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examples extensive references and a companion website at www.stevenhuntclassics.com are included Teachers of Latin will find this book an invaluable tool inside and outside of the classroom *The Publishers' Circular and General Record of British and Foreign Literature* ,1889 The Educational Times, and Journal of the College of Preceptors ,1892 **Starting to Teach Latin** Steven Hunt,2023-03-09 This book for teachers provides both practical up to date guidance and a theoretical overview on a number of key topics in Latin teaching Updated throughout this new edition includes information about and analysis of recent Latin textbook publications and curriculum developments across the globe Using a wealth of interviews observations and pupil transcripts Steven Hunt 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 and 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 this 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 **The Athenaeum** ,1901 *The Saturday Review of Politics, Literature, Science and Art* ,1872 Teaching Classics with Technology ,2019-06-13 The impact of ICT on the teaching of classical languages literature and culture has not until now been extensively described and evaluated Nevertheless educational technology has made a huge difference to the ways in which Classics is taught at junior senior and college level The book brings together twenty major approaches to the use of technology in the classroom and presents them for a wide international audience It thus forms a record of current and developing practice promotes further discussion and use among practitioners teachers learners and trainers and offers suggestions for changes in pedagogical practices in the teaching of Classics for the better The many examples of practice from both UK and US perspectives are applicable to countries throughout the world where Classics is being taught The more traditional curricula of high school education in the UK and Europe are drawing more and more on edutech whereas educational jurisdictions in the US are increasingly expecting high school students to use ICT in all lessons with some actively dissuading schools from using traditional printed textbooks This book presents school teachers with a vital resource as they adapt to this use of educational technology in Classics teaching This is no less pertinent at university level in the UK and US where pedagogy tends to follow traditionalist paradigms this book offers lecturers frameworks for understanding and assimilating the models of teaching and learning which are prevalent in schools and experienced by their students The eighth book of the Metamorphoses. Expurgated ed., with intr.

and notes by C.H. Keene Ovid, Publius Ovidius Naso, 1896 **The Saturday Review of Politics, Literature, Science, Art,**
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