

Cambridge Viewpoint 1 Teachers Edition

Desde un punto de vista cuantitativo, los estudios culturales ocupan sin duda un espacio menor. Sin embargo, los tres artículos aquí presentados dan cuenta de la variedad de perspectivas posibles dentro de este apartado. No solo abarcan estos estudios diferentes géneros literarios, sino que recorren diferentes épocas históricas, desde el renacimiento hasta nuestros días. Así, destaca la recepción de la obra de Shakespeare adaptada a los principios estéticos del siglo XVIII español, la aparición de un problema tan actual como la violencia doméstica en el teatro y el cine de mediados del siglo XX o la vinculación de posicionamientos contraculturales de la generación Beat en la música de Bod Dylan. Todos estos estudios exploran, pues, la relación entre las prácticas culturales, la vida diaria y los contextos históricos en los que se producen. Como suele ser habitual, gran parte de las contribuciones presentadas en este volumen se centran en el estudio del aprendizaje del inglés como segunda lengua, una de las principales preocupaciones del sistema educativo español en estos momentos, tanto en la etapa preuniversitaria como universitaria. Es lógico, por tanto, que estos jóvenes investigadores muestren interés por un asunto que atañe a un elevado número de estudiantes en la sociedad actual. Los estudios van desde el análisis de libros de texto utilizados en la enseñanza del inglés, para comprobar si estos textos adoptan correctamente las cuatro destrezas básicas (listening, speaking, speaking, writing) al aprendizaje de la lengua desde el punto de vista de una aproximación comunicativa, hasta la relación de la prosodia y la utilización de audífonos por parte de personas sordas o la percepción que tienen los estudiantes de la pronunciación del inglés. Como se ve, problemas muy cercanos a la realidad pedagógica. Las contribuciones literarias se centran exclusivamente en autores del siglo XX (incluida una adaptación al Londres actual de una obra de Shakespeare), pero recorren todos los géneros literarios, así como el cine. En general, estos estudios se fijan en obras concretas y las analizan desde perspectivas culturales, sociológicas o psicológicas. Podemos encontrar autores consagrados, como Theodore Roethke y Ted Hughes o escritoras más localistas, como la canadiense Jeannette Armstrong, y sobresalen miradas postmodernistas, tanto en el ámbito de la novela como del cine. En definitiva, se trata de una selección de artículos altamente prometedora, que supone un claro desafío al futuro de los Estudios Ingleses. Por todo ello, hay que felicitar a todos los participantes y, sobre todo, a los editores de este volumen, que han demostrado una enorme capacidad de trabajo y entusiasmo.

. Renewal of Life by Transmission. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such

a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

A comprehensive account of the research and practice of task-based language teaching.

Focusing on the concepts and interactions of free will, moral responsibility, and determinism, this text represents the most up-to-date account of the four major positions in the free will debate. Four serious and well-known philosophers explore the opposing viewpoints of libertarianism, compatibilism, hard incompatibilism, and revisionism. The first half of the book contains each philosopher's explanation of his particular view; the second half allows them to directly respond to each other's arguments, in a lively and engaging conversation. Offers the reader a one-of-a-kind, interactive discussion. Forms part of the acclaimed Great Debates in Philosophy series.

Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.

This volume takes a critical look at teaching and learning English across the globe. Its aim is to fill a gap in the literature created by the omission of the voices of those engaged in the everyday practice of teaching and learning English; those of students, teachers, and specialists. Three unique characteristics give this book broad appeal. They include - its inclusion of the perspectives and experiences of students and educators involved in the everyday practice of English

