	---	---

EXTENSIVE ACTIVITY

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

Discussion and presentation

1 Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

Write your letter on separate paper.

2 Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

Write your letter on separate paper.

Getting words

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

EXTENSIVE ACTIVITY

Write a letter to the editor of the newspaper. You will have to look at the picture and the picture. Write a letter to the editor of the newspaper. You will have to look at the picture and the picture.

Multiple

1. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

2. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

3. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

4. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

5. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

6. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

7. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

8. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

9. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

10. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Multiple Choice

11. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Discussion

12. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Multiple Choice

13. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Model

14. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

15. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

16. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

17. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Table

18. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Analysis

19. A company's operating income is \$100,000. Its operating expenses are \$75,000. Its operating income is:

Table

- 1. Operating income is \$100,000.
- 2. Operating expenses are \$75,000.
- 3. Operating income is \$100,000.
- 4. Operating expenses are \$75,000.
- 5. Operating income is \$100,000.
- 6. Operating expenses are \$75,000.
- 7. Operating income is \$100,000.
- 8. Operating expenses are \$75,000.

Language Tests

1. The first test is a listening test. You will hear a recording of a conversation between two people. You will have to answer questions about what you hear.

- 1. Listen to the recording and answer the questions.
- 2. Write your answers in the spaces provided.
- 3. Check your answers with a partner.
- 4. Discuss any difficulties you have.
- 5. Listen to the recording again and check your answers.
- 6. Write a short paragraph about the conversation.
- 7. Read the text and answer the questions.
- 8. Write your answers in the spaces provided.
- 9. Check your answers with a partner.
- 10. Discuss any difficulties you have.

Business English

1. The first test is a listening test. You will hear a recording of a business meeting. You will have to answer questions about what you hear.

2. Write your answers in the spaces provided.

3. Check your answers with a partner.

4. Discuss any difficulties you have.

5. Listen to the recording again and check your answers.

6. Write a short paragraph about the meeting.

7. Read the text and answer the questions.

8. Write your answers in the spaces provided.

9. Check your answers with a partner.

10. Discuss any difficulties you have.

Reading

1. The first test is a reading test. You will read a text about a business. You will have to answer questions about the text.

2. Read the text and answer the questions.

3. Write your answers in the spaces provided.

4. Check your answers with a partner.

5. Discuss any difficulties you have.

6. Listen to the recording and answer the questions.

7. Write your answers in the spaces provided.

8. Check your answers with a partner.

9. Discuss any difficulties you have.

10. Listen to the recording again and check your answers.

11. Write a short paragraph about the conversation.

12. Read the text and answer the questions.

13. Write your answers in the spaces provided.

14. Check your answers with a partner.

15. Discuss any difficulties you have.

Writing (20%)

1. The first test is a writing test. You will have to write a letter or an email. You will have to use the information in the text to write your letter or email.

2. Read the text and answer the questions.

3. Write your answers in the spaces provided.

4. Check your answers with a partner.

5. Discuss any difficulties you have.

6. Listen to the recording and answer the questions.

7. Write your answers in the spaces provided.

8. Check your answers with a partner.

9. Discuss any difficulties you have.

10. Listen to the recording again and check your answers.

11. Write a short paragraph about the conversation.

12. Read the text and answer the questions.

13. Write your answers in the spaces provided.

14. Check your answers with a partner.

15. Discuss any difficulties you have.

16. The second test is a writing test. You will have to write a letter or an email. You will have to use the information in the text to write your letter or email.

17. Read the text and answer the questions.

18. Write your answers in the spaces provided.

19. Check your answers with a partner.

20. Discuss any difficulties you have.

How can you tell if a child has a reading difficulty? This may be easier to answer if you think about the way you learn to read. You probably learnt to read by copying letters and words from a book or a sign. You were given the letters and words and you copied them. You were not given the letters and words and you had to find them out for yourself.

1 In some cases, children may have a reading difficulty because they are not given the letters and words to copy. They are given the letters and words and they have to find them out for themselves.

One way to help a child with a reading difficulty is to give them letters and words to copy. This is called 'copying'. Another way to help a child with a reading difficulty is to give them letters and words to find. This is called 'finding'. Both of these ways can help a child with a reading difficulty. You can use both of these ways to help a child with a reading difficulty.

Considering language

1 Choose a word from the text and write a sentence using it. You can use the word in any way you like. You can use it in a sentence, a paragraph or a story. You can use it in any way you like.

- 1. Copying
- 2. Finding
- 3. Reading
- 4. Writing
- 5. Learning
- 6. Copying
- 7. Finding
- 8. Reading
- 9. Writing
- 10. Learning

2 Write a sentence using the word 'copying' in any way you like. You can use it in a sentence, a paragraph or a story. You can use it in any way you like.

- 1. Copying
- 2. Finding
- 3. Reading
- 4. Writing
- 5. Learning
- 6. Copying
- 7. Finding
- 8. Reading
- 9. Writing
- 10. Learning

EXTENSION ACTIVITY

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Retelling

1 Read the text and write a short story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Writing

1 Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Write a story about a child who has a reading difficulty. You can use the words 'copying' and 'finding' in your story.

Support resources for the 2011

Customer support

Customer support resources for the 2011 include:

- **Customer support center** (CSC) – a central hub for customer support, providing a single point of contact for all customer inquiries.
- **Customer support team** – a team of experts who provide support to customers.
- **Customer support channels** – various ways for customers to contact support, including phone, email, chat, and social media.
- **Customer support tools** – software and hardware used to manage customer support, such as CRM systems and helpdesk software.
- **Customer support training** – programs to help support staff improve their skills and knowledge.
- **Customer support metrics** – key performance indicators (KPIs) used to measure the effectiveness of customer support, such as response time and customer satisfaction.

Customer support metrics

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

Customer support metrics

Customer support metrics are used to measure the effectiveness of customer support. Key metrics include:

- **First response time** – the time it takes for a customer to receive their first response from support.
- **Resolution time** – the time it takes for a customer's issue to be resolved.
- **Customer satisfaction** – a measure of how satisfied customers are with the support they receive.
- **Customer effort score** – a measure of how much effort a customer has to put into resolving their issue.
- **Customer retention rate** – the percentage of customers who continue to use a product or service after receiving support.

23. **Adjective**

The word *adjective* is a noun, but *adjective* is a verb, meaning "to describe or modify."

24. **Adjective**

The word *adjective* is a noun, but *adjective* is a verb, meaning "to describe or modify."

Adjectives

Use the words in the list to describe the people in the picture. Write the words in the space provided.

25. **Adjective**

Write the words in the list that describe the people in the picture. Write the words in the space provided.

26. **Adjective**

Write the words in the list that describe the people in the picture. Write the words in the space provided.

27. **Adjective**

Write the words in the list that describe the people in the picture. Write the words in the space provided.

Listening for attitude

Listen to the recording and choose the attitude that best describes the speaker's attitude.

28. **Adjective**

- 1. A. Indifferent
- 2. B. Disappointed
- 3. C. Amused
- 4. D. Annoyed
- 5. E. Surprised
- 6. F. Excited
- 7. G. Nervous
- 8. H. Proud

29. **Adjective**

- 1. A. Indifferent
- 2. B. Disappointed
- 3. C. Amused
- 4. D. Annoyed
- 5. E. Surprised
- 6. F. Excited
- 7. G. Nervous
- 8. H. Proud

30. **Adjective**

Listen to the recording and choose the attitude that best describes the speaker's attitude.

31. **Adjective**

- 1. A. Indifferent
- 2. B. Disappointed
- 3. C. Amused
- 4. D. Annoyed
- 5. E. Surprised
- 6. F. Excited
- 7. G. Nervous
- 8. H. Proud

32. **Adjective**

Listen to the recording and choose the attitude that best describes the speaker's attitude.

Collocations and set-phrases

1 Complete the sentences using an appropriate collocation or set phrase. You may need to use more than one word from the list. Write your answers in the spaces provided.

1. The company is planning to _____ a new product line.

2. The team _____ to win the championship.

- Word Bank:**
- 1. launch
 - 2. set up
 - 3. set out
 - 4. set up
 - 5. set up
 - 6. set up
 - 7. set up
 - 8. set up
 - 9. set up
 - 10. set up

Minimal words

2 Complete the sentences using the minimal words in the box. Write your answers in the spaces provided.

1. The company is planning to _____ a new product line.

EXTENSION TASK

Write a short paragraph using the minimal words in the box. You may use each word more than once.

3 Complete the sentences using the minimal words in the box. Write your answers in the spaces provided.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Discussion

4 Discuss the advantages and disadvantages of the following products. Write your answers in the spaces provided.

1. The company is planning to _____ a new product line.

2. The team _____ to win the championship.

- Word Bank:**
- 1. launch
 - 2. set up
 - 3. set out
 - 4. set up
 - 5. set up
 - 6. set up
 - 7. set up
 - 8. set up
 - 9. set up
 - 10. set up

Writing Activity

5 Write a short paragraph using the minimal words in the box. You may use each word more than once.

EXTENSION TASK

Write a short paragraph using the minimal words in the box. You may use each word more than once.

210

The author's purpose in writing this passage is to

Reading Strategy

A purpose of the author is to

provide information about

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

The author's purpose in writing this passage is to

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

211

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

Reading Strategy

The author's purpose in writing this passage is to

The author's purpose in writing this passage is to

The author's purpose in writing this passage is to

Asking questions

1 Fill in the missing word (A, B, C, D) in the gaps below. Use the words in the box (write the letter A, B, C, or D) in the gaps.

26. The weather was very good, so we decided to go to the beach. We had a very good time and we were very happy when we got home.

27. Complete the sentences.

1. The car was very old and it was very slow.
2. The car was very old and it was very slow.
3. The car was very old and it was very slow.

28 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

29. The car was very old and it was very slow. The car was very old and it was very slow. The car was very old and it was very slow.

Making requests

1 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

30. The car was very old and it was very slow. The car was very old and it was very slow. The car was very old and it was very slow.

31. Complete the sentences.

1. The car was very old and it was very slow.
2. The car was very old and it was very slow.
3. The car was very old and it was very slow.
4. The car was very old and it was very slow.
5. The car was very old and it was very slow.
6. The car was very old and it was very slow.
7. The car was very old and it was very slow.

32 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

33. Complete the sentences.

1. The car was very old and it was very slow.
2. The car was very old and it was very slow.
3. The car was very old and it was very slow.

Activity

1 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

34. The car was very old and it was very slow. The car was very old and it was very slow. The car was very old and it was very slow.

35. The car was very old and it was very slow. The car was very old and it was very slow. The car was very old and it was very slow.

Giving instructions

1 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

36. The car was very old and it was very slow. The car was very old and it was very slow. The car was very old and it was very slow.

37. Complete the sentences.

- | | |
|---|---|
| 1. The car was very old and it was very slow. | 2. The car was very old and it was very slow. |
| 3. The car was very old and it was very slow. | 4. The car was very old and it was very slow. |
| 5. The car was very old and it was very slow. | 6. The car was very old and it was very slow. |
| 7. The car was very old and it was very slow. | 8. The car was very old and it was very slow. |

38 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

39. Complete the sentences.

1. The car was very old and it was very slow.
2. The car was very old and it was very slow.
3. The car was very old and it was very slow.
4. The car was very old and it was very slow.
5. The car was very old and it was very slow.
6. The car was very old and it was very slow.
7. The car was very old and it was very slow.
8. The car was very old and it was very slow.
9. The car was very old and it was very slow.
10. The car was very old and it was very slow.
11. The car was very old and it was very slow.
12. The car was very old and it was very slow.
13. The car was very old and it was very slow.
14. The car was very old and it was very slow.
15. The car was very old and it was very slow.
16. The car was very old and it was very slow.
17. The car was very old and it was very slow.
18. The car was very old and it was very slow.
19. The car was very old and it was very slow.
20. The car was very old and it was very slow.

40 Write the correct form of the verb in the gaps. Use the words in the box (write the letter A, B, C, or D) in the gaps.

1. The car was very old and it was very slow.
2. The car was very old and it was very slow.
3. The car was very old and it was very slow.

