



OXFORD UNIVERSITY

CLASSICS ADMISSIONS TEST

Wednesday 30 October 2019

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 or three tests, you should complete them in the order in which they appear in the booklet (the same order as they are listed above).

Your invigilator will notify you when you should begin the second test and/or third tests, if applicable.

Question papers

The Latin and Greek translation test papers each contain two passages. Please write your translations on the answer sheets provided. You must use a black pen.

The Classics Language Aptitude Test (CLAT) is six pages long. Please write your answers in the spaces provided. You must use a black pen.

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 not studying Latin or Greek to A-level or equivalent, you should take the Classics Language Aptitude Test (CLAT). You should also take the CLAT, in addition to the Latin and/or Greek test(s), ONLY if you are applying to study Classics with Oriental Studies AND intend to study Arabic, Turkish, Hebrew, or Persian.

You can use the blank pages in the booklet 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 (if known), (2) your name, (3) the Oxford college you chose or were allocated, (4) your date of birth and (5) your candidate number. For the Classics Language Aptitude Test (CLAT) you should also state your first language (mother tongue).



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.

Vergil announces his literary programme: to introduce the Greek art of poetry to Italy.

Primus ego in patriam mecum, modo vita supersit,
Aonio rediens deducam vertice Musas;
primus **Idumaeas** referam tibi, **Mantua**, palmas,
et viridi in campo templum de marmore ponam
propter aquam, tardis ingens ubi flexibus errat
Mincius et tenera praetexit **harundine** ripas.
In medio mihi Caesar erit templumque tenebit:
illi victor ego et **Tyrio** conspectus in ostro
centum quadriugos agitabo ad flumina currus.
Cuncta mihi **Alpheum** linquens **lucosque Molorchi**
cursibus et crudo decernet Graecia **caestu**.
Ipse caput tonsae foliis ornatus olivae
dona feram.

Vergil, *Georgics* 3.10–22

Aonius -a -um	of Aonia (a region in Greece where Mount Helicon, the home of the Muses, is located)
Idumaeus -a -um	of Idumea (a region of Judea)
Mantua -ae, f.	a city in northern Italy, located near the birthplace of Vergil
Mincius -ii, m.	a river by Mantua
harundo -inis, f.	the reed
Tyrius -a -um	of Tyre (a Phoenician city famous for her purple)
Alpheus -i, m.	the main river of the Peloponnese in Greece, here a reference to the Olympic Games
luci Molorchi	translate 'the Nemean Forest', a reference to the Nemean Games
caestus -us, m.	a Roman boxing-glove

Latin Verse

Oxford college of preference

Answer sheet

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2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

The political and military customs of the Germans.

Reges ex nobilitate, duces ex virtute sumunt. nec regibus infinita aut libera potestas, et duces exemplo potius quam imperio, si prompti, si conspicui, si ante aciem agant, admiratione praesunt. ceterum neque **animadvertere** neque vincere, ne verberare quidem nisi sacerdotibus permissum, non quasi in poenam nec ducis iussu, sed velut deo imperante, quem adesse bellantibus credunt. effigiesque et signa quaedam detracta **lucis** in proelium ferunt; quodque praecipuum fortitudinis incitamentum est, non casus nec fortuita conglobatio **turmam** aut **cuneum** facit, sed familiae et propinquitates; et in proximo **pignora**, unde feminarum ululatus audiri, unde **vagitus** infantium.

Tacitus, *Germania* 7

animadvertere to punish (with death)

lucus -i, m. a sacred grove

turma -ae, f. a troop

cuneus -i, m. a wedge-shaped battle formation

pignus -oris, n. pledge, (in pl.) persons as pledge, i.e. 'nearest and dearest'

vagitus -us, m. a crying

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.

Silenus and his chorus of Satyrs, here split into two groups, erroneously track one another rather than the cattle of Apollo.

Ἕμιχορός β

οὐκ εἰσακούω πω τορῶς τοῦ φθέγματος.
ἀλλ' αὐτὰ μὴν ἴχνη τε χῶ **στίβος** τάδε
κείνων **ἐναργῆ** τῶν βοῶν μαθεῖν **πάρα**.

