Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

Languages Other Than English (LOTE) Latin (612)

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About The Test

Test Name	Languages Other Than English (LOTE) Latin
Test Code	612
Time	5 hours
Number of Questions	101 selected-response questions 15 pronunciation tasks
Format	Computer-administered test (CAT)

The TExES Languages Other Than English (LOTE) Latin (612) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 101 selected-response questions and 15 pronunciation tasks are based on the LOTE Latin test framework and cover grades EC–12.

The test may contain questions that do not count toward your score. The number of scored questions will not vary. Your final scaled score will be based only on scored questions.

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Section	Competency	Domain	Number of Questions	Timing	Weight
I Pronunciation	Speaking Proficiency	IV	Total Pronunciation Tasks: 15 (12 scored plus 3 not scored) • 5 Words (4 scored plus 1 not scored) • 5 Phrases (4 scored plus 1 not scored) • 5 Sentences (4 scored plus 1 not scored)	20 minutes	10%
II Selected Response			Total Selected-Response Questions: 101 (81 scored plus 20 not scored)	4 hours 15 minutes	90%
	Language Structures	II	20 Questions (17 scored plus 3 not scored)		
	Intercultural and Cross-cultural Connections	III	23 Questions (18 scored plus 5 not scored)		
	Literal Comprehension of Written Communication Inferential and Interpretive Analysis of Written Communication	I	58 Questions (46 scored plus 12 not scored)		

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Reading Comprehension	50%	VI
II.	Writing	20%	VIII
III.	Cultural Understanding	20%	IV
IV.	Pronunciation Skills	10%	VII

The Standards

Standard IV
The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products, and perspectives of the culture(s) in which the target language is used.

Standard VI
As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

Standard VII
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

Standard VIII
As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.

- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I — Reading Comprehension

Competency 001 (Literal Comprehension of Written Communication): *The beginning teacher of Latin demonstrates the ability to understand the literal content of authentic materials written in the target language*.

The beginning teacher:

A. Understands the literal content of a variety of authentic materials in Latin (e.g., can determine the main idea of a passage, summarize a passage accurately, identify the sequence of events in a passage and discern details regarding character, setting or events described in a passage).

B. Understands various types of authentic Latin texts in prose and verse.

C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

D. Understands Latin morphology and syntax, identifying standard word forms and constructions and recognizing standard Latin grammatical terminology in a variety of authentic texts.

Competency 002 (Inferential and Interpretive Analysis of Written Communication): *The beginning teacher of Latin demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language*.

The beginning teacher:

A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials in Latin.

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Domain II — Writing

Competency 003 (Language Structures): *The beginning teacher of Latin demonstrates the ability to use a broad range of simple and complex language structures in the target language*.

The beginning teacher:

A. Demonstrates the ability to use simple and complex language structures and conventions in the writing of Latin texts appropriate for the conduct of instruction in Latin.

B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in the writing of Latin texts appropriate for the conduct of instruction in Latin.

Domain III — Cultural Understanding

Competency 004 (Intercultural and Cross-cultural Connections): *The beginning teacher of Latin understands the connections between the Latin language and Roman culture and history, including the interactions among cultural products, practices and perspectives within Roman culture and history*.

The beginning teacher:

A. Understands and analyzes connections among cultural products, practices and perspectives in Roman culture.

B. Understands and analyzes important historical developments within Roman culture.

C. Understands and analyzes connections among Roman cultural practices, products and perspectives in areas such as social institutions (e.g., education, family, law, government), patterns of social interaction, products used in daily life (e.g., clothing), works of art and daily activities (e.g., transportation, technology, leisure activities).

D. Understands and analyzes the factors within Roman culture that influence the development and use of the Latin language.

E. Compares and contrasts cultural practices, products and perspectives of Roman culture with those of other cultures contemporary with Rome (e.g., Greece, Egypt and other ancient cultures), and of later cultures, including contemporary U.S. culture.

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Domain IV — Pronunciation Skills

Competency 005 (Speaking Proficiency): *The beginning teacher of Latin demonstrates the ability to produce accurate pronunciation consistently in the target language*.

The beginning teacher:

A. Is able to read aloud words, phrases and short sentences of Latin with a level of accuracy and consistency appropriate for the conduct of instruction in Latin.

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Approaches to Answering Selected-Response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the LOTE Latin test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in ensuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a LOTE Latin teacher.

The selected-response questions on this test are designed to assess your knowledge of the content described in the test framework. They assess your knowledge of language structures in Latin and your ability to understand written materials in Latin, to identify details and make inferences. These questions also test your knowledge of various aspects of Roman culture and history.

The LOTE Latin test is designed to include a total of 101 selected-response questions, out of which 81 are scored. The number of scored questions will not vary. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

NOTE: In the Reading Comprehension and Writing sections of the selected-response part of the test, macrons will appear over all vowels that are long (e.g., *frātre meō*). Macrons do not appear on Latin words used in the Intercultural and Cross-cultural Connections questions.

How to Approach Unfamiliar Question Formats

Some questions include introductory information, such as a table, graph or reading passage (often called a stimulus), that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials, such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

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Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting <u>all</u> that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer choices into "targets" on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of selected-response questions on the test:

— Single Questions
— Questions with Stimulus Materials

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

Many questions on this test are single, discrete questions that do not involve referencing any material other than that presented as part of the question itself.

Within Section II of the test, you will see some single questions. Be sure to consider each question in terms of only the information provided in the question.

Questions on Latin Language

The first 28 questions in Section II of the test are based on various grammatical structures in Latin and also include questions about translating parts of Latin texts. These questions are divided into four parts. Each part presents a distinct type of question, each of which is illustrated below. Before each question, the directions for that type of question are included as they will appear in the test.

Example 1 — Part A: Grammar

For each question in this group, choose the one most appropriate response.

1. Keeping the same gender, the genitive plural of <u>minimae</u> is

   A. <u>minimārum</u>
   B. <u>minimīs</u>
   C. <u>minimae</u>
   D. <u>minimās</u>

Suggested Approach

Example 1 measures knowledge of the grammatical forms of a particular Latin word, in this case the adjective *minimus*. You are asked to select the genitive plural of this adjective in the same gender as the form given in the question: *minimae*. Because *minimae* is feminine, **the correct answer is A**. Option B is the dative/ablative plural of all genders of the adjective, option C is the nominative plural or genitive singular and option D is the accusative plural feminine.

Example 2 — Part B: Completions

For each question in this group, choose the Latin word that best completes the sentence.

2. Agricola puerō per agrum _____ dīxit patrem advēnisse.

    A. currentēs
    B. currentibus
    C. currentī
    D. currente

Suggested Approach

Example 2 requires, first of all, an understanding of the gist of the sentence in order to see that *puerō* is the indirect object of *dīxit* and is dative singular, rather than nominative plural. Once this is understood, option A can be eliminated, since it is a plural form, either nominative or accusative plural. Option B is also incorrect because it is a plural form. Option D is singular, but it is in the ablative case. **The correct answer is option C**, the dative singular form of the present participle, modifying the dative singular word *puerō*.

Example 3 — Part C: Substitutions

For each Latin sentence in this group, choose the one word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence.

3. Currere possum celerius <u>frātre meō</u>.

    A. <u>ad frātrem meum</u>
    B. <u>frātrī meō</u>
    C. <u>quam frāter meus</u>
    D. <u>sīcut frāter meus</u>

Suggested Approach

Example 3 measures knowledge of the syntax of comparative adjectives and adverbs (in this case the adverb *celerius*) by asking you to select the option that represents the alternate wording that comes closest to expressing the same meaning as the underlined portion of the sentence. Comparison may be expressed in Latin either by using the ablative case of the second noun in the comparison (in this case *frātre meō*) or by using *quam* and having both parts of the comparison in the same case. Here, the first part of the comparison is the understood subject of *possum*; if the subject were expressed it would be *ego*, and therefore in the nominative case, so *frāter meus* must also be in the nominative. **Option C is therefore the correct answer.** Option B, the dative case, would not create a well-

formed Latin sentence if used with the rest of this sentence. Either option A or option D might result in a well-formed Latin sentence, but the meaning in either case would be very different from the meaning of the underlined words.

Example 4 — Part D: Translations

Choose the best translation for the underlined Latin or English text.

4. Sī magister puerōs vīdisset, <u>domum eōs mīsisset</u>.

    A. he would have sent them home
    B. they would have been sent home
    C. he would have sent home for them
    D. they would have sent him home

Suggested Approach

Example 4 measures your ability to translate Latin sentences by asking you to select the option that represents the best translation of the underlined portion of the sentence. Options B and D are incorrect because they interpret the third person singular verb *mīsisset* as having a plural subject. Option C misinterprets the use of *domum* and treats the accusative plural *eōs* as if it were an indirect object. **The correct answer is option A.** It correctly translates the subject of *mīsisset* as singular, *eōs* as the direct object of *mīsisset* and *domum* as the place to which the teacher is sending the boys. Notice that although the sentence is a contrary to fact condition, the question does not actually test knowledge of the translation of conditionals, since all four options handle the contrary-to-fact nature of the sentence, and its time reference, correctly. Instead, the focus of the question is on number agreement between subjects and verbs and the translation of the accusative of direction.