- 1. The first part of the passage discusses the importance of the... (text is very faint)
- 2. The second part of the passage discusses the importance of the... (text is very faint)
- 3. The third part of the passage discusses the importance of the... (text is very faint)
- 4. The fourth part of the passage discusses the importance of the... (text is very faint)
- 5. The fifth part of the passage discusses the importance of the... (text is very faint)
- 6. The sixth part of the passage discusses the importance of the... (text is very faint)
- 7. The seventh part of the passage discusses the importance of the... (text is very faint)
- 8. The eighth part of the passage discusses the importance of the... (text is very faint)
- 9. The ninth part of the passage discusses the importance of the... (text is very faint)
- 10. The tenth part of the passage discusses the importance of the... (text is very faint)

11. The eleventh part of the passage discusses the importance of the... (text is very faint)

- 12. The twelfth part of the passage discusses the importance of the... (text is very faint)
- 13. The thirteenth part of the passage discusses the importance of the... (text is very faint)
- 14. The fourteenth part of the passage discusses the importance of the... (text is very faint)
- 15. The fifteenth part of the passage discusses the importance of the... (text is very faint)
- 16. The sixteenth part of the passage discusses the importance of the... (text is very faint)
- 17. The seventeenth part of the passage discusses the importance of the... (text is very faint)
- 18. The eighteenth part of the passage discusses the importance of the... (text is very faint)
- 19. The nineteenth part of the passage discusses the importance of the... (text is very faint)
- 20. The twentieth part of the passage discusses the importance of the... (text is very faint)

Solving problems

21. The twenty-first part of the passage discusses the importance of the... (text is very faint)

Writing presentation slides

22. The twenty-second part of the passage discusses the importance of the... (text is very faint)

Presentations

23. The twenty-third part of the passage discusses the importance of the... (text is very faint)

Always a choice

24. The twenty-fourth part of the passage discusses the importance of the... (text is very faint)

Verbs and Activity

- 25. The twenty-fifth part of the passage discusses the importance of the... (text is very faint)
- 26. The twenty-sixth part of the passage discusses the importance of the... (text is very faint)
- 27. The twenty-seventh part of the passage discusses the importance of the... (text is very faint)
- 28. The twenty-eighth part of the passage discusses the importance of the... (text is very faint)
- 29. The twenty-ninth part of the passage discusses the importance of the... (text is very faint)
- 30. The thirtieth part of the passage discusses the importance of the... (text is very faint)
- 31. The thirty-first part of the passage discusses the importance of the... (text is very faint)
- 32. The thirty-second part of the passage discusses the importance of the... (text is very faint)
- 33. The thirty-third part of the passage discusses the importance of the... (text is very faint)
- 34. The thirty-fourth part of the passage discusses the importance of the... (text is very faint)
- 35. The thirty-fifth part of the passage discusses the importance of the... (text is very faint)
- 36. The thirty-sixth part of the passage discusses the importance of the... (text is very faint)
- 37. The thirty-seventh part of the passage discusses the importance of the... (text is very faint)
- 38. The thirty-eighth part of the passage discusses the importance of the... (text is very faint)
- 39. The thirty-ninth part of the passage discusses the importance of the... (text is very faint)
- 40. The fortieth part of the passage discusses the importance of the... (text is very faint)

Review 1 and 2 Answer key

Review 1

Corporate culture

- 1. a
- 2. b
- 3. c
- 4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

- 1. a
- 2. b
- 3. c
- 4. d

Service 2

- 1. a
- 2. b
- 3. c
- 4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

- 1. a
- 2. b
- 3. c
- 4. d

Service 3

- 1. a
- 2. b
- 3. c
- 4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

1. a
2. b
3. c
4. d

10.1 The City of London

The City of London is a small area in the heart of London, but it is very important.

Learning Objectives

By the end of this lesson, you should be able to:

- Describe the location and importance of the City of London.
- Identify the main buildings and landmarks in the City of London.
- Explain the historical significance of the City of London.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

LEARNER ACTIVITY

1. Look at the map of the City of London. What are the main buildings and landmarks? Describe their location and importance.

2. Write a short paragraph about the history of the City of London. What are the main events in its history?

Discussion

1. Why is the City of London so important? What are the main reasons for this?

2. How has the City of London changed over time? What are the main changes?

3. What are the main buildings and landmarks in the City of London? Describe their location and importance.

10.2 The City of London

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

Learning Objectives

By the end of this lesson, you should be able to:

- Describe the location and importance of the City of London.
- Identify the main buildings and landmarks in the City of London.
- Explain the historical significance of the City of London.

10.3 The City of London

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

10.4 The City of London

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

The City of London is a small area in the heart of London, but it is very important. It is the financial centre of the United Kingdom and is home to many of the world's leading financial institutions. The City is also home to many of the world's most famous buildings, including St Paul's Cathedral and the Bank of England.

- 10 The company's new marketing strategy was an absolute success. The sales figures exceeded expectations, and the customer feedback was overwhelmingly positive. The marketing department had worked hard to ensure that the campaign was targeted and engaging, and the results speak for themselves.
- 11 The project manager was confident that the team would complete the task on time and within budget. However, several unexpected challenges arose, including a change in requirements and a delay in receiving necessary resources. Despite these setbacks, the team remained resilient and eventually delivered a high-quality product.
- 12 The research team conducted a comprehensive analysis of the market trends and consumer behavior. They found that there was a significant shift in preferences, and the company needed to adapt its offerings accordingly. The findings were presented to the executive team, who decided to implement a series of strategic changes to better align with the market.

Listening for detail

13 Listen to the audio and answer the questions. Write your answers in the spaces provided. You should spend about 10 minutes on this section.

QUESTIONS

1. What is the main purpose of the presentation? (1)

2. What are the key challenges mentioned? (2)

Discussion

14 Discuss the challenges mentioned in the audio. How can they be overcome? Write your answers in the spaces provided. You should spend about 10 minutes on this section.

1. The project manager was confident that the team would complete the task on time and within budget. However, several unexpected challenges arose, including a change in requirements and a delay in receiving necessary resources. Despite these setbacks, the team remained resilient and eventually delivered a high-quality product.
2. The research team conducted a comprehensive analysis of the market trends and consumer behavior. They found that there was a significant shift in preferences, and the company needed to adapt its offerings accordingly. The findings were presented to the executive team, who decided to implement a series of strategic changes to better align with the market.
3. The company's new marketing strategy was an absolute success. The sales figures exceeded expectations, and the customer feedback was overwhelmingly positive. The marketing department had worked hard to ensure that the campaign was targeted and engaging, and the results speak for themselves.
4. The project manager was confident that the team would complete the task on time and within budget. However, several unexpected challenges arose, including a change in requirements and a delay in receiving necessary resources. Despite these setbacks, the team remained resilient and eventually delivered a high-quality product.

Preparation activity

15 Prepare a presentation on any one of the topics. Prepare notes and a short presentation (5-10 minutes) on the topic.

Exam reading

16 Read the text and answer the questions. You should spend about 10 minutes on this section.

17 Read the text and answer the questions. You should spend about 10 minutes on this section.

18 Read the text and answer the questions. You should spend about 10 minutes on this section.

1. The project manager was confident that the team would complete the task on time and within budget. However, several unexpected challenges arose, including a change in requirements and a delay in receiving necessary resources. Despite these setbacks, the team remained resilient and eventually delivered a high-quality product.
2. The research team conducted a comprehensive analysis of the market trends and consumer behavior. They found that there was a significant shift in preferences, and the company needed to adapt its offerings accordingly. The findings were presented to the executive team, who decided to implement a series of strategic changes to better align with the market.

Preparation

19 Prepare a presentation on any one of the topics. Prepare notes and a short presentation (5-10 minutes) on the topic.

1. The project manager was confident that the team would complete the task on time and within budget. However, several unexpected challenges arose, including a change in requirements and a delay in receiving necessary resources. Despite these setbacks, the team remained resilient and eventually delivered a high-quality product.
2. The research team conducted a comprehensive analysis of the market trends and consumer behavior. They found that there was a significant shift in preferences, and the company needed to adapt its offerings accordingly. The findings were presented to the executive team, who decided to implement a series of strategic changes to better align with the market.

EXERCISE ACTIVITY

20 Discuss the challenges mentioned in the audio. How can they be overcome? Write your answers in the spaces provided. You should spend about 10 minutes on this section.

Discussion

12 Read the comments on the study area.

Write notes on each comment, showing which comment

- 1) reflects a general feature of population change in the study area; and
- 2) is a specific comment on the study area.

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

13 Write notes on each comment, showing which comment

- 1) reflects a general feature of population change in the study area; and
- 2) is a specific comment on the study area.

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

EXERCISES

- 1) Write a short report on the population change in the study area. Use the following questions to guide you:
- 2) Write a short report on the population change in the study area. Use the following questions to guide you:

14 Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

15 Write a short report on the population change in the study area. Use the following questions to guide you:

- 1) Write a short report on the population change in the study area. Use the following questions to guide you:
- 2) Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

Discussion

16 Write a short report on the population change in the study area. Use the following questions to guide you:

17 Write a short report on the population change in the study area. Use the following questions to guide you:

- 1) Write a short report on the population change in the study area. Use the following questions to guide you:
- 2) Write a short report on the population change in the study area. Use the following questions to guide you:

18 Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

Reading for detail

19 Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

- 1) Write a short report on the population change in the study area. Use the following questions to guide you:
- 2) Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

20 Write a short report on the population change in the study area. Use the following questions to guide you:

- 1) Write a short report on the population change in the study area. Use the following questions to guide you:
- 2) Write a short report on the population change in the study area. Use the following questions to guide you:

Discuss your comments with your group, making sure you discuss all the comments. Consider the following questions:

21 Write a short report on the population change in the study area. Use the following questions to guide you:

Listening for detail

22 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

- A) reduce the amount of time people spend on the Internet
- B) increase the amount of time people spend on the Internet
- C) reduce the amount of time people spend on the Internet
- D) increase the amount of time people spend on the Internet

23 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

- A) reduce the amount of time people spend on the Internet
- B) increase the amount of time people spend on the Internet
- C) reduce the amount of time people spend on the Internet
- D) increase the amount of time people spend on the Internet

Presentation

24 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

...to reduce the amount of time people spend on the Internet. This is because the Internet has helped to reduce the amount of time people spend on the Internet. This is because the Internet has helped to reduce the amount of time people spend on the Internet.

...to increase the amount of time people spend on the Internet. This is because the Internet has helped to increase the amount of time people spend on the Internet. This is because the Internet has helped to increase the amount of time people spend on the Internet.

25 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

...to reduce the amount of time people spend on the Internet. This is because the Internet has helped to reduce the amount of time people spend on the Internet.

Listening for detail

26 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

...to increase the amount of time people spend on the Internet. This is because the Internet has helped to increase the amount of time people spend on the Internet. This is because the Internet has helped to increase the amount of time people spend on the Internet.

Identifying relative clauses

27 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

...to reduce the amount of time people spend on the Internet. This is because the Internet has helped to reduce the amount of time people spend on the Internet.

- A) who is talking about the importance of the Internet
- B) who is talking about the importance of the Internet
- C) who is talking about the importance of the Internet
- D) who is talking about the importance of the Internet
- E) who is talking about the importance of the Internet
- F) who is talking about the importance of the Internet
- G) who is talking about the importance of the Internet

28 The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

...to increase the amount of time people spend on the Internet. This is because the Internet has helped to increase the amount of time people spend on the Internet.

Listening for detail

The speaker is talking about the importance of the Internet. According to the speaker, the Internet has helped to...

Non-defining relative clauses

23 *Not a member of the club at the moment as my wife, Sarah, has just got pregnant. I have thought about leaving, but she has said she will stay with me until the baby is born.*

24 *My wife, Sarah, who lives in a nice area, has just got pregnant. I have thought about leaving, but she has said she will stay with me until the baby is born.*

25 *My wife, Sarah, who lives in a nice area, has just got pregnant. I have thought about leaving, but she has said she will stay with me until the baby is born.*

Exercises

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
2. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
3. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
4. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
5. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
6. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
7. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
8. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Language & style

Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Discussion

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Articles

2. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Exercises

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
2. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
3. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
4. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
5. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
6. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
7. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.
8. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Expanding notes

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

EXERCISING SCRIPT

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

EXERCISING SCRIPT

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

EXERCISING SCRIPT

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

EXERCISING SCRIPT

1. Write a sentence about a person, an object, an animal or a place using the following relative clauses. Use the word in brackets.

Exercises

Exercises 1-10 are to be done in pairs. Each student should have a copy of the exercises and a copy of the answers. The exercises are to be done in pairs. Each student should have a copy of the exercises and a copy of the answers.

Defining words

1. Write a definition for each word. Use a dictionary if you need to.

Definition game

2. Use a dictionary to find a word for each definition. Write the word in the space provided.

Corrected exercises

1. Write a definition for each word. Use a dictionary if you need to.

Exercises

Exercises 1-10 are to be done in pairs. Each student should have a copy of the exercises and a copy of the answers. The exercises are to be done in pairs. Each student should have a copy of the exercises and a copy of the answers.

Defining words

1. Write a definition for each word. Use a dictionary if you need to.

2. Use a dictionary to find a word for each definition. Write the word in the space provided.

Corrected exercises

1. Write a definition for each word. Use a dictionary if you need to.

Defining words

1. Write a definition for each word. Use a dictionary if you need to.

Listening for gist

2. Listen to the recording and answer the questions. Write your answers in the spaces provided.

3. Use a dictionary to find a word for each definition. Write the word in the space provided.

4. Use a dictionary to find a word for each definition. Write the word in the space provided.

Corrected exercises

1. Write a definition for each word. Use a dictionary if you need to.



The person is holding the object in a way that shows its texture and shape. The object appears to be a piece of wood or a similar material, possibly a handle or a tool component.

Inferring meaning

Imagine that you are a person who is working in a factory. You are holding the object in your hands. What do you think the object is? Write a short paragraph describing your thoughts.

