

**Florida Teacher Certification Examination
Test Preparation Guide
for
Latin K-12**



FLORIDA DEPARTMENT OF EDUCATION

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Subject area content developed by the
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College of Education
University of South Florida

Produced by the
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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Latin K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the initial teacher subject area test in Latin K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 4 describes types of questions you may find on the examination.

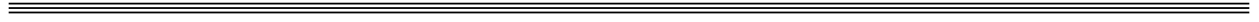
- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



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Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Latin K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

<i>Competency</i>	<i>Percentage of total test items</i>
Competency/Skill	%
1 Knowledge of English words derived from Latin vocabulary	7%
1 Use knowledge of prefixes and suffixes of Latin origin to partially decode the meanings of English words. 2 Use Latin roots to determine meanings of English words.	
2 Knowledge of Latin vocabulary in a given context	7%
1 Select the most appropriate English meaning for a Latin word, phrase, or idiom in a given context. 2 Choose the most appropriate Latin word, phrase, or idiom in a given context.	

Skill

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills, and Percentages

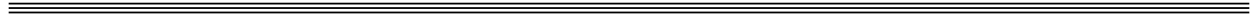
Competency/Skill	%
1 Knowledge of English words derived from Latin vocabulary	7%
<ol style="list-style-type: none"> 1 Use knowledge of prefixes and suffixes of Latin origin to partially decode the meanings of English words. 2 Use Latin roots to determine meanings of English words. 	
2 Knowledge of Latin vocabulary in a given context	7%
<ol style="list-style-type: none"> 1 Select the most appropriate English meaning for a Latin word, phrase, or idiom in a given context. 2 Choose the most appropriate Latin word, phrase, or idiom in a given context. 	
3 Knowledge of the grammatical forms of Latin words	17%
<ol style="list-style-type: none"> 1 Apply the rules for the formation of regular nouns and pronouns (e.g., personal, demonstrative, relative, interrogative): the nominative, genitive, dative, accusative, ablative, and vocative forms of nouns; and the nominative, genitive, dative, accusative, and ablative forms of pronouns. 2 Apply the rules for the formation of regular adjectives and adverbs: the nominative, genitive, dative, accusative, ablative, and vocative forms of adjectives in the positive, comparative, and superlative degrees; and the forms of adverbs in the positive, comparative, and superlative degrees. 3 Apply the rules for the formation of regular verbs: the person, number, tense, and voice of verbs in the indicative and subjunctive moods; and the present active positive imperative mood of verbs. 4 Apply knowledge of irregular verb forms (e.g., <i>sum, eo, fero, volo</i>): the person, number, tense, and voice of verbs in the indicative and subjunctive moods; and the present active positive imperative mood of verbs, including the irregular forms of <i>dico, duco, fero, and facio</i>. 5 Apply the rules for the formation of verbals: the tense and voice of the infinitive (with the exception of the future passive) and the tense, voice, and case of participles. 	

Competency/Skill	%
4 Understanding of grammatical constructions in a given context	16%
<ol style="list-style-type: none"> 1 Identify the appropriate use of nouns in the following cases: the nominative case (e.g., subject and predicate noun); the genitive case (e.g., possessive, partitive); the dative case (e.g., indirect object, with certain adjectives); the accusative case (e.g., direct object, extent of space and time, with certain prepositions, subject of infinitive); the ablative case (e.g., place from which, place where, personal agent, accompaniment, manner, means, time, comparison, separation, degree of difference); and the vocative case. 2 Determine the appropriate use of pronouns (e.g., personal, demonstrative, relative, interrogative). 3 Determine the appropriate use of adjectives (e.g., as modifiers, as predicate adjectives, as nouns or substantives). 4 Distinguish the appropriate use of mood in independent and subordinate clauses: the indicative, subjunctive, and imperative moods in an independent clause; and the indicative and subjunctive moods in dependent (subordinate) clauses (e.g., indicative in relative clauses and subjunctive in purpose, result, indirect command, indirect question, <i>cum</i> clauses). 5 Identify the appropriate use of verbals: the complementary infinitive, the structure of the indirect statement, participles and participial phrases (e.g., ablative absolute, active and passive periphrastics, gerunds and gerundives, supines). 	
5 Knowledge of pedagogical methods, reference materials, and teaching aids appropriate to the Latin classroom	4%
<ol style="list-style-type: none"> 1 Select appropriate methods for teaching derivation and vocabulary. 2 Select appropriate methods for analyzing the structure of Latin in a given situation. 3 Select appropriate methods for teaching reading comprehension and analysis. 4 Select appropriate reference materials and instructional aids for teaching mythology and political, social, and literary history. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
6 Ability to read and understand passages of connected Latin prose at the level of difficulty of straightforward narrative passages in <i>Caesar's Gallic Wars, Book 1</i>, or the <i>De Illustribus Viris</i> of Cornelius Nepos and poetry at the level of difficulty of Vergil's <i>Aeneid</i> or Ovid's <i>Metamorphoses</i>	16%
<ol style="list-style-type: none"> 1 Identify a main idea in a given passage of prose or poetry. 2 Identify facts and opinions in a given passage of prose or poetry. 3 Identify a historical, literary, or mythical reference in a given passage of prose or poetry. 	
7 Ability to identify meter in Latin poetry and basic literary devices in Latin prose or poetry	2%
<ol style="list-style-type: none"> 1 Identify metric patterns within a line of dactylic hexameter. 2 Identify basic literary devices (e.g., anaphora, antithesis, asyndeton, chiasmus, litotes, parallelism) in a given passage of Latin prose or poetry. 	
8 Knowledge of classical mythology	8%
<ol style="list-style-type: none"> 1 Identify the functions and attributes of the major Greek and Roman deities. 2 Identify major stories and historical events connected with the prominent mythological figures. 	
9 Knowledge of Roman literary history	4%
<ol style="list-style-type: none"> 1 Identify authors of the Republic (i.e., Plautus, Terence, Cicero, Caesar, Catullus, Lucretius) by genre and major works. 2 Identify major authors of the early Empire (i.e., Vergil, Horace, Ovid, Livy, Pliny the Younger) by genre and major works. 	
10 Knowledge of Roman political history	7%
<ol style="list-style-type: none"> 1 Identify the names and dates of the three major periods of Roman history: Monarchy (753-509 BCE), Republic (509-27 BCE), and Empire (27 BCE-CE 476). 	

