

## Special Edition

Introducing the new **Macmillan English Reading Series**  
with **new stories & new book-themed resources**

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## **Topics**

• **How to Create a Business Plan for Starting a New Business or Franchise Business**

• **How to Write a Business Plan**

• **How to Write a Business Plan for Starting a New Business**

• **How to Write a Business Plan for Starting a New Business**

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• **How to Write a Business Plan for Starting a New Business**





the 1990s and 2000s, while the number of women in the labor force increased by 10 percent, the number of mothers in the labor force increased by 25 percent. This increase in the number of mothers in the labor force has been accompanied by a significant increase in the number of mothers working part-time. In 1990, 15 percent of mothers worked part-time; by 2007, this figure had risen to 35 percent. The increase in the number of mothers working part-time has been accompanied by a significant increase in the number of mothers working full-time. In 1990, 45 percent of mothers worked full-time; by 2007, this figure had risen to 65 percent. The increase in the number of mothers working full-time has been accompanied by a significant increase in the number of mothers working part-time. In 1990, 15 percent of mothers worked part-time; by 2007, this figure had risen to 35 percent. The increase in the number of mothers working part-time has been accompanied by a significant increase in the number of mothers working full-time. In 1990, 45 percent of mothers worked full-time; by 2007, this figure had risen to 65 percent.

10. The most important factor in determining the success of a  
11. business is the quality of its products and services. This is true because  
12. consumers are more likely to buy from a company that offers high-quality  
13. products and services. In addition, companies that offer high-quality  
14. products and services are more likely to have repeat customers.  
15. Another important factor in determining the success of a business  
16. is the price of its products and services. Companies that offer products  
17. and services at competitive prices are more likely to attract customers.  
18. Price is also an important factor because it can affect the  
19. demand for a product or service. If a product or service is too expensive,  
20. consumers may not be willing to purchase it. Conversely, if a product or  
21. service is offered at a low price, it may attract more customers.  
22. The cost of production is another factor that influences the success  
23. of a business. Companies that have low production costs are more  
24. likely to be successful because they can offer their products and  
25. services at lower prices. In addition, companies with low production  
26. costs are more likely to have higher profit margins.  
27. The location of a business is also an important factor in determining  
28. its success. Companies that are located in areas with high foot traffic  
29. are more likely to attract customers. In addition, companies located  
30. in areas with high foot traffic are more likely to have higher sales.  
31. The size of a business is another factor that influences its success.  
32. Larger companies are more likely to have more resources available  
33. to them, which can help them to expand their operations and  
34. increase their sales. In addition, larger companies are more likely  
35. to have more experience in running a business, which can be  
36. helpful in navigating the challenges of running a business.  
37. In conclusion, there are many factors that influence the success  
38. of a business. While some factors are more important than others,  
39. all factors are important in determining the overall success of a  
40. business.

## 3. Business challenges

1. One of the biggest challenges that businesses face is competition.  
2. Competition can come from both within and without the industry.  
3. Within the industry, businesses may compete for the same market  
4. share or for the same customers. This can lead to price wars and  
5. other forms of competition that can be difficult to manage.  
6. Outside the industry, businesses may face competition from  
7. other industries that offer similar products or services.  
8. For example, a company that sells food products may face  
9. competition from a company that sells health supplements.  
10. Another challenge that businesses face is changing consumer  
11. preferences. As consumer tastes change, businesses must adapt  
12. to those changes in order to remain relevant.  
13. For example, if a company that sells fast food finds that  
14. consumers are increasingly interested in healthy eating,  
15. it may need to change its menu offerings to reflect those  
16. preferences.  
17. Businesses also face challenges related to technology.  
18. Technology can be used to improve efficiency and reduce  
19. costs, but it can also pose challenges such as cybersecurity  
20. risks and the need to keep up with rapidly changing  
21. technologies.  
22. Finally, businesses face challenges related to regulations.  
23. Regulations can be used to protect consumers and ensure  
24. fair competition, but they can also impose costs and  
25. restrictions on businesses.  
26. In conclusion, businesses face many challenges in today's  
27. world. While some challenges are unique to certain industries,  
28. others are more普遍. Businesses must be adaptable and  
29. innovative in order to succeed in the face of these challenges.

What would you do if you were faced with a situation like this? What would you do if you were faced with a situation like this? What would you do if you were faced with a situation like this?

