



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Latin 2B.

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 writing out declension endings, verb tense identification, reading comprehension, and cultural questions. The oral portion of the exam will consist of a short passage to be read aloud and recorded, and a listening section that will have you listening to a CD and writing out the sentences on your exam. 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. You must review all of the concepts of biology. The textbook used with our Latin 2B course is *Oxford Latin Course*, Part II by Balme, Morwood, and Tafe (2nd edition, 1996, Oxford University Press); Latin 2B covers Chapters 25-33.

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 2B CBE

To help you prepare for the Latin 2B CBE exam, review these essential concepts that you are expected to know to be able to show proficiency in the first semester of a second-year Latin course. Whether you have taken Latin in a classroom or have taught yourself, you need to study the designated grammar for the exam that you are given in this review. Additional help can be found in any Latin textbook 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.

Pronouns

You are expected to know all the relative pronoun cases and their uses.

Verbs

You are expected to know the future endings of the 1st and 2nd conjugations and the 3rd and 4th conjugations. Remember, they are not the same. You will be expected to know the active and passive voices for all tenses: present, imperfect, future, perfect, pluperfect, and future perfect. You will also be expected to know how to form the present participle.

Adjectives/Adverbs

You will be expected to know the comparative and superlative forms of adjectives and adverbs.

Reading Comprehension

You will be expected to read a passage in Latin and answer questions over the passage. This will test your workable knowledge of grammar and vocabulary.

Culture

To do well on the cultural section, have a basic knowledge of the members of the First and Second Triumvirate, the assassination of Caesar, and the events that immediately followed it.

Oral

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

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 2B Practice Exam

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

Part I

Give the comparative and the superlative of the following adjectives.

1. *celer* _____
2. *pulcher* _____

Part II

Translate the following into Latin.

1. he has been prepared _____
2. I will have been prepared _____
3. we had been prepared _____

Part III

Give the following relative pronouns in Latin.

1. who (sing., masculine) _____
2. whose (sing.) _____
3. to whom (sing.) _____

continued →

Part IV

Answer the questions following this passage.

Quintus ubi domum redit patrem invenit res componentem. ille “age, Quinte,” inquit; “noli cessare; sine mora ad portum ibimus navemque quaremus quae ad Graeciam te feret. nolo diutius in urbe manere; melius est statim discedere.”

1. What did Quintus find when he returned home?

2. Where should they go without delay?

3. What should they look for there?

4. What is it better to do?

Part V

Answer the following cultural questions.

1. Name the members of the First Triumvirate.

2. Who said, “*Et tu, Brute?*”

3. When was Julius Caesar assassinated?

4. Who was Octavian?

Latin 2B Practice Exam Answer Key

Part I

1. *celerior* *celerrimus*
2. *pulchrrior* *pulcherrimus*

Part II

1. *paratus est*
2. *paratus ero*
3. *parati eramus*

Part III

1. *qui*
2. *cuius*
3. *cui*

Part IV

1. his father composing a letter
2. the port
3. a ship to take Quintus to Greece
4. to leave the city immediately

Part V

1. Caesar, Pompey, Crassus
2. Julius Caesar
3. Ides of March, 44 B.C.
4. great nephew and adopted son of Julius Caesar

**Texas Essential Knowledge and Skills
LAT 2B – Latin, Level II, First Semester**

§114.48. Classical Languages, Level II, Novice Mid to Intermediate Mid Proficiency (One Credit), Adopted 2014.

(a) General requirements.

- (1) Level II 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. Successful completion of Level I or demonstrated equivalent proficiency as determined by the district is a 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 II, students of classical languages should reach an Intermediate Low to Intermediate Mid proficiency level in reading, a Novice Mid to Novice High proficiency level in listening, a Novice Mid proficiency level in speaking, and a Novice Mid to Novice High 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 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.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students 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.

(C) 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.

(D) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently 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, phrases, and simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions with simple elaboration in spoken or written conversation;

(B) express and exchange personal opinions or preferences in spoken or written conversation using simple constructions such as impersonal verbs; and

(C) ask and tell others what they need to, should, or must do in spoken or written conversation using appropriate constructions such as the imperative mood, impersonal verbs, or the subjunctive mood.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally relevant print, digital, audio, and audiovisual materials as appropriate within 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 the main idea, theme, and supporting 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 relevant print, digital, audio, or audiovisual materials.

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

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

(B) describe people, objects, or situations orally or in writing with essential details.

Source: The provisions of this §114.48 adopted to be effective November 3, 2014, 39 TexReg 8574.