Ἕμιχορός α

ἔα μάλα·
παλινστραφῆ τοι ναὶ μὰ Δία τὰ **βήματα**
εἰς τοῦμπαλιν δέδορκεν· αὐτὰ δ' εἶσιν εἶδε.
τί ἐστὶ τουτί; τίς ὁ τρόπος τοῦ **τάγματος**;
εἰς τοῦπίσω τὰ πρόσθεν **ἤλλακται**, τὰ δ' αὖ
ἐναντί' ἀλλήλοισι συμβεβλημένα·
δεινὸς **κυκησμός** εἶχε τὸν βοηλάτην.

Σιληνός

τίν' αὖ τέχνην σὺ τήνδ' ἄρ' ἐξηῦρες, τίν' αὖ,
πρόσπαιον ὧδε κεκλιμένος κυνηγετεῖν
πρὸς γῆ; τίς ὑμῶν ὁ τρόπος; οὐχὶ μανθάνω.

Sophocles, *Trackers* 114–26 modified

στίβος -ου, m.	track
ἐναργῆς -ές	clear
πάρα	πάρεστι 'it is possible'
βῆμα -ατος, n.	footstep, track
τάγμα -ατος, n.	arrangement
ἤλλακται	3rd s. perf. middle/passive < ἀλλάσσω exchange, change
κυκησμός -οῦ, m.	confusion
πρόσπαιον, adv.	suddenly

Greek Verse

Oxford college of preference

Answer sheet

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2. Greek Prose

Please write your Greek Prose translation on the facing sheet.

After the poet Simonides has described the life of a private citizen, Hieron discusses with him the life of a ruler.

[7] ἐγὼ μὲν τοίνυν, ἔφη, ὦ Σιμωνίδη, ἔξω τούτων ὧν εἴρηκας σύ γε οὐδ' ὅπως ἂν αἴσθοιτό **τινος ἄλλου** ὁ τύραννος ἔχοιμ' ἂν εἰπεῖν, ὥστε μέχρι γε τούτου οὐκ οἶδ' εἶ τι **διαφέρει** ὁ τυραννικός βίος τοῦ ιδιωτικοῦ βίου. [8] καὶ ὁ Σιμωνίδης εἶπεν· ἄλλ' ἐν τοῖσδε, ἔφη, διαφέρει· **πολλαπλάσια** μὲν εὐφραίνεται, πολὺ δὲ μείω τὰ λυπηρὰ ἔχει. καὶ ὁ Ἰέρων εἶπεν· οὐχ οὕτως ἔχει, ὦ Σιμωνίδη, ταῦτα, ἀλλ' εὖ ἴσθ' ὅτι μείω πολὺ εὐφραίνονται οἱ τύραννοι τῶν μετρίως διαγόντων ιδιωτῶν, πολὺ δὲ πλείω καὶ μείζω λυποῦνται. [9] ἄπιστα λέγεις, ἔφη ὁ Σιμωνίδης. εἰ γὰρ οὕτως ταῦτ' εἶχε, πῶς ἂν πολλοὶ ἐπεθύμουν τυραννεῖν καὶ πῶς πάντες **ἐζήλου** ἂν τοὺς τυράννους; [10] ὅτι ναὶ μὰ τὸν Δί', ἔφη ὁ Ἰέρων, ἄπειροι ὄντες ἀμφοτέρων τῶν ἔργων σκοποῦνται περὶ αὐτοῦ.

Xenophon, Hieron 1.7–10, modified

τινος ἄλλου	neuter, construe with ἔξω τούτων etc.
διαφέρω	I differ
πολλαπλάσιος -α -ον	many times over
ζηλώω	I envy

Greek Prose

Oxford college of preference

Answer sheet

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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

Candidate number

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Section A [25 marks]

1. In Classical Armenian, nouns can occur in a number of forms, each of which expresses different grammatical functions of a noun in a sentence. Consider, for instance, the following select cases:

Nominative Singular	<i>azg</i>	'the people [subject]' e.g. 'The people will vote.'
Genitive Singular	<i>azgi</i>	'of the people'
Locative Singular	<i>yazgi</i>	'in the people'
Ablative Singular	<i>yazgē</i>	'from the people'
Instrumental Singular	<i>azgaw</i>	'with the people'
Genitive Plural	<i>azgac'</i>	'of the peoples'
Instrumental Plural	<i>azgawk'</i>	'with the peoples'

As well as the letters of the Latin alphabet, Classical Armenian also uses the following modified letters: ē (like English **bear**); k' (like English **keep**); c' (like English **knits**); j' (like English **journal**); † (close to French **rester**). Pay attention to the marks above and below these letters – they are meaningful.

