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North Holland has dozens of historic town centres that are worth visiting. The most well-known is obviously the historic centre of Amsterdam, which became a UNESCO World Heritage Site in 2010. Its characteristic

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architecture and lovely canals (known as grachten) demand some pictures to be taken. But there are a lot more of them in the province — every region of North Holland at least has one ...

~~North Holland — Travel guide at
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We were just there with my 11 yr old son and 12 yr old daughter. We enjoyed Anne Frank's House. We all read the book before going. Well, to be honest, my son read a book ABOUT the book (he likes that kind of stuff better) and my daughter read half the book. I was only one to read the whole

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diary lol. Still, we had lots of discussions before going.

This book constitutes the refereed proceedings of the 8th International Conference on Ubiquitous Computing

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and Ambient Intelligence, UCAMl 2014, held in Belfast, UK, in December 2014. The 57 papers presented together with 7 papers of the workshop AmlUA 2014, 8 papers of the workshop IoT 2014, 7 papers of the workshop EUSPAI 2014, and 6 papers of the workshop VSS 2014 were

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carefully reviewed and selected from numerous submissions. The papers are grouped in topical sections on key application domains for ambient intelligence, human interaction in ambient intelligence, ICT instrumentation and middleware support for smart environments and

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objects, adding intelligence for environment adaption, and security and privacy issues in AAL.

A young piano student falls in love with her world-famous teacher, but stays behind to pursue her career when he leaves for the Soviet Union. When

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they meet seven years later, can they recapture the passion that flared between them?

Higher Education systems and universities worldwide are constantly being transformed due to ever-changing practices and policies.

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Recent research reveals the challenges between society and higher education continue to grow. *New Voices in Higher Education Research and Scholarship* explores the role of higher education in today's society. It discusses the rapidly changing nature of higher education around the globe,

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especially the relationship between higher education and social development. This reference book will be of use to policymakers, academicians, researchers, students, and government officials.

This work derives from a conference

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discussing the history of computing in education. This conference is the first of hopefully a series of conferences that will take place within the International Federation for Information Processing (IFIP) and hence, we describe it as the First Conference on the History of

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Computing in Education (HCE1).
These proceedings represent a collection of works presented at the HCE1 Conference held in association with the IFIP 2004 World Computer Congress held in Toulouse, France. Contributions to this volume range from a wide variety of educational

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perspectives and represent activities from four continents. The HCE1 conference represents a joint effort of the IFIP Working Group 9.7 on the History of Computing and the IFIP Technical Committee 3 on Education. The HCE1 Conference brings to light a broad spectrum of issues and spans

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fourcontinents. It illustrates topics in computing education as they occurred in the “early days” of computing whose ramifications or overtones remain with us today. Indeed, many of the early challenges remain part of our educational tapestry; most likely, many will evolve into future challenges.

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Therefore, this work provides additional value to the reader as it will reflect in part the future development of computing in education to stimulate new ideas and models in educational development.

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This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers. Areas

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covered include: the language used in CLIL; CLIL teacher training; materials design for CLIL; assessment in CLIL. Extra resources are available on the website: www.oup.com/elt/teacher/clil
Phil Ball is a CLIL author and teacher trainer based in northern Spain. Keith Kelly is a writer and speaker on CLIL

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worldwide, and is based in Plovdiv, Bulgaria. John Clegg is a textbook author and CLIL consultant based in London.

Autism spectrum disorders are a major

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topic for research. The causes are now thought to be largely genetic although the genes involved are only slowly being traced. The effects of ASD are often devastating and families and schools have to adapt to provide the best for people with ASD to attain their potential. This book

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describes some of the interventions and modifications that can benefit people with ASD.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues,

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themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references

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for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary

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school; - storytelling; - drama; -
technology; - vocabulary development;
- intercultural understanding; - Content
and Language Integrated Learning
(CLIL) scenarios; - assessment.
Innovative and rapidly emerging topics
are covered, such as immersion
teaching, picturebooks in the EFL

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classroom and English with pre-primary children.

“This book makes a significant and very timely contribution to furthering professional understanding of CLIL (Content and Language Integrated Learning). The first part brings

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together the outcomes of CLIL implementation initiatives in different educational sectors in Spain which reflect regional possibilities and priorities. The second part takes a critical look at a variety of teacher education models, both in-service and pre-service. Linking classroom

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initiatives with teacher education underlines the importance of addressing this often neglected or ignored area. Quite simply, without appropriate teacher education programs, the full potential of CLIL is unlikely to be realised and the approach would be unsustainable.

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This publication provides the reader with practical suggestions and raises issues for further reflection. The contributors have embraced the 'educational challenge' and, in doing so, have made a significant contribution to disseminating CLIL practice across Europe and further

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afield by raising issues and questions which need to be addressed through future class-based inquiry and scientific research. The collection of case studies is also a celebration of the hard work, endeavour and constant drive by practitioners, teacher educators and researchers to give our

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young people the best linguistically-rich learning experiences they can possibly have throughout their schooling and further studies.”

—Professor Do Coyle, University of Aberdeen

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