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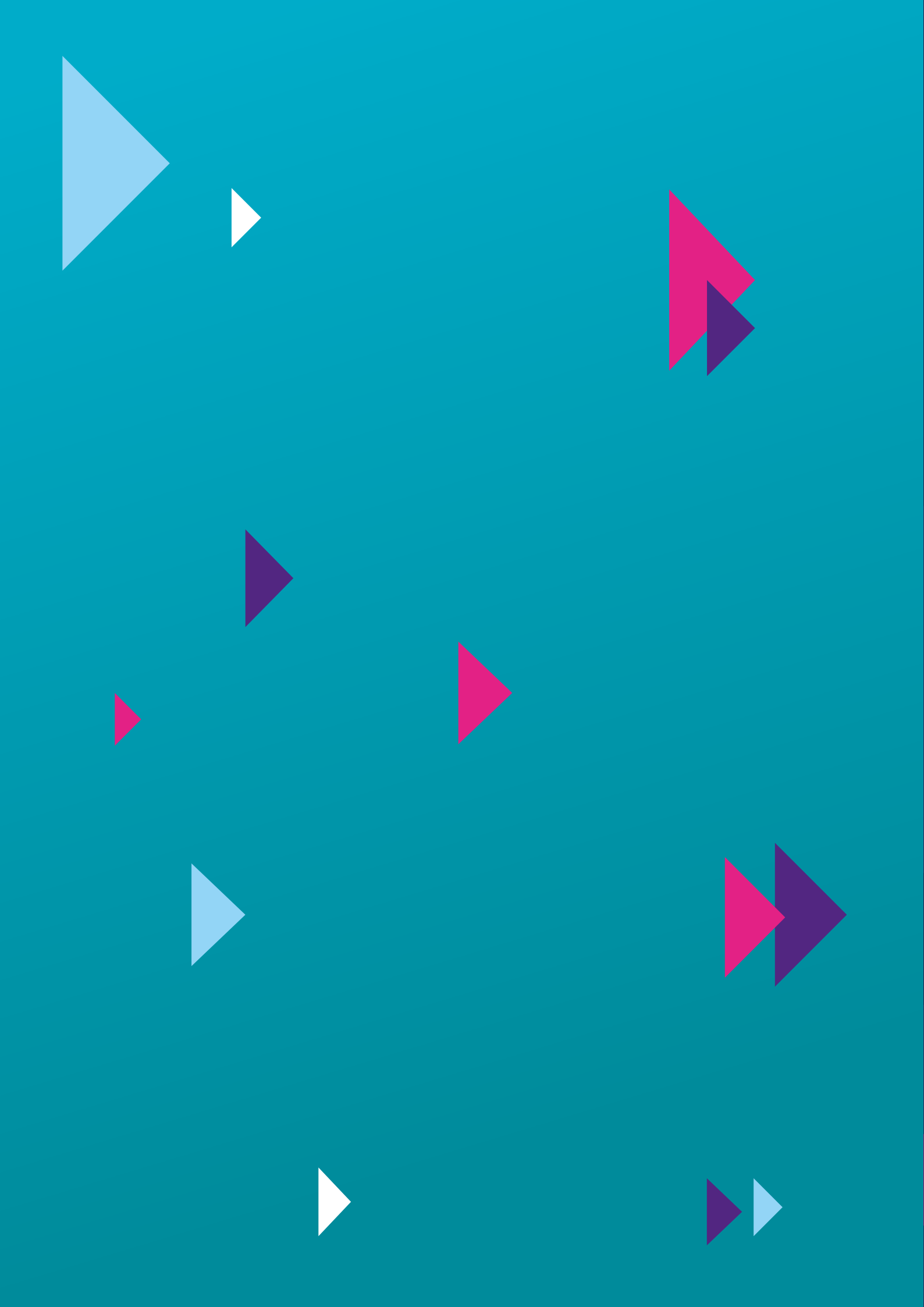
Classics resources



Building Brighter Futures Together

Brighter Thinking

Better Learning



Cambridge University Press & Assessment

On 1 August 2021, Cambridge University Press and Cambridge Assessment became a new, single organisation - **Cambridge University Press & Assessment**.

Together, we provide world-leading academic research, learning and assessment globally, backed by the first-class teaching and research departments of our University. Being one organisation will create opportunities to serve you better.

