



2019 LATIN

K-12 CATALOG



CAMBRIDGE
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DISTINGUISHED LATIN SERIES



"I use the *Cambridge Latin Course* and absolutely love it. The stories are interesting (and often funny), and the grammar explanations make sense. The support materials for the teacher are also excellent. There is no other textbook out there with such a wide variety of ancillary materials that are easily available."

- Teacher feedback on the *Cambridge Latin Course*

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SUPPORTING AND PRESERVING THE TEACHING OF CLASSICS WORLDWIDE

The Cambridge School Classics Project (CSCP) is a research and development project that was established in 1966 and is a part of the University of Cambridge's Faculty of Education. CSCP is the creator of the *Cambridge Latin Course*, which – along with other CSCP materials and initiatives – has played a significant role in the preservation of Latin and Classics in schools, and is used by teachers and learners worldwide.

The aim of the CSCP is to help make the classical world accessible to as many students as possible, whatever their age or background. CSCP is committed to:

- Forging strong links with teachers and learners
- Advancing the pedagogy of Classics teaching through research and development
- Creating high-quality, innovative teaching materials based on research and development
- Exploiting new technologies to reach out to new audiences and create cutting-edge materials

Today, CSCP continues to support the teaching of Classics in schools all over the world. The team is continually working on new materials and innovations to support the course, as well as the wider global Classics community. Their work is funded by donations and royalties, so every time you buy a Cambridge Latin product you are directly funding research and development in Classics education. *Gratias!*



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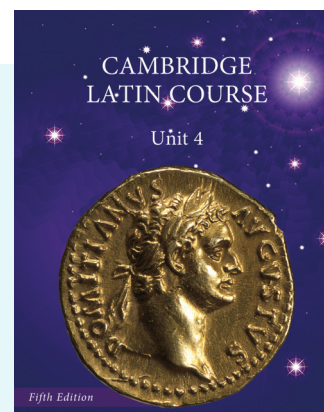
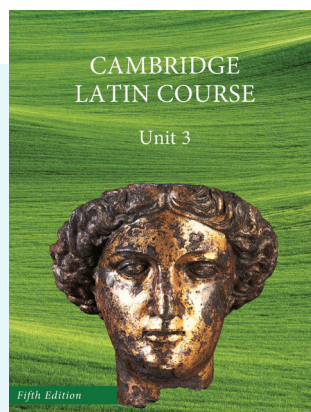
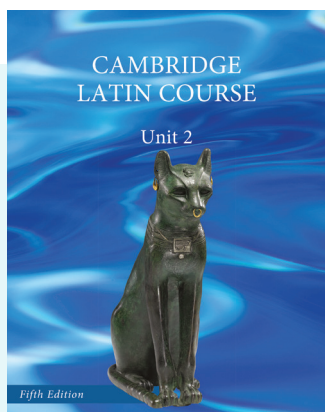
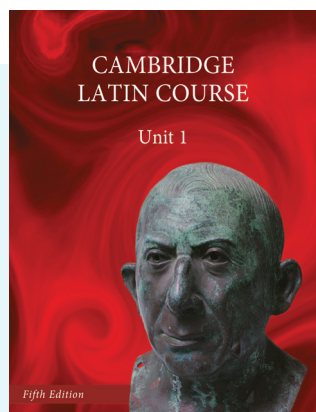
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Cambridge Latin Course



The Fifth edition of the leading three-year Latin program

Unit 1: Pompeii and Vesuvius

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For half a century, the University of Cambridge School Classics Project has been researching, developing, testing, and improving what is now the world's leading Latin program, the *Cambridge Latin Course*. The *Cambridge Latin Course* immerses students in the language and culture of the Roman Empire through authentic texts and historical characters. An inductive grammar approach has students reading Latin from the first page, followed by clear grammar explanations that support students' understanding of vocabulary and word families. This four-level series takes students from beginning Latin to proficient readers of Roman authors. Students will progress from engaging stories to the writings of Catullus, Ovid, and Virgil, while exploring the social, political, and historical facets of Roman culture that have shaped modern language and society.

New to the Fifth edition:

- Color line-illustrations and model sentences
- Increased representation of women in daily Latin life
- Updated notes on background and culture
- Improved page design and trim size



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Cambridge Elevate 1 Year Access		Units 1-4	9781316640494	\$14.95

Explore a unit of the Cambridge Latin Course

The *Cambridge Latin Course*'s print books and Elevate editions both contain the same clear, engaging unit structure.

OPENING ILLUSTRATIONS AND MODEL SENTENCES

Each stage opens with a series of clear, accurate line drawings and captions, presenting new language in the context of the course's engaging storyline.

- Color drawings illustrate each scene, aiding student comprehension, while bringing the characters and stories to life
- Captions preview the key grammar, syntax, and vocabulary of the stage



1 Grunio: ego sum coquus.
ego cenam coquo.



2 Caecilius: ego sum argentarius.
ego pecuniam habeo.



3 Pantagathus: ego sum tonsor.
ego barbam tondeo.



4 Syphax: ego sum venalicius.
ego servum vendo.



5 poeta: ego sum poeta.
ego versum recito.



6 Clara: ego sum artifex.
ego leonem pingo.

40 Stage 4

Explore a unit of the Cambridge Latin Course

READING SELECTIONS

Reading is at the heart of each stage of the *Cambridge Latin Course*. The storyline and the famous characters of the course absorb students in the language quickly and with high interest.

- Model sentences are integrated into the reading, providing points of entry into the story
- Historical and archaeological illustrations provide cultural context
- Unit 4 prepares students for AP Latin with eight chapters of unadapted literature, including selections from Ovid's *Metamorphoses*, Virgil's *Aeneid*, and Horace's *Odes*

ABOUT THE LANGUAGE

Grammar and syntax are systematically presented after each reading, cementing comprehension and encouraging students to think analytically about the language.

- Clear explanations in common language demystify grammar and syntax
- Comparisons to English structure and usage provide insight into English grammar
- Practice exercises ask students to review the skills they have learned

actōrēs

actōrēs actors

magna turba est in urbe. feminae et puellae sunt in turbā, senēs quoque et iuvenēs sunt in turbā. servi hodiē nōn laborant. senēs hodiē nōn dormiunt. mercatōrēs hodiē nōn sunt occupāti. Pompēiāni sunt ōtiōsi. urbs tamen nōn est quīeta. Pompēiāni ad theatrum contendunt. magnus clamor est in urbe. agricolaē urbem intrant. nautae urbem petunt. pāstōrēs dē monte veniunt et ad urbem contendunt. turba per portam ruit. nūntius in forō clāmat: "actōrēs sunt in urbe. actōrēs sunt in theatrō. Priscus fabulam dat. Priscus fabulam optimam dat. actōrēs sunt Actius et Sorex."

