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# Disce!

## An Introductory Latin Course

### VOLUMES 1 & 2

### *Disce!* Features

TOPIC	FEATURE	REASON	EXAMPLES
<b>STUDENT TEXT</b>			
<b>PHILOSOPHY</b>			
<b>Hybrid Approach Takes the Best of Both the Reading and Grammar-Translation Approaches</b>	<i>Disce!</i> is based on the belief that both approaches have pedagogical value and combines the best features of both. The guiding principle is what is best for the student and for the particular items being studied.	In each chapter the student is first exposed to the basics of a grammatical concept—just enough grammar is explained to enable the student to read the <i>Lectiō</i> that immediately follows the explanation. Following this exposure through reading, the grammar is explained in more depth.	
<b>Pedagogical Techniques</b>	<i>Disce!</i> makes use of many of the pedagogical techniques found in modern foreign language books, especially the combination of language and culture.	Integrates the student's own experiences into the learning process through a wide variety of practice exercises (grammatical, cultural, written, etc.)	

<b>Guiding Principles of Grammar-translation Approach</b>	From the grammar-translation method the authors utilize orderly and clear grammar explanations that are presented in every chapter. Thus, grammatical charts are found in the body of the text as an aid for such students, but never as a primary goal in and of themselves.	Some grammar is readily learned by induction while some is best learned through prior explication of the grammar. Many students benefit from a structured explication of the grammar and periodic review.	
<b>Guiding Principles of Reading Approach</b>	<i>Disce!</i> utilizes a unified story line with controlled introduction of vocabulary and grammar in context.	Students are better able to follow, and will benefit more from, stories with rich and fully developed characters than from a series of unconnected practice sentences.	
<b>Authentic, Authorial Latin</b>	<i>Disce!</i> is committed to exposing students to authentic authorial Latin as soon as possible.	Authentic Latin exposure better prepares students for further study, and provides early integration of Latin history and thought.	
<b>CHAPTER ORGANIZATION</b>			
<b>2 volumes, 40 chapters</b>	Comprised of two volumes, <i>Disce!</i> includes 40 chapters which introduce and explain all the grammar and syntax needed to read authorial Latin.	Each chapter is centered on a reading of approximately 250 Latin words in a connected narrative about two families.	
<b>Chapter Organization</b>	Each chapter of <i>Disce!</i> includes 10 sections which focus on the grammatical and cultural knowledge necessary for the chapter readings.	Each chapter includes Pre- and Post-reading sections, two readings, grammar introduction and review, integrated cultural and historical content, comprehension, and end-of-chapter grammar review.	
<b>VOCABULARY</b>			
<b>Presentation</b>	Presented in order of occurrence in the major authors.	The order of presentation of vocabulary items is based on the authors' research of word frequency and the findings of notable experts in the field.	See endnotes of preface for detailed explanation and sources.

<i>Verba Ūtenda</i>	<i>Verba Ūtenda</i> section introduces vocabulary which is to be used while reading, but not committed to memory.	Definitions are always given the first time they appear but gradually disappear if used frequently enough.	<i>Verba Ūtenda</i> , p. 39, 43, 47
<i>Verba Discenda</i>	<i>Verba Discenda</i> includes new vocabulary to be memorized and used throughout the course of learning.	Where appropriate, <i>verba discenda</i> are accompanied by English derivatives. The <i>Verba Discenda</i> are introduced according to the frequency rules discussed above and, whenever feasible, a word is used as a <i>verbum ūtendum</i> prior to its becoming a <i>verbum discendum</i> .	<i>Verba discenda</i> p. 50
<b>Macrons</b>	Macrons are used throughout the text, following the rules of the Oxford Latin Dictionary.	Macrons are employed based on the principle that students learn vocabulary faster and more accurately when they say and hear the words pronounced properly.	<i>Throughout, where appropriate</i>
<i>Verba Omnia</i>	<i>Verba Omnia</i> presents all words used in <i>Disce!</i>	This appendix serves as a glossary at the end of the text, offering a quick reference for students.	<i>Verba Omnia</i>
<b>READING &amp; GRAMMAR</b>			
<i>Antequam Legis</i>	<i>Antequam Legis</i> provides students with the information needed to read the <i>Lectiō</i> that follows.	Includes relevant cultural material, a short explanation of the new grammar, pre-reading questions, and exercises designed to reinforce the new grammatical material. The focus is on getting the student directly into the chapter with the minimum preparation possible.	<i>Antequam Legis</i> p. 38
<i>Lectiō Prīma</i> and <i>Lectiō Secunda</i>	In each <i>Lectiō</i> the target grammar and/or usage is seen in context. Moreover, the target grammar for each reading is set typographically to highlight it for students as they read.	In many cases adapted passages from authentic Latin authors have been worked into the narratives. For example: audience members at a production of Plautus' <i>Amphitruō</i> hear a modified version of its prologue, a lovesick girl consoles herself with words from a Catullus poem, and the menu at a banquet is taken directly from Petronius.	<i>Lectiō Prīma</i> (p. 38) and <i>Lectiō Secunda</i> (p. 42)