Discussion

Work in pairs. One person will describe the object to the other person. The other person will try to guess what the object is. You can use the questions in the box to help you. After five minutes, swap roles and continue the game. You can also use the questions in the box to help you.

Questions

- 1. What is the object made of?
- 2. How big is it?
- 3. What does it look like?
- 4. What is it used for?

Model

Q: What is the object made of?
A: It's made of wood.

Q: How big is it?
A: It's about 10 centimeters long.

Questions

- 1. What is the object made of?
- 2. How big is it?
- 3. What does it look like?
- 4. What is it used for?
- 5. How many are there?
- 6. Where are they made?

Analysis

Work in pairs. One person will describe the object to the other person. The other person will try to guess what the object is. You can use the questions in the box to help you.

Do you think the object is made of wood? Why or why not? Write a short paragraph explaining your answer.

Questions

- 1. What is the object made of?
- 2. How big is it?
- 3. What does it look like?
- 4. What is it used for?
- 5. How many are there?
- 6. Where are they made?

Language focus

Work in pairs. One person will describe the object to the other person. The other person will try to guess what the object is. You can use the questions in the box to help you.

- 1. What is the object made of?
- 2. How big is it?
- 3. What does it look like?

- 4. What is it used for?
- 5. How many are there?
- 6. Where are they made?

- 7. How do you use it?
- 8. What is the most interesting thing about it?

Answers

- 1. It's made of wood.
- 2. It's about 10 centimeters long.
- 3. It's a small, dark, rectangular object.
- 4. It's used for holding things.
- 5. There are many of them.
- 6. They are made in a factory.
- 7. You use it to hold things.
- 8. The most interesting thing about it is that it's made of wood.

Work in pairs. One person will describe the object to the other person. The other person will try to guess what the object is. You can use the questions in the box to help you.

Questions

- 1. What is the object made of?
- 2. How big is it?
- 3. What does it look like?
- 4. What is it used for?
- 5. How many are there?
- 6. Where are they made?
- 7. How do you use it?
- 8. What is the most interesting thing about it?

FURTHER PRACTICE

Work in pairs. One person will describe the object to the other person. The other person will try to guess what the object is. You can use the questions in the box to help you.

Answers

- 1. It's made of wood.
- 2. It's about 10 centimeters long.
- 3. It's a small, dark, rectangular object.
- 4. It's used for holding things.
- 5. There are many of them.
- 6. They are made in a factory.
- 7. You use it to hold things.
- 8. The most interesting thing about it is that it's made of wood.

OUTSIDE ACTIVITY

Go to www.bbc.com/1/learningenglish/141 to find out more about the activities in this section.

Writing

1 Write a short story about a person who has a special talent. Use the ideas in the box to help you.

They were all surprised to find out that she could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

When she was young, she had a special talent. She could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

2 Write a short story about a person who has a special talent. Use the ideas in the box to help you.

They were all surprised to find out that she could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

When she was young, she had a special talent. She could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

They were all surprised to find out that she could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

When she was young, she had a special talent. She could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

They were all surprised to find out that she could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

When she was young, she had a special talent. She could speak three languages. It was a secret that she had kept for so long. She had learned them all by herself. She had spent so much time practicing that she had become an expert. She had even won a competition for her skills. She was proud of what she had achieved.

2.5 Case study

1.1 Introduction

This case study is about a company that is using new technology to improve its production process. The company is called 'Tech Solutions' and it is a leading provider of software solutions for businesses.

1.2 Background

The company has been in business for over 10 years and has a strong reputation for its products. It has a large customer base and is growing rapidly. The company is looking for ways to improve its production process and reduce costs.

The company has decided to invest in new technology to improve its production process. The company is looking for ways to improve its production process and reduce costs.

1.3 Objectives

The company has set the following objectives for its new technology project: to improve its production process, to reduce costs, and to increase its customer base. The company is looking for ways to improve its production process and reduce costs.

1.4 Key findings

The company has found that its new technology project has been successful. It has improved its production process, reduced costs, and increased its customer base. The company is looking for ways to improve its production process and reduce costs.

1. The company has set the following objectives for its new technology project: to improve its production process, to reduce costs, and to increase its customer base.
2. The company has found that its new technology project has been successful. It has improved its production process, reduced costs, and increased its customer base.
3. The company is looking for ways to improve its production process and reduce costs.
4. The company has decided to invest in new technology to improve its production process.
5. The company has a large customer base and is growing rapidly.
6. The company is looking for ways to improve its production process and reduce costs.

1.5 Listening for gist

The company has set the following objectives for its new technology project: to improve its production process, to reduce costs, and to increase its customer base. The company is looking for ways to improve its production process and reduce costs.

1. The company has set the following objectives for its new technology project: to improve its production process, to reduce costs, and to increase its customer base.
2. The company has found that its new technology project has been successful. It has improved its production process, reduced costs, and increased its customer base.

Top 100 careers for 2014

Business

- 1. Accountant
- 2. Business Development Manager
- 3. Project Manager
- 4. Marketing Manager
- 5. Operations Manager
- 6. Sales Manager
- 7. Human Resources Manager
- 8. Finance Manager
- 9. Logistics Manager
- 10. Quality Assurance Manager

Healthcare

- 11. Nurse
- 12. Doctor
- 13. Physiotherapist
- 14. Occupational Therapist
- 15. Speech Therapist
- 16. Dietitian
- 17. Pharmacist
- 18. Health Care Assistant
- 19. Podiatrist
- 20. Radiographer

How to find a job

There are many ways to find a job, but the most common are through job websites and recruitment agencies. Here are some tips to help you find a job that is right for you.

Job search plan

1. **Define the 'target' role**
 - Research the job you want.
 - Find out what skills and experience you need to get the job. Look at job descriptions for similar roles to see what skills and experience are required.
2. **Define your 'target' company**
 - Research the company you want to work for. Look at their website and social media to find out what they do and what they value.
 - Find out who the key people are in the company and what their roles are.
3. **Define your 'target' location**
 - Decide where you want to work. Consider the cost of living, the climate, and the quality of life in different locations.
4. **Define your 'target' salary**
 - Research the salary range for the job you want. Use job websites and salary surveys to find out what the market rate is.
5. **Define your 'target' employer**
 - Research the company you want to work for. Look at their website and social media to find out what they do and what they value.
 - Find out who the key people are in the company and what their roles are.
6. **Define your 'target' industry**
 - Research the industry you want to work in. Look at industry reports and news to find out what the industry is doing and what the future prospects are.
7. **Define your 'target' employer type**
 - Research the type of employer you want to work for. Look at job websites and industry reports to find out what the different types of employer are and what they offer.
8. **Define your 'target' employer size**
 - Research the size of employer you want to work for. Look at job websites and industry reports to find out what the different sizes of employer are and what they offer.
9. **Define your 'target' employer sector**
 - Research the sector you want to work in. Look at industry reports and news to find out what the different sectors are and what they offer.
10. **Define your 'target' employer type and size**
 - Research the type and size of employer you want to work for. Look at job websites and industry reports to find out what the different types and sizes of employer are and what they offer.
11. **Define your 'target' employer sector and size**
 - Research the sector and size of employer you want to work for. Look at industry reports and news to find out what the different sectors and sizes of employer are and what they offer.
12. **Define your 'target' employer type, size and sector**
 - Research the type, size and sector of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes and sectors of employer are and what they offer.
13. **Define your 'target' employer type, size, sector and location**
 - Research the type, size, sector and location of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors and locations of employer are and what they offer.
14. **Define your 'target' employer type, size, sector, location and salary**
 - Research the type, size, sector, location and salary of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations and salaries of employer are and what they offer.
15. **Define your 'target' employer type, size, sector, location, salary and employer type**
 - Research the type, size, sector, location, salary and employer type of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types of employer are and what they offer.
16. **Define your 'target' employer type, size, sector, location, salary and employer type and size**
 - Research the type, size, sector, location, salary and employer type and size of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types and sizes of employer are and what they offer.
17. **Define your 'target' employer type, size, sector, location, salary and employer type, size and sector**
 - Research the type, size, sector, location, salary and employer type, size and sector of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types, sizes and sectors of employer are and what they offer.
18. **Define your 'target' employer type, size, sector, location, salary and employer type, size, sector and location**
 - Research the type, size, sector, location, salary and employer type, size, sector and location of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types, sizes, sectors and locations of employer are and what they offer.
19. **Define your 'target' employer type, size, sector, location, salary and employer type, size, sector, location and salary**
 - Research the type, size, sector, location, salary and employer type, size, sector, location and salary of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types, sizes, sectors, locations and salaries of employer are and what they offer.
20. **Define your 'target' employer type, size, sector, location, salary and employer type, size, sector, location, salary and employer type and size**
 - Research the type, size, sector, location, salary and employer type, size, sector, location, salary and employer type and size of employer you want to work for. Look at job websites and industry reports to find out what the different types, sizes, sectors, locations, salaries and employer types, sizes, sectors, locations, salaries and employer types and sizes of employer are and what they offer.

Job website

- Job websites are a great way to find a job. They allow you to search for jobs and apply for them online.
- Some of the most popular job websites are Indeed, LinkedIn, and Glassdoor.
- You can also find job websites through your university or local business network.
- It's important to read the job description carefully and to tailor your application to the job.

17. **Chemistry**

The number of moles of oxygen gas produced from the decomposition of 1 mole of potassium chlorate is:

Answer: 1.5 moles

A mole of potassium chlorate decomposes to produce 1.5 moles of oxygen gas. The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

Discussion:

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

- 1. 0.5 moles
- 2. 1.0 moles
- 3. 1.5 moles
- 4. 2.0 moles
- 5. 2.5 moles
- 6. 3.0 moles
- 7. 3.5 moles
- 8. 4.0 moles
- 9. 4.5 moles
- 10. 5.0 moles

Answer: 1.5 moles

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

- 1. 0.5 moles
- 2. 1.0 moles
- 3. 1.5 moles
- 4. 2.0 moles
- 5. 2.5 moles
- 6. 3.0 moles
- 7. 3.5 moles
- 8. 4.0 moles
- 9. 4.5 moles
- 10. 5.0 moles

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

- 1. 0.5 moles
- 2. 1.0 moles
- 3. 1.5 moles
- 4. 2.0 moles
- 5. 2.5 moles
- 6. 3.0 moles
- 7. 3.5 moles
- 8. 4.0 moles
- 9. 4.5 moles
- 10. 5.0 moles

Answer: 1.5 moles

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

The balanced equation for the decomposition of potassium chlorate is: $2KClO_3 \rightarrow 2KCl + 3O_2$. This shows that 2 moles of potassium chlorate produce 3 moles of oxygen gas. Therefore, 1 mole of potassium chlorate produces 1.5 moles of oxygen gas.

- 1. 0.5 moles
- 2. 1.0 moles
- 3. 1.5 moles
- 4. 2.0 moles
- 5. 2.5 moles
- 6. 3.0 moles
- 7. 3.5 moles
- 8. 4.0 moles
- 9. 4.5 moles
- 10. 5.0 moles

Learning Objectives

By the end of this chapter, you should be able to:

- describe the structure and function of the heart
- describe the structure and function of the lungs
- describe the structure and function of the trachea
- describe the structure and function of the bronchi
- describe the structure and function of the alveoli
- describe the structure and function of the capillaries
- describe the structure and function of the blood vessels
- describe the structure and function of the lymphatic system

System	Structure	Function
Heart	Right and Left Atria, Right and Left Ventricles	Pump blood throughout the body
Lungs	Right and Left Lungs	Exchange of gases (O ₂ and CO ₂)
Trachea	Windpipe	Transport air to and from the lungs
Bronchi	Main and Secondary	Branching tubes that carry air to the lungs
Alveoli	Small air sacs	Site of gas exchange
Capillaries	Small blood vessels	Exchange of nutrients and waste
Blood Vessels	Arteries and Veins	Transport blood throughout the body
Lymphatic System	Lymphatic Vessels	Transport lymph and fight infection

Introduction

The human body is a complex system of organs and tissues that work together to maintain life. The respiratory system is one of the most important systems in the body, as it provides the oxygen that all cells need to survive.

The respiratory system consists of the lungs, trachea, bronchi, and alveoli. It is responsible for taking in oxygen from the air and removing carbon dioxide from the body.

Learning Activity

Read the text and answer the questions. The text describes the structure and function of the respiratory system. It explains how air enters the body through the nose or mouth, travels down the trachea, and is then distributed to the lungs. The lungs are where the exchange of gases takes place. Oxygen is taken in and carbon dioxide is removed from the body.

Skills: This activity involves reading and understanding a text. It also involves identifying key words and phrases. You should be able to describe the structure and function of the respiratory system.

