

**New Jersey Latin Test for Teacher Certification**  
**Information for Candidates**

The State Department of Education requirements for certification, including regulations and contact information, can be found at [http://www.nj.gov/njded/aps/cccs/wl/latin\\_test.htm](http://www.nj.gov/njded/aps/cccs/wl/latin_test.htm).

To arrange for an administration of the New Jersey Latin Test for Teacher Certification, contact:

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The fee for the test is \$119. Please bring with you a check in that amount, made payable to Seton Hall University.

Directions to Seton Hall: <http://www.shu.edu/admit/direct/direct.html>. When you enter the campus, the guard will guide you to parking and to Fahy Hall.

## **Study Guide for the New Jersey Latin Test for Teacher Certification**

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The test meets the ACTFL standards for reading and writing at the advanced level, and assumes a comprehensive knowledge of the Latin language and Roman culture. There are 100 multiple choice questions, eighty of which are on the Latin language. The other 20 deal with Roman culture, mythology, history and daily life. The passing grade will be 75 correct answers, so it is in your interest to answer all questions and leave none blank.

### **Section I. Latin language, comprehension, reading, writing, grammatical questions**

Applicants should know the grammar and syntax covered in most Latin textbooks: all noun and adjective declensions; conjugation of all verbs, including irregular verbs and deponents; verbal forms such as infinitives, participles, gerunds, gerundives; prepositions; all three degrees of adjectives and adverbs; pronouns (relative, personal, demonstrative and interrogative); indirect discourse; indirect question, relative clauses, purpose and result clauses, conditions, etc. Candidates should be able to scan the dactylic hexameter.

In preparing, candidates may want to review some or all of these Latin textbooks:

Jenny's Latin 4 year series

Moreland and Fleischer, *Latin An Intensive Course*

Traupman, *Lingua Latina Books I and II*

*Wheelock's Latin*, 6<sup>th</sup> edition, Revised by R.A. LeFleur.

Grote, *Comprehensive Guide to Wheelock's Latin*. There is an associated website at <http://www.uncc.edu/classics/Wheelock/default.htm>, with vocabulary lists, quizzes, etc.

Rosenmeyer, *et al.*, *The Meters of Greek and Latin Poetry*

The test will include original Latin passages from the major authors included in advanced placement courses that applicants are likely to teach. Applicants should be familiar with the content of these works for cultural questions on literature, history, mythology, etc.

Caesar	<i>De Bello Gallico</i> Book I
Catullus	<i>Carmina</i>
Cicero	<i>In Catilinam</i> <i>Pro Caelio</i>
Livy	<i>Ab Urbe Condita</i> Book I
Horace	<i>Odes</i> Book I
Ovid	<i>Metamorphoses</i> Books I-IV
Virgil	<i>Aeneid</i> Books I, II, IV, VI

There are questions on content and grammar. Some ask the applicant to fill in the correct word to complete a sentence, or to rephrase sentences (from direct question to indirect question,

for example). There are also questions based on sentences written in the manner of the Latin textbooks mentioned above.

## **Section II. Roman Culture**

The cultural section includes questions on the following topics. candidates may wish to review the texts mentioned below, or similar ones. In addition, *The Oxford Classical Dictionary*, 3<sup>rd</sup> ed., is a fine resource that has entries on almost all of the subjects of the test.

Roman History, from the founding to the reign of Hadrian:

H.H. Scullard, *From the Gracchi to Nero, A History of Rome from 133B.C. to A.D. 68*, 5<sup>th</sup> ed.

“ *A History of the Roman World 753 to 146 BC*

“ and Cary, *A History of Rome, Down to the reign of Constantine*

Heichelheim, *et al.*, *A History of the Roman People* 2<sup>nd</sup> ed.

Boatwright, *et al.*, *The Romans from Village to Empire*

Roman Literature: major Latin authors and their works

Conte, *Latin Literature. A History*

Mythology and Religion: major gods, heroes and cults

Morford and Lenardon, *Classical Mythology* 6<sup>th</sup> ed. There is an associated website with practice tests, etc. at <http://www.oup-usa.org/sc/0195143388>.

Harris and Platzner, *Classical Mythology* 3d ed. This book also has a web site, at <http://www.mayfieldpub.com/mythology/index.htm>.

Daily life

Jerome Carcopino, *Daily Life in Ancient Rome*

Adkins and Adkins, *Handbook to Life in Ancient Rome*

Etymology: Latin's place among the Indo-European languages, the Romance languages, Latin elements in English words;

Ayers, *English Words from Latin and Greek Elements*

Art and Archaeology: principal monuments in Rome

Wheeler, *Roman Art and Architecture*

### **Practice test**

To further help candidates prepare, following is a practice test of twenty questions, along with an answer key. This demonstrates the various types of questions.

## Practice Test

**Instructions:** Be sure to answer all questions, since your grade will be based on the number of correct answers. There is no penalty for a wrong answer. Read all the answers before choosing one. Some questions ask what is **NOT** correct, so be careful to note this. Lower case Roman numerals indicate the lines of the Latin passages which are indicated in the questions.

I. Read the following passage from Virgil *Aeneid* VI and answer the following questions.

- i. excudent alii spirantia mollius aera
- ii. (credo equidem), vivos ducent de marmore vultus,
- iii. orabunt causus melius, caelique meatus
- iv. describent radio et surgentia sidera dicent;
- v. tu regere imperio populos, Romane, memento
- vi. (hae tibi erunt artes), pacisque imponere morem,
- vii. parcere subiectis et debellare superbos.