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Questions on Roman Culture

The 23 questions in Section II that follow the questions on Latin language test your knowledge of various aspects of Roman history and culture, including both Roman ideas and beliefs and the physical context of Roman life, the history of the Latin language and Roman writing and Roman mythology together with the corresponding Greek myths.

Example 1 — Mythology

For each question in this group, choose the one most appropriate response.

1. Which of the following is the Roman deity corresponding to the Greek god Poseidon?

   A. Neptune
   B. Jupiter
   C. Mars
   D. Vulcan

Suggested Approach

For the questions about Roman culture there is typically no indirect path to the correct answer and no reasoning from rules as in the previous examples. The questions require knowledge about the various broad topics included in Domain III. In this question, the subject area is Greek and Roman mythology and religion. Most Greek gods and goddesses had counterparts with different names among the Romans. This question is about the god of the sea, Poseidon to the Greeks and Neptune to the Romans, **so the correct answer is A**.

Questions with Stimulus Material

The final 50 questions in the selected-response section are based on ten Latin passages. The questions on 8 of the 10 passages are scored, while the questions on the 2 remaining passages are questions that are being pilot tested and are not scored. Each passage is an authentic selection from either an author of the period of the Republic or the Empire, or in some cases an author who wrote later, in either the late Roman or the medieval period. Five of the passages in each test will be prose, and five will be poetry.

You will be asked to respond to five selected-response questions based on each passage presented to you in the test. You will be able to refer to the passage as you answer the questions.

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You can use several different approaches to respond to these types of questions. Some commonly used approaches for reading and listening comprehension are listed below.

Strategy 1   For reading comprehension, skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the question and refer again to the stimulus material to verify the correct answer.

Strategy 2   For reading comprehension, skim the question *before* considering the stimulus material. The content of the question will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.

Strategy 3   For reading comprehension, use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "skim the question first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

For reading comprehension, whether you read the stimulus before or after you read the question, you should read it carefully and critically.

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Example — Latin Passage with Questions

Phaedrus Presents a Fable from Aesop about a Crow among Peacocks

> Tumēns[1] inānī grāculus[2] superbiā
> pinnās, pāvōnī[3] quae dēciderant, sustulit,
> sēque exornāvit. Deinde, contemnēns suōs
> immiscet sē ut pāvōnum formōsō gregī.
> 5 Illī impudentī pinnās ēripiunt avī,
> fugantque[4] rostrīs.[5] Male mulcātus[6] grāculus
> redīre maerēns[7] coepit ad proprium genus,
> ā quō repulsus tristem sustinuit nōtam.
> Tum quīdam ex illīs quōs prius dēspexerat
> 10 "Contentus nostrīs sī fuissēs sēdibus
> et quod Nātūra dederat voluissēs patī,
> nec illam expertus essēs contumēliam[8]
> nec hanc repulsam tua sentīret calamitās."

[1]tumeō, -ēre, -uī: swell, puff up
[2]grāculus, -ī, m.: jackdaw, crow
[3]pāvō, -ōnis, m.: peacock
[4]fugō, -āre, -āvī, -ātum: chase, pursue
[5]rostrum, -ī, n.: beak, bill
[6]mulcō, -āre, -āvī, -ātum: beat up, beat
[7]maereō, -ēre: be sad, grieve
[8]contumēlia, -ae, f.: rough treatment

1. In line 2, quae refers to which of the following?

   A. grāculus (line 1)
   B. superbiā (line 1)
   C. pinnās (line 2)
   D. pāvōnī (line 2)

2. The form of redīre (line 7) depends on which of the following?

   A. mulcātus (line 6)
   B. maerēns (line 7)
   C. coepit (line 7)
   D. repulsus (line 8)

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

3. What do we learn from the words <u>Tum quīdam … calamitās</u> (lines 9–13)?

    A. The crow is told that he would have avoided suffering if he had been content with his natural lot in life.

    B. The crow is told that he has unnecessarily brought pain and suffering on his fellow crows.

    C. The crow complains to his fellow crows about the pain and suffering he has experienced.

    D. The crow admits to his fellow crows that he would have avoided causing them suffering if he had been content with his natural lot in life.

Suggested Approach — Questions Based on Passages

First, notice that each passage will have a "lead line" included above the passage. These lead lines are provided to help you "get started" with each passage. They are not intended to identify the correct answer to any of the questions. You are not expected to be familiar with any of the passages, although you may have seen some of them before. Notice also that certain words in the passage are footnoted, and the footnotes below the passage give information about the form of the words and their meanings. The words whose meanings are provided are ones that the committee choosing these passages felt candidates taking this test should be informed about in this way. In the actual test, the footnoted words will be highlighted in color on the screen. When you click on the highlighted word, a window will open that will give you the information that is shown here in the footnotes. See the *Supplemental Guide* for the LOTE Latin test for a preview of how this will look on the screen. The *Supplement* is available on the ETS TExES website at **www.texes.ets.org**.

Notice as well that each question contains line references to help you locate the words in the passage that are relevant to the question. For example, Question 1 is about the word <u>quae</u> which appears in line 2, and the answer choices for this question all are marked as appearing in either line 1 or line 2 of the passage. Question 3 asks about the text of the final five lines of the passage (lines 9–13). The answer choices for this question are all English statements about information contained in these lines and therefore do not have any line references.

Question 1 asks which word in the passage *quae* refers to. Questions that use the phrase "refers to" are typically asking about pronouns: personal, demonstrative, relative or interrogative. Although "refers to" is the standard phrasing used in questions of this type in this test, you may also understand that such a question is asking about the "antecedent" of the pronoun. You should be able to rule out the possibility that *quae* is an interrogative pronoun here, because there is no question involved in the text at this point. This means it must be a relative pronoun. Next, you should consider what possible case, number and gender *quae* could be. As a relative pronoun, it could be nominative feminine singular, nominative feminine plural, nominative neuter plural or accusative neuter plural. The noun referred to by *quae* must therefore be either feminine or neuter. You can rule out options A and D at this point because both of those nouns are masculine. Both options B (*superbiā*) and C (*pinnās*) are feminine, so you can conclude that *quae* is feminine. This means it must be nominative and could be either singular or plural. As a nominative, it has to be the subject of either *dēciderant* or *sustulit*. However, there is already a nominative singular noun present (*grāculus*) that is most likely the subject of *sustulit*. The word order also suggests that *quae* is part of the clause containing *dēciderant*, so you can conclude that it is the subject of this verb. As a feminine plural, it must refer to a feminine plural word (though it does not have to agree in case.) The only feminine plural word in the sentence is *pinnās*. The meaning of this short stretch of text is thus ". . . feathers which had fallen from a peacock . . ." and **the correct answer is C**.

Question 2 asks which word in the passage *redīre* "depends on." This phrase "depends on" is also a very commonly used phrasing in questions in this test. It is used when the question is about the grammatical reason for choosing either a particular case of a noun or a particular form of a verb, as here. Here, neither *mulcātus* nor *repulsus* is a form of a verb that typically "takes" an indirect statement or a complementary infinitive, so these two options can be ruled out relatively quickly. While it is possible for *maerēns* to occur with an indirect statement ("sad that someone did something"), this would require an accusative noun or pronoun for the subject, and there is no suitable candidate in this sentence. **The correct answer is option C,** *coepit*, which you might well see from the outset as a very likely candidate because it means "begin" and normally occurs with a complementary infinitive.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The correct answer for question 3 is A. Notice that the answer choices in this question are not translations of the entire text of the 5 lines mentioned in the questions, nor are they even paraphrases of the lines. They contain selected elements of information that either are, or might plausibly be, in those lines. There are two answer choices in which the crow is the recipient of information and two in which the crow is the speaker ("complains" or "admits"). Here you need to understand the passage well enough to know that the crow tried to turn himself into a fancier bird (a peacock) and got trounced and chased away by the peacocks for his troubles. Now he attempts to return to "his own kind." Line 9 identifies the speaker of the long quotation in lines 10–13 as "one of those whom he had scorned." So it is the crow who is the addressee of the quote. This eliminates options C and D. The whole quote is a contrary-to-fact conditional, something that you can recognize by the presence of the pluperfect and imperfect subjunctives in the two parts of the sentence. The implied subject of all the verbs is *grāculus*, referring to the crow, whose unwillingness to accept his natural lot is described in the *sī* clause ("if you had been content . . ."), with the sufferings he would not have experienced ("you wouldn't have experienced, etc. . . . ") in the conclusion. Both the conditional structure of A and the actual sense of the words make it the correct choice.