Competency/Skill	%
<ul style="list-style-type: none"> 2 Identify events and biographical information associated with major characters of the Roman Monarchy (i.e., Romulus through Tarquinius Superbus). 3 Identify events and biographical information associated with major characters of the Roman Republic (e.g., Cincinnatus, Hannibal, the Gracchi, Marius, Sulla, Pompey, Crassus, Caesar, Cicero, Cleopatra, Antony). 4 Identify events and biographical information associated with major characters of the Roman Empire (e.g., the Julio-Claudian emperors, Vespasian, Hadrian, Marcus Aurelius, Diocletian, Constantine). 	
11 Knowledge of Roman social history	6%
<ul style="list-style-type: none"> 1 Identify major geographical locations in Italy, Gaul, Greece (Athens), Asia Minor (Troy), and North Africa (Carthage). 2 Identify the parts of a Roman name. 3 Identify the titles and primary duties of major Roman government officials. 4 Identify terms used for the major parts of a Roman house and basic articles of Roman clothing. 5 Apply the rules for the formation of Roman numerals. 6 Identify the sequence of chronological dates (i.e., BCE, CE). 	
12 Knowledge of Roman contributions to Western civilization	6%
<ul style="list-style-type: none"> 1 Identify contributions of Latin literature to Western literary tradition. 2 Recognize contributions of Roman civilization to Western art, architecture, and engineering. 3 Identify contributions of Roman civilization to modern law, government, and science. 4 Identify contributions of the Latin language to the Romance languages. 5 Identify Latin mottoes, abbreviations, and expressions currently in use in the English language. 	





Test Format and Sample Questions

The Latin K-12 subject area test consists of approximately 100 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Direct question Choose the response option that best answers the question.	Item 1, page 13
Sentence completion Select the response option that best completes the sentence.	Item 2, page 13
Command Select the best response option.	Item 4, page 13

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 24.

DIRECTIONS: Read each item and select the best response.

1. What is the meaning of the prefix in *recidivism*?

- A. towards
- B. back
- C. forward
- D. through

2. The English word *augment* means

- A. to begin.
- B. to increase.
- C. to hear.
- D. to dare.

3. Which of the following words is derived from *capio*?

- A. captain
- B. chef
- C. captivity
- D. capricious

4. Choose the most appropriate meaning for the italicized word in the following sentence.

In senatu Marcus loquitur.

- A. is placing
- B. is speaking
- C. is going mad
- D. is voting

5. Choose the most appropriate meaning for the italicized phrase in the following sentence.

In silvā bellum gerunt.

- A. wage war
- B. engage in battle
- C. bear arms
- D. attack the enemy

6. To what general classification do the following words belong?

palla, stola, toga, tunica

- A. vestes
- B. magistratūs
- C. familiae
- D. aedificia

7. Identify the case and number of *quem*.

Puella puerum quem amavit vidisti.

- A. nominative plural
- B. dative singular
- C. genitive plural
- D. accusative singular

8. Identify the form of *tardius* in the following sentence.

Pueri quam puellae tardius ambulabant.

