



# OXFORD UNIVERSITY

## CLASSICS ADMISSIONS TEST

Wednesday 6 November 2013

### INSTRUCTIONS TO CANDIDATES

This booklet contains all the tests required for Classics, in this order:

- 1 *Latin Unseen Translation*
- 2 *Greek Unseen Translation*
- 3 *Classics Language Aptitude Test (CLAT)*

### Time allowed

You have one hour (60 minutes) per test.

If you need to take two tests, you should complete them in the order in which they appear in the booklet (the same order as they are listed above). No courses require all three tests.

Your supervisor will notify you when you should begin the second test.

### Question papers

The Latin and Greek translation test papers each contain two passages. Please write your translations on the answer sheets provided.

The Classics Language Aptitude Test (CLAT) is six pages long. Please write your answers in the spaces provided.

After you have finished, **the whole booklet should be returned**. Do not attempt any tests not required for your course; no extra credit can be gained.

If you are studying Latin or Greek to A-level or equivalent school-leaving qualification you should take the test(s) in the language(s) you are studying. If you are unsure which test(s) you should be taking your supervisor can advise you.

You can use the blank pages in the booklet or separate paper for rough workings or notes, but only answers in the spaces in the papers will be marked. If you make a mistake and need to start again on one of the translation passages, use a separate sheet and ensure that the requested candidate information is written at the top.

No dictionaries of any kind are permitted.

In the box at the top of each answer sheet, you should fill in (1) your UCAS Personal ID, (2) your name, (3) the Oxford college you chose or were allocated and (4) your date of birth. For the Classics Language Aptitude Test (CLAT) you should also state your first language (mother tongue). Your supervisor will also have a record of your UCAS Personal ID if you do not have it.



**Admissions  
Testing Service**

Administered on behalf of the University of Oxford by the Admissions Testing Service, part of Cambridge English a not-for-profit department of the University of Cambridge.

# Latin Unseen Translation

Time allowed: 1 hour

Translate both passages into English

## 1. Latin Verse

Please write your Latin Verse translation on the facing sheet.

**Medea recounts to Jason how she fell in love with him at first sight.**

Tunc ego te vidi, tunc coepi scire, quid esses;  
    illa fuit mentis prima ruina meae.  
et vidi et perii! nec notis ignibus arsi,  
    ardet ut ad magnos pinea taeda deos.  
et formosus eras et me mea fata trahebant:  
    abstulerant oculi lumina nostra tui.  
perfide, sensisti! quis enim bene celat amorem?  
    eminet indicio prodita flamma suo.

**Ovid**

*taeda* – torch    *indicium* – testimony

# Latin Verse

Oxford college of preference

## Answer sheet

UCAS Personal ID	Surname & first name(s)	Date of birth
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**Please continue to Latin Prose passage**

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## **2. Latin Prose**

Please write your Latin Prose translation on the facing sheet.

**Cato the Elder, a diligent reader and writer.**

In omnibus rebus singulari fuit industria. Nam et agricola sollers et peritus iuris consultus et magnus imperator et probabilis orator et cupidissimus litterarum fuit. Quarum studium etsi senior arripuerat, tamen tantum progressum fecit, ut non facile reperiri possit neque de Graecis neque de Italicis rebus, quod ei fuerit incognitum. Ab adulescentia confecit orationes. Senex historias scribere instituit. Earum sunt libri VII. Primus continet res gestas regum populi Romani: secundus et tertius, unde quaeque civitas orta sit Italica; ob quam rem omnes Origines videtur appellasse. In quarto autem bellum Poenicum est primum, in quinto secundum.

**Nepos**

# Latin Prose

Oxford college of preference

## Answer sheet

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# Greek Unseen Translation

Time allowed: 1 hour

Translate both passages into English

## 1. Greek Verse

Please write your Greek Verse translation on the facing sheet.

The fatally wounded Polyneices begs his mother and sister to ensure his burial on native soil, despite his having ruined his own family by killing his brother.

ὁ δ' ἦν ἔτ' ἔμπνους, πρὸς κασιγνήτην δ' ἰδὼν  
γραΐάν τε μητέρ' εἶπε Πολυνείκης τάδε:  
Ἄπλωμέσθα, μήτηρ: οἰκτίρω δὲ σέ  
καὶ τήνδ' ἀδελφὴν καὶ κασίγνητον νεκρόν.  
φίλος γὰρ ἐχθρὸς ἐγένετ', ἀλλ' ὅμως φίλος.  
θάψον δέ μ', ὣς τεκοῦσα, καὶ σύ, σύγγονε,  
ἐν γῆ πατρώα, καὶ πόλιν θυμουμένην  
παρηγορεῖτον, ὡς τοσόνδε γοῦν τύχῳ  
χθονὸς πατρώας, κεῖ δόμους ἀπώλεσα.