Learning Objectives

By the end of this chapter, you should be able to:

- describe the structure and function of the heart
- describe the structure and function of the lungs
- describe the structure and function of the trachea
- describe the structure and function of the bronchi
- describe the structure and function of the alveoli
- describe the structure and function of the capillaries
- describe the structure and function of the blood vessels
- describe the structure and function of the lymphatic system

System	Structure	Function
Heart	Right and Left Atria, Right and Left Ventricles	Pump blood throughout the body
Lungs	Right and Left Lungs	Exchange of gases (O ₂ and CO ₂)
Trachea	Windpipe	Transport air to and from the lungs
Bronchi	Main and Secondary	Branching tubes that carry air to the lungs
Alveoli	Small air sacs	Site of gas exchange
Capillaries	Small blood vessels	Exchange of nutrients and waste
Blood Vessels	Arteries and Veins	Transport blood throughout the body
Lymphatic System	Lymphatic Vessels	Transport lymph and fight infection

The human body is a complex system of organs and tissues that work together to maintain life. The respiratory system is one of the most important systems in the body, as it provides the oxygen that all cells need to survive.

The respiratory system consists of the lungs, trachea, bronchi, and alveoli. It is responsible for taking in oxygen from the air and removing carbon dioxide from the body.

This will be a very busy day for you. You will be working on a number of different projects. You will also be attending to your own personal affairs.

The breathing game

This is a game that you can play with your friends. It is a fun way to learn about the respiratory system. You will need a stopwatch and a piece of paper. The game is played by taking turns to breathe in and out. The person who breathes in the longest time wins.

Can you make a record? Try to beat your own record. You can also try to beat your friend's record. This is a fun way to learn about the respiratory system.

Learning Objectives

By the end of this chapter, you should be able to:

- describe the structure and function of the heart
- describe the structure and function of the lungs
- describe the structure and function of the trachea
- describe the structure and function of the bronchi
- describe the structure and function of the alveoli
- describe the structure and function of the capillaries
- describe the structure and function of the blood vessels
- describe the structure and function of the lymphatic system

The human body is a complex system of organs and tissues that work together to maintain life. The respiratory system is one of the most important systems in the body, as it provides the oxygen that all cells need to survive.

Further Reading

For more information on the respiratory system, you can read the following books. They are available in the school library. You can also find information on the internet. The following websites are useful: http://www.bbc.com/1/health/2014/04/140414_heart_heart_disease_heart_disease_heart_disease. You can also find information on the internet. The following websites are useful: http://www.bbc.com/1/health/2014/04/140414_heart_heart_disease_heart_disease_heart_disease.

Asking questions

2 You are asked to give a presentation to a group of people on the topic of 'The environment'. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Exercises

- 1. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 2. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 3. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Reading

Read the text and answer the questions. The text is about the environment. You are given 10 minutes to read the text. You are given 10 minutes to read the text. You are given 10 minutes to read the text.

Comprehension

- 1. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 2. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 3. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Discussion

Discuss the text with your partner. You are given 10 minutes to discuss the text. You are given 10 minutes to discuss the text. You are given 10 minutes to discuss the text.

Writing practice

- 1. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 2. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 3. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Listening

Listen to the audio and answer the questions. You are given 10 minutes to listen to the audio. You are given 10 minutes to listen to the audio. You are given 10 minutes to listen to the audio.

- 1. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 2. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.
- 3. Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Integrated writing

Write a presentation on the environment. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation. You are given 10 minutes to prepare your presentation.

Chapter 1

The first part of the book is devoted to the study of the

Chapter 1

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Chapter 1

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Chapter 1

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Model

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Chapter 2

The first part of the book is devoted to the study of the

Chapter 2

The first part of the book is devoted to the study of the

Chapter 2

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Language Model

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

Chapter 2

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

The first part of the book is devoted to the study of the

QUESTION

1. A company is considering a new investment project. The project has an initial outlay of \$100,000 and is expected to generate cash flows of \$30,000 per year for 4 years. The company's cost of capital is 10%.

Answer:

NPV:

Year	CF	Discount Factor	Discounted CF
0	(100,000)	1.000	(100,000)
1	30,000	0.909	27,273
2	30,000	0.826	24,780
3	30,000	0.751	22,530
4	30,000	0.681	20,430
Total			(15,007)

IRR:

The IRR is the rate that makes the NPV equal to zero. Using a financial calculator, the IRR is approximately 8.7%.

Payback Period:

The payback period is the time it takes for the project to pay back its initial investment. It is approximately 3.33 years.

Conclusion:

The NPV is negative, and the IRR is less than the cost of capital. Therefore, the project should be rejected.

2. A company is considering a new investment project. The project has an initial outlay of \$100,000 and is expected to generate cash flows of \$30,000 per year for 4 years. The company's cost of capital is 10%.

QUESTION

1. A company is considering a new investment project. The project has an initial outlay of \$100,000 and is expected to generate cash flows of \$30,000 per year for 4 years. The company's cost of capital is 10%.

Answer:

NPV:

Year	CF	Discount Factor	Discounted CF
0	(100,000)	1.000	(100,000)
1	30,000	0.909	27,273
2	30,000	0.826	24,780
3	30,000	0.751	22,530
4	30,000	0.681	20,430
Total			(15,007)

IRR:

The IRR is the rate that makes the NPV equal to zero. Using a financial calculator, the IRR is approximately 8.7%.

Payback Period:

The payback period is the time it takes for the project to pay back its initial investment. It is approximately 3.33 years.

Conclusion:

The NPV is negative, and the IRR is less than the cost of capital. Therefore, the project should be rejected.

QUESTION

2. A company is considering a new investment project. The project has an initial outlay of \$100,000 and is expected to generate cash flows of \$30,000 per year for 4 years. The company's cost of capital is 10%.

Answer:

NPV:

Year	CF	Discount Factor	Discounted CF
0	(100,000)	1.000	(100,000)
1	30,000	0.909	27,273
2	30,000	0.826	24,780
3	30,000	0.751	22,530
4	30,000	0.681	20,430
Total			(15,007)

IRR:

The IRR is the rate that makes the NPV equal to zero. Using a financial calculator, the IRR is approximately 8.7%.

Payback Period:

The payback period is the time it takes for the project to pay back its initial investment. It is approximately 3.33 years.

Conclusion:

The NPV is negative, and the IRR is less than the cost of capital. Therefore, the project should be rejected.

RECORDING SCRIPT

2. (10:00)

1. He said he had just received several orders for...
 2. They had been placed...
 3. The order was...
 4. ...

5. ...
 6. ...
 7. ...
 8. ...

9. ...
 10. ...
 11. ...
 12. ...

13. ...
 14. ...
 15. ...
 16. ...

17. ...
 18. ...
 19. ...
 20. ...

21. ...
 22. ...
 23. ...
 24. ...

Exam reading

25. ...
 26. ...
 27. ...
 28. ...

29. ...
 30. ...
 31. ...
 32. ...

33. ...
 34. ...
 35. ...
 36. ...

37. ...
 38. ...
 39. ...
 40. ...

41. ...
 42. ...
 43. ...
 44. ...

45. ...
 46. ...
 47. ...
 48. ...

49. ...
 50. ...
 51. ...
 52. ...

Reading and discussion

53. ...
 54. ...
 55. ...
 56. ...

57. ...
 58. ...
 59. ...
 60. ...

61. ...
 62. ...
 63. ...
 64. ...

65. ...
 66. ...
 67. ...
 68. ...

69. ...
 70. ...
 71. ...
 72. ...

73. ...
 74. ...
 75. ...
 76. ...

77. ...
 78. ...
 79. ...
 80. ...

81. ...
 82. ...
 83. ...
 84. ...

85. ...
 86. ...
 87. ...
 88. ...

89. ...
 90. ...
 91. ...
 92. ...

93. ...
 94. ...
 95. ...
 96. ...

5 Making deals

COMPANIES

- 1. **Company name**
- 2. **Location & premises**
- 3. **Business structure**
- 4. **Business history**
- 5. **Business plan**
- 6. **Financial records**
- 7. **Legal records & litigation**
- 8. **Employees**
- 9. **Assets**
- 10. **Liabilities**
- 11. **Intellectual property**
- 12. **Other relevant info.**
- 13. **Company records & filing**

FINANCIAL RECORDS

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

FINANCIAL RECORDS

The financial records of a company are the primary source of information for the buyer. The financial records should be reviewed to determine the company's financial health and to identify any potential risks. The financial records should be reviewed for the following items:

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

The financial records should be reviewed to determine the company's financial health and to identify any potential risks. The financial records should be reviewed for the following items:

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

The financial records should be reviewed to determine the company's financial health and to identify any potential risks. The financial records should be reviewed for the following items:

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

The financial records should be reviewed to determine the company's financial health and to identify any potential risks. The financial records should be reviewed for the following items:

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

FINANCIAL RECORDS

- 1. **Income statement**
- 2. **Balance sheet**
- 3. **Statement of cash flows**
- 4. **Statement of retained earnings**
- 5. **Statement of assets and liabilities**
- 6. **Statement of equity**
- 7. **Statement of debt**
- 8. **Statement of taxes**
- 9. **Statement of other relevant info.**

The first two steps, with the second being a complex task, are the most important. All other steps are very easy to do and can be done in any order.

After this, you can do anything that you want. The only thing that you should do is to make sure that you are doing it in the right order.

- 1. A person is always honest.
- 2. A person is always kind.
- 3. A person is always generous.
- 4. A person is always helpful.
- 5. A person is always friendly.
- 6. A person is always polite.
- 7. A person is always respectful.
- 8. A person is always considerate.
- 9. A person is always thoughtful.
- 10. A person is always caring.

READING SKILLS

- 1. The first two steps are the most important.
- 2. All other steps are very easy to do.
- 3. You can do anything that you want after this.
- 4. The only thing that you should do is to make sure that you are doing it in the right order.
- 5. After this, you can do anything that you want.
- 6. The only thing that you should do is to make sure that you are doing it in the right order.
- 7. You can do anything that you want after this.
- 8. The only thing that you should do is to make sure that you are doing it in the right order.
- 9. After this, you can do anything that you want.
- 10. The only thing that you should do is to make sure that you are doing it in the right order.

READING SKILLS

The first two steps are the most important. All other steps are very easy to do and can be done in any order. After this, you can do anything that you want. The only thing that you should do is to make sure that you are doing it in the right order.

1. A person is always honest.

2. A person is always kind.

3. A person is always generous.

4. A person is always helpful.

5. A person is always friendly.

6. A person is always polite.

7. A person is always respectful.

8. A person is always considerate.

9. A person is always thoughtful.

10. A person is always caring.

Pressure button

The pressure button is a small button that is used to start the engine. It is located on the left side of the dashboard. To use it, you need to press it with your thumb. This will start the engine and the car will move forward.

The first two steps, with the second being a complex task, are the most important. All other steps are very easy to do and can be done in any order.

After this, you can do anything that you want. The only thing that you should do is to make sure that you are doing it in the right order.

- 1. A person is always honest.
- 2. A person is always kind.
- 3. A person is always generous.
- 4. A person is always helpful.
- 5. A person is always friendly.
- 6. A person is always polite.
- 7. A person is always respectful.
- 8. A person is always considerate.
- 9. A person is always thoughtful.
- 10. A person is always caring.

READING SKILLS

- 1. The first two steps are the most important.
- 2. All other steps are very easy to do.
- 3. You can do anything that you want after this.
- 4. The only thing that you should do is to make sure that you are doing it in the right order.
- 5. After this, you can do anything that you want.
- 6. The only thing that you should do is to make sure that you are doing it in the right order.
- 7. You can do anything that you want after this.
- 8. The only thing that you should do is to make sure that you are doing it in the right order.
- 9. After this, you can do anything that you want.
- 10. The only thing that you should do is to make sure that you are doing it in the right order.

READING SKILLS

The first two steps are the most important. All other steps are very easy to do and can be done in any order. After this, you can do anything that you want. The only thing that you should do is to make sure that you are doing it in the right order.

1. A person is always honest.

2. A person is always kind.

3. A person is always generous.

4. A person is always helpful.

5. A person is always friendly.

6. A person is always polite.

7. A person is always respectful.

8. A person is always considerate.

9. A person is always thoughtful.

10. A person is always caring.

Pressure button

The pressure button is a small button that is used to start the engine. It is located on the left side of the dashboard. To use it, you need to press it with your thumb. This will start the engine and the car will move forward.

Discussion

As expected, we found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

CaMKII gene is expressed in the hippocampus

CaMKII gene is expressed in the hippocampus, but not in the cerebellum. We found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

CaMKII gene is expressed in the hippocampus, but not in the cerebellum. We found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

CaMKII gene is expressed in the hippocampus, but not in the cerebellum. We found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

CaMKII gene is expressed in the hippocampus

CaMKII gene is expressed in the hippocampus, but not in the cerebellum. We found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

CaMKII gene is expressed in the hippocampus, but not in the cerebellum. We found that the *CaMKII* gene is expressed in the hippocampus, but not in the cerebellum. We found that the

References

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...

Received for consideration

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

Received for consideration ...

APPENDIX 1

These are the names of the people who were on the committee that was set up to look at the problem of the... (The names are listed in the table below.)

Related research

There has been a lot of research done on this topic in the last few years. The most interesting findings are that... (The findings are listed in the table below.)

There is also a lot of research done on the... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

Discussion

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

References

These are the references that were used in the... (The references are listed in the table below.)

Listing

The... (The findings are listed in the table below.)

