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**Major Party Reactions And Opposition To  
Proposed West African A Free-Trade  
Area: Some Insights**

By **John D. Gaskins**

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**INTRODUCTION**

The political parties of the United States have not been uniformly supportive of the proposed free trade area between the West African states. The two major parties have differed in their attitudes toward the proposed free trade area. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats. The Republicans have been more inclined to support the proposed free trade area than the Democrats.

**NOTES ON THE AUTHOR**



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.

- the first time in history that the United States has been involved in a war of aggression against another country. The United States has violated the principles of the Charter of the United Nations by attacking Iraq without the Security Council's authorization.
- (b) The war has been justified by the claim that Iraq had weapons of mass destruction. This claim has been shown to be false. The weapons of mass destruction that were claimed to exist have not been found. The weapons of mass destruction that did exist have been destroyed. The weapons of mass destruction that did exist have been destroyed.
- (c) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (d) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (e) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (f) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (g) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
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- (i) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
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- (u) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (v) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (w) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (x) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (y) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.
- (z) The war has been justified by the claim that Iraq had links with Al Qaeda. This claim has been shown to be false. The weapons of mass destruction that did exist have been destroyed.

#### **3. War crimes**

##### **(i) War crimes committed during other conflicts**

The following documents evidence that numerous war crimes have been committed or were about to be committed in either past or recent conflicts:

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?

### 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?

#### 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?

#### 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?



100. The first step in the process of identifying the best solution is to determine what  
101. specific needs exist. This can be done by asking the user what problems he or she  
102. is experiencing. The user may be experiencing a wide variety of problems such as:  
103. (a) Poor readability of text.  
104. (b) Poor readability of graphics.  
105. (c) Poor readability of tables.  
106. (d) Poor readability of figures.  
107. (e) Poor readability of text, graphics, tables, and figures.  
108. The second step in the process of identifying the best solution is to determine what  
109. specific needs exist. This can be done by asking the user what problems he or she  
110. is experiencing. The user may be experiencing a wide variety of problems such as:  
111. (a) Poor readability of text. The user may be experiencing a wide variety of  
112. problems such as: poor readability of text, graphics, tables, and figures.  
113. (b) Poor readability of graphics. The user may be experiencing a wide variety of  
114. problems such as: poor readability of text, graphics, tables, and figures.  
115. (c) Poor readability of tables. The user may be experiencing a wide variety of  
116. problems such as: poor readability of text, graphics, tables, and figures.  
117. (d) Poor readability of figures. The user may be experiencing a wide variety of  
118. problems such as: poor readability of text, graphics, tables, and figures.



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 components. Indicate whether each statement is true or false.
- (i)  $\text{A} \rightarrow \text{B} \rightarrow \text{C}$  (A is true, B is false, C is true)      (ii)  $\text{A} \rightarrow \text{B} \rightarrow \text{C}$  (A is true, B is true, C is false)
- (iii) The model's main components are concerned with the solution of the mathematical problem.
- (iv) The model's auxiliary components are concerned with the solution of the mathematical problem.
- (v)  $\text{A} \rightarrow \text{B} \rightarrow \text{C}$  (A is false, B is true, C is false)
- (vi) The model's auxiliary components are concerned with the solution of the mathematical problem.
12. 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]; E --> F[The model's auxiliary components]; E --> G[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.