We are at the forefront of education for 5 to 19 year olds around the world and share your desire to make a transformative impact on learners and unlock their potential.

We believe that education is most powerful when curriculum, assessment, teaching and learning align. We work together for excellence in these areas, supporting schools to help learners grow academically and thrive as adults of tomorrow.

Supporting you remains key to our ambitions. We continue to be part of the University of Cambridge, sharing its mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

For more information about the new organisation please visit [cambridge.org](https://www.cambridge.org)

Building brighter futures together

We put teachers first and work with Brighter Thinkers

Everything we do begins with you, and a clear understanding of your needs and aspirations – because we believe teachers are at the heart of learning.

We learn from, and work with leading thinkers and authors in Cambridge and around the world to embed best teaching and learning practice. We only adopt evidence-based approaches in our resources.

To support teaching and accelerate learning

Practical and proven approaches

We embed approaches to teaching and learning that engage and motivate students to participate in an active classroom.

Language of learning

We use accessible language that makes new and complex ideas easier to understand, helping learners to progress.

Toolkit for teachers

We offer a blend of print and digital resources, designed to enhance lesson planning, delivery and assessment.

And develop skills for life

Our approach encourages students to be creative and critical thinkers, to be resourceful collaborators and communicators, and to be confident problem solvers and decision makers in education and in life.

Brighter Thinking

Better Learning

Welcome to the Classics Catalogue

World-renowned classics resources come from Cambridge. With our primary resources, learners are introduced to Latin in a fun and interactive way, by following the antics of Flavius, Minimus, Vibrissa the cat and their Roman family in the *Minimus* books.

For your secondary students, we are thrilled to take you through the brand-new fifth edition of the *Cambridge Latin Course*, available for first teaching from September 2022. The series has been re-invigorated by the Cambridge School Classics Project (CSCP) through a wealth of feedback and insights from the classics community. The new series meets the needs of the modern classroom, presenting today's learners with a more nuanced picture of Roman civilisation and history. With new storylines, characters and features, along with an unparalleled programme of teaching and learning support from the CSCP, the new edition provides you and your students with all the tools needed for success.

If you'd like any more information on our resources, please contact our customer services team. Alternatively, visit [cambridge.org/education/latin](https://www.cambridge.org/education/latin)

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Key to icons

	Print book
	CD resource
	Digital resource
	Print book and digital resource bundle

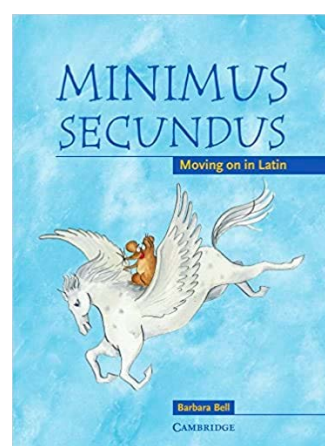
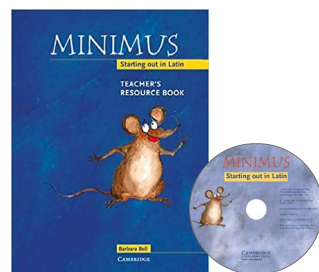
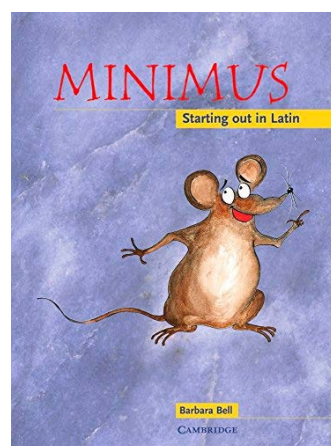
Minimus and Minimus Secundus

A story-based Latin course for pupils aged 7 to 13 years and based around two textbooks – *Minimus* and *Minimus Secundus*.

Minimus the mouse and his Roman family offer a unique and lively introduction to Latin for learners aged 7 and over.

Students of 10 to 13 years of age continue their fun learning adventure with *Minimus Secundus*, reviewing the grammar and words learned from *Minimus* and developing their skills further.

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



Pupil's books

A first introduction to Latin, the pupil's books include a mix of myths, stories, grammar support and historical background – ideal for cross-curricular activities and for teaching English grammar the fun way!

Teacher's resources

The teacher's resource books contain English translations of the Latin texts, photocopiable worksheets, suggested practical activities and full teaching notes for the non-specialist teacher.

