

Longman Academic Series 5 By Judy Miller

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School Leadership - International Perspectives Stephan Huber 2009-12-24 Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution, and is most often cited as the key factor in a school's development. Reflecting the importance it is given in the today's education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each chapter provides insight into an aspect of current research, with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.

Northstar Reading and Writing 5 Myenglishlab, International Edition Robert F. Cohen 2014-10-28

A Glossary of Literary Terms Abrams M H 2004 Alphabetically arranged and followed by an index of terms at the end, this handy reference of literary terms is bound to be of invaluable assistance to any student of English literature.

The Structure of Modern English Laurel J. Brinton 2000-01-01 This text is designed for undergraduate and graduate students interested in contemporary English, especially those whose primary area of interest is English as a second language. Focus is placed exclusively on English data, providing an empirical explication of the structure of the language.

Academic Listening Encounters: Life in Society Student's Book with Audio CD Kim Sanabria 2004-04-19 Academic Listening Encounters: Life in Society develops students listening and note taking skills using authentic interviews and classroom lectures. The Student;s Book develops students' listening and note-taking skills using a variety of recorded materials. It introduces them to stimulating topics within the field of sociology, including high-interest topics such as peer pressure, gender roles, and the influence of the media. Listening materials include a variety fo warm-up activities, informal interviews, and a formal academic lecture for every chapter. Students practice crucial listening skills, such as listening for main ideas, listening for examples, and listening for organizational phrases. The materials also serve as stimuli for discussion and note-taking activities. Pre-listening tasks

expose students to vocabulary they will encounter in the interviews and lectures, and help them build background knowledge of the topic. Topics correspond with those in *Academic Encounters: Life in Society*, and these books can be used together as a four skills course; however, they function equally well as stand-alone texts. An audio CD of the academic lectures, an important part of the audio program, is included with the Student's Book to provide students with additional listening practice. A *Life in Society 2-Book Set* is available (ISBN 0-521-546702). It includes one copy of the Student's Reading Book and one copy of the Student's Listening Book at a discounted price.

Northstar Listening/Speaking Level 5 Teachers Manual with Unit Achievement Tests

Sherry Preiss 2008-11-21 The NorthStar video program includes ten engaging video segments, including segments from ABC News, featuring topics correlated to the themes in the NorthStar 5 listening and speaking, and reading and writing, student books. Each video segment is from 2 to 5 minutes long and incorporates key vocabulary from the student books. The DVD guide contains unit-by-unit video scripts, as well as vocabulary for comprehension and background notes to enhance the accessibility and enjoyment of the video material. Each of the ten video segments has an optional corresponding video activity that is designed for students to use in class before, during, and after viewing the video. The activities can be downloaded from the NorthStar companion website.

Folk Devils and Moral Panics Stanley Cohen 2011 'Richly documented and convincingly presented' -- *New Society* Mods and Rockers, skinheads, video nasties, designer drugs, bogus asylum seekers and hoodies. Every era has its own moral panics. It was Stanley Cohen's classic account, first published in the early 1970s and regularly revised, that brought the term 'moral panic' into widespread discussion. It is an outstanding investigation of the way in which the media and often those in a position of political power define a condition, or group, as a threat to societal values and interests. Fanned by screaming media headlines, Cohen brilliantly demonstrates how this leads to such groups being marginalised and vilified in the popular imagination, inhibiting rational debate about solutions to the social problems such groups represent. Furthermore, he argues that moral panics go even further by identifying the very fault lines of power in society. Full of sharp insight and analysis, *Folk Devils and Moral Panics* is essential reading for anyone wanting to understand this powerful and enduring phenomenon. Professor Stanley Cohen is Emeritus Professor of Sociology at the London School of Economics. He received the Sellin-Glueck Award of the American Society of Criminology (1985) and is on the Board of the International Council on Human Rights. He is a member of the British Academy.

Why Knowledge Matters E. D. Hirsch 2019-01-02 In *Why Knowledge Matters*, influential scholar E. D. Hirsch, Jr., addresses critical issues in contemporary education reform and shows how cherished truisms about education and child development have led to unintended and negative consequences. Hirsch, author of *The Knowledge Deficit*, draws on recent findings in neuroscience and data from France to provide new evidence for the argument that a carefully planned, knowledge-based elementary curriculum is essential to providing the foundations for children's life success and ensuring equal opportunity for students of all backgrounds. In the absence of a clear, common curriculum, Hirsch contends that tests are reduced to measuring skills rather than content, and that students from disadvantaged backgrounds cannot develop the knowledge base to support high achievement. Hirsch advocates for updated policies based on a set of ideas that are consistent with current