References

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

APPENDIX 2

These are the names of the people who were on the committee that was set up to look at the problem of the... (The names are listed in the table below.)

There has been a lot of research done on this topic in the last few years. The most interesting findings are that... (The findings are listed in the table below.)

There is also a lot of research done on the... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

Discussion

The... (The findings are listed in the table below.)

The... (The findings are listed in the table below.)

References

These are the references that were used in the... (The references are listed in the table below.)

Listing

The... (The findings are listed in the table below.)

References

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

RECOGNIZE YOUR

- 1. **100%**
- 2. **100%**
- 3. **100%**
- 4. **100%**

TURNING POINTS

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

6. **100%**

7. **100%**

8. **100%**

9. **100%**

10. **100%**

Highlighting

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

EXTENSION ACTIVITY

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

100%

1. **100%**

2. **100%**

3. **100%**

Discussion

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

Discussion

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**

2. **100%**

3. **100%**

EXTENSION ACTIVITY

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

Model

1. **100%**

2. **100%**

3. **100%**

4. **100%**

5. **100%**

1. **100%**
2. **100%**
3. **100%**
4. **100%**
5. **100%**

6 Company and community

QUESTIONS

- 1. Explain the difference between a company and a community.
- 2. Describe the role of a company in society.
- 3. Discuss the importance of community involvement for a company.
- 4. Evaluate the impact of a company on its community.
- 5. Propose strategies for a company to improve its community relations.

ANSWERS

- 1. A company is a legal entity that is separate from its owners, while a community is a group of people living in the same area.
- 2. A company provides goods and services, creates jobs, and contributes to the economy.
- 3. Community involvement helps a company to understand the needs of its stakeholders, build trust, and improve its reputation.
- 4. A company can have a positive impact on its community by creating jobs, supporting local businesses, and contributing to social causes.
- 5. A company can improve its community relations by being transparent, listening to feedback, and taking action on the issues that matter most to its community.

QUESTIONS

- 1. Explain the difference between a company and a community.
- 2. Describe the role of a company in society.
- 3. Discuss the importance of community involvement for a company.
- 4. Evaluate the impact of a company on its community.
- 5. Propose strategies for a company to improve its community relations.

ANSWERS

- 1. A company is a legal entity that is separate from its owners, while a community is a group of people living in the same area.
- 2. A company provides goods and services, creates jobs, and contributes to the economy.
- 3. Community involvement helps a company to understand the needs of its stakeholders, build trust, and improve its reputation.
- 4. A company can have a positive impact on its community by creating jobs, supporting local businesses, and contributing to social causes.
- 5. A company can improve its community relations by being transparent, listening to feedback, and taking action on the issues that matter most to its community.

QUESTIONS

- 1. Explain the difference between a company and a community.
- 2. Describe the role of a company in society.
- 3. Discuss the importance of community involvement for a company.
- 4. Evaluate the impact of a company on its community.
- 5. Propose strategies for a company to improve its community relations.

ANSWERS

- 1. A company is a legal entity that is separate from its owners, while a community is a group of people living in the same area.
- 2. A company provides goods and services, creates jobs, and contributes to the economy.
- 3. Community involvement helps a company to understand the needs of its stakeholders, build trust, and improve its reputation.
- 4. A company can have a positive impact on its community by creating jobs, supporting local businesses, and contributing to social causes.
- 5. A company can improve its community relations by being transparent, listening to feedback, and taking action on the issues that matter most to its community.

READING

Read the text and answer the questions. Write your answers in the spaces provided.

Task 1: Vocabulary

Read the text and underline the words and phrases that you do not know. Write their meanings in the spaces provided. Use the dictionary if you need to. Write the meaning of the words in the spaces provided. Use the dictionary if you need to.

Read the text and underline the words and phrases that you do not know. Write their meanings in the spaces provided. Use the dictionary if you need to.

Task 2: Reading

Read the text and answer the questions. Write your answers in the spaces provided. Use the dictionary if you need to.

Task 3: Discussion

Discuss the text with your partner. Write your answers in the spaces provided. Use the dictionary if you need to.

Task 4: Writing

Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.

Task 5: Research Activity

Research the topic of the text. Write your findings in the space provided. Use the dictionary if you need to.

Task 6: Reading

Read the text and answer the questions. Write your answers in the spaces provided. Use the dictionary if you need to.

Read the text and answer the questions. Write your answers in the spaces provided. Use the dictionary if you need to.

Task 7: Vocabulary

Read the text and underline the words and phrases that you do not know. Write their meanings in the spaces provided. Use the dictionary if you need to.

Task 8: Reading and Discussion

Read the text and answer the questions. Write your answers in the spaces provided. Use the dictionary if you need to.

Task 9: Writing

- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.

Task 10: Reading

Read the text and answer the questions. Write your answers in the spaces provided. Use the dictionary if you need to.

Task 11: Writing

Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.

Task 12: Reading

- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.
- Write a short paragraph about the text. Write your answer in the space provided. Use the dictionary if you need to.

QUESTION

1. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

2. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

3. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

ANSWER

1. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

QUESTION

1. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

ANSWER

1. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

The answer

1. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

2. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

3. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

4. The following table shows the results of a survey of 100 people about their favourite sport. The table is incomplete. Complete the table by putting the correct number in each box.

Football	35
Cricket	20
Tennis	15
Swimming	10
Other	10
Total	100

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

Answer choice

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

Answer choice

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

...the ... of ...

...the ... of ...

Answer choice

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

...the ... of ...

Answer choice

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

Using

Answer choice

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...

Section 1

Read the text and answer the questions. Write your answers in the spaces provided.

Text 1

A new technology called 'artificial intelligence' (AI) is being used to help doctors diagnose diseases. AI is a type of computer program that can learn from data and make decisions based on that data.

Doctors use AI to help them diagnose diseases and to recommend treatments.

Questions

1. What is AI? (1 mark)
 2. How is AI used by doctors? (2 marks)
 3. What are the benefits of using AI in medicine? (2 marks)

Write your answers in the spaces provided.

Section 2

Read the text and answer the questions. Write your answers in the spaces provided.

Section 3

Read the text and answer the questions. Write your answers in the spaces provided.

Model

1. AI is a type of computer program that can learn from data and make decisions based on that data.

2. Doctors use AI to help them diagnose diseases and to recommend treatments.

Section 4

1. The text is about AI.

2. AI is used to help doctors diagnose diseases and to recommend treatments.

3. The benefits of using AI in medicine are that it can learn from data and make decisions based on that data.

4. AI can help doctors diagnose diseases and recommend treatments.

5. AI can help doctors diagnose diseases and recommend treatments.

6. AI can help doctors diagnose diseases and recommend treatments.

7. AI can help doctors diagnose diseases and recommend treatments.

8. AI can help doctors diagnose diseases and recommend treatments.

Section 5

Read the text and answer the questions. Write your answers in the spaces provided.

Section 6

1. The text is about AI.

Section 7

1. AI is a type of computer program that can learn from data and make decisions based on that data.

2. AI can help doctors diagnose diseases and recommend treatments.

3. AI can help doctors diagnose diseases and recommend treatments.

4. AI can help doctors diagnose diseases and recommend treatments.

Section 8

1. AI is a type of computer program that can learn from data and make decisions based on that data.

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50

1. Use the following information to answer questions 1-5. The table shows the number of people who attended a concert in each of the five years from 2000 to 2004. The number of people who attended the concert in each year is given in the table.

Year	2000	2001	2002	2003	2004
Number of people	120	150	180	210	240

Output

1. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

2. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

3. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

4. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

5. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

Question 1

1. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

2. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

3. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

4. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

5. The number of people who attended the concert in each year is given in the table. Use the information in the table to answer questions 1-5.

Verbs

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Infinitive form

The infinitive form of a verb is the base form of the verb, without any prefixes or suffixes. It is often used to describe an action that is not yet completed or to describe a general action.

The infinitive form of a verb is often used to describe an action that is not yet completed or to describe a general action. It is often used in phrases like "to go", "to see", and "to be".

Gerund

A gerund is a verb form that ends in -ing and functions as a noun. It is often used to describe an ongoing action or a general activity. Gerunds can be used as the subject of a sentence or as the object of a verb.

Reading

Reading is a verb that describes the action of looking at and understanding written text. It is a key skill for learning and communication.

Verb forms

1. Present simple: I go, you go, he goes, she goes, it goes, we go, you go, they go.
2. Present continuous: I am going, you are going, he is going, she is going, it is going, we are going, you are going, they are going.

Noun phrase

A noun phrase is a group of words that functions as a noun. It can be the subject or object of a verb. Noun phrases can include a noun, an adjective, and other words.

Using

Using a verb means to employ it in a sentence. It involves choosing the correct form of the verb based on the context and the subject.

Using a verb correctly is essential for clear communication. It involves understanding the different forms of the verb and how to use them in a sentence.

Using a verb correctly is essential for clear communication. It involves understanding the different forms of the verb and how to use them in a sentence.

Using a verb correctly is essential for clear communication. It involves understanding the different forms of the verb and how to use them in a sentence.

Verbs

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verbs are words that describe an action or state. They are essential for forming a complete sentence. Verbs can be used in many different ways, including as the main verb in a sentence or as part of a verb phrase.

Verb forms

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

Verb forms are different versions of a verb. They are used to describe actions at different times and in different ways. Verb forms include the infinitive, gerund, and past tense.

- 10. **100%**
- 11. **100%**
- 12. **100%**
- 13. **100%**
- 14. **100%**
- 15. **100%**
- 16. **100%**
- 17. **100%**
- 18. **100%**
- 19. **100%**
- 20. **100%**
- 21. **100%**
- 22. **100%**
- 23. **100%**
- 24. **100%**
- 25. **100%**
- 26. **100%**
- 27. **100%**
- 28. **100%**
- 29. **100%**
- 30. **100%**
- 31. **100%**
- 32. **100%**
- 33. **100%**
- 34. **100%**
- 35. **100%**
- 36. **100%**
- 37. **100%**
- 38. **100%**
- 39. **100%**
- 40. **100%**
- 41. **100%**
- 42. **100%**
- 43. **100%**
- 44. **100%**
- 45. **100%**
- 46. **100%**
- 47. **100%**
- 48. **100%**
- 49. **100%**
- 50. **100%**
- 51. **100%**
- 52. **100%**
- 53. **100%**
- 54. **100%**
- 55. **100%**
- 56. **100%**
- 57. **100%**
- 58. **100%**
- 59. **100%**
- 60. **100%**
- 61. **100%**
- 62. **100%**
- 63. **100%**
- 64. **100%**
- 65. **100%**
- 66. **100%**
- 67. **100%**
- 68. **100%**
- 69. **100%**
- 70. **100%**
- 71. **100%**
- 72. **100%**
- 73. **100%**
- 74. **100%**
- 75. **100%**
- 76. **100%**
- 77. **100%**
- 78. **100%**
- 79. **100%**
- 80. **100%**
- 81. **100%**
- 82. **100%**
- 83. **100%**
- 84. **100%**
- 85. **100%**
- 86. **100%**
- 87. **100%**
- 88. **100%**
- 89. **100%**
- 90. **100%**
- 91. **100%**
- 92. **100%**
- 93. **100%**
- 94. **100%**
- 95. **100%**
- 96. **100%**
- 97. **100%**
- 98. **100%**
- 99. **100%**
- 100. **100%**

Reading and Grammar

The answer key for the reading and grammar section of the test is provided below. The answers are given in the order that they appear in the test. The answers are given in the order that they appear in the test. The answers are given in the order that they appear in the test.

