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Ovid, Petronius, Seneca and Virgil. The eight sections of adapted prose include sections from Apuleius, Caesar, Cicero, Pliny, Sallust, Tacitus, and the Acts of the Apostles in the Vulgate. Glosses and other explanations are provided opposite each of the texts, and the writing is illustrated throughout by paintings and

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photographs of artifacts in the Roman world. For the student, there is a complete vocabulary at the end of the book. For the teacher, there is an accompanying handbook giving additional suggestions for discussions in the classroom.

Developed by the University of

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Pompeii, Unit 2 captures the drama of the daily lives of the inhabitants of two very different provinces at opposite ends of the Roman empire, Britain and Egypt.

'Brilliant' CANDICE CARTY-

WILLIAMS, author of QUEENIE

'Essential' BERNARDINE EVARISTO,

author of GIRL, WOMAN, OTHER

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'Hugely important' PAULA AKPAN

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As a minority in a predominantly white institution, taking up space is an act of resistance. Recent Cambridge grads Chelsea and Ore experienced this first-hand, and wrote Taking Up Space as a guide and a manifesto for change. FOR

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BLACK GIRLS: Understand that your journey is unique. Use this book as a guide. Our wish for you is that you read this and feel empowered, comforted and validated in every emotion you experience, or decision that you make.

FOR EVERYONE ELSE: We can only hope that reading this helps you to be a

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better friend, parent, sibling or teacher to black girls living through what we did. It's time we stepped away from seeing this as a problem that black people are charged with solving on their own. It's a collective effort. And everyone has a role to play. Featuring honest conversations with students past and present, Taking

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Up Space goes beyond the buzzwords of diversity and inclusion and explores what those words truly mean for young black girls today.

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writers of a new generation and to publish the stories that are not being heard. #Merky Books aims to open up the world of publishing, and this year has launched a New Writer's Prize and will soon be launching a #Merky Books traineeship. 'I know too many talented writers that don't always have an outlet

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or a means to get their work seen, and hopefully #Merky Books can now be a reference point for them to say "I can be an author", and for that to be a realistic and achievable goal... Reading and writing as a kid were integral to where I am today and I, from the bottom of my heart, cannot wait to hear your stories

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and get them out into the big wide world.'

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Cambridge Global English Stage 2  
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*How the theoretical tools of literacy help  
us understand programming in its  
historical, social and conceptual contexts.  
The message from educators, the tech  
community, and even politicians is clear:  
everyone should learn to code. To*

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*emphasize the universality and importance of computer programming, promoters of coding for everyone often invoke the concept of “literacy,” drawing parallels between reading and writing code and reading and writing text. In this book, Annette Vee examines the coding-as-literacy analogy and argues that it can be*

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*an apt rhetorical frame. The theoretical tools of literacy help us understand programming beyond a technical level, and in its historical, social, and conceptual contexts. Viewing programming from the perspective of literacy and literacy from the perspective of programming, she argues, shifts our*

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*understandings of both. Computer programming becomes part of an array of communication skills important in everyday life, and literacy, augmented by programming, becomes more capacious. Vee examines the ways that programming is linked with literacy in coding literacy campaigns, considering the ideologies that*

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*accompany this coupling, and she looks at how both writing and programming encode and distribute information. She explores historical parallels between writing and programming, using the evolution of mass textual literacy to shed light on the trajectory of code from military and government infrastructure to*

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*large-scale businesses to personal use. Writing and coding were institutionalized, domesticated, and then established as a basis for literacy. Just as societies demonstrated a “literate mentality” regardless of the literate status of individuals, Vee argues, a “computational mentality” is now emerging even though*

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*coding is still a specialized skill.*

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for the new edition. The task of the new contributors has been to revise and integrate the lists of 1940 and 1957, to add materials of the following decade, to correct and refine the bibliographical

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*Page 54/96*

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*Page 55/96*

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***Guide to IELTS Student's  
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consistent with the goals of the Cambridge Latin Course. Each test starts with a reading passage, followed by a variety of exercises including: reading comprehension questions in the form of true/false statements or multiple choice

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questions; questions to evaluate the student's knowledge of grammar in the sight passage, and of grammar from the Stage being tested; sections devoted to the student's knowledge of derivatives based on vocabulary from the

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Stage being tested; exercises on culture based on the culture reading in the Stage being tested. The three poems (Satires 7, 8 and 9) that comprise Book 3 of the Satires form a brilliant collection, displaying Juvenal at the height of

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his powers and in the full breadth of his interests. Satire 7 takes a jaundiced look at intellectual life in Rome, bemoaning the financial poverty which is the lot of the writer, the lawyer and the teacher in an age where patrons may

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shower them with praise but rarely with cash. Satire 8 is an excoriating account of the old 'noble' families and how their current representatives are anything but noble in their behaviour both at home and in the

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provinces. The scandalous Satire 9 returns to the theme of patronage in a superbly acid dialogue with a certain Naevolus who has served his patron sexually and who now complains of the poor returns for his extensive and energetic

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labours. All three poems purport to describe and to critique Roman society, but they do so with an irony which draws attention to the medium as well as the message and which makes the speaker of the poetry often the target of his

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own abuse. This is the first edition of Book 3 as a unit by itself and the first edition intended for students with limited knowledge of Latin. The introduction sets the scene for the text and gathers background information on a

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range of essential topics pertinent to the text. The commentary as well as dealing with textual transmission, the metre, the factual background and advanced points of stylistic interest also aims to impart something of the

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*selections by authors such as Caesar, Cicero, Sallust, Catullus, Vergil, and Ovid, presented chronologically with introductions to each author and workoffers a comprehensive workbook that provides drills and homework assignments. This enlarged second edition improves upon an already strong*

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*Language Curriculum Framework  
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provides additional practice activities to  
consolidate language skills and content  
material introduced in Learner's Book 4.  
Nine units correspond with the topics,  
texts and language input of Learner's*

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*build and develop their practical  
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students and independent learners. Clearly structured answers are given for material which includes a rich variety of comprehension and translation exercises; activities to practise the language and grammar; vocabulary checklists; investigations into Roman civilisation and revision sessions.

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This handbook for teachers provides both practical, up-to-date guidance and a theoretical overview on a number of key topics in Latin teaching. Using a wealth of interviews, observations and pupil transcripts, Steven Hunt title utilizes case-study evidence of excellent practice in teaching and learning from a wide variety

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of institutions: from outreach programmes, community schools and academies in the UK, to New York Charter Schools, KIP schools and schools in Eastern Seaboard states in the USA. Offering practical advice on topics such as essay writing, teaching controversial topics including women, slavery, ethnicity and social

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hierarchy, making use of primary sources and using ICT to advance language skills, the book also engages with broader questions of approach and theory. These include a survey of the three main approaches to Latin teaching: grammar-translation, communicative and reading approaches; explanation of cognitive and

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social approaches to learning; and analysis of the differences between intrinsic and extrinsic motivation. Moreover, traditional arguments about the value and purpose of learning Latin at school level are re-examined in the light of current educational thinking and government policy-making. This book is invaluable for

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trainees, newly qualified teachers and more experienced practitioners looking for practical ideas and strategies to motivate and engage learners of Latin. A companion website [www.startingtoteachlatin.org](http://www.startingtoteachlatin.org) is under construction and will contain a range of resources and information for teachers.

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provides around 40-60 hours of class work.

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Literature: Volume 2, 1660-1800