



OXFORD UNIVERSITY

CLASSICS ADMISSIONS TEST

November 2020

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).

* 0 5 9 6 7 2 7 1 4 8 *



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.

The author's encounter with two kinds of poetry

Stat vetus et multos incaedua silva per annos;
credibile est illi numen inesse loco.
fons sacer in medio speluncaque **pumice** pendens,
et latere ex omni dulce queruntur aves.
Hic ego dum **spatior** tectus nemoralibus umbris
—quod mea, quaerebam, Musa moveret opus—
venit odoratos Elegia nexa capillos,
et, puto, pes illi longior alter erat.
forma decens, vestis tenuissima, vultus amantis,
et pedibus vitium causa decoris erat.
venit et ingenti violenta Tragoedia passu:
fronte comae **torva**, **palla** iacebat humi;
laeva manus sceptrum late regale movebat,
Lydius alta pedum vincla **cothurnus** erat.

(OVID, *Amores* 3.1.1-14)

pumex, -icis m.	pumice-stone
spatiari	= <i>ambulare</i>
torvus, -a, -um	fierce
palla, -ae f.	dress
cothurnus, -i m.	a high shoe (worn by tragic actors)

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2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

Obscurity of expression is not a virtue but a vice

Est etiam **in quibusdam** turba inanium verborum, qui, dum communem loquendi morem **reformidant**, ducti specie nitoris circumeunt omnia copiosa loquacitate, eo quod dicere nolunt ipsa: deinde illam seriem cum alia simili iungentes miscentesque ultra quam ullus spiritus durare possit extendunt. In hoc malum a quibusdam etiam laboratur: neque id novum vitium est, cum iam apud Titum Livium inveniam fuisse **praeceptorem** aliquem qui discipulos obscurare quae dicerent iuberet, Graeco verbo utens ‘**σκότισον**’. Unde illa scilicet egregia laudatio: ‘tanto melior: ne ego quidem intellexi.’

(Quintilian, *The Orator's Education* 8.2.17-18)

in quibusdam	translate: ‘in some writers’
reformidare	to shun, recoil from
praeceptor, -oris, m.	teacher
‘σκότισον’	Greek word, translate: “‘Darken it!’”

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.

Hippolytus and his patron goddess Artemis lament his oncoming death, caused by his insulting behaviour towards Aphrodite

Ιπ. ὄρας με, δέσποιν', ὡς ἔχω, τὸν ἄθλιον;

Αρ. ὀρῶ· κατ' ὄσσω δ' οὐ θέμις βαλεῖν δάκρυ.

Ιπ. οὐκ ἔστι σοι κυναγὸς οὐδ' ὑπηρέτης.

Αρ. οὐ δῆτ'· ἀτάρ μοι προσφιλῆς γ' ἀπόλλυσαι.

Ιπ. οὐδ' ἵππονώμας οὐδ' ἀγαλμάτων φύλαξ.

Αρ. Κύπρις γὰρ ἢ πανοῦργος ᾧδ' ἐμήσατο.

Ιπ. οἴμοι, φρονῶ δὴ δαίμον' ἢ μ' ἀπώλεσεν.

Αρ. τιμῆς ἐμέμφθη, σωφρονοῦντι δ' ἤχθετο.

Ιπ. τρεῖς ὄντας ἡμᾶς ὤλεσ', ἦσθημαι, μία.

Αρ. πατέρα γε καὶ σὲ καὶ τρίτην ξυνάορον.

Ιπ. ᾧμωξα τοίνυν καὶ πατρὸς δυσπραξίας.

Αρ. ἐξηπατήθη δαίμονος βουλεύμασιν.

(Euripides, *Hippolytus* 1395-1406)

μήδομαι I plot

ξυνάορος linked with, joined in marriage (i.e. Phaedra, Theseus' wife)

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.

The speaker describes how his marriage began well but was ruined when his wife met her lover, Eratosthenes