- 1. **100%**
- 2. **100%**
- 3. **100%**
- 4. **100%**
- 5. **100%**
- 6. **100%**
- 7. **100%**
- 8. **100%**
- 9. **100%**
- 10. **100%**
- 11. **100%**
- 12. **100%**
- 13. **100%**
- 14. **100%**
- 15. **100%**
- 16. **100%**
- 17. **100%**
- 18. **100%**
- 19. **100%**
- 20. **100%**
- 21. **100%**
- 22. **100%**
- 23. **100%**
- 24. **100%**
- 25. **100%**
- 26. **100%**
- 27. **100%**
- 28. **100%**
- 29. **100%**
- 30. **100%**
- 31. **100%**
- 32. **100%**
- 33. **100%**
- 34. **100%**
- 35. **100%**
- 36. **100%**
- 37. **100%**
- 38. **100%**
- 39. **100%**
- 40. **100%**
- 41. **100%**
- 42. **100%**
- 43. **100%**
- 44. **100%**
- 45. **100%**
- 46. **100%**
- 47. **100%**
- 48. **100%**
- 49. **100%**
- 50. **100%**
- 51. **100%**
- 52. **100%**
- 53. **100%**
- 54. **100%**
- 55. **100%**
- 56. **100%**
- 57. **100%**
- 58. **100%**
- 59. **100%**
- 60. **100%**
- 61. **100%**
- 62. **100%**
- 63. **100%**
- 64. **100%**
- 65. **100%**
- 66. **100%**
- 67. **100%**
- 68. **100%**
- 69. **100%**
- 70. **100%**
- 71. **100%**
- 72. **100%**
- 73. **100%**
- 74. **100%**
- 75. **100%**
- 76. **100%**
- 77. **100%**
- 78. **100%**
- 79. **100%**
- 80. **100%**
- 81. **100%**
- 82. **100%**
- 83. **100%**
- 84. **100%**
- 85. **100%**
- 86. **100%**
- 87. **100%**
- 88. **100%**
- 89. **100%**
- 90. **100%**
- 91. **100%**
- 92. **100%**
- 93. **100%**
- 94. **100%**
- 95. **100%**
- 96. **100%**
- 97. **100%**
- 98. **100%**
- 99. **100%**
- 100. **100%**

Polishing

- 1. **100%**
- 2. **100%**
- 3. **100%**
- 4. **100%**
- 5. **100%**
- 6. **100%**
- 7. **100%**
- 8. **100%**
- 9. **100%**
- 10. **100%**
- 11. **100%**
- 12. **100%**
- 13. **100%**
- 14. **100%**
- 15. **100%**
- 16. **100%**
- 17. **100%**
- 18. **100%**
- 19. **100%**
- 20. **100%**
- 21. **100%**
- 22. **100%**
- 23. **100%**
- 24. **100%**
- 25. **100%**
- 26. **100%**
- 27. **100%**
- 28. **100%**
- 29. **100%**
- 30. **100%**
- 31. **100%**
- 32. **100%**
- 33. **100%**
- 34. **100%**
- 35. **100%**
- 36. **100%**
- 37. **100%**
- 38. **100%**
- 39. **100%**
- 40. **100%**
- 41. **100%**
- 42. **100%**
- 43. **100%**
- 44. **100%**
- 45. **100%**
- 46. **100%**
- 47. **100%**
- 48. **100%**
- 49. **100%**
- 50. **100%**
- 51. **100%**
- 52. **100%**
- 53. **100%**
- 54. **100%**
- 55. **100%**
- 56. **100%**
- 57. **100%**
- 58. **100%**
- 59. **100%**
- 60. **100%**
- 61. **100%**
- 62. **100%**
- 63. **100%**
- 64. **100%**
- 65. **100%**
- 66. **100%**
- 67. **100%**
- 68. **100%**
- 69. **100%**
- 70. **100%**
- 71. **100%**
- 72. **100%**
- 73. **100%**
- 74. **100%**
- 75. **100%**
- 76. **100%**
- 77. **100%**
- 78. **100%**
- 79. **100%**
- 80. **100%**
- 81. **100%**
- 82. **100%**
- 83. **100%**
- 84. **100%**
- 85. **100%**
- 86. **100%**
- 87. **100%**
- 88. **100%**
- 89. **100%**
- 90. **100%**
- 91. **100%**
- 92. **100%**
- 93. **100%**
- 94. **100%**
- 95. **100%**
- 96. **100%**
- 97. **100%**
- 98. **100%**
- 99. **100%**
- 100. **100%**

Review 5 and 6 Answer key

Review 5

1. Making a deal

1. a. The company is not a public company.
2. b. The company is not a public company.
3. c. The company is not a public company.
4. d. The company is not a public company.
5. e. The company is not a public company.
6. f. The company is not a public company.
7. g. The company is not a public company.
8. h. The company is not a public company.
9. i. The company is not a public company.
10. j. The company is not a public company.
11. k. The company is not a public company.
12. l. The company is not a public company.
13. m. The company is not a public company.
14. n. The company is not a public company.
15. o. The company is not a public company.
16. p. The company is not a public company.
17. q. The company is not a public company.
18. r. The company is not a public company.
19. s. The company is not a public company.
20. t. The company is not a public company.

Review 6

2. Company and industry

1. a. The company is not a public company.
2. b. The company is not a public company.
3. c. The company is not a public company.
4. d. The company is not a public company.
5. e. The company is not a public company.
6. f. The company is not a public company.
7. g. The company is not a public company.
8. h. The company is not a public company.
9. i. The company is not a public company.
10. j. The company is not a public company.
11. k. The company is not a public company.
12. l. The company is not a public company.
13. m. The company is not a public company.
14. n. The company is not a public company.
15. o. The company is not a public company.
16. p. The company is not a public company.
17. q. The company is not a public company.
18. r. The company is not a public company.
19. s. The company is not a public company.
20. t. The company is not a public company.

3. The company

1. a. The company is not a public company.
2. b. The company is not a public company.
3. c. The company is not a public company.
4. d. The company is not a public company.
5. e. The company is not a public company.
6. f. The company is not a public company.
7. g. The company is not a public company.
8. h. The company is not a public company.
9. i. The company is not a public company.
10. j. The company is not a public company.
11. k. The company is not a public company.
12. l. The company is not a public company.
13. m. The company is not a public company.
14. n. The company is not a public company.
15. o. The company is not a public company.
16. p. The company is not a public company.
17. q. The company is not a public company.
18. r. The company is not a public company.
19. s. The company is not a public company.
20. t. The company is not a public company.

Task 1

Read the text and answer the questions.

The text is about the history of the world's first computer. It is divided into four paragraphs. The first paragraph is about the invention of the computer. The second paragraph is about the early computers. The third paragraph is about the development of the computer. The fourth paragraph is about the future of the computer.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

5. What was the first computer made of?

6. How big was it?

7. How long did it take to calculate the numbers of the atomic bomb?

8. How long did it take to calculate the numbers of the atomic bomb?

Task 2

Read the text and answer the questions.

The text is about the history of the world's first computer. It is divided into four paragraphs. The first paragraph is about the invention of the computer. The second paragraph is about the early computers. The third paragraph is about the development of the computer. The fourth paragraph is about the future of the computer.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

Task 3

Read the text and answer the questions.

The text is about the history of the world's first computer. It is divided into four paragraphs. The first paragraph is about the invention of the computer. The second paragraph is about the early computers. The third paragraph is about the development of the computer. The fourth paragraph is about the future of the computer.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

Task 4

Read the text and answer the questions.

The text is about the history of the world's first computer. It is divided into four paragraphs. The first paragraph is about the invention of the computer. The second paragraph is about the early computers. The third paragraph is about the development of the computer. The fourth paragraph is about the future of the computer.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

Task 5

Read the text and answer the questions.

The text is about the history of the world's first computer. It is divided into four paragraphs. The first paragraph is about the invention of the computer. The second paragraph is about the early computers. The third paragraph is about the development of the computer. The fourth paragraph is about the future of the computer.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

Reading 2a (2011)

Read the text and answer the questions.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

Questions 5-8

5. What was the first computer made of?

6. How big was it?

7. How long did it take to calculate the numbers of the atomic bomb?

8. How long did it take to calculate the numbers of the atomic bomb?

Exercise 1 (2011)

Read the text and answer the questions.

Questions 1-4

1. What was the first computer called?

2. Where was it invented?

3. What was it used for?

4. How long did it take to calculate the numbers of the atomic bomb?

2 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Each person who attended the conference was given a name tag. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

- (A) 150
- (B) 100
- (C) 50
- (D) 25
- (E) 12.5

3 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

- (A) 150
- (B) 100
- (C) 50
- (D) 25
- (E) 12.5

4 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

(A) 150
 (B) 100
 (C) 50
 (D) 25
 (E) 12.5

5 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

(A) 150
 (B) 100
 (C) 50
 (D) 25
 (E) 12.5

6 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Each person who attended the conference was given a name tag. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

- (A) 150
- (B) 100
- (C) 50
- (D) 25
- (E) 12.5

7 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

- (A) 150
- (B) 100
- (C) 50
- (D) 25
- (E) 12.5

8 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

(A) 150
 (B) 100
 (C) 50
 (D) 25
 (E) 12.5

9 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Answer Choices

(A) 150
 (B) 100
 (C) 50
 (D) 25
 (E) 12.5

10 The number of people who attended the conference was 150. If the number of people who attended the conference was 150, how many people attended the conference?

Justine's History

Justine had the same test scores on every aptitude test she took in college. Her scores were:

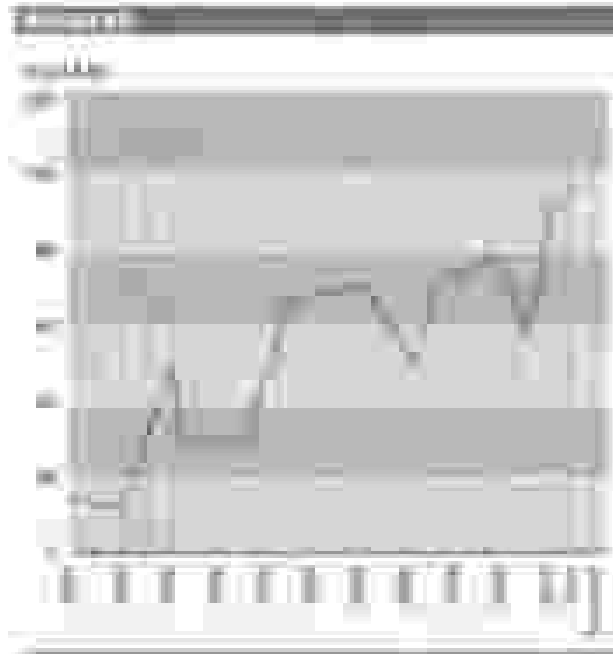
- Reading: 140 (40 percent)
- Writing: 140 (40 percent)
- Math: 140 (40 percent)
- Science: 140 (40 percent)

Justine's scores were the same on every aptitude test.

Listening for detail

22 Listen to a lecture about the development of the automobile. The lecture discusses the following points:

- The automobile was first invented in the late 18th century.
- The first automobile was a steam-powered car.
- The first automobile was built by Nicolas-Joseph Cugnot in 1769.
- The first automobile was a three-wheeled vehicle.
- The first automobile was built in France.
- The first automobile was built in the 18th century.
- The first automobile was built in the 17th century.
- The first automobile was built in the 16th century.
- The first automobile was built in the 15th century.
- The first automobile was built in the 14th century.
- The first automobile was built in the 13th century.
- The first automobile was built in the 12th century.
- The first automobile was built in the 11th century.
- The first automobile was built in the 10th century.
- The first automobile was built in the 9th century.
- The first automobile was built in the 8th century.
- The first automobile was built in the 7th century.
- The first automobile was built in the 6th century.
- The first automobile was built in the 5th century.
- The first automobile was built in the 4th century.
- The first automobile was built in the 3rd century.
- The first automobile was built in the 2nd century.
- The first automobile was built in the 1st century.
- The first automobile was built in the 0th century.



ACT Reading Test

23 Listen to a lecture about the development of the automobile. The lecture discusses the following points:

- The automobile was first invented in the late 18th century.
- The first automobile was a steam-powered car.
- The first automobile was built by Nicolas-Joseph Cugnot in 1769.
- The first automobile was a three-wheeled vehicle.
- The first automobile was built in France.
- The first automobile was built in the 18th century.
- The first automobile was built in the 17th century.
- The first automobile was built in the 16th century.
- The first automobile was built in the 15th century.
- The first automobile was built in the 14th century.
- The first automobile was built in the 13th century.
- The first automobile was built in the 12th century.
- The first automobile was built in the 11th century.
- The first automobile was built in the 10th century.
- The first automobile was built in the 9th century.
- The first automobile was built in the 8th century.
- The first automobile was built in the 7th century.
- The first automobile was built in the 6th century.
- The first automobile was built in the 5th century.
- The first automobile was built in the 4th century.
- The first automobile was built in the 3rd century.
- The first automobile was built in the 2nd century.
- The first automobile was built in the 1st century.
- The first automobile was built in the 0th century.

Presenting

24 Listen to a lecture about the development of the automobile. The lecture discusses the following points:

- The automobile was first invented in the late 18th century.
- The first automobile was a steam-powered car.
- The first automobile was built by Nicolas-Joseph Cugnot in 1769.
- The first automobile was a three-wheeled vehicle.
- The first automobile was built in France.
- The first automobile was built in the 18th century.
- The first automobile was built in the 17th century.
- The first automobile was built in the 16th century.
- The first automobile was built in the 15th century.
- The first automobile was built in the 14th century.
- The first automobile was built in the 13th century.
- The first automobile was built in the 12th century.
- The first automobile was built in the 11th century.
- The first automobile was built in the 10th century.
- The first automobile was built in the 9th century.
- The first automobile was built in the 8th century.
- The first automobile was built in the 7th century.
- The first automobile was built in the 6th century.
- The first automobile was built in the 5th century.
- The first automobile was built in the 4th century.
- The first automobile was built in the 3rd century.
- The first automobile was built in the 2nd century.
- The first automobile was built in the 1st century.
- The first automobile was built in the 0th century.

Plan HSB Practice

Get ready to ace your HSB exam. This practice is available at www.hsbc.com.

Task 1

Write a letter to the editor of a newspaper about the following situation.

Situation

A new public library is being built in your town. The local newspaper has written an article about the library, but the article contains many mistakes. Write a letter to the editor of the newspaper pointing out the mistakes and suggesting how to improve it.