- A. comparative adverb
- B. comparative adjective
- C. positive adverb
- D. positive adjective

9. Identify the form of *acerrimis* in the following sentence.

Milites acerrimis gladiis pugnaverunt.

- A. superlative, dative
- B. positive, genitive
- C. positive, accusative
- D. superlative, ablative

10. Change the verb *interfecti essent* in the following sentence to its corresponding active form.

Cum milites interfecti essent, cives flebant.

- A. interfecerit
- B. interficeret
- C. interfecissent
- D. interfecti sint

11. Identify the form of *ponite* in the following sentence.

Ponite castra, viri, in silvā.

- A. imperative plural
- B. imperative singular
- C. present indicative
- D. perfect subjunctive

12. Change the verb in the sentence to its corresponding singular form.

Ducite equos ad aquam.

- A. duce
- B. ducitis
- C. duces
- D. duc

13. Translate *currens* in the following sentence.

Currens puer amicum non vidit.

- A. running
- B. about to run
- C. having run
- D. after running

14. Identify the perfect passive infinitive of the verb *audio*.

- A. audivisse
- B. audiri
- C. audire
- D. auditum esse

15. Choose the correct form to complete the following sentence.

Quo vadis, mi _____?

- A. filius
- B. fili
- C. filium
- D. filio

16. Identify the type of pronoun *quem* illustrates in the following sentence.

Vidi virum quem Marcus servavit.

- A. personal
- B. demonstrative
- C. relative
- D. interrogative

17. Choose the correct form to complete the sentence.

Date aquam nautae _____.

- A. bona
- B. bonus
- C. bonae
- D. bono

18. Which of the following sentences contains an indirect command?

- A. Te discedere iubeo.
- B. Mihi imperavit ut discederem.
- C. Rogat ubi discedam.
- D. Tam defessus erat ut discederet.

19. Identify the use of the infinitive in the following sentence.

Telum iacere dubitat.

- A. complementary
- B. main verb in indirect statement
- C. main verb of the sentence
- D. subject of verb

20. Select the correct translation for the following sentence.

Librum tuum legi et, quam diligentissimē, adnotavi quae commutata erant.

- A. I have read your book as carefully as possible, and I noted what I thought.
- B. I have been able to read your book rather carefully, and I noted what I thought should be changed.
- C. I have read your book very carefully, and I believe I noted what was changed.
- D. I have read your book, and I have noted, as carefully as possible, what had been changed.

21. What is the first step in helping a student determine the basic meaning of the word *internecine*?

- A. Have the student copy a list of prefixes.
- B. Use a transparency to point out the prefix.
- C. Explain the role of the suffix in giving meaning to the word.
- D. Have the student divide the word into its three component parts.

22. Which method is most appropriate for the initial presentation of the italicized grammatical construction in the following sentence?

Signo dato, Caesar discessit.

- A. translating the indirect statement
- B. discussing Roman military strategy
- C. comparing subordinate clauses in English and Latin
- D. analyzing the independent clause in the sentence

23. Which of the following is the most appropriate source for teaching the story of Alexander the Great?

- A. Mary Johnston, *Roman Life*
- B. Edith Hamilton, *Mythology*
- C. Suetonius, *The Twelve Caesars*
- D. George Willis Botsford, *Hellenic History*

DIRECTIONS: For items 24 through 27, read the passage below and answer the questions that follow.

Rome's Enemies

1 Dum bellum in Numidiā contra Iugurtham geritur, Romani consules,
2 M. Manlius et Q. Caepio, a Cimbris et Teutonibus victi sunt iuxta
3 flumen Rhodanum et, ingenti interneccione attriti, etiam castra sua
4 et magnam partem exercitūs perdidērunt. Timor Romae grandis fuit
5 quantus vix Hannibalis tempore Punici belli ne iterum Galli Romam
6 venirent. Ergo Marius post victoriam Iugurthinam secundo consul
7 est factus, bellumque ei contra Cimbro et Teutones decretum est.
8 Tertio quoque ei et quarto delatus est consulatus quia bellum
9 Cimbricum protrahebatur.

Vocabulary

Line 3: *attero, atterere, attrivi, attritum* = “exhaust”

Line 8: *defero, deferre, detuli, delatum* = “confer”

- 24. After the students have translated this passage, what technique would help students analyze why the Romans lost a great part of their army?**
- A. Discuss Roman military history.
 - B. Read the passage aloud to the students several times.
 - C. Ask questions with reference to words in the passage.
 - D. Give the students 15 minutes to study the passage silently.
- 25. What is the main idea of this passage?**
- A. The Cimbri and the Teutones were a great threat to Rome.
 - B. Marius wanted to rival Hannibal as a leader.
 - C. Jugurtha was leading the Cimbri and Teutones against Rome.
 - D. Hannibal and Jugurtha were two famous opponents of Rome.
- 26. In lines 1-4 (*Dum...perdiderunt*), what happened at the Rhone River?**
- A. The consuls were killed.
 - B. Jugurtha was fighting the Teutones and the Cimbri.
 - C. The Romans lost a great part of their army.
 - D. The Romans retreated to their camp.

