



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

## **Latin Assessment**

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## About the Assessment

Assessment Name	Latin
Grade Level	K–12
Test Code	147
Testing Time	2 hours
Test Duration	2.5 hours
Test Format	Computer delivered
Number of Selected-response Questions	100
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b>Guide to Taking a GACE Computer-delivered Test</b> .
Number of Constructed-response Questions (Pronunciation Tasks)	15

The GACE Latin assessment is designed to measure the professional knowledge of prospective teachers of Latin in the state of Georgia.

The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

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## Content Specifications

This assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for this assessment on the following pages.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Test Subareas

Subarea	Approx. Percentage of Test
I. Grammar and Syntax	30%
II. Reading Comprehension	40%
III. Oral Inflection*	10%
IV. Roman Culture	20%

\* This subarea contains 15 constructed-response questions.

## Test Objectives

### Subarea I: Grammar and Syntax

*Objective 1: Demonstrates knowledge of vocabulary, inflectional systems, and syntax*

The beginning Latin teacher:

- A. Knows the meanings of words most commonly encountered in classical Latin texts
- B. Recognizes the forms of Latin verbs of every conjugation in all tenses, voices, and moods
- C. Recognizes the forms of Latin nouns, pronouns, and adjectives of every declension in all cases
- D. Recognizes the forms of Latin adjectives and adverbs of all degrees (positive, comparative, and superlative)
- E. Understands the principles by which Latin words are combined into phrases and clauses, including the principles of coordination and subordination

*Objective 2: Generates grammatically correct and idiomatic Latin*

The beginning Latin teacher:

- A. Inflects and combines Latin words so as to produce grammatically correct Latin sentences
- B. Recognizes alternative ways of expressing a given idea in Latin

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*Objective 3: Uses grammatical terminology to analyze and describe the linguistic features of a Latin text*

The beginning Latin teacher:

- A. Applies standard morphological terms (e.g., genitive plural, fourth declension, gerundive, deponent) to structures encountered in Latin texts
- B. Applies standard syntactical terms (e.g., indirect object, prepositional phrase, ablative absolute, relative clause of result) to structures encountered in Latin texts

## **Subarea II: Reading Comprehension**

*Objective 1: Demonstrates reading comprehension, with appropriate lexical assistance, of authentic Latin passages*

The beginning Latin teacher:

- A. Can produce a literal English translation of a given Latin expression
- B. Can produce an idiomatic English translation of a given Latin expression
- C. Can provide an English paraphrase of a given Latin passage
- D. Uses context to determine the meanings of semantically ambiguous Latin words
- E. Uses context to determine the forms of morphologically ambiguous Latin words
- F. Uses context to determine the referents of Latin pronouns and demonstratives
- G. Uses context to determine the syntactic status of Latin words

*Objective 2: Draws conclusions and makes inferences from reading selections*

The beginning Latin teacher:

- A. Can accurately summarize a given Latin passage
- B. Can identify themes within a given Latin passage
- C. Can identify what is implied but not explicitly stated in a given Latin passage

*Objective 3: Recognizes figures of speech and features of style in reading passages*

The beginning Latin teacher:

- A. Recognizes structural devices (e.g., alliteration, anaphora, chiasmus) employed by Latin authors
- B. Recognizes semantic devices (e.g., apostrophe, simile, personification) employed by Latin authors

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### Subarea III: Oral Inflection

#### *Objective 1: Pronounces Latin fluently and consistently*

The beginning Latin teacher:

- A. Pronounces Latin words with appropriate accentuation
- B. Pronounces Latin phonemes accurately and consistently throughout a word, phrase, or sentence
- C. Pronounces Latin sentences fluently with meaningful phrase groupings and appropriate voice inflection
- D. Reads poetry in meter

### Subarea IV: Roman Culture

#### *Objective 1: Is familiar with ancient Roman literature*

The beginning Latin teacher:

- A. Is familiar with major Latin authors, genres, and literary periods
- B. Is familiar with Greco-Roman mythology and its use in Latin literature

