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NEW YORK TIMES BESTSELLER •
Who was Bobby Fischer? In this “nuanced perspective of the chess genius” (Los Angeles Times), an acclaimed biographer chronicles his meteoric rise and confounding fall, with an afterword

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containing newly discovered details about Fischer's life. Possessing an IQ of 181 and remarkable powers of concentration, Bobby Fischer memorized hundreds of chess books in several languages, and he was only thirteen when he became the youngest chess master in U.S. history. But his strange behavior started early. In 1972, at the historic Cold War showdown in Reykjavik, Iceland, where he faced Soviet champion Boris Spassky, Fischer made headlines with hundreds of petty demands that nearly ended the competition. It was merely a prelude to what was to come. Arriving back in the United States to a hero's welcome, Bobby was mobbed wherever he went—a figure as exotic and improbable as any American pop culture had yet produced. Commercial sponsorship offers poured in, ultimately topping \$10 million—but Bobby demurred. Instead, he began tithing his limited

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money to an apocalyptic religion and devouring anti-Semitic literature. Bobby reemerged in 1992 to play Spassky in a multi-million dollar rematch—but when the dust settled, he was a wanted man, transformed into an international fugitive because of his decision to play in Montenegro despite U.S. sanctions. Fearing for his life, traveling with bodyguards, Bobby lived the life of a celebrity fugitive—one drawn increasingly to the bizarre. Drawing from Fischer family archives, recently released FBI files, and Bobby's own emails, *Endgame* is unique in that it limns Bobby Fischer's entire life—an odyssey that took the chess champion from an impoverished childhood to the covers of *Time*, *Life* and *Newsweek* to recognition as “the most famous man in the world” to notorious recluse.

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This handbook presents an overview of the phenomenon of reference - the ability to refer to and pick out entities - which is an essential part of human language and cognition. In the volume's 21 chapters, international experts in the field offer a critical account of all aspects of reference from a range of theoretical perspectives. Chapters in the first part of the book are concerned with basic questions related to different types of referring expression and their interpretation. They address questions about the role of the speaker - including speaker intentions - and of the addressee, as well as the role played by the semantics of the linguistic forms themselves in establishing reference. This part also explores the nature of such concepts as definite and indefinite reference and specificity, and the conditions under which reference may fail. The second part of the volume looks at

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implications and applications, with chapters covering such topics as the acquisition of reference by children, the processing of reference both in the human brain and by machines. The volume will be of interest to linguists in a wide range of subfields, including semantics, pragmatics, computational linguistics, and psycho- and neurolinguistics, as well as scholars in related fields such as philosophy and computer science.

This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens, including home and school contexts. The scope is wide, capturing examples of studies with different age groups, different methodological approaches and different languages.

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Clear, easy to follow, and free of jargon - does not assume the reader is a native speaker of English. Covers all the major topics relevant for trainee teachers with the right level of detail. Strong focus on classroom teaching, applying theoretical principles to hands-on teaching practice. Can be used if you have little or no formal training as an English teacher. Especially useful if you are working in the students' own country (rather than an English-speaking country). Can be used either as a complete course in English teaching or, if you already have some experience, as a reference book. A comprehensive and readable introduction to teaching English. Clear and jargon-free, it is easy to follow and suitable for initial teacher training, but also provides guidance and fresh ideas for more experienced teachers. It offers realistic ways of achieving success even with large classes and few resources.

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