Remember to write a polite introduction and a polite conclusion. You should write for about 100-150 words.

Arrangements, plans and contingencies

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

The local newspaper has written an article about the new library, but the article contains many mistakes. Write a letter to the editor of the newspaper pointing out the mistakes and suggesting how to improve it.

Task 2

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Expressing Method

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Discussion

Write a letter to the editor of a newspaper about the following situation.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Listening

Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Task 1

- 1. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 2. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 3. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 4. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 5. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 6. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 7. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 8. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 9. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.
- 10. Write a letter to the editor of a newspaper about the following situation. You should write for about 100-150 words.

Presentation

E1 ... (text describing presentation content) ...

Argumentation & Writing

E1 ... (text describing argumentation and writing content) ...

E1 ... (text describing research content) ...

... (text describing research content) ...

Research Research

E1 ... (text describing research research content) ...

... (text describing research research content) ...

Discussion

E1 ... (text describing discussion content) ...

... (text describing discussion content) ...

Model

E1 ... (text describing model content) ...

... (text describing model content) ...

... (text describing model content) ...

... (text describing model content) ...

Analysis

E1 ... (text describing analysis content) ...

... (text describing analysis content) ...

Language Focus

E1 ... (text describing language focus content) ...

... (text describing language focus content) ...

The first of the two main methods of determining the value of a property is the cost method. This method involves determining the cost of the property at the time it was acquired. The second method is the market value method, which involves determining the value of the property based on the current market conditions.

1. The cost method involves determining the cost of the property at the time it was acquired. This method is used for properties that have been owned for a long period of time and for which there is no current market value.
2. The market value method involves determining the value of the property based on the current market conditions. This method is used for properties that are currently being sold or for which there is a current market value.
3. The cost method is used for properties that have been owned for a long period of time and for which there is no current market value.
4. The market value method is used for properties that are currently being sold or for which there is a current market value.

The cost method is used for properties that have been owned for a long period of time and for which there is no current market value. The market value method is used for properties that are currently being sold or for which there is a current market value.

The cost method is used for properties that have been owned for a long period of time and for which there is no current market value. The market value method is used for properties that are currently being sold or for which there is a current market value.

1. The cost method is used for properties that have been owned for a long period of time and for which there is no current market value.
2. The market value method is used for properties that are currently being sold or for which there is a current market value.

Output

The output of the cost method is the cost of the property at the time it was acquired. The output of the market value method is the value of the property based on the current market conditions. The output of the cost method is used for properties that have been owned for a long period of time and for which there is no current market value. The output of the market value method is used for properties that are currently being sold or for which there is a current market value.

Method	Description
Cost Method	Determining the cost of the property at the time it was acquired.
Market Value Method	Determining the value of the property based on the current market conditions.

REASONING SKILL

The reasoning skill involves analyzing the information provided in the text and determining the correct answer based on the information. The reasoning skill is used for properties that have been owned for a long period of time and for which there is no current market value. The reasoning skill is used for properties that are currently being sold or for which there is a current market value.

8 International trade

Export market research

1. Objectives

- 1.1 Identify potential markets
- 1.2 Assess market attractiveness
- 1.3 Determine market entry strategy
- 1.4 Identify market entry barriers
- 1.5 Determine market entry mode
- 1.6 Identify market entry risks
- 1.7 Determine market entry costs
- 1.8 Identify market entry benefits
- 1.9 Determine market entry timing
- 1.10 Identify market entry partners

2. Market selection

- 2.1 Identify potential markets
- 2.2 Assess market attractiveness
- 2.3 Determine market entry strategy
- 2.4 Identify market entry barriers
- 2.5 Determine market entry mode
- 2.6 Identify market entry risks
- 2.7 Determine market entry costs
- 2.8 Identify market entry benefits
- 2.9 Determine market entry timing
- 2.10 Identify market entry partners

Worldwide trade has increased significantly since 1980, with the world's total trade in goods and services rising from 10% of GDP in 1980 to 25% in 2000. This growth has been driven by a number of factors, including the liberalisation of international trade, the growth of emerging markets, and the increasing integration of the world economy.

Export market research is a critical part of a company's internationalisation strategy. It involves identifying potential markets, assessing their attractiveness, and determining the best way to enter them.

- 1.1 Identify potential markets
- 1.2 Assess market attractiveness
- 1.3 Determine market entry strategy
- 1.4 Identify market entry barriers
- 1.5 Determine market entry mode
- 1.6 Identify market entry risks
- 1.7 Determine market entry costs
- 1.8 Identify market entry benefits
- 1.9 Determine market entry timing
- 1.10 Identify market entry partners

Market selection is the process of identifying potential markets and assessing their attractiveness. It is a key step in the internationalisation process.

- 2.1 Identify potential markets
- 2.2 Assess market attractiveness
- 2.3 Determine market entry strategy
- 2.4 Identify market entry barriers
- 2.5 Determine market entry mode
- 2.6 Identify market entry risks
- 2.7 Determine market entry costs
- 2.8 Identify market entry benefits
- 2.9 Determine market entry timing
- 2.10 Identify market entry partners

Export market research is a critical part of a company's internationalisation strategy. It involves identifying potential markets, assessing their attractiveness, and determining the best way to enter them.

- 1.1 Identify potential markets
- 1.2 Assess market attractiveness
- 1.3 Determine market entry strategy
- 1.4 Identify market entry barriers
- 1.5 Determine market entry mode
- 1.6 Identify market entry risks
- 1.7 Determine market entry costs
- 1.8 Identify market entry benefits
- 1.9 Determine market entry timing
- 1.10 Identify market entry partners

2. Data collection

- 2.1 Identify potential markets
- 2.2 Assess market attractiveness
- 2.3 Determine market entry strategy
- 2.4 Identify market entry barriers
- 2.5 Determine market entry mode
- 2.6 Identify market entry risks
- 2.7 Determine market entry costs
- 2.8 Identify market entry benefits
- 2.9 Determine market entry timing
- 2.10 Identify market entry partners

QUESTION

Read the passage about the... and answer the questions that follow.

QUESTIONS

1. What is the main purpose of the passage? (1 mark)

2. How does the author describe...? (2 marks)

3. Explain the difference between... and... (2 marks)

ANSWERS

1. The main purpose is to inform the reader about the... (1 mark)

2. The author describes... as... (2 marks)

QUESTION

Read the passage about... and answer the questions that follow.

QUESTIONS

1. What is the author's attitude towards...? (2 marks)

2. How does the author support their argument? (2 marks)

3. What is the main message of the passage? (1 mark)

ANSWERS

1. The author has a positive attitude towards... (2 marks)

2. The author uses... to support their argument. (2 marks)

QUESTION

Read the passage about... and answer the questions that follow.

QUESTIONS

1. What is the author's main point? (1 mark)

2. How does the author use evidence? (2 marks)

ANSWERS

1. The author's main point is... (1 mark)

2. The author uses... as evidence to support their point. (2 marks)

QUESTION

Read the passage about... and answer the questions that follow.

QUESTIONS

1. What is the author's purpose? (1 mark)

2. How does the author structure the text? (2 marks)

ANSWERS

1. The author's purpose is to... (1 mark)

2. The author structures the text by... (2 marks)

QUESTION

Read the passage about... and answer the questions that follow.

QUESTIONS

1. What is the author's main argument? (2 marks)

2. How does the author use rhetorical devices? (2 marks)

They had only been thinking about the way
 would change and how it would affect the
 way they felt about it.

10. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

11. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

12. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

13. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

14. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

15. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

16. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Reading for detail

17. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

- 1. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Discussion

18. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

- 1. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

19. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

- 1. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

1. The first sentence says "The first time I saw the man who had been my friend for years."	2. The first sentence says "The first time I saw the man who had been my friend for years."	3. The first sentence says "The first time I saw the man who had been my friend for years."
---	---	---

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

- 1. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Answers

The first sentence says "The first time I
 saw the man who had been my friend for
 years."

1. The first sentence says "The first time I saw the man who had been my friend for years."	2. The first sentence says "The first time I saw the man who had been my friend for years."
---	---

- 1. The first sentence says "The first time I
 saw the man who had been my friend for
 years."

Listening

2 Listen to the recording and choose the correct answer for each question.

The speaker is talking about the importance of the internet in the workplace.

What points does he make about the internet in the workplace?

Choose

- 1. It allows employees to work from home.
- 2. It allows employees to work from the office.
- 3. It allows employees to work from the office and from home.
- 4. It allows employees to work from the office and from home, but it is not as good as working from the office.
- 5. It allows employees to work from the office and from home, but it is not as good as working from home.
- 6. It allows employees to work from the office and from home, but it is not as good as working from the office.

2000 Words

3 Listen

- 1. The speaker is talking about the importance of the internet in the workplace.
- 2. He says that the internet is important because it allows employees to work from home.
- 3. He says that the internet is important because it allows employees to work from the office.
- 4. He says that the internet is important because it allows employees to work from the office and from home.

- 5. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 6. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 7. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.

The speaker is talking about the importance of the internet in the workplace. He says that the internet is important because it allows employees to work from home. He also says that the internet is important because it allows employees to work from the office. He says that the internet is important because it allows employees to work from the office and from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.

- 8. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 9. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 10. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.

- 11. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 12. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 13. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 14. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 15. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 16. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 17. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 18. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 19. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 20. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.

Dictation

4 Listen to the recording and write down what you hear.

The speaker is talking about the importance of the internet in the workplace. He says that the internet is important because it allows employees to work from home. He also says that the internet is important because it allows employees to work from the office. He says that the internet is important because it allows employees to work from the office and from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.

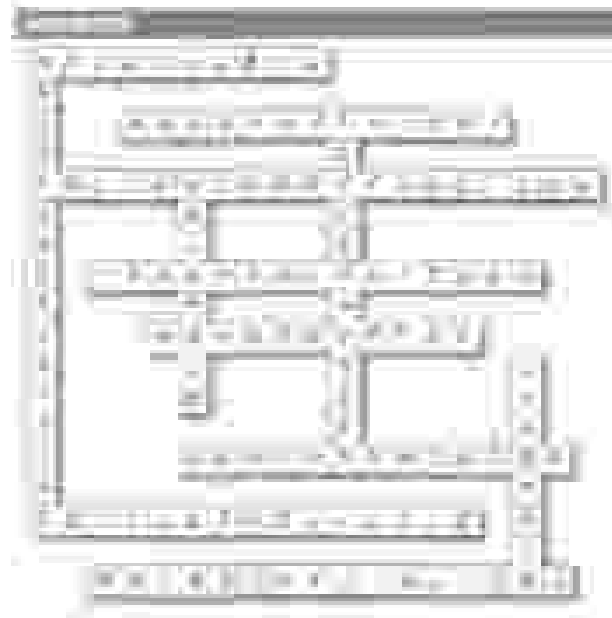
Write down what you hear in the spaces provided.

- 1. The internet is important because it allows employees to work from home.
- 2. The internet is important because it allows employees to work from the office.
- 3. The internet is important because it allows employees to work from the office and from home.
- 4. The internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.
- 5. The internet is important because it allows employees to work from the office and from home, but it is not as good as working from home.
- 6. The internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.

Defining words

5 Listen to the recording and write down the definition of each word.

The speaker is talking about the importance of the internet in the workplace. He says that the internet is important because it allows employees to work from home. He also says that the internet is important because it allows employees to work from the office. He says that the internet is important because it allows employees to work from the office and from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from home. He says that the internet is important because it allows employees to work from the office and from home, but it is not as good as working from the office.



EXERCISE PRACTICE

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

2. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled.

3. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the average speed.

4. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the final speed.

5. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the initial speed.

6. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the time taken.

7. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the displacement.

8. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the velocity.

9. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

10. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.

EXERCISES

The velocity-time graph for a car is shown below. Calculate the acceleration.

Dependent variables

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

2. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.

Proportions of time

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

2. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.

3. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

EXERCISES

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
2. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
3. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
4. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
5. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
6. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
7. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
8. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
9. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
10. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.

Dependent variables

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.

EXERCISES

1. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
2. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
3. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
4. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
5. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
6. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
7. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
8. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.
9. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the acceleration.
10. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance.

Language Activity

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Name	Contribution

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Listening 10

Listen to the recording and answer the questions.

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Name	Contribution

600 Words 30 min

- 1. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 2. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 3. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 4. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 5. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 6. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 7. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 8. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 9. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 10. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 11. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 12. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 13. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 14. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 15. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 16. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 17. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 18. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 19. Write a paragraph describing the life of a person who has made a significant contribution to the world.
- 20. Write a paragraph describing the life of a person who has made a significant contribution to the world.

Writing

Write a paragraph describing the life of a person who has made a significant contribution to the world.

Listening for Detail

21 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...
- 11. ...
- 12. ...

Listening for Detail

- 22** Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.
1. ...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
 9. ...
 10. ...
 11. ...
 12. ...

Speaking

23 Read the text and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

24 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

Listening for Detail

25 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

26 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

27 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

28 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

Discussion

29 Read the text and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

30 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.

