

Latin (0600)

Test at a Glance

Test Name	Latin			
Test Code	0600			
Time	2 hours (total test): five sections			
Pacing	Suggested time: Section 1—25 minutes; Section 2—60 minutes; Section 3—15 minutes; Section 4—10 minutes; Section 5—10 minutes			
Number of Questions	120			
Format	Multiple-choice questions based on printed materials			
	Content Categories (Knowledge and Skills Tested)	Approximate Number of Questions	Approximate Percentage of Examination	Suggested Time (in Minutes)
	I. Grammar	30	25%	25
	II. Reading Comprehension, Translation, and Literary Skills	48	40%	60
	III. Roman Civilization	18	15%	15
	IV. English Word Study, Derivatives, and Cognates	12	10%	10
	V. Pedagogy and Professional Matters	12	10%	10

About This Test

The Latin test is designed to assess whether an examinee has the competencies and knowledge necessary for a beginning teacher of Latin for grades K–12. The 120 multiple-choice questions measure examinees' competence in various language skills (grammar; reading and translation of Latin literature; English word study, derivatives, and cognates), and their knowledge of Roman civilization, pedagogy, and professional matters. Questions are derived from topics typically covered in college-level Latin courses.

All long vowels in Latin words are marked with macrons.

This test may contain some questions that will not count toward your score.

Knowledge and Skills Tested

Representative descriptions of the knowledge and skills tested in each category are provided below.

1. Grammar

- Grammar questions focus on the test-takers' ability to identify and analyze Latin forms and syntax
 - They measure the ability to make morphological changes to a given Latin word or phrase by such means as declining or conjugating the form
 - They measure the ability to provide the correct structural and lexical completion of a sentence
 - They measure the ability to replace part or all of a sentence with an alternate structure that is closest to the original meaning
 - They measure the ability to identify the grammatical form or function of a word or phrase in the context of a literary passage

2. Reading Comprehension, Translation, and Literary Skills

- Content is based on four to six authentic 40- to 100-word passages drawn from classical and later Latin, unedited and unadapted
 - Each of the passages is followed by related questions, in English, about the content of the passage, the translation of individual lines or phrases, the grammatical form and function of words or phrases from the passage, and literary analysis of the passage
 - Translation questions measure the ability to translate individual lines or phrases in the context of a literary passage
 - There may also be questions related to the passage that measure knowledge of Roman civilization, word study, or pedagogical approaches
 - Two of the reading selections are poetry, approximately 20–80 words in length, with at least one representative passage by Vergil, Horace, Ovid, or Catullus
 - Of the remaining prose selections, at least one is a representative passage by Cicero, Livy, Pliny, Caesar, Sallust, or Nepos
 - Glossaries are provided for words that may be unfamiliar to a beginning teacher of Latin, and whose meaning may be difficult to infer from the context

3. Roman Civilization

- Content covers aspects of Roman culture: mythology; private and public life; government and law; history; geography; religion; art, architecture and archaeology; literary facts; philosophy; and education

4. English Word Study, Derivatives, and Cognates

- Derivations of Latin-based English words: Latin roots, prefixes, suffixes, and definitions of Latin-based English words

5. Pedagogy and Professional Matters

- Professional resources helpful to the teacher of Latin
 - Aspects of teaching Latin: pronunciation and meter, language analysis, and pedagogical approaches
 - Curriculum and materials: journals and other publications, electronic resources
 - Professional resources: organizations, conferences, and services

Sample Test Questions

The 120 questions in the **Latin** test are divided into five sections. The knowledge and skills tested in each section are: Section 1—Grammar; Section 2—Reading Comprehension, Translation, and Literary Skills; Section 3—Roman Civilization; Section 4—English Word Study, Derivatives, and Cognates; Section 5—Pedagogy and Professional Matters.

The sample questions that follow illustrate the kinds of questions in each section. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Section 1—Grammar

(Suggested time: 25 minutes for approximately 30 questions)

Part A

Directions: For each question below, choose the one appropriate Latin form, and fill in the corresponding space on the answer sheet.

- The perfect indicative of *es* is
 - fuistī*
 - potes*
 - fuissēs*
 - esse*

Part B

Directions: For each incomplete sentence below, choose the one completion that yields a meaningful and grammatically correct Latin sentence, and fill in the corresponding space on the answer sheet.

- Vēnit _____ ad Cūriam, ut ambō Cicerōnem audirent.
 - puerum
 - cum puerō
 - puerī
 - ut puerō

Part C

Directions: For each Latin sentence below, choose the one word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence, and fill in the corresponding space on the answer sheet.

- lūlia* est sapientior sorōre.
 - sorōrī
 - ē sorōre
 - sorōrem
 - quam soror

Section 2—Reading Comprehension, Translation, and Literary Skills

(Suggested time: 60 minutes for approximately 48 questions)

Directions: This section consists mostly of reading comprehension, grammar, and translation questions, based on passages from Latin literature. At the end of each set, there may be one or more questions that require outside knowledge (information not contained in the passage) about Roman civilization and mythology, English word study, or Latin pedagogy.

Read the passage carefully for comprehension before answering the questions. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

An Eyewitness Account of an Earthquake

Line
(5) Per multōs diēs priōrēs, tremor terrae sentiēbātur, minus formīdolōsus¹ quia Campāniae solitus; sed illā nocte ita invaluit², ut nōn modo movērī omnia sed ēverti vidērentur. Irrūpit³ cubiculum meum māter; surgēbam ipse, ad eam excitandam sī dormīret. Cōnsēdimus in āreā⁴ domūs, quae mare ā tēctīs modicōspatiōdīvidēbat; ego, ut timōrem mātris meā sēcūritāte lēnīrem⁵, poposcī librum et quasi per ōtium legere coepī.

