Classics Language Aptitude Test (CLAT)	Oxford college of preference
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.	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:

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

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.)

	nominative	genitive	
'form'	ankeet	*ankeedi*	[1]
'injection'	süst	*süsti*	[1]
'permission'	luba	*loa*	[1]
'pharmacy'	apteek	*apteegi*	[1]
'counter'	lett	*leti*	[1]
'jeep'	džiip	*džiibi*	[1]
'sale'	müük	*müügi*	[1]
'sock'	sokk	*soki*	[1]
'line'	rige	*rea*	[2]
'flu'	gripp	*gripi*	[1]
'picture'	pilt	*pildi*	[1]
'story'	lugu	*loo*	[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 ñ and ŋ stand for nasal consonants different from n and m):

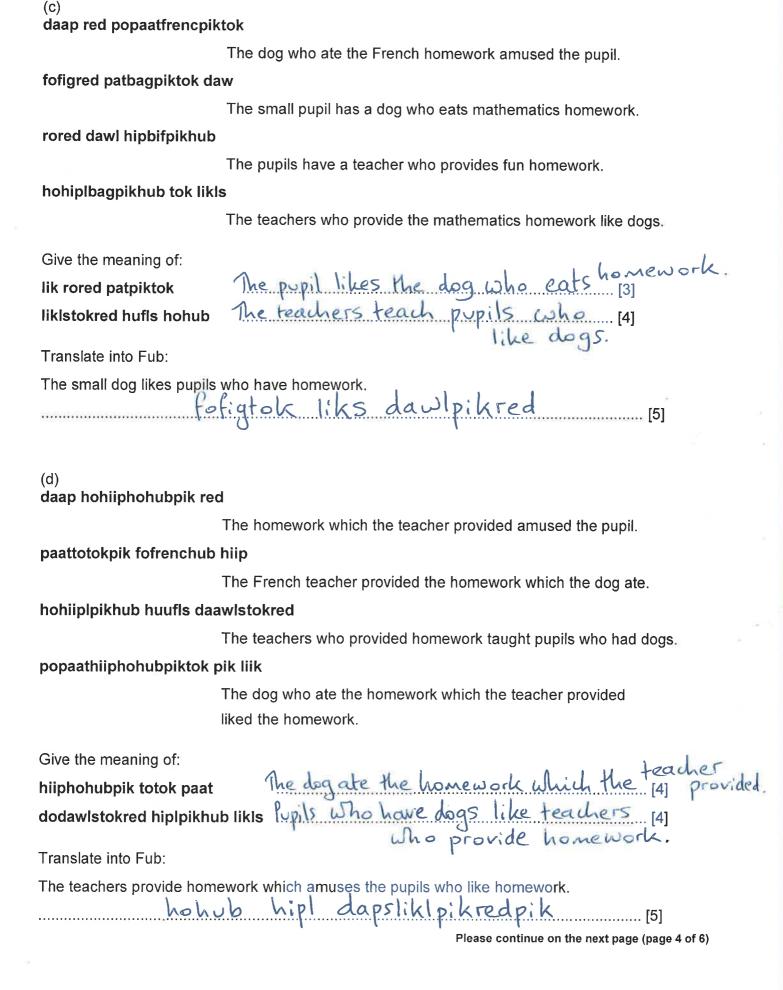|	indefinite	definite		indefinite	definite
'moment'	tinok	tinokət	'children'	kuñɪl	kuñɪlak
'woman'	asɛk	asɛkaw	'child'	añɪl	añɪlaw
'head'	fuko	fukəəf	'song'	kəcim	kəcimək
'Jola person'	ajɔla	ajɔlaw	'horn'	kasɪɪn	kasɪɪnak
'shells'	bakɔmbɛ	bakɔmbaab	'horns'	ʊsɪɪn	ʊsɪɪnaw
'goat'	ɛjamɛn	ɛjamɛnɛy	'house'	eluup	eluupey
'foot'	kakanʊm	kakanʊmak	'smoke'	fakɔr	fakɔraf
'rain, sky, God'	ɛmɪt	ɛmɪtɛy	'cows'	sibe	sibəəs
'before dawn'	warabarab	warabarabaw	'basket'	kəsinsiŋ	kəsinsiŋək
'houses'	siluup	siluupəs	'tree'	ubəər	ubəərəw
(a kind of fruit)	kəgungut	kəgungutək	'girls'	kʊjaŋa	kʊjaŋaak
'duck'	fuburə	fuburəəf	'dogs'	sɪyɛn	sɪyɛnas
'small women'	mʊsɛk	mʊsɛkam	'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.)

