



**Preparation Manual**  
**Languages Other Than English (LOTE)**  
**Latin (612)**

**Overview and Exam Framework**

**Sample Pronunciation Tasks**

**Sample Selected-Response Questions**

**Sample Selected-Response Answers and Rationales**

# Preparation Manual

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## Section 3: Overview and Exam Framework Languages Other Than English (LOTE) Latin (612)

### Exam Overview

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

The TExES Languages Other Than English (LOTE) Latin (612) exam is designed to assess whether an examinee 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 exam framework and cover grades EC–12. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

### 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**

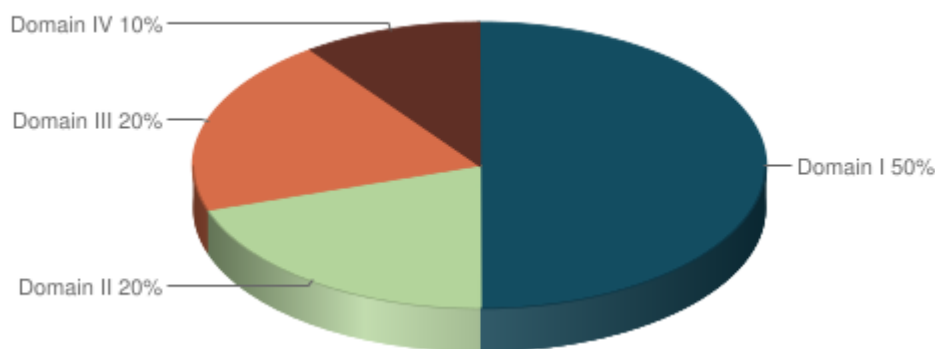
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

#### **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

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



The content covered by this exam 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:

- 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).
- Understands various types of authentic Latin texts in prose and verse.
- Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.
- 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.

## **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.

## **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.

# Preparation Manual

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## Section 4: Sample Pronunciation Tasks Languages Other Than English (LOTE) Latin (612)

### Sample Pronunciation Section Directions

This section of the exam consists of 15 questions. Each question reflects what a classroom teacher might typically say in asking a student to translate a particular word, phrase, or sentence in Latin. This section lasts approximately 20 minutes and consists of the following:

1. 5 word pronunciation questions
2. 5 phrase pronunciation questions
3. 5 sentence pronunciation questions

For each question, when the question screen appears on the screen, you will hear a prompt to begin preparing. Depending on the question, you will have either 20 or 30 seconds to prepare your response. You will be told when to begin speaking. Then, you will have either 30 or 40 seconds to record your response. Your response will be recorded automatically. At the conclusion of your response time, the screen will automatically advance to the next question.

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.

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

### 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 exam 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.

## General Scoring Guide for the Pronunciation Section

This section includes an explanation of how the Pronunciation section of the exam is scored.

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 below 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 in the Accentuation section below. The correctness of placement of the accent will be evaluated. For example, the word f[ā]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. Examinees 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. Examinees should therefore repeat their entire response to correct any error they believe they made in the previous response.

## Consistency

The consistency of an examinee's pronunciation will be evaluated for each individual question but not between any two questions. For example, if the examinee is asked to pronounce: vēnī, 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," examinees are not required to elide the final syllable of the first word, but they may do so without losing points.

Thus in the phrase atque altae moenia Romae, credit will not be deducted if the final "e" of atque 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. Examinees 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, examinees must follow these standard rules of accentuation. Examinees must not adjust the accent of the word in response to meter. For an example, see Example of Accentuation Ignoring Meter above.

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

## 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 anima 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>beet</u> <b>Note:</b> 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> <b>NOTE:</b> 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> <b>NOTE:</b> 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> <b>NOTE:</b> 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> <b>NOTE:</b> 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>
f	The f of <u>family</u> .
l	The l of <u>listen</u>
m	The m of <u>menace</u> <b>NOTE:</b> at the end of a word, a vowel plus m may also be pronounced with nasalization, as in the final syllable of the French <u>garçon</u>
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 <u>amoroso</u>
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 <b>NOTE:</b> 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> <b>NOTE:</b> For the LOTE Latin exam, 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 <b>NOTE:</b> 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	Examinees 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"	Examinees will not lose points if they insert a glide "y" between consecutive vowels that are not a diphthong (e.g., if they pronounce <u>capi</u> as ca-pee-yo)

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## Section 5: Sample Selected-Response Questions Languages Other Than English (LOTE) Latin (612)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### 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.