#### *Objective 2: Is familiar with ancient Roman history and culture*

The beginning Latin teacher:

- A. Is familiar with ancient Roman history
- B. Is familiar with the ancient Roman political system
- C. Is familiar with ancient Roman religious practices
- D. Is familiar with ancient Roman customs, both public and private
- E. Has a basic awareness of Roman material culture (e.g., architecture, sculpture, painting, coins)

#### *Objective 3: Understands the relationship of the Latin language and Roman culture to the English language and modern culture*

The beginning Latin teacher:

- A. Understands the relationship between Latin words and their English derivatives and cognates
- B. Is familiar with the musical, artistic, philosophical, medical, and legal terms associated with Latin
- C. Compares and contrasts the history, daily life, art, architecture, philosophy, literature, and mythology of the classical world with those of the modern world

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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## Selected-Response Questions

### Part A — Morphology

**Directions:** For each question below, choose the option with the appropriate Latin form.

1. The perfect indicative of *es* is

- A. *fuiſtī*
- B. *potes*
- C. *fuiſſēs*
- D. *esse*

Answer and Rationale

2. The genitive singular of *tōtus* is

- A. *tōtus*
- B. *tōtūs*
- C. *tōtī*
- D. *tōtō*

Answer and Rationale

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## Part B — Completions

**Directions:** For each incomplete sentence below, choose the option with the completion that yields a meaningful and grammatically correct Latin sentence.

3. Vēnit \_\_\_\_\_ ad Cūriam, ut ambō Cicerōnem audīrent.
- A. puerum
  - B. cum puerō
  - C. puerī
  - D. ut puerō

Answer and Rationale

4. Trans pontem pondus ā milītibus \_\_\_\_\_ .
- A. tracta est
  - B. tractus est
  - C. tractum est
  - D. tractī sunt

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Part C — Substitutions

**Directions:** For each Latin sentence below, choose the option with the one word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence.

5. Iūlia est sapientior sorōre.

- A. sorōrī
- B. ē sorōre
- C. sorōrem
- D. quam soror

Answer and Rationale

6. Discessimus ex urbe ad arbōrēs videndōs.

- A. ut arbōrēs vidērēmus
- B. et arbōrēs vidēbimus
- C. arbōribus vīsīs
- D. ad arbōrēs vīsōs

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Part D — Culture

**Directions:** For each question below, choose the option with the most appropriate response.

7. An *aedilis* was in charge of
- A. oratorical contests.
  - B. tax collection.
  - C. jury selection.
  - D. public games.

Answer and Rationale

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

Answer and Rationale

## Part E — Etymology

**Directions:** For each unfinished sentence below, consider the Latin derivation of the underlined English word, and choose the option with the one response that appropriately concludes the sentence.

9. Without lacrimal glands, humans would be unable to
- A. digest.
  - B. perspire.
  - C. produce tears.
  - D. produce milk.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Passage-based Questions

Suggested time: 75 minutes for approximately 65 questions

**Directions:** Read each passage carefully for comprehension before answering the questions. For each question, choose the one most appropriate response.

**Questions 10-16 refer to the following passage.**

### An Unsettling Experience

Praecesserat per multos dies tremor terrae,  
minus formidolosus<sup>1</sup> quia Campaniae solitus.  
Illa vero nocte ita invaluit, ut non moveri omnia  
*Line* sed verti crederentur. Irrupit<sup>2</sup> cubiculum meum mater;  
5 surgebam invicem, eam si quiesceret  
excitaturus. Resedimus in area<sup>3</sup> domus, quae  
mare a tectis modico spatio dividebat.  
Tum—dubito constantiam vocare an  
imprudentiam debeam—posco librum Titi Livi  
10 et quasi per otium lego.