**Euripides**

ἔμπνους – breathing      θυμοῦμαι – be angry  
παρηγορέω – assuage      κεί = καὶ εἰ

# **Greek Verse**

Oxford college of preference

## **Answer sheet**

UCAS Personal ID	Surname & first name(s)	Date of birth
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## 2. Greek Prose

Please write your Greek Prose translation on the facing sheet.

**Crito tells his slave to summon the man with the poison cup, and Socrates asks him about how the draught is supposed to work.**

καὶ ὁ Κρίτων ἀκούσας ἔνευσε τῷ παιδὶ πλησίον ἐστῶτι.  
καὶ ὁ παῖς ἐξελθὼν καὶ συχνὸν χρόνον διατρίψας ἤκεν  
ἄγων τὸν μέλλοντα δώσειν τὸ φάρμακον, ἐν κύλικι  
φέροντα τετριμμένον. ἰδὼν δὲ ὁ Σωκράτης  
τὸν ἄνθρωπον, εἶεν, ἔφη, ὦ βέλτιστε, σὺ γὰρ  
τούτων ἐπιστήμων, τί χρὴ ποιεῖν; οὐδὲν ἄλλο, ἔφη,  
ἢ πίνοντα περιιέναι, ἕως ἂν σου βάρος ἐν τοῖς σκέλεσι  
γένηται, ἔπειτα κατακεῖσθαι: καὶ οὕτως αὐτὸ ποιήσει.  
καὶ ἅμα ὤρεξε τὴν κύλικα τῷ Σωκράτει.

**Plato**

νεύω – nod     διατρίβω – linger     σκέλος - leg

# Greek Prose

Oxford college of preference

## Answer sheet

UCAS Personal ID	Surname & first name(s)	Date of birth
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# Classics Language Aptitude Test (CLAT)

Time allowed: 1 hour

Try to answer all the questions in all three sections; but do not spend too much time on any question with which you may have difficulties. 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.

Oxford college of preference

First language (mother tongue)

UCAS Personal ID

Surname & first name(s)

Date of birth

## Section A [25 marks]

1. Consider the following forms for some Estonian nouns:

	<u>nominative</u>	<u>genitive</u>		<u>nominative</u>	<u>genitive</u>
'support'	<b>tugi</b>	<b>toe</b>	'drink'	<b>jook</b>	<b>joogi</b>
'parcel'	<b>pakk</b>	<b>paki</b>	'card'	<b>kaart</b>	<b>kaardi</b>
'soap'	<b>seep</b>	<b>seebi</b>	'face'	<b>nägu</b>	<b>näo</b>
'soup'	<b>supp</b>	<b>supi</b>	'box'	<b>karp</b>	<b>karbi</b>
'reed'	<b>suga</b>	<b>soa</b>	'error'	<b>viga</b>	<b>vea</b>
'bag'	<b>kott</b>	<b>koti</b>	'cake'	<b>tort</b>	<b>tordi</b>
'room'	<b>tuba</b>	<b>toa</b>	'badge'	<b>märk</b>	<b>märgi</b>
'pig'	<b>sig</b>	<b>sea</b>	'receipt'	<b>tšekk</b>	<b>tšeki</b>
'CD'	<b>CD-plaat</b>	<b>CD-plaadi</b>	'stairs'	<b>trepp</b>	<b>trepi</b>
'dentist'	<b>hambaarst</b>	<b>hambaarsti</b>	'form'	<b>blankett</b>	<b>blanketi</b>
'client'	<b>klient</b>	<b>kliendi</b>	'air mail'	<b>lennupost</b>	<b>lennuposti</b>
'row'	<b>rida</b>	<b>rea</b>	'kind'	<b>sugu</b>	<b>soo</b>
'tablet'	<b>tablett</b>	<b>tableti</b>	'tourist'	<b>turist</b>	<b>turisti</b>
'bean'	<b>uba</b>	<b>oa</b>	'knife'	<b>nuga</b>	<b>noa</b>
'festival'	<b>pidu</b>	<b>peo</b>			

What would you expect to find as the genitive forms corresponding to the following nominative forms? (They follow the same patterns as the nouns above.)

