

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 The travel agent said, 'All passengers for Marseilles must change trains in Paris.'

**TO**

The travel agent said that all passengers for Marseilles ..... trains in Paris.

- 2 Smoking in the hotel restaurant is not allowed.

**FORBIDDEN**

It ..... in the hotel restaurant.

- 3 I wasn't allowed to go on holiday in June last year.

**LET**

My boss ..... on holiday in June last year.

- 4 This is a 'no swimming' area.

**PERMITTED**

You ..... in this area.

- 5 It's a good idea to have health insurance when you go on holiday.

**GET**

You ..... before you go on holiday.

- 6 It is not necessary for men to wear a jacket and tie to enter the restaurant.

**HAVE**

Men ..... a jacket and tie to enter the restaurant.

- 7 It's not necessary to wear heavy clothing in the summer months.

**NEED**

You ..... on heavy clothing in the summer months.

- 8 You must telephone the hotel and book in advance if you want to be sure of a room.

**GOT**

You ..... up the hotel and book in advance if you want to be sure of a room.

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**Reva Arnez Curry**



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**Towards Ubiquitous Learning** Carlos Delgado Kloos, Denis Gillet, Raquel M. Crespo García, Fridolin Wild, Martin Wolpers, 2011-09-09 This book constitutes the refereed proceedings of the 6th European Conference on Technology Enhanced Learning EC TEL 2011 held in Palermo Italy in September 2010 The 30 revised full papers presented were carefully reviewed and selected from 158 submissions The book also includes 12 short papers 8 poster papers and 2 invited paper There are many interesting papers on topics such as web 2 0 and social media recommender systems learning analytics collaborative learning interoperability of tools etc

**Experiments in Second-Language Learning** Edward Crothers, 2012-12-02 Experiments in Second Language Learning focuses on the application of mathematical learning models in learning the Russian language as a second language The book first discusses remarks on stimulus response theories of language learning Psychology and second language instruction psychological theory linguistic theory and second language learning and remarks on theories of conditioning are discussed The text also focuses on learning to discriminate Russian phonemes learning the orthographic representations of Russian sounds and vocabulary and morphology learning Learning exercises are presented these focused on inflection semantics and phonemic transcriptions The book also looks at grammar learning as influenced by translations vocabulary and presentation order training on negative instances or on isolated words overview of Russian grammar experiments and related research Suggestions for future research are presented The text is highly valuable for readers interested in studying how mathematical learning models can be used in learning one particular language as a second language

**In Order to Learn** Frank E. Ritter, 2007-07-30 In Order to Learn shows how order effects are crucial in human learning instructional design machine learning and both symbolic and connectionist cognitive models Each chapter explains a different aspect of how the order in which material is presented can strongly influence what is learned by humans and theoretical models of learning in a variety of domains In addition to data models are provided that predict and describe order effects and analyze how and when they will occur

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