

## Ad Aulam Translation Stage 15

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The world's bestselling introductory Latin course. Developed by the University of Cambridge School Classics Project, this bestselling Latin program provides an enjoyable and carefully paced introduction to the Latin language, complemented by background information on Roman culture and civilization. Starting in Roman Britain and moving on to imperial Rome itself, Unit 3 focuses on the murderous schemes and machinations of Gaius Salvius Liberalis, as he plots his ruthless and apparently unstoppable rise to power.

The relationship between Anglo-Saxon kingship, law, and the functioning of power is explored via a number of different angles.

This book contains over fifty passages of Latin from 200 BC to AD 900, each with translation and linguistic commentary. It is not intended as an elementary reader (though suitable for university courses), but as an illustrative history of Latin covering more than a millennium, with almost every century represented. Conventional histories cite constructions out of context, whereas this work gives a sense of the period, genre, stylistic aims and idiosyncrasies of specific passages. 'Informal' texts, particularly if they portray talk, reflect linguistic variety and change better than texts adhering to classicising norms. Some of the texts are recent discoveries or little known. Writing tablets are well represented, as are literary and technical texts down to the early medieval period, when striking changes appear. The commentaries identify innovations, discontinuities and phenomena of long duration. Readers will learn much about the diversity and development of Latin.

This book explores the cultural and intellectual stakes of medieval and renaissance Britain's sense of itself as living in the shadow of Rome: a city whose name could designate the ancient, fallen, quintessentially human power that had conquered and colonized Britain, and also the alternately sanctified and demonized Roman Church. Wallace takes medieval texts in a range of languages (including Latin, medieval Welsh, Old English and Old French) and places them in conversation with early modern English and humanistic Latin texts (including works by Gildas, Bede, Chaucer, Shakespeare, Bacon, St. Augustine, Dante, Erasmus, Luther and Montaigne). 'The Ordinary', 'The Self', 'The Word', and 'The Dead' are taken as compass points by which individuals lived out their orientations to, and against, Rome, isolating important dimensions of Rome's enduring ability to shape and complicate the effort to come to terms with the nature of self and the structure of human community.

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 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 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 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 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.

Roman Frugality offers the first-ever systematic analysis of the variants of individual and collective self-restraint that shaped ancient Rome throughout its history and had significant repercussions in post-classical times. In particular, it tries to do the complexity of a phenomenon justice that is situated at the interface of ethics and economics, self and society, the real and the imaginary, and touches upon thrift and sobriety in the material sphere, but also modes of moderation more generally, not least in the spheres of food and drink, sex and power. Adopting an interdisciplinary approach drawing on ancient history, philology, archaeology and the history of thought, the volume traces the role of frugal thought and practice within the evolving political culture and political economy of ancient Rome from the archaic age to the imperial period and concludes with a chapter that explores the reception of ancient ideas of self-restraint in early modern times.

Thierry Meynard examines how the Jesuits in China came to understand the Confucian tradition, and how they offered the first complete translation of the Lunyu in the West, in the *Confucius Sinarum Philosophus* (Confucius, the Philosopher of China, 1687).

Presented at a symposium held in 1990 to celebrate the Getty Museum's acquisition of the only known illuminated copy of *The Visions of Tondal*, twenty essays address the celebrated bibliophilic activity of Margaret of York; the career of Simon Marmion, a favorite artist of the Burgundian court; and *The Visions of Tondal* in relation to illustrated visions of the Middle Ages. Contributors include Maryan Ainsworth, Wim Blockmans, Walter Cahn, Albert Derolez, Peter Dinzelsbacher, Rainald Grosshans, Sandra Hindman, Martin Lowry, Nigel Morgan, and Nigel Palmer.

A companion to the Getty's prize-winning exhibition catalogue *Illuminating the Renaissance: The Triumph of Flemish Manuscript Painting in Europe*, this volume contains thirteen selected papers presented at two conferences held in conjunction with that exhibition. The first was organized by the Getty Museum, and the second was held at the Courtauld Institute of Art under the sponsorship of the

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Courtauld Institute and the Royal Academy of Arts. Added here is an essay by Margaret Scott on the role of dress during the reign of Charles the Bold. Texts include Lorne Campbell's research into Rogier van der Weyden's work as an illuminator, Nancy Turner's investigation of materials and methods of painting in Flemish manuscripts, and trenchant commentary by Jonathan Alexander and James Marrow on the state of current research on Flemish illumination. A recurring theme is the structure of collaboration in manuscript production. The essays also reveal an important new patron of manuscript illumination and address the role of illuminated manuscripts at the Burgundian court. A series of biographies of Burgundian scribes is featured.

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