Audio CDs

The audio CDs feature readings of the Latin texts and extracts to bring stories to life and help with pronunciation.

Minimus: Starting out in Latin

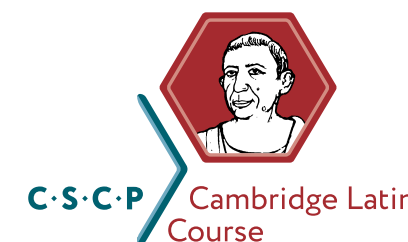
-  **Pupil's Book**
978-0-521-65960-4
-  **Teacher's Resource Book**
978-0-521-65961-1
-  **Audio CD**
978-0-521-68146-9

Minimus Secundus: Moving on in Latin

-  **Pupil's Book**
978-0-521-75545-0
-  **Teacher's Resource Book**
978-0-521-75546-7
-  **Audio CD**
978-0-521-68147-6



Cambridge School Classics Project



Established in 1966, the Cambridge School Classics Project (CSCP) is a research and development project in the University of Cambridge's Faculty of Education, whose aim is to help make the classical world accessible to as many students as possible – no matter their age or background – by:

- Forging strong links with the school community
- 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

Supporting classics teaching for over 50 years

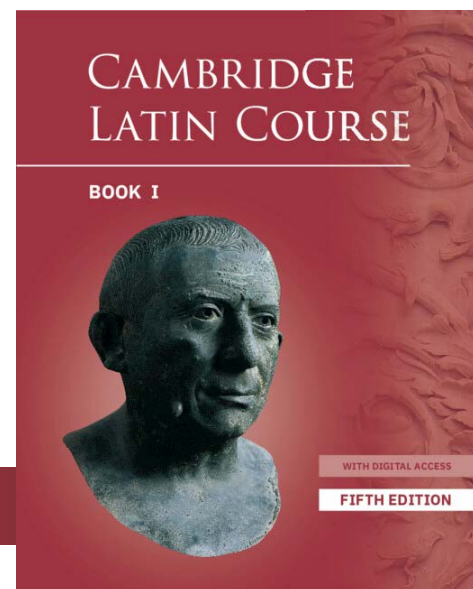
For over 50 years, the CSCP has been supporting teachers of classical subjects around the world, creating high-quality teaching and learning materials, and providing expert training in their use.

Designed with both specialist and non-specialist teachers in mind, the CSCP's unparalleled teaching and learning support includes teacher guidance, teaching and learning resources plus professional development opportunities, such as CPD events, email-based support and much more.

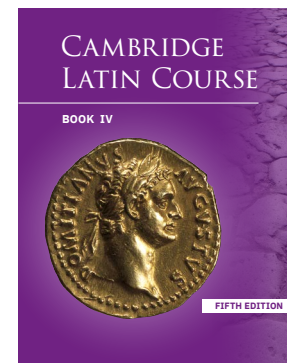
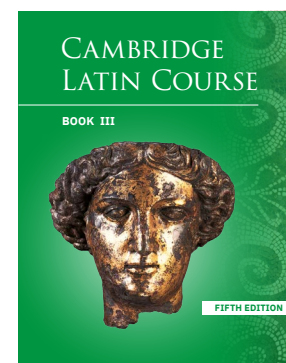
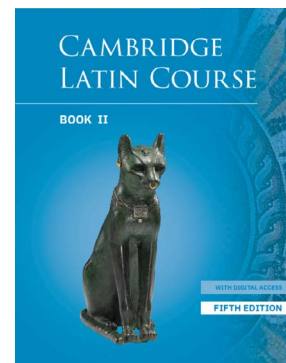
Discover the full range of support at:

cambridgescp.com

NEW Cambridge Latin Course | 5th Edition



Author: Cambridge School Classics Project (CSCP)



Caecilius was listening!

Renowned for making Latin accessible and enjoyable to generations of students worldwide, this new edition of the *Cambridge Latin Course* has been re-energised following extensive research and feedback from hundreds of educators from the classics community.

Inspired by teacher feedback and research, including activities such as the CSCP's 'Caecilius is listening' project, the new series provides learners with a more diverse and nuanced picture of Roman civilisation and history, while continuing to provide clear and extensive language support.

With the reading method at its heart, this four-book series immerses learners in the language and culture of the Roman world to support them as they progress from beginners to proficient readers of Roman authors.