cognitive science, developmental psychology, and social science. The book focuses on six persistent problems of recent US education: the over-testing of students; the scapegoating of teachers; the fadeout of preschool gains; the narrowing of the curriculum; the continued achievement gap between demographic groups; and the reliance on standards that are not linked to a rigorous curriculum. Hirsch examines evidence from the United States and other nations that a coherent, knowledge-based approach to schooling has improved both achievement and equity wherever it has been instituted, supporting the argument that the most significant education reform and force for equality of opportunity and greater social cohesion is the reform of fundamental educational ideas. *Why Knowledge Matters* introduces a new generation of American educators to Hirsch's astute and passionate analysis.

Exploring Research Neil J. Salkind 2016-02-28 For courses in Experimental Methods and in Research Methods in Political Science and Sociology An informative and unintimidating look at the basics of research in the social and behavioral sciences Exploring Research makes research methods accessible for students - describing how to collect and analyze data, and providing thorough instruction on how to prepare and write a research proposal and manuscript. Author Neil Salkind covers the research process, problem selection, sampling and generalizability, and the measurement process. He also incorporates the most common types of research models used in the social and behavioral sciences, including qualitative methods. The Ninth Edition explores the use of electronic sources (the Internet) as a means to enhance research skills, includes discussions about scientific methods, and places a strong emphasis on ethics. NOTE: This ISBN is for a Pearson Books a la Carte edition: a convenient, three-hole-punched, loose-leaf text. In addition to the flexibility offered by this format, Books a la Carte editions offer students great value, as they cost significantly less than a bound textbook.

Differentiation in Action Judith Dodge 2005 A practical guide full of use-tomorrow strategies to help teachers make differentiated instruction work to support all learners translate research into action, inform your instruction through on-going pathways for learning, foster "intrinsic motivation," use "instructional intelligence," and more.

Creativity in the Classroom Alane J. Starko 2010 The fourth edition of this well-known text continues the mission of its predecessors "to help teachers link creativity research and theory to the everyday activities of classroom teaching. Part I (chs 1-5) includes information on models and theories of creativity, characteristics of creative people, and talent development. Part II (chapters 6-10) includes strategies explicitly designed to teach creative thinking, to weave creative thinking into content area instruction, and to organize basic classroom activities (grouping, lesson planning, assessment, motivation and classroom organization) in ways that support students' creativity. Changes in this Edition: Improved Organization -- This edition has been reorganized from 8 to 10 chapters allowing the presentation of theoretical material in clearer, more manageable chunks. New Material " In addition to general updating, there are more examples involving middle and secondary school teaching, more examples linking creativity to technology, new information on the misdiagnosis of creative students as ADHD, and more material on cross-cultural concepts of creativity, collaborative creativity, and linking creativity to state standards. Pedagogy & Design " Chapter-opening vignettes, within-chapter reflection questions and activities, sample lesson ideas from real teachers, and end-of-chapter journaling activities help readers adapt content to their own teaching situations. Also, a larger trim makes the layout more

open and appealing and a single end-of-book reference section makes referencing easier. Targeted specifically to educators (but useful to others), this book is suitable for any course that deals wholly or partly with creativity in teaching, teaching the gifted and talented, or teaching thinking and problem solving. Such courses are variously found in departments of special education, early childhood education, curriculum and instruction, or educational psychology.

Communicating in Small Groups Steven A. Beebe 2015-10-01 REVEL™ for *Communicating in Small Groups: Principles and Practices* balances the principles of small group communication with real-world applications. With an emphasis on practical examples, technology, and ethical collaboration, REVEL for *Communicating in Small Groups* helps readers enhance their performance in groups and teams, while giving them insight into why group and team members communicate as they do. REVEL is Pearson's newest way of delivering our respected content. Fully digital and highly engaging, REVEL offers an immersive learning experience designed for the way today's students read, think, and learn. Enlivening course content with media interactives and assessments, REVEL empowers educators to increase engagement with the course, and to better connect with students. NOTE: REVEL is a fully digital delivery of Pearson content. This ISBN is for the standalone REVEL access card. In addition to this access card, you will need a course invite link, provided by your instructor, to register for and use REVEL.