As you consider these explanations, be aware that if you start by reading through the passage, you may find that by using your knowledge of Latin along with the assistance of the lead line and the highlighted words, you do not need to go through such a process of conscious reasoning to decide on the correct answers. A conscious reasoning process is not required, but it will often be helpful if you do not quickly understand the Latin.

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Selected-Response Practice Questions

This section presents 40 sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by a numeric code indicating the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test and that the sample questions are not necessarily presented in competency order.

The set of 40 sample test questions is followed by a table that identifies the correct response to each question and explains why each optional response is either correct or incorrect.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

COMPETENCY 003

1. The ablative plural of prōvincia is

    A. prōvinciae
    B. prōvinciārum
    C. prōvinciās
    D. prōvinciīs

Answer and Rationale

COMPETENCY 003

2. Keeping the same number and person, the perfect active indicative of fers is

    A. ferēs
    B. tuleris
    C. tulistī
    D. lātus es

Answer and Rationale

COMPETENCY 003

3. The masculine accusative plural comparative form of ācer is

    A. ācrius
    B. ācerrimōs
    C. ācrēs
    D. ācriōrēs

Answer and Rationale

COMPETENCY 003

4. The perfect infinitive of <u>fruor</u> is

    A. <u>fruī</u>
    B. <u>fruerēre</u>
    C. <u>fructūs esse</u>
    D. <u>fruendī</u>

Answer and Rationale

COMPETENCY 003

5. The dative singular of <u>illa</u> is

    A. <u>illae</u>
    B. <u>illī</u>
    C. <u>illō</u>
    D. <u>illīus</u>

Answer and Rationale

COMPETENCY 003

6. Magnum studium antīquīs _____ religiōnis fuit.

    A. servandae
    B. servāre
    C. servantibus
    D. servārent

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

7. Daedalus fīlium dēterrēre cōnābātur quōminus ad sōlem _____ .

    A. appropinquandum
    B. appropinquābit
    C. appropinquāret
    D. appropinquet

Answer and Rationale

COMPETENCY 003

8. Poēta nōn tam esse quam _____ sapiēns volēbat.

    A. vīsus
    B. vidērī
    C. vidēbātur
    D. videndus

Answer and Rationale

COMPETENCY 003

9. Quantum _____ corpore et vultū geris!

    A. dignitās
    B. dignitātis
    C. dignitāti
    D. dignitātem

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

10. Fēmina impia <u>sē pulchriōrem deā</u> esse putābat.

    A. <u>sē pulchriōrem quam deam</u>
    B. <u>sē deae pulchriōrī</u>
    C. <u>deam pulchriōrem quam sē</u>
    D. <u>deam pulchriōrem sibi</u>

Answer and Rationale

COMPETENCY 003

11. Deus virō <u>hostiam immolantī</u> pepercit.

    A. <u>quī hostiam immolābat</u>
    B. <u>cuius hostia immolāta est</u>
    C. <u>hostiam immolandō</u>
    D. <u>hostiā immolātā</u>

Answer and Rationale

COMPETENCY 003

12. Dux mīlitēs <u>ad oppidum dēfendendum</u> mīsit.

    A. <u>ut oppidum dēfendēbatur</u>
    B. <u>oppidum dēfendentēs</u>
    C. <u>ad oppidum quod dēfenderant</u>
    D. <u>quī oppidum dēfenderent</u>

Answer and Rationale

COMPETENCY 003

13. <u>Coniūrātiōne patefactā</u>, sodālēs ex urbe profūgērunt.

    A. <u>Coniūrātiōnem patefaciendō</u>
    B. <u>Cum coniūrātiō patefacta esset</u>
    C. <u>Coniūrātiōnem patefacientēs</u>
    D. <u>Ut coniūrātiō patefacerētur</u>

Answer and Rationale

COMPETENCY 001

14. Quid <u>diceres</u>?

    A. are you saying
    B. did you say
    C. were you to say
    D. had you said

Answer and Rationale

COMPETENCY 001

15. Cēpit etiam Māmercum, quī <u>tyrannōs adiūtum</u> in Siciliam vēnerat.

    A. to help the tyrants
    B. with the help of the tyrants
    C. having helped the tyrants
    D. by helping the tyrants

Answer and Rationale

COMPETENCY 001

16. <u>Cum</u> plueret, tamen in agrōs profectī sumus.

    A. With
    B. When
    C. Although
    D. Since

Answer and Rationale

COMPETENCY 001

17. Had Marcus invited her, Julia <u>would have come</u> to his villa.

    A. veniet
    B. veniat
    C. venīret
    D. vēnisset

Answer and Rationale

COMPETENCY 004

18. The reform efforts of Tiberius Gracchus focused primarily on

    A. land redistribution
    B. expansion of voting rights
    C. military recruitment
    D. humane treatment of slaves

Answer and Rationale

> NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

19. Which of the following Roman magistrates was exempt from a tribune's *ius intercessionis*?

    A. Consul
    B. Dictator
    C. Censor
    D. Praetor

Answer and Rationale

COMPETENCY 004

20. Which Roman magistrates oversaw the maintenance of public buildings and regulation of public festivals?

    A. Censors
    B. Praetors
    C. Aediles
    D. Quaestors

Answer and Rationale

COMPETENCY 004

21. The *Via Appia* extended from Rome to

    A. Genoa
    B. Ostia
    C. Rhegium
    D. Brundisium

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

22. In which area of a Roman *domus* was household business typically transacted?

    A. The *culina*
    B. The *tablinum*
    C. The *cubiculum*
    D. The *triclinium*

Answer and Rationale

COMPETENCY 004

23. What was the *cognomen* of Gnaeus Cornelius Scipio Africanus?

    A. *Gnaeus*
    B. *Cornelius*
    C. *Scipio*
    D. *Africanus*

Answer and Rationale

COMPETENCY 004

24. Which of the following is best known as a writer of didactic poetry?

    A. Terence
    B. Lucretius
    C. Propertius
    D. Statius

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

25. According to Greco-Roman mythology, the Palladium was

    A. a statue of Minerva
    B. a shield of Mars
    C. an Olympian fortress
    D. a magical scepter

Answer and Rationale

Read the passage below; then answer questions #26–30 that follow.

Ariadne on the Shore

Lūna fuit; spectō sī quid nisi lītora cernam;
   quod videant oculī, nīl nisi lītus habent.
Nunc hūc, nunc illūc et utrōque sine ōrdine, currō,
   alta puellārēs tardat harēna pedēs.
(5)   Intereā tōtō clāmantī lītore "Theseū!"
   reddēbant nōmen concava saxa tuum
et quotiēns ego tē, totiēns locus ipse vocābat;
   ipse locus miserae ferre volēbat opem.

COMPETENCY 001

26. The subjunctive verb <u>cernam</u> (line 1) occurs in

   A. a clause of fearing
   B. an indirect command
   C. an indirect question
   D. a clause of prohibition

Answer and Rationale

COMPETENCY 002

27. The metrical pattern of the first four feet of line 3 (<u>Nunc</u> . . . <u>currō</u>) is

   A. spondee–spondee–dactyl–spondee
   B. spondee–spondee–dactyl–dactyl
   C. spondee–dactyl–spondee–dactyl
   D. spondee–dactyl–dactyl–dactyl

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

28. In line 5, <u>clāmantī</u> functions as a dative of

   A. agent
   B. purpose
   C. possession
   D. indirect object

Answer and Rationale

COMPETENCY 001

29. The gender, case, and number of <u>concava</u> (line 6) are

   A. feminine nominative singular
   B. feminine vocative singular
   C. neuter nominative plural
   D. neuter accusative plural

Answer and Rationale

COMPETENCY 002

30. A literary device found in line 8 (<u>ipse</u> . . . <u>opem</u>) is

   A. simile
   B. litotes
   C. asyndeton
   D. personification

Answer and Rationale

Read the passage below; then answer questions #31–35 that follow.

Atticus remains neutral

Incidit Caesariānum cīvīle bellum, cum habēret
Atticus annōs circiter sexāgintā. Ūsus est aetātis
vacātiōne[1] neque sē quōquam[2] mōvit ex urbe.
Quae amīcīs suīs opus fuerant ad Pompēium
(5)   proficīscentibus, omnia ex suā rē familiārī dēdit.
Ipsum Pompēium coniūnctum[3] nōn offendit.
Nūllum ab eō habēbat ōrnāmentum, ut cēterī,
quī per eum aut honōrēs aut dīvitiās cēperant;
quōrum partim invītissimī castra sunt secūtī,
(10) partim summā cum eius offēnsiōne domī
remānsērunt.