Ἐγὼ γάρ, ὦ Ἀθηναῖοι, ἐπειδὴ ἔδοξέ μοι γῆμαι καὶ γυναῖκα ἡγαγόμενην εἰς τὴν οἰκίαν, τὸν μὲν ἄλλον χρόνον οὕτω διεκέιμην ὥστε μήτε λυπεῖν μήτε λίαν ἐπ' ἐκείνη εἶναι ὅ τι ἂν ἐθέλη ποιεῖν, ἐφύλαττόν τε ὡς οἷόν τε ἦν, καὶ προσεῖχον τὸν νοῦν ὡσπερ εἰκὸς ἦν. ἐπειδὴ δέ μοι παιδίον γίγνεται, ἐπίστευον ἤδη καὶ πάντα τὰ ἐμαυτοῦ ἐκείνη παρέδωκα, ἡγούμενος ταύτην οἰκειότητα μεγίστην εἶναι· ἐν μὲν οὖν τῷ πρώτῳ χρόνῳ, ὦ Ἀθηναῖοι, πασῶν ἦν βελτίστη· καὶ γὰρ οἰκονόμος δεινὴ καὶ φειδωλὸς καὶ ἀκριβῶς πάντα διοικοῦσα· ἐπειδὴ δέ μοι ἡ μήτηρ ἐτελεύτησε, πάντων τῶν κακῶν ἀποθανοῦσα αἰτία μοι γεγένηται. ἐπ' ἐκφοράν γὰρ αὐτῇ ἀκολουθήσασα ἡ ἐμὴ γυνὴ ὑπὸ τούτου τοῦ ἀνθρώπου ὀφθεῖσα, χρόνῳ διαφθείρεται· ἐπιτηρῶν γὰρ τὴν θεράπαιναν τὴν εἰς τὴν ἀγορὰν βαδίζουσαν καὶ λόγους προσφέρων ἀπώλεσεν αὐτήν.

(Lysias, *On the Murder of Eratosthenes* 6-8)

διάκειμαι I am disposed

οἰκειότης intimacy

ἐκφορά funeral

Greek Prose

Oxford college of preference

Answer sheet

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	C					

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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

Candidate number

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Section A [25 marks]

(1) In Old Norse, 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:

Nominative Singular	<i>hęrr</i>	‘the people [subject]’ e.g. ‘The people will vote.’
Genitive Singular	<i>hęrjar</i>	‘of the people’
Dative Singular	<i>hęri</i>	‘to the people’
Accusative Singular	<i>hęr</i>	‘the people [object]’ e.g. ‘I love the people.’
Nominative Plural	<i>hęrjar</i>	‘the peoples [subject]’
Genitive Plural	<i>hęrja</i>	‘of the peoples’
Dative Plural	<i>hęrjum</i>	‘to the peoples’
Accusative Plural	<i>hęrja</i>	‘the peoples [object]’

Some forms cannot always be distinguished (e.g. the genitive singular and nominative plural above). Pay attention to the marks below these letters, e.g. in *ę* – they are meaningful.

Now consider the following data:

	‘arm’	‘hammer’	‘cave’	‘hell’	‘sleeve’	‘arrow’
Sg.						
Nominative	<i>armr</i>	<i>hamarr</i>	<i>hęllir</i>	<i>hęl</i>	<i>ęrmr</i>	<i>ęr</i>
Genitive	<i>arms</i>	<i>hamars</i>	<i>hęllis</i>	<i>hęljar</i>	<i>ęrmar</i>	<i>ęrvar</i>
Dative	<i>armi</i>	<i>hamri</i>	<i>hęlli</i>	<i>hęlju</i>	<i>ęrmi</i>	<i>ęru</i>
Accusative	<i>arm</i>	<i>hamar</i>	<i>hęlli</i>	<i>hęl</i>	<i>ęrmi</i>	<i>ęr</i>
Pl.						
Nominative	<i>armar</i>	<i>hamrar</i>	<i>hęllar</i>	<i>hęljar</i>	<i>ęrmar</i>	<i>ęrvar</i>
Genitive	<i>arma</i>	<i>hamra</i>	<i>hęlla</i>	<i>hęlja</i>	<i>ęrma</i>	<i>ęrva</i>
Dative	<i>ęrmum</i>	<i>hęmrum</i>	<i>hęllum</i>	<i>hęljum</i>	<i>ęrmum</i>	<i>ęrum</i>
Accusative	<i>arma</i>	<i>hamra</i>	<i>hęlla</i>	<i>hęljar</i>	<i>ęrmar</i>	<i>ęrvar</i>

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

	‘alder’	‘dew’	‘inheritance’	‘island’
Nom.Sg.	_____	_____	_____	_____
Gen.Sg.	<i>elris</i>	_____	_____	_____
Dat.Sg.	_____	<i>dęggu</i>	_____	_____
Acc.Sg.	_____	_____	<i>arf</i>	_____
Nom.Pl.	_____	_____	_____	_____
Gen.Pl.	_____	_____	_____	_____
Dat.Pl.	_____	_____	_____	<i>ęjum</i>

(2) Consider how Irish (*Gaeilge*) expresses the notions 3rd person singular masculine possessive ('his'), 3rd person singular feminine possessive ('her'), and 3rd person plural possessives ('their'):