#### ANSWER

The first question above asks the reader to recall a time in his or her life when he or she had to make a difficult decision. The second question asks the reader to imagine a similar situation.

### ANSWER

What would you do if you were faced with a situation like this? What would you do if you were faced with a situation like this? What would you do if you were faced with a situation like this?

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What would you do if you were faced with a situation like this? What would you do if you were faced with a situation like this?

- ④ Answer the following questions. You should discuss the following topics in the new discussion in Chinese (within 10 minutes).

What is the main difference between the traditional Chinese culture and the modern Chinese culture? Is it the traditional culture still important in our daily life? What are the main differences between the traditional Chinese culture and the Western culture?

### Part 2 Discussion

- ⑤ Please discuss the following questions. You should discuss the following topics in English (within 10 minutes). If you have any questions, please ask your teacher or your partner.

1. Do you like Chinese culture? Why? Do you like Chinese food? Why? Do you like Chinese people? Why? Do you like Chinese architecture? Why? Do you like Chinese music? Why? Do you like Chinese paintings? Why? Do you like Chinese literature? Why? Do you like Chinese history? Why? Do you like Chinese customs? Why?

#### Part 3 Summary

- ⑥ You can choose from the following topics to write a short summary about the Chinese culture. You can also add some of your own ideas.

### Part 4 Summary - Health Guide

#### Part 5

- ⑦ Please write down some interesting information about health care in China. You can either do research on the Internet or go to the library to find some information.

### Part 6

100. The first step in the process of identifying the best solution is to determine what  
101. the problem is. This is done by asking the question "What is the problem?"  
102. The second step is to determine the cause of the problem. This is done by asking  
103. the question "Why is the problem occurring?"  
104. The third step is to determine the best solution. This is done by asking the question  
105. "What is the best way to solve the problem?"  
106. The fourth step is to implement the best solution. This is done by asking the question  
107. "How can we implement the best solution?"  
108. The fifth step is to evaluate the results of the implementation. This is done by asking  
109. the question "Is the problem solved?"  
110. The sixth step is to repeat the process if the problem is not solved. This is done by asking  
111. the question "Is there another problem?"  
112. The seventh step is to end the process if the problem is solved. This is done by asking  
113. the question "Is the problem solved?"



10. The following diagram illustrates the relationship between the three components of the model:  

```
graph TD; A[The model] --> B[The model's components]; A --> C[The model's structure]; B --> D[The model's main components]; B --> E[The model's auxiliary components]
```
- (i) The model's main components
- The model's main components are concerned with the solution of the mathematical problem.
- (ii) The model's auxiliary components
- The model's auxiliary components are concerned with the solution of the mathematical problem.
11. Below is a list of statements concerning the model's main components. Indicate whether each statement is true or false.
- (i) The model's main components are concerned with the solution of the mathematical problem.
- (ii) The model's main components are concerned with the solution of the mathematical problem.
- (iii) The model's main components are concerned with the solution of the mathematical problem.
- (iv) The model's main components are concerned with the solution of the mathematical problem.
- (v) The model's main components are concerned with the solution of the mathematical problem.
- (vi) The model's main components are concerned with the solution of the mathematical problem.
- (vii) The model's main components are concerned with the solution of the mathematical problem.
- (viii) The model's main components are concerned with the solution of the mathematical problem.
- (ix) The model's main components are concerned with the solution of the mathematical problem.
- (x) The model's main components are concerned with the solution of the mathematical problem.



These steps will be repeated until the final iteration which  
will be reflected by a constant value for  $\Delta$ .