language teaching and learning - its inclusion of the experiences of students and educators in both core and non-core English-speaking countries - its basis on original, qualitative studies conducted by scholars in different parts of the world including Europe, the Middle East, Asia, and the Americas Of particular interest to applied linguists, scholars from diverse fields such as English as a Foreign/Second Language, English as an International Language, anthropology and education, English education, sociolinguistics, and bilingual education will also find value in this book. Written in accessible language, it can be used in such courses as Applied Linguistics, Second Language Classroom Contexts, Bilingualism and Multilingualism, English Around the World, Research Methodologies in Second Language Acquisition, and Research in Second Language Pedagogical Contexts. In addition, by focusing on presenting research experiences that adopt several epistemological and theoretical approaches, the book provides teachers of research with a great tool to examine varied applications of qualitative methods, data collection, and analytic techniques. Thus it could also be used for courses in Field Research and Qualitative Methods. ENDORSEMENT: "As a scholar and educator who has consistently explored the social implications of the teaching and learning of English, I applaud this book's concern with documenting the previously unheard voices of language learners and teachers around the world. The book is unique in the manner in which it focuses on the everyday experiences of marginalized English teachers and learners in various contexts around the globe. It also is unique in the manner in which it brings together researchers, teachers and learners to qualitatively investigate a great diversity of local language learning contexts. This book is a must read for anyone concerned with the current spread of English and its implications for individuals not typically foregrounded in language learning and teaching research." — Dr. Sandra Lee McKay, Professor Emeritus, San Francisco State University, USA This series has been developed for the Cambridge Lower Secondary Global Perspectives Curriculum Framework (1129). This learner's skills book for Stage 7 has been created to help students develop key 21st century skills. Written by experienced teacher and author, Keely Laycock, students are encouraged to reflect on topics at a personal, national and global level, while developing skills for their future in a scaffolded and measurable way. Produced with feedback from teachers and students all around the world, teachers will benefit from a flexible resource that they can tailor to their classroom needs.

"Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1-B2). Based on research into the Cambridge English Corpus, Touchstone teaches English as it is really used. It presents natural language in authentic contexts, and explicitly develops conversation strategies so learners speak with fluency and confidence."--Page 4 of cover.

#1 NEW YORK TIMES, WALL STREET JOURNAL, AND BOSTON GLOBE BESTSELLER • One of the most acclaimed

books of our time: an unforgettable memoir about a young woman who, kept out of school, leaves her survivalist family and goes on to earn a PhD from Cambridge University “An amazing story, and truly inspiring. It’s even better than you’ve heard.”—Bill Gates NAMED ONE OF THE TEN BEST BOOKS OF THE YEAR BY THE NEW YORK TIMES BOOK REVIEW • ONE OF PRESIDENT BARACK OBAMA’S FAVORITE BOOKS OF THE YEAR • BILL GATES’S HOLIDAY READING LIST • FINALIST: National Book Critics Circle’s Award In Autobiography and John Leonard Prize For Best First Book • PEN/Jean Stein Book Award • Los Angeles Times Book Prize Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara’s older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she’d traveled too far, if there was still a way home. “Beautiful and propulsive . . . Despite the singularity of [Westover’s] childhood, the questions her book poses are universal: How much of ourselves should we give to those we love? And how much must we betray them to grow up?”—Vogue NAMED ONE OF THE BEST BOOKS OF THE YEAR BY The Washington Post • O: The Oprah Magazine • Time • NPR • Good Morning America • San Francisco Chronicle • The Guardian • The Economist • Financial Times • Newsday • New York Post • theSkimm • Refinery29 • Bloomberg • Self • Real Simple • Town & Country • Bustle • Paste • Publishers Weekly • Library Journal • LibraryReads • BookRiot • Pamela Paul, KQED • New York Public Library

Discusses the best methods of learning, describing how rereading and rote repetition are counterproductive and how such techniques as self-testing, spaced retrieval, and finding additional layers of information in new material can enhance learning.

Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students to a higher level of proficiency to become effective communicators. Viewpoint Level 2 Student's Book A is for young adult and adult students who have reached the advanced level of English proficiency (C1). Units 1-6 in this level teach the language, skills, and strategies that students need to progress beyond upper-intermediate level and to speak and write in English naturally, effectively, and appropriately. From the same author team as the ground-breaking Touchstone series, Viewpoint 2A also draws on the Cambridge International Corpus which underpins a highly effective approach to teaching English language.