<i>Postquam Lēgistī</i>	<i>Postquam Lēgistī</i> immediately follows the <i>Lēctiō</i> , and consists of a series of comprehension questions about the reading. Some of these are answered in English, some in Latin.	The questions test students' comprehension of the readings and provide a reference point by which they can measure their progress.	<i>Postquam Lēgistī</i> p. 43
<i>Grammatica</i>	<i>Grammatica</i> follows each <i>Lēctiō</i> and provides a more detailed presentation of the target grammar introduced in the <i>Antequam Legis</i> .	Many students profit from a structured explication of the grammar and periodic review. Each <i>Grammatica</i> includes exercises on the material introduced. Exercises in the textbook are designed to be used in the classroom whereas those in the Student Activities Manual are designed for work outside of class.	<i>Grammatica</i> pp. 40 & 43
<i>Exerceāmus!</i>	<i>Exerceāmus!</i> contains a number of exercises offering pre-readings, comprehension, grammar and vocabulary review, composition and oral drills intended for in-class work.	Includes <i>Verba Discenda</i> and <i>Scribāmus</i> exercises, designed to facilitate students' writing skills, and <i>Colloquāmur</i> exercises, designed to facilitate basic oral work in Latin. The goal here and in the Student Activity Manual is to present the instructor with a wide variety of exercise types to alleviate boredom and predictability while appealing to various learning styles.	<i>Exerceāmus</i> p. 40-42, 45, 49
<i>Latīna Hodierna</i>	Demonstrates the linguistics effects of Latin in modern languages.	Discusses etymologies, Latin borrowings, and the effect of Latin on living Romance languages.	<i>Latīna Hodierna</i> p. 48-49 ( <i>The Hills of Rome Today</i> )
<i>Angulus Grammaticus</i>	<i>Angulus Grammaticus</i> provides in depth explanations of points of grammar or usage that will be of interest to many students and instructors.	The information contained in this section is confined to explanations that are not necessary to enable the student to read Latin, but will enhance and deepen the learner's understanding.	<i>Angulus Grammaticus</i> p. 51
<i>Ipsissima Verba</i>	This concluding section of <i>Disce!</i> represents an anthology of	<i>Disce!</i> is unique in that this material has already been seen by the student.	

	<p>authentic Latin readings which can serve as the beginning of the students' reading of unchanged authorial Latin or can be used as a class progresses through the book. These readings are found on <i>MyLatinLab</i>.</p>	<p>Most chapters contain bits of original Latin adapted for the current reading level of the student. Some are in the <i>lectiōnēs</i> while others appear in the <i>Mōrēs Rōmānī</i> section. Selections of such readings reappear online in the section entitled <i>Ipsissima Verba</i> section which contains the unchanged, original text accompanied by full lexical assistance and notes.</p>	
<b>CULTURE</b>			
<i>Mōrēs Rōmānī</i>	<p>This section presents cultural material appropriate to the chapter <i>lectiōnēs</i>. Usually in this section, passages from ancient Roman authors are introduced in abbreviated or simplified form. These readings are always connected to the cultural material presented in the chapter.</p>	<p>An attempt has been made to address all levels of Roman life: privileged to the disenfranchised; male and female; urban and rural; free and enslaved. The goal is to encourage students to see the broad span of Roman culture.</p>	<i>Mōrēs Rōmānī p. 46 (Wine in Ancient Rome)</i>
<i>Orbis Terrārum Rōmānus</i>	<p>This section offers the student a broad introduction to Rome, Italy, and the Roman Empire.</p>	<p>Addressing the fact that the narrative of the readings is largely confined to the Rome of 9 B.C., this section offers a broader introduction to the historical Latin-speaking world. Each of these references is linked to the actual Latin readings for the chapter.</p>	<i>Orbis Terrārum Rōmānus p. 47</i>
<i>Quid Putās?</i>	<p><i>Quid Putās?</i> asks the student to connect Roman culture to today's culture.</p>	<p>Encourages students to actively make connections between the Classical and Modern worlds.</p>	<i>Quid Putās? p. 49</i>
<b>STANDARDS FOR CLASSICAL LANGUAGE LEARNING</b>			
<i>Standards for Classical Languages</i>	<p><i>Disce!</i> has been carefully created according to the <i>Standards for Classical Languages</i> established by the American Classical League and the American Philological Association.</p>	<p>A thoughtful Latin teacher at any level should have the "5Cs" in mind over the course of his or her classes. As the original document states, "Each goal is one strand in a fabric that must be woven into curriculum development."</p>	

