

Answer key

1 Building a career

1.1 About business The education business

123
schemataking, personal referrals, weekends at Harvard, mail shots, travelling abroad

- 124
a 23,000 applications for the new academic year
b 9% of applications were accepted
c 80% ultimately decided to attend
d 10% of admitted students came from abroad
e 35 staff in Fitzsimmons' team
f \$45,700 - the annual tab for tuition, room and board
g \$60,000 - parents who make less aren't expected to pay
h 8000 alumni volunteers

- 125
1 Purchase high school juniors' names from examination boards.
2 Send 75,000 cards to high school juniors.
3 Visit 140 US cities and travel to other countries.
4 Send out 8,000 alumni volunteers to identify possible candidates.
5 Sort applications and give a score from one to six.
6 Local subcommittees discuss the case for and against each candidate.
7 Professors, alumni, and students lobby successful candidates by phone.
8 Invite applicants to spend a weekend at Harvard in April.

- 126
a speaker 3
b speaker 1
c speaker 4
d speaker 2

1.2 Vocabulary Education and career

- 127
1 gain 2 acquire 3 improve 4 boost 5 have
6 going to 7 make 8 receive 9 obtain 10 enhance

128
I worked in several departments and gained knowledge about all aspects of the business.
I believe this job will allow me to acquire new skills and boost my earnings.
My gap year in the States definitely improved my employability, and working for IBM certainly enhanced my CV.
On my Business studies course I received tuition from practising managers and obtained experience on work placements.

- 129
1 finance 2 arrange 3 borrow 4 support
5 obtain 6 win 7 subsidize

130
Student A
I wasn't a very motivated student when I was younger, so I failed my exams in 2009 and had to retake them the following summer. I'd already decided I wanted to take a gap year then go to business school, so this time I completed all the coursework and revised thoroughly. I passed easily. I spent a year abroad as an assistant in a secondary school and then went to business school - I'd already applied and successfully attended an interview before revising my exams.

In my second year as an undergraduate, I spent a semester as an intern at Hewlett Packard, which was very rewarding. In fact, after I graduated into a job at HP after I graduated the following June. They encouraged me to do a Master's degree by correspondence - I just have to finish writing a dissertation. I need a break now, but I may take a sabbatical to study for an MBA in a few years' time.

Student B
I wasn't a very motivated student when I was younger, so I had to retake my exams in 2009 after I failed them the year before. I'd already decided that before going to business school I wanted to take a gap year. I passed easily because this time I completed all the coursework and revised thoroughly. I'd already applied and successfully attended an interview at a business school, so after revising my exams I spent a year abroad as an assistant in a secondary school.

I spent a semester as an intern at Hewlett Packard in my second year as an undergraduate, which was very rewarding. In fact, after I graduated the following June I went straight into a job at HP. I'm now writing a dissertation for a Master's degree by correspondence which HP encouraged me to do. I may take a sabbatical to study for an MBA in a few years' time, but I need a break first.

- 131
1 contacted
2 presented
3 recruited
4 reviewed
5 met
6 succeeded
7 designed

- 8 implemented
9 managed / motivated
10 motivated / managed
11 the best
12 drew up

- 13
1 to be waiting, to take a sabbatical
2 to be laid off, to be made redundant
3 to be promoted, to join a company
4 to quit, to give in your notice
5 to be on assignment, to be transferred
6 to be suspended, to be dismissed

- 14
1 He's intending to quit his job because his company keeps giving him assignments in different countries. He needs to give in his notice three months before he can leave.
2 She was laid off when they modernized the company, then made redundant when they couldn't find any work for her.
3 He's been suspended for not wearing a safety helmet, but he thinks the company needs to discipline him.
4 He joined the company four years ago and has just been promoted.
5 She's on assignment in Paris, and she's being transferred to Vancouver.
6 He's resting at the moment, and considering taking a sabbatical to write a book.

15

Name: Bob	Name: Lucy	Name: Mel
Problem: Started up successful electronics company. Resigned when he disagreed with his CEO. Sell shares? What next?	Problem: Previously worked as researcher, teacher then secretary. Fired for writing stories at work. Do creative writing course, or look for another job?	Problem: Designed and sold product to local govt. when in high school. Drop out of prestigious business school to start own business?

1.3 Grammar Tense review

16
When I left school I wasn't sure what to do next. I had applied for a place at university, but while I was revising for my exams I had already decided that I didn't feel ready for university. I had read a lot about East Africa, and one day when I was watching a TV documentary about Ethiopia, I suddenly knew that was where I was going. In fact I was while I was working with an NGO in Ethiopia that I became interested in business.

- 17
1 have just finished
2 am currently working
3 consider
4 has left
5 have agreed
6 have been designing
7 have been looking
8 seems

- 18
1 If I get the job, I will try to make myself available as soon as possible, but I wouldn't be able to start immediately unless JPC agreed to let me go.
2 You see, if I make a commitment, I do my best to respect it.
3 If by any chance the job were based in Kenya, I would take it anyway, even though I'd prefer to use my Amharic.

19
In the short term, I hope (1) I'll become a department manager quite quickly. I've been a lot about research on the MBA, and (2) I'm going to put the theory into practice as soon as I can. On the personal front, (3) I'm getting married next June; over the next couple of years my fiancé (4) is going to write TV and movie scripts, so (5) he is going to be totally mobile and happy to move as necessary.

