



# OXFORD UNIVERSITY

## CLASSICS ADMISSIONS TEST

Wednesday 7 November 2012

### 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 tests, you should complete them in the order in which they appear in the booklet (the same order as they are listed above). No courses require all three tests.

Your supervisor will notify you when you should begin the second test.

### Question papers

The Latin and Greek translation test papers each contain two passages. Please write your translations on the answer sheets provided.

The Classics Language Aptitude Test (CLAT) is five pages long.

The answer sheets are printed on perforated sheets which should be detached from the booklet after you have finished. 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 unsure which test(s) you should be taking your supervisor can advise you.

You can use the blank pages in the booklet or separate paper 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, (2) your name, (3) the Oxford college you chose or were allocated and (4) your date of birth. For the Classics Language Aptitude Test (CLAT) you should also state your first language (mother tongue). Your supervisor will also have a record of your UCAS Personal ID if you do not have it.



CAMBRIDGE ASSESSMENT

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# 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.

In a dream Love appears in nightmarish form to Ovid, who seeks to reprimand him.

nox erat et bifores intrabat luna fenestras,  
    mense fere medio quanta nitere solet.  
publica me requies curarum, somnus, habebat,  
    fusaque erant toto languida membra toro,  
cum subito pennis agitatus inhorruit aer  
    et gemuit parvo mota fenestra sono.  
territus in cubitus relevo mea membra sinistrum,  
    pulsus et e trepido pectore somnus abit.  
stabat Amor, vultu non quo prius esse solebat,  
    fulcra tenens laeva tristis acerna manu,  
horrida pendebant molles super ora capilli  
    et visa est oculis horrida penna meis.  
hunc simul agnovi—neque enim mihi notior alter—  
    talibus adfata est libera lingua sonis.

Ovid *Ex Ponto* 3.3.5 ff. (adapted)

*publica* universal

*cubitus* elbow

*fulcra acerna* maple bedposts

*penna* plumage

# Latin Verse

Oxford college of preference

## Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth



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## 2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

**Tullius warns that the crowds of Volscians at the festival could create an incident, and they are ordered to leave, causing first consternation and then anger.**

'magna hic nunc Volscorum multitudo est; ludi sunt; spectaculo intenta civitas erit. memini quid per eandem occasionem ab Sabinorum iuventute in hac urbe commissum sit. horret animus, ne quid inconsulte ac temere fiat. haec prius dicenda vobis, consules, ratus sum. quod ad me attinet, extemplo hinc domum abire in animo est, ne cuius facti dictive contagione praesens violer.' haec locutus abiit, factoque senatus consulto ut urbe excederent Volsci, praecones dimittuntur qui omnes eos proficisci ante noctem iuberent. ingens pavor primo discurrentes ad suas res tollendas in hospitia perculit. proficiscentibus deinde indignatio oborta, se ut consceleratos contaminatosque ab ludis, festis diebus, coetu hominum deorumque abactos esse.

### Livy 2.37.5 ff. (adapted)

*violo, -are* violate

*praeco, -onis* herald

*percello, -ere* strike

*senatus consultum* senatorial decree

*hospitium* guest-house

# Latin Prose

## Answer sheet

Oxford college of preference

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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.

**Alcestis undertakes to die in place of her husband Admetus of Thessaly, who promises never to remarry.**

### ΑΛΚΗΣΤΙΣ

δεῖ γὰρ θανεῖν με· πρᾶγμα δ' οὐκ ἔς αὖριον,  
ἀλλ' αὐτίκ' ἐν τοῖς οὐκέτ' οὔσι λέξομαι.  
χαίροντες εὐφραίνοισθε· καὶ σοὶ μὲν, πόσι,  
γυναῖκ' ἀρίστην ἔστι κομπάσαι λαβεῖν,  
ὕμῃν δέ, παῖδες, μητρὸς ἐκπεφυκέναι.

### ΧΟΡΟΣ

δράσει τάδ', εἴπερ μὴ φρενῶν ἀμαρτάνει.

### ΑΔΜΗΤΟΣ

ἔσται τάδ', ἔσται, μὴ τρέσης· ἐπεὶ σ' ἐγὼ  
καὶ ζῶσαν εἶχον καὶ θανοῦσ' ἐμὴ γυνή  
μόνη κεκλήση, κοῦτις ἀντὶ σοῦ ποτε  
τόνδ' ἄνδρα νύμφη Θεσσαλὶς προσφθέγγεται.