<b>Communication</b>	<i>Disce!</i> strives to insure that this communication involves four skills: reading, listening, writing and speaking.	From the earliest chapters students are communicating directly with the ancient Romans and with each other.	
<b>Culture</b>	The culture of the Romans is not relegated to specific little niches, but is woven directly into the text.	Roman culture is integrated into the narratives the students read and is reinforced by written discussions and extensive visual aids (photographs of ancient sites, artifacts, maps, etc.).	<i>Mōrēs Rōmānī p. 46 (Wine in Ancient Rome)</i>
<b>Connections</b>	Links are made between Latin and modern languages & English.	<i>Disce!</i> encourages students at all times to use their knowledge of Latin as an aid to learn other languages.	<i>Latīna Hodierna p. 48-49</i>
<b>Comparisons</b>	<i>Disce!</i> emphasizes the role of Classical culture in the world today and encourages comparisons between Roman practices and modern culture.	<i>Disce!</i> helps students to see the ways in which Classical culture has evolved into significant portions of today's multicultural world.	<i>Quid Putās? p. 49</i>
<b>Communities</b>	<i>Disce!</i> exposes students to a well-rounded Roman community, during 9 BC.	Many texts only expose students to the lives of slaves and rulers of Roman times, and not to how common people live.	
<b>WRITING SKILLS</b>			
<i>Verba Discenda and Scribāmus</i>	<i>Verba Discenda</i> and <i>Scribāmus</i> exercises are designed to facilitate composition	In-class exercises to review grammar and vocabulary review, and practice composition.	<i>Verba Discenda p. 50; Scribāmus p. 49</i>
<b>SPEAKING SKILLS</b>			
<i>Colloquāmur</i>	<i>Colloquāmur</i> exercises designed to facilitate basic oral work in Latin.	Presents a wide variety of types of exercises to alleviate boredom and predictability while appealing to various learning styles.	<i>Colloquāmur p. 50</i>
<b>TESTING PROGRAM</b>			
<b>Flexible Testing Program</b>	Available in electronic format and includes quizzes, chapter tests, and comprehensive examinations that test reading and writing skills as well as cultural knowledge. For	Allows instructors to customize tests by selecting the modules they wish to use or by changing individual items, ensuring that tests are coordinated with the material that they present in	

	all elements in the testing program, detailed grading guidelines are provided.	the classroom.	
<b>INSTRUCTOR'S RESOURCE MANUAL</b>			
<b>Syllabi, Lesson Plans, Cultural Annotations</b>	Available in downloadable format via the Instructor's Resource Center and <i>MyLatinLab</i> . Includes sample syllabi for two- and three-term course sequences, along with numerous sample lesson plans. Extensive cultural annotations provide further information about topics introduced in the textbook.	Helps instructors to create lesson plans and syllabi quickly. Information-gap activities, ready for classroom use, are provided for each chapter.	
<b>STUDENT ACTIVITIES MANUAL</b>			
<b>For Out of Class Practice and Review</b>	Available in two companion volumes and includes written exercises, review of previous material and additional process-oriented activities. Each chapter concludes with a <i>How Closely Did You Read?</i> review section.	Provides meaningful and communicative practice, incorporation of vocabulary and structures, and reviews major themes, terms and concepts covered in the chapter.	
<b>TEXT AUDIO CDS</b>			
<b>For Both Student and Instructor Use</b>	Audio to accompany the two <i>lectiōnēs</i> and the <i>Verba Discenda</i> from each chapter can be found on the Text Audio CDs and in <i>MyLatinLab</i> .	Recorded material is indicated by an icon in the textbook, making it easy to find selections and incorporate them into class activities or assign as homework.	
<b>ONLINE RESOURCES</b>			
<b>Companion Website</b>	The <i>Companion Website</i> (CW) is organized by chapter and offers open-access to the complete audio program. It located at <a href="http://www.pearsonhighered.com/disce">www.pearsonhighered.com/disce</a>	Students can access streaming audio from any computer.	<a href="http://www.pearsonhighered.com/disce">www.pearsonhighered.com/disce</a>
<b>MyLatinLab™</b>	<b>NEW!</b> <i>MyLatinLab</i> ™ is part of the award-winning MyLanguageLabs suite of online	Chapter tests, tutorials, and English grammar readiness checks personalize instruction to meet the	Available for use in Fall 2011 courses. For more information, visit us online at <a href="http://www.mylanguagelabs.com">http://www.mylanguagelabs.com</a>

	learning and assessment systems for basic language courses, <b>MyLatinLab</b> brings together—in one convenient, easily navigable site—a wide array of language-learning tools and resources, including an interactive version of the <i>Disce!</i> student text, an online Student Activities Manual, and all material from the audio program.	unique needs of individual students. Instructors can use the system to make assignments, set grading parameters, listen to student-created audio recordings, and provide feedback on student work. MyLatinLab can be packaged with the text at a substantial savings.	
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### **Learn more!**

View a sample chapter, check out additional resources, read author letters, and more.

<http://www.pearsonhighered.com/showcase/disce/>

Or contact Kris Ellis-Levy, Executive Marketing Manager, Pearson World Languages for additional information and a complete Scope and Sequence.

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