

NEW FIRST STEPS IN LATIN

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A FOCUS TEXT

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Focus Publishing
Newburyport, Massachusetts

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ISBN 1-58510-008-0

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PREFACE

New First Steps in Latin is grounded in pedagogical practice. It is based on an old idea, that learning Latin plays an important role in the cognitive development of all young adolescents. It is based on a new idea, that learning Latin by the grammar-translation method can help students who process language in non-standard ways to become aware of language and their own use of it.

In 1995-96, two members of The Episcopal Academy's Classics Department team-taught an eighth-grade Latin class. Several students in the class were finding it hard to learn Latin, and the two teachers worked with them individually and in small groups, all the time trying to identify the sources of their difficulties. All six members of the department became drawn into this intriguing pedagogical problem.

Working together and with our students, we discovered that many of the students had identifiable learning differences. They experienced great difficulty with the layout and presentation of their textbook, an in-house reprint of Francis Ritchie's *Second Steps in Latin*, which was first published in 1898 and issued in revised editions until 1978. The textbook's age was not the problem. Ritchie's venerable text, along with his *First Steps in Latin*, was still the best textbook that we could find for our middle schoolers. We had tried or evaluated the others, and they did not work in our classrooms.

From this experience, and from dozens of conversations and classroom experiments, has come *New First Steps in Latin*. In the summer of 1998, with the support of Episcopal's Class of 1944 Fund and Parents' Association, we spent six weeks working full-time on Phase I of this project. We prepared a draft of *New First Steps in Latin*, began work on the Internet-based version of this text and its teachers' manual, and began investigations that will ground our pedagogical intuitions in modern work on cognitive processes and learning styles. During the 1998-99 school year a draft was tested with one section of middle-school beginners, and work continued, again with support from Episcopal's Class of 1944, during the summer of 1999. We hope to follow *New First Steps* with *New Second Steps*, a teachers' manual, Internet-based instructional material, and other instructional tools.

It is a pleasure for us to thank here some of those who have made this book possible. Episcopal Academy's Class of 1944, and in particular H. Alan Hume, Bruce Mainwaring, and Newbold Smith, led the way in supporting our work on this book. Jay Crawford, Randy Woods, Jon Kulp, and other members of Episcopal's administration encouraged us to turn our ideas into print and practice and gave us the freedom to do so. Ron Pullins and his staff at Focus Publishing encouraged us along the way and turned our computer files into a book. Finally, through their energy, enthusiasm, and eagerness to learn, our students in Episcopal Academy's Middle and Upper Schools have contributed more to this book than they may know.

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INTRODUCTION

To the Student

Why study Latin? Latin is the language of the ancient Romans, and of the people who have based important parts of their cultures on them. The first reason to study Latin, then, is because knowing it is the best way to know about these important peoples and their histories.

By studying Latin, you will also learn how to think and talk about language in general. You will learn many grammatical terms that apply to other languages as well as to Latin. By analyzing the structure of Latin sentences, you will train your mind to think logically and you will understand your own language better. You will learn to pay attention to detail and to be precise; in Latin every letter can make a difference. These are skills that will serve you well in everything you will do.

You will also train your memory. Nothing you learn in the beginning is unnecessary later. You will build constantly on what you learned earlier, and what you learn this year will be the foundation for next year's work.

Many English words have developed from Latin roots. Very soon you will find that you have become better at deciphering the meaning of unfamiliar English words.

We encourage you to bring energy and enthusiasm to the study of Latin. Be conscientious, organized, and precise. Although we cannot promise you that learning Latin will be easy, we can promise you it will be both constructive and rewarding.

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Lesson I

VERBS

VERBS have person, number, tense, mood, and voice.

The **PERSON** is 1st, 2nd, or 3rd; **NUMBER** is singular or plural :

SINGULAR		PLURAL	
1 st person	<i>I</i>	1 st person	<i>we</i>
2 nd person	<i>you</i>	2 nd person	<i>you</i>
3 rd person	<i>he, she, it</i>	3 rd person	<i>they</i>

There are six **TENSES**: present, imperfect, future, perfect, pluperfect, future perfect.