	<u>nominative</u>	<u>genitive</u>	
'form'	<b>ankeet</b>	.....	[1]
'injection'	<b>süst</b>	.....	[1]
'permission'	<b>luba</b>	.....	[1]
'pharmacy'	<b>apteek</b>	.....	[1]
'counter'	<b>lett</b>	.....	[1]
'jeep'	<b>džiip</b>	.....	[1]
'sale'	<b>müük</b>	.....	[1]
'sock'	<b>sokk</b>	.....	[1]
'line'	<b>rige</b>	.....	[2]
'flu'	<b>gripp</b>	.....	[1]
'picture'	<b>pilt</b>	.....	[1]
'story'	<b>lugu</b>	.....	[1]

2. Consider the following forms for some nouns in Jola-Fogny, a language spoken in Senegal, Gambia, and Guinea-Bissau:

(Note that Jola-Fogny has ten different vowel sounds, **i, e, a, o, u, ɪ, ɛ, ə, ɔ, ʊ**, and that the symbols **ɲ** and **ŋ** stand for nasal consonants different from **n** and **m**):

	<u>indefinite</u>	<u>definite</u>		<u>indefinite</u>	<u>definite</u>
'moment'	tinok	tinokət	'children'	kuɲɪl	kuɲɪlak
'woman'	asek	asekaw	'child'	aɲɪl	aɲɪlaw
'head'	fuko	fukəɸ	'song'	kəcim	kəcimək
'Jola person'	ajɔla	ajɔlaw	'horn'	kasɪɲ	kasɪɲak
'shells'	bakɔmbɛ	bakɔmbaab	'horns'	usɪɲ	usɪɲaw
'goat'	ɛjamɛn	ɛjamɛney	'house'	eluup	eluupey
'foot'	kakanɔm	kakanɔmak	'smoke'	fakɔr	fakɔraf
'rain, sky, God'	ɛmɪt	ɛmɪtey	'cows'	sibe	sibəəs
'before dawn'	warabarab	warabarabaw	'basket'	kəsinsɪŋ	kəsinsɪŋək
'houses'	siluup	siluupəs	'tree'	ubəər	ubəərəw
(a kind of fruit)	kəgungut	kəgungutək	'girls'	kujaŋa	kujaŋaak
'duck'	fuburə	fuburəɸ	'dogs'	sɪyɛn	sɪyɛnas
'small women'	musek	musekam	'tree'	bubəər	bubəərəb
'hyena'	emungun	emunguney			

What would you expect to find as the definite forms corresponding to the following indefinite forms? (They follow the same patterns as the nouns above.)

	<u>indefinite</u>	<u>definite</u>	
'people'	bukan	.....	[1]
'big wind'	jərus	.....	[1]
'mice'	sikuuku	.....	[1]
'stranger'	ajaburɔŋ	.....	[1]
'noses'	sifɪndu	.....	[1]
'dog'	ɛyɛn	.....	[1]
'day'	fɔnak	.....	[1]
'discussion'	kasankɛn	.....	[1]
'small woman'	jɪsɛk	.....	[1]
'echo'	kayɪŋɔlɔ	.....	[1]
'courtyard'	fank	.....	[1]
'hyenas'	simungun	.....	[1]

**Section B** [50 marks]

3. The questions in this section are all based on an invented language, called Fub. 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 Fub is different from that of English and is not really fixed; it is not a reliable guide to the meanings of sentences. Note also that Fub has nothing corresponding to the English *the* and *a(n)*, so that **hohub** can mean *a teacher* or *the teacher*. You are also 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)
- |                         |                                 |
|-------------------------|---------------------------------|
| <b>huufls hohub red</b> | The teachers taught the pupils. |
| <b>hiip pik hohub</b>   | A teacher provided homework.    |
| <b>rored pik daawl</b>  | The pupils had homework.        |
| <b>rored pik liikl</b>  | The pupils liked the homework.  |
| <b>tok daaw rored</b>   | A pupil had a dog.              |
| <b>totok liiks red</b>  | The dog liked the pupils.       |
| <b>tok rored huuf</b>   | The pupil taught the dog.       |
| <b>paat pik totok</b>   | The dog ate the homework.       |

Give the meaning of:

- liikl hohub tok** ..... [3]  
**totok hub liikls** ..... [4]

Translate into Fub:

The teacher liked dogs.

..... [5]

- (b)
- |                              |   |
|------------------------------|---|
| <b>rored frencpik likl</b>   | The pupils like the French homework.          |
| <b>likl bagpik fofigtok</b>  | The small dogs like the mathematics homework. |
| <b>fofrenchub hip bifpik</b> | The French teacher provides fun homework.     |
| <b>daap bobifpik kuftok</b>  | The fun homework amused the large dog.        |

Give the meaning of:

- liik kuftok bobaghub** ..... [4]  
**kokuftok figred dapls** ..... [4]

Translate into Fub:

The mathematics pupils have a fun teacher.

..... [5]

(c)  
**daap red popaatfrencpiktok**

The dog who ate the French homework amused the pupil.

**fofigred patbagpiktok daw**

The small pupil has a dog who eats mathematics homework.

**rored dawl hipbifpikhub**

The pupils have a teacher who provides fun homework.

**hohiplbagpikhub tok likls**

The teachers who provide the mathematics homework like dogs.

