



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Latin 1A.

WHAT TO BRING

- You must bring a recording device for audio or digital sound media. **Please contact your proctor for the correct device needed.** For digital recordings, your device must have sound-recording software already installed and able to record in **.wav** or **.mp3** format.
- You must also bring one blank audiocassette tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive (depending on the proctor's requirements) on which to save your recording.

ABOUT THE EXAM

The written portion of your exam will consist of matching, fill-in-the-blank, case identification, number identification (singular vs. plural), number change, reading comprehension, and translation questions. You also will listen to a CD your proctor will have and write the sentences in Latin. Also, you will be asked to record yourself speaking Latin sentences. You will have three hours to complete the exam.

The examination is based on the Texas Essential Knowledge and Skills for this subject. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our Latin 1A course is *Oxford Latin Course* by Balme, Morwood, and Tafe (2nd edition, 1996, Oxford University Press); Latin 1A covers Chapters 1-8.

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a review sheet.

Good luck on your examination!

Review for Latin 1A CBE

To help you prepare for the Latin 1A CBE exam, please review the essential concepts that you are expected to know to be able to show proficiency in the first semester of a first-year Latin course. Whether you have taken Latin in a classroom or have taught yourself, you need to study the designated grammar and vocabulary for the exam that you are given in this review. Additional help can be found in any Latin grammar book and online (type “Latin grammar” into any search engine).

This exam assesses the [Texas Essential Knowledge and Skills for Classical Languages, Level 1, adopted 2014](#).

After you have studied this review, take the practice exam and then check your answers with the key provided.

Nouns

Latin is an inflected language, which is to say that word forms (specifically endings) change to indicate to the word’s function in a sentence. Nouns in Latin are inflected, indicating which case the noun is. A group of related changes is known as a declension. To show mastery of first-semester Latin, you are expected to know all singular and plural forms of the nominative, accusative, and ablative cases in the first, second, and third declensions. Review the following chart for the endings and uses that you will need to know.

The nominative case indicates the subject and the predicate nominative in a Latin sentence, with the following endings:

	1st declension	2nd declension	3rd declension
singular	<i>-a</i>	<i>-us, -r</i>	(varies)
plural	<i>-ae</i>	<i>-i</i>	<i>-es</i>

The accusative case indicates the direct object in a Latin sentence:

	1st declension	2nd declension	3rd declension
singular	<i>-am</i>	<i>-um</i>	<i>-em</i>
plural	<i>-as</i>	<i>-os</i>	<i>-es</i>

continued →

The ablative case has a variety of uses including: how, when, where, and with whom. The ablative is generally used with a preposition.

	1st declension	2nd declension	3rd declension
singular	-a	-o	-e
plural	-is	-is	-ibus

Vocative

The vocative is the direct address in Latin (in English, we use nominative for direct address). The vocative is in the same form as the nominative case, with two exceptions. In the 2nd declension, if the ending is *-us*, it will become an *-e*; if the ending is *-ius*, it will become an *-i*.

Aurelia in the vocative is *Aurelia*.

Quintus in the vocative is *Quinte*.

Julius in the vocative is *Juli*.

Adjectives must agree with the nouns they modify in case, number, and gender. Feminine adjectives follow the first declension and masculine adjectives follow the second declension.

Verbs

Verbs have four principle parts. To show mastery of the first semester of Latin, you should know the first two. The first principle part is used for the first-person singular, present tense. The second principle part is the infinitive of the verb (English infinitives are forms like “to run” or “to drink”). When you remove the final *-re* of the infinitive, you get the present stem onto which the personal endings other than the first singular are added.

amare, to love (infinitive).

amare – *-re* = *ama-* (present stem)

The following is the present active indicative conjugation of the verb *amo*, *amare*:

<i>amo</i> (I love)	<i>amamus</i> (we love)
<i>amas</i> (you [sing.] love)	<i>amatis</i> (you [pl.] love)
<i>amat</i> (he/she/it loves)	<i>amant</i> (they love)

For all conjugations, the following endings represent the listed person pronouns to which the first-person singular are added:

	Singular	Plural
1st person:	“I” = <i>-o</i>	“we” = <i>-mus</i>
2nd person:	“you” = <i>-s</i>	“you” = <i>-tis</i>
3rd person:	“he/she/it” = <i>-t</i>	“they” = <i>-nt</i>

