INSTRUCTIONS TO CANDIDATES

Please complete the following details. You must use a pen.

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<th>UCAS Personal ID</th>
<th>Surname &amp; first name(s)</th>
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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).
1. Latin Verse

Please write your Latin Verse translation on the facing sheet.

Tibullus invites Cupid, who he claims was born in the countryside, to his rural feast

ipse quoque inter agros interque armenta Cupido

natus et indomitas dicitur inter equas.

illic indocto primum se exercuit arcu:

ei mihi, quam doctas nunc habet ille manus!

nec pecudes, velut ante, petit: fixisse puellas

gestit et audaces perdomuisse viros.

hic iuveni detraxit opes, hic dicere iussit

limen ad iratae verba pudenda senem;

hoc duce custodes furtim transgressa iacentes

ad iuvenem tenebris sola puella venit.

ah miserī, quos hic graviter deus urget, at ille

felix, cui placidus leniter adflat Amor.

sancte, veni dapibus festis, sed pone sagittas

et procul ardentès hinc, precor, abde faces.

Tibullus 2.1.67-82 (with omissions)

* armentum, -i (n.) herd of cattle
* equa, -ae (f.) female horse, mare
* arcus, -ús (m.) bow
* pecus, pecudis (m.) animal, livestock
* gestio, -ire (4) I eagerly desire
* adflo, adflare (1) I breathe upon
* dapès (pl. of daps, dapis) a feast, banquet
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A mysterious voice suggests to Valesius how his sick children might be cured

cum ingenti pestilentia urbs agrique vastarentur, Valesius, vir dives rusticae vitae, duobus filiis et filia laborantibus, aquam iis calidam a foco petens, genibus nixus lares familiaries ut puerorum periculum in ipsius caput transferrent oravit. orta deinde vox est, eos salvos futuros esse si flumine Tiberi devectos Tarentum portasset, ibique aquam ex Ditis patris et Proserpinae ara petim eis dedisset. eo dicto magnopere confusus, quod et longa et periculosa navigatio imperabatur, spe tamen dubia praesentem metum vincente pueros ad ripam Tiberis protinus detulit.

Valerius Maximus 2.4.5 (adapted)

laboro (1) I suffer from illness
nitor, nixus I rest upon
Dis, Ditis (m.) the god of the underworld
# Latin Prose

## Answer sheet

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1. Greek Verse

Please write your Greek Verse translation on the facing sheet.

Helen, returned from Troy, speaks with Electra about her brother Orestes, and discusses all of their misfortunes

ΕΛΕΝΗ

ὦ παί Κλυταιμήστρας τε κάγαμέμνονος

παρθένε μακρόν δὴ μήκος Ἡλέκτρα χρόνου,

πῶς, ὡ τάλαινα, σοῦ τε κασίγνητός τε σός

τλήμων Ὄρεστης μητρός ὁδε φονεύς ἔφυ;

προσφθέγμασιν γάρ οὐ μιαίνομαι σέθεν,

ἐς Φοίβον ἀναφέρουσα τὴν ἀμαρτίαν.

καίτοι στένω γε τὸν Κλυταιμήστρας μόρον,

ἐμῆς ἀδελφῆς, ἢν, ἐπεὶ πρῶς Ἰλιον

ἐπλευσα ὡς ἐπλευσα θεομανεὶ πότιμω,

οὐκ εἴδον, ἀπολειψθείσα δ’ αἰάζω τύχας.

ΗΛΕΚΤΡΑ.

'Ελένη, τί σοι λέγομι ἂν ἂ γε παροῦσ’ ὀράς;
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Candidate number: C

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2. Greek Prose

Please write your Greek Prose translation on the facing sheet.

The speaker argues for his right to continue to receive a disability pension, against the charge that he does not deserve it because he is able-bodied and wealthy. Here he addresses the charge that he has been seen riding a horse.

 peril de tis emi hipukhe, hos outos etolymes mehnethnai proz umi, oute tηn tuchηn deias osute umas aischuneis, ou polus o logos. Enw gar, o bouli, periopetikous toiautη symfora tautilη emautου ραστωνην εξηυρον eis tas odoys tas makrotearas ton anagkaion.

 o de megiston, o bouli, tekmiropo sti di tηn symforan all ou di tηn ubrin, ws ouutos phsion, epi tous ippous anavainon radoyn esti mathiein eι gar ekkektimηn ouσiaν, ep astraphe an ωχoymen, all ouk epi tous allotrios ippous anebainon nuni d epieidh toisooton ou dynami ketyasqei, tois allotriois ippous anagkaζomai xrhœsathai polλakis, kaiτoi πως ouk astopon estin, o bouli, touton an, ei meν ep astraphe ωχouµenon ōφra me, siwpαn (ti gar an kai eλegan);

