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[eljg7121g541]

15) Answers vary Lecture Ready 3:
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Ready 3 Answer Key p.4 Exercise 2 (p.
15) One effect of the Enron scandal and
other cases of corporate crime in the U.S.
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IN THE LIFE OF A. MULTIPLE
CHOICES:1/ Choose the word whose
underlined part has a different
pronunciation from the others in each
group:1/ D. quay ; 2/ A. kni ... column Bto

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make meaningful sentences: 1 2 3 4 5 6 7
8 9 10 J D I C H A E G B F I I / Fill each gap
with a word from the list below: 1/ stable ;
2/ continued ; 3/ neighborhood ; 4/
exhibition ; 5/ ... sets ; 2/ tell ; 3/ Close ; 4/
eats ; 5/ help 6/ taught ; 7/ do ; 8/ made ; 9/
work ; 10/ say IV/ Put ...

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CHAPTER 1 2 Exercise H (p. 5) Answers
will vary. Possible answer: The lecture

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will expand on what you read. It will provide more details such as examples, explanations, facts and data, background information, history, theories, survey results, or research studies. This information will help you remember and connect the ideas in the reading.

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Color and light in Man-Made
Environments Frank H. Mahnke Rudolf H.
Mahnke Color and light play key--though

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generally unrecognized--roles in our lives. Despite the decades of research on the subject, we are often unaware that anxiety, stress, visual disorders, and a host of other problems may actually be caused by a poorly designed environment. The gap between color research and design application has been so wide that the use,

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for example, of white in interiors reached epidemic proportions from the 1950s to the 1970s--though research has shown white walls to be an optic strain and a psychological hazard. Color is now experiencing a renaissance in design. To guide architects, designers, and others using color, Frank and Rudolf

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Mahnke--two internationally recognized color consultants--have written a concise reference guide to understanding the importance of this phenomenon in our lives and applying environmental color effectively. The text synthesizes the essential principles of color and light, including their psychophysiological

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effects, the characteristics of the major hues, vision and light, bioenergetics, and more. The authors also provide much useful and practical advice on using color and light in a variety of facilities: * schools * mental hospitals * offices * industry * restaurants * medical centers
Special attention is given to desktop

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computer workstations and the needs of VDT operators. In addition, detailed color specification tables are provided, in both Glidden and Munsell notation, as well as color charts showing successful color combinations. Used correctly, color and light can improve productivity at the workplace; increase the safety of industrial

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facilities; foster greater attention spans in students; create more appetizing food-service establishments; and bolster the spirits of hospital patients. Architects, designers, administrators, planners--anyone interested in creating beneficial, glare-free surroundings--will find all the information they need to

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promote physical, visual, and psychological well-being with color and light.

"We cannot change the cards we are dealt, just how we play the hand."---Randy Pausch A lot of professors give talks titled "The Last Lecture." Professors are asked

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to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy? When Randy Pausch, a computer

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science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave--"Really Achieving Your Childhood Dreams"--wasn't about dying. It was about the importance of overcoming obstacles,

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of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living. In this book, Randy Pausch has combined the humor, inspiration and intelligence that

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made his lecture such a phenomenon and given it an indelible form. It is a book that will be shared for generations to come.

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Delta Academic Objectives: Listening and note-taking skills has been written to prepare students for academic listening, placing emphasis not only on practice with extended listening passages but also on continued language development through four main areas: Language Focus, Listening for Production, Listening for

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Meaning and Vocabulary Focus. Delta Academic Objectives: Listening and note-taking skills develops essential comprehension skills in the context of real-life talks, presentations, and conversations with over 180 hours of audio material. Longer listening passages help students' ability to follow such talks, presentations,

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and conversations for the longer periods of time common in academic and work environments. Language Focus sections help students develop their note-taking skills, as well as their ability to recognize the underlying structures of talks and presentations. Listening for Production and Listening for Meaning sections offer

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students opportunities to further apply listening strategies to help prepare for listening in real-life academic situations. Vocabulary Focus activities are designed to help students increase their lexical range, giving them experience - in context - with lower-frequency vocabulary, as well as developing their ability to use words

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and phrases from the Academic Word List. The Teacher's book contains a range of valuable features which greatly add to the teaching experience: includes full answers accompanied by the aims of activities, providing clarity for teachers; provides rationales for what is covered in each area of every unit, giving teachers background

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to the skills/strategies and making connections between them; offers additional teaching ideas to help less experienced teachers of EAP, and suggestions how

This book shows principals how to successfully balance the needs and

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priorities of their schools while continuously developing and refining their leadership skills.

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately,

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rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1)

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criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when

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using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses * Common misconceptions about rubrics; * Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives

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can be useful; and * How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from

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among the many rubrics that are available on the Internet and from other sources.

And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

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