**Euripides *Alcestis* 320 ff. (adapted)**

ἔστι = ἔξεστι

κομπάζω boast

τρέω fear

# 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 Thebans are encouraged by the success of the Arcadians to attack Sellasia, but after seeing Spartan hoplites in the temple of Alea they do not enter the sparsely-defended city.**

οἱ δὲ Θηβαῖοι ἐπεὶ ἦσθοντο τὰ πεπραγμένα ὑπὸ τῶν Ἀρκάδων, πολὺ δὴ  
θρασύτερον κατέβαινον. καὶ τὴν μὲν Σελλασίαν εὐθύς ἔκαιον καὶ ἐπόρθουν.  
ἐπεὶ δὲ ἐν τῷ πεδίῳ ἐγένοντο ἐν τῷ τεμένει τοῦ Ἀπόλλωνος, ἐνταῦθα  
ἐστρατοπεδεύσαντο· τῆ δ' ὕστεραία ἐπορεύοντο. καὶ διὰ μὲν τῆς γεφύρας οὐδ'  
ἐπεχείρου διαβαίνειν ἐπὶ τὴν πόλιν· καὶ γὰρ ἐν τῷ τῆς Ἀλέας ἱερῷ ἐφαίνοντο  
ἐναντίοι οἱ ὀπλίται. τῶν δ' ἐκ τῆς πόλεως αἱ μὲν γυναῖκες οὐδὲ τὸν καπνὸν  
ὀρῶσαι ἀνείχοντο, ἅτε οὐδέποτε ἰδοῦσαι πολεμίους. οἱ δὲ Σπαρτιῖται  
ἀτείχιστον ἔχοντες τὴν πόλιν, ἄλλος ἄλλη διαταχθεὶς, μάλα ὀλίγοι καὶ ὄντες καὶ  
φαινόμενοι ἐφύλαττον.

**Xenophon *Hellenica* 6.5.27 ff. (adapted)**

πορθέω ravage

τέμενος precinct

ἐπιχειρέω attempt

καπνός smoke

<b>Greek Prose</b>		Oxford college of preference
<b>Answer sheet</b>		
UCAS Personal ID	Surname & first name(s)	Date of birth

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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

## Section A [25 marks]

1. Akkadian was spoken in ancient Mesopotamia. Consider the following forms of some Akkadian nouns (note that sometimes there are two possibilities for the construct state):

	<u>nominative</u>	<u>construct state</u>		<u>nominative</u>	<u>construct state</u>
'man'	awīlum	awīl	'road'	ḥarrānum	ḥarrān
'head'	qaqqadum	qaqqad	'field'	eqlum	eqel
'hand'	qātum	qāti / qāt	'ox'	alpum	alap
'dog'	kalbum	kalab	'farmer'	ikkarum	ikkar
'base'	išdum	išid	'ear'	uznum	uzun
'army'	šābum	šābi / šāb	'room'	kummum	kummi
'lord'	bēlum	bēli / bēl	'nose'	appum	appi
'centre'	libbum	libbi	'god'	ilum	ili / il
'eye'	īnum	īni / īn	'silver'	kaspum	kasap
'mother'	ummun	ummi	'house'	bītum	bīti / bīt

What would you expect to find as the construct state forms corresponding to the following nominative forms? (If there are two possible forms, please give both.)

	<u>nominative</u>	<u>construct state</u>
'neck'	kišādum	.....
'copy'	meḥrum	.....
'country'	mātum	.....
'work'	ipšum	.....
'writing tablet'	ṭuppum	.....
'manservant'	wardum	.....

Now consider the following Akkadian phrases:

'the man's head': qaqqad awīlim

'the mother's room': kummi ummim

'the centre of the field': libbi eqlim

'the lord of the house': bēli bītum / bēl bītum

How would one say the following in Akkadian? (If there are two answers, please give both.)

'the farmer's dog' .....

'the work of the manservant' .....

'the lord's house' .....

2. In Sanskrit, an ancient language of India, the spelling of a word is not identical in all the sentences where it is found. This question will focus on what happens to consonants at the ends of words.

### Background Information on the Sanskrit Consonants

Sanskrit has a series of so-called 'voiceless' consonants, including **t**, **p**, **k**, and **c** (pronounced like the final sounds in English *rat*, *rap*, *rack*, and *lurch* respectively). There is a corresponding set of 'voiced' sounds: **d**, **b**, **g**, and **j** (pronounced like the first sounds in English *dam*, *bile*, *gum*, and *jam* respectively).

We can also group sounds together according to the position adopted by the tongue and the lips when they are pronounced: the tongue and lips are in the same position in the mouth when pronouncing **t** and **d** (called dentals); when pronouncing **k** and **g** (called velars); when pronouncing **p** and **b** (called labials); and when pronouncing **c** and **j** (called palatals).