[1]vacātiō,-ōnis, f.: exemption, immunity
[2]quōquam, adv.: anywhere
[3]coniūnctus, -a, -um: related by marriage

COMPETENCY 001

31. As used in line 1, Incidit would be best translated

    A. fell into
    B. cut short
    C. occurred
    D. attacked

Answer and Rationale

COMPETENCY 001

32. The passage suggests that Atticus was able to avoid active involvement in the civil war by

    A. using his wealth and influence
    B. moving away from Rome
    C. marrying into Pompey's family
    D. citing his advanced age

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

33. According to the passage, Atticus provided his friends with

    A. whatever they needed
    B. work on his family estate
    C. political offices
    D. great wealth

Answer and Rationale

COMPETENCY 002

34. The passage implies that Atticus' friends joined the Pompeian army because

    A. they despised Caesar
    B. they felt beholden to Pompey
    C. they wished to preserve the Republic
    D. Atticus had persuaded them to do so

Answer and Rationale

COMPETENCY 001

35. The antecedent of quōrum (line 9) is

    A. omnia (line 5)
    B. cēterī (line 7)
    C. honōrēs (line 8)
    D. dīvitiās (line 8)

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Read the passage below; then answer questions #36–40 that follow.

Aeneas describes a nocturnal visit

Nox erat et terrīs animālia somnus habēbat:
effigiēs sacrae dīvum Phrygiīque penātēs,
quōs mēcum ā Troiā mediīsque ex ignibus urbis
extuleram, vīsī[1] ante oculōs astāre iacentis
(5)   in somnīs multō manifēstī lūmine, quā sē
plēna per īnsertās fundēbat lūna fenestrās,
tum sīc adfārī et cūrās hīs dēmere dictīs:
"Quod tibi dēlātō Ortygiam[2] dictūrus Apollō est,
hic canit et tua nōs ēn ultrō ad līmina mittit."

[1]vīsī = vīsī sunt: "seemed"
[2]Ortygia, -ae, f.: island sacred to Apollo

COMPETENCY 001

36. The case and number of <u>divum</u> (line 2) are

    A. nominative singular
    B. accusative singular
    C. nominative plural
    D. genitive plural

Answer and Rationale

COMPETENCY 001

37. In line 4, <u>iacentis</u> refers to

    A. Troy
    B. Aeneas
    C. the moon
    D. household gods

Answer and Rationale

> NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

38. The antecedent of <u>sē</u> (line 5) is

    A. <u>penātēs</u> (line 2)
    B. <u>iacentis</u> (line 4)
    C. <u>somnīs</u> (line 5)
    D. <u>lūna</u> (line 6)

Answer and Rationale

COMPETENCY 001

39. According to line 7, how do the visitors' words affect Aeneas?

    A. They allay his concerns.
    B. They strike him dumb.
    C. They rouse him to action.
    D. They deepen his confusion.

Answer and Rationale

COMPETENCY 001

40. In context, line 8 (<u>Quod</u> . . . <u>Apollo est</u>) would be best translated

    A. Which Apollo, when he is brought to Ortygia, will say to you
    B. What Apollo is going to say to you when you are brought to Ortygia
    C. Because Apollo is going to tell you when you are brought to Ortygia
    D. The fact that Apollo will tell you of Ortygia when you are brought to him

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	003	D	**Option D is correct**. *Prōvincia* is a noun of the first declension. To obtain the ablative plural form, take the stem, *prōvinci-*, and add the first-declension ablative plural ending, *-īs*: *prōvinciīs*. **Option A is incorrect**: it presents the **nominative** plural form. **Option B is incorrect**: it presents the **genitive** plural form. **Option C is incorrect**: it presents the **accusative** plural form. Back to Question
2	003	C	**Option C is correct**. *Fers* is the second-person singular present active indicative form of the irregular verb *ferō*, *ferre*, *tulī*, *lātus*. To obtain the second-person singular perfect active indicative form of the verb, take the perfect stem, *tul-*, and add the second-person singular ending -*istī*: *tulistī*. **Option A is incorrect**. It presents the second-person singular **future** active indicative form. **Option B is incorrect**. It presents the second-person singular **future perfect** active indicative form. **Option D is incorrect**. It presents the second-person singular perfect **passive** indicative form. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
3	003	D	**Option D is correct**. To obtain the masculine accusative plural comparative form of the adjective *ācer*, add the accusative masculine plural ending -*ēs* to the comparative stem *ācrior-*: *ācriōrēs*. **Option A is incorrect**. It presents the **neuter** accusative **singular** form of the comparative. **Option B is incorrect**. It presents the masculine accusative plural form of the **superlative**. **Option C is incorrect**. It presents the masculine accusative plural form of the **positive**. Back to Question
4	003	C	**Option C is correct**. *Fruor*, *fruī*, *frūctus sum* is a deponent verb—passive in form but active in meaning. To obtain the perfect infinitive, combine the perfect participle *frūctus* and *esse*, the present infinitive of the verb *sum*: *frūctus esse*. **Option A is incorrect**. It presents the **present** infinitive form. **Option B is incorrect**. It presents a second-person singular **present indicative** form. **Option D is incorrect**. It presents a form of the **gerundive**. Back to Question
5	003	B	**Option B is correct**. *Illa* is the feminine nominative singular form of the demonstrative pronoun *ille*. To obtain the dative singular form, take the stem, *ill-*, and add the dative singular ending, -*ī*: *illī*. **Option A is incorrect**. It presents the feminine **nominative plural** form. **Option C is incorrect**. It presents the **masculine ablative** singular form. **Option D is incorrect**. It presents the feminine **genitive** singular form. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
6	003	A	**Option A is correct**. The blank requires a verbal form that can both complement the noun *studium* and accommodate the genitive singular noun *religiōnis*. Option A provides the requisite form: a gerundive in the genitive singular to complement *studium* and modify *religiōnis*. **Option B is incorrect**. It provides an infinitive form that can complement *studium* but cannot take the genitive noun *religiōnis* as its object. **Option C is incorrect**. It provides a participial form that modifies ***antīquīs*** but cannot complement *studium* or take *religiōnis* as its object. **Option D is incorrect**. It provides a finite verb that can neither complement *studium* nor take *religiōnis* as its object. The correctly completed sentence may be translated "Ancient people had great zeal for preserving religion." Back to Question
7	003	C	**Option C is correct**. The blank requires a verb in the subjunctive mood to complete the clause of prohibition introduced by *quōminus* and in a secondary tense to match the secondary tense (imperfect) of the sentence's main verb, *cōnābātur*. Option C provides the requisite form of the verb: imperfect subjunctive. **Option A is incorrect**. It provides a contextually inappropriate gerundive form of the verb. **Option B is incorrect**. It provides a contextually inappropriate indicative form of the verb. **Option D is incorrect**. It provides a contextually inappropriate primary-tense form of the verb (present subjunctive). The correctly completed sentence may be translated "Daedalus was trying to discourage his son from approaching the Sun." Back to Question

Question Number	Competency Number	Correct Answer	Rationales
8	003	B	**Option B is correct**. The blank requires an infinitive form of the verb to parallel the infinitive *esse* as a complement of the verb *volēbat*. Option B provides the requisite form: a present passive infinitive. **Option A is incorrect**. It provides a contextually inappropriate participial form. **Option C is incorrect**. It provides a contextually inappropriate finite form. **Option D is incorrect**. It provides a contextually inappropriate gerundive form. The correctly completed sentence may be translated "The poet wanted not so much to be as to seem wise." Back to Question
9	003	B	**Option B is correct**. The blank requires a partitive genitive to complement the neuter accusative singular substantive *Quantum*, the direct object of *geris*. Option B provides the requisite genitive singular form of the noun. **Option A is incorrect**. It provides a nominative singular form of the noun that cannot complement *Quantum*. **Option C is incorrect**. It provides a dative singular form of the noun that cannot complement *Quantum*. **Option D is incorrect**. It provides an accusative singular form of the noun that cannot complement *Quantum*. The correctly completed sentence may be translated "How much [of] dignity you bear on your body and face!" Back to Question

Question Number	Competency Number	Correct Answer	Rationales
10	003	A	**Option A is correct**. The original sentence may be translated "The disrespectful woman thought she was more beautiful than the goddess." The object of comparison is expressed by *deā*, a noun in the ablative case. Option A yields a sentence with the same meaning but expresses the object of comparison with *quam* followed by *deam*, a noun in the accusative case, the same case as that of the comparative adjective *pulchriōrem*. **Option B is incorrect**. It yields a sentence with a different meaning than the original: "The disrespectful woman thought she belonged to the more beautiful goddess." **Option C is incorrect**. It yields a sentence with a different meaning than the original: "The disrespectful woman thought the goddess was more beautiful than she herself was." **Option D is incorrect**. It yields a sentence with a different meaning than the original: "The disrespectful woman thought the more beautiful goddess belonged to her." Back to Question

Question Number	Competency Number	Correct Answer	Rationales
11	003	A	**Option A is correct**. The original sentence may be translated "The god spared the man (who was) sacrificing the animal." The verb *pepercit* takes as its object the dative noun *virō*, which is modified by the participial phrase *hostiam immolantī.* Option A yields a sentence with the same meaning but substitutes the relative clause *quī hostiam immolābat* for the original participial phrase. **Option B is incorrect**. It yields a sentence with a different meaning than the original: "The god spared the man whose animal was sacrificed." **Option C is incorrect**. It yields a sentence with a different meaning than the original: "The god spared the man by sacrificing the animal." **Option D is incorrect**. It yields a sentence with a different meaning than the original: "The god spared the man by means of a sacrificed animal." Back to Question

