LESSON XIII

SERVĪ

A **Vocabulary** The three prepositions of place introduced in Lesson XIII are commonly used as prefixes in English. Consider, for example, the following verbs.

*ab*stract   *de*tract   *ex*tract

In a later lesson, you will learn the verb **trahō** *(draw, drag),* the source of the root that you see here. Although the meanings of these prefixes are similar, try to define each derivative as distinctly as possible.

1. abstract _____

2. detract _____

3. extract _____

You can further practice distinguishing among **ab, dē,** and **ex** with the following set of adjectives.

*ab*ject   *de*jected   *ej*ected

(The root **iect-** means *cast.*)

Match each definition with one of the preceding examples.

4. cast out   _____

5. cast away   _____

6. cast down   _____

B **Case usage** Translate the italicized word in each sentence. Refer to the second declension case endings. Be sure to examine the context carefully before selecting a case form.

1. A Roman *slave* was often a prisoner of war taken captive in the course of foreign conquests. _____

2. Because of their backgrounds, many *slaves* from civilized lands were better educated than their Roman masters. _____

3. The life of a Roman *slave* was not always unpleasant. _____

4. The tasks of some household *slaves,* for instance, were very simple and easy to perform. _____

5. Sometimes a master would assign great responsibilities to a *slave.* _____

6. The Romans even gave their *slaves* allowances to show that they appreciated faithful service. _____

7. They often honored a loyal *slave* after years of service by setting him free or permitting him to purchase his freedom. _____

8. They admitted former *slaves* into society without prejudice. _____

9. A kind master could expect to receive continued allegiance from a freed *slave.*

_____

10. You will learn more about slaves in this book. _____

Case identifications Tell whether each of the following nouns is nominative, vocative, or can be both.

1. Clāra _____

2. agricolae _____

3. Brūtus _____

4. serve _____

5. servī _____

6. Iūlius _____

7. Horātī* _____

8. patria _____

9. amīce _____

10. Aemilī** _____

   * Horātius, Horātī, *m.*
   ** Aemilius. Aemilī, *m.*

The vocative case identifies nouns of address in two contexts.
- With regular verbs (indicative mood)
  Amīce, spectō.
  Labōrātisne, amīci?

- With commands (imperative mood)
  Manē, socī.
  Sociī, pugnāte!

Translate the preceding Latin phrases.

1. _____

2. _____

3. _____

4. _____

E **Perfect tense** By now, you realize the importance of memorizing all the principal parts of every new verb. Here are some second conjugation verbs that you have learned so far. List the third principal part of each one, translate it, and obtain its perfect stem.

	THIRD PART	TRANSLATION	PERFECT STEM
1. augeō	_____	_____	_____
2. doceō	_____	_____	_____
3. habeō	_____	_____	_____
4. maneō	_____	_____	_____
5. mereō	_____	_____	_____
6. moveō	_____	_____	_____
7. teneō	_____	_____	_____
8. terreō	_____	_____	_____
9. videō	_____	_____	_____

For further practice, here are the principal parts of iubeō (order, bid), another verb of the second conjugation that you will use later in this book.

iubeō **iubēre** **iussī** **iussus**

Although a verb is new to you, you now know how to find its perfect stem and form its perfect tense. Add **iubeō** to the preceding list by copying its third principal part, translating it, and giving its perfect stem.

	THIRD PART	TRANSLATION	PERFECT STEM
10. iubeō	_____	_____	_____

11. How many of the stems above are like the perfect stem of **doceō?** _____

12. List the verbs that, by contrast, have perfect stems ending in a consonant.

_____

Notice that there is variation in the spelling of the perfect stems of second conjugation verbs. List the third principal part of each first conjugation verb, translate it, and give its perfect stem.

	THIRD PART	TRANSLATION	PERFECT STEM
13. dōnō			
14. labōrō			
15. laudō			
16. mōnstrō			
17. parō			
18. portō			
19. pugnō			
20. servō			
21. spectō			
22. vocō			

Notice that these stems do not display the same kind of variations that you saw among second conjugation verbs.

23. What is the common ending of these stems (13–22)? _____

24. What capital letter did the Romans use for both the *u* and the *v* sounds? _____

25. Use this information to make a generalization about the perfect stems of all first and most second conjugation verbs.

_____