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).
1. Latin Verse

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 quadriiugos 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 Olympian Games

**Iuci Molorchi**
translate 'the Nemean Forest', a reference to the Nemean Games

**caestus -us, m.**
a Roman boxing-glove
# Latin Verse

## Answer sheet

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<tr>
<th>UCAS Personal ID</th>
<th>Surname &amp; first name(s)</th>
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Please continue on the reverse of this page if necessary.
Please continue to Latin Prose passage
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 vincire, 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
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Please continue on the reverse of this page if necessary
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.

Sophocles, Trackers 114–26 modified
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<th>UCAS Personal ID</th>
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Please continue to Greek Prose passage
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.


Xenophon, Hieron 1.7–10, modified

tινος ἄλλου    neuter, construe with ἔξω τούτων etc.

διαφέρω    I differ

πολλαπλάσιος -α -ον    many times over

ζηλῶ    I envy
<table>
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Section A

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**: azg, ‘the people [subject]’ e.g. ‘The people will vote.’
- **Genitive Singular**: azgi, ‘of the people’
- **Locative Singular**: yazgi, ‘in the people’
- **Ablative Singular**: yazgê, ‘from the people’
- **Instrumental Singular**: azgaw, ‘with the people’
- **Genitive Plural**: azgac’, ‘of the peoples’
- **Instrumental Plural**: azgawk’, ‘with the peoples’

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

Now consider the following data:

- **Nom.Sg.**
  - cer, ‘old’
  - axti, ‘vice’
  - cov, ‘sea’
  - ali, ‘saline’
  - masn, ‘part’
  - hur, ‘fire’
- **Gen.Sg.**
  - ceroy, ‘old’
  - axti, ‘vice’
  - covu, ‘sea’
  - alvoy, ‘saline’
  - masin, ‘part’
  - hroy, ‘fire’
- **Loc.Sg.**
  - i cer, ‘in’
  - yaxti, ‘in the’
  - i covu, ‘in the sea’
  - yalwo, ‘in the saline’
  - i masin, ‘in the part’
  - i hroy, ‘in the fire’
- **Abl.Sg.**
  - i ceroy, ‘from’
  - yaxti, ‘from the’
  - i covu, ‘from the sea’
  - yalwo ĭ, ‘from the saline’
  - i masnē, ‘from the part’
  - i hroy, ‘from the fire’
- **Instr.Sg.**
  - cerov, ‘in the’
  - axtiw, ‘in the’
  - covu, ‘in the sea’
  - aleaw, ‘in the saline’
  - masamb, ‘in the part’
  - hrov, ‘in the fire’
- **Nom.Pl.**
  - ceroc’, ‘old’
  - axtic’, ‘vice’
  - covuc’, ‘sea’
  - aleae’, ‘saline’
  - masanc’, ‘part’
  - hroc’, ‘fire’
- **Gen.Pl.**
  - cerovk’, ‘old’
  - axtiwk’, ‘vice’
  - covuk’, ‘sea’
  - aleawk’, ‘saline’
  - masambk’, ‘part’
  - hrovk’, ‘fire’

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

<table>
<thead>
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<tbody>
<tr>
<td>‘word’</td>
<td>‘water’</td>
<td>‘vineyard’</td>
<td>‘bride’</td>
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<td>harsanc’</td>
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<td>baniwk’</td>
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</tbody>
</table>

Please turn over (page 1 of 6)
2. Consider how Turkish expresses the notions possession (genitive, ‘of X’) and place (locative, ‘in/on X’) grammatically:

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English Genitive</th>
<th>English Locative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitap</td>
<td>kitabin ‘of the book’</td>
<td>kitapta ‘in/on the book’</td>
</tr>
<tr>
<td>fare</td>
<td>farenin ‘of the mouse’</td>
<td>farede ‘in/on the mouse’</td>
</tr>
<tr>
<td>tarih</td>
<td>tarihın ‘of the history’</td>
<td>tarihte ‘in/on the history’</td>
</tr>
<tr>
<td>çatı</td>
<td>çatının ‘of the roof’</td>
<td>çatıda ‘in/on the roof’</td>
</tr>
<tr>
<td>tablo</td>
<td>tablonun ‘of the painting’</td>
<td>tabloda ‘in/on the painting’</td>
</tr>
<tr>
<td>mektup</td>
<td>mektubun ‘of the letter’</td>
<td>mektupta ‘in/on the letter’</td>
</tr>
<tr>
<td>göz</td>
<td>gözün ‘of the eye’</td>
<td>gözde ‘in/on the eye’</td>
</tr>
<tr>
<td>sözlük</td>
<td>sözlüğün ‘of the dictionary’</td>
<td>sözlükte ‘in/on the dictionary’</td>
</tr>
<tr>
<td>fil</td>
<td>filin ‘of the elephant’</td>
<td>file ‘in/on the elephant’</td>
</tr>
<tr>
<td>ceket</td>
<td>ceketin ‘of the jacket’</td>
<td>cekette ‘in/on the jacket’</td>
</tr>
<tr>
<td>at</td>
<td>atın ‘of the horse’</td>
<td>atta ‘in/on the horse’</td>
</tr>
<tr>
<td>kulak</td>
<td>kulağın ‘of the ear’</td>
<td>kulakta ‘in/on the ear’</td>
</tr>
<tr>
<td>sürüm</td>
<td>sürünün ‘of the herd’</td>
<td>süründe ‘in/on the herd’</td>
</tr>
<tr>
<td>pabuç</td>
<td>pabuçun ‘of the shoe’</td>
<td>pabuçta ‘in/on the shoe’</td>
</tr>
</tbody>
</table>

The following remarks about Turkish pronunciation may be of use:
- c is pronounced like j in Engl. journal; ç like ch in Engl. check; ğ like y in Engl. saying; ĵ like the vowel sound in the second syllable of Engl. trifle.
- 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:

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English Genitive</th>
<th>English Locative</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekmek</td>
<td>‘bread’</td>
<td></td>
</tr>
<tr>
<td>çöp</td>
<td>‘rubbish’</td>
<td></td>
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<tr>
<td>pilot</td>
<td>‘pilot’</td>
<td></td>
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<tr>
<td>peri</td>
<td>‘fairy’</td>
<td></td>
</tr>
<tr>
<td>çekiç</td>
<td>‘hammer’</td>
<td></td>
</tr>
<tr>
<td>araba</td>
<td>‘car’</td>
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</tr>
<tr>
<td>salyangoz</td>
<td>‘snail’</td>
<td>[no form required]</td>
</tr>
</tbody>
</table>

Please continue on the next page (page 2 of 6)
The following questions are based on Pinã, an artificial language. Like English, Pinã 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 potoyi. The actress sees the postman.
muhoy futel bokayi. The bull frightens the hen.
piloy lusel potayyi. The actor hears the postwoman.
muhaya fesel bokyti. The cows eat the rooster.
keloya mogel redayi. The waiters like the book.
pota futel pilayyi. The post office frightens the actresses.
wonã futel piloyayi. The houses frighten the actors.
gukeleg gurayi. I see the park.
feleyo gesayi. You eat the food.
luselg potayyi. We hear the postwomen.
keloy pinel befäyi. The waiters write letters.

Give the meaning of:
bokoy gukel bokayãyi. _______________________________________________________

Translate into Pinã:
We frighten the bulls. ______________________________________________________

The actresses write books. ______________________________________________________

b) muhoya kum muhayã jehel guraye. The bulls and the cows go to the parks.
potoy gukels potayi kum lesels redayi. The postman will see the post office and read the book.

wefeleg hanayi kelayaye. I throw the phone to the waitress.

feselg narayi gurasen. We eat oranges in the park.

litoya jehels potasan budaye. The policemen will go from the post office to the supermarket.

bokayã bigels tenãyi litaye. The hens will bring stones to the police station.

redã wesel wonasa sefutel potoyi. The books are in the house but they do not frighten the postman.

serufelseyo piloyyi kum litayayi gurasan. You will not ring the actor and the policewoman from the park.

pilayã sebigel befäyi. The actresses do not bring the letters.

leselség setayi filasa yab lem gurasen. We will read a newspaper in the field but not in the park.

lem falã yab narã wesel gesa. Not bottles, but oranges are food.

