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

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 **spatiar** 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)

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**pumex, -icis m.**  | pumice-stone
**spatiari** | = *ambulare*
**torvus, -a, -um** | fierce
**palla, -ae f.** | dress
**cothurnus, -i m.** | a high shoe (worn by tragic actors)
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<th>UCAS Personal ID</th>
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</thead>
<tbody>
<tr>
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<td>C</td>
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</tbody>
</table>

Please continue on the reverse of this page if necessary
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
praeeptor, -oris, m. teacher
‘σκότισον’ Greek word, translate: “‘Darken it!’”
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

(Euripides, Hippolytus 1395-1406)

μήδομαι I plot

ξυνάρσος linked with, joined in marriage (i.e. Phaedra, Theseus’ wife)
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<thead>
<tr>
<th>UCAS Personal ID</th>
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</table>

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This page is intentionally left blank for your rough working or notes.
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.

Ξηνό γάρ, ὡς Ἀθηναίοι, ἐπειδὴ ἔδοξέ μοι γῆμαι καὶ γυναῖκα ἡγαγόμην εἰς τὴν οἰκίαν, τὸν μὲν ἄλλον χρόνον οὖτω διεκέιμην ὡστε μήτε λυπεῖν μήτε λιαν ἐπὶ ἐκείνη εἶναι ὁ τι ἂν ἔθελῃ ποιεῖν, ἐφύλαττόν τε ώς οἶνον τε ἢν, καὶ προσεῖχον τὸν νοῦν ὡςπερ εἰκὼς ἢν. ἐπειδὴ δὲ μοι παιδίον γίγνεται, ἔπιστευον ἡδὴ καὶ πάντα τὰ ἐμαυτοῦ ἐκείνη παρέδωκα, ἤγούμενος ταύτην οἰκείοτητα μεγίστην εἶναι’ ἐν μὲν οὖν τῷ πρώτῳ χρόνῳ, ὡς Ἀθηναίοι, πασῶν ἢν βελτίστη· καὶ γάρ οἰκονόμος δεινή καὶ φειδώλος καὶ ἀκριβῶς πάντα διοικοῦσα· ἐπειδὴ δὲ μοι ἢ μήτηρ ἐτελεύτησε, π’ ντων τῶν κακῶν ἄποθανοῦσα αἰτία μοι γεγένηται. ἐπὶ ἐκφοράν γὰρ αὐτή ἀκολουθήσασα ἡ ἐμὴ γυνή ὑπὸ τούτου τοῦ ἀνθρώπου ὄφθεισα, χρόνω διαφθείρεται· ἐπιτηρῶν γὰρ τὴν θεράπαιν τὴν εἰς τὴν ἀγοράν βαδίζουσαν καὶ λόγους προσφέρων ἀπώλεσεν αὐτήν.

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

διάκειμαι I am disposed
οἰκείοτης intimacy
ἐκφορά funeral
<table>
<thead>
<tr>
<th>UCAS Personal ID</th>
<th>Surname &amp; first name(s)</th>
<th>Date of birth</th>
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</tbody>
</table>

Please continue on the reverse of this page if necessary.
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.

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:

<table>
<thead>
<tr>
<th>Case Type</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative Singular</td>
<td>hörr</td>
<td>‘the people [subject]’ e.g. ‘The people will vote.’</td>
</tr>
<tr>
<td>Genitive Singular</td>
<td>höjjar</td>
<td>‘of the people’</td>
</tr>
<tr>
<td>Dative Singular</td>
<td>höjri</td>
<td>‘to the people’</td>
</tr>
<tr>
<td>Accusative Singular</td>
<td>höjr</td>
<td>‘the people [object]’ e.g. ‘I love the people.’</td>
</tr>
</tbody>
</table>

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 – they are meaningful.