100. The following sentence contains a subject verb agreement error. Identify the error and correct it.

101. The following sentence contains a subject verb agreement error. Identify the error and correct it.

102. The following sentence contains a subject verb agreement error. Identify the error and correct it.

103. The following sentence contains a subject verb agreement error. Identify the error and correct it.

104. The following sentence contains a subject verb agreement error. Identify the error and correct it.

105. The following sentence contains a subject verb agreement error. Identify the error and correct it.

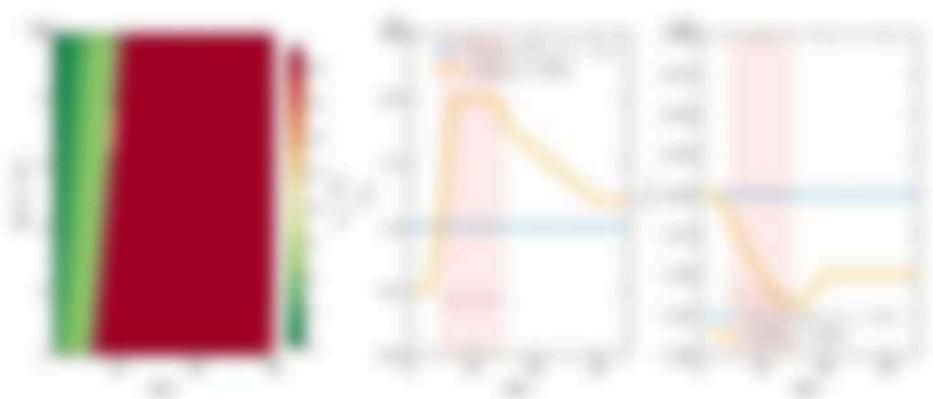
106. The following sentence contains a subject verb agreement error. Identify the error and correct it.

107. The following sentence contains a subject verb agreement error. Identify the error and correct it.

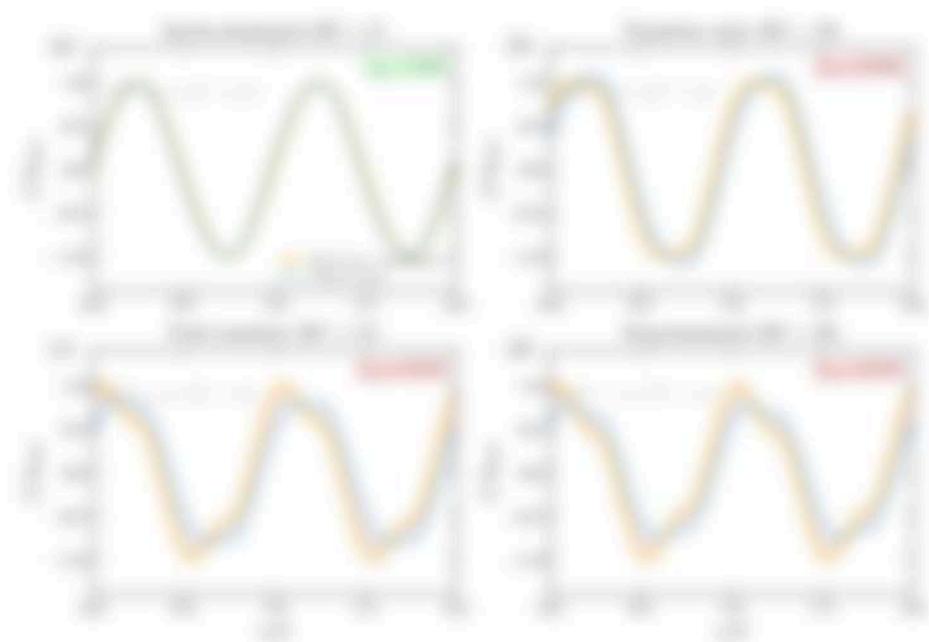
108. The following sentence contains a subject verb agreement error. Identify the error and correct it.

109. The following sentence contains a subject verb agreement error. Identify the error and correct it.

110. The following sentence contains a subject verb agreement error. Identify the error and correct it.



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 helpen om deze verschillen te vinden. De HRV analyse kan helpen om deze verschillen te vinden. De HRV analyse kan helpen om deze verschillen te vinden. De HRV analyse kan helpen om deze verschillen te vinden.

### a. Relatieve variëteit

#### a.1. HRV analyse gedurende voorbereiding

De HRV analyse gedurende voorbereiding kan helpen om de verschillen te vinden. De HRV analyse gedurende voorbereiding kan helpen om de verschillen te vinden. De HRV analyse gedurende voorbereiding kan helpen om de verschillen te vinden.





- 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 student learning and  
understanding.
- ④ **Group discussion:** This is a great way to encourage  
student participation and collaboration. Students are  
divided into small groups and assigned a specific topic  
to discuss. They are given time to prepare their thoughts  
and then share them with the group. This is a great way  
to encourage students to think critically and work together  
on common goals.