Please continue on the next page (page 3 of 6)
Give the meaning of:
kelaya wefel narayi kem hanayi piloyye budasa.

lem litoya yab muhoya mogelsē falāyī gurāsa.

Translate into Pinã:
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. You threw the ball to the policeman.
    potoy gugukel gebefayi. The postman saw my letter.
    gebokoy sefutels yebokayyi. My rooster will not frighten your hen.
    sepipinelēg befayi ekidayaye. We did not write a letter to his
daurer.
    egatoy sefesel gesayi budasa. Her husband did not eat food in the
    gegatoys kidoyn sewesel wonasa. supermarket.
    gugukeleg litayas narāyin. My husband’s son is not in the
    yemuhayā sejejehelē potoy filasann potaye. house.
    piloya lelemelē yekidayūs famasan. I saw the policewoman’s oranges.

Give the meaning of:
epotoy wewefel gegatayas redayin filasa.

yebokaya kum gemuhayā sefeselē netayas gesayin.

Translate into Pinã:
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 \textit{-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:

\begin{itemize}
  \item \textbf{Adjective}  \textit{Singing} elephants are a rare sight.  \\
  \hspace{1cm} Ali looked forward to his \textit{impending} nuptials.  \\
  \item \textbf{Noun}  \textit{Running} is prohibited in all indoor areas.  \\
  \hspace{1cm} Bronwyn gave her everything to \textit{rowing}.  \\
  \item \textbf{Participle}  Anuj absolutely adored horses, \textit{being} the son of vets.  \\
  \hspace{1cm} \textit{Rallying} her troops behind her, Boadicea confronted the Romans.  \\
\end{itemize}

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

Caimans often lunge at the \textbf{fishing} otters, who respond by backing off. \hspace{1cm} _________

Finally \textbf{seeing} their aunt Agatha, the children were delighted. \hspace{1cm} _________

To help nurture longer periods of motivation, first create a list of reasons why you love \textbf{running}. \hspace{1cm} _________

I waited by a stile, and it was while I stood there that the \textbf{screaming} horror came upon me. \hspace{1cm} _________

Now she felt alive again, ready to love, \textbf{loving} to live. \hspace{1cm} _________

After he was told off sternly, Joe went up to his room, \textbf{sulking}. \hspace{1cm} _________

\textbf{Filing} an application for a monocycle licence will not incur a fee. \hspace{1cm} _________

She was afraid of clever animals, most of all \textbf{typing} monkeys. \hspace{1cm} _________

For a young baby, \textbf{crying} is the only way of communication. \hspace{1cm} _________

Some people practise yoga regularly to attain \textbf{shining}, light-filled moments of clarity. \hspace{1cm} _________

With the temperatures outside at -5 centigrade, \textbf{jumping} on the spot seemed like a valid method of keeping warm. \hspace{1cm} _________

Why may we reasonably expect that the Ottomans will succeed in saving the ‘Russian bear’ from \textbf{collapsing}? \hspace{1cm} _________

\textbf{Laughing} all the way, they took the horse home to supper. \hspace{1cm} _________
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**
  - *perfect tense*
    - *Amin has loved* hiking for longer than he can remember.
    - *For the foreseeable future, he has moved* to the Lake District.

- **be**
  - *present passive*
    - *Despite her experience, Hannah is surprised* at her cat’s demeanour.
    - *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.
The back page of this booklet is intentionally left blank for your rough working or notes.