Now consider the following data:

	'old'	'vice'	'sea'	'saline'	'part'	'fire'
Nominative	<i>cer</i>	<i>axt</i>	<i>cov</i>	<i>ali</i>	<i>masn</i>	<i>hur</i>
Genitive	<i>ceroy</i>	<i>axti</i>	<i>covu</i>	<i>alwoy</i>	<i>masin</i>	<i>hroy</i>
Sg. Locative	<i>i cer</i>	<i>yaxti</i>	<i>i covu</i>	<i>yalwoj</i>	<i>i masin</i>	<i>i hur</i>
Ablative	<i>i ceroy</i>	<i>yaxtē</i>	<i>i covē</i>	<i>yalwojē</i>	<i>i masnē</i>	<i>i hroy</i>
Instrumental	<i>cerov</i>	<i>axtiw</i>	<i>covu</i>	<i>aleaw</i>	<i>masamb</i>	<i>hrov</i>
Pl. Genitive	<i>ceroc'</i>	<i>axtic'</i>	<i>covuc'</i>	<i>aleac'</i>	<i>masanc'</i>	<i>hroc'</i>
Instrumental	<i>cerovk'</i>	<i>axtiwk'</i>	<i>covuk'</i>	<i>aleawk'</i>	<i>masambk'</i>	<i>hrovk'</i>

With the above patterns in mind, please complete the following table:

	'word'	'water'	'vineyard'	'bride'
Nom.Sg.	_____	_____	_____	_____
Gen.Sg.	_____	_____	<i>aygwoy</i>	_____
Loc.Sg.	_____	_____	_____	_____
Abl.Sg.	_____	<i>i jroy</i>	_____	_____
Ins.Sg.	_____	_____	_____	_____
Gen.Pl.	_____	_____	_____	<i>harsanc'</i>
Ins.Pl.	<i>baniwk'</i>	_____	_____	_____

2. Consider how Turkish expresses the notions possession (genitive, 'of X') and place (locative, 'in/on X') grammatically:

		genitive	locative
kitap	'book'	<i>kitabın</i> 'of the book'	<i>kitapta</i> 'in/on the book'
fare	'mouse'	<i>farenin</i> 'of the mouse'	<i>farede</i> 'in/on the mouse'
tarih	'history'	<i>tarihin</i> 'of the history'	<i>tarihte</i> 'in/on the history'
çatı	'roof'	<i>çatının</i> 'of the roof'	<i>çatıda</i> 'in/on the roof'
tablo	'painting'	<i>tablonun</i> 'of the painting'	<i>tabloda</i> 'in/on the painting'
mektup	'letter'	<i>mektubun</i> 'of the letter'	<i>mektupta</i> 'in/on the letter'
göz	'eye'	<i>gözün</i> 'of the eye'	<i>gözde</i> 'in/on the eye'
sözlük	'dictionary'	<i>sözlüğün</i> 'of the dictionary'	<i>sözlükte</i> 'in/on the dictionary'
fil	'elephant'	<i>filin</i> 'of the elephant'	<i>filde</i> 'in/on the elephant'
ceket	'jacket'	<i>ceketin</i> 'of the jacket'	<i>cekette</i> 'in/on the jacket'
at	'horse'	<i>atın</i> 'of the horse'	<i>atta</i> 'in/on the horse'
kulak	'ear'	<i>kulağın</i> 'of the ear'	<i>kulakta</i> 'in/on the ear'
sürü	'herd'	<i>sürünün</i> 'of the herd'	<i>sürüde</i> 'in/on the herd'
pabuç	'shoe'	<i>pabucun</i> 'of the shoe'	<i>pabuçta</i> 'in/on the shoe'

The following remarks about Turkish pronunciation may be of use:

- c is pronounced like j in Engl. **j**ournal; ç like ch in Engl. **ch**eck; ğ like y in Engl. **y**aying; ı like the vowel sound in the second syllable of Engl. **trif**le.
- ü and ö are variants of u and o, but have no English counterparts.