- Updated storylines, created in collaboration with academic specialists, provide historically grounded insight into the Roman world as a context for learning the language
- New 'Practising the language' sections enable learners to check their understanding and think critically about the story and language
- 'Enquiry questions' and 'Thinking points' make use of best practice in history pedagogy to support learners in developing skills of historical enquiry

- Language content and vocabulary is mapped to GCSE and Dickinson 1000 lists to support a smooth progression for learners moving on to further study
- A teacher's guide for each student book and additional teacher support will be available on the CSCP website cambridgescp.com

We are currently working towards endorsement by OCR and Eduqas for our student books.

Endorsement by
OCR and Eduqas

Student books

Student book 1 with digital access (5 years)
978-1-109-16264-7

Digital student book 1 (5 years)
978-1-109-16265-4

Student book 2 with digital access (5 years)
978-1-109-16268-5

Digital student book 2 (5 years)
978-1-109-16270-8

Student book 3 with digital access (5 years)
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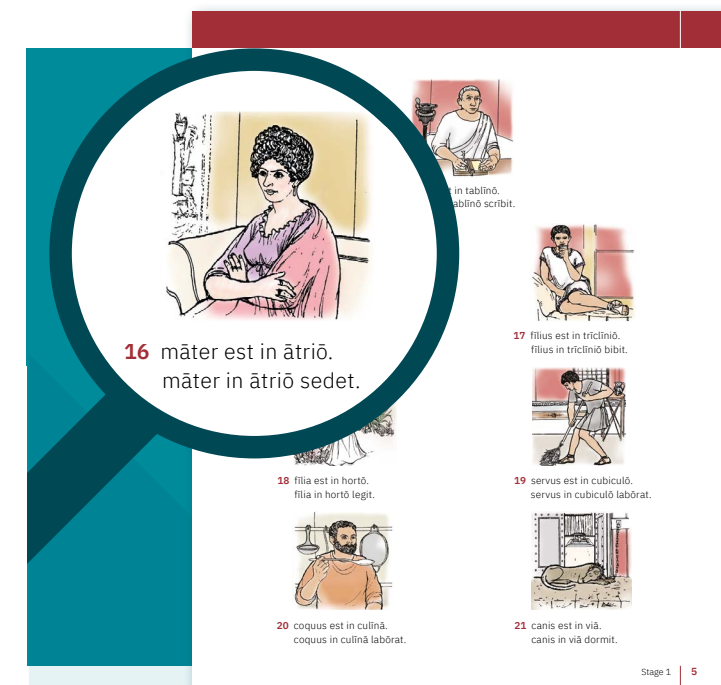
Digital student book 3 (5 years)
978-1-109-16271-5

Student book 4 with digital access (5 years)
978-1-109-16276-0

Digital student book 4 (5 years)
978-1-109-16277-7

Explore a unit of the new Cambridge Latin Course

The CSCP listened to teachers' feedback and made a number of important updates to the series, while retaining the content that you know and love from your *Cambridge Latin Course*.



Model sentences and opening illustrations

Most stages of the course open with clear, accurate drawings and captions designed to help learners understand meaning. Students learn new language in the context of the engaging storyline, starting with the familia of Lucius Caecilius Lucundu in Pompeii in the first century AD.

- Colour drawings bring the characters and stories to life and aid student comprehension
- Captions preview the key grammar, syntax and vocabulary of the stage

Latin stories

Because reading fluency is at the heart of the *Cambridge Latin Course*, students learn about the language through stories, which get longer and more complex as they progress through the books. New vocabulary is also provided alongside, to help the reader to read fluently.

- Updated storylines and new characters portray a more balanced representation of Roman community, shown in a range of societal positions and contexts
- Students are immersed in the language and culture of Roman society from the first page, to encourage a deeper and well-informed understanding of the Latin language
- Language content and vocabulary are mapped to GCSE and support a smooth progression to further study
- New visuals and artwork more accurately reflect the diversity of Roman society

Vocabulary

familia	household	in tablinō	in the study	scribit	is writing
est	is	in ātriō	in the atrium	sedet	is sitting
pater	father	in tricliniō	in the dining room	bibit	is drinking
māter	mother			legit	is reading
filii	son	in hortō	in the garden	labōrat	is working
filia	daughter	in cubiculō	in the bedroom	dormit	is sleeping
servus	(male) slave	in culinā	in the kitchen		
coquus	cook	in viā	in the street		
canis	dog				

Cerberus

Caecilius est in hortō. Caecilius in hortō sedet. Lūcia est in hortō. Lūcia in hortō scribit. Metella est in ātriō. Metella in ātriō legit. Quintus est in tablinō. Quintus in tablinō scribit. Cerberus est in viā.