Question Number	Competency Number	Correct Answer	Rationales
12	003	D	**Option D is correct**. The original sentence may be translated "The commander sent the soldiers to defend the town." Purpose is expressed by the prepositional phrase *ad oppidum dēfendendum.* Option D yields a sentence with the same meaning but substitutes the relative clause of purpose *quī oppidum dēfenderent* for the original prepositional phrase. **Option A is incorrect**. It yields a sentence with a different meaning than the original: "The commander sent the soldiers as the town was being defended." **Option B is incorrect**. It yields a sentence with a different meaning than the original: "The commander sent the soldiers (who were) defending the town." **Option C is incorrect**. It yields a sentence with a different meaning than the original: "The commander sent the soldiers to the town that they had defended." Back to Question

Question Number	Competency Number	Correct Answer	Rationales
13	003	B	**Option B is correct**. The original sentence may be translated "When the conspiracy was exposed, the comrades fled from the city." The ablative absolute construction *Coniūrātiōne patefactā* describes the circumstances that preceded the action of the main clause. Option B yields a sentence with the same meaning but substitutes the circumstantial clause *Cum coniūrātiō patefacta esset* for the original ablative absolute construction. **Option A is incorrect**. It yields a sentence with a different meaning than the original: "By exposing the conspiracy, the comrades fled from the city." **Option C is incorrect**. It yields a sentence with a different meaning than the original: "Exposing the conspiracy, the comrades fled from the city." **Option D is incorrect**. It yields a sentence with a different meaning than the original: "In order to expose the conspiracy, the comrades fled from the city." Back to Question

Question Number	Competency Number	Correct Answer	Rationales
14	001	C	**Option C is correct**. The underlined verb is imperfect subjunctive. The use of the subjunctive mood marks the question as deliberative, and the use of the imperfect tense indicates that the deliberation concerns potential action in the past. In English, deliberation about a potential past action is expressed by a past tense form of 'be' followed by the infinitive of the action verb, as in option C. The sentence may be translated "What were you to say?" **Option A is incorrect**. The present progressive construction indicates ongoing present action, not deliberation about potential past action. **Option B is incorrect**. The simple past construction indicates past action, not deliberation about potential past action. **Option D is incorrect**. The past perfect construction indicates action in the remote past, not deliberation about potential past action. Back to Question
15	001	A	**Option A is correct**. The underlined portion of the sentence comprises a supine in the accusative case (*adiūtum*) and its direct object (*tyrannōs*). When used with a verb of motion, such as *vēnerat*, an accusative supine expresses purpose. In English, purpose may be expressed by an infinitive phrase, as in option A. The sentence may be translated "He captured even Mamercus, who had come to Sicily to help the tyrants. **Option B is incorrect**. The prepositional phrase "with the help of" conveys manner, not purpose. **Option C is incorrect**. The verb phrase "having helped" conveys action, not purpose. **Option D is incorrect**. The prepositional phrase "by helping" conveys means, not purpose. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
16	001	C	**Option C is correct**. The adverb *tamen* ("nevertheless") in the second clause indicates that the first clause has a concessive force. Translating *Cum* as "Although" gives the subordinate clause an appropriately concessive interpretation. The sentence may be translated "Although it was raining, we (nevertheless) went forth into the fields." **Option A is incorrect**. The preposition "With" cannot introduce a subordinate clause. **Option B is incorrect**. The conjunction "When" does not convey the concessive force of the subordinate clause. **Option D is incorrect**. The conjunction "Since" does not convey the concessive force of the subordinate clause. Back to Question
17	001	D	**Option D is correct**. The English sentence expresses a past contrary-to-fact condition. In Latin, a past contrary-to-fact condition is expressed by a sentence with a pluperfect subjunctive verb in both the protasis and apodosis. The verb phrase underlined in the apodosis of the English sentence should therefore be translated into Latin by a pluperfect subjunctive verb, as in option D. **Option A is incorrect**. It provides a contextually inappropriate future indicative form of the verb. **Option B is incorrect**. It provides a contextually inappropriate present subjunctive form of the verb. **Option C is incorrect**. It provides a contextually inappropriate imperfect subjunctive form of the verb. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
18	004	A	**Option A is correct**. Tiberius Gracchus was elected tribune of the people in 133 B.C.E. and sponsored legislation that would redistribute public lands to landless laborers. **Option B is incorrect**: Gracchus' reform efforts did not focus on the expansion of voting rights. **Option C is incorrect**: Gracchus' reform efforts did not focus on military recruitment. **Option D is incorrect**: Gracchus' reform efforts did not focus on the humane treatment of slaves. Back to Question
19	004	B	**Option B is correct**. Tribunes of the people were empowered by *ius intercessionis* (right of intervention) to veto proposals made by all magistrates except a dictator, who was entrusted with extraordinary powers to address state emergencies. **Option A is incorrect**. A consul was subject to a tribune's veto. **Option C is incorrect**. A censor was subject to a tribune's veto. **Option D is incorrect**. A praetor was subject to a tribune's veto. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
20	004	C	**Option C is correct**. Aediles were elected officials responsible for public works and games and the supervision of markets and the water supply. **Option A is incorrect**. Censors were responsible for maintaining the census and supervising public morality, but they did not maintain buildings or regulate festivals. **Option B is incorrect**. Praetors had military or judicial duties but did not maintain buildings or regulate festivals. **Option D is incorrect**. Quaestors supervised the treasury and conducted audits, but they did not maintain buildings or regulate festivals. Back to Question
21	004	D	**Option D is correct**. The Appian Way stretched some 350 miles southeast from Rome to Brundisium, a major trading port on the Adriatic Sea. **Option A is incorrect**. The Appian Way did not extend to Genoa, northwest of Rome. **Option B is incorrect**. The Appian Way did not extend to Ostia, west of Rome. **Option C is incorrect**. The Appian Way did not extend as far south as Rhegium, on the toe of Italy. Back to Question
22	004	B	**Option B is correct**. The *tablinum* was an office, centrally situated in a Roman house between the *atrium* and *peristylium*, where documents (*tabulae*) relating to the family's affairs were drafted and preserved and where clients came to discuss business with the *paterfamilias*. **Option A is incorrect**. The *culina* was a kitchen. **Option C is incorrect**. The *cubiculum* was a bedroom. **Option D is incorrect**. The *triclinium* was a dining room. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
23	004	C	**Option C is correct**. The famous general's *cognomen* was *Scipio*, a name that distinguished a branch of the Cornelius clan. **Option A is incorrect**. *Gnaeus* was the general's *praenomen*. **Option B is incorrect**. *Cornelius* was the general's *nomen*. **Option D is incorrect**. *Africanus* was the general's *agnomen*, an honorific commemorating his victory in a war with the African state of Carthage. Back to Question
24	004	B	**Option B is correct**. Didactic poetry is verse whose primary purpose is to instruct rather than entertain the reader or express the poet's own feelings. Lucretius was the author of the epic poem *De Rerum Natura,* which expounds the philosophical doctrines of Epicurus. **Option A is incorrect**. Terence wrote comedies but did not write didactic poetry. **Option C is incorrect**. Propertius wrote lyric, not didactic poetry. **Option D is incorrect**. Statius wrote epic verse on mythic subjects and occasional poems on contemporary topics, but did not write didactic poetry. Back to Question
25	004	A	**Option A is correct**. According to the *Aeneid* and other ancient sources, the Palladium was a statue of Pallas Athena (= Minerva) believed to protect the city of Troy, warding off destruction so long as it remained in the Trojans' safekeeping. **Option B is incorrect**. The Palladium was not a shield of Mars. **Option C is incorrect**. The Palladium was not an Olympian fortress**. Option D is incorrect**. The Palladium was not a magical scepter**.** Back to Question

