

# 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 Old Norse words:

	'long'	'old'	'middle'	'clear'	'strong'	'our'
Nominative singular	langr	gamall	miðr	gløgg	sterkr	várr
Accusative singular	langan	gamlan	miðjan	gløggvan	sterkan	váran
Genitive singular	langs	gamals	miðs	gløggs	sterks	várs
Dative singular	lqngum	gqmlum	miðjum	gløggum	sterkum	várum
Nominative plural	langir	gamlir	miðir	gløggvir	sterkir	várir
Accusative plural	langa	gamla	miðja	gløggva	sterka	vára
Genitive plural	langra	gamalla	miðra	gløggra	sterkra	várra
Dative plural	lqngum	gqmlum	miðjum	gløggum	sterkum	várum

What would you expect to find as the accusative plural, genitive plural, and dative plural forms of the following nouns? (They follow the same patterns as the nouns above.)

	'handsome'	'famous'	'brave'	'evil'
Nominative singular	vænn	frægr	rqsqr	illr
Accusative singular	vænan	frægjan	rqskvan	illan
Genitive singular	væns	frægs	rqsks	ills
Dative singular	vænum	frægjum	rqskum	illum
Nominative plural	væmir	frægir	rqskvir	illir
Accusative plural	<u>vænna</u> (1)	<u>frægja</u> (1)	<u>rqskva</u> (1)	<u>illa</u> (1)
Genitive plural	<u>vænna</u> (1)	<u>frægja</u> (1)	<u>rqskva</u> (1)	<u>illa</u> (1)
Dative plural	<u>vænum</u> (1)	<u>frægjum</u> (1)	<u>rqskum</u> (1)	<u>illum</u> (1)

2. Consider the following forms for some verbs in Serbian:

	<u>First person</u> <u>singular present</u>	<u>Masculine past</u>	<u>Feminine past</u>
'shake'	tresem	tresao	tresla
'convey'	vezem	vezao	vezla
'knit'	pletem	pleo	plela
'bite'	grizem	grizao	grizla
'prickle'	ubodem	uboo	ubola
'sweep'	metem	meo	mela
'lead'	povedem	poveo	povela
'wander'	tepem	tepao	tepla
'bake'	pečem	pekao	pekla
'help'	pomognem	pomogao	pomogla
'tear'	skubem	skubao	skubla
'steal'	kradem	krao	krala
'sit down'	sednem	seo	sela
'induce'	vedem	veo	vela
'dress'	obučem	obukao	obukla
'lie down'	legnem	legao	legla
'meet'	sretnem	sreo	srela

What would you expect to find as the masculine past and feminine past forms of the following verbs? (They follow the same patterns as the verbs above. For the verb for 'burn', you are given the masculine past form and you should give the feminine past form only.)

	<u>First person</u> <u>singular present</u>	<u>Masculine past</u>	<u>Feminine past</u>	
'graze'	pasem	<u>pasao</u>	<u>pasla</u>	(2)
'eat'	jedem	<u>jeo</u>	<u>jela</u>	(2)
'milk'	muzem	<u>muzao</u>	<u>muzla</u>	(2)
'say'	rečem	<u>rekao</u>	<u>rekla</u>	(2)
'scratch'	grebem	<u>grebao</u>	<u>grebla</u>	(2)
'fall'	padnem	<u>pao</u>	<u>pala</u>	(2)
'burn'	žežem	žegao	<u>žežla</u>	(1)

## Section B [50 marks]

3. The questions in this test are all based on an invented language, called Pip. 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 Pip 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 Pip has nothing corresponding to the English *the* and *a(n)*, so that **pit** can mean *a dog* or *the dog*. Note that **a** and **ã** are different vowels from each other. 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) **pit sak run** *acc* The dog chased the cat. *acc*  
*nb* **rin lup kat**            The cat watched the mouse.  
**mup taw kid** *acc* The horse saw the teacher.  
**liip puut kat**            The mice watched the dogs.  
**kid taw muuk** *acc* The horse saw the squirrels.

Give the meaning of:

miip put kat (The) trackers watched the dog. [4]

taw kud lip A/The mouse saw a/the horse [3]

Translate into Pip:

The mouse saw the cats. Up taw runn. [5]

- |     |                      |                                 |
|-----|----------------------|---------------------------------|
| (b) | <b>mip put kakap</b> | The teacher likes the dog.      |
|     | <b>sasāk rin</b>     | The cat chases him.             |
|     | <b>pit kāp</b>       | The dog liked her.              |
|     | <b>kakāt lip</b>     | The mouse watches him.          |
|     | <b>kiid tatāw</b>    | The horses see her.             |
|     | <b>mik yub tataw</b> | The squirrel sees an apple pie. |
|     | <b>pās kid</b>       | The horse bit it.               |
|     | <b>pit pāp</b>       | The dog cut it.                 |
|     | <b>sasāt rin</b>     | The cat steals it.              |
|     | <b>lip papās</b>     | The mouse bites it.             |
|     | <b>rin kāt</b>       | The cat watched it.             |
|     | <b>rarāf mik</b>     | The squirrel takes it.          |
|     | <b>yub lip lam</b>   | The mouse got the apple pie.    |

Give the meaning of:

kid yub papap. The horse cuts the apple [4]

kakāp miik. the squirrels like it / him / her [4]

Translate into Pip:

The dogs get it. dit lah [5]



- (c) put pupup-yub kid taw The horse saw the dog cutting the apple pie.  
 mip susuk-luup run kakat The teacher watches the cat chasing the mice.  
 mik run taw sut-yub The squirrel saw the cat who had stolen the apple pie.  
 rin taw puut suk-luup The cat saw the dogs who had chased the mice.  
 kat rin lup lulūm The cat watched the mouse getting it.  
 rūf tataw pit muup The dog sees the teachers who have taken it.  
 muuk sūt tataw riin The cats see the squirrels who have stolen it.