Lysias 24.10 – 11 (‘On the refusal of a pension’), with omissions

ιπυκη, ή horsemanship
ραστωνη, ή aid (to doing something)
ουσία, ή that which is one’s own, property
αστράβη, ή mule with a padded saddle (ridden by those with disabilities or by the rich)
ατοπος, -ov odd, hypocritical
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Section A [25 marks]

(1) The first exercise is about Basque, a language spoken in the south of France and north of Spain. Nouns in Basque change their form in several ways to reflect their function in a sentence. Study the following examples of Basque nouns, noting carefully the differences in forms and functions:

- **gizona** ‘the man’
- **gizanaren** ‘of the man’
- **gizonarentzat** ‘towards the man’
- **gizongaz** ‘with the man’
- **gizonaz** ‘about the man’
- **gizonarengan** ‘in the man’

- **gizon** ‘a man’
- **gizonen** ‘of a man’
- **gizonentzat** ‘towards a man’
- **gizonkaz** ‘with a man’
- **gizonez** ‘about a man’
- **gizonengan** ‘in a man’

Here are some more Basque nouns:

- **lagun** ‘friend’
- **apaiz** ‘priest’
- **gotzon** ‘angel’
- **aker** ‘billy goat’
- **belgikar** ‘Belgian’
- **jaun** ‘lord’

Give the Basque for:

a. ‘the lord’

b. ‘about the friend’

c. ‘in the billy goat’

d. ‘with an angel’

e. ‘of a Belgian’

f. ‘in a lord’

g. ‘towards a priest’

h. ‘about an angel’

i. ‘with the Belgian’

j. ‘of a friend’

k. ‘towards the billy goat’

[11 marks]
Here are some verb forms in Czech (the national language of Czechia). The infinitive is the form of the verb meaning 'to' (to give, to do etc.); the third person singular means 'he/she/it' (s/he, it gives, s/he, it does); the masculine past is a form used of masculine people (he gave, he did).

Note that in Czech, á, é (etc.) are distinct from a, e (etc.); is also a distinct sound: pay attention to these signs and write them when needed.

<table>
<thead>
<tr>
<th>Infinitive ‘to’</th>
<th>3rd sg.</th>
<th>masc. past</th>
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<tbody>
<tr>
<td>‘do’</td>
<td>d lat</td>
<td>d lá</td>
</tr>
<tr>
<td>‘ask’</td>
<td>prosit</td>
<td>prosí</td>
</tr>
<tr>
<td>‘suffer’</td>
<td>trp t</td>
<td>trpi</td>
</tr>
<tr>
<td>‘plant’</td>
<td>sázet</td>
<td>sází</td>
</tr>
<tr>
<td>‘buy’</td>
<td>kupovat</td>
<td>kupuje</td>
</tr>
<tr>
<td>‘give’</td>
<td>dát</td>
<td>dá</td>
</tr>
<tr>
<td>‘write’</td>
<td>psát</td>
<td>psá</td>
</tr>
<tr>
<td>‘float’</td>
<td>plout</td>
<td>ple</td>
</tr>
<tr>
<td>‘miss’</td>
<td>minout</td>
<td>mine</td>
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</table>

Give the Czech 3rd sg. and masc. past forms for the following: [14 marks]

| ‘wait’       | Čekat   |         |         |
| ‘sleep’      | spát    |         |         |
| ‘run’        | b žet   |         |         |
| ‘speak’      | mluvit  |         |         |
| ‘study’      | studovat |         |         |
| ‘move’       | hnout   |         |         |
| ‘cook’       | vařit   |         |         |
(3) The following exercises are based on an invented language called Kaña. Kaña has no definite or indefinite articles (so mit means both ‘a woman’ and ‘the woman’); nor does it differentiate simple and progressive tenses (so the same form would mean ‘goes’ and ‘is going’). Unlike in English, in which word order is fixed, Kaña has flexible word order; so word order is not a guide to the meaning of the sentences. Work out the meanings of the sentences, individual words, and their components by reading carefully and considering the differences between similar forms. The sentences are built up gradually, so it is best to do them in order.

1. Study the following sentences: [15 marks]

   fahanat npur mitus  the women see a tree
   pitus mahakat  birds fly
   mit wahan ntun  the woman pushes a boat
   fahan ruf nmitus  the dog sees the women
   kafah pur  the tree grows
   pit pikan nhiñus  the bird pecks the men

Now translate the following from Kaña into English:

   hiñus kafahat [3]
   rufus fahanat ntunus [4]

Translate the following sentences from English into Kaña:

   the birds peck the dogs [4]
   the man pushes the bird [4]

2. Study the following sentences: [16 marks]

   nfarus purif patakat hiñus  the men take fruits from the tree
   fuwif patak nfiw mit  a woman takes milk from the cow
   hiñin tunif harat nñim  the boy lifts a cat from the boat
   pitus purusif mahakat  the birds fly from the trees
   mitinus nfuwus tahif rafatat  the girls release cows from the vehicle