Give the meaning of:

**lik rored patpiktok** ..... [3]

**liklstokred hufls hohub** ..... [4]

Translate into Fub:

The small dog likes pupils who have homework.

..... [5]

(d)  
**daap hohiiphohubpik red**

The homework which the teacher provided amused the pupil.

**paattotokpik fofrenchub hiip**

The French teacher provided the homework which the dog ate.

**hohiipikhub hufls daawlstokred**

The teachers who provided homework taught pupils who had dogs.

**popaathiiphohubpiktok pik liik**

The dog who ate the homework which the teacher provided liked the homework.

Give the meaning of:

**hiiphohubpik totok paat** ..... [4]

**dodawlstokred hiipikhub likls** ..... [4]

Translate into Fub:

The teachers provide homework which amuses the pupils who like homework.

..... [5]

**Section C** [25 marks]

4. The following sentences contain the expression *any vegetables*:

- (a) **I haven't got any vegetables.**
- (b) **If you add any vegetables, the cake will come out horrible.**
- (c) **They didn't have any vegetables in the shop.**
- (d) **Have you got any vegetables?**

The expression *any vegetables* appears in circumstances that can be described as follows:

If a sentence is true, or a question has the answer 'no', then the sentence remains true or the answer remains 'no' if the word *vegetables* is replaced by the word *carrots*. For example, if sentence (a) is true, then so is the sentence 'I haven't got any carrots'. If the answer to (d) is 'no', then the question 'Have you got any carrots?' also has the answer 'no'.

When the above conditions are not met, the expression *some vegetables* has to be used instead of *any vegetables*:

- (e) **I bought some vegetables yesterday.**
- (f) **If you're making soup, you'll need some vegetables.**
- (g) **Interestingly, the cake had some vegetables in it.**
- (h) **Last time we went to the shop they had some vegetables in stock.**

For example, suppose sentence (e) is true. It does not follow that the following sentence is also true (though it may happen to be true): 'I bought some carrots yesterday'.

Now consider the following sentences containing the word 'vegetables':

- (i) **Vegetables aren't sold by the ounce any more.**
- (ii) **Have you ever grown vegetables?**
- (iii) **Have you tried growing vegetables yet?**
- (iv) **In most cases vegetables can be grown indoors.**
- (v) **In most cases vegetables won't grow indoors.**
- (vi) **I haven't tried growing vegetables yet.**
- (vii) **Bill doesn't like vegetables at all.**
- (viii) **Jane buys vegetables quite a lot.**
- (ix) **I've only tried growing vegetables so far.**
- (x) **If you've only tried growing vegetables so far, you might like to try apples next.**
- (xi) **If you ever grow vegetables, it's best to read the instructions first.**
- (xii) **If you grow vegetables quite a lot, you might like to attend a vegetable fair.**
- (xiii) **If you like vegetables at all, you might enjoy a vegetable fair.**
- (xiv) **Do you grow vegetables at all?**
- (xv) **If vegetables aren't sold by the ounce any more, they also won't be sold by the pound.**

Some of the underlined words and phrases behave like the word *any*, in that they only appear in sentences which remain true if the word *vegetables* (in the same clause as the underlined word) is replaced by *carrots*, or in questions to which 'no' remains a valid answer if the word *vegetables* is replaced by *carrots*. Which of the underlined words and phrases behave like this? Explain your answer with a discussion of sentences (i)–(iv). [12 marks]

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5. Consider the following pairs of sentences. In each pair, the first sentence contains the word *is* or *has*, and the second contains the contraction 's instead.

- |  |  |
|--|--|
| <b>He has gone to the theatre.</b>     | <b>Emma is always reading Greek books.</b> |
| <b>He's gone to the theatre.</b>       | <b>Emma's always reading Greek books.</b>  |
| <b>She is a very famous scientist.</b> | <b>Jack has been learning Latin.</b>       |
| <b>She's a very famous scientist.</b>  | <b>Jack's been learning Latin.</b>         |

For each of the following sentences, say whether the contraction 's represents *is* or *has*:

- (a) **He's a brilliant actor.** ..... [1]
- (b) **She's working on a new protein.** ..... [1]
- (c) **Jack's read the whole *Aeneid*.** ..... [1]
- (d) **Emma's reading *the Iliad*.** ..... [1]
- (e) **He's acted in almost every new play this year.** ..... [1]
- (f) **She's doing lots of experiments.** ..... [1]
- (g) **Jack's learning his irregular verbs.** ..... [1]
- (h) **She's done lots of experiments.** ..... [1]
- (i) **It's always possible to do another experiment.** ..... [1]
- (j) **It's always been possible to learn another verb.** ..... [1]
- (k) **It's never been more interesting to be an actor.** ..... [1]
- (l) **She's always known her future was in proteins.** ..... [1]
- (m) **Emma's very keen on Homer.** ..... [1]

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