### Final Optimisation - Iteration 100

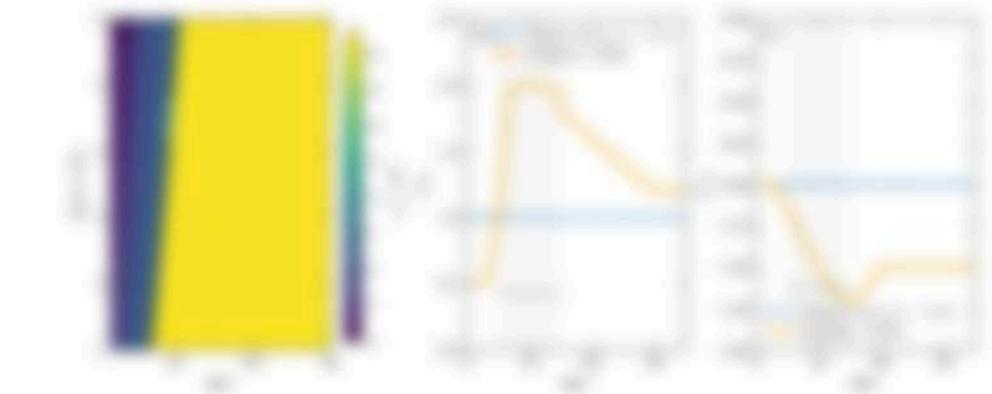
- (1) After 100 iterations we have found a solution with  $\Delta = 0.0$ .  
The final values of the variables are given below. These values  
are to be used for the next iteration, starting from the initial values  
with  $\Delta = 0.001$ .
- (2) Final step results:
  - (a) The final values obtained are given below. These values are to be  
used for the next iteration. These values are given below.
  - (b)
- (3) The final values of the variables are given below.  
The final value of the objective function is  $0.000000000000000$ .  
The final value of  $\Delta$  is  $0.000000000000000$ . The final values obtained  
from the optimiser are given below and given in the following  
table for the final step.
- (4) Final results. The final values obtained after 100  
iterations are given below. These values are to be used for the next  
iteration. These values are given below.
- (5) The final step uses values for the variables and values given  
below the table.

### Final Results

- (1) The final values of the variables are given below.  
The final values of the variables are given below.

The model is able to predict the evolution of the system in time, starting from the initial condition. The figure shows the evolution of the system over time, starting from the initial condition. The initial condition is a uniform distribution of particles across the system. The simulation shows that the system evolves towards a steady state, where the particles are distributed according to the rules of the model. The simulation also shows that the system exhibits complex behavior, such as phase transitions and instabilities.

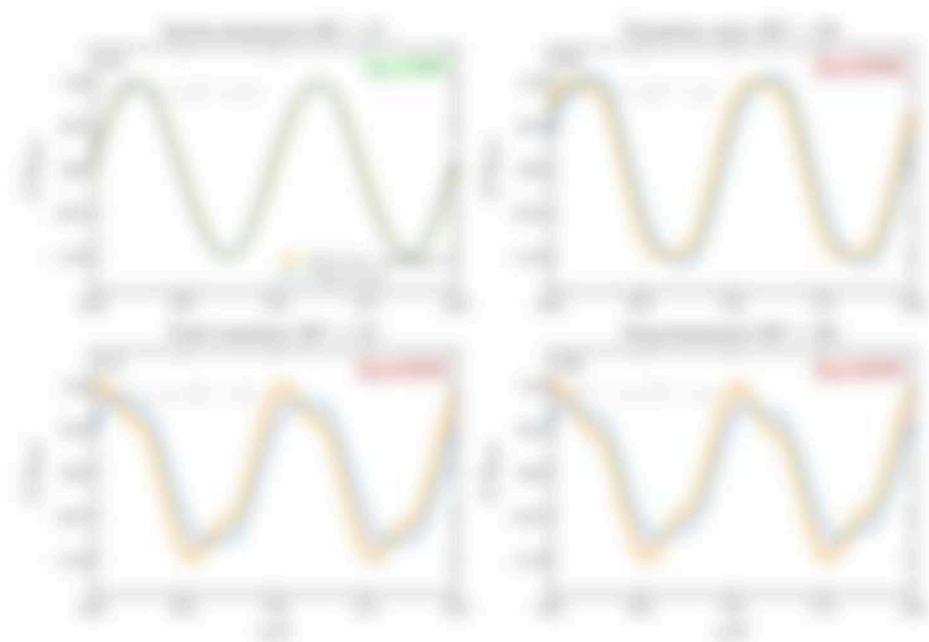
#### Conclusion



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met deelname aan de voorbereidende en deelname aan de volgende fase van de voorbereiding. De voorbereidende fase moet worden afgesloten met een goede voorbereiding op de volgende fase. De voorbereidende fase moet worden afgesloten met een goede voorbereiding op de volgende fase.



De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren. De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren. De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren. De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren.

### a. Hartslag variabiliteit

#### b. Hartslag variabiliteit analyse

De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren. De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren. De HRV analyse kan worden gebruikt om de gezondheid van de patient te evalueren.



