

## Student's Book Answers

The Student's Book answers have been written by the authors and are for guidance only. They contain points that students could select in their answers; note that other answers may be acceptable.

## General Marking Guidance

Teachers using these answers are advised to keep the following points in mind at all times:

- The answers provided for the Reading Comprehension and Summary exercises indicate the main details that are required for a correct response but, with the exception of those for the very straightforward, one-mark fact-retrieval questions, these exemplar answers should not be considered as definitive or exclusive. Be prepared to use your professional judgement to reward responses other than those given in the answer booklet as long as they show a clear understanding of the question.
- Teachers, knowing their students' aptitude and abilities, may amend and re-focus the printed comprehension questions as they consider appropriate.
- Throughout the various chapters in the book, we have provided specimen student responses to the main question types (Summary, Composition, etc.), supported by comments and analysis. Teachers should take note of these comments and apply them in their marking of students' responses to similar tasks within the book.
- It is not practicable to give specific guidance for marking students' responses to the Summary, Directed Writing and Composition tasks. We have noted below the main points to be considered, and teachers should adapt these to meet the requirements of their own department's marking policy.

### Summary questions:

- For the Reading element of the task, teachers should evaluate the range of relevant ideas referred to in the response and how effectively these have been selected and applied.
- For the Writing element, teachers should evaluate how clearly the ideas have been expressed, the fluency of the writing and how concisely the response has been written.
- In addition to the above, teachers should assess how effectively the response has been organised, the student's use of their own words and/or grammatical structures, and the application of appropriate vocabulary which clarifies meaning.

### Directed Writing questions:

- For the Writing element of the task, teachers should evaluate how coherently and effectively the content of the response has been conveyed, the range and appropriateness of the vocabulary used, and how well the student has used a range and variety of sentence structures and types, including complex sentences. The accuracy of spelling, punctuation and grammar should also be taken into account.

### Composition questions:

- **Content and Structure:** Teachers should evaluate how effectively a student has used a range of descriptive or narrative techniques to convince and engage their readers and, in particular,

# Language Answers

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## Language Answers:

**Answers to Language Problems** David Anoussamy, 2001 *Chinese Computational Linguistics and Natural Language Processing Based on Naturally Annotated Big Data* Maosong Sun, Min Zhang, Dekang Lin, Haifeng Wang, 2013-10-04 This book constitutes the refereed proceedings of the 12th China National Conference on Computational Linguistics CCL 2013 and of the First International Symposium on Natural Language Processing Based on Naturally Annotated Big Data NLP NABD 2013 held in Suzhou China in October 2013 The 32 papers presented were carefully reviewed and selected from 252 submissions The papers are organized in topical sections on word segmentation open domain question answering discourse coreference and pragmatics statistical and machine learning methods in NLP semantics text mining open domain information extraction and machine reading of the Web sentiment analysis opinion mining and text classification lexical semantics and ontologies language resources and annotation machine translation speech recognition and synthesis tagging and chunking and large scale knowledge acquisition and reasoning

**The Foreign Language Teachers' Bulletin**, 1914 A Companion to David Lewis Barry Loewer, Jonathan Schaffer, 2015-02-10 In A Companion to David Lewis Barry Loewer and Jonathan Schaffer bring together top philosophers to explain discuss and critically extend Lewis's seminal work in original ways Students and scholars will discover the underlying themes and complex interconnections woven through the diverse range of his work in metaphysics philosophy of language logic epistemology philosophy of science philosophy of mind ethics and aesthetics The first and only comprehensive study of the work of David Lewis one of the most systematic and influential philosophers of the latter half of the 20th century Contributions shed light on the underlying themes and complex interconnections woven through Lewis's work across his enormous range of influence including metaphysics language logic epistemology science mind ethics and aesthetics Outstanding Lewis scholars and leading philosophers working in the fields Lewis influenced explain discuss and critically extend Lewis's work in original ways An essential resource for students and researchers across analytic philosophy that covers the major themes of Lewis's work

*Culture's Consequences* Geert Hofstede, 2001-04-20 An important sophisticated and complex monograph Both the theoretical analysis and the empirical findings constitute major contributions to cross cultural value analysis and the cross cultural study of work motivations and organizational dynamics This book is also a valuable resource for anyone interested in a historical or anthropological approach to cross cultural comparisons

**PERSONNEL PSYCHOLOGY** PERSONNEL PSYCHOLOGY The Second Edition of this classic work first published in 1981 and an international best seller explores the differences in thinking and social action that exist among members of more than 50 modern nations Geert Hofstede argues that people carry mental programs which are developed in the family in early childhood and reinforced in schools and organizations and that these programs contain components of national culture They are expressed most clearly in the different values that predominate among people from different countries Geert Hofstede has completely rewritten revised and updated *Culture's Consequences* for the twenty first

century he has broadened the book's cross disciplinary appeal expanded the coverage of countries examined from 40 to more than 50 reformulated his arguments and a large amount of new literature has been included The book is structured around five major dimensions power distance uncertainty avoidance individualism versus collectivism masculinity versus femininity and long term versus short term orientation *Achievement Tests in the Modern Foreign Languages* Vivian Allen Charles Henmon, 1929 The present work reports on one phase of an inquiry carried on from 1924 to 1927 by the Modern Foreign Language Study and the Canadian Committee on Modern Languages Working with subventions granted by the Carnegie Corporation of New York and under the sponsorship of the American Council on Education the two Committees sought to explore as fully as circumstances permitted the situation of modern language teaching in the United States and Canada in respect to enrollment standards of achievement the objectives organization materials and methods of instruction and the training of teachers The ultimate object of the investigation was to ascertain the conditions now prevailing in order to be able to draw conclusions for the future and to make suggestions for improvement in instruction As it was necessary to bring the inquiry to an end within a period of three years the Committees were obliged to limit their activities in the main to the secondary schools and the corresponding levels of college instruction *Report* Maine. Department of Education, 1907

**Michigan School Moderator**, 1889 **Bilingual Courts Act** United States. Congress. House. Committee on the Judiciary. Subcommittee on Civil and Constitutional Rights, 1976 Parental Questionnaires as a Reliable Instrument for the Assessment of Child Language Development Maria-José Ezeizabarrena, Melita Kovacevic, 2024-09-13 Language is crucial in child development Therefore general questions such as what are the possible challenges in language acquisition or such as how well the my child is doing are commonly present for researchers clinicians teachers and parents Parent child interaction offers a privileged setting to observe children's behavior in multiple communicative situations which often is only available to the parents caregivers For this reason within the broad range of methods used to assess children's development parental questionnaires are widely used being a non invasive and inexpensive instrument to obtain information which is otherwise difficult to obtain Data obtained with the many questionnaires covering various aspects of child development and communicative competence are equally relevant for basic research and everyday clinical practice Development and use of parental questionnaires as well as data interpretation frequently require an interdisciplinary and cross sector approach bringing together developmental psychologists and practitioners This interdisciplinarity is assumed but rarely addressed directly The Modern Language Journal, 1919 Includes section Reviews *The American and English Encyclopædia of Law* David Shephard Garland, Lucius Polk McGehee, James Cockcroft, 1898 Publications of the American and Canadian Committees on Modern Languages Modern Foreign Language Study, 1929 *Library of Congress Subject Headings: P-Z* Library of Congress. Subject Cataloging Division, 1989 School Management Albert Newton Raub, 1882 The New Criminal Court Manual D. E. Cranenburgh, 1898 **Course of Study for Primary Grades with Suggestions to Teachers**

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