Caecilius et Metella ē villā discēdunt. argentārius et uxor ad theatrum ambulant. Quintus et Lūcia ad theatrum contendunt. Clēmēs et Melissa ad theatrum currunt. sed Grumiō in villā manet.

turba crowd
feminae women
puellae girls
iuvenēs young men
ōtiōsi on holidays, idle, taking time off
quīeta quiet
ad theatrum to the theater
contendunt hurry
clamor shout, uproar
agricolaē farmers
nautae sailors
petunt head for
pāstōrēs shepherds
dē monte down from the mountain
per portam ruit rushes through the gate
nūntius messenger
fabulam dat is putting on a play
uxor wife
manet remains, stays



Two actors in mask and costume. These statues were found in the garden of a house in Pompeii.

58 Stage 5

About the language

1 All the stories in the first five Stages were set in the present, and in every sentence the verbs were in the **present tense**. Study the following examples:

PRESENT TENSE
singular servus **laborat**. The slave works or The slave is working.
plural servi **laborant**. The slaves work or The slaves are working.

2 In Stage 6, because the stories happened in the past, you have met the **imperfect tense** and the **perfect tense**. Study the different endings of the two past tenses and their English translation:

IMPERFECT TENSE
singular poeta **recitabat**. A poet was reciting.
Metella in hortō **sedebat**. Metella was sitting in the garden.
plural servi in forō **ambulabant**. The slaves were walking in the forum.
Pompēiāni vinum **bibebant**. The Pompeians were drinking wine.

PERFECT TENSE
singular ancilla **intravit**. The slave girl entered.
Clēmēs clamōrem **audivit**. Clēmēs heard the uproar.
plural amici Caecilium **salutaverunt**. The friends greeted Caecilius.
iuvenēs ad tabernam **festinaverunt**. The young men hurried to an inn.

3 Compare the endings of the imperfect and perfect tenses with the endings of the present tense.

	singular	plural
PRESENT	portat	portant
IMPERFECT	portabat	portabant
PERFECT	portavit	portaverunt

You can see that in the imperfect and perfect tenses, as with the present tense, the singular ends in **-t** and the plural in **-nt**.

74 Stage 6



Practicing the language

- 1 Complete each sentence with the verb that makes good sense. Then translate the sentence, taking care with the different forms of the noun.

For example: mercatōrēs fēminis tunicās (audiērunt, ostendērunt, timuērunt)

mercatorēs fēminis tunicās **ostendērunt**.
The merchants showed the tunics to the women.

- a ancilla dominō vinum (timuit, dedit, salutāvit)
b iuuenis puellae stolam (ēmit, vēnit, processit)
c fēminae servīs tunicās (intrāverunt, quaeſiverunt, contendērunt)
d civēs actōrī pecūniam (laudāverunt, vocāverunt, trādiderunt)
e centuriō mercatōribus decem denāriōs (trādīdit, ēmit, vidit)

- 2 Complete each sentence with the correct form of the verb. Then translate the sentence.

For example: gladiātōr amicis togam (ostendit, ostendērunt)
gladiātōr amicis togam **ostendit**.
The gladiator showed the toga to his friends.

- a puella gladiātōribus tunicās (dedit, dedērunt)
b civēs Milōni statuum (posuit, posuērunt)
c mercatōr amicō vinum (trādīdit, trādiderunt)
d coquus ancillae anulum (ēmit, emērunt)
e Clēmēs et Grumiō Metellae cēnam optimam (parāvit, parāverunt)

- 3 This exercise is based on the story in **tabernā**, opposite. Read the story again. Write out each sentence, completing it with the correct noun or phrase. Then translate the sentence.

- a Metella ad forum ambulāvit. (cum Quintō, cum Grumiōne, cum Melissā)
b postquam forum intrāverunt, cōspexērunt. (portum, tabernam, villam)
c Metella gladiātōrēs et in tabernā vidit. (actōrēs, fēminās, centuriōnēs)
d servī fēminis ostendēbant. (tunicās, stolās, togās)
e servī gladiātōribus ostendēbant. (togās, stolās, tunicās)
f mercatōr servīs dedit. (signum, togam, gladium)
g servī mercatōrī trādiderunt. (togam, togās, stolās)
h mercatōr vituperāvit, quod togae erant sordidae. (gladiātōrēs, fēminās, servōs)

Stage 9 123

PRACTICING THE LANGUAGE

This mixed-skills section integrates the lessons of previous chapters. Students practice the grammar, reading, and comprehension skills while expanding their cultural and historical knowledge.

The forum

The forum was the heart of the commercial, administrative, and religious life of Pompeii. It was a large open space surrounded on three sides by a colonnade, with various important buildings grouped closely round it. The open area, 156 yards (143 meters) long and 42 yards (38 meters) wide, was paved with stone. In it stood a number of statues commemorating the emperor, members of the emperor's family, and local citizens who had given distinguished service to the town.

The drawing below shows a typical scene in the forum. The trader on the left has set up his wooden stall and is selling small articles of ironware, pincers, knives, and hammers; the trader on the right is a shoemaker. He has seated his customers on stools while he shows them his goods. Behind the traders is the colonnade. This elegant structure, supported by columns of white marble, provided an open corridor in which people could walk and do business out of the heat of the sun in summer and out of the rain in winter.

Some women took part in commerce and trade. Although it was unusual for women to manage their own businesses, widows occasionally took over control of their husbands' business affairs. One influential Pompeian woman was Eumachia (right), a priestess and a patroness of the powerful clothworkers. She inherited money from her father and paid for a large building which may have been a market, perhaps for cloth traders. Among less wealthy women, we hear of those who worked as cooks, bakers, weavers, hairdressers, shoemakers, silversmiths, midwives, and doctors.

In the drawing below are two statues of important citizens mounted on horseback. Behind them is one of the bronze gates through which people entered the forum. The whole forum



Part of the colonnade, which had two stories, seen from inside. You can see the holes for the floor beams of the top story.



Eumachia, a priestess and wealthy Pompeian patroness of the clothworkers.



Drawing based on a Pompeian wall painting. Another scene from the same painting can be seen opposite.

48 Stage 4

CULTURAL BACKGROUND

In this cultural extension section, engaging topics reinforce and extend students' cultural and historical understanding.