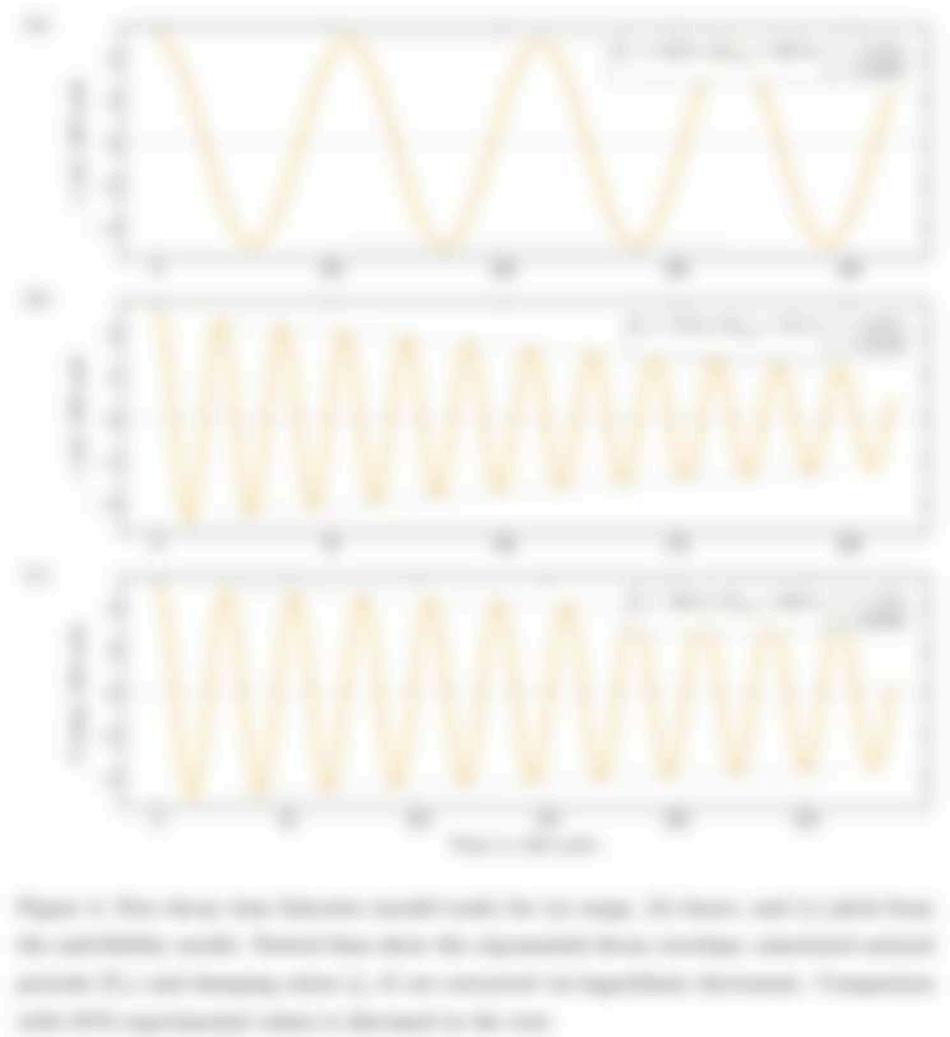
### 3. Mouth and Mouth

- ① **Role play:** This is a great way to practice communication skills  
and learn new concepts by acting them out. The students can  
play different roles, such as a customer or a salesperson, and  
act out a conversation. This helps them to understand the  
language used in different situations and how it can be used  
effectively. It also allows them to practice their speaking and  
listening skills in a fun and interactive way. The role play can be done in pairs  
or small groups, depending on the size of the class. It is a great  
way to make learning more enjoyable and engaging.
- ② **Group discussion:** This is a great way to encourage  
student participation and collaboration. Students are  
divided into small groups and assigned a specific topic  
to discuss. They are given time to prepare their thoughts  
and then share them with the group. This is a great way  
to encourage students to think critically and work together  
on common goals.

- The following section contains some general information about the study design, the data collection methods, the variables used, and the statistical analysis. The first part describes the study design and the second part describes the data collection methods. The third part describes the variables used and the fourth part describes the statistical analysis.