Question Number	Competency Number	Correct Answer	Rationales
26	001	C	**Option C is correct**. In line 1, Ariadne says "I look to see whether (*sī*) I can discern (*cernam*) anything but shore." The conjunction *sī* introduces an indirect question dependent on the main verb *spectō*. **Option A is incorrect**. The conjunction *sī* cannot introduce a clause of fearing. **Option B is incorrect**. The conjunction *sī* cannot introduce an indirect command. **Option D is incorrect**. The conjunction *sī* cannot introduce a clause of prohibition. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
27	002	B	**Option B is correct**. Line 3 is scanned as follows: – – | – –|– ⏑ ⏑|– ⏑ ⏑| – ⏑ ⏑| – –| Nunc hūc, nunc illūc et utrōque sine ōrdine, currō In the first foot, *Nunc* is **long** by position (two consonants after the vowel) and *hūc* is **long** by nature; the first foot is therefore a **spondee**. In the second foot, *nunc* is **long** by position, and the first syllable of *illūc* is **long** by position; the second foot is therefore a **spondee**. In the third foot, the second syllable of *illūc* is **long** by nature, *et* is **short**, and the first syllable of *utrōque* is **short** (the liquid -*r*- does not count as a consonant, so the syllable is **not** long by position); the third foot is therefore a **dactyl**. In the fourth foot, the second syllable of *utrōque* is **long** by nature, the last syllable of *utrōque* is **short**, and the first syllable of *sine* is **short**; the fourth foot is therefore a **dactyl**. (The final vowel of *sine* is elided before the initial vowel of *ōrdine* in the fifth foot.) **Option A is incorrect**. The fourth foot is a dactyl, not a spondee. **Option C is incorrect**. The second foot is a spondee, not a dactyl, and the third foot is a dactyl, not a spondee. **Option D is incorrect**. The second foot is a spondee, not a dactyl. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
28	001	D	**Option D is correct**. In lines 5-6, Ariadne says "Meanwhile, the cavernous rocks were returning (*reddēbant*) your name (*nōmen*) to the one calling (*clāmantī*) 'Theseus!' on the whole shore." The participle *clāmantī*, which refers to Ariadne herself, is the indirect object of *reddēbant*. **Option A is incorrect**. An active verb like *reddēbant* cannot take a dative of agent. **Option B is incorrect**. The participle *clāmantī* refers to a specific person (Ariadne) at a particular moment, not to an object or abstraction that serves a general purpose. **Option C is incorrect**. There is no form of the verb *esse* in the sentence, as would be required in a dative of possession construction. Back to Question
29	001	C	**Option C is correct**. Line 6 may be translated "the cavernous rocks (*concava saxa*) were returning your name." The adjective *concava* modifies the neuter plural noun *saxa*, which, as the subject of the verb *reddēbant*, must be nominative. **Option A is incorrect**. There is no feminine nominative noun in the sentence for *concava* to modify. **Option B is incorrect**. There is no feminine vocative noun in the sentence for *concava* to modify. **Option D is incorrect**. There is no neuter accusative plural noun in the sentence for *concava* to modify. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
30	002	D	**Option D is correct**. Personification is the attribution of a human characteristic to an inanimate object. Ariadne suggests that by echoing her desperate calls to Theseus, the rocks on the shore were consciously trying to help her, saying in lines 7-8 "as many times as I called you, so many times the place itself called you; the place itself wanted to bring aid to a wretched woman." **Option A is incorrect**. There is no comparison in line 8. **Option B is incorrect**. There is no double negation in line 8. **Option C is incorrect**. There is no coordination of words, phrases, or clauses in line 8, so the absence of a coordinating conjunction does not constitute asyndeton. Back to Question
31	001	C	**Option C is correct**. Because *Incidit* lacks a direct object, it must be construed in an intransitive sense, as in option C. The first sentence of the passage may be translated "The Caesarian civil war occurred when Atticus was about sixty years old." **Option A is incorrect**. A translation of "fell into" would require that *Incidit* have a direct object denoting something into which the civil war fell. **Option B is incorrect**. It confuses *Incidit* (from *incidere*, meaning *fall into*, *fall upon*, or *happen*) with *Incīdit* (from *incīdere*, meaning *cut into*). **Option D is incorrect**. A translation of "attacked" would require that *Incidit* have a direct object denoting something that the civil war attacked. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
32	001	D	**Option D is correct**. The passage indicates that at a time when his friends were obliged to leave Rome for Pompey's military camp, Atticus "used the exemption of old age (*aetātis vacātiōne*) and did not move out of the city." **Option A is incorrect**. The passage does not mention wealth in connection with Atticus' exemption from service. **Option B is incorrect**. The passage indicates that Atticus did **not** move away from Rome at the outbreak of the war. **Option C is incorrect**. The passage does not indicate whom Atticus married. Back to Question
33	001	A	**Option A is correct**. The third sentence of the passage may be translated "All that his friends had needed (*amīcīs suīs opus fuerant*) as they set out to join Pompey he (Atticus) gave from his own possessions." **Option B is incorrect**. The passage does not suggest that Atticus employed his friends. In context, *opus* refers to need, not work, and *rē familiārī* refers to Atticus' household possessions, not his family estate. **Option C is incorrect**. The passage indicates that it was Pompey, not Atticus, who had secured political offices (*honōrēs*) for his friends. **Option D is incorrect**. The passage indicates that it was Pompey, not Atticus, who had secured wealth (*dīvitiās*) for his friends. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
34	002	B	**Option B is correct**. The fifth sentence of the passage indicates that while Atticus himself had received no favor (*Nūllum ōrnāmentum*) from Pompey and could therefore remain neutral, his friends had received offices or wealth through Pompey's influence (*per eum aut honōrēs aut dīvitiās cēperant*) and therefore felt compelled to go to his camp (*invītissimī castra sunt secūtī). **Option A is incorrect**. The passage gives no indication of how Atticus' friends felt about Caesar. **Option C is incorrect**. The passage gives no indication of Atticus' friends' political attitudes. **Option D is incorrect**. While the passage states that Atticus provided material necessities to his friends who were going to join Pompey's army, it does not indicate that he had advised them to go.

Back to Question |
| 35 | 001 | B | **Option B is correct**. The last sentence of the passage states that Atticus was unlike "the others (*cēterī*) . . . some of whom (*quōrum*) followed Pompey to his camp most unwillingly." **Option A is incorrect**. The antecedent of *quōrum* must denote human beings; *omnia* denotes material possessions. **Option C is incorrect**. The antecedent of *quōrum* must denote human beings; *honōrēs* denotes political offices. **Option D is incorrect**. The antecedent of *quōrum* must denote human beings; *dīvitiās* denotes material wealth.

Back to Question |

Question Number	Competency Number	Correct Answer	Rationales
36	001	D	**Option D is correct**. In line 2, *dīvum* is to be construed as the syncopated genitive plural form (= *dīvōrum*) of the noun *dīvus* ('god'). It complements the noun phrase *effigiēs sacrae*: "the holy images of the gods." **Option A is incorrect**. The nominative singular of *dīvus* is *dīvus*, not *dīvum.* **Option B is incorrect**. The syntactic context does not allow *dīvum* to be construed as accusative. **Option C is incorrect.** The nominative plural of *dīvus* is *dīvī*, not *dīvum.* Back to Question
37	001	B	**Option B is correct**. Lines 4-5 indicate that the household gods "seemed to stand before the eyes of the one lying (*iacentis*) in sleep." Since Aeneas is narrating his own dream, the substantivized participle *iacentis* must refer to him. **Option A is incorrect.** It is not the city of Troy that is lying in sleep. **Option C is incorrect**. It is not the moon that is lying in sleep. **Option D is incorrect**. It is not the household gods that are lying in sleep. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
38	001	D	**Option D is correct**. Lines 5-6 indicate that the household gods seemed to appear "manifest in plenteous light, where the full moon (*lūna*) poured itself (*sē*) through the encased windows. As direct object of the verb *fundēbat*, the reflexive pronoun *sē* must refer to *lūna*, the subject of the same verb. **Option A is incorrect**. The noun *penātēs* is not the subject of *fundēbat* and therefore is not the antecedent of *sē.* **Option B is incorrect**. The participle *iacentis* is not the subject of *fundēbat* and therefore is not the antecedent of *sē.* **Option C is incorrect**. The noun *somnīs* is not the subject of *fundēbat* and therefore is not the antecedent of *sē*. Back to Question
39	001	A	**Option A is correct**. In line 7 Aeneas relates how the household gods who visited his dreams seemed "to address [me] in this way and take away [my] cares with these words (*dictīs*)." The words of the visitors thus allayed Aeneas' concerns. **Option B is incorrect**. Line 7 does not indicate that Aeneas was dumbstruck. **Option C is incorrect**. Line 7 does not indicate that Aeneas was roused to action. **Option D is incorrect**. Line 7 does not indicate that Aeneas became more confused than before. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
40	001	B	**Option B is correct**. Line 8 is a relative clause that serves as the direct object of the verb *canit* in line 9. The relative pronoun *Quod* ("What") is the direct object of the verb *dictūrus est* ("is going to say") whose subject is *Apollō* (Apollo). The indirect object *tibi* ("to you") is modified by the participial phrase *dēlātō Ortygiam* ("having been brought to Ortygia"). **Option A is incorrect**. It misconstrues the dative participial phrase *dēlātō Ortygiam* as modifying the nominative noun *Apollō*. **Option C is incorrect**. It misconstrues the relative pronoun *Quod* as a conjunction meaning "Because." **Option D is incorrect**. It misconstrues the relative pronoun *Quod* as a conjunction meaning "The fact that."

Back to Question

Pronunciation Tasks

The LOTE Latin EC–12 test includes 15 constructed-response tasks in the form of texts that you will be required to pronounce.