- Each passage complements the content of the stories, building a richer reading experience for the student
- Contemporary research and archaeological discoveries, updated for the Fifth edition, provide an accurate and cutting-edge view of the Roman Empire

Explore a unit of the Cambridge Latin Course

Vocabulary checklist 8

agitat agitat	chases, hunts
consumit consumit	eats
dixit dixit	leads, takes
eum	him
facile	easily
ferox	fierce
gladius	sword
hic	this
ignavus	cowardly
nuntius	messenger
pis	foot
porta	gate
postulat postulat	demand
puer	boy
pugnat pugnavit	fight
saepe	often
sanguis	blood
silva	woods, forest
spectaculum	show, spectacle
statim	at once
titus	whole



A retortist who lost his fight. The symbol beside his trident is θ (theta), the first letter of the Greek word for death (thanatos).

114 Stage 8

Vocabulary checklist 9

agnoscit agnovit	recognizes
celeriter	quickly
cupit cupit	wants
dat dedit	gives
dies	day
emitit emitit	throws, sends out
fert fert	brings, carries
homo	human being, man
hospes	guest
ille	that
inspicit inspicit	looks at, examines
iterum	again
manet manet	remains, stays
medius	middle
mox	soon
offert offert	offers
ostendit ostendit	shows
post	after
procedit procedit	proceeds, advances
pulcher	beautiful
revertit revertit	comes back, returns
tradit tradit	hands over



The floor of baths often had marine themes. This mosaic of an octopus is in the women's baths at Herculaneum.

130 Stage 9

VOCABULARY CHECKLIST

Word lists summarize the key vocabulary presented in each stage.

Uses of the Cases

A Nominative

- The nominative case indicates the subject of a verb:
captivus clamabat. The prisoner was shouting.
- The nominative case also indicates the subjective completion of a copulative or linking verb like *esse*. This use is sometimes called a predicate nominative or a subjective complement:
Valerius erat centurio. Valerius was a centurion.
liberti erant laeti. The children were happy.

B Vocative

The vocative case indicates a person or thing which is being addressed:

cūr tacēs, Cephe? Why are you silent, Cepheus?
Mē audite, amici! Listen to me, friends!

C Genitive

- The genitive case indicates possession:
māter puerōrum risit. The boys' mother laughed.
templum deae intrāvimus. We entered the temple of the goddess.
- The partitive genitive or genitive of quantity indicates the whole from which a part is taken:
Rufus est optimus tribūnū mēōrum. Rufus is the best of my tribunes.
tribūnū mēōrum plūs pecūniae volō. I want more money.
- The genitive of description usually refers to non-physical qualities of a person:

Part One: About the language

Nouns

- Words like *puella*, *servus*, *mercator*, and *leo*, that indicate people, places, or things, are known as **nouns**. In Latin, nouns change their endings according to their function in a sentence (e.g. whether they are subjects or objects of a verb, etc.). These different forms of the same noun are called **cases**. Latin nouns belong to families called **declensions**. Each declension has its own set of endings for the various cases.

- In Unit 1, you have met three cases and three declensions:

	first declension	second declension	third declension
SINGULAR			
nominative	puella	servus	mercator
dative	puellae	servo	mercatori
accusative	puellam	servum	mercatorē
PLURAL			
nominative	puellae	servi	mercatores
dative	puellis	servis	mercatoribus
accusative	puellas	servos	mercatores

- Review the way the cases are used:

The nominative case is used for the subject (whoever / whatever does the action of the verb):
mercator cantabat. The merchant was singing.
servi laborabant. The slaves were working.

The nominative case is also used for nouns which complete the verb *est*, since they refer back to the subject:
Metella est māter. Metella is the mother.

Grāmī et Clēmēs sūt servi. Gramus and Clemens are slaves.
The dative case indicates the indirect object of a verb, often translated into English by a phrase which begins with the preposition *to* or the preposition *for*, expressed or understood:

senex mercatorē picturam ostendit. The old man showed the painting to the merchant.
or
The old man showed the painting for the merchant.
liberti puellis vinum ferebant. The freedmen brought wine for the girls.

182 Language information

Judaean exiles from Egypt Israel and Judah split Kush/Nubia kingdom expands Solon, Athenian lawgiver, 594 Persia invades Egypt and Greece Conquests of Alexander the Great Great Wall of China built Judas Maccabeus regains Jerusalem Julius Caesar in Gaul Cleopatra commits suicide Herod rebuilds the Temple, Jerusalem Roman boundary at Danube Britain becomes a Roman province Sack of Jerusalem and the Temple Roman control extends to Scotland Roman empire at its greatest extent Hadrian's Wall in Britain "High King" of Ireland Byzantium renamed Constantinople	Development of Hinduisim Phoenician alphabet adapted by Greeks Buddha Confucius Golden Age of Greece Death of Socrates Museum founded in Alexandria Feast of Hanukkah inaugurated Adena Serpent Mound, Ohio Canal locks exist in China Glassblowing begins in Sidon Birth of Jesus Crucifixion of Jesus St Peter in Rome St Paul's missionary journeys Camel introduced into the Sahara Paper invented in China Construction at Teotihuacan begins Last ancient Olympic Games	c. 1450 c. 1000-800 c. 800 776 c. 563-483 551-479 500-400 399 335-323 290 c. 221 165 2nd C (166-43) 50 post 50 30 c. 20 c. 4 AD c. 29 42-67 45-67 1st C 64 70 77-85 c. 100 79 98-117 123-127 c. 200-1022 c. 320-540 393
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Time chart 205

LANGUAGE INFORMATION

The back of each Student Book contains a wealth of information for easy reference and review.

- A summary of grammar, syntax, and vocabulary includes parts of speech, word order, specialized usage, and a complete vocabulary list
- Cultural and grammatical indexes assist with easy navigation of the Student Book
- A comparative time chart provides cultural and historical context
- Special appendices provide useful background on poetry, metrics, and literary and rhetorical devices

Time chart

Date	Pompeii	Rome and Italy
BC c. 3000		
c. 3000-152		
c. 2100		
c. 1750		
c. 1500		
c. 1250		
c. 922		
753		Rome founded (traditional date)
c. 700-600	Greek merchants settle	
c. 530	Etruscans control Pompeii	
509		Kings expelled/Roman Republic begins
c. 325-400	Samnites capture Pompeii	
390	Romans defeat Samnites	
300-200		Hasdrubal crosses the Alps
218		Rome expands outside Italy
133-125		Gracchi and agrarian reforms
90-80	Pompeii becomes a Roman colony	
58-49		Cicero, Roman orator (106-43)
44		Julius Caesar assassinated
27		Augustus becomes emperor
70-19	Major public works program	Virgil, author of the <i>Aeneid</i>
15		Tiberius becomes emperor
AD 14		Claudius becomes emperor
43		Nero emperor (54-68)
59	Pompeians and Nucerians riot	
62-63	Earthquake damages Pompeii	
69-79	Amphitheater restored	
c. 72		Colosseum begun
79	Last elections, March	
79	Vesuvius erupts, late summer or fall	
81		Tacitus, historian (c. 56-117)
98-117		Dominian becomes emperor
117		Trajan emperor
313		Hadrian becomes emperor
330		Constantine supports veneration of Christianity
c. 385		Bible translated into Latin