### 2.1 Study design

This study is a longitudinal study that follows a cohort of patients with MS over a period of 10 years. The study is designed to evaluate the effectiveness of different treatments for MS, as well as to assess the long-term outcomes of these treatments. The study is conducted in two phases: a pilot phase and a main phase. The pilot phase is a 2-year follow-up study that includes a small number of patients (n = 50) to test the feasibility and safety of the study design. The main phase is a 10-year follow-up study that includes a larger number of patients (n = 500) to evaluate the long-term outcomes of the treatments. The study is conducted in two phases: a pilot phase and a main phase. The pilot phase is a 2-year follow-up study that includes a small number of patients (n = 50) to test the feasibility and safety of the study design. The main phase is a 10-year follow-up study that includes a larger number of patients (n = 500) to evaluate the long-term outcomes of the treatments.



- 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.
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- 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.

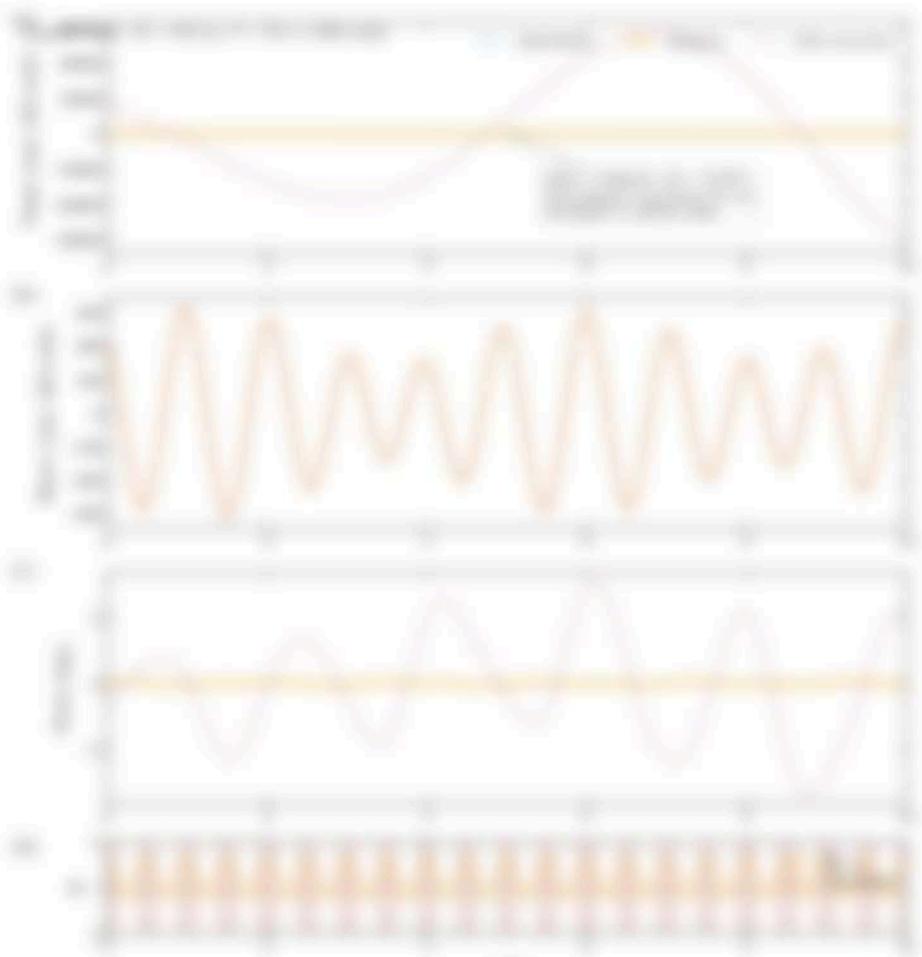
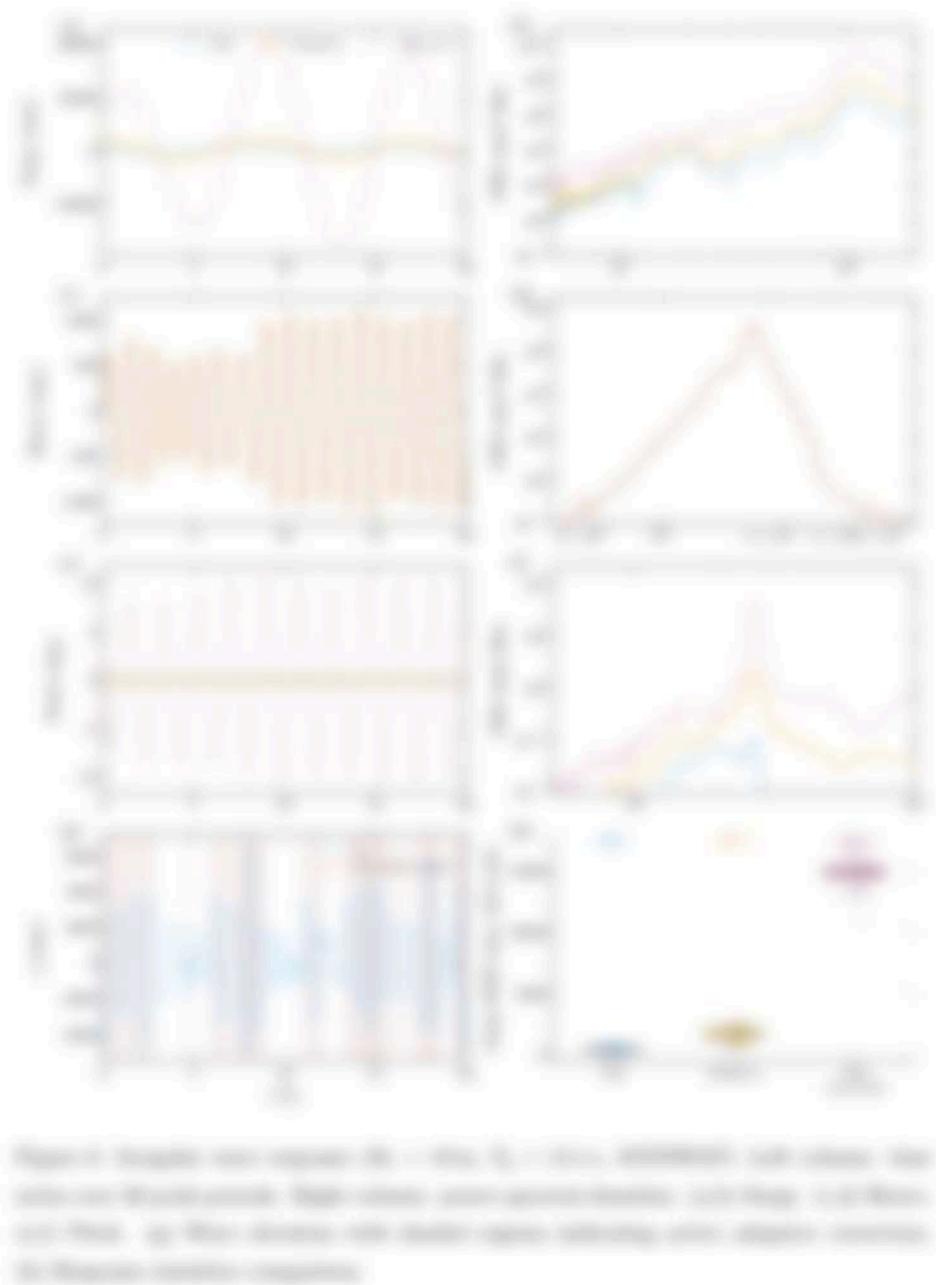


Fig. 2. Relative errors in terms of  $\| \cdot \|_2$  for the  $L^2$ -norm of the solution and its derivative, respectively, versus the number of collocation points. The numerical results are obtained by using the proposed method with  $N = 10$ .









