

NEW SECOND STEPS IN LATIN

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A FOCUS TEXT

NEW SECOND STEPS IN LATIN

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PREFACE

New Second Steps in Latin continues the sequence begun by *New First Steps* (Focus Publishing, 2000). It is a text for young adolescents who are learning Latin by the grammar-translation method. As we wrote in the *Teacher's Manual* for *New First Steps*, "We have chosen the grammar/translation method to teach Latin because it exercises uniquely the linguistic skills involved in building categories and forming expectations about individual words, phrases, whole sentences, and texts."

In *New Second Steps*, the student's syntactical horizon expands. The various pronouns, complementary infinitives, and indirect statement make longer, more complex, and more idiomatic sentences possible. Additional genitive, dative, and ablative constructions and subordinating conjunctions also allow the student to experience the expression of complex relationships between elements of a sentence and between ideas.

With this advanced syntax available to us, we were able to base many of our sentences on ancient authors. In some cases, we have been able to quote an author's words with no or minimal change; when we have done so, we indicate the source.

Vocabulary in *New Second Steps* is based on Cicero, Vergil, Ovid, and Pliny. *New Second Steps* adds about 230 words to the 150 in *New First Steps*.

New Second Steps includes an important feature, chapters devoted to reading connected prose (Chapters VII, XII, XVII, XXII, XXVII, and XXX). We believe that reading narrative in Latin requires skills in addition to those necessary for reading sentences, and that these skills can be systematically taught. In the reading chapters we have used the well-known story of Perseus adapted from *Fabulae Faciles* to develop these skills.

Together, *New First Steps* and *New Second Steps* make up a two-year sequence for middle school students or perhaps a one-year sequence for high school classes. We intend to follow *New Second Steps* with *New Third Steps*, which will complete the basic morphology and syntax of Latin and prepare students to read Cicero, Ovid, Pliny, Vergil, and other ancient authors.

It is a pleasure here to renew our thanks to those who have made *New Second Steps* possible. The Episcopal Academy's Class of 1944 continued its generous support of the *New Steps in Latin* project. Jay Crawford, Jon Kulp, and other members of Episcopal's administration allowed us to devote time and energy to this project and energized us by their belief in it. Martha Gimbel read and evaluated many of the sentences in *New Second Steps*. Ron Pullins and his staff at Focus Publishing have followed the outstanding job that they did with *New First Steps* with the elegantly produced volume in your hands. Finally, we are grateful to our students in Episcopal's Middle and Upper Schools, whose enthusiasm for Latin and efforts to learn it have made the *New Steps* project both exciting and necessary.

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It is assumed that students have a thorough knowledge of the contents of New First Steps as follows:

I. Vocabulary: All Words Listed in New First Steps

II. Forms:

- a) All Regular Declensions of Nouns
- b) All Regular Declensions of Adjectives
- c) All Regular Conjugations of Verbs in the Indicative, Active and Passive
- d) the Irregular Verb sum

III. Syntax:

a) Agreement

1. First Rule of Concord: Agreement of Subject and Verb
2. Second Rule of Concord: Agreement of Adjective and Noun
3. Agreement of Appositives
4. Agreement of Predicate Noun, Predicate Adjective and Subject

b) Uses of Cases

1. Nominative:

- a) Subject
- b) Predicate Noun
- c) Predicate Adjective

2. Genitive:

- a) Possession
- b) often translated by “of”

3. Dative:

- a) Indirect Object
- b) with Certain Adjectives
- c) often translated by “to” or “for”

4. Accusative:

- a) Direct Object
- b) Motion Towards or Place To Which (ad, in)
- c) Duration of Time or Time How Long
- d) with Certain Prepositions (ad, in)

5. Ablative:

- a) Means or Instrument
- b) Personal Agent (with ā, ab)
- c) Accompaniment (with cum)
- d) Place Where or In Which (in, prō, sub)
- e) Motion Away From or Place From Which (ā, ab, dē, ē, ex)
- f) Time When
- g) with Certain Prepositions (ā, ab, cum, dē, ē, ex, in, prō, sine, sub)

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Lesson I

DEMONSTRATIVES

IS, EA, ID and īdem, eadem, idem

A **DEMONSTRATIVE** is used to point out a person or thing for special attention.

is, ea, id *that, those; this, these; or he, she, it, they*

	SINGULAR			PLURAL		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	is	ea	id	eī	eae	ea
Genitive	eius	eius	eius	eōrum	eārum	eōrum
Dative	eī	eī	eī	eīs	eīs	eīs
Accusative	eum	eam	id	eōs	eās	ea
Ablative	eō	eā	eō	eīs	eīs	eīs

Demonstratives may be used as adjectives or as pronouns.