<sup>1</sup>formidolosus, -a, -um: *frightening*

<sup>2</sup>irrumpe, irrumperere, irrupi, irruptum: *burst into*

<sup>3</sup>area, -ae, f.: *courtyard*

10. According to the author, why was the *tremor* (line 1) *minus formidolosus* (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

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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11. Which of the following would a teacher most helpfully ask a student who mistranslated *vero nocte* in line 3 as “during the true night”?
- A. To list the most common uses of the ablative
  - B. To fully decline the adjective *verus*
  - C. To identify the gender of *nocte*
  - D. To identify the main verb of the clause

Answer and Rationale

12. In line 3, *ut* would best be translated
- A. as
  - B. how
  - C. since
  - D. that

Answer and Rationale

13. In line 6, the case and number of *domus* are
- A. nominative singular.
  - B. genitive singular.
  - C. nominative plural.
  - D. accusative plural.

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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14. The antecedent of *quae* (line 6) is

- A. *omnia* (line 3).
- B. *mater* (line 5).
- C. *area* (line 6).
- D. *domus* (line 6).

Answer and Rationale

15. The subjunctive verb *debeam* (line 9) appears in

- A. a clause of result.
- B. an indirect question.
- C. a clause of fearing.
- D. a future-less-vivid conditional.

Answer and Rationale

16. In lines 9-10 (*posco . . . lego*), we are told that the narrator asked for a book by a famous

- A. philosopher.
- B. historian.
- C. epic poet.
- D. general.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



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Questions 17-23 refer to the following passage.

### Marching to the Beat of a Different Drummer

Quos cara e patria avulsos et dulcibus agris  
saevus amor belli misit in Hesperiam,<sup>1</sup>  
pergite, felices, fatisque vocantibus ite,  
*Line* quo vos ipsa vocat Gallica Parthenope.<sup>2</sup>  
5 Illic, si quid erit vobis virtutis avitae,<sup>3</sup>  
procumbent vestra moenia capta manu.  
At ego, qui Veneris miles Martemque perosus<sup>4</sup>  
haud animo tantum concipio facinus,  
solvere temptabo captivae vincla puellae,  
10 quae mihi longe ipsis carior est oculis.

<sup>1</sup>Hesperia, -ae, f.: the western land, Italy

<sup>2</sup>Parthenope, -opis, f.: the city of Naples

<sup>3</sup>avitus, -a, -um: ancestral, belonging to one's forefathers

<sup>4</sup>perodi, perodisse, perosum (dep.): hate, loathe, detest

17. Lines 1-2 (*Quos . . . Hesperiam*) describe men who were motivated by
- A. patriotic fervor.
  - B. a desire for fertile farmland.
  - C. revulsion at the enemy's savagery.
  - D. the love of war.

Answer and Rationale

18. In line 1, *et* connects two
- A. objects of a preposition.
  - B. indirect objects of a verb.
  - C. participial phrases.
  - D. relative clauses.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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19. The word *quo* (line 4) would best be translated

- A. than whom
- B. by which
- C. where
- D. whereby

Answer and Rationale

20. A student who is uncertain whether *vestra* in line 6 modifies *moenia* or *manu* would be best advised to

- A. identify the antecedent of *vestra*.
- B. think of English derivatives of *moenia* and *manus*.
- C. determine the poem's meter and scan the line.
- D. translate the line in two different ways.

Answer and Rationale

21. In line 7, the poet refers to Roman gods to introduce an antithesis between

- A. sky and earth.
- B. female and male.
- C. order and chaos.
- D. love and war.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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22. In line 8, *tantum facinus* refers to

- A. conquering a city.
- B. seducing a girl.
- C. defying a god.
- D. deserting an army.