### Vocabulary

The vocabulary below shows the basic forms of some words (the forms used in isolation):

<b>agacchat</b> 'he went (to)'	<b>etat</b> 'this'	<b>phalaṃ</b> 'fruit'
<b>āgacchat</b> 'he came (to)'	<b>evam</b> 'so'	<b>pībati</b> 'he drinks'
<b>apaśyat</b> 'he saw'	<b>gānaṃ</b> 'song'	<b>prāk</b> 'previously, before'
<b>balah</b> 'child'	<b>icchati</b> 'he wants'	<b>tat</b> 'it'
<b>bhojanaṃ</b> 'food'	<b>jalaṃ</b> 'water'	<b>tatra</b> 'there'
<b>cūtaṃ</b> 'mango tree'	<b>paśyati</b> 'he sees'	<b>vaṇik</b> 'businessman'

### Example Sentences

Consider what happens to the spelling of words whose basic form ends in **t**, when they are used in a variety of different Sanskrit sentences:

<b>āgacchaj jalaṃ balah</b> 'A child came to the water.'	<b>tad icchati</b> 'He wants it.'
<b>tat pībati</b> 'He drinks it.'	<b>evam agacchat tatra</b> 'So he went there.'
<b>apaśyac cūtaṃ</b> 'He saw a mango tree.'	<b>agacchad bhojanaṃ</b> 'He went to the food.'
<b>phalaṃ etad balah paśyati</b> 'The child sees this fruit.'	

(i) Complete the following Sanskrit sentences by providing the appropriate spelling of the word given in brackets:

..... <b>cūtaṃ</b>	'He went to the mango tree.'	(use <b>agacchat</b> )	
<b>tatra</b> .....	<b>balah</b>	'The child came there.'	(use <b>āgacchat</b> )
<b>icchati</b> .....	<b>jalaṃ</b>	'He wants this water.'	(use <b>etat</b> )
..... <b>tat</b>		'He saw it.'	(use <b>apaśyat</b> )

(ii) Words whose basic form ends in **k** will always end with a velar consonant. In the words below, the voiced velar **g** is required in those environments that cause the final **t** to change to any voiced sound; in other environments, the word ends in **k**. Given this information, complete the following Sanskrit sentences by providing the appropriate spelling of the word given in brackets:

..... <b>bhojanaṃ</b>	<b>apaśyat</b>	'The businessman saw the food.'	(use <b>vaṇik</b> )
..... <b>icchati</b>	<b>bhojanaṃ</b>	'The businessman wants the food.'	(use <b>vaṇik</b> )
..... <b>phalaṃ</b>	<b>apaśyat</b>	'Previously he saw the fruit.'	(use <b>prāk</b> )
..... <b>gānaṃ</b>	<b>icchati</b>	'The businessman wants a song.'	(use <b>vaṇik</b> )
..... <b>cūtaṃ</b>	<b>apaśyat</b>	'Previously he saw a mango tree.'	(use <b>prāk</b> )

**Section B** [50 marks]

3. The questions in this section are all based on an invented language, called Makatar. 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 Makatar 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 Makatar has nothing corresponding to the English *the* and *a(n)*, so that **bandezdem** can mean *a bandit* or *the bandit*. 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)	
<b>mendem ker bold</b>	‘A beggar sings a ballad.’
<b>bandezdem sep mend</b>	‘A bandit leaves the beggar.’
<b>josh bozdom mendvumend</b>	‘The boss protects the beggars.’
<b>torok mendvumendem bozd</b>	‘The beggars pay the boss.’
<b>bozd doktom esep</b>	‘The daughter will leave the boss.’
<b>bandezdvubandezdem joshok dokt</b>	‘The bandits protect the daughter.’
<b>bold kerek bandezdem vu astvoldom</b>	‘The bandit and a policeman sing a ballad.’
<b>bandezd astvoldom ojosh</b>	‘The policeman will protect the bandit.’

Give the meaning of:

<b>doktom tor mend</b>	.....	[4]
<b>esepek bozdvubozdom astvold</b>	.....	[5]

Translate into Makatar:

The policemen will protect the daughters.  
..... [6]

(b)	
<b>bandezdem ontorom klos ine mokest</b>	‘The notorious bandit meets the other girlfriend.’
<b>gadam bozdom otor astvold</b>	‘The big boss will pay the policeman.’
<b>gord delsep bandezdem ontorom vu kepem</b>	‘The notorious and dangerous bandit must leave the town.’
<b>doktom moljosh inev bandezdvubandezd</b>	‘The daughter can protect the other bandits.’
<b>astvoldom bandezd ontoro dolroz</b>	‘The policeman must arrest the notorious bandit.’
<b>melkerek ine bold doktom vu inem mokestem</b>	‘The daughter and the other girlfriend can sing another ballad.’
<b>gado bozd odoloklos astvoldom</b>	‘The policeman will have to meet the big boss.’
<b>doljoshok astvoldvuastvoldom ezvend</b>	‘The policemen must protect the queen.’