Caecilius had this mosaic of a dog in the doorway of his house.

Grumiō est in culinā. coquus in culinā dormit. Cerberus intrat. Cerberus circumspēctat. cibus est in mēnsā. canis salit. canis in mēnsā stat. Grumiō stertit. canis lātrat. Grumiō surgit. coquus est irātus. 'pestis! furcifer!' coquus clāmat. Cerberus exit.

intrat enters
circumspēctat looks round
cibus food
in mēnsā on the table
salit jumps
stat stands
stertit snores
lātrat barks
surgit gets up
irātus angry
pestis! pest!
furcifer! scoundrell!
clāmat shouts
exit goes out

6 Stage 1

Book content on this page is not final and is subject to change.

About the language

This section gives learners an explanation of language features that have been introduced or have occurred frequently in the stage. It has been designed to be studied after learners have seen the specific language features in the stories.

About the language

- 1 Latin sentences containing the word **est** often have the same order as English. For example:
Metella est mäter. canis est in viä.
Metella is the mother. The dog is in the street.
- 2 In other Latin sentences, the order is usually different from that of English. For example:
canis in viä dormit. Lúcia in hortö legít.
The dog is sleeping in the street. Lucia is reading in the garden.
- 3 Note that **dormit** and **legít** in the sentences above can be translated in another way. For example: **canis in viä dormit** can mean *The dog sleeps in the street* as well as *The dog is sleeping in the street*. The story will help you to decide which translation gives the better sense.

Reviewing the language Stage 1: page 220



Practising the language

This section contains another, shorter story that uses the language feature students have been learning about.

- Shorter stories target the language points introduced in the stage
- Questions help them to check their understanding and think critically about the story and the language
- Links are provided that guide students to the places in the student book where they can find more information on the language points

Book content on this page is not final and is subject to change.

Practising the language

in culinā
Grumio finds an uninvited guest in the kitchen.
amicus Grumiōnem visitat. amicus est Corvus. amicus villam intrat. Clēmēns est in atrio. Corvus Clēmēntem videt. Clēmēns Corvum salūtat. amicus culinam intrat. amicus culinam circumspectat.
Grumiō nōn est in culinā. Corvus cibum videt. cibus est parātus! Corvus cibum gustat. cibus est optimus. Grumiō culinam intrat. Grumiō amicum videt. amicus cibum cōsūmit! coquus est irātus. 'pestis! furcifer!' coquus clāmat. coquus amicum vituperat. vituperat rebukes

1 Explore the story
a amicus Grumiōnem visitat. amicus est Corvus (line 1): what two things are we told about the friend?
b Corvus Clēmēntem videt. Clēmēns Corvum salūtat (lines 2–3): what happens after Corvus sees Clēmēns?
c Grumiō nōn est in culinā. Corvus cibum videt. cibus est parātus! Corvus cibum gustat. cibus est optimus (lines 5–7): which two of the following statements are true?
A Grumio is in the kitchen. C Corvus tastes the food.
B The food is not ready. D The food is very good.
d Grumiō culinam intrat. Grumiō amicum videt (line 8): what two things does Grumio do?
e amicus cibum cōsūmit! coquus est irātus (lines 8–9): why is the cook angry?
f 'pestis! furcifer!' coquus clāmat. coquus amicum vituperat (line 10): what does the cook say as he rebukes his friend?

2 Explore the language
Explain why **Clēmēns** and **Clēmēntem** (lines 2–3) have different endings. **nominative case and accusative case: page 25**

3 Explore further
Think about the whole of this story and the other stories you have read in this stage. Grumio, Poppaea and Corvus are very hungry and take food wherever they can find it. How different is this to Caecilius' and Barbilius' experience of food and eating?

Reviewing the language Stage 2: page 221

Cultural background material

Exploring aspects of Roman culture relevant to the storyline found in each stage is designed to inspire an interest in and understanding of classical civilisation and literature by using authentic Roman subject matter.