Answer and Rationale

23. In line 10, *oculis* functions as

- A. dative of indirect object.
- B. dative of interest.
- C. ablative of means.
- D. ablative of comparison.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	A	<p><b>Option A is correct.</b> The perfect indicative is formed on the perfect stem (<i>fu-</i>), from the third principal part (<i>fuī</i>) with the distinctive personal endings <i>-ī, -istī, -it, -imus, -istis, -ērunt</i>. <i>Es</i>, second person singular (<i>-s</i>), requires the corresponding second person singular ending (<i>-istī</i>).</p> <p><a href="#">Back to Question</a></p>
2	B	<p><b>Option B is correct.</b> The stem <i>tōt-</i> is combined with the genitive singular ending <i>-īus</i> to form the genitive singular of the masculine adjective <i>tōtus</i>.</p> <p><a href="#">Back to Question</a></p>
3	B	<p><b>Option B is correct.</b> It is the only choice that yields a sentence (“He/she came with the boy”) that makes sense with <i>ambō</i> and the plural verb <i>audīrent</i> in the second clause. An ablative of accompaniment requires <i>cum</i> + the ablative.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
4	C	<p><b>Option C is correct.</b> The participial element of a perfect passive verb must agree with its subject in gender and number. The subject of this sentence, <i>pondus</i>, is neuter singular, so the neuter singular participle <i>tractum</i> is required in the verb, as is the third person singular form <i>est</i>. The correctly completed sentence may be translated “The load was dragged across the bridge by the soldiers.”</p> <p><a href="#">Back to Question</a></p>
5	D	<p><b>Option D is correct.</b> After a comparative adjective (<i>sapientior</i>, “wiser”), the second element compared is expressed either by the ablative (<i>sorōre</i>) or by <i>quam</i> and a noun in the same case as the first element compared (<i>quam soror</i>, with <i>soror</i>, like <i>lūlia</i>, in the nominative).</p> <p><a href="#">Back to Question</a></p>
6	A	<p><b>Option A is correct.</b> The purpose clause <i>ut arbōrēs vidērēmus</i> expresses the same meaning as the prepositional phrase <i>ad arbōrēs videndōs</i> in the original sentence. Either way, the sentence may be translated “We left the city <b>to see the trees.</b>”</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
7	D	<p><b>Option D is correct.</b> <i>Aediles</i> were in charge of public works, including games.</p> <p><a href="#">Back to Question</a></p>
8	A	<p><b>Option A is correct.</b> Apollo was a Greek god whom the Romans worshipped and called by his Greek name. Neptune, Jupiter, and Venus were Roman gods corresponding to deities the Greeks called Poseidon, Zeus, and Aphrodite, respectively.</p> <p><a href="#">Back to Question</a></p>
9	C	<p><b>Option C is correct.</b> The English adjective “lacrimal” is derived from the Latin noun <i>lacrima</i> (teardrop) and is used of the gland that produces tears in the eye.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
10	C	<p><b>Option C is correct.</b> The shaking (<i>tremor</i>) was less frightening (<i>minus formidolosus</i>) because it was common in Campania (<i>Campaniae solitus</i>).</p> <p><a href="#">Back to Question</a></p>
11	C	<p><b>Option C is correct.</b> The student has correctly construed <i>nocte</i> as an ablative (of time within which) but has mistakenly construed the adverb <i>vero</i> as a masculine or neuter ablative singular adjective modifying <i>nocte</i>. After identifying <i>nocte</i> as feminine, the student will recognize that the noun is modified not by <i>vero</i> but by <i>illa</i>.</p> <p><a href="#">Back to Question</a></p>
12	D	<p><b>Option D is correct.</b> Here <i>ut</i> introduces a clause of result (signaled by the use of <i>ita</i> in the main clause) and so is appropriately translated as “that” — i.e., “That night, however, [the tremor] grew so strong <b>that</b> everything was thought not [just] to be moved but to be overturned.”</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
13	B	<p><b>Option B is correct.</b> In this context, <i>domus</i> can only be a genitival modifier of <i>area</i>: “We settled down again in the courtyard of the house.”</p> <p><a href="#">Back to Question</a></p>
14	C	<p><b>Option C is correct.</b> The relative pronoun <i>quae</i> refers to something that “separated the sea from the buildings.” This would naturally be the courtyard (<i>area</i>) rather than the house (<i>domus</i>), which was one of the buildings.</p> <p><a href="#">Back to Question</a></p>
15	B	<p><b>Option B is correct.</b> In lines 8-9, the writer breaks off his narrative to express doubt about the wisdom of his own action, using the conjunction <i>an</i> to introduce an indirect question: “I am uncertain <b>whether</b> to call [it] self-possession or ignorance.”</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.