204 Time chart

Elevate the learning experience with our digital resources

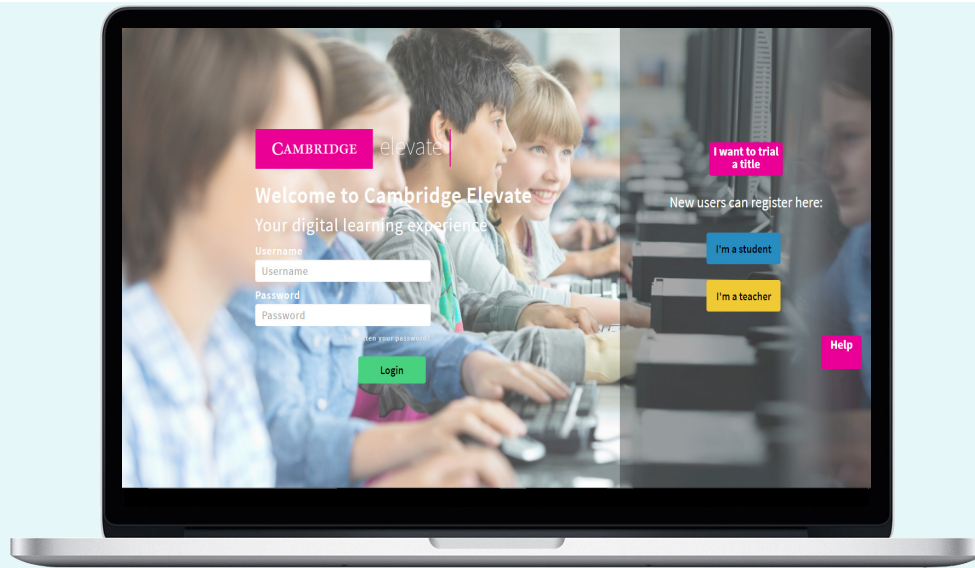
Cambridge Elevate, our digital learning platform, provides reading and comprehension activities, documentaries to expand and enhance the cultural themes, video introductions and story dramatizations presented by characters from the course and interactive language activities for students to test their vocabulary knowledge.



To try Elevate Latin for yourself, visit:

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Digital Resources



FOR STUDENTS

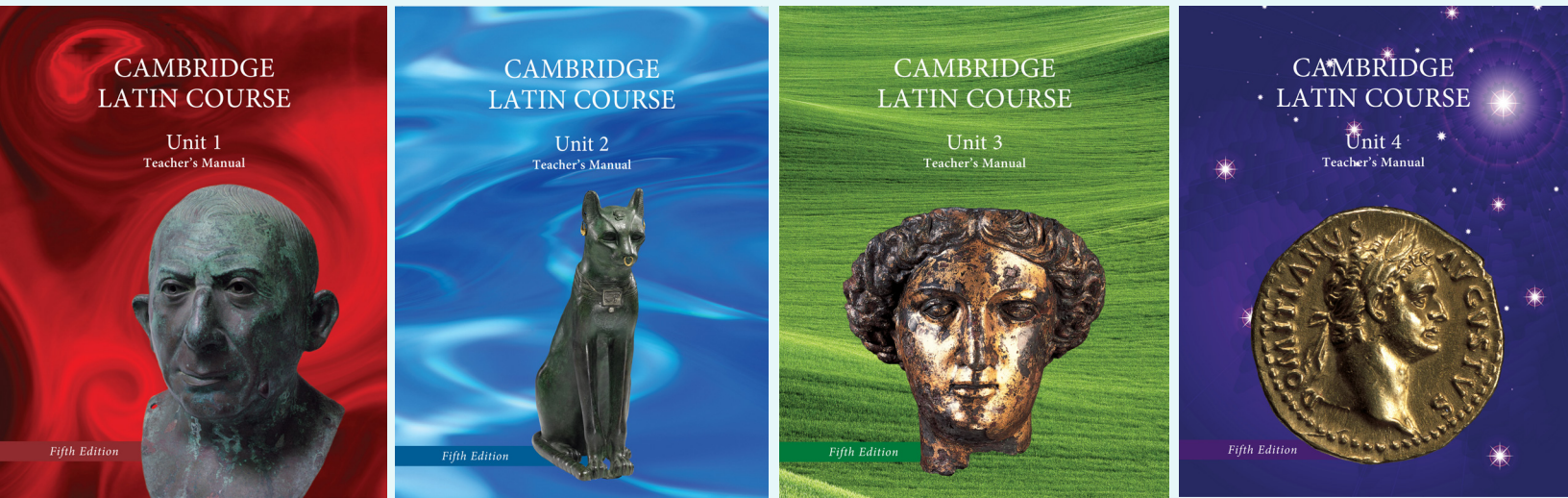
- Elevate editions provide students with an offline version of their print Student Book through the Cambridge Elevate app
- “Explore the Story” allows the students to look up vocabulary and provides them with language information, reading and comprehension activities
- Audio recordings of the stories give students a different way to access the language, supporting different learning styles and allowing students to review and practice their pronunciation
- Documentaries expand and enhance the cultural themes of each stage
- Video introductions to the stories and stages, presented by characters from the course, bring the Cambridge Latin Course characters into the classroom
- Video dramatizations of stories, with or without subtitles, help students understand Latin as a lively, spoken language
- Language Activities allow students to practice and review with immediate, automated feedback
- Derivatives in English, French, and Spanish help students to make connections across languages
- An interactive dictionary allows students to look up words and learn the correct pronunciation

FOR TEACHERS

- A digital version of the Teacher’s Manual is also available on Elevate
- Assessments for each stage evaluate reading comprehension, culture, and language
- Downloadable activity worksheets give teachers additional material for extra student practice on storyline, culture and language
- Teacher management features allow teachers to share their annotations, links, and commentary with students