Give the meaning of:

<b>bold ezvendem melker</b>	.....	[4]
<b>mokestvumokestem bozdvubozd kepev orozok</b>	.....	[5]

Translate into Makatar:

The town will be able to pay the other bosses.  
..... [6]

(c)

- bandezd tefes** 'The bandit escapes.'
- toklosok astvold vu gado bozd** 'The policeman and the big boss meet.'
- gadam bozdom groz astvold** 'The big boss threatens the policeman.'
- olokok mendvumendem ezvend** 'The beggars will pester the queen.'
- lagens astvoldom delfes** 'The policeman must escape the situation.'
- bandezd kepe doltotor** 'The dangerous bandit must pay.'
- tekerek mendvumend** 'The beggars sing.'

Give the meaning of:

- ogroz gord lagensem kepem** ..... [2]
- delfefesek inev doktvudokt** ..... [4]

Translate into Makatar:

The beggar will be able to leave.  
 ..... [5]

(d)

- mokestem mer loklos gado bozd** 'The girlfriend wants to meet the big boss.'
- mendvumendem grozok lolok ezvend** 'The beggars threaten to pester the queen.'
- merek logroz doktom vu inevem bandezdvubandezdem mendvumend** 'The daughter and the other bandits want to threaten the beggars.'
- astvoldom ochosh leroz bandezd ontoro** 'The policeman will manage to arrest the notorious bandit.'
- bandezd omoljosh ezvendem** 'The queen will be able to protect the bandit.'
- chosh bandezdem lesepe gord gado** 'The bandit manages to leave the big town.'
- leteker gord emer** 'The town will want to sing.'

Give the meaning of:

- inevem ezvendvuezvendem emerek lefes lagens kepe**  
 ..... [3]
- lotoklos mokest vu dokt merek**  
 ..... [2]

Translate into Makatar:

The big bosses can manage to escape.  
 ..... [4]

**Section C [25 marks]**

**4.**

(i) Give a rule explaining the choice between *he, him, himself; she, her, herself; and they, them, themselves* in the following sentences.

(ii) Why are the sentences marked with an asterisk considered to be ungrammatical in most varieties of English?

- |                               |                                  |                             |                            |
|-------------------------------|----------------------------------|-----------------------------|----------------------------|
| <i>It hurt me.</i>            | <i>I hurt it.</i>                | <i>She hurt him.</i>        | <i>They hurt them.</i>     |
| <i>He hurt you.</i>           | <i>*Me hurt him.</i>             | <i>You hurt him.</i>        | <i>*She hurt they.</i>     |
| <i>I hurt myself.</i>         | <i>*Her hurt them.</i>           | <i>John hurt himself.</i>   | <i>*Jane hurt himself.</i> |
| <i>*Myself hurt me.</i>       | <i>*Himself hurt you.</i>        | <i>*Jane hurt yourself.</i> | <i>*Yourself hurt her.</i> |
| <i>*John hurt themselves.</i> | <i>The boys hurt themselves.</i> |                             |                            |

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5. English makes a distinction between several different types of question.

- In YES/NO-Questions the appropriate answer is “yes” or “no”: e.g. *Is Peter coming tonight?*
- In LEADING-Questions the appropriate answer is still “yes” or “no”, but these questions also convey what the speaker thinks the answer to the question ought to be:  
e.g. *You don't like fish, do you?* (speaker assumes the answer should be “no”)  
*You like fish, don't you?* (speaker assumes the answer should be “yes”)
- CONSTITUENT-Questions seek particular pieces of information (a “yes” or “no” answer would be inappropriate):  
e.g. *Who is coming tonight?*  
*When is Peter coming?*
- ECHO-Questions may express incredulity or surprise and are often accompanied by a characteristic emphasis on one particular part of the sentence (indicated here using capital letters):  
e.g. *You spent HOW MUCH?*  
*You went WHERE?*

(i) Identify each of the following sentences as one of the above types:

- Will you stay here today?* .....
- How can I help you?* .....
- How many cars did you buy?* .....
- You bought how many?* .....
- You are coming aren't you?* .....
- What would you like to do?* .....
- Will you stay where I leave you?* .....
- You can't eat nuts, can you?* .....
- You want what?* .....
- Who do you want to come?* .....

We can usually see that YES/NO-Questions are related to corresponding non-question sentences in a systematic way:

- e.g. *Is Peter coming?* is related to the statement *Peter is coming.*
- Can I go to the ball?* is related to the statement *I can go to the ball.*
- Will you marry me?* is related to the sentence *You will marry me.*
- Does John like fish?* is related to the sentence *John likes fish.*
- Does Mary drive a car?* is related to the sentence *Mary drives a car.*

(ii) Try to devise a rule which turns a statement into a YES/NO-Question.

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