1. Quid diceret?

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

Answer \_\_\_\_\_

2. Cēpit etiam Māmercum, quī tyrannōs adiūtum 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 \_\_\_\_\_

3. Cum plueret, tamen in agrōs profectī sumus.

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

Answer \_\_\_\_\_

4. Had Marcus invited her, Julia would have come to his villa.

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

Answer \_\_\_\_\_

## 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.

5. The ablative plural of prōvincia is

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

Answer \_\_\_\_\_

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

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

Answer \_\_\_\_\_

7. The masculine accusative plural comparative form of ācer is

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

Answer \_\_\_\_\_

8. The perfect infinitive of fruor is

- A. fruī
- B. fruerēre
- C. fructūs esse
- D. fruidī

Answer \_\_\_\_\_

9. The dative singular of illa is

- A. illae
- B. illī
- C. illō
- D. illūs

Answer \_\_\_\_\_

10. Magnum studium antīquīs \_\_\_\_\_ religiōnis fuit.

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

Answer \_\_\_\_\_

11. Daedalus filium dēterrēre cōnābātur quōminus ad sōlem \_\_\_\_\_ .

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

Answer \_\_\_\_\_

12. Poēta nōn tam esse quam \_\_\_\_\_ sapiēns volēbat.

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

Answer \_\_\_\_\_

13. Quantum \_\_\_\_\_ corpore et vultū geris!

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

Answer \_\_\_\_\_

14. Fēmina impia sē pulchriorem deā esse putābat.

- A. sē pulchriorem quam deam
- B. sē deae pulchriōrī
- C. deam pulchriorem quam sē
- D. deam pulchriorem sibi

Answer \_\_\_\_\_

15. Deus virō hostiam immolantī pepercit.

- A. quī hostiam immolābat
- B. cuius hostia immolāta est
- C. hostiam immolandō
- D. hostiā immolātā

Answer \_\_\_\_\_

16. Dux mīlitēs ad oppidum dēfendendum mīsīt.

- A. ut oppidum dēfendēbatur
- B. oppidum dēfendentēs
- C. ad oppidum quod dēfenderant
- D. quī oppidum dēfenderent

Answer \_\_\_\_\_

17. Coniūrātiōne patefactā, sodālēs ex urbe profūgērunt.

- A. Coniūrātiōnem patefaciendō
- B. Cum coniūrātiō patefacta esset
- C. Coniūrātiōnem patefacientēs
- D. Ut coniūrātiō patefacerētur

Answer \_\_\_\_\_



## 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.

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 \_\_\_\_\_

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

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

Answer \_\_\_\_\_

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

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

Answer \_\_\_\_\_

21. The *Via Appia* extended from Rome to

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

Answer \_\_\_\_\_

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 \_\_\_\_\_

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

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

Answer \_\_\_\_\_

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

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

Answer \_\_\_\_\_

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 \_\_\_\_\_

## Questions Based on Passages

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 clāmanti lītore "Theseū!"  
reddēbant nōmen concava saxa tuum  
et quotiēns ego tē, totiēns locus ipse vocābat;  
ipse locus miserae ferre volēbat opem.

**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.

26. The subjunctive verb cernam (line 1) occurs in

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

Answer \_\_\_\_\_

**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.

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

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

Answer \_\_\_\_\_

**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.

28. In line 5, clāmanti functions as a dative of

- A. agent
- B. purpose

- C. possession
- D. indirect object

Answer \_\_\_\_\_

29. The gender, case, and number of concava (line 6) are

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

Answer \_\_\_\_\_

**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.

30. A literary device found in line 8 (ipse . . . opem) is

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

Answer \_\_\_\_\_

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

**Atticus remains neutral**

Incidit Caesariānum cīvile bellum, cum habēret Atticus annōs circiter sexāgintā. Ūsus est aetātis vacātiōne<sup>1</sup> neque sē quōquam<sup>2</sup> mōvit ex urbe. Quae amīcīs suīs opus fuerant ad Pompēium (5) proficīscētib; omnia ex suā rē familiārī dēdit. Ipsum Pompēium coniūctum<sup>3</sup> 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.