Question Number	Correct Answer	Rationale
16	B	<p><b>Option B is correct.</b> Titus Livius (Patavinus) (whose name appears in the genitive in line 9) was the author of <i>Ab Urbe Condita</i>, a comprehensive history of Rome. This question requires knowledge of Roman culture that cannot be derived from the passage alone.</p> <p><a href="#">Back to Question</a></p>
17	D	<p><b>Option D is correct.</b> The subject of the verb <i>misit</i> is the noun phrase <i>saevus amor belli</i>: it is the “fierce love of war” that “sent” the men into Italy.</p> <p><a href="#">Back to Question</a></p>
18	A	<p><b>Option A is correct.</b> The conjunction <i>et</i> connects the ablative singular noun phrase <i>cara patria</i> and the ablative plural noun phrase <i>dulcibus agris</i>, each of which is an object of the preposition <i>e</i>. The men were “torn <b>away from their dear fatherland and sweet fields.</b>”</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
19	C	<p><b>Option C is correct.</b> The word <i>quo</i> introduces an adverbial clause that modifies <i>pergite</i> and <i>ite</i>, two verbs denoting motion, so it is naturally understood in its locative sense: “. . . go forth . . . go <b>where</b> Gallic Parthenope herself calls you.”</p> <p><a href="#">Back to Question</a></p>
20	C	<p><b>Option C is correct.</b> After determining that the poem is written in elegiac couplets and then scanning line 6 as a pentameter, the student will recognize that <i>vestra</i> ends in an <i>-a</i> that is long by nature and that <i>vestra</i> must therefore be feminine ablative singular in agreement with the feminine ablative singular noun <i>manu</i> — not neuter nominative plural in agreement with the neuter nominative plural noun <i>moenia</i>.</p> <p><a href="#">Back to Question</a></p>
21	D	<p><b>Option D is correct.</b> In line 7, the poet describes himself as a soldier of Venus, the goddess of love, and as loathing Mars, the god of war. This question requires knowledge of Roman culture that cannot be derived from the passage alone.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
22	A	<p><b>Option A is correct.</b> Among the actions previously described in the passage, the only one that can reasonably be referred to as “so great a deed” (<i>tantum facinus</i>) is that described in line 7, where the poet predicts that “the captured walls [of the city of Naples] will fall by your hand.” In line 8, the poet explains that, as someone who disdains Mars, he is not contemplating such an action.</p> <p><a href="#">Back to Question</a></p>
23	D	<p><b>Option D is correct.</b> Modified by <i>ipsis, oculis</i> denotes the object of comparison after the comparative adjective <i>carior</i>. The poet declares that he will try to liberate a girl “who is dearer to me <b>than my very own eyes.</b>”</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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# Pronunciation Tasks

The Latin assessment includes 15 pronunciation tasks. The purpose of this section is to describe these tasks and to explain the criteria used to score them.

**Note:** In the pronunciation section of this assessment, macrons will appear over all vowels that are long (e.g., *frātre meō*).

Examples of each of the three types of Pronunciation tasks appear after the General Scoring Guide and the Table of Credited Pronunciations of Latin Letters and Digraphs.

## General Scoring Guide for Pronunciation

### GACE Latin Scoring Information

In the illustrations here:

Pronunciation units are divided in 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
- 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 pronunciation values appended to this guide 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.

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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## 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 after the Table of Credited Pronunciations . 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: *veni, vidi, vici* 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 *veni, // vidi* 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.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## 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.

This allowance will be made for errors that arise from inconsistency as discussed above. If, for example *veni, vidi, vici* were pronounced:

*w[e]ni, // w[i]di, // v[i]ki*

then the first two units would be credited and the inconsistency error assigned to the third unit would be ignored. Since it is the only error, the 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.