Teacher Support



In addition to the Cambridge Latin Course’s wealth of digital supplements, the Teacher Manuals provide valuable support to instructors. These resources are available as a spiral-bound print resource and as a PDF on our online Elevate platform. They include:

- A comprehensive explanation of the reading method, and the approach of the *Cambridge Latin Course*
- Detailed course and lesson planning outlines, along with specific teaching and assessment suggestions for all sections and activities
- A summary of the storyline
- Scope and sequence of the content
- Extensive commentary on illustrations, photos and culture
- Diagnostic tests to check understanding

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Teacher's Manual (Elevate)	9781316640487	9781316640470	9781316640456	9781316640449	\$34.25

Teacher Support

TRAINING AND SUPPORT FROM THE CAMBRIDGE LATIN CONSULTANTS

Our three Cambridge Latin Consultants – Martha Altieri, Virginia Blasi, and Donna Gerard – provide training, fully subsidized by Cambridge University Press, to any Classics instructor. Get in touch to access workshops, personalized webinars, teaching materials, in-services, or one-on-one mentoring.



WORKSHOPS

Three-day workshops are scheduled throughout the summer months. Participants will increase their understanding of best practices, strategies, and the components of the *Cambridge Latin Course*. One-day workshops are also available on request.

WEBINARS

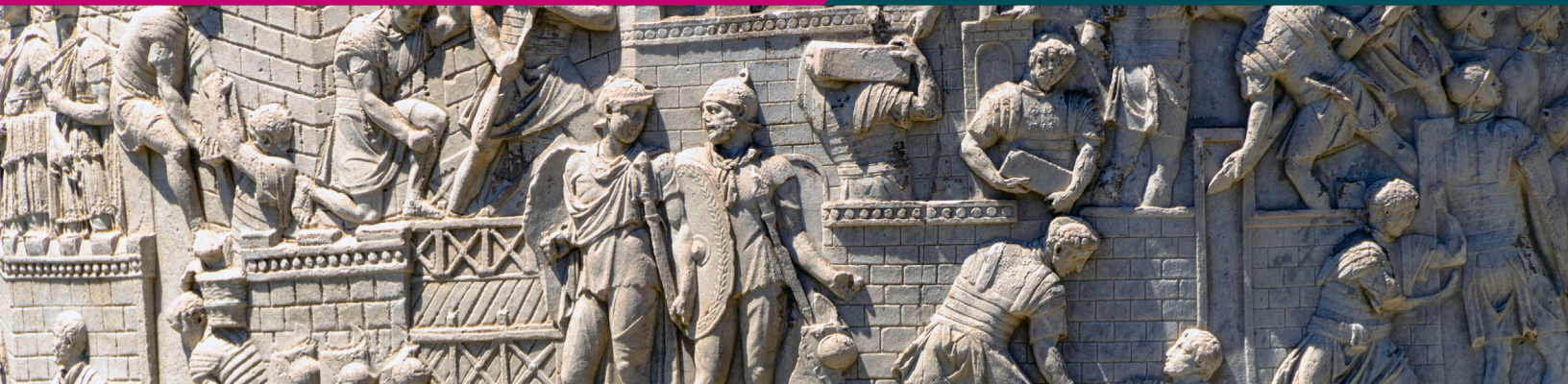
Webinars are offered monthly to support new *Cambridge Latin Course* teachers, which is a great opportunity to review or learn a new topic from the comfort of your own home. Access to previous webinars is also available.

CONSULTING

The consultants will meet with teachers in person or virtually to provide support and information on content, the Elevate platform, the curriculum, and troubleshooting.

Get in touch with our Latin Consultants at:

clctraining@cambridge.org



North American Cambridge Classics Project

The **North American Cambridge Classics Project** (NACCP) is a non-profit organization whose general purpose is to promote the study of Classics in the United States and Canada, and whose specific purpose is to support Latin teachers who use the *Cambridge Latin Course*.

- The NACCP hosts a variety of supplementary material and worksheets available for purchase directly from their website
- They manage collaborative spaces for the Latin community in the form of Facebook and Listserv groups
- They also provide scholarship funding to support teacher attendance at the summer workshops

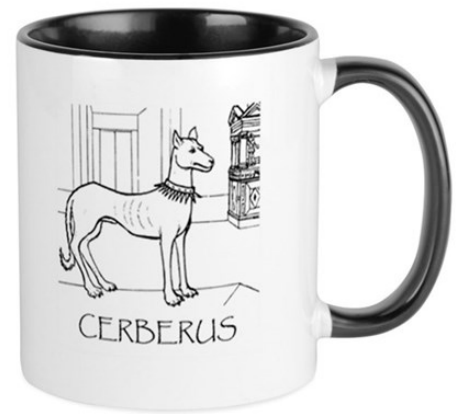
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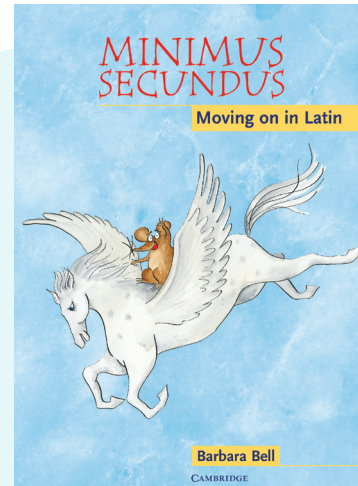
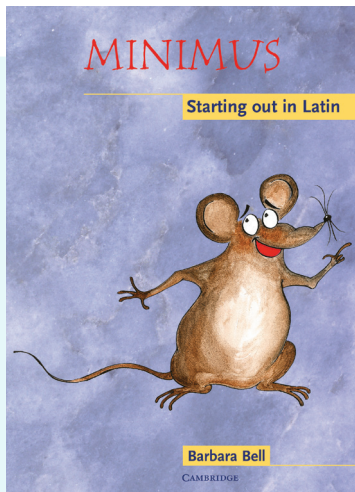
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- Teacher feedback on the *Minimus* series

Minimus



Barbara Bell's beloved Latin series for young learners

Minimus the mouse and his Roman family present a unique and lively introduction to the Latin language and Roman culture, for students in grades 2-5.

Students in grades 3-6 continue their adventure in learning with *Minimus Secundus*. In this second level, students review grammar and vocabulary from *Minimus* while they are introduced to new concepts and vocabulary.

