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Home / Lower Middle Check Point University Press / English / Cambridge Checkpoint English Teacher Resource 8 R1,315.00 ISBN:9781107651227 Format:CD-ROM Subject (s): First Language English Qualification: Cambridge Checkpoint Author (s): Marian Cox Cambridge Checkpoint English Luxury Provides Comprehensive, a structured resource that covers the secondary one basis for English and progresses smoothly into the next key stage (covered by our Cambridge IGCSE® the first English language series). In the inventory description Additional information DESCRIPTION: This teacher resource offers valuable tips and additional resources to support teachers delivering the Stage 8 Cambridge Checkpoint English curriculum. Features include; example of lesson plans and work patterns, handouts and sheets associated with Coursebook and Workbook units, Responses to Coursebook and Workbook exercises, practical progression tests and related stamp schemes, as well as a number of supporting materials, including proposed ICT resources and a review of maximum learning training programs. No text content! Marian Cox Cambridge Checkpoint English 9CoursebookUniversity Printing, Cambridge, UK Cambridge University Press is part of cambridge University. It further improves the Mission of the University by spreading knowledge in education, training and research at the highest international level of excellence. www.cambridge.org about this title: www.cambridge.org/ © Cambridge University Press This publication is in copyright. 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Content Introduction iv Block 1 Art, Design and Fashion 1 Speech; News article; Informative articles Record encyclopedia An article in the journal; poem Group 2 Modern Life 15 magazine articles; Advisory texts; Poems Group 3 Language and Communication 30 Newspaper Articles; Web article Blog nonsense sonnet Group 4 Division and Con ict 42 anthem; Protest song; poems; novel extract; Drama Extract Group 5 Facing the Future 58 lm excerpt review; novel extract; A brief discovery of the story; Short story An article in the journal; re ective letter Group 6 Making a choice of 75 poem; An article in the journal; Excerpt drama; The poem Advertising Fairy Tale Group 7 Education issues 89 magazine articles; Blog Newspaper article; satirical dramatic monologue poem; Drama Extract Group 8 Caring and Sharing 103 Fact List; News and magazine articles ctional autobiography excerpt; Excerpts from the diary; Appeal letter; Articles of charity magazines; information site Group 9 Crimes and Law 118 public information brochures; extract of a detective novel; News article; Short story extract; Stories Block 10 All in the work of the day 138 monologues of a day in life; novel extract; Diary entries of the week; verses Group 11 Wings and Wheels 155 biographical article; novel extract; Informative article; An article in the journal; excerpt of the poem; Product review Blog Group 12 Seeing Things Differently 172 informative article; novel extract; Monologue Day in And Day; Web article Confessions 185 iilIntroduction Welcome to Cambridge Checkpoint English Stage 9. The Cambridge Checkpoint English course covers Cambridge Secondary 1 English and is divided into three stages: 7, 8 and 9. This book covers everything you need to know for Stage 9. There are two more books in the series to cover stages 7 and 8 that have different focus. Together they will give you a rm foundation in English. During the year your teacher may ask you to do a progression test to find out how well you are working. This book will help you learn how to apply your language skills and your reading and writing skills to do well in the test. At the end of the year you will be asked to do a checkpoint test to see how much you have learned in all three stages. Phase 9 focuses on reasoning and discussion, as well as the study of compelling and informative texts. The curriculum is presented in the field of ction and non-ction content, and skills are divided into language (acoustics, spelling and vocabulary, grammar and punctuation), reading, writing, talking and listening. There is no evaluation of speaking and listening in the Progression or Checkpoint tests, but these skills, practiced as individual, pair, group, and class activities, are developed in all departments. The theme for this book Outlook. Content about points of view and opinions, and how facts facts Ideas are presented. This book has 12 units, each of which is a mixture of ction and non-ction passages and activities. There are no clear dividing lines between language and literature, and between reading and writing skills. Skills learned in one unit are often used in other units. There is, however, some progression in the manner in which skills are introduced and you will review the skills practiced in stage 7 and stage 8. Each device starts with an introduction that will prepare