The Cambridge Companion to Shakespeare and Race shows teachers and students how and why Shakespeare and race are inseparable. Moving well beyond Othello, the collection invites the reader to understand racialized discourses,

rhetoric, and performances in all of Shakespeare's plays, including the comedies and histories. Race is presented through an intersectional approach with chapters that focus on the concepts of sexuality, lineage, nationality, and globalization. The collection helps students to grapple with the unique role performance plays in constructions of race by Shakespeare (and in Shakespearean performances), considering both historical and contemporary actors and directors. The Cambridge Companion to Shakespeare and Race will be the first book that truly frames Shakespeare studies and early modern race studies for a non-specialist, student audience.

Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students to a higher level of proficiency to become effective communicators. Viewpoint Level 1 Student's Book is for young adult and adult students who have reached an upper-intermediate level of English proficiency (B2). Each of the 12 units in this level teaches the language, skills, and strategies that students need to progress beyond intermediate level and to speak and write in English naturally, effectively, and appropriately. From the same author team as the ground-breaking Touchstone series, Viewpoint 1 also draws on the Cambridge International Corpus which underpins a highly effective approach to teaching English language.

"This work of Dr. Aziza Braithwaite Bey is evidence of her life long insistence that the contributions of ancient and global cultures be represented in every possible discourse where issues of human development and human contribution are discussed. First, as an internationally trained fashion designer; second, as a master of museology and costume curating and; third as a doctor of diversity in cultural education teaching in the Graduate School of Arts and Social Sciences at Lesley University, Dr. Bey's work now gives instructors a manual that introduces a plethora of comparative cultural material and evidence into the classroom-and into our thinking. Through well researched examples, her book carefully insists that both instructor and student begin to think of humanity outside of their own parochial setting. Through lessons on food, clothing and ritual, this manual purposefully underscores a deep appreciation of world-wide culture. In this era of globalization, it becomes particularly important that we manage to identify distinctions, still, in ethnic form and culture-so that no modern effort toward homogeneity obscures those particular ways and means that varieties of cultures have solved similar problems. This manual gently helps the user to create an understanding that the diverse range of human genius is the greatest contribution to civilization, world-wide. In this manual Bey celebrates that genius...of humanity to demonstrate how similar problems can be solved in acutely distinct ways while maintaining similarities of import across of the range of possibility. To this end Dr. Bey's work and her insistence on cultural inclusion demand both our respect and applause." Renee Kemp-Rotan Contributing Editor with Paul Oliver in *The International Encyclopedia of World Vernacular Architecture* Cambridge University Press, 1997

Viewpoint Level 1 Teacher's Edition with Assessment Audio CD/CD-ROM Cambridge University Press

Learning to teach is complex. Teacher candidates begin a preservice program with powerful tacit assumptions about how teachers teach based on lengthy apprenticeships of observation over many years as students. Virtually all teacher education programs provide a mixture of coursework and classroom experience. Much has been written about the theory-into-practice approach in teacher education, an approach that assumes teacher candidates who have been provided with instructions about how to teach will be able to recall and apply them in a school setting. In reality, teacher candidates report considerable difficulty enacting theory in practice, to the point that many question the value of coursework. This book takes an in-depth look at five future teachers in one teacher education program, analyzing and interpreting how they and their teacher educators learn from experience during both coursework and practicum experiences. Many assumptions about the complex challenges of teaching teachers are called into question. Is the role of a teacher educator to synthesize research-based best practices for candidates to take to their field placements? Does the preservice practicum experience challenge or reinforce a lifetime of socialized experiences in schools? Must methods courses always be seen by most teacher candidates as little more than sites for collecting resources? Where and how do candidates construct professional knowledge of teaching? The data illustrate clearly that methods courses can be sites for powerful learning that challenges tacit assumptions about how and why we teach.