Features of *Minimus* and *Minimus Secundus*:

- **Develops language** awareness and helps young learners strengthen their English by identifying common Latin roots
- Roman Britain is brought to life as myths, stories, and illustrations to give children a **meaningful insight into a different culture and time**
- *Minimus* **supports cross-curriculum activities** in geography, history, reading and art

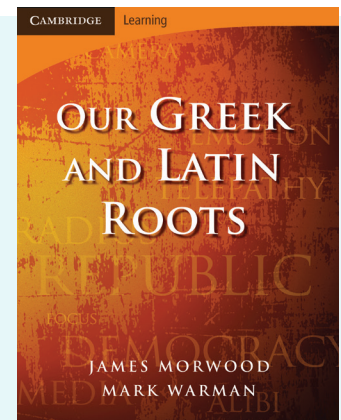
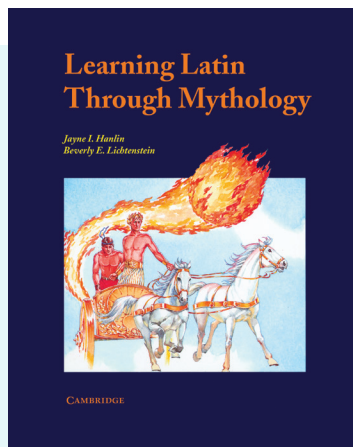
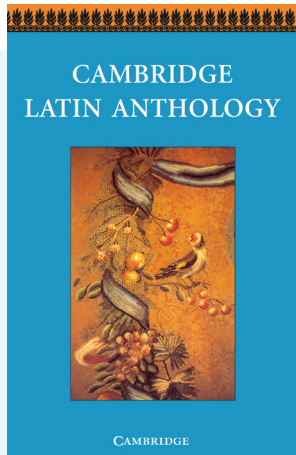


The **Teacher's Resource books** contain English translations of the Latin passages, photocopiable worksheets, background information, answer keys, and full teaching notes to support the non-specialist teacher.

The **audio CDs** feature readings and extracts to help with pronunciation, and contain lively readings of the Latin text to help motivate students.

MINIMUS	ISBN	PRICE
Minimus Student's Book	9780521659604	\$26.95
Minimus Teacher's Resource Book	9780521659611	\$77.25
Minimus Audio CD	9780521681469	\$25.50
Minimus Secundus Student's Book	9780521755450	\$26.95
Minimus Secundus Teacher's Resource Book	9780521755467	\$77.25
Minimus Secundus Audio CD	9780521681476	\$25.50

Latin Readers



CAMBRIDGE LATIN ANTHOLOGY

The 16 thematic sections of the *Cambridge Latin Anthology* contain a wide array of Roman poetry (by Catullus, Horace, Lucretius, Martial, Ovid, Petronius, Seneca, and Virgil) and adapted prose (from Apuleius, Caesar, Cicero, Pliny, Sallust, Tacitus, and the Acts of the Apostles in the Vulgate). Each page includes commentary to clarify the selections, and the text is illustrated throughout with paintings and artifacts from the Roman world.

LEARNING LATIN THROUGH MYTHOLOGY

This engaging and imaginative book for middle school students consists of 13 units. Each myth includes a short English version, an illustrated Latin version with vocabulary explanations, a related Latin grammar activity, plus related writing, and open-ended projects.

SHORT LATIN STORIES

Supplements the Cambridge Latin Course, Units 1 and 2
This book includes entertaining short myths, fables, traditional tales, and histories, with glossaries and a complete word list.

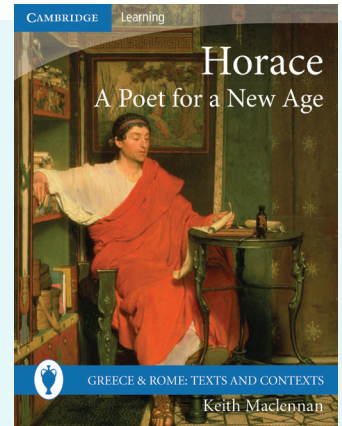
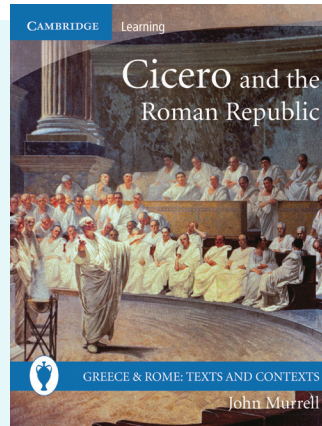
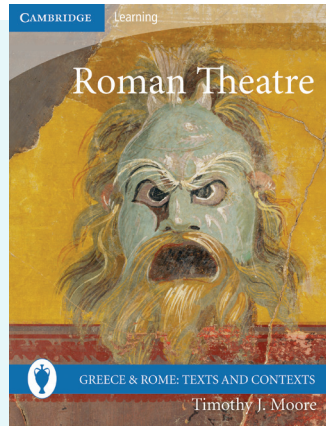
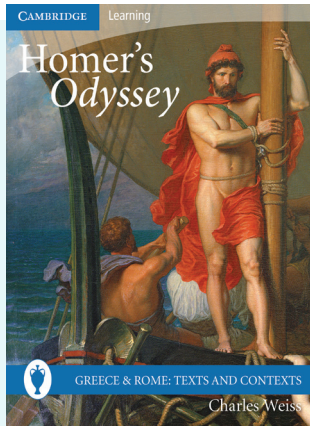
OUR GREEK AND LATIN ROOTS

Our Greek and Latin Roots takes readers on a journey of exploration through their own language, helping them to uncover the central roles Greek and Latin play in shaping English today. The book also charts the historical spread of the classical languages through the English-speaking world. Full of fascinating information and stimulating exercises, this book is accessible to teachers and students who have little or no knowledge of classical languages.