¹ formīdolōsus, -a, -um: *frightening*

² invalēscō, invalēscere, invalūi: *strengthen, increase*

³ irrumpō, irrumpere, irrūpī, irruptum: *burst into*

⁴ ārea, āreae, f.: *courtyard*

⁵ lēniō, lēnire, lēnīvī, lēnītum: *alleviate*

For **Questions 4 and 5**, base your answer only on what is stated or implied in the passage.

4. According to the author, why was the *tremor* (line 1) *minus formīdolōsus* (line 2)?
- (A) It was weaker than the others.
(B) It was not felt by anyone.
(C) Tremors often occurred in that area.
(D) Tremors were considered good omens.

5. The clause *ut timōrem . . . lēnīrem* (lines 7–8) is
- (A) a result clause
(B) a purpose clause
(C) an indirect question
(D) an indirect command

Question 6 requires outside knowledge.

6. The earthquake described in this passage took place in the area closest to the ancient city of
- (A) Pompeii
(B) Athens
(C) Carthage
(D) Rome

Section 3—Roman Civilization

(Suggested time: 15 minutes for approximately 18 questions)

Directions: This section consists of questions based on various aspects of Roman civilization. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

7. An *aedīlis* was in charge of
- (A) oratorical contests
(B) tax collection
(C) jury selection
(D) public games
8. Which of the following deities did both the Greeks and the Romans call by the same name?
- (A) Apollo
(B) Neptune
(C) Jupiter
(D) Venus

Section 4—English Word Study, Derivatives, and Cognates

(Suggested time: 10 minutes for approximately 12 questions)

Directions: The questions in this section ask you to explain or define underlined English words that are derived from Latin. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

9. Without the lacrimal gland, mammals would be unable to
- (A) digest
 - (B) perspire
 - (C) produce tears
 - (D) produce milk
10. The English words “project,” “inject,” and “dejected” are derived from the Latin verb
- (A) *iaceō, iacēre*
 - (B) *iaciō, iacere*
 - (C) *iungō, iungere*
 - (D) *iuvō, iuvāre*

Section 5—Pedagogy and Professional Matters

(Suggested time: 10 minutes for approximately 12 questions)

Directions: The questions in this section ask you about various aspects of teaching Latin, such as pedagogy, language analysis, pronunciation, meter, and knowledge of the teaching profession. For each question, choose the one most appropriate response, and fill in the corresponding space on the answer sheet.

11. A student is searching for sources of first-hand information on the way of life of the ancestors of the English and the Germans. The teacher would most likely direct the student first to works by
- (A) Cicero
 - (B) Quintilian
 - (C) Livy
 - (D) Tacitus

12. Which of the following organizations has a teaching materials and resource center for secondary school Latin?
- (A) The American Philological Association
 - (B) The American Classical League
 - (C) The American Council on the Teaching of Foreign Languages
 - (D) The Modern Language Association
13. What is the metrical scheme of the first four feet of the following hexameter line of Vergil’s Aeneid?
- Dēsine mēque tuīs incendere tēque querēlis*
- (A) dactyl, dactyl, dactyl, spondee
 - (B) dactyl, dactyl, spondee, dactyl
 - (C) spondee, dactyl, dactyl, spondee
 - (D) dactyl, spondee, dactyl, dactyl

Answers

1. Choice A is the correct answer. The perfect indicative is formed on the perfect stem (*fu-*), from the third principal part (*fuī*) with the distinctive personal endings *-ī, -isti, -it, -imus, istis, -erunt*. *Es*, second person singular (*-s*), requires the corresponding second person singular ending (*-isti*).
2. Choice B is the correct answer; it is the only choice that yields a sentence (“He/she came with the boy”) that makes sense with *ambo* and the plural verb *īrent* in the second clause. An ablative of accompaniment requires *cum* + the ablative.
3. Choice D is the correct answer because, after a comparative adjective (*sapientior*, “wiser”), the second element compared is expressed either by the ablative (*sorōre*) or by *quam* and a noun in the same case as the first element compared (*lūlia* and *soror* are both in the nominative).
4. Choice C is the correct answer; the shaking (*tremor*) was less frightening (*minus formīdolōsus*) because it was common in Campania (*Campaniae solitus*).
5. Choice B is the correct answer. Purpose can be expressed by *ut* + the subjunctive. The lack of appropriate context or signal words in the text makes the other choices incorrect.
6. Choice A is the correct answer. This passage was written by Pliny the Younger. It is part of his description of the eruption of Mt. Vesuvius in A.D. 79 that buried Pompeii and Herculaneum.
7. Choice D is the correct answer because *aedīlēs* were in charge of public works, including games.
8. Choice A is the correct answer because Apollo was a Greek god whom the Romans worshipped and called by his Greek name.
9. Choice C is the correct answer because the English word “lacrimal”, derived from the Latin word *lacrima* (a tear), means “of, relating to, or constituting the glands that produce tears” or “marked by tears.”
10. Choice B is the correct answer. The fourth principal part of *iaciō* as it appears in compounds is *iectum*. This yields the English stem “ject” (thrown), from which “project,” “inject,” and “dejected” are derived.
11. Choice D is the correct answer. Tacitus’s *Germānia* deals with the ancestors of the Germans, and *Agricola* deals with Tacitus’s father-in-law Agricola, governor of Britain.
12. Choice B is the correct answer; the American Classical League has an extensive Teaching Materials and Resource Center for teachers of secondary school Latin.
13. Choice B is the correct answer. Vergil’s *Aeneid* was written in dactylic hexameter. In this line, the scansion hinges on the word *incendere*, which contains four syllables. The last two e’s of *incendere* are short because they are each followed by a single consonant. Therefore the second syllable of *incendere* must be long, leaving *-īs īn* as the remaining foot, a spondee.



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