<sup>1</sup>vacātiō, -ōnis, f.: exemption, immunity

<sup>2</sup>quōquam, adv.: anywhere

<sup>3</sup>coniūctus, -a, -um: related by marriage

**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.

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

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

**Answer \_\_\_\_\_**

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 \_\_\_\_\_**

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 \_\_\_\_\_**

**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.

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 \_\_\_\_\_**

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.

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 \_\_\_\_\_

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<sup>1</sup> ante oculōs astāre iacentis  
(5) in somnīs multō manifestī lūmine, quā sē  
plēna per īnsertās fundēbat lūna fenestrās,  
tum sīc adfārī et cūrās hīs dēmere dictīs:  
"Quod tibi dēlātō Ortygiam<sup>2</sup> dictūrus Apollō est,  
hic canit et tua nōs ēn ultrō ad līmina mittit."

<sup>1</sup>vīsī = vīsī sunt: "seemed"

<sup>2</sup>Ortygia, -ae, f.: island sacred to Apollo

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.

36. The case and number of divum (line 2) are

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

Answer \_\_\_\_\_

37. In line 4, iacentis refers to

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

Answer \_\_\_\_\_

38. The antecedent of sē (line 5) is

- A. penātēs (line 2)
- B. iacentis (line 4)
- C. somnīs (line 5)
- D. lūna (line 6)

**Answer** \_\_\_\_\_

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** \_\_\_\_\_

40. In context, line 8 (Quod . . . Apollo est) 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** \_\_\_\_\_

# Preparation Manual

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## Section 5: Sample Selected-Response Answers and Rationales

### Languages Other Than English (LOTE) Latin (612)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

### 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.

1. Quid diceres?

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

#### Answer

**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.

2. Cēpit etiam Māmercum, quī tyrannōs adiūtum 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

**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.

3. Cum plueret, tamen in agrōs profectī sumus.

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

## Answer

**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.

4. Had Marcus invited her, Julia would have come to his villa.

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

## Answer

**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.

## 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.

5. The ablative plural of prōvincia is

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

### Answer

**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.

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

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

### Answer

**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.

7. The masculine accusative plural comparative form of ācer is

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

## Answer

**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**.

8. The perfect infinitive of fruor is

- A. fruī
- B. fruerēre
- C. fructūs esse
- D. fruendī

## Answer

**Option C is correct.** *Fruor, fruī, fructus sum* is a deponent verb—passive in form but active in meaning. To obtain the perfect infinitive, combine the perfect participle *fructus* and *esse*, the present infinitive of the verb *sum*: *fructus 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**.

9. The dative singular of illa is

- A. illae
- B. illī
- C. illō
- D. illīus

## Answer

**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.

10. Magnum studium antīquīs \_\_\_\_\_ religiōnis fuit.

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

## Answer

**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 *antiquīs* 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."

11. Daedalus filium dēterrēre cōnābātur quōminus ad sōlem \_\_\_\_\_ .

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

## Answer

**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."

12. Poēta nōn tam esse quam \_\_\_\_\_ sapiēns volēbat.

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

## Answer

**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."

13. Quantum \_\_\_\_\_ corpore et vultū geris!

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

**Answer**

**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!"

14. Fēmina impia sē pulchriōrem deā esse putābat.

- A. sē pulchriōrem quam deam
- B. sē deae pulchriōrī
- C. deam pulchriōrem quam sē
- D. deam pulchriōrem sibi

**Answer**

**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."

15. Deus virō hostiam immolantī pepercit.

- A. quī hostiam immolābat
- B. cuius hostia immolāta est
- C. hostiam immolandō
- D. hostiā immolātā

**Answer**

**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."

16. Dux mīlitēs ad oppidum dēfendendum mīsīt.

- A. ut oppidum dēfendēbatur
- B. oppidum dēfendentēs
- C. ad oppidum quod dēfenderant
- D. quī oppidum dēfenderent