- Enquiry questions and 'Thinking points' make use of best practice in history pedagogy to support learners in developing skills of historical enquiry by encouraging reflection on the cultural content through activities and discussion
- Characters from the stories now reflect on events and issues of the time to encourage learners to make links between Roman history and culture and the lives of different individuals

Enquiry: How did Caecilius', Metella's and Grumio's daily activities reflect and reinforce their social status?

Daily life in Caecilius' household

Daily life in Caecilius' household would have been shaped by the expectations and privileges of his status as a wealthy man. Life for most people living in Pompeii at that time would have been very different. Most people would have had a trade, and the majority of their time would have been taken up by work. Caecilius also owned many enslaved people, some of whom would have done the housework under the watchful eye of Metella. Poorer households might also have owned enslaved people but they would have had far fewer, so members of the family would have done more household chores and work themselves.



An important Roman dressed in his toga. Only male citizens were allowed to wear the toga, and the type of toga someone wore reflected his social status.

My family and I get up at dawn. I don't eat much for breakfast, just a light snack like a piece of bread and a cup of water. Then I get dressed in a long shirt with short sleeves (tunica) and my toga. Putting the toga on is a two-person job, as it is a very large, heavy piece of woollen cloth arranged in a series of complex folds. Finally, I put on my shoes. A quick wash of my hands and face with cold water is enough first thing in the morning, later I'll visit a barber and be shaved and maybe take a leisurely trip to the public baths.



Thinking point 2: Look at the statue of a Roman wearing a toga and think about Caecilius' description of getting dressed. What do you think it would be like to wear one for a day? Why do you think male Roman citizens went to the trouble of wearing them?

I get up and dress in a **stola**, a full-length tunic that is usually worn over the top of another tunic. If I'm going out I wear a **palla**, a large rectangular shawl which can be worn on my head to cover my hair. I wear my hair in the latest fashion, use whitening powder to lighten my skin, and apply blusher and eyeliner. Finally, I arrange my jewellery.



Thinking point 3: Why do you think Roman women a) wore the palla over their heads and b) used powder to whiten their skin?



A Roman woman wearing a stola and palla.



Wealthy women's hairstyles were often very elaborate, and were often created and maintained by a highly skilled enslaved hairdresser known as an ornatrix.



Examples of jewellery a rich woman like Metella might have owned.

By the time dawn arrives the enslaved members of the household have usually been up for hours preparing for the day. Getting washed and dressed is very quick – no toga or fancy hairstyles for me. What little sleep I get is in the kitchen where I work, it's small, dark, hot, smoky and smelly. Sometimes I sit on the steps outside and do things like prepare vegetables so I can have some fresh air. I'm expected to help keep watch and guard the doorway when I do, though.



Vocabulary checklist 2

amīcus	friend
ancilla	(female) slave
cēna	dinner
cibus	food
dominus	master
dormit	sleeps
intrat	enters
laetus	happy
laudat	praises
mercātor	merchant
quoque	also
salūtat	greet

Vocabulary checklists

Each stage concludes with a list of common words, which featured several times within the text.

Book content on this page is not final and is subject to change.

Language information section

At the back of the book, the 'Language information' section provides extra support that is split into three sections:

Part One - About the Language

Nouns

- Words like **puella**, **amicus**, **mercātor** and **leō** are known as **nouns**. Nouns are used to indicate people, places or things.
- In Latin, the ending of the noun indicates the role it is playing in a sentence. These different forms of the same noun are called **cases**.
- Each Latin noun belongs to a group called a **declension**. Each declension has its own set of endings for each case.
- In Book I, you have met four cases and three declensions:

	first declension	second declension	third declension	
SINGULAR				
nominative	puella	amicus	mercātor	leō
accusative	puellam	amicum	mercātōrem	leōnem
dative	puellae	amicō	mercātōrī	leōnī
ablative*	puellā	amicō	mercātōre	leōne

This section summarises the language content of the book. It contains grammatical tables, notes and additional exercises to aid further understanding.

Part Two - Reviewing the Language

Stage 1

Latin sentences 1

Complete and translate: Complete each Latin sentence with a word or phrase from the box. Then translate your sentence. Use each word or phrase only once.

For example: est in hortō.
mater est in hortō.
 Mother is in the garden.