Through thirteen essays, *Teaching Theatre Today* addresses the changing nature of educational theory, curricula, and teaching methods in theatre programs of colleges and universities of the United States and Great Britain.

Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students to a higher level of proficiency to become effective communicators. Viewpoint, Presentation Plus, Level 1 can be used on an interactive whiteboard, portable interactive software technology, or with a computer and a projector. With Presentation Plus, teachers can present the Student's Book, Workbook, or Video Activity Worksheets, play the Class Audio and the Video Program, and display scripts and answer keys. Presentation Plus tools allow teachers to mark up and add links to the components in addition to saving their sessions. Teachers can also connect to Cambridge Dictionaries Online for additional reference and language support.

Volume III of the *Handbook of Research in Second Language Teaching and Learning*, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus

on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning. Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

This new edition surveys the major approaches and methods in language teaching.

Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students to a higher level of proficiency to become effective communicators. Viewpoint Level 1 Teacher's Edition with Assessment CD-ROM, features page-by-page teaching notes, with step-by-step lesson plans, audio scripts, and answer key for the Level 1 Student's Book and Workbook. It also includes fully customizable quizzes for each unit, as well as mid-terms and end-of-book tests.

Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus, taking students to a higher level of proficiency to become effective communicators. Viewpoint Level 1 Workbook B provides follow-up exercises for Units 7 to 12 of the Level 1 Student's Book, providing additional practice of vocabulary, grammar, and conversation strategies, as well extra reading, writing and listening activities. (Viewpoint Level 1 Workbook A contains material for Units 1 to 6 and is available separately.)

Want to make your classes awesome and cut review lesson prep time in half? You need 39 ESL Review Games and Activities for Kids (6-13). Many of your students think that review classes are boring and with good reason. They often are! But, they don't have to be! Effective review games and activities are a valuable teaching tool because language is learned mainly through repetition. However, finding good review activities takes time, a scarce resource for most

teachers. That's what makes 39 ESL Review Games so valuable. It helps your students review English grammar and vocabulary while reducing prep time, so you can focus on other important teaching tasks. This book will make your classes awesome and will save you time, guaranteed. If you want some fun, engaging, and useful review games and activities that your students will love, 39 ESL Review Games and Activities for Kids (6-13) is for you!!

Features an audio read-along! With a simple, witty story and free-spirited illustrations, Peter H. Reynolds entices even the stubbornly uncreative among us to make a mark -- and follow where it takes us. Her teacher smiled. "Just make a mark and see where it takes you." Art class is over, but Vashti is sitting glued to her chair in front of a blank piece of paper. The words of her teacher are a gentle invitation to express herself. But Vashti can't draw - she's no artist. To prove her point, Vashti jabs at a blank sheet of paper to make an unremarkable and angry mark. "There!" she says. That one little dot marks the beginning of Vashti's journey of surprise and self-discovery. That special moment is the core of Peter H. Reynolds's delicate fable about the creative spirit in all of us.

David Crystal's classic English as a Global Language considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