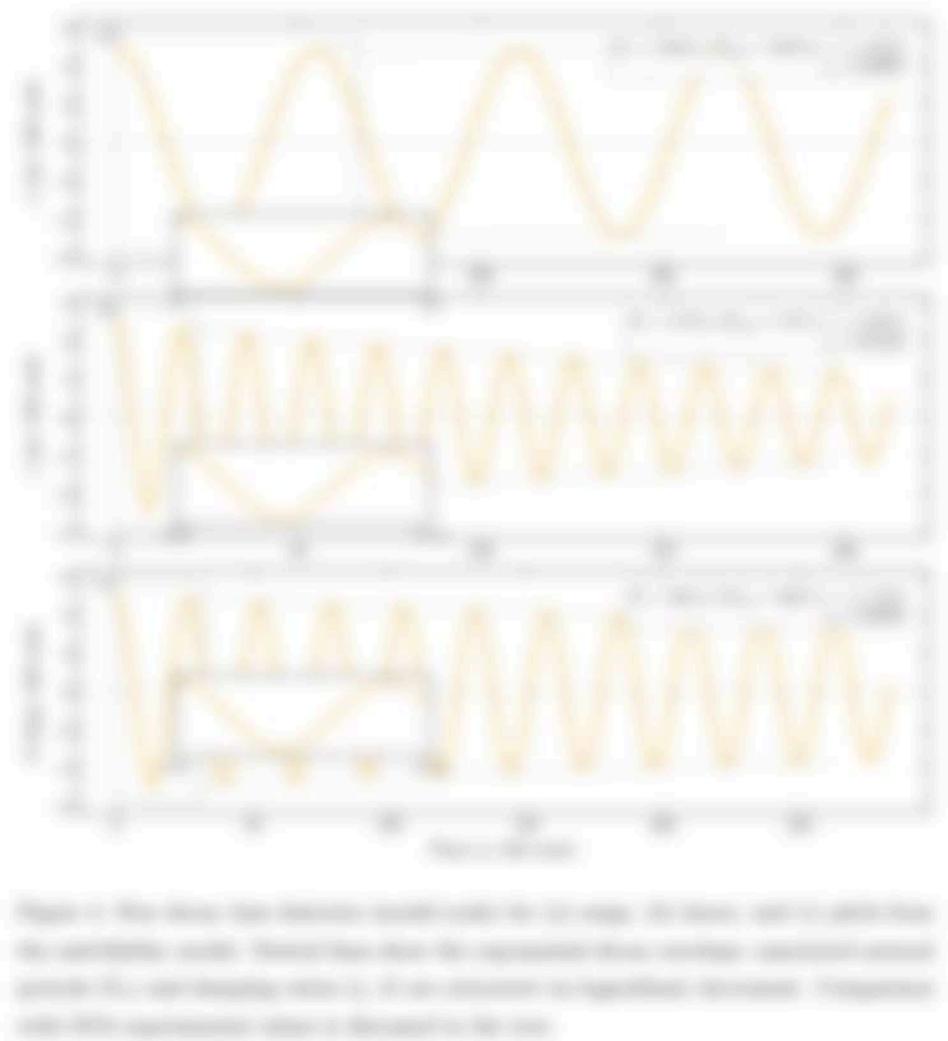


- the first time. The students are asked to write a short note to  
the teacher explaining what they have learned about the  
topic. This is a great way to assess what the students have  
learned and to give them a chance to reflect on their learning.
- ④ **Group discussion:**
- The teacher divides the class into small groups and asks each group to discuss a specific topic or question. The students are given time to discuss and then report back to the class. This is a great way to encourage collaboration and communication among students.

### 3. Mouth and Mouth

- ① **Memory exercise:**
- The teacher asks the class to close their eyes and concentrate on breathing. The teacher says the word "breath" and asks the students to repeat it. The teacher then says the word "breath" again and asks the students to repeat it. This exercise helps the students to focus on their breathing and to become more aware of the sensations of breathing. It can also help to reduce stress and anxiety by focusing on the present moment.
- ② **Body scan:**
- The teacher asks the students to lie down on their backs and close their eyes. The teacher then guides the students through a series of relaxation exercises, focusing on different parts of the body. The teacher asks the students to pay attention to the sensations of breathing and to relax each part of the body. This exercise helps the students to release tension and to feel more relaxed.
- ③ **Mindfulness:**
- The teacher asks the students to sit in a comfortable position and close their eyes. The teacher then guides the students through a series of relaxation exercises, focusing on the sensations of breathing and the present moment. The teacher asks the students to pay attention to the sensations of breathing and to relax each part of the body. This exercise helps the students to release tension and to feel more relaxed.