There are five **MOODS**: indicative, subjunctive, imperative, infinitive, participle.

There are two **VOICES**: active, passive.

FIRST CONJUGATION: Ā-VERBS

Present System Active Voice

There are four categories of verbs in Latin, known as **CONJUGATIONS**.

A verb has four **PRINCIPAL PARTS**.

Example: amō, amāre, amāvī, amātum

Verbs whose second principal part ends in **-āre** belong to the **FIRST CONJUGATION**.

To find the present stem of a First Conjugation verb, remove **-re** from the second principal part.

$$\begin{array}{r} \text{AMĀRE} \\ \underline{\quad - \text{RE}} \\ \text{AMĀ-} \end{array}$$

The **PRESENT** tense is formed by adding the personal endings to the present stem: amā -

PRESENT TENSE

Singular	personal endings		present stem + personal ending			
1 st person	-ō	→	am ō *	<i>I love,</i>	<i>- am loving,</i>	<i>- do love</i>
2 nd person	-s	→	am s	<i>you love,</i>	<i>- are loving,</i>	<i>- do love</i>
3 rd person	-t	→	am t	<i>he/she/it loves,</i>	<i>- is loving,</i>	<i>- does love</i>
Plural						
1 st person	-mus	→	am mus	<i>we love,</i>	<i>- are loving,</i>	<i>- do love</i>
2 nd person	-tis	→	am tis	<i>you love,</i>	<i>- are loving,</i>	<i>- do love</i>
3 rd person	-nt	→	am nt	<i>they love,</i>	<i>- are loving,</i>	<i>- do love</i>

*The stem vowel **-ā-** is dropped in front of the first person singular ending, **-ō**.

- Note that there are three ways to express the present tense in English.

In Latin the personal ending is usually used instead of the personal pronoun to indicate the subject; therefore the word **amat** may be a complete sentence, *He loves*.

Vocabulary I

1 st Conjugation Verbs (like amō)					Adverb	
I	II	III	IV			
amō,	amāre,	amāvī,	amātum	<i>love, like</i>	nōn	<i>not</i>
laudō,	laudāre,	laudāvī,	laudātum	<i>praise</i>		
rogō,	rogāre,	rogāvī,	rogātum	<i>ask</i>		
vocō,	vocāre,	vocāvī,	vocātum	<i>call</i>		
vulnerō,	vulnerāre,	vulnerāvī,	vulnerātum	<i>wound, hurt</i>		

Exercise I

A.

- | | |
|----------------|--------------------|
| 1. Amāmus. | 11. Nōn laudātis. |
| 2. Rogant. | 12. Nōn vulnerant. |
| 3. Vocās. | 13. Amat. |
| 4. Vulnerō. | 14. Rogāmus. |
| 5. Laudat. | 15. Nōn vocō. |
| 6. Vulnerātis. | 16. Amās. |
| 7. Vocant. | 17. Laudant. |
| 8. Nōn laudō. | 18. Vulnerās. |
| 9. Rogat. | 19. Amātis. |
| 10. Amant. | 20. Nōn vocāmus. |

B.

- | | |
|---------------------------|---------------------------|
| 1. I praise. | 11. She is praising. |
| 2. We are calling. | 12. They do wound. |
| 3. You (sg.) love. | 13. I call. |
| 4. He does not ask. | 14. You (pl.) are asking. |
| 5. They wound. | 15. We love. |
| 6. You (pl.) love. | 16. He loves. |
| 7. It is wounding. | 17. You (sg.) ask. |
| 8. I am praising. | 18. They are not calling. |
| 9. You (pl.) do not call. | 19. We are wounding. |
| 10. We praise. | 20. It is not praising. |

Lesson II

FIRST CONJUGATION: Ā-VERBS

Present System Active Voice

The **IMPERFECT** tense expresses continuous or repeated action in past time. The letters **-bā-** appear before the personal endings:

