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and require students to answer using a specific text type. All tasks are written in the target language and all responses must be written in the target language.

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Thorough and engaging, this new book has been specifically developed for the 2011 English A: Literature syllabus at both SL and HL. With activities, student model answers and examiner commentaries, it offers a wealth of material to support students in every aspect of the new course.

The IB English Ab Initio Student Portfolio is an interactive practice and revision resource that helps the students prepare for the four assessment components of this language acquisition course. With the help of 321 questions and 321 answer tables that cover the complete Ab Initio course, the students will be able to fully develop their personalized answers and thus establish an organic Portfolio of their learning. The answer tables in the Portfolio apply to reading, writing, listening and speaking, and the Portfolio is also supported by online resources on the author's personal website. The IB English Ab Initio Student Portfolio is best used together with

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the Language Ab Initio Student Workbook but can also be used independently, both in the classroom and at home.

Suitable for standard and higher level students, this resource is written by an experienced IB English teacher following the English B syllabus. Features include activities and authentic texts to develop reading and comprehension, integrated study ideas for IB central core, featuring LP (Learner profile), CAS (Creativity, Action, Service), TOK (Theory of Knowledge) EE (Extended Essay), and a Glossary with definitions of key vocabulary. This title offers comprehensive learning and support for teachers and students, ideas for extensive reading material, activities to build language skills and cultural understanding for extension essays, research, exam preparation and a free teacher resources website: [ibdiploma.cambridge.org](http://ibdiploma.cambridge.org).

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex because of its interactive nature. This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking. The book then guides language testers through the stages of test tasks, rating practices and design.

At first glance, Garcia Mrquez's vivid and detailed portrait of his early life appears to be testament to a photographic memory. Yet as he explains in the epigraph, "Life isn't what one lived, but what one remembers and how one remembers it to tell it."

This publication highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. An explanation is increasingly required or if the validity of test score interpretation and use are to be supported both logically and with empirical evidence. The book demonstrates the application of a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components which reflect the practical nature and quality of an actual testing event. It examines Cambridge ESOL writing tasks from the following perspectives: Test Taker, Cognitive Validity, Context Validity, Scoring Validity, Criterion-related Validity and Consequential Validity. The authors show how an understanding and analysis of the framework and its components in relation to specific writing tests can assist test developers to operationalise their tests more effectively, especially in relation to criterial distinctions across test levels.

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence. "The title of this book is well chosen. Despite the apparent oxymoron, this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with

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discussion of principles. This book will open new options for testers, for teachers and for those who make policy decisions." Michael Byram, School of Education, University of Durham, UK

Intriguing. Absorbing. A truly eye-opening glimpse into the world's most mysterious and fascinating country. North Korea is a land of unrivalled natural beauty with more than 5,000 years of history and culture. From the top of mythical Mount Paekdu to the lush valleys and the incredible rock formations of stunning Mount Kumgang, and from the white beaches of the East Sea to the hidden getaways on the West coast, the DPRK's natural attractions are now finally starting to be recognized. This resilient land has lived through many periods of historical significance, yet its people have always maintained their dignity and humility. The veil that has until now shrouded places such as Pyongyang, Mount Myohyang, Kuwol and Nampo has been lifted, and the imagery that is being revealed will astonish the mind of even the most experienced travellers. The power of each image carefully challenges the way in which we look at this land and its people. For many of us, this is the first time we see the North Korean people as they truly are. The only question remaining is, why was such an insightful photographic record not published much earlier ?

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