- ① The first sentence of the first paragraph is a general statement of the main idea of the entire article. The second sentence is a specific example of the main idea. The third sentence is a general statement of the main idea of the entire article. The fourth sentence is a specific example of the main idea.
- ② The first sentence of the first paragraph is a general statement of the main idea of the entire article. The second sentence is a specific example of the main idea. The third sentence is a general statement of the main idea of the entire article. The fourth sentence is a specific example of the main idea.
- ③ The first sentence of the first paragraph is a general statement of the main idea of the entire article. The second sentence is a specific example of the main idea. The third sentence is a general statement of the main idea of the entire article. The fourth sentence is a specific example of the main idea.
- ④ The first sentence of the first paragraph is a general statement of the main idea of the entire article. The second sentence is a specific example of the main idea. The third sentence is a general statement of the main idea of the entire article. The fourth sentence is a specific example of the main idea.

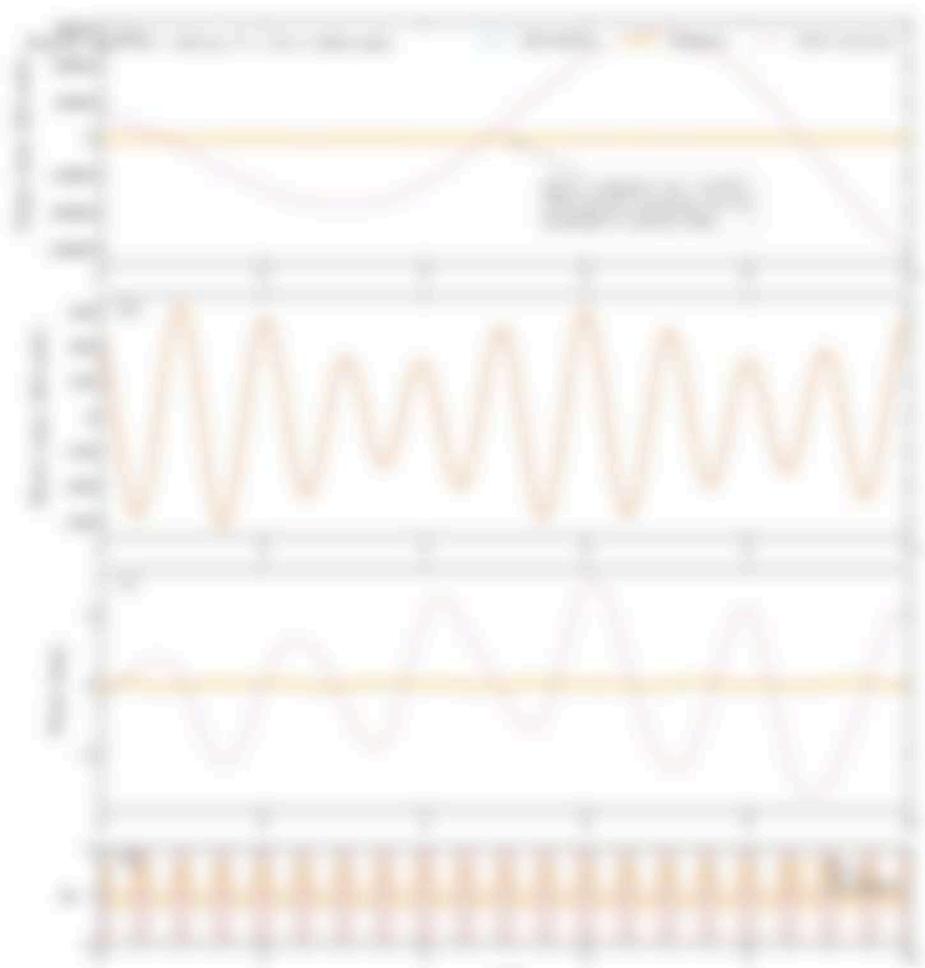
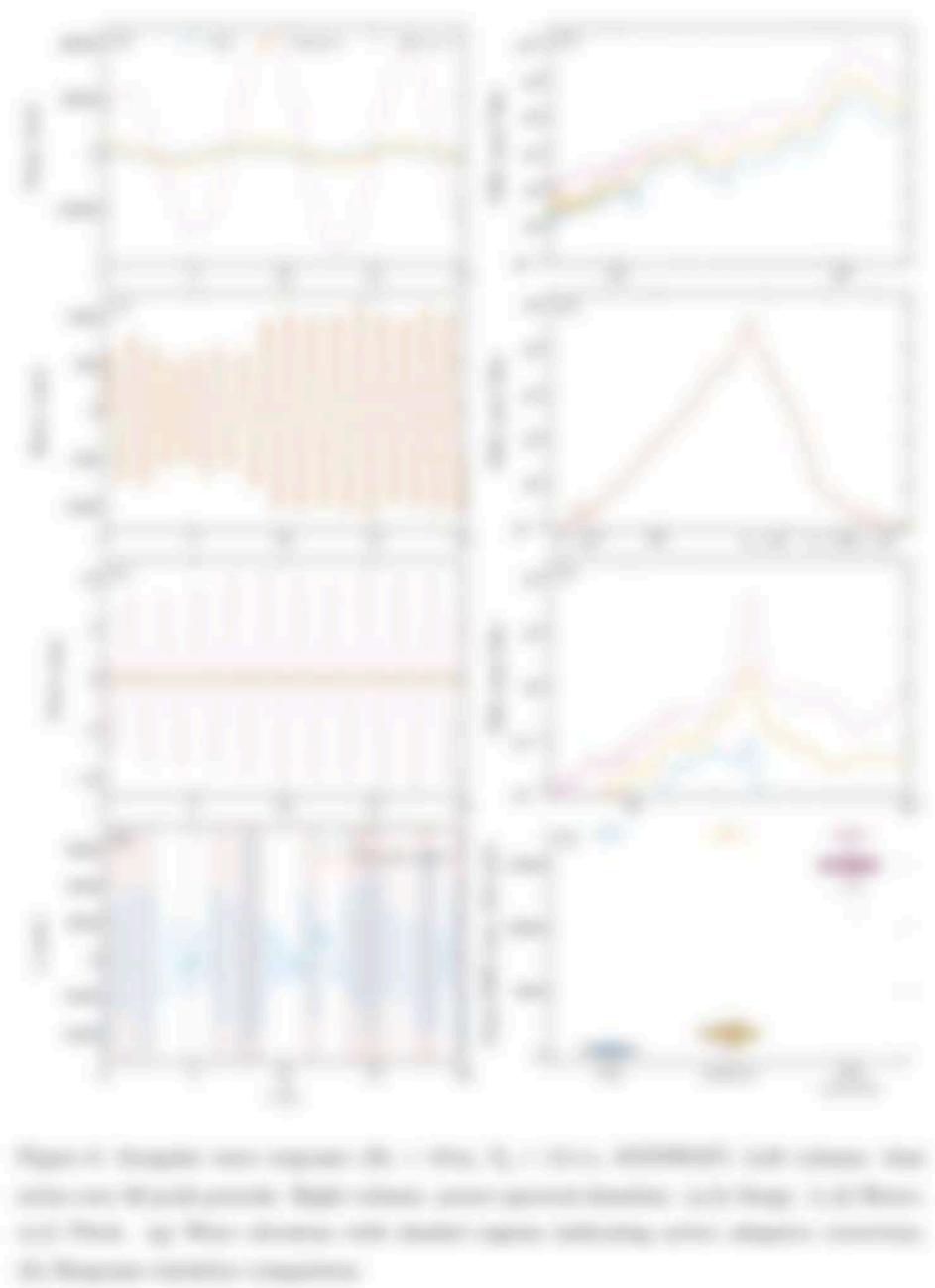


Fig. 2. Bridge deck with different wave patterns. (a) Wavy; (b) wavy-wavy; (c) wavy-wavy-wavy; (d) wavy-wavy-wavy-wavy.