LATIN READERS

	ISBN	PRICE
Cambridge Latin Anthology	9780521578776	\$23.25
Cambridge Latin Anthology Teacher's Handbook	9780521578547	\$31.95
Learning Latin Through Mythology	9780521397797	\$22.75
Short Latin Stories	9780521315920	\$18.25
Our Greek and Latin Roots, Second Edition	9780521699990	\$18.75

Greece and Rome: Texts and Contexts



This collection provides students with direct access to the ancient world. Suitable for both advanced high school and undergraduate study, this series makes ancient texts accessible by:

- Providing translations of key extracts
- Scaffolding each text with historical detail
- Establishing a social and cultural context for each text
- Accompanying each text with notes and questions to support students and prompt them to develop their own informed responses to the source

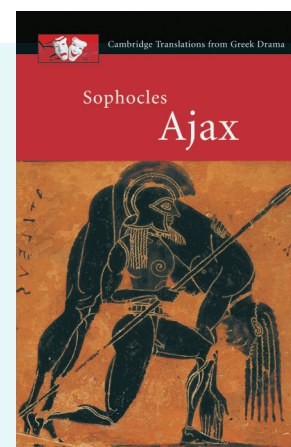
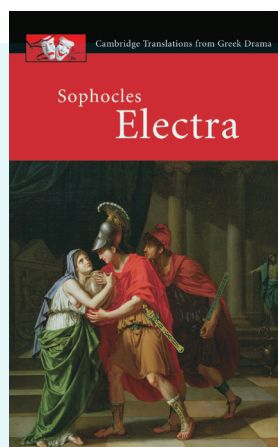
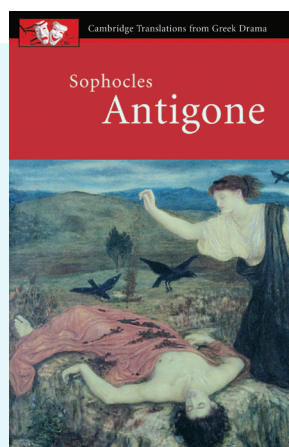
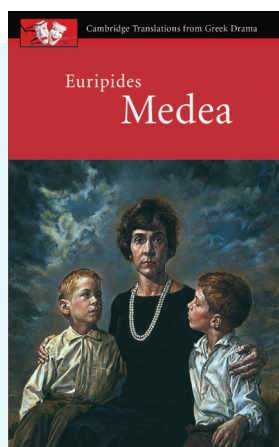
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Cambridge Translations from Greek Drama



This series aims to bring students as close as possible to the playwrights' original words and intentions. The editors combine their wide experience of Classics teaching with work in the theater, ensuring that the translations are both accurate and suitable for performance. Features of the series include:

- The translated play in full with commentaries on facing pages
- A full synopsis of the play
- Suggestions for discussion, staging, and dramatization
- A comprehensive introduction to Greek theater and a timeline for historical context
- An index of topics and themes

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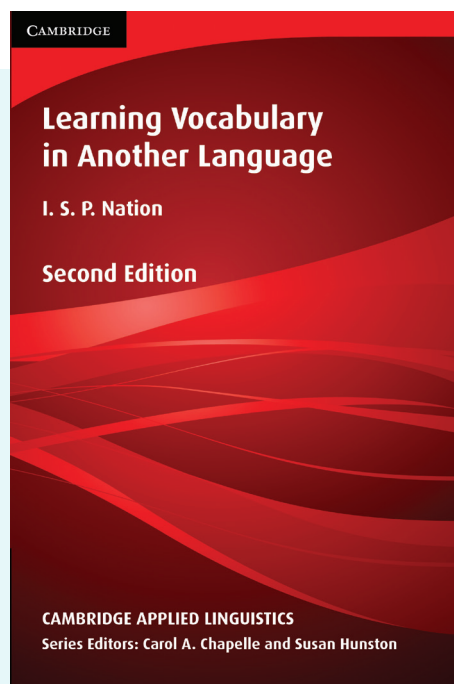
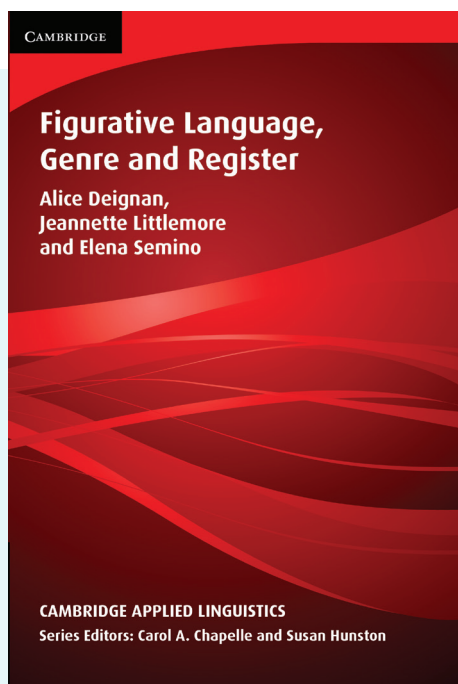
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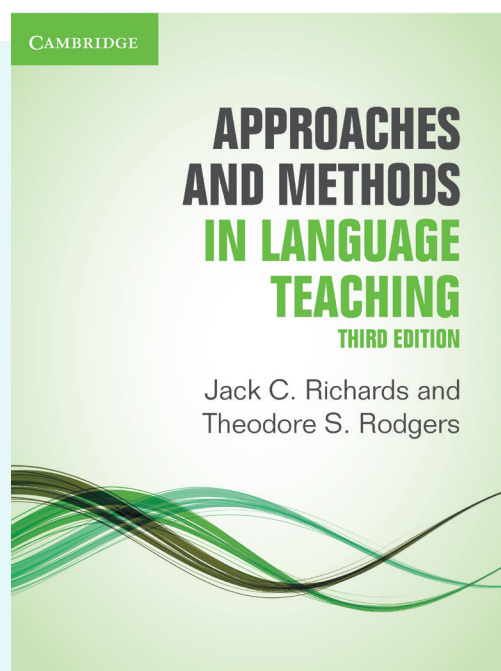
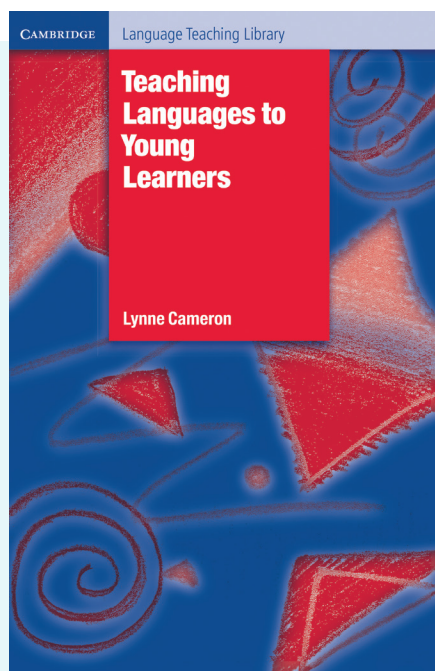
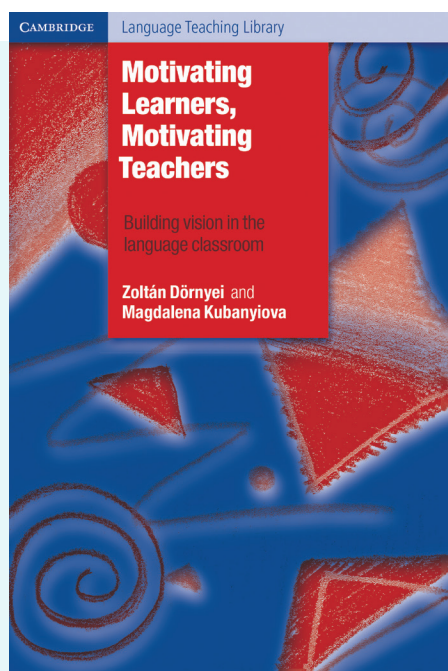
FIGURATIVE LANGUAGE, GENRE AND REGISTER

This book brings together discourse analysis and corpus linguistics in a cutting-edge study of figurative language in spoken and written discourse.