Translate the following sentences from Kaña to English:

   hiñinus patakat ñimif nfiw [4]
   pitus nfar haratat tunusif [4]

Translate the following from English into Kaña:

   The girl releases the cats [4]
   The boys lift the girls from the vehicles [4]
3. Study the following sentences: [19 marks]

mitus nhiñus mahanat rafata tawkif
the women have to release the men from prison

pit rafan mahaka tañif
the bird wants to fly from the cage

ruf nunhiñ fahan
the dog does not see the man

mitinus rafanat nunfarus
the girls do not want fruits

mit nunfuwus rafan rafata tahusif
the woman does not want to release the cows from the vehicles

Now translate the following from Kaña into English:

hiñinus nunruf tañif haratat [4]

mit mahan wahana nuntahus [4]

Translate these sentences from English into Kaña:

The girl has to release the birds from the cages

mitus rafana fahan tañif [5]

The man does not want to take milk from the cats

mit rafanas rafat nunfarus [6]
Section C [25 marks]

(4) The following questions are based on English.

Study the following sentences:

The word *if* in English has two distinct uses, illustrated by the following sentences:

(1) There is a soda in the fridge *if* you are thirsty.

(2) He wanted to know *if* I was ready.

Here are some more sentences with the word *if* in them. Put 1 or 2 in each box to show which type of *if* the sentence uses. [12 marks]

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>a) The ground would be wet <em>if</em> it had rained</td>
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</tr>
<tr>
<td>b) When will you reach home <em>if</em> you start now?</td>
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<tr>
<td>c) Tell me <em>if</em> you have seen your friends.</td>
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<tr>
<td>d) It is not clear <em>if</em> we are transgressing the gods’ command.</td>
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<td>e) You will be punished <em>if</em> you really did that.</td>
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<td>f) I cannot tell <em>if</em> Xerxes sent a messenger to Argos.</td>
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<td>g) You will be hated <em>by me</em> <em>if</em> you say that.</td>
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<tr>
<td>h) What conclusions follow <em>if</em> that is the case?</td>
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<tr>
<td>i) I do not know <em>if</em> they saw the images inside.</td>
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<tr>
<td>j) We will sacrifice to the gods <em>if</em> we capture the city.</td>
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<tr>
<td>k) Let us see <em>if</em> this suits us.</td>
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<tr>
<td>l) You must find out <em>if</em> this is true.</td>
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Describe the difference between sentence types 1 and 2: [3 marks]

__________________________________________________________________________
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Please continue on the next page (page 5 of 6)
(5) Some English verbs are said to be *transitive*; that is, the action they refer to is applied to an object, e.g. *The dog bites the man; The cat waves its tail; The man gives a treat.* Other verbs are said to be *intransitive*; that is, they refer to an action more generally that is not applied to an object, e.g. *The dog drools; The cat miaows; The man runs.* This exercise is about certain kinds of intransitive verb.

One type of intransitive verb is demonstrated by the following examples: *fall* (*The book fell off the shelf*), *begin* (*The play begins with a speech*), *flash* (*The torch flashes*). These are ‘type A’.

Another type of intransitive verb can be demonstrated by the following examples: *run* (*I ran for miles*), *resign* (*The Prime Minister will resign*), *shout* (*He shouted in the field*). These are ‘type B’.

There are some useful tests for finding out if a verb belongs to ‘type A’:

(a) some ‘type A’ verbs can be reversed and become transitive: *the torch flashes ~ he flashes the torch*.

(b) some ‘type A’ verbs have participles that can modify nouns: *the castle fell ~ the fallen castle*

If *either* of these tests is true, the verb is ‘type A’. (See if you can work out which test applies in the case of the ‘type A’ verb *begin*.)

Study the following sentences, and identify the ‘type A’ verbs by putting a cross in the box. [10 marks]

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<tbody>
<tr>
<td>a)</td>
<td>The lake froze in the winter</td>
</tr>
<tr>
<td>b)</td>
<td>The torch shone in the night</td>
</tr>
<tr>
<td>c)</td>
<td>The bombs exploded near the capital city.</td>
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<tr>
<td>d)</td>
<td>Julius Caesar hesitated before crossing the Rubicon.</td>
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<tr>
<td>e)</td>
<td>The race started exactly on time.</td>
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<tr>
<td>f)</td>
<td>I yelled at the badly behaved puppy.</td>
</tr>
<tr>
<td>g)</td>
<td>She danced to the music of the waltz.</td>
</tr>
<tr>
<td>h)</td>
<td>The ruler snapped against the wooden table.</td>
</tr>
<tr>
<td>i)</td>
<td>The child slept peacefully until morning.</td>
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<tr>
<td>j)</td>
<td>The reed broke in the strong wind.</td>
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