Cognition, Metacognition, and Culture in STEM Education Yehudit Judy Dori 2017-12-01 This book addresses the point of intersection between cognition, metacognition, and culture in learning and teaching Science, Technology, Engineering, and Mathematics (STEM). We explore theoretical background and cutting-edge research about how various forms of cognitive and metacognitive instruction may enhance learning and thinking in STEM classrooms from K-12 to university and in different cultures and countries. Over the past several years, STEM education research has witnessed rapid growth, attracting considerable interest among scholars and educators. The book provides an updated collection of studies about cognition, metacognition and culture in the four STEM domains. The field of research, cognition and metacognition in STEM education still suffers from ambiguity in meanings of key concepts that various researchers use. This book is organized according to a unique manner: Each chapter features one of the four STEM domains and one of the three themes—cognition, metacognition, and culture—and defines key concepts. This matrix-type organization opens a new path to knowledge in STEM education and facilitates its understanding. The discussion at the end of the book integrates these definitions for analyzing and mapping the STEM education research. Chapter 4 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Originality, Imitation, and Plagiarism Martha Vicinus 2009-12-18 "At long last, a discussion of plagiarism that doesn't stop at 'Don't do it or else,' but does full justice to the intellectual interest of the topic!" ---Gerald Graff, author of *Clueless in Academe* and 2008 President, Modern Language Association This collection is a timely intervention in national debates about what constitutes original or plagiarized writing in the digital age. Somewhat ironically, the Internet makes it both easier to copy and easier to detect copying. The essays in this volume explore the complex issues of originality, imitation, and plagiarism, particularly as they concern students, scholars, professional writers, and readers, while also addressing a range of related issues, including copyright conventions and the ownership of original work,

the appropriate dissemination of innovative ideas, and the authority and role of the writer/author. Throughout these essays, the contributors grapple with their desire to encourage and maintain free access to copyrighted material for noncommercial purposes while also respecting the reasonable desires of authors to maintain control over their own work. Both novice and experienced teachers of writing will learn from the contributors' practical suggestions about how to fashion unique assignments, teach about proper attribution, and increase students' involvement in their own writing. This is an anthology for anyone interested in how scholars and students can navigate the sea of intellectual information that characterizes the digital/information age. "Eisner and Vicinus have put together an impressive cast of contributors who cut through the war on plagiarism to examine key specificities that often get blurred by the rhetoric of slogans. It will be required reading not only for those concerned with plagiarism, but for the many more who think about what it means to be an author, a student, a scientist, or anyone who negotiates and renegotiates the meaning of originality and imitation in collaborative and information-intensive settings." ---Mario Biagioli, Professor of the History of Science, Harvard University, and coeditor of *Scientific Authorship: Credit and Intellectual Property in Science* "This is an important collection that addresses issues of great significance to teachers, to students, and to scholars across several disciplines. . . . These essays tackle their topics head-on in ways that are both accessible and provocative." ---Andrea Lunsford, Louise Hewlett Nixon Professor of English, Claude and Louise Rosenberg Jr. Fellow, and Director of the Program in Writing and Rhetoric at Stanford University and coauthor of *Singular Texts/Plural Authors: Perspectives on Collaborative Writing* digitalculturebooks is an imprint of the University of Michigan Press and the Scholarly Publishing Office of the University of Michigan Library dedicated to publishing innovative and accessible work exploring new media and their impact on society, culture, and scholarly communication. Visit the website at www.digitalculture.org.

Reading Skills for College Kim Sanabria 2013-06-10 The Longman Academic Reading Series is a five-level series that prepares English language learners for academic work. The aim of the series is to make students more effective and confident readers by providing high-interest readings on academic subjects and by teaching them skills and strategies for effective reading, vocabulary building, note-taking, and critical thinking. The series also encourages students to discuss and write about the ideas they discovered in the readings, making them better speakers and writers of English as well. Features Readings based on academic sources -- Every reading in the text focuses on an academic subject and is chosen with the intent of providing different and intriguing perspectives on the theme. Multiple reading genres -- Readings come from a variety of sources or genres, from textbooks to on-line articles, and are written by a variety of experts from widely different fields. Explicit academic skills -- From critical reading to vocabulary building, notetaking and critical thinking, the Longman Academic Reading Series provides students with a holistic approach to effective reading. Corpus-Informed approach to vocabulary (AWL) -- Students build vocabulary and acquire skills that will help them become more confident and successful in preparing for their academic work.

Reading Stephen King Brenda Miller Power 1997 Discusses using King's works in the classroom

Making Connections Level 4 Teacher's Manual Jessica Williams 2015-12-17 Making Connections teaches an extensive range of reading skills and strategies in order to prepare

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students for college reading. Making Connections Level 4 Teacher's Manual contains teaching suggestions for each activity type as well as a complete answer key. Photocopiable unit tests contain additional thematic readings and assess how well students have learned the unit's reading skills and the unit's target vocabulary.