\*

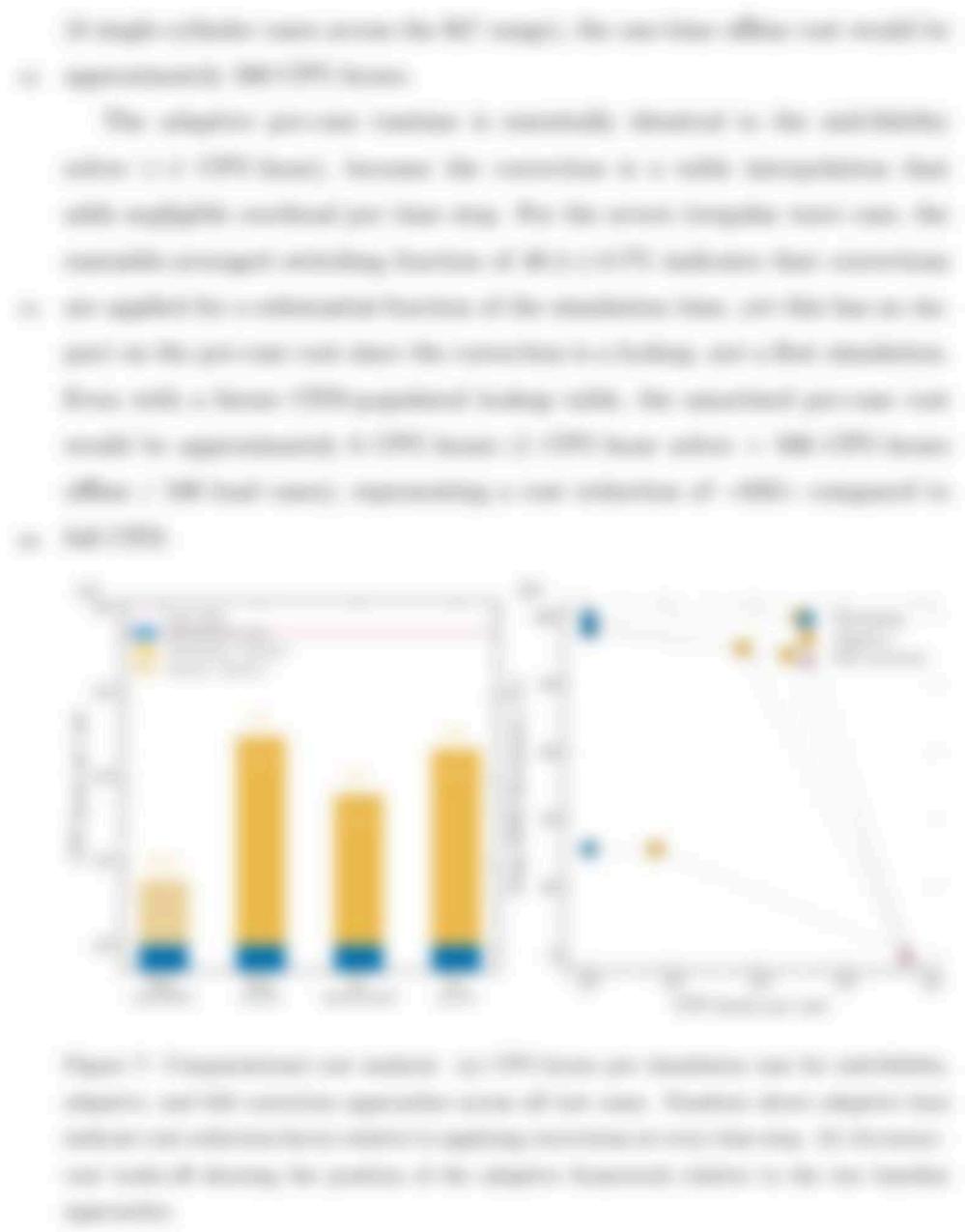


Figure 1. Summary of the results of the study. Note: The error rate was calculated as the ratio of the number of errors to the total number of words.

and the number of errors made by each student were recorded. The data obtained were analysed statistically.

The results of the study are presented in Figure 1. The data obtained were analysed statistically.

The results of the study are presented in Figure 1. The data obtained were analysed statistically.