A comprehensive introduction to machine learning that uses probabilistic models and inference as a unifying approach. Today's Web-enabled deluge of electronic data calls for automated methods of data analysis. Machine learning provides these, developing methods that can automatically detect patterns in data and then use the uncovered patterns to predict future data. This textbook offers a comprehensive and self-contained introduction to the field of machine learning, based on a unified, probabilistic approach. The coverage combines breadth and depth, offering necessary background material on such topics as probability, optimization, and linear algebra as well as discussion of recent developments in the field, including conditional random fields, L1 regularization, and deep learning. The book is written in an informal, accessible style, complete with pseudo-code for the most important algorithms. All topics are copiously illustrated with color images and worked examples drawn from such application domains as biology, text processing, computer vision, and robotics. Rather than providing a cookbook of different heuristic methods, the book stresses a principled model-based approach, often using the language of graphical models to specify models in a concise and intuitive way. Almost all the models described have been implemented in a MATLAB software package—PMTK (probabilistic modeling toolkit)—that is freely available online. The book is suitable for upper-level undergraduates with an introductory-level college math background and beginning graduate students.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Schools are places of learning but they are also workplaces, and teachers are employees. As such, are teachers more akin to professionals or to factory workers in the amount of control they have over their work? And what difference does it make? Drawing on large national surveys as well as wide-ranging interviews with high school teachers and administrators, Richard Ingersoll reveals the shortcomings in the two opposing viewpoints that dominate thought on this subject: that schools are too decentralized and lack adequate control and accountability; and that schools are too centralized, giving teachers too little autonomy. Both views, he shows, overlook one of the most important parts of teachers' work: schools are not simply organizations engineered to deliver academic instruction to students, as measured by test scores; schools and teachers also play a large part in the social and behavioral development of our children. As a result, both views overlook the power of implicit social controls in schools that are virtually invisible to outsiders but keenly felt by insiders. Given these blind spots, this book demonstrates that reforms from either camp begin with inaccurate premises about how schools work and so are bound not only to fail, but to exacerbate the problems they propose to solve.

Offers readers studying the English language exercises to achieve a higher level of proficiency to become effective communicators.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. *Science Teaching Reconsidered* provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping

them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

The edited volume, *Contemporary Perspectives on Capital in Educational Contexts*, is timely in its unique and appropriate analyses of the prevailing internal and external dynamics of capital as indicative of the type of currency within institutional structures or the currency among individual stakeholders of education. The intersection of capital and currency emerges similarly and differently within the American compulsory-based system of K-12 and the choice-based system of higher education. More specifically, *Contemporary Perspectives on Capital in Educational Contexts* disentangles the broader challenges and opportunities of the institution of education and the individuals who comprise. Emerging insights from the analyses provide an informed basis for ascertaining the rules of engagement and means of negotiation for the respective constituencies. With that said, this volume essentially responds to three important questions: 1) What are the tenets of capital and currency in public schools and higher education?; 2) How do institutions and individuals navigate those tenets?; and 3) What general and specific implications do capital hold for the educational pipeline and beyond? These questions provide a useful framework for engaging critical conversations about the dynamics of capital while offering perspectives about how to improve the quality of currency in K-12 or colleges and universities. These questions further serve as a basis for eliciting more questions toward the consideration capital as both a conceptual construct and applicable model. *Contemporary Perspectives on Capital in Educational Contexts*, too, is an expansion of the work of *School matters: Why African American students need multiple forms of capital*, where Bartee & Brown (2006) examines how the acquisition and possession of capital equips African American students in a highperforming, high-achieving magnet school in Chicago for competitiveness in school-generated and non-school generated activities. Success experienced by the students and the school become associated with the academic rigor and reputation while any shortcomings reflect an inadequate capacity of the school or the student to appropriately engage the other. *School matters: Why African American students need multiple forms of capital* (2006) further introduces an initial exploration of different forms of capital as producer (improve the status quo through inputs), consumer (participant based upon outputs), and regulator (maintain the status quo through the process) within the educational system. The multifaceted role of capital demonstrates its span of influence for institutional and individual capacities.

Examines the nature and function of metaphor in language and thought.

The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the mathematics. This self-contained textbook

bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with applying mathematical concepts. Every chapter includes worked examples and exercises to test understanding. Programming tutorials are offered on the book's web site.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. *Learning to Improve* offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation’s schools and colleges.

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Cambridge Certificate of Proficiency in English 4 contains four complete tests for the Cambridge Certificate of Proficiency in English (CPE) examination from Cambridge ESOL. These past examination papers provide the most authentic exam preparation available. They allow candidates to familiarise themselves with the content and format of the examination and to practise useful examination techniques. Attractive colour visual material for Paper 5 is included with each test, enabling students to prepare thoroughly for the paired interview. The Student's Book is also available as a 'with answers' edition which contains a comprehensive section of keys and transcripts, making it suitable for self study.4).

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