Imperative voice

You may already know that the imperative voice is the verb form you use to command someone to do something. To form the singular imperative, you remove the *-re* ending from the infinitive, which—as you’ll remember—leaves you with the present stem of a verb. This is also the singular imperative:

Love! = *Ama!* (singular)

To form the plural imperative, you add *-te* to the singular imperative form:

Love! = *Amate!* (plural)

Irregular verbs

You must know the irregular verbs *sum*, *esse*, and *possum*, *posse*:

sum, *esse* (to be)

	Singular	Plural
1st person	<i>sum</i> (I am)	<i>sumus</i> (we are)
2nd person	<i>es</i> (you are)	<i>estis</i> (you [pl] are)
3rd person	<i>est</i> (he/she/it is)	<i>sunt</i> (they are)

possum, *posse* (to be able; can)

	Singular	Plural
1st person	<i>possum</i> (I am able)	<i>possumus</i> (we are able)
2nd person	<i>potes</i> (you are able)	<i>potestis</i> (you [pl] are able)
3rd person	<i>potes</i> (he/she/it is able)	<i>possunt</i> (they are able)

Prepositions

You are expected to know several prepositions and which cases they are used with.

These prepositions are followed by the *accusative* case:

ad (to, toward)
in (into, onto)
per (through)
circum (around)
prope (near)

And these prepositions are followed by the *ablative* case:

a, ab (from)
cum (with)
e, ex (out of; from)
in (in; on)

You'll need to know when to use *a* versus *ab*, and *e* versus *ex*.

Vocabulary

The following is a list of vocabulary words you will need to know for the test. You will need to know the meanings and the first two principle parts for verbs and the nominative and genitive cases (the second word listed in dictionaries) for the nouns.

Verbs

<i>ambulo</i>	<i>exeo</i>	<i>occido</i>	<i>servo</i>
<i>ambulo</i>	<i>expecto</i>	<i>oppugno</i>	<i>surgo</i>
<i>audio</i>	<i>inguit</i>	<i>porto</i>	<i>timeo</i>
<i>capio</i>	<i>iubeo</i>	<i>possum</i>	<i>venio</i>
<i>cinico</i>	<i>iuvo</i>	<i>pugno</i>	<i>verto</i>
<i>defendo</i>	<i>ludo</i>	<i>relinquo</i>	<i>vinco</i>
<i>dependo</i>	<i>mitto</i>	<i>scribo</i>	
<i>dormio</i>	<i>navigo</i>	<i>sedeo</i>	

continued →

Nouns

<i>ager</i>	<i>fibula</i>	<i>magister</i>	<i>porta</i>
<i>amicus</i>	<i>filia</i>	<i>magister</i>	<i>princeps</i>
<i>canis</i>	<i>filius</i>	<i>mater</i>	<i>pugna</i>
<i>casa</i>	<i>hasta</i>	<i>mater</i>	<i>rex</i>
<i>colonus</i>	<i>hortus</i>	<i>mortuus</i>	<i>tres</i>
<i>comes</i>	<i>hortus</i>	<i>murus</i>	<i>unus</i>
<i>domus</i>	<i>ianua</i>	<i>navis</i>	<i>urbs</i>
<i>duos</i>	<i>ira</i>	<i>pater</i>	

Culture

You will need to know the Greek and Roman names of the gods and goddesses and their symbols. You also need to know the parts of a Roman house.

Speaking

You will need to be able to pronounce Latin words correctly, because you will be asked to speak Latin sentences into a recording device and to leave the recording with the proctor. (See “What to Bring” on the first page of this document for instructions about recording media.)

Listening

You will be asked to listen to spoken Latin on the CD that comes with the exam, and to write down what you hear.

Interpersonal Communication

You will be asked to respond to questions in writing, such as yes/no questions, either/or questions, or who/what/where/when questions.

Presentational Communication

You may be asked to express an opinion or personal view in writing. You will also be asked to describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.

Latin 1A Practice Exam

Study all the grammar and vocabulary in the review and then take this practice exam. It follows the same, but shorter, pattern as the real exam. If you want to get full benefit out of this practice, do it first without using your book or any other aids; then check your answers, identify any problem areas, study some more, and try it again.

Bona fortuna! (Good luck!)

Part I

Read the following passage and then answer the questions in English.