you for what you learn in the block, and start-up activities so you think and talk. Each unit contains several types of aisle and asks you to practice multiple skills. Key points to explain the rules and give information about aspects of reading and writing. Tip boxes provide assistance with speci c activity. Activities are divided into stages to give you support. At the end of each unit you will be asked to do a piece of extended writing to give you the opportunity to practice the kind of emails you will be asked to do at the test checkpoint. Other types of writing will be included in the activity. You will also practice reading the types of passage that are included in the Checkpoint test, and you will learn to read carefully, so that you will notice the details of the content and language that you are reading. There are many different types of poetry and prose in this book, and your knowledge of literature will be developed as well as your language skills. You will discuss ideas and methods with other students as well as with your teacher. These discussions are an important part of developing both your language skills and your understanding of literature. The list of content on page iii tells you what kinds of reading and writing activities occur in each block. We hope the course will be enjoyable and will help you feel a con dent about responding and using English in different ways. ivUNIT 1 Art, Design and Fashion This unit focuses on arguments and discursive writing. You will look at rhetorical devices as well as practice identifying the reader's positioning and analyzing the stylistic effects of writers. You will do some research, practice using colon and semi-colons and spelling, review resumes and sequences, discuss a poem and write an article in a journal. Events 1 with a partner, a list of names as many artists or architects as you may think. b Now list the names of famous works of art or buildings. c Write your own definitions for: i fashion ii architecture iii art. Text 1A What is good in art and what is good art? W hat good is art? This question is usually asked by taxpayers who don't think the state should spend money on it, parents, don't want their kids to become artists because they don't see it as a safe career, or governments that think universities should focus on science, math and other actors who will bene t industry and economy. But has anyone ever wondered what work Michelangelo and Leonardo da Vinci had was good about? Our view of the need for the existence of art may have changed over the centuries. Those who defend it argue that art (with capital) should exist because it makes people see, makes people think, or makes people happy. But more than that, what is good art? Where to draw the line between art and non-art, and between good and bad art? And who decides? What kinds of creativity should be 1Cambridge Checkpoint English 9 called art? And what is the difference between a picture remotely just able? And should art and craft be? Who deserves to be publicly denied access to the artist's national treasures? And could it be a baby or a monkey? Hidden in exclusive private collections? And abstract art is as clever as representative art If art is used as advertising, for example, on art? One could go on and ask questions of a box of chocolates or cookies, doing it humiliatingly about art, or art. This is? And are the ridiculously high prices paid for 2 In this activity you will look at the impact of the range of sentence structures used in text 1A. Find examples of antithesis in text 1A (i.e. words or phrases put together as opposites) and explain their effect. b Find examples of balanced phrases in the passage (i.e. words or phrases with similar meanings) and explain their effect. c Find examples of triple structures in the aisle (i.e. the use of the grammatical form is repeated three times in a row) and explain their effect. 3 When you work in pairs, tell me what you notice: the syntax (grammatical structures) in text 1A b punctuation used in the passage with the overall effect of sentence types and the use of punctuation in the passage. The key point of rhetorical devices Using unanswered questions is a rhetorical device used for a convincing effect. By asking questions, viewers/readers think about them and try to answer them themselves. Rhetoric (the art of persuasive speech or writing) began in ancient times, when speakers gave speeches in public places to win support for political opinion or course of action. Here are some other rhetorical devices: t intentional repetition t put words in inverted commas or finances for the accent of t antithesis and balance 2UNIT1 art, design and fashion t euphemism (something sounds more pleasant) t juxtaposition (placing two ideas next to each other) t rule three (using three of its kind) t baths (funny anti-climax) t hyperbole (deliberate exaggeration) t meiosis (understatement) tautology (another way to say the same). Violation of normal spelling rules and offers with Yi, But, So and also also attracts attention and expresses the idea simply and directly enough to have an immediate immediate impact on the audience. 