Give the meaning of:

put liip taw ruruf-yuub. The mice saw the dog taking the apple pie. [3]

piit luup rurūf tataw. The dogs see the mice taking it/him. [4]

Translate into Pip:

The cat sees the teacher who has cut it. rin tataw muup piip. [5]

- (d) kod kokot-yub, rin lup sak While the horse was watching the apple pie, the cat chased the mouse.  
 pot sosok-ruun, yuub lip pap While the dog was chasing the cats, the mouse cut the apple pies.  
 pop-yub pot, mip sak lup When the dog had cut the apple pie, the teacher chased the mouse.  
 lop popop-yuub, pit run tataw While the mouse is cutting the apple pies, the dog sees the cat.  
 rof-yub ron, taw pit muk When the cat had taken the apple pie, the dog saw the squirrel.  
 roon sosot-yub, kakat lup miik While the cats are stealing the apple pie, the squirrels watch the mouse.  
 mok tow-yub, pit sasak run When the squirrel has seen the apple pie, the dog chases the cat.

Give the meaning of:

tow-run lop, pit yub papap. When the mouse has seen the cat, the dog cuts the apple pie. [4]

kokot-run loop, kat yub mip. While the mice were taking the cat, the teacher watched the apple pie. [4]

Translate into Pip:

While the cats are watching the squirrels, the dogs get the apple pie.

kokot - muuk roon, piit laban yub. [5]

**Section C** [25 marks]

**4.** Consider the following sentences:

It **must** be raining outside, because the ground is wet.

You **must** do your homework, because you'll fail your exams otherwise.

In the first sentence, the word '**must**' indicates certainty or near-certainty: the speaker is certain or almost certain that it is raining outside. This is called an *epistemic* use of '**must**'. In the second sentence, the word '**must**' indicates a requirement or forceful advice: Mary is required or forcefully advised to do her homework. This is called a *deontic* use of '**must**'. Consider now sentences (a)–(l), and for each sentence say whether the use of '**must**' is epistemic or deontic.

**Examples:**

You **must** work hard at your French, because you speak it so well.

epistemic

You **must** look right and left or you'll get run over.

deontic

- (a) The neighbours **must** be at home, because their lights are on. epi (1)
- (b) Sam **must** learn to cycle safely before he has an accident. deo (1)
- (c) Sam **must** like football, because he never misses a match. epi (1)
- (d) If you want your tomatoes to grow you **must** water them. deo (1)
- (e) You **must** water your tomatoes well or they wouldn't be so big. epi (1)
- (f) This **must** be Mary's house, because that's her bicycle outside. epi (1)
- (g) I **must** water my tomatoes or they won't grow. deo (1)
- (h) That bicycle **must** be repaired or there will be an accident. deo (1)
- (i) Sam **must** like football a lot if he's happy at that school. epi (1)
- (j) Mary **must** have left; at least I can't see her here. epi (1)
- (k) I've never been very good with tomatoes, I **must** admit. deontic (1)
- (l) That **must** be a tree, but it's a rather odd one with no branches. epi (1)



5. Consider the following sentences:

The clerk rang **up** her boss.

The mouse ran **up** the clock.

The first sentence can be rearranged so that the word '**up**' is postponed until after 'her boss': 'The clerk rang her boss **up**'. In the second sentence, the word '**up**' cannot be postponed until after 'the clock': the meaning of the second sentence cannot be expressed with 'The mouse ran the clock **up**'.

A way of expressing this difference in the behaviour of the word '**up**' is to say that in the first sentence, the word '**up**' forms a *phrasal verb* together with the preceding word '**rang**', but in the second sentence the word '**up**' forms a *prepositional phrase* together with the following words '**the clock**'.

Consider now sentences (a)–(m), and for each sentence say whether the underlined word belongs to a *phrasal verb* or a *prepositional phrase*.

(Note: different people sometimes use the terms 'phrasal verb' and 'prepositional phrase' in slightly different ways from each other. For the purposes of this exercise you should consider the distinguishing fact to be whether the underlined word can be postponed as described above, even if you have come across a different use of one or both terms.)

Examples:

We'll have to lift up the refrigerator. phrasal verb

Fred will go to the shop. prepositional phrase

- (a) Fred turned on the radio. phrasal (1)
- (b) The dog slept under the table. prep. (1)
- (c) I don't want to break up the party. phrasal (1)
- (d) Try not to wake up the dog. phrasal (1)
- (e) We ought to talk to Martha. prep. (1)
- (f) Martha lives in that house. prep. (1)
- (g) Fred should send out a reminder. phrasal (1)
- (h) You should put up a notice. phrasal (1)
- (i) In hot weather people often take off their coats. phrasal (1)
- (j) It's hard to put down that book. phrasal (1)
- (k) Have we used up the nails? phrasal (1)
- (l) Martha wrote about the watering can. prep. (1)
- (m) Fred lives with his parents. prep. (1)