#### Answer

**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."

17. Coniūrātiōne patefactā, sodālēs ex urbe profūgērunt.

- A. Coniūrātiōnem patefaciendō
- B. Cum coniūrātiō patefacta esset
- C. Coniūrātiōnem patefacientēs
- D. Ut coniūrātiō patefacerētur

#### Answer

**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."

## 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.

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

**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.

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

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

### Answer

**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.

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

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

### Answer

**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.

21. The *Via Appia* extended from Rome to

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

**Answer**

**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.

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**

**Option B is correct.** The *tablinum* was an office, centrally situated in a Roman house between the *atrium* and *peristylum*, 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.

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

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



## Answer

**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.

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

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

## Answer

**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.

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

**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.

## Questions Based on Passages

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 clāmanti lītore "Theseū!"  
 reddēbant nōmen concava saxa tuum  
 et quotiēns ego tē, totiēns locus ipse vocābat;  
 ipse locus miserae ferre volēbat opem.

**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.

26. The subjunctive verb cernam (line 1) occurs in

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

**Answer**

**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.

**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.

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

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

**Answer**

**Option B is correct.** Line 3 is scanned as follows:

– – | – – | – – | – – | – – | – – |  
 Nunc hūc, nunc illūc et utrōque sing 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 *ordine* 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.

**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.

28. In line 5, clāmantī functions as a dative of

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

**Answer**

**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.

29. The gender, case, and number of concava (line 6) are

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

**Answer**

**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.

**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.

30. A literary device found in line 8 (ipse . . . opem) is

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

**Answer**

**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.

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

**Atticus remains neutral**

- Incidit Caesariānum cīvile bellum, cum habēret  
Atticus annōs circiter sexāgintā. Ūsus est aetātis  
vacātiōne<sup>1</sup> neque sē quōquam<sup>2</sup> mōvit ex urbe.  
Quae amīcīs suīs opus fuerant ad Pompēium  
(5) proficīscētibūs, omnia ex suā rē familiārī dēdit.  
Ipsū Pompēium coniūctum<sup>3</sup> 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.

<sup>1</sup>vacātiō, -ōnis, f.: exemption, immunity

<sup>2</sup>quōquam, adv.: anywhere

<sup>3</sup>coniūctus, -a, -um: related by marriage

**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.

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

- A. fell into
- B. cut short
- C. occurred

D. attacked

### Answer

**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.

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

**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.

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

**Option A is correct.** The third sentence of the passage may be translated "All that his friends had needed (*amicis suis 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 (*divitiās*) for his friends.

**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.

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**

**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.

**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.

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**

**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.

**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<sup>1</sup> ante oculōs astāre iacentis  
(5) in somnīs multō manifestī lūmine, quā sē  
plēna per īnseratās fundēbat lūna fenestrās,  
tum sic adfārī et cūrās hīs dēmere dictīs:  
"Quod tibi dēlātō Ortygiam<sup>2</sup> dictūrus Apollō est,  
hic canit et tua nōs ēn ultrō ad līmina mittit."

<sup>1</sup>vīsī = vīsī sunt: "seemed"

<sup>2</sup>Ortygia, -ae, f.: island sacred to Apollo

**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.**

36. The case and number of divum (line 2) are

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

**Answer**

**Option D is correct.** In line 2, *divum* is to be construed as the syncopated genitive plural form (= *divōrum*) of the noun *divus* ('god'). It complements the noun phrase *effigiēs sacrae*: "the holy images of the gods." **Option A is incorrect.** The nominative singular of *divus* is *divus*, not *divum*. **Option B is incorrect.** The syntactic context does not allow *divum* to be construed as accusative. **Option C is incorrect.** The nominative plural of *divus* is *divī*, not *divum*.

37. In line 4, iacentis refers to

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

**Answer**

**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.

38. The antecedent of sē (line 5) is

- A. penātēs (line 2)
- B. iacentis (line 4)
- C. somnīs (line 5)
- D. lūna (line 6)

**Answer**

**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*.

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**

**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.

40. In context, line 8 (Quod . . . Apollo est) 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**

**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."