		3.Sg.M.Poss. ('his')	3.Sg.F.Poss. ('her')	3.Pl.Poss ('their')
peann	'pen'	<i>a pheann</i> 'his pen'	<i>a peann</i> 'her pen'	<i>a bpeann</i> 'their pen'
teach	'house'	<i>a theach</i>	<i>a teach</i>	<i>a dteach</i>
ceann	'head'	<i>a cheann</i>	<i>a ceann</i>	<i>a gceann</i>
bean	'woman'	<i>a bhean</i>	<i>a bean</i>	<i>a mbean</i>
droim	'back'	<i>a dhroim</i>	<i>a droim</i>	<i>a ndroim</i>
glúin	'knee'	<i>a ghlúin</i>	<i>a glúin</i>	<i>a nglúin</i>
máthair	'mother'	<i>a mháthair</i>	<i>a máthair</i>	<i>a máthair</i>
súil	'eye'	<i>a shúil</i>	<i>a súil</i>	<i>a súil</i>
freagra	'answer'	<i>a fhreagra</i>	<i>a freagra</i>	<i>a bhfreagra</i>
rámh	'oar'	<i>a rámh</i>	<i>a rámh</i>	<i>a rámh</i>
náirí	'shame'	<i>a náirí</i>	<i>a náirí</i>	<i>a náirí</i>
iomrá	'reputation'	<i>a iomrá</i>	<i>a hiomrá</i>	<i>a n-iomrá</i>
aois	'age'	<i>a aois</i>	<i>a haois</i>	<i>a n-aois</i>
éan	'bird'	<i>a éan</i>	<i>a héan</i>	<i>a n-éan</i>

Pay attention to the marks above the letters, e.g. *á, é* – they are meaningful.

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

	'his'	'her'	'their'
'deer'	_____	_____	a bhfia
'bee'	_____	a beach	_____
'dog'	a mhadra	_____	_____
'swan'	_____	a heala	_____
'tiger'	_____	_____	a dtíogar
'rabbit'	a choinín	_____	_____
'ram'	_____	_____	a reithe

Section B [50 marks]

(3) The following questions are based on Sobot, an artificial language. Like English, Sobot has a fixed word order; unlike English, however, it does not 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.

Hint: keep an eye on the grammatical gender of words, as in *ram* (masculine) vs *ewe* (feminine) vs *sheep* (undetermined). The exercises are built up gradually, so it is best to do them in order.

(a)

suneeli a'follif.

The hens run.

luseki pessit.

A postwoman laughs.

suleefa porris.

Billy goats sleep.

durega a'mettir.

The waiter is gardening.

suneelwi

We (women) are running.

suleefsa.

You (men) are sleeping.

fuber a'pesat.

The post office is burning.

ruseefi a'mottir perris.

The waitresses see a goat.

kureedi porris melam.

Nanny goats drink water.

tukebwa tekab.

I (man) am writing a letter.

rusefa pessit a'fellif.

A postman sees the chicken.

Give the meaning of:

fuber tekab.

_____ [3]

suleefi a'possit.

_____ [3]

Translate into Sobot:

You (men) see a chicken.

_____ [3]

A waiter is running.

_____ [3]

(b)

fuberwi a'tokob.

I (woman) am burning the letters.

yadureegi a'possit.

The postwomen were gardening.

suleefim porris a'betat ka.

Nanny goats do not sleep in the house.

yakureda a'fellif melam derag ka.

The rooster drank water in a garden.

lukeemim follif bolom ka.

Hens do not live in towns.

yaruseefwa a'follif a'gesan ka

We (men) saw the chickens in the park.

ruseefam a'sokkik a'pesat.

The actors do not see the post office.

yakuteessim botot a'belam ka.

You (women) did not build houses in the town.

kuredsi tefas.

You (woman) are drinking tea.

yasunelwa na yamulemsam.

I (man) ran and you (man) did not cry.

yafuleti a'sekik a'sekat ka

The actress fell in the forest.

Give the meaning of:

yakureda a'sekik a'tefas.

_____ [4]

yamulemsam a'dorog ka.

_____ [4]

Translate into Sobot:

Waiters do not build towns.

[3]

I (woman) was sleeping in the garden and did not see the goats.

[5]

(c)

**yafurega a'perris tokob an sekkik.
sulefwa a'derag ana'pessit ka.
yasuneela a'follif laa'gesan ka da
betat ka.**

The billy goat ate an actor's letters.

We (men) are sleeping in the postman's garden.

The roosters ran from the park into a house.