The Problem with Work Kathi Weeks 2011-09-09 *The Problem with Work* develops a Marxist feminist critique of the structures and ethics of work, as well as a perspective for imagining a life no longer subordinated to them.

How Learning Works Susan A. Ambrose 2010-04-16 Praise for *How Learning Works* "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Management Information Systems Kenneth C. Laudon 2004 *Management Information Systems* provides comprehensive and integrative coverage of essential new technologies, information system applications, and their impact on business models and managerial decision-making in an exciting and interactive manner. The twelfth edition focuses on the major changes that have been made in information technology over the past two years, and includes new opening, closing, and Interactive Session cases.

Longman Academic Writing Series Linda Butler 2020-05-16 *The Longman Academic Writing Series* helps English language students master the writing skills needed to succeed in their academic careers. The five-level series spans writing topics from composing sentences to writing research papers. Each level covers the complete writing process from prewriting to revision. Level 1 teaches beginning students to write sentences and paragraphs. The text's proven approach integrates training in grammar, mechanics, vocabulary, sentence structure,

and paragraph organization along with the writing process.

Nothing About Us Without Us James I. Charlton 2000-08-30 "A study of the global oppression of people with disabilities and the international movement that has recently emerged to resist it ... A theoretical overview of disability oppression that shows its similarities to, and differences from, racism, sexism, and colonialism."--Jacket.

Longman Student Grammar of Spoken and Written English Douglas Biber 2010 This grammar reference is written for the advanced student. It combines explanations of English grammar with information on how, when and why we use different structures. It shows the differences between spoken and written grammar and includes frequency information on the most common forms.

Lifestyle Politics and Radical Activism Laura Portwood-Stacer 2013-08-29 Attempts by people to enact their political beliefs in their daily lives have become commonplace in contemporary US culture, in spheres ranging from shopping habits to romantic attachments. This groundbreaking book examines how collective social movements have cultivated individual practices of "lifestyle politics" as part of their strategies of resistance, and the tensions they must navigate in doing so. Drawing on feminism and other movements that claim that "the personal is political," the book explores how radical anarchist activists position their own lifestyles within projects of resistance. Various lifestyle practices, from consumption to personal style to sexual relationships, are studied to address how identity and cultural practices can be used as tools of political dissent. An accessible and provocative text, *Lifestyle Politics and Radical Activism* blends theory with empirical materials to highlight issues that are important not only to anarchists, but also to anyone struggling for social change. This unique analysis will contribute to the development of anarchist theory and practice and will appeal to anyone interested in political activism and social movements.

How to Assess Higher-order Thinking Skills in Your Classroom Susan M. Brookhart 2010 Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, *How to Assess Higher-Order Thinking Skills in Your Classroom* provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

How to Teach So Students Remember Marilee Sprenger 2018-02-08 Memory is inextricable from learning; there's little sense in teaching students something new if they can't recall it later. Ensuring that the knowledge teachers impart is appropriately stored in the brain and easily retrieved when necessary is a vital component of instruction. In *How to Teach So Students Remember*, author Marilee Sprenger provides you with a proven, research-based, easy-to-follow framework for doing just that. This second edition of Sprenger's celebrated book, updated to include recent research and developments in the fields of memory and teaching, offers seven concrete, actionable steps to help students use what they've learned when they need it. Step by step, you will discover how to actively engage your students with new learning; teach students to reflect on new knowledge in a meaningful way; train students to recode new concepts in their own words to clarify understanding; use feedback to ensure that relevant information is binding to necessary neural pathways; incorporate multiple rehearsal strategies to secure new knowledge in both working and long-term memory; design lesson reviews that help students retain information beyond the test; and align instruction, review, and assessment to help students more easily retrieve information. The practical strategies and suggestions in this book, carefully followed and appropriately differentiated, will revolutionize the way you teach and immeasurably improve student achievement. Remember: By consciously crafting lessons for maximum "stickiness," we can equip all students to remember what's important when it matters.

Digital Humanities in the Library Arianne Hartsell-Gundy 2015-04 In the past decade there has been an intense growth in the number of library publishing services supporting faculty and students. Unified by a commitment to both access and service, library publishing programs have grown from an early focus on backlist digitization to encompass publication of student works, textbooks, research data, as well as books and journals. This growing engagement with publishing is a natural extension of the academic library's commitment to support the creation of and access to scholarship.