4 What do you think is the attitude of the writer to art in text 1A, and what is the evidence? b Take notes on your own views on art, and think about a few more questions you might ask about it. c Using the devices mentioned in Action 2 and 3, and using the excerpt as a model, write half a page about your views on the purpose and value of art, and read it to the speech delivery class. Text 1B Underwater Miracle Mexican government has paid the artist to make 8,000 statues - all to be dumped on the seabed. Why? In an attempt to save the endangered coral reef off the coast of Cancun, which suffers from repeated hurricane attacks and is therefore threatened and needs protection from anything that could cause it additional damage. Statues of human gurs now form the world's largest underwater sculpture display, 10 meters below the sea surface, which can be seen from the boats passing above it. The statues are made of specially solid and non-toxic clay shapes. RST statues were lowered in 2006 and the site was announced to be open in 2009. The statues show human forms engaging in day-to-day activities such as watching TV and driving a car. Once lowered onto the sea window, they are covered with corals to stimulate growth. The goal is to seduce divers from 3Cambridge Checkpoint English 9 Mesoamerican or Manchones Reef, the second visitor of the year. Taylor's goal is to sink 8,000 of the longest coral chains in the world to prevent statues in all; it will take a few more years to further destroy its delicate environment. to reach the conservation project. Not all there are currently 500 statues created and sunk by locals agreeing that it's worth the effort, for 7 years 38-year-old Jason, and some are concerned that it will attract deCaires to Taylor, a British-Guyanese artist. It has even more divers in the area, many of whom have been rated by National Geographic magazine are inexperienced. They believe that instead of being like a modern Wonder of Light. Environmental protection, this arty ail reef Cancun National Marine Park attracts 750,000 will actually damage it further. 5 Text 1B could be rearranged into a shorter and more efficient sequence. i On a copy of text 1B, add brackets to remove repetitions and examples. ii Using numbers in the aisle field, determine a new and logical way to use the material. b Rewrite the passage in a new sequence, linking ideas and using paragraphs. c After checking your work on accuracy and structure, give it to your teacher. 6 In this activity, you will work in a small group to plan a presentation to the class. the seven wonders of the ancient world, and decide which one you think was the most impressive. b Think of the three sites you'd like to see in the list of modern human wonders of light, light, can include one in your country. c Discuss and agree in your group which one is most worthy of being on the list. d Take notes to explain what is special about the site you have chosen. e One group presents your choice to the class, justifying why it deserves to be considered a Miracle. The class will vote on which sounds the most impressive. 4UNIT1 Art, Design and Fashion Text 1C Giant Shapes in the Sand In the Desert of Naska in southern Peru you impressive photos can not nd the largest art gallery in discovered until 1941: they were not easy to discover the world. But this is not an ordinary exhibition of art: as the desert winds blew thinly dark drawings, the whole zoo of animals and birds, a layer of pebbles above the markings. Big monsters the size of laid out on a deserted oor. Mystery: Why did Nazcas paint a giant painting in the sand that they couldn't see properly? The giant condor has a wing span of more than 120 meters; hiding spider almost Possible, they were for the gods, not humans, 50 meters long. There's hummingbirds to see: most of them compound in The Nask huge bill, kinky monkey tail, splash of mythology with water so that they could form a whale, and many other birds, shes and the strange kind of prayers for the rain. Another theory is that the plant form. The Nazi gave their leaders a burial ground, which could be seen from the sky. Also, because of their size, you can't see claimed that they were religious signi cance. magnesium cent photography at ground level. Only when in the air you can appreciate all these wonderful monuments continue to squirm, ying the menagerie. They are very intriguing and drab us; Unfortunately, however, they are stylized outlines resembling shapes that are very fragile, and sloppy tourists have decorated the pottery of the Indians who lived the damaged number of them. Now, the Peruvian around The Nask from bcE from about 900 AD the government has banned all of them were made of