As an adjective, **is, ea, id** agrees with the noun it modifies in case, number, and gender:

is puer *that boy; eius mātris* *of that mother; ea verba* *those words*

As a pronoun, **is, ea, id** takes the number and gender of the noun it replaces:

Eum puerum **amō.** *I love that boy.* → **Eum** **amō.** *I love him.*

Eās matrēs **vocat.** *He calls those mothers.* → **Eās** **vocat.** *He calls them.*

Ea verba **audīvimus.** *We heard those words.* → **Ea** **audīvimus.** *We heard them.*

The pronoun **is, ea, id** in the nominative case is used to emphasize the subject or to indicate a change of subject.

ĪDEM, EADEM, IDEM *the same*

	SINGULAR			PLURAL		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	īdem	eadem	idem	eīdem	eaedem	eadem
Genitive	eiusdem	eiusdem	eiusdem	eōrumdem	eārumdem	eōrumdem
Dative	eīdem	eīdem	eīdem	eīsdem	eīsdem	eīsdem
Accusative	eundem	eandem	idem	eōsdem	eāsdem	eadem
Ablative	eōdem	eādem	eōdem	eīsdem	eīsdem	eīsdem

Īdem, eadem, idem is the demonstrative **is, ea, id** with the suffix **-dem**. Note, however, the following changes:

Change a final **-m** in the forms of **is, ea, id** to **-n-** before adding the suffix.

The masculine singular nominative drops the final **-s** of **is** and lengthens the vowel.

The neuter singular nominative and accusative drop the final **-d** of **id** before the suffix **-dem**.

Eōdem diē idem **vidimus.** *We saw the same (thing) on the same day.*

Vocabulary I

Demonstratives		Conjunctions	
īdem, eadem, idem	<i>the same</i>	autem	<i>however, but; moreover</i>
is, ea, id	<i>that, those; this, these; he, she, it, they</i>	enim	<i>for (postpositive)*</i>
		etiam	<i>even, also</i>
		nam	<i>for</i>
2nd Conjugation Verbs		2nd Declension Nouns	
ardeō, ardēre, arsi, arsūrus	<i>wound, hurt</i>	equus, -ī, m.	<i>horse</i>
habeō, habēre, habuī, habitum	<i>have, hold; consider</i>	socius, -ī, m.	<i>ally</i>

Exercise I

A.

1. Is rēx erat amīcus et socius Rōmānōrum.
2. Eius etiam domus prīmā lūce ardēbit.
3. Eī equī habentur bonī.
4. Is irātus equus onera multa portābat.
5. Id onus est magnum; servī autem id portābunt.
6. Īdem equus ā duce nostrō captus est.
7. Eum nōn habēbimus ducem, nam est amīcus malōrum.
8. Mare arsit eō annō. (Livy 23.31.15)
9. Eōdem tempore etiam socius eōrum erat.
10. Mīsimum militēs, nam eadem gentēs in bella surgēbant.
11. Multōs annōs rēgēs urbem Rōmam habuērunt.
12. Rēx et rēgīna multās nāvis in marī habuērunt, civēs enim eius rēgnī erant nautae bonī.

B.

1. That king held Rome for many years.
2. The books of these girls are burning.
3. We gave many horses to his allies.
4. At the same time many houses were burning in that city.
5. The soldiers were placing all (their) hope in the horses, for they were swift.
6. We consider the same things good.
7. The same burdens used to make the slaves tired.
8. At that time the name of the Romans was great; now, however, the same lands have new kings.
9. His horse has fled, for the slaves punished it because it had destroyed a field.
10. My brother, however, will give him a good horse, for he has many.
11. The allies of the Romans have good horses, but they will not give them to the Romans.

Lesson II

PERSONAL PRONOUNS

The first and second person pronouns occur in all five cases, and are used like nouns.