Pay attention to the marks above and below these letters – they are meaningful.

Taking into account the examples above, please complete the following table:

		genitive	locative
ekmek	'bread'	_____	_____
çöp	'rubbish'	_____	_____
pilot	'pilot'	_____	_____
peri	'fairy'	_____	_____
çekiç	'hammer'	_____	_____
araba	'car'	_____	_____
salyangoz	'snail'	_____	[no form required]

Section B [50 marks]

3. The following questions are based on Pinā, an artificial language. Like English, Pinā has a fixed word order; unlike English, however, it does not mark definiteness (no difference between 'the table' and 'a table'), nor does it distinguish simple from progressive tenses ('goes' = 'is going'). Work out the meanings of the following sentences, individual words, and their components by reading carefully and paying attention to the differences between similar forms, including accents. The exercises are built up gradually, so it is best to do them in order.

- | | |
|---------------------------------|---|
| a) pilaya gukel potoyyi. | <i>The actress sees the postman.</i> |
| muhoy futel bokayayi. | <i>The bull frightens the hen.</i> |
| piloy lusel potayayi. | <i>The actor hears the postwoman.</i> |
| muhayā feselē bokoyyi. | <i>The cows eat the rooster.</i> |
| kelaya mogelē redayi. | <i>The waiters like the book.</i> |
| pota futel pilayāyi. | <i>The post office frightens the actresses.</i> |
| wonā futelē piloyayi. | <i>The houses frighten the actors.</i> |
| gukeleg gurayi. | <i>I see the park.</i> |
| feseleyo gesayi. | <i>You eat the food.</i> |
| luselēg potayāyi. | <i>We hear the postwomen.</i> |
| kelay pinel befāyi. | <i>The waiter writes letters.</i> |

Give the meaning of:

bokoy gukel bokayāyi. _____

kelayā mogelē redayi. _____

Translate into Pinā:

We frighten the bulls. _____

The actresses write books. _____

- | | |
|--|---|
| b) muhoya kum muhayā jehelē gurāye. | <i>The bulls and the cows go to the parks.</i> |
| potoy gukels potayi kum lesels redayi. | <i>The postman will see the post office and read the book.</i> |
| wefeleg hanayi kelayaye. | <i>I throw the phone to the waitress.</i> |
| feselēg narāyi gurasa. | <i>We eat oranges in the park.</i> |
| litoya jehelsē potasan budaye. | <i>The policemen will go from the post office to the supermarket.</i> |
| bokayā bigelsē tenāyi litaye. | <i>The hens will bring stones to the police station.</i> |
| redā weselē wonasa yab sefutelē potoyyi. | <i>The books are in the house but they do not frighten the postman.</i> |
| serufelseyo piloyyi kum litayayi gurasan. | <i>You will not ring the actor and the policewoman from the park.</i> |
| pilayā sebigelē befāyi. | <i>The actresses do not bring the letters.</i> |
| leselsēg setayi filasa yab lem gurasa. | <i>We will read a newspaper in the field but not in the park.</i> |
| lem falā yab narā weselē gesa. | <i>Not bottles, but oranges are food.</i> |

Give the meaning of:

kelaya wefel narayi kum hanayi piloyye budasa.

lem litoya yab muhoya mogelsē falāyi gurāsa.

Translate into Pinā:

We will not read newspapers in the house.

I will walk from the field to the police station and not to the post office.

(c) **muhoya kum netayā lemelē famāsa.**

Bulls and ducks live on farms.

**wewefeleyo kulayi litoyye.
potoy gugukel gebefayi.
gebokoy sefutels yebokayayi.**

*You threw the ball to the policeman.
The postman saw my letter.
My rooster will not frighten your
hen.*

sepipinelēg befayi ekidayaye.