Longman Academic Writing Series 4: Essays SB W/App, Online Practice & Digital Resources Alice Oshima 2020-06-19

Writing Research Papers James D. Lester 2014-01-26 The definitive research paper guide, *Writing Research Papers* combines a traditional and practical approach to the research process with the latest information on electronic research and presentation. This market-leading text provides students with step-by-step guidance through the research writing process, from selecting and narrowing a topic to formatting the finished document. *Writing Research Papers* backs up its instruction with the most complete array of samples of any writing guide of this nature. The text continues its extremely thorough and accurate coverage of citation styles for a wide variety of disciplines. The fourteenth edition maintains Lester's successful approach while bringing new writing and documentation updates to assist the student researcher in keeping pace with electronic sources.

The Psalms and the Life of Faith Walter Brueggemann 2004 Walter Brueggemann's unique gift of joining historical-exegetical insights to penetrating observations about the traumas and joys of contemporary life?both personal and social?is here forcefully displayed. Everyone who is familiar with his work knows the power of his speech about "doxological, polemical,

political, subversive, evangelical faith: and about the ways such faith is enacted in the praise of ancient Israel and in the church. Readers of this book will find fresh insight into: the Psalms as prayer and praise the categories of the Psalm the social context in which psalms were prayed and sung the theology of the Psalm the dialogical character of the Psalms justice and injustice in the Psalm the study and "use" of the Psalms by the church praise as an act of basic trust and abandonment the impossible wonders of God's activity that overturn conventional ways of

Reason to Write Mary R. Colonna 2006 Takes students through the writing process from generating ideas, drafting and revising, to proof-reading and editing. This work features guidelines, strategies, and practice in writing for academic success. It contains a short reading passage to spark students' interest and provide meaningful issues to write about.

Writing Your Journal Article in Twelve Weeks Wendy Laura Belcher 2009-01-21 `A comprehensive, well-written and beautifully organized book on publishing articles in the humanities and social sciences that will help its readers write forward with a first-rate guide as good company.' - Joan Bolker, author of *Writing Your Dissertation in Fifteen Minutes a Day* `Humorous, direct, authentic ... a seamless weave of experience, anecdote, and research.' - Kathleen McHugh, professor and director of the UCLA Center for the Study of Women Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* is a revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles.

Cross-talk in Comp Theory Victor Villanueva 2003 Berthoff); "Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism" (Mike Rose); "Cognition, Convention, and Certainty: What We Need to Know about Writing" (Patricia Bizzell). Under Section Four--Talking about Writing in Society--are these essays: "Collaborative Learning and the 'Conversation of Mankind'" (Kenneth A. Bruffee); "Reality, Consensus, and Reform in the Rhetoric of Composition Teaching" (Greg Myers); "Consensus and Difference in Collaborative Learning" (John Trimbur); "'Contact Zones' and English Studies" (Patricia Bizzell); "Professing Multiculturalism: The Politics of Style in the Contact Zone" (Min-Zhan Lu). Under Section Five--Talking about Selves and Schools: On Voice, Voices, and Other Voices--are these essays: "Democracy, Pedagogy, and the Personal Essay" (Joel Haefner); "Beyond the Personal: Theorizing a Politics of Location in Composition Research" (Gesa E. Kirsch and Joy S. ^

NorthStar Helen Solórzano 2009 The NorthStar video program includes ten engaging video segments, including segments from ABC News, featuring topics correlated to the themes in the NorthStar 3 listening and speaking, and reading and writing, student books. Each video segment is from 2 to 5 minutes long and incorporates key vocabulary from the student books. The DVD guide contains unit-by-unit video scripts, as well as vocabulary for comprehension and background notes to enhance the accessibility and enjoyment of the video material. Each of the ten video segments has an optional corresponding video activity that is designed for students to use in class before, during, and after viewing the video. The activities can be

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Strategic Management and Business Policy Thomas L. Wheelen 1998

Schools of Thought Rexford Brown 1993-08-10 As a result of his visits to classrooms across the nation, Brown has compiled an engaging, thought-provoking collection of classroom vignettes which show the ways in which national, state, and local school politics translate into changed classroom practices. "Captures the breadth, depth, and urgency of education reform".--Bill Clinton.

Longman Academic Writing Alan Meyers 2013 This five-level writing series, organised by rhetorical genres, develops student writing from composing sentences to writing research papers A step-by-step approach guides students seamlessly through the writing process. Clear writing models and varied practice enable students to write effectively in different genres. Rigorous sentence structure, grammar, and mechanics development improves key writing skills. Peer Review and Writer's Self-Check hone revision and editing skills.

Longman Academic Reading Series 4 Sb with Online Resources Robert Cohen 2016-09-16