**yafubeeri a'mottir bekat an pellis
sekat ka.**

*The waitresses burned a police officer's book in
a forest.*

**yakureedim a'porris ana'sekik
a'melam ana'keppit.**

*The actor's nanny goats weren't drinking the
mayor's water.*

ruseefsa sekat laa'betat ka.

You (men) see a forest from the house.

**yafuretwwim a'fellif ana'mettir
daa'melam ka.**

*I (woman) didn't throw the waiter's chicken into
the water.*

yamuteti a'pellis tekab da pessit ka.

The policewoman gave a letter to a postman.

**yafuber a'betat ana'mottir belam
a'ka**

The waiters' town house was burning.

**yafuber a'tekab ana'sekik
a'sekat ka.**

The actor's letter was not burning in the forest.

Give the meaning of:

muteetsim a'tokob ana'pollis daa'possit ka.

[5]

yafubera a'keppit a'betat sekat a'ka na yakutesa betat belam a'ka.

[6]

Translate into Sobot:

The actors' tea fell into the water in a park.

[6]

The waiters' roosters ran from the actor's house to the forest.

[5]

Section C [25 marks]

(4) The verb *to be* can be used in (at least) three different functions: it can express that something exists (existential – E); it can connect a noun with another noun, adjective, or prepositional phrase (copulative – C); and it can be used together with other verbs to express the passive or future (auxiliary – A). The following examples illustrate these usages:

Existential *There **is** no chance of error in this claim.*
***Are** there really any people who have never had a cramp in their leg?*

Copulative *Roses **are** red.*
*The minister **is** a fool.*
*He **is** obviously upstairs.*

Auxiliary *The emperor **is** dressed in an outlandishly ornate costume.*
*You **are** never going to risk losing a substantial amount of money.*

Based on these examples, please evaluate the sentences below and decide whether the forms of *to be* in bold are used in existential (E), copulative (C), or auxiliary (A) function.

- (a) **Is** there ever a time when we should hesitate to teach someone? _____
- (b) When **is** a rose not a rose? _____
- (c) **Is** it ever going to snow or rain again? _____
- (d) There **is** not a single golden kiwi that could fetch that price. _____
- (e) After storage, lemons **are** waxed, then sized and packed. _____
- (f) Why **are** there peeled oranges on the floor? _____
- (g) Lemons **are** waxed if they look shinier and feel smooth to the touch. _____
- (h) **Are** you there or did you hang up? _____
- (i) Golden kiwis there **are** harvested between October and November. _____
- (j) Fresh peeled oranges **are** 2.5% better than canned grapefruit juice. _____
- (k) There **is** a house in New Orleans they call the ‘Rising Sun’. _____
- (l) Oranges **are** ideally peeled with a fruit knife. _____
- (m) Golden kiwis **are** the ideal fruit for diabetes patients. _____

(5) The past tense of the English verb *to be* has two forms, *was* and *were*. Traditionally, the 1st and 3rd person singular (that is, *I* and *he/she/it*) use *was*, all other persons (*you, we, they*) use *were*.

The form *were* is, however, also used as the subjunctive of *to be* for all persons. Consider the following illustrative examples:

past tense *When you **were** in town, all the lights seemed brighter.*
*He **was** a right pain in the neck, but she **was** his mother nonetheless.*
*If I **was** in Kendal last year, it **was** for the Mint Cake.*

subjunctive *If I **were** in your place, I would pack my things and take off.*
*I could have won, **were** it just for me, but I had to think of them, too.*

Bearing in mind the above, please evaluate (✓ or ✗) the following sentences as to whether they make use of *was* and *were* according to the rules and examples set out above.

[1 mark per answer.]

- (a) If he **were** anything but the son of a prince, my oath would not oblige me to object.
- (b) **Was** I ever to attempt such a subversive action again, I would be ejected from the Society post haste.
- (c) Growing up in Wales, when I **were** a young woman, I loved watching sheep.
- (d) **Were** you in the habit of taking in money for the purposes of betting?
- (e) If any doubt **were** left on this subject, the witness statement eradicated it entirely.
- (f) Like ripping off a bandage, some things **were** easier if you did them fast.
- (g) Once upon a time there **were** a number of boys who simply loved cooking.
- (h) **Was** I to simply watch Albus while he ordered the killing of this innocent man?
- (i) If she truly **was** urged to the Tree by the snake, something was going to happen.
- (j) Only in opera houses **was** there fully professional full-time orchestras, and even there local artisans formed a substantial part of them.
- (k) Here's a big apple I have been saving for you, Tom, if you **was** ever found again.
- (l) I would love banking **were** it not for the customers.

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