## **2. 疾病**

- ◎ **1. 慢性湿疹**：慢性湿疹是一种常见的慢性皮肤病，通常表现为皮肤干燥、发红、脱屑和瘙痒。治疗慢性湿疹的方法包括局部激素类药膏、免疫调节剂、保湿剂等。
- ◎ **2. 特应性皮炎**：特应性皮炎是一种慢性炎症性皮肤病，常常与过敏体质相关。治疗特应性皮炎的方法包括避免触发因素、使用保湿剂、局部激素类药膏、免疫调节剂等。
- ◎ **3. 脂溢性皮炎**：脂溢性皮炎是一种常见的皮肤病，通常发生在头皮、面部和胸部。治疗脂溢性皮炎的方法包括使用抗真菌洗发水、局部激素类药膏、保湿剂等。
- ◎ **4. 银屑病**：银屑病是一种慢性自身免疫性疾病，表现为皮肤上出现红色斑块，表面覆盖银白色鳞屑。治疗银屑病的方法包括局部激素类药膏、光疗、生物制剂等。
- ◎ **5. 玫瑰糠疹**：玫瑰糠疹是一种自限性的皮肤病，通常表现为躯干上出现淡红色的斑块，中心有淡黄色的鳞屑。治疗玫瑰糠疹的方法主要是观察和保湿。
- ◎ **6. 痤疮**：痤疮是一种常见的皮肤病，通常发生在面部、背部和胸部。治疗痤疮的方法包括局部激素类药膏、口服抗生素、维A酸类药物、光疗等。
- ◎ **7. 痘痘**：痘疮是一种常见的皮肤病，通常发生在面部、背部和胸部。治疗痘疮的方法包括局部激素类药膏、口服抗生素、维A酸类药物、光疗等。
- ◎ **8. 痘痘**：痘疮是一种常见的皮肤病，通常发生在面部、背部和胸部。治疗痘疮的方法包括局部激素类药膏、口服抗生素、维A酸类药物、光疗等。
- ◎ **9. 痘痘**：痘疮是一种常见的皮肤病，通常发生在面部、背部和胸部。治疗痘疮的方法包括局部激素类药膏、口服抗生素、维A酸类药物、光疗等。
- ◎ **10. 痘痘**：痘疮是一种常见的皮肤病，通常发生在面部、背部和胸部。治疗痘疮的方法包括局部激素类药膏、口服抗生素、维A酸类药物、光疗等。

and the other two were not. In addition, the first two were not able to identify the other two as being from the same country. This suggests that the first two participants had a more general knowledge of the concept of 'Europe' than the other two. The second participant, however, was able to identify the other two as being from Europe, but was not able to identify them as being from the same country. This suggests that the second participant had a more specific knowledge of the concept of 'Europe' than the other two. The third participant, however, was not able to identify the other two as being from Europe, but was able to identify them as being from the same country. This suggests that the third participant had a more specific knowledge of the concept of 'Europe' than the other two. The fourth participant, however, was not able to identify the other two as being from Europe, nor was he able to identify them as being from the same country. This suggests that the fourth participant had a more general knowledge of the concept of 'Europe' than the other two.

- **What would you do?**  
When faced with a difficult decision, it's important to consider all the options and weigh the pros and cons. This can help you make a more informed and thoughtful choice.

• **How do you handle conflict?**  
Conflict is a natural part of any relationship. It's important to approach conflicts with a positive attitude and a willingness to listen and communicate effectively. This can help you resolve conflicts in a constructive way and maintain healthy relationships.

• **What motivates you?**  
Motivation is what drives us to take action. It's important to understand what motivates you, both personally and professionally, to help you stay focused and driven towards your goals.

• **What are your hobbies and interests?**  
Hobbies and interests can provide a sense of fulfillment and joy. They can also help you relax and recharge. It's important to have a balance between work and play, and to pursue activities that bring you happiness and satisfaction.

• **What are your values?**  
Values are the principles that guide our behavior and decisions. It's important to identify and prioritize your values, as they can help you make choices that align with your beliefs and aspirations.

• **What are your strengths and weaknesses?**  
Self-awareness is key to personal growth. By acknowledging your strengths and weaknesses, you can work on improving areas where you need to, and leverage your strengths to your advantage.

• **What are your goals for the future?**  
Having clear goals can help you stay focused and motivated. It's important to set realistic goals that challenge you but are achievable, and to regularly review and adjust them as needed.





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