## Elision

When a word in 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. And 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.

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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## 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 it is long, otherwise on the antepenultimate syllable.

An enclitic may be counted either as the final syllable of a word or as a separate word. Thus the word *puellamque* may be pronounced either *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. Thus, for example, in *anima* the first *a* (stressed) and the last *a* (unstressed) should be pronounced the same.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

## Table of Credited Pronunciations of Latin Letters and Digraphs

Letter or Digraph	Pronunciations with Illustrations
a	Short: a of alike Long: a of father
e	Short: e of pet Long: ay of day OR e of pet
i	Short: i of bit Long: ee of beet <b>Note:</b> i is also sometimes a consonant (see below)
o	Short: o of abandon Long: oa of boat
u	Short: u of put Long: u of prude
y	The u of the French <i>tu</i> OR the ee of beet
ae	The i of high OR the e of pet
ai	Either as two separate vowels (a of father plus ee of beet) OR as a diphthong (the i of high)
oe	The oy of boy OR e of pet
au	The ou of loud
eu	The e of pet + oo of moon
ei	Either as two separate vowels (e of pet plus ee of beet) OR as a diphthong (ey of hey)
ui	oo of moon + ee of beet OR wee of between

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



Letter or Digraph	Pronunciations with Illustrations
p	The p of pot
b	The b of ball <b>Note:</b> before s or t b may be pronounced either like the b of ball OR like the p of pot
t	The t of top Note: ti may be pronounced like the t of tea or like the tsy of Betsy
d	The d of dog
c	The c of cup. <b>Note:</b> if c is followed by e, i, ae, oe, eu, or y, it may be pronounced either like the c of cup or like the ch of change
g	The g of gas. <b>Note:</b> if g is followed by e, i, ae, oe, eu, or y, it may be pronounced either like the g of gas or like the g of gin
f	The f of family
l	The l of listen
m	The m of menace Note: at the end of a word, a vowel plus m may also be pronounced with nasalization, as in the final syllable of the French <i>garçon</i>
n	The n of notice
r	The r of reason OR with the tongue touching briefly the front of the palate as in the Spanish <i>amoroso</i>
s	The s of separate

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Letter or Digraph	Pronunciations with Illustrations
z	The z of zebra OR the dds of adds
h	The h in help OR silent <b>Note:</b> When h occurs between vowels within a word (e.g., <i>nihil</i> ), it may be pronounced like the h in help, left silent, or pronounced like the c in cup
qu	The qu in quick
v	w of wish OR v of voice <b>Note:</b> For the LOTE Latin examination, where some texts have “u” before or between vowels, the spelling will be “v.”
i	y of yes, when it occurs either before a vowel or between vowels <b>Note:</b> i is usually a vowel (see above)
ph	The p of pot or the ph of philosopher
th	The t of top or the th of theology
ch	The c of cart
gn	The gn of Agnes or the ngn of hangnail
x	The x of ox
sc	Either the sc of scan OR the sh of shed
xc	Either the x-c of ex-con or, the ggsh of eggshell, or the cti of election
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 matter
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 <i>capio</i> as ca-pee-yo).

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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## Sample Pronunciation Tasks

The Pronunciation section consists of 15 questions that ask you to read aloud a word, phrase, or sentence of Latin.

Depending on whether the question contains a Latin word, phrase, or sentence, you will be given 20 to 30 seconds to prepare your response, followed by 30 to 40 seconds to record your response.

Your score will be based on the accuracy, fluidity, and consistency of your pronunciation of the Latin presented within that question.

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 the Latin within the time provided. Your score will be based on the **last complete** response you provide.

When the response time for a question elapses, the next question will appear and the preparation time for that question will begin. When the preparation time has elapsed, you will hear the words “Begin speaking after the beep” followed by a tone. You should begin speaking **after you hear the tone**.

During the test, the following text will appear in a “banner” at the top of the screen for each question:

When the preparation time ends, you will be directed to begin your response.  
After you hear the tone, read aloud the entire Latin text.