1. Quintus Grumiō Caecilius canis
 māter Lūcia Clēmēns
- a est in cubiculō.
 b est in hortō.
 c est in viā.
 d est in culinā.
 e est in tablinō.
 f est in ātriō.
 g est in tricliniō.

Latin sentences: page 7

This section contains additional exercises for each stage in the book, designed to help students review language information. Exercises are clearly labelled and numbered so that they can see their progress. Links to the places in the student book where learners can find additional support are also provided.

Part Three - Vocabulary

Stage 7

Verb tenses 2

Complete and translate: Complete each sentence with the correct phrase. Then translate the sentence.

For example: amīcī (villam intrāvit, cenam laudāverunt)
 amīcī **cenam laudāverunt**.
 The friends praised the dinner.

- a mercātor (ē villā discessit, clāmōrem audīverunt)
 b puellae (ad villam ambulāvit, in villā dormīverunt)
 c leōnēs (gladiātōrem terruit, gladiātōrem cōspexerunt)
 d libertī (lūnam spectāvit, ad portum festīnāverunt)
 e centuriō (fābulam audīvit, cibum laudāverunt)
 f fūr (per urbem ruit, centuriōnem terruerunt)

Check the **nominative noun** to see if you need a **singular** or a **plural** form of the **verb**.

singular and plural nouns: page 75

perfect verbs: page 105

This section includes the vocabulary for the whole book.

Book content on this page is not final and is subject to change.

Unparalleled teacher support and guidance

A wealth of free support and guidance for teachers with a range of experience with classical subjects is available on the CSCP website. So, whether you are just starting out with teaching Latin, or are a consummate classicist, you can be certain there's something to help you make the most of your new *Cambridge Latin Course*.

Discover more free support and materials at:
clc.cambridgescp.com/teacher-support

Online teacher guides

New digital versions of the teacher guides – one for each of the books in the new series – will be available to purchase from the CSCP website from summer 2022. With introductions to stages, model sentences, cultural backgrounds, language support and much more, these new guides fully support both early-career and expert educators.



For more details, visit the Cambridge School Classics Project website: cambridgescp.com

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Cambridge Latin Grammar

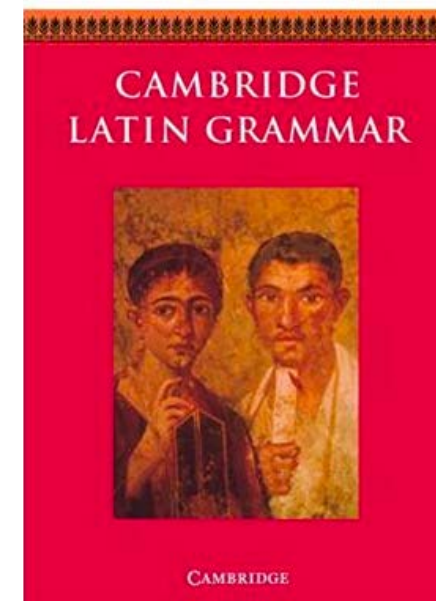
This clear and compact guide for GCSE students is the ideal companion to the *Cambridge Latin Course*.

- Essential reference and revision of key language points, to aid understanding of un-adapted texts by original Roman authors
- A comprehensive index to help students find explanations of Latin inflections and constructions
- Exercises and practice examples of grammatical points

Student Book 978-0-521-38588-6

FIVE STAR Amazon review from a GCSE Latin teacher

"An invaluable handbook for any student of the language, particularly for those working at GCSE standard or above."



Cambridge Latin Anthology

An essential anthology for GCSE which contains a wide range of Roman poetry and prose, and is accompanied by a teacher's handbook. Extracts from the *Cambridge Latin Anthology* are included in the OCR GCSE (9-1) specification, where over half the set texts for 02, 03 and 04 (Prose Literature A & B and Verse Literature A) are taken specifically from this resource.

