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### 8X6TC3 - KAITLYN WARREN

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Business Start-up is a two-level (CEF level A1/A2) Business English course for adults who need English for their work. This new Business English course takes beginners and false beginners from basic English up to the point where they can start preparing for the BEC Preliminary examination. Business Start-up brings reality to the most basic levels of language learning through the use of authentic material, real companies and credible communication scenarios, ensuring that adult learners remain interested and motivated. Communication skills are carefully prioritized, allowing learners to start working in English at the earliest opportunity. To complement the professional English syllabus, the final lesson in each unit deals with a 'Time Out' topic, focusing on essential language for travel and socializing, allowing learners to build important gen-

eral vocabulary. The Business Start-up Workbooks provide self-study practice of the language from the Student's Books. In addition, the Workbooks come with a free CD-ROM/Audio CD containing extra grammar, listening and vocabulary practice. This version is available in German-speaking markets only.

The New Cambridge English Course is a course teachers and students can rely on to cover the complete range and depth of language and skills needed from beginner to upper-intermediate level. Each level is designed to provide at least 72 hours of class work using the Student's Book, with additional self-study material provided in the Practice Book. The course has a proven multi-syllabus approach which integrates work on all the vital aspects of language study: grammar, vocabulary, pronunciation, skills, notions and functions.

Language Acquisition in CLIL and Non-CLIL Settings builds a

bridge between Second Language Acquisition and Learner Corpus Research (LCR) methodologies to take the evaluation of Content and Language Integrated Learning (CLIL) to a new level. The study innovates in two main ways. First, it is based on a highly diversified L2 database which includes learner corpus data as well as experimental data from the same learners. These linguistic components of the database are complemented with extensive information on learner variables, including cognitive and affective factors, which are rarely studied in LCR. Second, the study relies on multifactorial statistical analyses to assess the effectiveness of CLIL itself as well as the impact of the selectivity inherent in the CLIL system, which has frequently been ignored. The linguistic focus of the study is the English passive, which is investigated in CLIL and non-CLIL teaching materials, and subsequently related to learner output.