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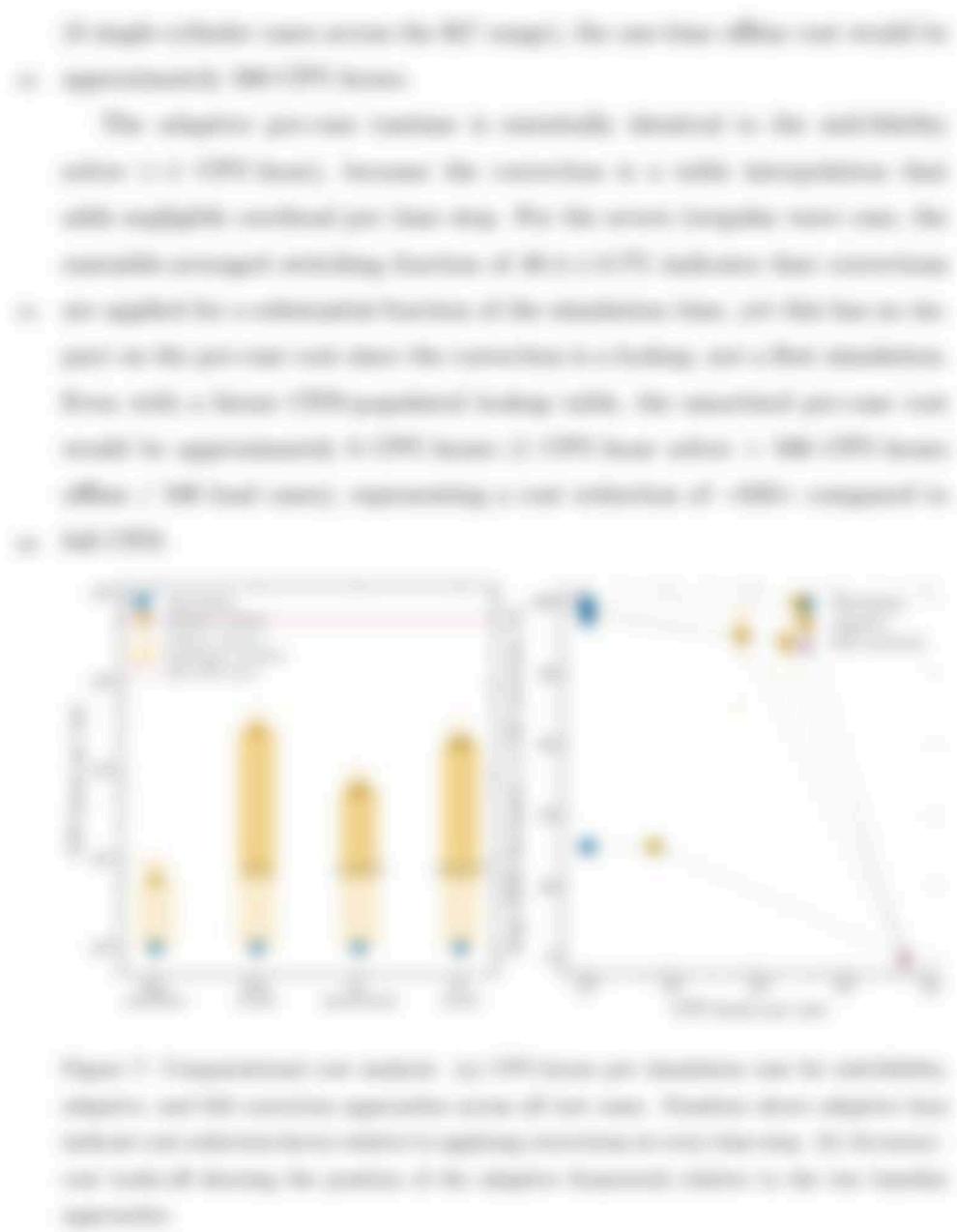


Figure 1. Summary of the results of the study. The Y-axis represents the number of errors made by the students, ranging from 0 to 10. The X-axis represents the age group of the students, ranging from 10 to 100.

Table 1 shows the mean number of errors made by the students in each age group. The data shows that the mean number of errors decreases as the age of the student increases, reaching zero around age 100.

The data also shows that there is a significant difference between the mean number of errors made by students in different age groups. The differences are statistically significant at the 0.05 level or higher.

The data also shows that the variance of the number of errors made by students in different age groups is relatively small, indicating that the results are consistent across all age groups.

The data also shows that the distribution of the number of errors made by students in different age groups is roughly normal, with a mean of approximately 4.5 and a standard deviation of approximately 2.5.

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- (1) [\[REDACTED\]](#)  
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- (2) [\[REDACTED\]](#)  
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