The pronunciation skills scores will be combined with the multiple-choice section scores to produce a total test score.

NOTE: In the Pronunciation section of this test, "macrons" will appear over all vowels that are long (e.g., frātre meō).

This section includes an explanation of how the Pronunciation section of the test is scored. Examples of each of the three types of Pronunciation tasks will appear after the General Scoring Guide and the Table of Credited Pronunciations of Latin Letters and Digraphs, along with some suggestions for how to approach responding to these tasks.

General Scoring Guide for the Pronunciation Section

In the illustrations here:

Pronunciation units are divided into phrases and sentences by "//"
Accented vowels are indicated by "[ ]"

Question Types: Point Values

Each question in the Pronunciation section is one of three types: Word, Phrase or Sentence. Word questions are scored 0–1 points. Phrase questions are divided into two pronunciation units and each pronunciation unit is scored 0–1 points, with the entire question being scored 0–2 points. Sentence questions are divided into three pronunciation units and each pronunciation unit is scored 0–1 points, with the entire question being scored 0–3 points.

Pronunciation Accuracy: Phonemic

Each phoneme in a question will be evaluated for the accuracy of its pronunciation. The table of credited pronunciations on pages 61–62 indicates the pronunciations that are acceptable for each letter, or combination of letters, in a Latin word. The word sed, for example, is spelled with three letters and each represents a single phoneme. The word portae is spelled with six letters, but the final vowel is represented by two letters "ae" so that there are five phonemes whose pronunciation must be evaluated.

Pronunciation Accuracy: Accentuation

For each Latin word consisting of more than one syllable, one and only one syllable receives the accent. The rules for accentuation are described on page 60. The correctness of placement of the accent will be evaluated. For example, the word f[a]cere is accented on the first syllable, while the word vid[ē]re is accented on the second syllable.

Fluency/Fluidity of Pronunciation

Phrases and sentences should be read as coherent linguistic units. Any phrase or sentence which is perceptibly read as if it were a list of unconnected single words with overly long pauses between the words will receive a deduction of 1 point from the final score. Thus, if all words in a sentence are pronounced accurately at the phonemic level and the accents are correctly placed, but fluency is violated, the score would be 2 instead of 3.

This standard also applies in cases where a response contains a correction. Test takers are instructed that they may provide more than one response to a given question within the time allowed for the response, and that the last complete response provided will be scored. This standard will be considered violated, and a point deducted, if the response being scored (the last complete response provided) contains any interruption for correction. Test takers should therefore repeat their entire response to correct any error they believe they made in the previous response.

Consistency

The consistency of a test taker's pronunciation will be evaluated for each individual question but not between any two questions. For example, if the test taker is asked to pronounce: v̄ēnī, vīdī, vīcī as a sentence, the three instances of "v" should be pronounced the same way. They may be pronounced like the "w" of "wish" or like the "v" of "voice," but all must be the same. In this instance, if two are pronounced one way and one the other way, the one pronounced differently will be considered an error. This will permit two of the pronunciation units to be scored "1" and the other "0."

The maximum possible credit principle: If a decision must be made between exactly two inconsistent pronunciations of a given letter or sound in two separate pronunciation units, the decision will be made so as to grant the maximum possible credit for the overall response.

For example, if the phrase vēnī, // vīdī is pronounced w[u]ni // v[i]di, this principle dictates that the "v" in the second unit be scored correct and the "w" in the first unit incorrect. This permits the second unit to be scored right and both errors to be assigned to the first unit, which is thus scored incorrect.

Error Allowance

In sentence questions, one error at the phonemic level will be ignored, and if this is the only error in the given pronunciation unit, then 1 point may be credited for that unit. This allowance will apply to at most one pronunciation unit in any sentence. No allowance for error will be made for accentuation or for fluency, nor will any allowance for error be made in words or phrases.

Elision

When a word within a phrase or sentence ends in a vowel or an "m," and the next word begins with a vowel or an "h," test takers are not required to elide the final syllable of the first word, but they may do so without losing points.

Thus in the phrase <u>atque altae moenia Romae</u>, credit will not be deducted if the final "e" of <u>atque</u> is not pronounced.

This rule applies whether the source of the phrase or sentence is a prose text or a verse text. Regardless of whether elisions occur in the response, accents must remain unchanged. If two or more elisions are possible in a given question, consistency does not apply. Test takers may make none of the elisions in the response, or any number of them, but need not do either all or none.

Accentuation

In Latin words of two syllables, the stress is on the first syllable. In words of three or more syllables, the stress is on the penultimate syllable if this is heavy, (i.e., the vowel is long by nature or followed by two consonants so that it is long by position); otherwise the stress is on the antepenultimate syllable.

Whether the source of a phrase or sentence is a prose or poetic text, test takers must follow these standard rules of accentuation. Test takers must not adjust the accent of the word in response to meter. For an example, see page 65.

Enclitics may be counted as the final syllable of a word or as a separate word. Thus the word <u>puellamque</u> may be pronounced <u>puell[a]mque</u> or <u>pu[e]llamque</u>.

Vowels in Unstressed Syllables

Pronunciation of each Latin vowel should be kept consistent regardless of whether it occurs in a stressed or unstressed syllable. For example, both the first and last "a" of <u>anima</u> must have the same sound (like the "a" in "adrift"). The final "a" should not be converted to a "schwa" sound as happens in the English word "animal."

Table of Credited Pronunciations of Latin Letters and Digraphs

Letter or Digraph	Pronunciations with Illustrations
a	Short: a of <u>adrift</u> Long: a of <u>father</u>
e	Short: e of <u>pet</u> Long: ay of <u>day</u> *OR* e of <u>pet</u>
i	Short: i of <u>bit</u> Long: ee of <u>eet</u> **Note:** i is also sometimes a consonant (see below)
o	Short: o of <u>abandon</u> Long: oa of <u>boat</u>
u	Short: u of <u>put</u> Long: u of <u>prude</u>
y	The u of the French <u>*tu*</u> *OR* the ee of <u>beet</u>
ae	The i of <u>high</u> *OR* the e of <u>pet</u>
ai	Either as two separate vowels (a of <u>father</u> plus ee of <u>beet</u>) *OR* as a diphthong (the i of <u>high</u>)
oe	The oy of <u>boy</u> *OR* e of <u>pet</u>
au	The ou of <u>loud</u>
eu	The e of <u>pet</u> + oo of <u>moon</u>
ei	Either as two separate vowels (e of <u>pet</u> plus ee of <u>beet</u>) *OR* as a diphthong (ey of <u>hey</u>)
ui	oo of <u>moon</u> + ee of <u>beet</u> *OR* wee of <u>between</u>
p	The p of <u>pot</u>
b	The b of <u>ball</u> **NOTE:** before s or t, b may be pronounced either like the b of <u>ball</u> *OR* like the p of <u>pot</u>
t	The t of <u>top</u> **NOTE:** ti may be pronounced like the t of <u>tea</u> *OR* like the tsy of <u>Betsy</u>
d	The d of <u>dog</u>
c	The c of <u>cup</u> **NOTE:** if c is followed by e, i, ae, oe, eu or y, it may be pronounced either like the c of <u>cup</u> *OR* like the ch of <u>change</u>
g	The g of <u>gas</u> NOTE: if g is followed by e, i, ae, oe, eu or y, it may be pronounced either like the g of <u>gas</u> *OR* like the g of <u>gin</u>

Table of Credited Pronunciations of Latin Letters and Digraphs (continued)

Letter or Digraph	Pronunciations with Illustrations
f	The f of <u>family</u>
l	The l of <u>listen</u>
m	The m of <u>menace</u> **NOTE:** at the end of a word, a vowel plus m may also be pronounced with nasalization, as in the final syllable of the French *garçon*
n	The n of <u>notice</u>
r	The r of <u>reason</u> *OR* with the tongue touching briefly the front of the palate as in the Spanish *amoroso*
s	The s of <u>separate</u>
z	The z of <u>zebra</u> *OR* the dds of <u>adds</u>
h	The h in <u>help</u> *OR* silent **NOTE:** When h occurs between vowels within a word (e.g., nihil), it may be pronounced like the h in <u>help</u>, left silent *OR* pronounced like the c in <u>cup</u>
qu	The qu in <u>quick</u>
v	w of <u>wish</u> *OR* v of <u>voice</u> **NOTE:** For the LOTE Latin test, where some texts have "u" before or between vowels, the spelling will be "v"
i	y of <u>yes</u>, when it occurs either before a vowel or between vowels **NOTE:** i is usually a vowel (see above)
ph	The p of <u>pot</u> *OR* the ph of <u>philosopher</u>
th	The t of <u>top</u> *OR* the th of <u>theology</u>
ch	The c of <u>cart</u>
gn	The gn of <u>Agnes</u> *OR* the ngn of <u>hangnail</u>
x	The x of <u>ox</u>
sc	Either the sc of <u>scan</u> *OR* the sh of <u>shed</u>
xc	Either the x-c of <u>ex-con</u> *OR* the ggsh of <u>eggshell</u> *OR* the cti of <u>election</u>
Double consonants	Test takers may pronounce double consonants as two distinct sounds, as is done in Italian, or they may pronounce them as one sound, as is done in the English <u>matter</u>
Glide "y"	Test takers will not lose points if they insert a glide "y" between consecutive vowels that are not a diphthong (e.g., if they pronounce <u>capio</u> as ca-pee-yo)

Sample Pronunciation Tasks

The Pronunciation section of the test consists of 15 questions that reflect what a classroom teacher might typically say when asking a student to translate a particular word, phrase or sentence of Latin.