	indefinite	definite	
'people'	bʊkan	bʊkanak	[1]
'big wind'	jərus	jərusəj	[1]
'mice'	sɪkuuku	sɪkʊʊkaas	[1]
'stranger'	ajabʊrʊŋ	ajabʊrʊŋaw	[1]
'noses'	siñindu	siñindəəs	[1]
'dog'	ɛyɛn	ɛyɛnɛy	[1]
'day'	fʊnak	fʊnakaf	[1]
'discussion'	kasankɛn	kasankɛnak	[1]
'small woman'	jɪsɛk	jɪsɛkaj	[1]
'echo'	kayɪŋʊlɔ	kayɪŋʊlaak	[1]
'courtyard'	fank	fankaf	[1]
'hyenas'	simungun	simungunəs	[1]

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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)

huufls hohub red	The teachers taught the pupils.
hiip pik hohub	A teacher provided homework.
rored pik daawl	The pupils had homework.
rored pik liikl	The pupils liked the homework.
tok daaw rored	A pupil had a dog.
totok liiks red	The dog liked the pupils.
tok rored huuf	The pupil taught the dog.
paat pik totok	The dog ate the homework.

Give the meaning of:

liikl hohub tok ....The teachers liked the dog..... [3]

totok hub liikls ....The dogs liked the teachers.... [4]

(Definite/indefinite articles aren't important.)

Translate into Fub:

The teacher liked dogs.

.......hohub liiks tok........... [5]

(Other word orders are fine, here and throughout.)

(b)

rored frencpik likl	The pupils like the French homework.
likl bagpik fofigtok	The small dogs like the mathematics homework.
fofrenchub hip bifpik	The French teacher provides fun homework.
daap bobifpik kuftok	The fun homework amused the large dog.

Give the meaning of:

liik kuftok bobaghub The mathematics teacher liked the large dog. [4]

kokuftok figred dapls The large dogs amuse the [4] small pupils.

Translate into Fub:

The mathematics pupils have a fun teacher.

.......bobagred dawl bifhub........... [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   The pupil likes the dog who eats homework. [3]

liklstokred hufls hohub   The teachers teach pupils who like dogs. [4]

Translate into Fub:

The small dog likes pupils who have homework.

fofigtok liks dawlpikred [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.

hohiiplpikhub huufls 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   The dog ate the homework which the teacher provided. [4]

dodawlstokred hiplpikhub likls   Pupils who have dogs like teachers who provide homework. [4]

Translate into Fub:

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

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

<u>any more</u>, <u>ever</u>, <u>yet</u>, <u>at all</u> behave like any. The other underlined expressions don't. [For the 'explain' part, all that's needed is talking through (i)-(iv).] (i) If vegetables aren't sold by the ounce <u>any more</u> (i.e. if sentence (i) is true), it

follows that carrots are also not sold by the ounce any more. Since carrots are vegetables, sentence (i) wouldn't be true if carrots were still sold by the ounce. [A really sophisticated candidate might worry about what happens in a world in which carrots were never ̮sold by the ounce. There are no extra marks for this but no negative points, even if such a discussion is merrily done.] (ii) If the answer is no, it must also be true that the addressee has never grown carrots. (iii) If this is again a question which gets the answer 'no', the addressee cannot have tried growing carrots yet. (iv) This sentence could be true even if carrots can't in most cases be grown indoors. Carrots could be among the exceptions to the original proposition.

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.

He has gone to the theatre.
He's gone to the theatre.

She is a very famous scientist.
She's a very famous scientist.

Emma is always reading Greek books.
Emma's always reading Greek books.

Jack has been learning Latin.
Jack's been learning Latin.

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

(a) He's a brilliant actor. ....is............ [1]

(b) She's working on a new protein. ....is............ [1]

(c) Jack's read the whole *Aeneid*. ....has............ [1]

(d) Emma's reading *the Iliad*. ....is............ [1]

(e) He's acted in almost every new play this year. ....has............ [1]

(f) She's doing lots of experiments. ....is............ [1]

(g) Jack's learning his irregular verbs. ....is............ [1]

(h) She's done lots of experiments. ....has............ [1]

(i) It's always possible to do another experiment. ....is............ [1]

(j) It's always been possible to learn another verb. ....has............ [1]

(k) It's never been more interesting to be an actor. ....has............ [1]

(l) She's always known her future was in proteins. ....has............ [1]

(m) Emma's very keen on Homer. ....is............ [1]