### Sample Word Pronunciation Task

*exīstimābātur*

### Sample Phrase Pronunciation Task

*prīncipibus cīvitātis ad sē convocātīs*

### Sample Sentence Pronunciation Task

*ōrātōrem tē putā sī tibi ante omnēs quod oportet persuāseris.*

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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## Preparation Resources

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of the Latin language and Roman culture. You must show the ability to comprehend written Latin and to produce spoken responses to the pronunciation tasks. It must be obvious that your ability in reading, translating, pronouncing, and writing Latin is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the Latin language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

- Familiarize yourself with the test content and format as presented in this Study Companion.
- Review the selected-response sample questions and suggested approaches in this Study Companion.
- Review the sample pronunciation tasks and explanations in the scoring guide for how the responses will be scored.

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

### Journals

*The Classical Outlook*, The American Classical League (ACL).

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Texts for General Study and Review of Latin

Amsco Review Texts for Latin. Amsco School Publications, 315 Hudson Street, New York, N.Y. 10013-1085. Order & Customer Service 212-886-6565; Fax: 212-657-7010.

Bennett, Charles E. *New Latin Grammar*. Bolchazy-Carducci.  
([www.bolchazy.com/prod.php?cat=latin&id=2611](http://www.bolchazy.com/prod.php?cat=latin&id=2611)).

Bolchazy-Carducci offers numerous useful publications under this heading, including readers with useful Latin texts.

*Cambridge Latin Series*. Years 3 and 4. (Extensive readings in Latin.) Cambridge University Press.

Davis, Sally. *Review and Test Preparation Guide: Intermediate Latin*. Longman Publishers.

LaFleur, R. A. *Wheelock's Latin*, Sixth Edition. (Straightforward presentation of grammar; passages in back for practice.) HarperCollins.

Moreland and Fleischer. *Latin: An Intensive Course*. University of California Press.

Wheelock, Frederick. *Latin Literature: A Book of Readings*. (Selections from several authors with helpful commentary.) Waveland Press.

## Materials for Building Vocabulary

American Classical League: Running vocabulary lists for various Latin authors.

*Basic Latin Vocabulary*. Donald J. Brunel, Jr. Available from American Classical League, Miami University, Oxford, Ohio 45056. 513-529-7741. Fax: 513-529-7742. E-mail: [AmericanClassicalLeague@muohio.edu](mailto:AmericanClassicalLeague@muohio.edu) (Catalog #B101)

### Latin Vocabulary Cards

Applause Learning Resources, 85 Fernwood Lane, Roslyn, N.Y. 11576-1431. 800-253-5351. Fax: 516-365-7484 (Catalog code PVLA, \$11).

Audio-Forum, 96 Broad Street, Suite A40, Guilford, Conn. 06437-2635. 800-243-1234. Fax: 203-453-9774 (Catalog code SLTFLS, \$15.95).

Midwest European Publications, Inc., 8220 N. Christiana Ave., Skokie, Ill. 60076-2911. 800-753-6488. FAX 708-675-8607 (Catalog #1-55637-011-3, \$8.95).

Vocabulary cards and grammatical forms summary for *Wheelock's Latin* can be ordered at [www.wheelockslatin.com/wheelockflashcards.htm](http://www.wheelockslatin.com/wheelockflashcards.htm)

## Online Resources

The American Classical League (includes a Teaching Materials Resource Center) — [www.aclclassics.org](http://www.aclclassics.org)

The Latin Library — [www.thelatinlibrary.com](http://www.thelatinlibrary.com)

Internet Workbook for the Oxford Latin Course by Robert Cape, Jr. — <http://artemis.austincollege.edu/acad/cml/rcape/latin>

*Two sites useful for Latin texts:*

Perseus Digital Library — [www.perseus.tufts.edu](http://www.perseus.tufts.edu)

Study Stack — [www.studystack.com/Latin](http://www.studystack.com/Latin)

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