- 20
Exercise 3
usually present simple
currently present continuous
always present simple
at present present continuous
at the moment present continuous
often present simple

- 21
Exercise 4
ever present perfect
in past simple
never present perfect
ago past simple
already present perfect
(not) yet present perfect
just past simple
just present perfect

Chapter 3 Answers Pbworks

Tara Young



Chapter 3 Answers Pworks:

Bootstrapping Democracy Gianpaolo Baiocchi, Patrick Heller, Marcelo Silva, 2011-06-01 Despite increasing interest in how involvement in local government can improve governance and lead to civic renewal questions remain about participation's real impact This book investigates participatory budgeting a mainstay now of World Bank UNDP and USAID development programs to ask whether its reforms truly make a difference in deepening democracy and empowering civil society Looking closely at eight cities in Brazil comparing those that carried out participatory budgeting reforms between 1997 and 2000 with those that did not the authors examine whether and how institutional reforms take effect Bootstrapping Democracy highlights the importance of local level innovations and democratic advances charting a middle path between those who theorize that globalization hollows out democracy and those who celebrate globalization as a means of fostering democratic values Uncovering the state's role in creating an associational environment it reveals the contradictory ways institutional reforms shape the democratic capabilities of civil society and how outcomes are conditioned by relations between the state and civil society

A Guide to Teaching Elementary Science Yvette F. Greenspan, 2015-12-21 Nationally and internationally educators now understand the critical importance of STEM subjects science technology engineering and mathematics Today the job of the classroom science teacher demands finding effective ways to meet current curricula standards and prepare students for a future in which a working knowledge of science and technology will dominate But standards and goals don't mean a thing unless we grab students attention capture and deepen children's natural curiosity create an exciting learning environment that engages the learner and make science come alive inside and outside the classroom setting A Guide to Teaching Elementary Science Ten Easy Steps gives teachers at all stages of classroom experience exactly what the title implies Written by lifelong educator Yvette Greenspan this book is designed for busy classroom teachers who face tough conditions from overcrowded classrooms to shrinking budgets and too often end up anxious and overwhelmed by the challenges ahead and their desire for an excellent science program This book helps teachers develop curricula compatible with the Next Generation Science Standards and the Common Core Standards provides easy to implement steps for setting up a science classroom plus strategies for using all available resources to assemble needed teaching materials offers detailed sample lesson plans in each STEM subject adaptable to age and ability and designed to embrace the needs of all learners and presents bonus information about organizing field trips and managing science fairs Without question effective science curricula can help students develop critical thinking skills and a lifelong passion for science Yvette Greenspan received her doctorate degree in science education and has developed science curriculum at all levels A career spent in teaching elementary students in an urban community she now instructs college students sharing her love for the teaching and learning of science She considers it essential to encourage today's students to be active learners and to concentrate on STEM topics that will help prepare them for the real world

Creating Meaningful Museum Experiences for K-12 Audiences

Tara Young, 2021-10-30 *Creating Meaningful Museum Experiences for K-12 Audiences: How to Connect with Teachers and Engage Students* is the first book in more than a decade to provide a comprehensive look at best practices in working with this crucial segment of museum visitors. With more than 40 contributors from art, history, science, natural history, and specialty museums across the country, the book asks probing questions about museum-school relationships, suggests new paradigms, and offers creative approaches. Fully up to date with current issues relevant to museums working with schools, including anti-racist teaching approaches and pivoting to virtual programming during the pandemic, this book is essential for both established and emerging museum educators to ensure they are current on best practices in the field. The book features four parts: *Setting the Stage* looks at how museums establish and finance K-12 programs and how to engage with the youngest audiences; *Building Blocks* considers the core elements of successful K-12 programming, including mission alignment, educator recruitment and training, working with teacher advisory boards, and anti-racist teaching practices; *Questions and New Paradigms* presents case studies in which practitioners reconsider established approaches to museums working with schools and engage in iterative processes to update and improve them, from evaluating K-12 museum programs to diversifying program content to prioritizing virtual programming; *Solutions and Innovative Models* offers examples of programs that have been reimaged for the current landscape of museum-school collaborations, including practicing self-care for teachers and museum educators, investing in extended school relationships over one-time visits, and highlighting the stories of enslaved people who lived at historic sites.

Digital Literacies Mark Pegrum, Nicky Hockly, Gavin Dudeney, 2014-06-03 Dramatic shifts in our communication landscape have made it crucial for language teaching to go beyond print literacy and encompass the digital literacies which are increasingly central to learners' personal, social, educational, and professional lives. By situating these digital literacies within a clear theoretical framework, this book provides educators and students alike with not just the background for a deeper understanding of these key 21st-century skills but also the rationale for integrating these skills into classroom practice. This is the first methodology book to address not just why but also how to teach digital literacies in the English language classroom. This book provides a theoretical framework through which to categorise and prioritise digital literacies. Practical classroom activities to help learners and teachers develop digital literacies in tandem with key language skills. A thorough analysis of the pedagogical implications of developing digital literacies in teaching practice. A consideration of exactly how to integrate digital literacies into the English language syllabus. Suggestions for teachers on how to continue their own professional development through PLNs (Personal Learning Networks) and how to access teacher development opportunities online. This book is ideal for English language teachers and learners of all age groups and levels, academics and students researching digital literacies, and anyone looking to expand their understanding of digital literacies within a teaching framework.

Applied Clinical Informatics for Nurses Heather Carter-Templeton, Susan Alexander, Karen Frith, 2024-12-13 Now in color *Applied Clinical Informatics for Nurses*

employs a contextually based teaching approach to promote clinical decision making ethical conduct and problem solving The third edition has a heavy focus on clinical decision making ethical comportment and problem solving and extensive updates in chapters on telehealth mobile health and clinical decision support especially in light of COVID 19 software used for data mining data science concepts including AI use in healthcare and case studies to help illustrate creative informatics projects developed by nurses Provided by publisher

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