

## Classics : Language Aptitude Test

Time allowed : 1 hour

Try to answer all the questions in all three sections. Write your answers in the spaces provided on the paper. (You may, if you wish, also write your rough work on the paper.) Please take care to write very clearly.

### Section A [30 marks]

1. In English, most nouns form their plurals by the addition of **-s** : e.g. **cats, dogs, cows, horses**. This plural marker may be pronounced as [s], as in **cats**, or [z] as in **dogs** and **cows**, or [ɪz] as in **horses**.

Consider the following further examples : **socks, slices, plates, ships, jokes, passes, lids, buses, blobs, phases, gears, flakes, pieces, dishes, sighs, slices, stripes, noses, sashes, flutes, whales, grazes, cares, bones, coshes**.

On the basis of this list, can you suggest a rule, or rules, for when the plural marker is pronounced [ɪz], and give three more examples that fit your rule(s)?

2. In Turkish, the plural marker for nouns is **-ler** or **-lar**, e.g. **ev** 'house', **evler** 'houses' or **pul** 'stamp', **pullar** 'stamps'. Here are some more examples : **çiçekler** 'flowers', **çocuklar** 'children', **kitaplar** 'books', **babalar** 'fathers', **kediler** 'cats', **odalar** 'rooms', **adamlar** 'men', **gençler** 'young people'.

What would you expect to find as the plural of **at** 'horse', **gece** 'evening', **okul** 'school', **arkadaş** 'friend', **fil** 'elephant'?

3. In Classical Armenian, in one class of nouns and adjectives the genitive singular is formed by adding an ending **-oy**, e.g. **get** 'river', genitive **getoy** 'of a river'. This may be accompanied by some other change of form; consider these further examples :

<b>beran</b> 'mouth', <b>beranoy</b> ;	<b>mard</b> 'man', <b>mardoy</b> ;	<b>luc</b> 'yoke', <b>lcoy</b> ;
<b>gorc</b> 'work', <b>gorcoy</b> ;	<b>sur</b> 'sword', <b>sroy</b> ;	<b>gin</b> 'price', <b>gnoy</b> ;
<b>ker</b> 'food', <b>keroy</b> ;	<b>nor</b> 'new', <b>noroy</b> ;	<b>surb</b> 'holy', <b>srboy</b> ;
<b>mis</b> 'meat', <b>msoy</b> ;	<b>eraz</b> 'dream', <b>erazoy</b> .	

What would you expect to find as the genitive singular forms of the following (which belong to the same class)?

<b>sar</b> 'peak'	<b>hur</b> 'fire'	<b>cer</b> 'old man'
<b>hin</b> 'old'	<b>orb</b> 'orphan'	<b>gir</b> 'letter'
<b>hum</b> 'raw'	<b>erg</b> 'song'	

**Section B** [40 marks]

4. The questions in this section are all based on an invented language, called Babel. Read each group of examples carefully, paying particular attention to different forms of words, and working out what information they convey (just as in English there are differences between e.g. *cat* and *cats*, or *beckon* and *beckons* and *beckoned*). Word order in Babel is different from that of English, and is not entirely fixed; it is not a reliable guide to the meaning of sentences. Note also that Babel has nothing corresponding to English *the* and *a(n)*, so that e.g. **bats** may be translated as ‘the king’ or ‘a king’. You are advised to work through the questions in this section in the order in which they are given, as the later ones presuppose some information or vocabulary supplied in earlier examples.

- (a) **bats mug multi** ‘the king praises the servant’  
**bats mugans multi** ‘the king praises the servants’  
**mugas bat kadonti** ‘the servants hate the king’  
**mugs batans kadti** ‘the servant hates kings’  
**totans bats lubti** ‘the king likes children’

Give the meaning of : **mugs tot kadti**

**batans totas lubonti**

Translate into Babel : ‘the kings praise the servant’

- (b) **bats mugans nemolto** ‘the king did not praise the servants’  
**totas gav pelonto** ‘the children chased the dog’  
**filans tots lubto** ‘the child liked elephants’  
**filas gavans nelubonti** ‘elephants do not like dogs’  
**mugs totans nikto** ‘the servant washed the children’

Give the meaning of : **gavs fil nepelto**

**batas mugans nemolonto**

Translate into Babel : ‘the servants did not wash the child’

- (c) **bats palatte kipti** ‘the king is sleeping in the palace’  
**bataks filte hesto** ‘the prince rode on an elephant’  
**mugas laukanste gortsoni** ‘the servants are working in the fields’  
**parkanste miaulas loidonto** ‘the cats played in the gardens’  
**batas batakas-tu palatanste bidonti** ‘kings and princes live in palaces’

Give the meaning of : **miauls gavs-tu laukte kiponto**

**totas filanste nehesonti**

Translate into Babel : ‘the servant did not work in the garden’

- (d) **mipos bats kipti?** ‘is the king sleeping?’  
**mipos gavs sti parkte?** ‘is the dog in the garden?’  
**ko soni mugas?** ‘where are the servants?’  
**mipos woikanste filas bidonti?** ‘do elephants live in houses?’  
**mipos miaul mugs nepelto?** ‘didn’t the servant chase the cat?’

Give the meaning of : **mipos fils palatte nesto?**

**ko bataks gortsti?**

Translate into Babel : ‘were the dogs in the house?’

**TURN OVER**

**Section C** [30 marks]

5. Foreigners speaking English sometimes have difficulties with questions, and produce sentences such as : ‘*Did he came?*’, ‘*Did you heard that?*’, ‘*Did they liked it?*’, etc.

How would you explain to them what they are doing wrong?

6. Adverbs may qualify a particular element of a sentence, usually a verb or adjective, as in :

‘*Curtis casually potted the blue ball.*’

‘*Sarah was terribly upset by Jack’s behaviour.*’

Or they may qualify the sentence as a whole, as in :

‘*There is unfortunately little chance of a victory for England this summer.*’

‘*There will probably be rain before the end of the Bank Holiday.*’

In the following sentences, underline those adverbs that qualify the whole sentence :

‘*Sarah dejectedly re-read Jack’s letter.*’

‘*You have presumably not heard the latest score.*’

‘*Luckily I had some spare cash hidden in my shoe.*’

‘*The professor contemptuously ignored the interruption.*’

‘*England predictably failed to get a single goal.*’

7. In the English sentence ‘*Cooking apples can fill the kitchen with a sweet smell*’, *cooking apples* can have three possible interpretations. One of them would be ‘apples that are cooking’, and a parallel use of *-ing* could be seen in *crying babies*, etc.

What are the other two possibilities? Can you find parallels for these uses of the forms in *-ing*?

8. Rewrite the following sentence as reported speech, beginning ‘Susan said that she ...’ :

“*I’m sorry to be late,*” said Susan, “*but I have been waiting hours for a bus, and I’m afraid that the same thing may happen tomorrow unless they finish the roadworks; if things haven’t improved, I shall just have to come on foot.*”