*We did not write a letter to his
daughter.*

egatoy sefefesel gesayi budasa.

*Her husband did not eat food in the
supermarket.*

geгатоys kidoyñ sewesel wonasa.

*My husband's son is not in the
house.*

**gugukeleg litayas narāyin.
yemuhayā sejehelē potoys filasann potaye.**

*I saw the policewoman's oranges.
Your cows did not walk from the
postman's field to the post office.*

piloya lelemelē yekidayās famasan.

The actors lived in your daughters' farm.

Give the meaning of:

epotoy wewefel gegatayas redayin filasa.

yebokaya kum gemuhayā sefefeselē netayas gesayin.

Translate into Pinā:

My bottles were not in her husband's farm, but your bottles were.

The policeman wrote letters to his wife's sons.

Section C [25 marks]

4. In English, the *-ing* form of the verb can be used in a number of different ways, for instance as an adjective, a noun, or as participle.

Consider the following examples:

- Adjective** ***Singing** elephants are a rare sight.*
 *Ali looked forward to his **impending** nuptials.*
- Noun** ***Running** is prohibited in all indoor areas.*
 *Bronwyn gave her everything to **rowing**.*
- Participle** *Anuj absolutely adored horses, **being** the son of vets.*
 ***Rallying** her troops behind her, Boadicea confronted the Romans.*

Based on these examples, please evaluate the data below and decide whether the *-ing* form in bold functions as an adjective (A), noun (N), or participle (P).

Caimans often lunge at the **fishing** otters, who respond by backing off. _____

Finally **seeing** their aunt Agatha, the children were delighted. _____

To help nurture longer periods of motivation, first create a list of reasons why you love **running**. _____

I waited by a stile, and it was while I stood there that the **screaming** horror came upon me. _____

Now she felt alive again, ready to love, **loving** to live. _____

After he was told off sternly, Joe went up to his room, **sulking**. _____

Filing an application for a monocycle licence will not incur a fee. _____

She was afraid of clever animals, most of all **typing** monkeys. _____

For a young baby, **crying** is the only way of communication. _____

Some people practise yoga regularly to attain **shining**, light-filled moments of clarity. _____

With the temperatures outside at -5 centigrade, **jumping** on the spot seemed like a valid method of keeping warm. _____

Why may we reasonably expect that the Ottomans will succeed in saving the 'Russian bear' from **collapsing**? _____

Laughing all the way, they took the horse home to supper. _____

5. English has two auxiliary verbs, **have** and **be**, which can be used with the past participle (loved, sung, gone, etc.) to form the perfect tense and the present passive, respectively. Consider the following illustrative examples:

have *Amin **has loved** hiking for longer than he can remember.*
(perfect tense) *For the foreseeable future, he **has moved** to the Lake District.*

be *Despite her experience, Hannah **is surprised** at her cat's demeanour.*
(present passive) *The Loire Valley **is loved** by wine enthusiasts for its great variety.*

Bearing in mind the above, please fill in the gaps in the following sentences with the appropriate forms of **have** or **be**.

- (a) After initial misgivings, Constance _____ finally persuaded to apply for the job.
- (b) Although he _____ heard everything, Guillaume keeps quiet about the looming catastrophe.
- (c) Once Peter _____ quenched his thirst, he starts eating like a starved lion.
- (d) The young wildcat _____ born without complications in the early hours of the morning.
- (e) The former Prime Minister regrets that he _____ kept this information to himself.
- (f) A bronze plaque of the Ten Commandments _____ hung on the eastern wall of the courthouse for more than 80 years.
- (g) Inequality in landownership _____ persisted in Colombia since the country won its independence from the Spanish Empire in 1819.
- (h) The music is so beautiful that Kimiko _____ moved to tears by the end of the concert.
- (i) Everyone rejoices as Fiona's dog _____ rescued from the sinkhole.
- (j) Emperor Naruhito _____ succeeded to the Chrysanthemum Throne upon his father's abdication.
- (k) The dandelion _____ grown commercially on a small scale as a leaf vegetable.
- (l) Sarah _____ lifted the sofa by its frame to avoid damaging it.

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