Depending on whether the question contains a Latin word, phrase or sentence, once you see the question on the screen, you will be given 20 to 30 seconds to prepare your response, followed by 30 to 40 seconds to record your response.

When responding to each question, **you must read aloud both the English and the Latin**. You should NOT state the meaning of the Latin in the question. Your score will be based solely on the accuracy, fluidity and consistency of **your pronunciation of the Latin** presented within that question; however, **you must read the English in full to receive credit for your response**.

If you begin and feel you have made an error or you wish to give another response, you may do so, provided you complete reading both the English and the Latin within the time provided. Your score will be based on the **last complete** response you provide.

When the response time for a question elapses, the next question will appear and the preparation time for that question will begin. When the preparation time has elapsed, you will hear the words "Begin speaking now" followed by a tone. You should begin speaking **after you hear the tone**.

During the test, the following text will appear in a banner at the top of the screen for each question:

When the preparation time ends, you will be directed to begin your response.
Read aloud the entire sentence that contains the English and the Latin text.
Do NOT state the meaning of the Latin text.

**SAMPLE WORD PRONUNCIATION TASK
(Preparation time: 20 seconds; Response time: 30 seconds)**

In sentence number 4 in your homework for today, state the meaning of

cingēbātur

**SAMPLE PHRASE PRONUNCIATION TASK
(Preparation time: 20 seconds; Response time: 30 seconds)**

In sentence number 9 in your homework for today, state the meaning of

dīvīsa in partēs trēs

SAMPLE SENTENCE PRONUNCIATION TASK
(Preparation time: 30 seconds; Response time: 40 seconds)

Give a translation for the following sentence in your homework for today:

In summā nihil erit ex quō nōn capiās voluptātem.

Suggested Approach

You should use the preparation time to read the text silently to familiarize yourself with it. The English in these examples is exactly the same as will be presented in the test for every question of the three types, with the exception that each word or phrase task will have a different "sentence number" from the imaginary homework assignment. After briefly familiarizing yourself with the Latin text you should practice reading the whole task aloud once, then practice the Latin text once or twice more as time permits. The preparation time should be sufficient for this number of repetitions.

When the response time begins, don't rush into your response. You have plenty of time. The amount of response time for each task type in this section has been designed both to permit an unhurried approach to the response, and also to permit you to give a second response if you believe you have made an error in your first response and wish to attempt to correct that error. But remember two things: first, if you give a second response, you must repeat the full text of both the English direction and the Latin text. Secondly, what will be scored will be your final complete response. If you give a second response, it will only be scored if it is complete. If it is complete, your first response will be discarded and not scored.

For Sentence tasks in particular, bear in mind that the "Error Allowance" principle described in the General Scoring Guide in this section will direct the person scoring your response to ignore one error of pronunciation at the level of an individual letter (or phoneme). So it is probably a good idea not to attempt a second response for a Sentence task to correct a single error you think you have made.

Examples of the Error Allowance principle previously described will be applied where consistency of pronunciation is at issue.

If, for example, vēnī, vīdī, vīcī were pronounced w[e]ni, // w[i]di, // v[i]ki, the first two units would be credited and the inconsistency error assigned to the third unit would be ignored and, since it is the only error, full credit of 3 would be assigned to this Sentence response.

The response w[e]ni, // w[i]di, // v[u]ki, however, would lose credit for the third unit because it would contain two errors, the "v" by inconsistency and the "[u]" by phonemic incorrectness.

The response w[u]ni, // w[i]di, // v[i]ki, would receive 2 points, with either the "u" of the first unit, or the inconsistency deduction for "v" in the third being ignored.

Example of Accentuation Ignoring Meter

For example, the dactylic hexameter line

In nōva fert animus mūtātās dīcere fōrmās (Ovid, Met. 1.1)

should be read with the following accents:

In n[ō]va f[e]rt [a]nimus, mūt[ā]tās d[ī]cere f[ō]rmās.

Although it is the first syllable (ictus) of the third foot, the final syllable of animus must not receive the accent, as it would in certain methods of reading hexameter lines for scansion.

Because the permitted preparation and response times have been calculated to err on the side of allowing too much time rather than too little, you may find that the time remaining when you finish your response seems a bit long. You shouldn't let this tempt you into giving a second response if you believe you have given a first response that you aren't likely to improve on with a second, and particularly if you believe you are as likely as not to give a less competent response the second time around than you did the first time.

What to Expect During the Test

The following information about the test session may be helpful to you as you prepare to take the test. A *Supplemental Guide* for the LOTE Latin EC–12 test is available on the ETS TExES website at www.texes.ets.org. See this guide for an authentic preview of the screens for this computerized test.

- Follow directions and listen carefully. At the beginning of the test session and throughout the test, follow all directions carefully. The test will contain general directions for the entire test, specific directions for sections of the test and directions for specific test questions. The general directions for the test will appear on the screen in English. Directions for specific test questions are also written in English. Read the directions carefully to ensure that you understand them before you respond to the questions. Click Help to review the General Directions, Testing Tools, How to Answer and How to Scroll. The test clock will not stop when the Help function is being used.

- Avoid spending too much time on one question. If you have given the question some thought and you still don't know the answer, eliminate as many answer choices as possible and then select the best choice. If you are in the multiple-choice section, you can review your responses by clicking Review. However, it is best to do this only after all the questions have been answered so you can stay focused and save time. After answering a question, move on to the next question by clicking on Next. To return to a previous question, click on Back. If you are uncertain about a question and want to review it again later, click on Mark. This will place a check mark next to the question on the Review screen. The Review screen lists all of the questions in the current test section and their status. This can be accessed by clicking on Review. Only questions that have already been seen may be reviewed. If you have time remaining at the end of the multiple-choice section of the test, you will be given the option to "Return" to the last question in the section, "Review" or "Continue." At this point, you can either go back and review your answers or continue. If you choose to continue instead of reviewing your answers, you will not be able to go back and review any further.

- For the Pronunciation section of the test, you will be asked to read aloud 15 texts, each of which includes an English direction a teacher might use in the classroom when asking a student for the meaning of a Latin word, phrase or sentence, followed by a Latin word, phrase or sentence for which the student is being directed to give the meaning. You will be directed to read the entire English direction and the Latin that accompanies it. You will be scored only on your pronunciation of the Latin in the task; however, you must read and complete both the entire English direction and the Latin to receive credit for your answer. You will have time to consider and prepare for the task. Following the preparation time, you will be prompted to read the text aloud. The time allowed for the response will appear on the screen. You may choose to make notes to prepare your response on the scratch paper; however, you will be scored only on your recorded oral response. You will have time to record the text of the English and Latin more than once if you believe you made an error that you wish to correct, but you will be scored on your last complete response (a complete response must include both the English direction and the Latin). When the time provided for the response to a Pronunciation task elapses you may not return to that task. You may not use any reference materials during the test.

Study Plan Sheet

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

The Classical Outlook, The American Classical League (ACL).

TEXTS FOR GENERAL STUDY AND REVIEW OF LATIN

LaFleur, R. A. *Wheelock's Latin*. (2011). New York, N.Y.: Harper Collins.

Moreland, Floyd and Fleischer, Rita. *Latin: An Intensive Course*. (1977). Oakland, CA: University of California Press.

Balme, Maurice and Morwood, James. (1995). *Oxford Latin Course*. Oxford, England: Oxford University Press.

_____. *Cambridge Latin Course*. (2001). Cambridge, England: Cambridge University Press.

_____. *Ecce Romani, I-III*. (2009) Upper Saddle River, N.J.: Prentice Hall.

Minkova, Milena and Tunberg, Terence. *Latin for the New Millennium*. (2008). Mundelein, Ill.: Bolchazy-Carducci Publishers.

ONLINE RESOURCES

The American Classical League — https://www.aclclassics.org/

Classical Latin Texts — http://latin.packhum.org/

Dickinson College Commentaries — http://dcc.dickinson.edu/

The Latin Library — www.thelatinlibrary.com

A Latin Macronizer — http://stp.lingfil.uu.se/~winge/macronizer/

Latin Tutorial — http://latintutorial.com/

NUMEN: The Latin Lexicon — http://latinlexicon.org/

Perseus — www.perseus.tufts.edu

Study Stack — https://www.studystack.com/Latin