Quintus in Romā habitat. Roma in Italiā est. Quintus patrem, matrem et canem amat. Pater et mater filium amant. Pater, mater, filius, filia, et canis in casā habitant. Quintus cum sorore ad ludum it. Magister, 'Quinte et Julia, Salvete!' vocat. 'Salve, Magister,' respondent. Quintus et Julia laeti sunt.

1. Where is Rome?

2. Whom does Quintus love?

3. Whom do the mother and father love?

4. Where does the family live?

5. Where do Julia and Quintus go?

6. What does the teacher say to the children?

Part II

Match each of the following words with their correct English translations.

Nouns

- | | |
|-------------------------|-------------|
| _____ 7. <i>murus</i> | A. king |
| _____ 8. <i>domus</i> | B. wall |
| _____ 9. <i>ager</i> | C. spear |
| _____ 10. <i>filia</i> | D. field |
| _____ 11. <i>hasta</i> | E. garden |
| _____ 12. <i>rex</i> | F. daughter |
| _____ 13. <i>hortus</i> | G. home |

Verbs

- | | |
|--------------------------|----------------|
| _____ 14. <i>surgit</i> | A. he plays |
| _____ 15. <i>timet</i> | B. he carries |
| _____ 16. <i>vertit</i> | C. she gets up |
| _____ 17. <i>ludit</i> | D. he sails |
| _____ 18. <i>portat</i> | E. she turns |
| _____ 19. <i>iuvat</i> | F. he fears |
| _____ 20. <i>navigat</i> | G. he helps |

continued →

Part III

Change from singular to plural.

Nouns

- 21. *hastam* _____
- 22. *amicus* _____
- 23. *nave* _____
- 24. *porta* _____

Verbs

- 25. *amo* _____
- 26. *times* _____
- 27. *videt* _____

Part IV

Indicate whether the accusative (*acc*) or the ablative (*abl*) is used with each of the following prepositions:

- _____ 28. *a, ab*
- _____ 29. *in* (“into”)
- _____ 30. *cum*
- _____ 31. *circum*

Part V

For each of the following Greek deities, give the Roman name and domain (that is, what each god or goddess is known for; for instance, Diana is the goddess of the hunt).

- 32. Aphrodite

- 33. Zeus

- 34. Ares

Latin 1A Practice Exam Answer Key

Part I

1. Rome is in Italy.
2. Quintus loves his mother, father, and dog.
3. The mother and father love Quintus.
4. The family lives in a house.
5. Julia and Quintus go to school.
6. The teacher says, "Hello."

Part II

Nouns

7. B
8. G
9. D
10. F
11. C
12. A
13. E

Verbs

14. C.
15. F
16. E
17. A
18. B
19. G
20. D

Part III

Nouns

21. *hastas*
22. *amici*
23. *navibus*
24. *portae*

Verbs

25. *amamus*
26. *timetis*
27. *vident*

Part IV

- 28. abl
- 29. acc
- 30. abl
- 31. acc

Part V

- 32. Venus; goddess of love
- 33. Jupiter; king of the gods
- 34. Ares; god of war

Texas Essential Knowledge and Skills
LAT 1 – Latin, Level II
Languages Other Than English (High School)

§114.47. Classical Languages, Level I, Novice Low to Intermediate Low Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level I can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. There is no prerequisite for this course.

(2) Students of classical languages such as Latin and Greek read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational. Interpretative communication is the overarching goal of classical language instruction. Students of classical languages should be provided ample opportunities to interpret culturally appropriate materials in the language of study, supported by opportunities for interpersonal and presentational communication.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others such as conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts such as comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction such as presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English. The use of culturally authentic resources in classical language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, and genre.

(5) At the end of Level I, students of classical languages should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing. Proficiency levels are aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Low proficiency level express meaning on some very familiar topics, using single words and phrases that have been practiced and memorized. They are best able to understand a few memorized words and phrases when heard. Novice Low students may be difficult to understand by the most sympathetic listeners and are likely to make frequent errors in pronunciation and syntax.

(B) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(C) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(D) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know,

what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts; and

(B) articulate memorized requests, greetings, and introductions in spoken or written conversation.

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts;

(B) identify key words and details from fiction or nonfiction texts or audio or audiovisual materials;

(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials; and

(D) identify cultural practices from authentic print, digital, audio, or audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express an opinion or preference orally or in writing; and

(B) describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences.

Source: The provisions of this §114.47 adopted to be effective November 3, 2014, 39 TexReg 8574.