IMPERFECT TENSE

Singular	imperfect endings		present stem + ending			
1 st person	-bam	→	amā bam	<i>I was loving,</i>	<i>- loved,</i>	<i>- used to love</i>
2 nd person	-bās	→	amā bās	<i>you were loving,</i>	<i>- loved,</i>	<i>- used to love</i>
3 rd person	-bat	→	amā bat	<i>he/she/it was loving,</i>	<i>- loved,</i>	<i>- used to love</i>
Plural						
1 st person	-bāmus	→	amā bāmus	<i>we were loving,</i>	<i>- loved,</i>	<i>- used to love</i>
2 nd person	-bātis	→	amā bātis	<i>you were loving,</i>	<i>- loved,</i>	<i>- used to love</i>
3 rd person	-bant	→	amā bant	<i>they were loving,</i>	<i>- loved,</i>	<i>- used to love</i>

- There are various ways to express the imperfect tense in English: I was loving, I loved, I used to love.

The **FUTURE** tense expresses action yet to happen. First Conjugation verbs use the letter **-b-** + variable vowel before adding the personal endings.

FUTURE TENSE

Singular	future endings		present stem + ending			
1 st person	-bō	→	amā bō	<i>I will love,</i>	<i>- am going to love</i>	
2 nd person	-bis	→	amā bis	<i>you will love,</i>	<i>- are going to love</i>	
3 rd person	-bit	→	amā bit	<i>he/she/it will love,</i>	<i>- is going to love</i>	
Plural						
1 st person	-bimus	→	amā bimus	<i>we will love,</i>	<i>- are going to love</i>	
2 nd person	-bitis	→	amā bitis	<i>you will love,</i>	<i>- are going to love</i>	
3 rd person	-bunt	→	amā bunt	<i>they will love,</i>	<i>- are going to love</i>	

Vocabulary II

1 st Conjugation Verbs (like <i>amō</i>)				
cantō,	cantāre,	cantāvī,	cantātum	<i>sing</i>
errō,	errāre,	errāvī,	errātum	<i>wander; be mistaken</i>
portō,	portāre,	portāvī,	portātum	<i>carry</i>
pugnō,	pugnāre,	pugnāvī,	pugnātum	<i>fight</i>

Exercise II

A.

1. Laudāmus.
2. Vocābit.
3. Pugnābant.
4. Vulnerābitis.
5. Cantās.
6. Rogō.
7. Amābam.
8. Errat.
9. Nōn vocant.
10. Nōn portābās.
11. Cantābō.
12. Nōn rogābat.
13. Nōn portābimus.
14. Amābunt.
15. Errābātis.
16. Nōn errābit.
17. Laudant.
18. Vocābam.
19. Nōn vulnerābant.
20. Pugnābimus.

B.

1. He used to wound.
2. They were fighting.
3. You (sg.) will love.
4. I will sing.
5. You (pl.) were praising.
6. It will carry.
7. I was not asking.
8. She is going to like.
9. You (pl.) are mistaken.
10. They do not sing.
11. They will ask.
12. I am going to wander.
13. She is fighting.
14. You (pl.) were calling.
15. You (sg.) were wounding.
16. We will not be mistaken.
17. He used to wander.
18. I am going to praise.
19. We used to love.
20. We will not carry.

New First Steps, New Second Steps and New Third Steps comprise a series of textbooks for use in beginning Latin courses. *New Steps* is designed especially for middle-school students (6th - 8th grade) but can be used by older students as a reference and review workbook or as a stand-alone text. The series introduces Latin through the grammar-translation method, and emphasizes an uncluttered presentation of material, with grammar and sentences for translation on facing pages. This layout provides a clear sense to the student of what he or she must learn in the context of a uniform—predictable and comfortable—presentation of the Latin. *First Steps* presumes no Latin and the series proceeds through the beginning of reading Latin prose. A teacher's manual and answer key are available.



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R. Pullins Company
PO Box 369
Newburyport MA 01950

ISBN 1-58510-008-0