LEARNING VOCABULARY IN ANOTHER LANGUAGE, SECOND EDITION

This book provides a detailed survey of research and theory on the teaching and learning of vocabulary, with the aim of providing the best pedagogical suggestions for both teachers and learners, and describes what vocabulary learners need to know to be effective language users.

Professional Development



MOTIVATING LEARNERS, MOTIVATING TEACHERS

This volume presents a new approach to motivation that focuses on the concept of “vision.” Drawing on visualization research in sports, psychology and education, the authors describe powerful ways by which imagining future scenarios can promote motivation to learn a foreign language.

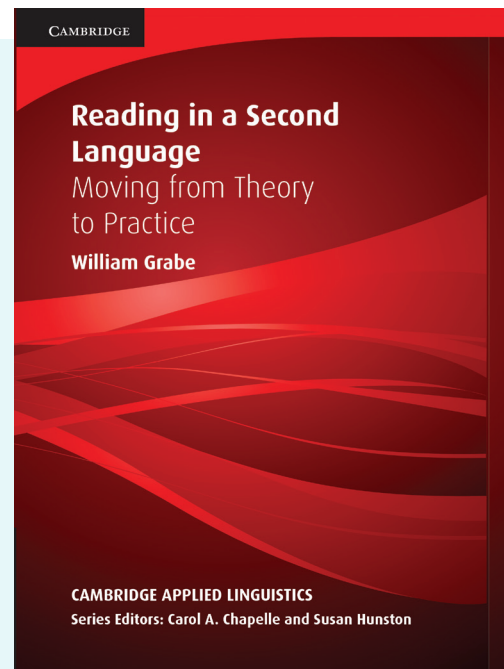
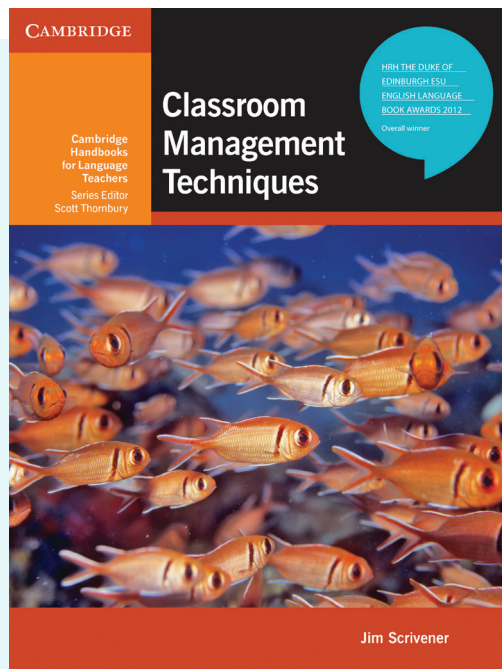
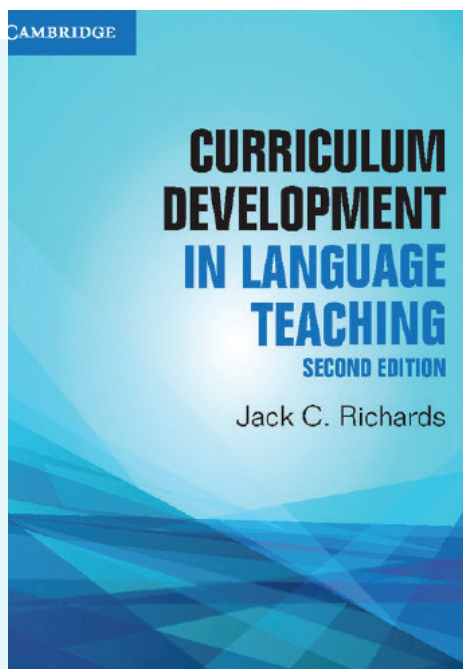
TEACHING LANGUAGES TO YOUNG LEARNERS

In recent years there has been rapid growth in the numbers of children being taught foreign languages at younger ages. *Teaching Languages to Young Learners* offers teachers and trainers a coherent theoretical framework to structure thinking about children’s language learning.

APPROACHES AND METHODS IN LANGUAGE TEACHING

This text surveys both mainstream and alternative approaches and methods to language teaching, including material on CLIL, text, and genre-based teaching. The text clarifies the assumptions, similarities, and differences behind these approaches, while helping teachers explore and build their own practices. Further material deals with other directions in language teaching, such as outcomes-based initiatives.

PROFESSIONAL DEVELOPMENT	ISBN	PRICE
Figurative Language, Genre and Register	9781107402034	\$45.20
Learning Vocabulary in Another Language	9781107623026	\$45.20
Motivating Learners, Motivating Teachers	9781107606647	\$37.00
Teaching Languages to Young Learners	9780521774345	\$41.00
Approaches and Methods in Language Teaching	9781107675964	\$41.00



CURRICULUM DEVELOPMENT IN LANGUAGE TEACHING

This new edition of *Curriculum Development in Language Teaching* has been fully revised and updated to reflect contemporary issues in curriculum. The book provides a systematic introduction to the issues involved in planning, developing and evaluating effective second and foreign language programs and teaching materials. Discussion activities throughout the book enable it to be used as a reference text for teachers and administrators.

CLASSROOM MANAGEMENT TECHNIQUES

Classroom Management Techniques offers a range of practical techniques that will help teachers make the most of their teaching space and get students working in more focused ways, allowing more time for useful, meaningful activities.

READING IN A SECOND LANGUAGE: MOVING FROM THEORY TO PRACTICE

This volume, through a detailed treatment of the cognitive processes that support reading, explains how reading really works. It offers a thorough overview of important and current research, including first language research. This book is a true example of applied linguistics; it makes well-defined links between theory and practice, discussing the implications and applications of second language reading theories on instructional practices.

PROFESSIONAL DEVELOPMENT	ISBN	PRICE
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