1. What is the tense of ducent in line ii?  
a. present      b. imperfect      c. future      d. perfect
2. What is the best translation of melius in line iii?  
a. well      b. better      c. best      d. as well as possible
3. What is the case of meatus in line iii?  
a. nominative      b. genitive      c. accusative      d. dative
4. What is the best translation of tibi in line vi?  
a. yours      b. from you      c. with you      d. by you
5. Quomodo Romani populos regent?  
a. posthac      b. radio      c. imperio      d. pacis
6. What is the case of subiectis in line vii?  
a. genitive      b. dative      c. accusative      d. ablative.

7. Choose the correct metrical pattern for line vii.

a. - ~ / - - / - - / - - / - ~ / - -

b. - - / - ~ / - ~ / - - / - ~ / - -

c. - - / - - / - ~ / - ~ / - ~ / - -

d. - ~ / - ~ / - ~ / - ~ / - ~ / - -

II. Read the following passage from Cicero *In Catilinam*.

- i. Nimium diu te imperatorem tua illa Manliana castra desiderant. Educ tecum etiam
- ii. omnis tuos, si minus, quam plurimos; purga urbem. Magno me metu liberaveris,
- iii. modo inter me atque te murus intersit. Nobiscum versari iam diutius non potes;
- iv. non feram, non patiar, non sinam.

8. What is the best translation of Educ in line i?

- a. Lead out
- b. I will lead out
- c. You will be led out
- d. We lead out

9. What is the use of the ablative metu in line ii?

- a. means
- b. place where
- c. separation
- d. accompaniment

10. What is the tense of feram in line iv?

- a. imperfect
- b. future
- c. perfect
- d. future perfect

III. Choose the word that best completes the following sentences.

11. Videbamus nautas in via \_\_\_\_\_.

- a. stans
- b. stantem
- c. stantes
- d. stantas

12. Sine \_\_\_\_\_ homines saepe errant.

- a. consilium
- b. consilii
- c. consilorum
- d. consilio

13. Scimus Caesarem Romam cras \_\_\_\_\_.

- a. veniens
- b. venisse
- c. venturus esse
- d. venturum esse.

14. Quis in domo \_\_\_\_\_ rogabant.

- a. est
- b. esse
- c. sit
- d. esset

15. Nemo \_\_\_\_\_ caret.

- a. timoris
- b. timore
- c. timorem
- d. timores

#### IV. Historical and Cultural Questions

16. This blacksmith god was identified with the Greek Hephaestus.  
a. Vulcan      b. Mercury      c. Ares      d. Neptune
17. Plautus and Terence are best known as writers of \_\_\_\_\_.  
a. epics      b. tragedies      c. comedies      d. satires
18. According to Livy, he was the last of the kings at Rome before the formation of the Republic:  
a. Tarquin Superbus      b. Ancus      c. Numa      d. Romulus
19. Who was the victor at the battle of Pharsalus?  
a. Julius Caesar      b. Pompey      c. Octavian      d. Scipio Africanus
20. The Twelve Tables were the basis of Roman\_\_\_\_\_.  
a. prophecy      b. weights and measures      c. dining      d. law

Answer Key.

1. c. *Ducere* is a verb of the third conjugation. The stem vowel *e* is the sign of the future tense.
2. b. *Melius* is the comparative degree of the adverb *bene*.
3. c. *Meatus* is a noun of the fourth declension. The case is accusative plural. *Meatus* is the direct object of *describent*.
4. a. *Tibi* is a dative of possessor with the verb *erunt*. The best translation is: These arts will be yours.
5. c. *Quomodo* means how. The answer is *imperio*, by means of empire.
6. b. *Subiectis* is the dative plural object of the verb *parcere*, which takes a dative object.
7. a.
8. a. *Educ* is the imperative of *educere*.
9. c. *Metu* is the ablative singular of the fourth declension noun *metus*. The ablative of separation is used with the verb *liberare*. The best translation is: You will free me from great fear.
10. b. *Feram* is the future indicative of the third conjugation verb, *ferre*.
11. c. *Stantes* is the accusative plural masculine form of the present participle which agrees with the masculine accusative plural *nautas*. *Nautas* is one of the masculine nouns of the first declension. Translation: We saw the sailors standing in the road.
12. d. *Consilio* is the ablative singular of the second declension noun, *consilium*. *Sine* takes an ablative object. Translation: Without advice, people often go astray.
13. d. *Venturum esse* is the future infinitive of the verb *venire*. The infinitive is used in indirect statement. The accusative masculine singular *venturum* agrees with the accusative masculine singular *Caesarem*, which is the subject of the indirect statement. The word *cras*, tomorrow, indicates that the action will take place in the future. Translation: We know that Caesar will come to Rome tomorrow.
14. d. *Esset* is the imperfect subjunctive of the verb to be. Indirect question requires the subjunctive form of the verb. The main verb, *rogabant*, is in the imperfect tense, which is a secondary tense. Verbs of the secondary sequence take the imperfect subjunctive to show the same time as the main verb. Translation: They were asking who was in the house.
15. b. The verb *carere*, takes an ablative object because it implies the idea of separation.

Translation: No one is without fear.

16. a

17. c.

18. a.

19. a.

20. d.