a simple, if laborious, area where the best photos. Ironically, the method of removing the dark stone layer, which is therefore the world's largest display of art can cover the desert, or pampa, and the revealing is only visible from the air as originally intended light sand beneath it. Precision, but then lost sight of. the designs were probably achieved by skillfully scaling much smaller versions. Hester Davenport, Early Times 5Cambridge Checkpoint English 9 7 Find one or more synonyms in 1C text for these five words in bold from the passage. zoo extensive outlines of miraculous intrigues b Why is the question at the end of paragraph four? c Look at the stressed phrase if laborious and paraphrase it to show its meaning. Write the offer yourself with help if that way. 8 On a copy of the text circle for the colon. How many different types of types for the colon can you identify? b How would you define different uses? c Write sentences yourself using the colon in each of the different ways. Key points of colons (:) The three functions of the colon are to: T extend on or explain the idea (perform a function i.e.) t insert items in the list t to insert a quotation or a significant part of the direct speech. The colon does not need to be followed with a capital letter. Be careful not to confuse the colon with the semi-colon that separates the sentences and can take place of a full stop, but which does not work in any of the ways listed above. 9 Now you are going to plan and write a summary of text 1C. On a copy of text 1C, emphasize the facts, and only the facts, about The Sand of Sand Photography. (Don't include opinions, repetitions, small details, comments, images, or examples.) b Transfer the highlighted points to the plan and decide how they are used and which of them to group into the same sentence. c Summarize the passage as few sentences as possible, saving words with a half-ring. Don't use more than 150 words (about half the length of text 1C). 6UNIT1 Art, Design and Fashion for Activities 9c Semi-Coulca (:) The semi-pricks should not be over-used in the part of the letter because they make it seem like the list seems like there is not enough fluency because they add one simple sentence to another, but do not help with the formation of complex sentences. They should be placed between closely related ideas only, and are used especially in informative types of writing requiring a short style. The text of 1D Kilroy was here there are many versions of the legend to explain how the slogan Kilroy was here! Appeared all over the world. The verdict began to be considered during World War II in places where American troops were stationed, and people still write it on the walls to this day to continue the joke. This is often accompanied by a pattern of a kind of fabulous gure looking over the wall. This famous image, known as Chad, consists of a face with 7Cambridge Checkpoint English 9 two large oval eyes and a long nose, and two sets of three ngers holding onto the wall. The rest is hidden by the wall itself. The most famous explanation for this phenomenon is that it was James J. Kilroy, who was a ship inspector at a shipyard in quincy, Massachusetts, USA. It was his responsibility to check how many rivet holes lled during his work shift any day. To prevent the double tally of dishonest rivets and prove to his supervisors that he was doing his job, he began to celebrate 'Kilroy was here' inside the hulls of ships that are being built. He used a yellow pencil to make it easy to see; Thus, other inspectors will not take rivets more than once and pay rivets for work he has not done himself. (female version known as Rosie the Riveter, Riveter, in some versions of the story.) After the ships began to function, carrying military troops who were heading abroad and headed for war, it became a complete mystery why this phrase was still seen, and not on ships, but on buildings, and in places where it was out of the way. Anyone who can be sure that Kilroy, whoever he is, was there. Jokingly, the troops began to deploy graf ti themselves wherever American troops landed, claiming that he was already there when they arrived; it quickly became a problem to put a picture and slogan in the most remote places before anyone else got there. It is claimed to exist in the most unlikely places imaginable: on top of Mount Everest in Nepal; on the torch of the Statue of Liberty in New York Harbor; on the underside of the Arc de Triomphe in Paris; on the Marco Polo Bridge in China; on huts in Polynesia; and even scrawled in the dust on the moon. 10 Read the 1D text carefully and then work with your partner. Deciding whether each of the following allegations is true or false, according to text 1D. i Kilroy graffiti was originally found in places where U.S. troops were. ii Kilroy graffiti dates back to the beginning of World War II. iii Kilroy



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