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Book Description CAMBRIDGE UNIVERSITY PRESS, United Kingdom, 2013. Mixed media product. Condition: New. Student. Language: English. Brand new Book. Writing for Impact is an innovative and broad-ranging new course for learners of business English who want to excel at writing.

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Teaching students to write for impact sets them up for success across many curriculum areas. Tom Nicholson and Sue Dymock analysed research on teaching writing to identify the skills students need to write for impact. Their approach is based on a simple view of writing: it is ideas presented well. The two volumes of this book work together to explain and show teachers how to teach students these essential writing skills.

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Writing for Impact is an innovative and broad-ranging new course for learners of business English who want to excel at writing. The course's 12 modules take learners through the topics they will need to succeed in business. It covers a wide variety of topics from emails and letters to meeting minutes and agendas.

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A quick scan of any campus will reveal students hanging out alone or in small groups while reading, taking notes, writing, chatting, or simply enjoying campus life. There may be another layer of activity beyond the obvious, however, enabled by cell phones, iPods, personal digital assistants (PDAs), and laptops.

~~Chapter 5. Student Practices and Their Impact on Learning~~

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A creative writing club can also be an important accountability tool for students who are working on independent creative writing projects. If you're writing a longer piece or even a novel, or working on a collection of poetry, meeting regularly with like-minded writers can help to keep you on track and provide outside feedback that might otherwise be unavailable.

~~Creative Writing Opportunities for High School Students~~

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Purpose and objectives. The purpose of the paper to find out if stress-relating factors like health issues- sleep deprivation and lack of the right behaviour, social economic status, financial status, workload, life priorities or stress itself affect academic performance of undergraduate students at TSIBA Education.

~~Impact Of Stress On Students Academic Performance~~

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improvement of emergent word writing and phonological awareness. Jones & Brown (2011) have analyzed effects of electronic books on reading engagement of third-grade students. A traditional textbook, a website containing a collection of online-books for children and an eBook have been compared in the study. The study shows that the possibility to

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