27. In line 3, the phrase *ingenti interneccione attriti* refers to

- A. the cowardice of the Cimbri.
- B. the site of the Rhone River.
- C. the defeat of the Romans.
- D. the fear of Jugurtha.

28. What is the metrical pattern of the following line? (D = dactyl and S = spondee)

"Arma virumque cano, Troiae qui primus ab oris"

- A. DDSSDS
- B. DSSDSS
- C. DSSSDS
- D. DSDDSS

29. Which literary devices appear in the following line?

Non feram, non patiar, non sinam.

- A. asyndeton and litotes
- B. asyndeton and anaphora
- C. anaphora and antithesis
- D. antithesis and litotes

30. Which Roman mythological deity ruled the sea?

- A. Mercury
- B. Mars
- C. Pluto
- D. Neptune

31. Which legendary Athenian hero killed the Minotaur?

- A. Theseus
- B. Jason
- C. Achilles
- D. Menelaus

-
- 32. Which of the following authors wrote a detailed account of a foreign war?**
- A. Caesar
 - B. Juvenal
 - C. Cicero
 - D. Apuleius
- 33. Which of the following authors wrote a legendary history of Rome known as *Ab Urbe Condita*?**
- A. Sallust
 - B. Livy
 - C. Horace
 - D. Tacitus
- 34. Which period of Roman history encompassed the dates 27 BCE to 476 CE?**
- A. Monarchy
 - B. Interregnum
 - C. Empire
 - D. Republic
- 35. Tarquinius Superbus was a(an)**
- A. Greek.
 - B. Samnite.
 - C. Gaul.
 - D. Etruscan.
- 36. Which of the following Romans was consul during the Catilinarian conspiracy?**
- A. Cicero
 - B. Marius
 - C. Caesar
 - D. Crassus

37. Which Julio-Claudian emperor was murdered by his wife?

- A. Claudius
- B. Caligula
- C. Tiberius
- D. Nero

38. If a Roman sailed due south from Italy, which Roman province would he reach first?

- A. Greece
- B. Africa
- C. Asia Minor
- D. Gaul

39. Quae provincia ab Italiā longissimē abest?

- A. Gallia
- B. Graecia
- C. Africa
- D. Asia Minor

40. In the name *Publius Ovidius Naso*, what part of the Roman name is *Ovidius*?

- A. nomen
- B. praenomen
- C. cognomen
- D. agnomen

41. During the Ciceronian age, which official held the highest position in the *cursus honorum*?

- A. aedilis
- B. consul
- C. tribunus
- D. praetor

42. When a wealthy Roman woman left the house, she wore an outer garment called a

- A. tunica.
- B. palla.
- C. galea.
- D. bulla.

43. Select the Roman numeral for 92.

- A. XLII
- B. XCII
- C. CDII
- D. CXII

44. Which of the following dates comes first chronologically?

- A. 190 CE
- B. 1 CE
- C. 90 BCE
- D. 1 BCE

45. Which of the following figures originates in Latin literature?

- A. Achilles
- B. Pandora
- C. Dido
- D. Odysseus

46. An important achievement of Roman architecture was the perfection of the

- A. Doric column.
- B. obelisk.
- C. megaron.
- D. arch.

47. Which of the following political concepts was originated by the Romans?

- A. divine right of kings
- B. voting by lot
- C. democratic government
- D. extension of citizenship rights

48. A knowledge of the Latin word for *your* would assist in understanding the meaning of which word in the following French sentence?

Faites une brève description historique de votre état.

- A. état
- B. Faites
- C. brève
- D. votre

49. Which of the following pacified the Roman masses?

- A. pater familias
- B. panem et circenses
- C. caveat emptor
- D. carpe diem

Answer Key

1. B	18. B	34. C
2. B	19. A	35. D
3. C	20. D	36. A
4. B	21. D	37. A
5. A	22. C	38. B
6. A	23. C	39. D
7. D	24. D	40. A
8. A	25. A	41. B
9. D	26. C	42. B
10. C	27. C	43. B
11. A	28. A	44. C
12. D	29. B	45. C
13. A	30. D	46. D
14. D	31. A	47. D
15. B	32. A	48. D
16. C	33. B	49. B
17. D		



5 Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in “Identification Policy”
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>