The student book contains:

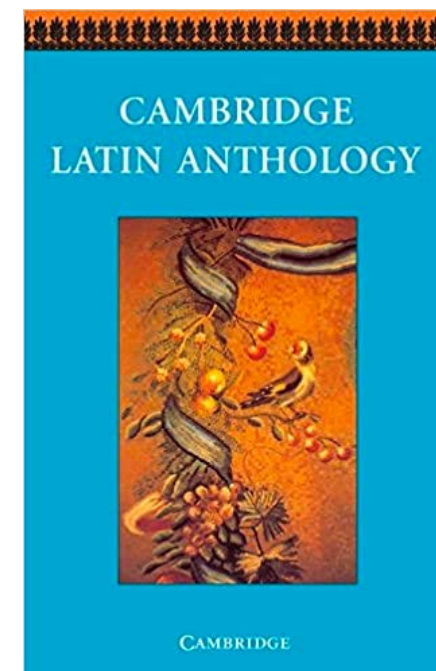
- Eight thematic sections of verse including works by Catullus, Virgil, Ovid, Martial, Horace, Petronius, Seneca and Lucretius
- Eight sections of adapted prose including selections from Cicero, Pliny, Caesar, Tacitus, Sallust, Apuleius and the Acts of the Apostles in the Vulgate
- Glossaries and other explanations that appear alongside the Latin texts and a complete vocabulary can be found at the end of the book

Student Book 978-0-521-57877-6

Teacher's Handbook 978-0-521-57854-7

FIVE STAR Amazon review from a GCSE Latin teacher

"This book is well-written and presented. It is lucid in its masterly exposition of the key Latin classical texts. I would highly recommend it to any student of GCSE Latin."



Greece and Rome: Text and Contexts

Suitable for OCR AS/A Level - Ancient History and Classical Civilisation

- A series of translations of key texts from Latin and Greek written in approachable, readable English that can be easily understood by students.
- Clear, user-friendly layout is accessible for a range of students, classicists and those studying more general topics in classical and ancient history and civilisation
 - Notes and questions alongside the texts provide support and prompt students to develop their own personal responses
 - Translation and commentaries by key scholars in the classical field provide readable, informative texts and illustrations which help students to draw parallels between the literary and material sources



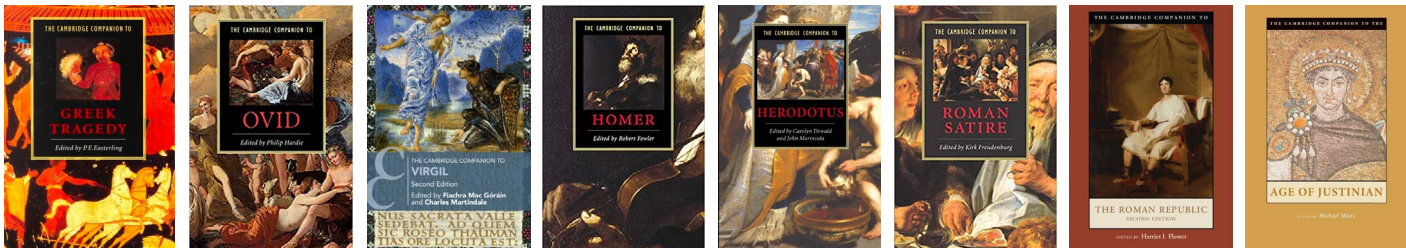
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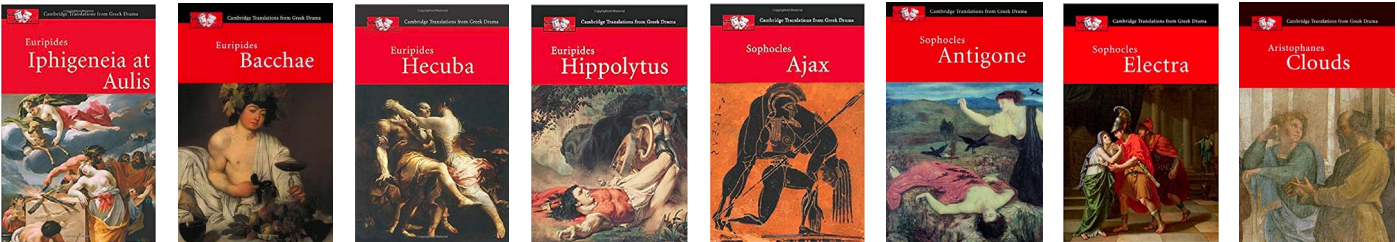
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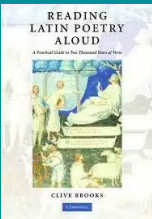
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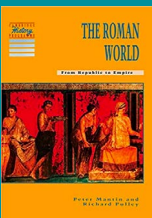
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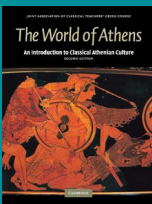


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