FIRST PERSON

	Singular		Plural	
Nominative	ego	<i>I</i>	nōs	<i>we</i>
Genitive	meī	<i>of me</i>	nostrī, nostrum	<i>of us</i>
Dative	mihi	<i>to / for me</i>	nōbīs	<i>to / for us</i>
Accustive	mē	<i>me</i>	nōs	<i>us</i>
Ablative	mē	<i>(from) me</i>	nōbīs	<i>(from) us</i>

SECOND PERSON

	Singular		Plural	
Nominative	tū	<i>you</i>	vōs	<i>you</i>
Genitive	tuī	<i>of you</i>	vestrī, vestrum	<i>of you</i>
Dative	tibi	<i>to / for you</i>	vōbīs	<i>to / for you</i>
Accustive	tē	<i>you</i>	vōs	<i>you</i>
Ablative	tē	<i>(from) you</i>	vōbīs	<i>(from) you</i>

Is, ea, id can be used as the third person pronoun.

Personal Pronouns in the Nominative

Personal pronouns in the nominative are used to emphasize the subject of the sentence.

Ego rēgem vīdī. *I saw the king.* **Nōs rēgem vīdimus.** *We saw the king.*
Tū rēgem vīdistī. *You saw the king.* **Vōs rēgem vīdistis.** *You saw the king.*

Personal pronouns are used in compound subjects as follows. Note the person and the number of the verb.

Ego et tū sumus amīcī. *You and I (=we) are friends.* 1st + 2nd person subjects → 1st pl. verb
Ego et puer sumus amīcī. *The boy and I (=we) are friends.* 1st + 3rd person subjects → 1st pl. verb
Tū et Caesar estis amīcī. *You and Caesar (=you) are friends.* 2nd + 3rd person subjects → 2nd pl. verb

In English compound subjects, the first person comes last: “you and I” or “my father and I.”

In Latin compound subjects, the first person comes first: “**ego et tū**” or “**ego et pater.**”

Cum with the First and Second Person Pronouns

The preposition **cum**, when used with a personal pronoun, becomes enclitic: it is attached to the end of the personal pronoun to form one word.

mēcum *with me* **nōbīscum** *with us*
tēcum *with you* **vōbīscum** *with you*

Vocabulary II

3rd Declension Nouns		Pronouns	
mēns, mentis (-ium), <i>f.</i>	<i>mind; intention</i>	ego, meī	<i>I, me</i>
ignis, ignis, (-ium), <i>m.</i>	<i>fire</i>	nōs, nostrī / nostrum	<i>we, us</i>
hostis, hostis, (-ium), <i>m.</i>	<i>enemy</i>	tū, tuī	<i>you (sg.)</i>
finis, finis, (-ium), <i>m.</i>	<i>end; in plural, territory</i>	vōs, vestrī / vestrum	<i>you (pl.)</i>
Adverb		Conjunctions	
modo	<i>only, just</i>	aut	<i>or</i>
nōn modo...sed etiam	<i>not only...but also</i>	aut...aut	<i>either...or</i>
		dum (+ present indicative)	<i>while</i>

Exercise II

A.

1. Ā nōbīs urbs dēlēta erat.
2. Nostrī finēs ad vestra flūmina tendunt.
3. Ego tibi multa dōna dedī, nam tū mē amābās.
4. Tū mihi verba sapientia poētae dīxistī.
5. Tua īra in mē fuerat magna.
6. Eius mēns est amīcus mihi, sed nōn tibi.
7. Dum nōs in urbe sacrum ignem servāmus, vōs in marī cum nāvibus hostium pugnātis.
8. Omnia mala ā tē mente tuā sapientī cernentur.
9. Vōs aut in Ītaliā tenditis aut bellum eīs gentibus parātis.
10. Quod iter longum est, nōs in campō manēbimus.
11. Vōs cum eīs ex ingentī campō in altōs montēs exercitum ducēminī.
12. Ego eum audīvī, surrēxī, sed verbum dē rē nōn fēcī.

B.

1. He warned us about the intentions of the enemy.
2. Your letters to them were seized by us at night.
3. You concealed your evil intentions with friendly words.
4. The enemy will be captured with us by them.
5. While it is night the enemy will carry the bodies away from our walls.
6. While the fire burns, we will remain in the mountains.
7. In that year you, our enemy, wrote letters to the tribes.
8. You, not they, sent the letters out of the city with your men.
9. (Our) slaves were carrying the fires for us, because the horses were terrified by it.
10. Not only do we love you, but we also praise your rivers and mountains.
11. I will either come with you, or I will send a messenger to you.
12. They used to flee from us by day, but they were seized by us at night.

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 prior knowledge of Latin. By the completion of *Third Steps* students will have read Latin prose.

A teacher's manual and answer key are available.



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