



To the Student:

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

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. Finally, 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 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 1B course is *Oxford Latin Course* by Balme, Morwood, and Tafe (2nd edition, 1996, Oxford University Press); Latin 1B covers Chapters 9-16.

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 1B CBE

To help you prepare for the Latin 1B CBE exam, please review the essential concepts that you are expected to know to be able to show proficiency in the second 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 vocabular 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

You are expected to know all the noun cases and their uses. You are to know the 1st, 2nd, and 3rd declensions (including the neuter).

Pronouns

You are expected to know the declensions and the translations of the demonstrative pronouns (*hic, ille*), personal pronouns (*ego, tu, is*), relative pronouns (*qui, quae, quod*), and the intensive pronouns (*ipse, ipsa, ipsum*).

Verbs

You are expected to know the personal endings of regular verbs in the present tense of the 1st and 2nd conjugations. Know the conjugation of the irregular verbs *volo, nolo*, and *possum*.

Adverbs

You are expected to know how to form adverbs from adjectives.

Culture

You are expected to know the Seven Kings and the Seven Hills of Rome.

Oral

You will be asked to record yourself reading a paragraph aloud...so practice reading aloud! (See “What to Bring” on the first page of this document for instructions about recording media.)

Vocabulary

I have included a list of vocabulary words for you to know. On the exam, the verbs will have various personal endings.

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.

Nouns

<i>arbor</i>	<i>divinus</i>	<i>lux</i>	<i>senatus</i>
<i>arnor</i>	<i>domina</i>	<i>miles</i>	<i>senex</i>
<i>auxilium</i>	<i>equus</i>	<i>moenia</i>	<i>sonus</i>
<i>bellum</i>	<i>filius</i>	<i>nomen</i>	<i>statua</i>
<i>carmen</i>	<i>flos</i>	<i>novus</i>	<i>terra</i>
<i>castra</i>	<i>flumen</i>	<i>nuntius</i>	<i>urbs</i>
<i>civis</i>	<i>frumentum</i>	<i>oculus</i>	<i>uxor</i>
<i>collis</i>	<i>hostis</i>	<i>parens</i>	<i>victoria</i>
<i>consilium</i>	<i>imperator</i>	<i>pauper</i>	<i>vir</i>
<i>custos</i>	<i>insula</i>	<i>pax</i>	<i>virtus</i>
<i>December nox</i>	<i>legio</i>	<i>populus</i>	<i>vox</i>
<i>deus</i>	<i>luvenis</i>	<i>proelium</i>	

Verbs

<i>accipio</i>	<i>custudio</i>	<i>habito</i>	<i>posco</i>
<i>aedifico</i>	<i>dedo</i>	<i>invenio</i>	<i>pugno</i>
<i>amo</i>	<i>dico</i>	<i>lavo</i>	<i>sto</i>
<i>canto</i>	<i>dormio</i>	<i>libero</i>	<i>succurro</i>
<i>circumvenio</i>	<i>duco</i>	<i>navigo</i>	<i>tempto</i>
<i>colo</i>	<i>evado</i>	<i>nolo</i>	<i>teneo</i>
<i>condo</i>	<i>facio</i>	<i>occurro</i>	<i>tollo</i>
<i>constituo</i>	<i>fero</i>	<i>oppugno</i>	<i>vivo</i>
<i>contendo</i>	<i>gaudeo</i>	<i>peto</i>	<i>volo</i>
<i>convenio</i>	<i>gero</i>	<i>pono</i>	

Latin 1B 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

Translate the following paragraph into good English.

1. *Aeneas princeps Troiae est. Cum Graecis decem annos pugnat. Graeci Troiam occupant. Aeneas et filius et pater ad Italiam navigant.*

Part II

Decline the following words.

2. *puella*

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3. *puer, pueri*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. *nomen, nominis*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Part III

Conjugate the following word in the present tense.

5. *ambulo, ambulare*

_____	_____
_____	_____
_____	_____

continued →

Part IV

Match the following pronouns with their case and number.

- | | |
|------------------------|---------------|
| _____ 6. <i>huic</i> | A. nom. pl. |
| _____ 7. <i>illius</i> | B. acc. pl. |
| _____ 8. <i>hi</i> | C. dat. sing. |
| _____ 9. <i>illos</i> | D. gen. sing. |
| _____ 10. <i>illo</i> | E. abl. sing. |

Part V

Match the following vocabulary words with their English translation.

Nouns

- | | |
|---------------------------|------------|
| _____ 11. <i>miles</i> | A. horse |
| _____ 12. <i>equus</i> | B. wall |
| _____ 13. <i>hostis</i> | C. enemy |
| _____ 14. <i>auxilium</i> | D. soldier |
| _____ 15. <i>moenia</i> | E. aid |

Verbs

- | | |
|---------------------------------|---------------------|
| _____ 16. <i>stat</i> | A. you wear |
| _____ 17. <i>geris</i> | B. he stands |
| _____ 18. <i>circumvenerunt</i> | C. I do not wish |
| _____ 19. <i>nolo</i> | D. you carry |
| _____ 20. <i>fers</i> | E. they came around |

Latin 1B Practice Exam Answer Key

Part I

1. Aeneas is a leader (general) of Troy. He fights with the Greeks for ten years. The Greeks seize Troy. Aeneas and his son and father sail to Italy.

Part II

- | | |
|------------------|------------------|
| 2. <i>puella</i> | <i>puellae</i> |
| <i>puellae</i> | <i>puellarum</i> |
| <i>puellae</i> | <i>puellīs</i> |
| <i>puellam</i> | <i>puellas</i> |
| <i>puellā</i> | <i>puellis</i> |

- | | |
|----------------|-----------------|
| 3. <i>puer</i> | <i>pueri</i> |
| <i>pueri</i> | <i>puerorum</i> |
| <i>puero</i> | <i>puerīs</i> |
| <i>puerum</i> | <i>pueros</i> |
| <i>puero</i> | <i>puerīs</i> |

- | | |
|-----------------|------------------|
| 4. <i>nomen</i> | <i>nomina</i> |
| <i>nominis</i> | <i>nominum</i> |
| <i>nomini</i> | <i>nominibus</i> |
| <i>nomen</i> | <i>nomina</i> |
| <i>nomine</i> | <i>nominibus</i> |

Part III

- | | |
|------------------|------------------|
| 5. <i>ambulo</i> | <i>ambulamus</i> |
| <i>ambulas</i> | <i>ambulatis</i> |
| <i>ambulat</i> | <i>ambulant</i> |

Part IV**Pronouns**

- 6. C
- 7. D
- 8. A
- 9. B
- 10. E

Part V**Nouns**

- 11. D
- 12. A
- 13. C
- 14. E
- 15. B

Verbs

- 16. B
- 17. A
- 18. E
- 19. C
- 20. A

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.