31 Listen to the recording and do exercises 1 and 2. Write the appropriate number in the space provided. You may use the same number more than once. Write the number in the space provided for each question. Write the number in the space provided for each question.



Language Focus

1. Write down the appropriate form of the verb in brackets.

1. I've been _____
 (wait) for you.

2. I'm sorry that I'm a _____
 (disturb) to you. I'll be _____
 (leave) in five minutes.

3. I'm _____
 (be) to the bank tomorrow.

4. I'm _____
 (be) to the bank tomorrow.

5. I'm _____
 (be) to the bank tomorrow.

6. I'm _____
 (be) to the bank tomorrow.

7. I'm _____
 (be) to the bank tomorrow.

8. I'm _____
 (be) to the bank tomorrow.

9. I'm _____
 (be) to the bank tomorrow.

Further Practice

1. Write down the appropriate form of the verb in brackets.

Writing

2. Write a short paragraph about the importance of the verb in the sentence.

3. Write a short paragraph about the importance of the verb in the sentence.

4. Write a short paragraph about the importance of the verb in the sentence.

Language Focus

1. Write down the appropriate form of the verb in brackets.

1. I've been _____
 (wait) for you.

2. I'm sorry that I'm a _____
 (disturb) to you. I'll be _____
 (leave) in five minutes.

3. I'm _____
 (be) to the bank tomorrow.

4. I'm _____
 (be) to the bank tomorrow.

5. I'm _____
 (be) to the bank tomorrow.

6. I'm _____
 (be) to the bank tomorrow.

7. I'm _____
 (be) to the bank tomorrow.

8. I'm _____
 (be) to the bank tomorrow.

9. I'm _____
 (be) to the bank tomorrow.

READING

The following text contains several gaps. Each gap is followed by a list of possible words. Choose the correct word for each gap.

READING PASSAGE

The following text is an extract from a book about the history of the world. It describes the early stages of human civilization and the development of agriculture. The text is divided into several paragraphs, each with a heading. The headings are: 'The beginning of agriculture', 'The development of agriculture', 'The spread of agriculture', and 'The impact of agriculture'. The text discusses how agriculture was first developed in the Taurus and Tigris river valleys, and how it spread to other parts of the world. It also discusses the impact of agriculture on human society, including the development of cities and the rise of the state.

1. The first step in the process of agriculture was the domestication of plants and animals.

Discussion

2. Discuss the advantages and disadvantages of agriculture.

COMPREHENSION

3. Complete the following table with information from the text.

Reading for detail

4. Read the text and answer the following questions.

Answers

1. The first step in the process of agriculture was the domestication of plants and animals.
2. The advantages of agriculture were that it allowed people to produce their own food and to store it for later use. The disadvantages were that it required a lot of labour and that it was often subject to drought and other natural disasters.
3. Complete the following table with information from the text.

Listening for detail

5. Listen to the recording and answer the questions.

6. For the missing words, use the words in the box.

LISTENING

7. Listen to the recording and complete the notes.

8. Listen to the recording and answer the questions.

READING PASSAGE

9. Read the text and answer the questions.

10. Complete the following table with information from the text.

11. Discuss the advantages and disadvantages of the system described in the text.

12. Read the text and answer the questions.

13. Complete the following table with information from the text.

14. Discuss the advantages and disadvantages of the system described in the text.

15. Read the text and answer the questions.

16. Complete the following table with information from the text.

17. Discuss the advantages and disadvantages of the system described in the text.

18. Read the text and answer the questions.

19. Complete the following table with information from the text.

- 1. The... (the...)
- 2. The... (the...)
- 3. The... (the...)
- 4. The... (the...)
- 5. The... (the...)
- 6. The... (the...)
- 7. The... (the...)
- 8. The... (the...)
- 9. The... (the...)
- 10. The... (the...)

11. The... (the...)

- 1. The... (the...)
- 2. The... (the...)
- 3. The... (the...)
- 4. The... (the...)
- 5. The... (the...)
- 6. The... (the...)
- 7. The... (the...)
- 8. The... (the...)
- 9. The... (the...)
- 10. The... (the...)

Discussion

12. The... (the...)

- 1. The... (the...)
- 2. The... (the...)
- 3. The... (the...)
- 4. The... (the...)
- 5. The... (the...)

13. The... (the...)

14. The... (the...)

- 1. The... (the...)
- 2. The... (the...)
- 3. The... (the...)
- 4. The... (the...)
- 5. The... (the...)
- 6. The... (the...)
- 7. The... (the...)
- 8. The... (the...)
- 9. The... (the...)
- 10. The... (the...)

Writing

15. The... (the...)

Review 7 and 8 Answer key

Review 7

Mergers and acquisitions

- 1. a
- 2. b
- 3. c
- 4. d
- 5. e
- 6. f
- 7. g
- 8. h
- 9. i
- 10. j
- 11. k
- 12. l
- 13. m
- 14. n
- 15. o
- 16. p
- 17. q
- 18. r
- 19. s
- 20. t
- 21. u
- 22. v
- 23. w
- 24. x
- 25. y
- 26. z

Review 8

International trade

- 1. a
- 2. b
- 3. c
- 4. d
- 5. e
- 6. f
- 7. g
- 8. h
- 9. i
- 10. j
- 11. k
- 12. l
- 13. m
- 14. n
- 15. o
- 16. p
- 17. q
- 18. r
- 19. s
- 20. t
- 21. u
- 22. v
- 23. w
- 24. x
- 25. y
- 26. z

Q

- 1. a
- 2. b
- 3. c
- 4. d
- 5. e
- 6. f
- 7. g
- 8. h
- 9. i
- 10. j
- 11. k
- 12. l
- 13. m
- 14. n
- 15. o
- 16. p
- 17. q
- 18. r
- 19. s
- 20. t
- 21. u
- 22. v
- 23. w
- 24. x
- 25. y
- 26. z

1. **Product and packaging**

2. **Production**

3. Products and packaging

4. **Production**

5. **Production**

6. **Production**

7. **Production**

8. **Production**

9. **Production**

10. **Production**

11. **Production**

12. **Production**

13. **Production**

14. **Production**

15. **Production**

16. **Production**

17. **Production**

18. **Production**

19. **Production**

4. Carrots

20. **Production**

21. **Production**

22. **Production**

23. **Production**

24. **Production**

25. **Production**

26. **Production**

27. **Production**

28. **Production**

29. **Production**

30. **Production**

31. **Production**

32. **Production**

33. **Production**

34. **Production**

35. **Production**

36. **Production**

37. **Production**

1 The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This is particularly true in the case of the current study, where the goal is to identify the factors that influence the outcome variable.

2 In order to achieve this goal, it is necessary to carefully consider the design of the study and the methods used to collect and analyze the data. This includes a thorough understanding of the theoretical framework and the empirical evidence that supports it.

3 The second part of the paper focuses on the empirical analysis of the data. This involves a series of statistical tests and models that are used to estimate the parameters of interest and to test the hypotheses of the study.

4 The results of the analysis are presented in the third part of the paper, where the estimated parameters are compared to the theoretical predictions and the statistical significance of the results is assessed.

5 Finally, the paper concludes with a discussion of the implications of the findings for future research and policy. This includes a consideration of the limitations of the study and the need for further research to address these limitations.

6 The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This is particularly true in the case of the current study, where the goal is to identify the factors that influence the outcome variable.

7 In order to achieve this goal, it is necessary to carefully consider the design of the study and the methods used to collect and analyze the data. This includes a thorough understanding of the theoretical framework and the empirical evidence that supports it.

8 The second part of the paper focuses on the empirical analysis of the data. This involves a series of statistical tests and models that are used to estimate the parameters of interest and to test the hypotheses of the study.

9 The results of the analysis are presented in the third part of the paper, where the estimated parameters are compared to the theoretical predictions and the statistical significance of the results is assessed.

10 Finally, the paper concludes with a discussion of the implications of the findings for future research and policy. This includes a consideration of the limitations of the study and the need for further research to address these limitations.

11 The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This is particularly true in the case of the current study, where the goal is to identify the factors that influence the outcome variable.

12 In order to achieve this goal, it is necessary to carefully consider the design of the study and the methods used to collect and analyze the data. This includes a thorough understanding of the theoretical framework and the empirical evidence that supports it.

13 The second part of the paper focuses on the empirical analysis of the data. This involves a series of statistical tests and models that are used to estimate the parameters of interest and to test the hypotheses of the study.

14 The results of the analysis are presented in the third part of the paper, where the estimated parameters are compared to the theoretical predictions and the statistical significance of the results is assessed.

15 Finally, the paper concludes with a discussion of the implications of the findings for future research and policy. This includes a consideration of the limitations of the study and the need for further research to address these limitations.

7 Mergers and acquisitions

1. The acquisition of a company by another company is known as an acquisition. The company being acquired is known as the target company. The company acquiring the target company is known as the acquirer.

2. There are two main types of acquisition: friendly and hostile. A friendly acquisition is one where the target company agrees to be acquired. A hostile acquisition is one where the acquirer does not have the approval of the target company's management.

3. There are several reasons why a company might want to acquire another company. These include: to diversify its product range, to increase its market share, to gain access to new technologies, and to reduce costs.

4. There are also several risks associated with acquisitions. These include: overpayment, integration problems, and loss of key staff.

5. The process of an acquisition typically involves several stages: identification of a target company, due diligence, negotiation, and completion.

6. Due diligence is the process of investigating the target company's financial, legal, and operational aspects. This is done to ensure that the acquirer is making an informed decision.

7. Negotiation is the process of agreeing on the terms of the acquisition. This includes the price to be paid for the target company and the terms of the deal.

8. Completion is the final stage of the acquisition process, where the acquirer takes control of the target company.

9. There are several factors that can affect the success of an acquisition. These include: the quality of the target company, the skill of the acquirer's management, and the timing of the acquisition.

10. Acquisitions can be a complex and costly process, but they can also be a valuable way for a company to grow and expand its operations.

11. The success of an acquisition depends on the ability of the acquirer to integrate the target company's operations with its own. This is a challenging task that requires careful planning and execution.

12. Integration involves combining the two companies' resources, processes, and systems. This can be a time-consuming and expensive process, but it is essential for the acquisition to be successful.

13. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

14. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

15. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

16. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

17. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

18. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

19. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

20. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

21. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

22. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

23. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

24. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

25. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

26. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

27. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

28. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

29. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

30. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

31. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

32. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

33. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

34. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

35. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

36. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

37. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

38. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

39. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

40. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

41. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

42. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

43. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

44. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

45. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

46. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

47. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

48. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

49. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

50. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

51. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

52. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

53. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

54. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

55. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

56. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

57. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

58. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

59. There are several factors that can affect the success of integration. These include: the quality of the integration process, the skill of the integration team, and the timing of the integration.

60. Integration can be a complex and costly process, but it is essential for the acquisition to be successful.

61. There are several key areas of integration that need to be addressed: human resources, technology, and operations. Each of these areas requires careful attention and coordination.

62. Human resources integration involves combining the two companies' staffs. This can be a sensitive issue, as employees may be concerned about their jobs and the company's future.

63. Technology integration involves combining the two companies' IT systems. This can be a complex task, as the two systems may not be compatible.

64. Operations integration involves combining the two companies' processes and systems. This can be a challenging task, as the two companies may have different ways of doing things.

65. Successful integration is essential for the acquisition to be successful. It allows the acquirer to realize the synergies that were the basis for the acquisition.

66. Integration also allows the acquirer to reduce costs and improve efficiency. This can be a significant benefit of an acquisition.

**WORLDWIDE
TRAVEL SERVICES**

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

1-800-828-7272

The Business 2.0

B1+ INTERMEDIATE Practising Book

Building the next business generation

Read on the cover of the original edition **Business** to see how business might change the world, and what they need to succeed in the digital age. **Business 2.0** features:

What it needs for Business 2.0 to flourish

Business 2.0 includes: an overview of how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

Business 2.0 includes: a look at how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

- The current applications
- The new business models
- The new business models
- The new business models
- The new business models
- The new business models
- The new business models
- The new business models

Business 2.0 includes: a look at how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

Business 2.0 includes: a look at how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

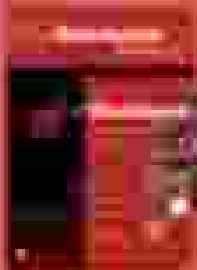
Business 2.0 includes: a look at how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

What it needs for Business 2.0 to flourish

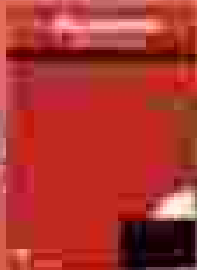
Business 2.0



Business 2.0



Business 2.0



What it needs for Business 2.0 to flourish

Business 2.0



What it needs for Business 2.0 to flourish

Business 2.0



What it needs for Business 2.0 to flourish

Business 2.0



Business 2.0



Business 2.0 is a look at how business might change the world; the Digital 2.0; a look at the current applications and the **new business models**.

Business 2.0



MACMILAN
An imprint of Hachette Education

OXFORD
UNIVERSITY PRESS

NEW BUSINESS

www.oxfordup.com
Business 2.0