Now consider the following data:

<table>
<thead>
<tr>
<th>Nom.Sg.</th>
<th>Gen.Sg.</th>
<th>Dat.Sg.</th>
<th>Acc.Sg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘arm’</td>
<td>‘hammer’</td>
<td>‘cave’</td>
<td>‘hell’</td>
</tr>
<tr>
<td>Sg.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>armr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td>arms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td>armi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>arm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pl.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>armar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td>arma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td>ormum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>arma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>‘alder’</th>
<th>‘dew’</th>
<th>‘inheritance’</th>
<th>‘island’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sg.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nom.Sg.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.Sg.</td>
<td>elris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.Sg.</td>
<td></td>
<td>doggu</td>
<td></td>
</tr>
<tr>
<td>Acc.Sg.</td>
<td></td>
<td>arf</td>
<td></td>
</tr>
<tr>
<td>Nom.Pl.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.Pl.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.Pl.</td>
<td></td>
<td></td>
<td>eyjum</td>
</tr>
</tbody>
</table>
(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’):

<table>
<thead>
<tr>
<th>peann</th>
<th>‘pen’</th>
<th>a pheann ‘his pen’</th>
<th>a peann ‘her pen’</th>
<th>a bpeann ‘their pen’</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td>‘house’</td>
<td>a theach</td>
<td>a teach</td>
<td>a dteach</td>
</tr>
<tr>
<td>ceann</td>
<td>‘head’</td>
<td>a cheann</td>
<td>a ceann</td>
<td>a gceann</td>
</tr>
<tr>
<td>bean</td>
<td>‘woman’</td>
<td>a bhean</td>
<td>a bean</td>
<td>a mbean</td>
</tr>
<tr>
<td>droim</td>
<td>‘back’</td>
<td>a dhroim</td>
<td>a droim</td>
<td>a ndroim</td>
</tr>
<tr>
<td>glúin</td>
<td>‘knee’</td>
<td>a ghlúin</td>
<td>a glúin</td>
<td>a nglúin</td>
</tr>
<tr>
<td>máthair</td>
<td>‘mother’</td>
<td>a mháthair</td>
<td>a mátair</td>
<td>a mátair</td>
</tr>
<tr>
<td>súil</td>
<td>‘eye’</td>
<td>a shuil</td>
<td>a súil</td>
<td>a súil</td>
</tr>
<tr>
<td>freagra</td>
<td>‘answer’</td>
<td>a fhreagra</td>
<td>a freagra</td>
<td>a bhfreagra</td>
</tr>
<tr>
<td>rámh</td>
<td>‘oar’</td>
<td>a rámh</td>
<td>a rámh</td>
<td>a rámh</td>
</tr>
<tr>
<td>náirí</td>
<td>‘shame’</td>
<td>a náirí</td>
<td>a náirí</td>
<td>a náirí</td>
</tr>
<tr>
<td>iomrá</td>
<td>‘reputation’</td>
<td>a iomrá</td>
<td>a hiomrá</td>
<td>a n-iomrá</td>
</tr>
<tr>
<td>aos</td>
<td>‘age’</td>
<td>a aos</td>
<td>a haois</td>
<td>a n-aos</td>
</tr>
<tr>
<td>éan</td>
<td>‘bird’</td>
<td>a éan</td>
<td>a héan</td>
<td>a n-éan</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>‘his’</th>
<th>‘her’</th>
<th>‘their’</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘deer’</td>
<td></td>
<td>a bhfia</td>
</tr>
<tr>
<td>‘bee’</td>
<td></td>
<td>a beach</td>
</tr>
<tr>
<td>‘dog’</td>
<td>a mhadra</td>
<td></td>
</tr>
<tr>
<td>‘swan’</td>
<td></td>
<td>a heala</td>
</tr>
<tr>
<td>‘tiger’</td>
<td></td>
<td>a dtiogar</td>
</tr>
<tr>
<td>‘rabbit’</td>
<td>a choínín</td>
<td></td>
</tr>
<tr>
<td>‘ram’</td>
<td></td>
<td>a reithe</td>
</tr>
</tbody>
</table>
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.  
luseki pessit.  
suleefa porris.  
durega a’mettir.  
suneelwi  
suleefsa.  
fuber a’pesat.  
ruseefi a’mottir perris.  
kureedi porris melam.  
tukebwa tekab.  
rusefa pessit a’fellif.  

Give the meaning of:

fuber tekab.  
suleefi a’possit.  

Translate into Sobot:

You (men) see a chicken.  
A waiter is running.  

(b)  
fuberwi a’tokob.  
yadureegi a’possit.  
suleefim porris a’betat ka.  
yakureda a’fellif melam derag ka.  
lukeemim follif bolom ka.  
yaruseefwa a’follif a’gesan ka  
ruseefam a’sokkik a’pesat.  
yakuteessim botot a’belam ka.  
kuredsi tefas.  
yasunelwa na yamulemsam.  
yafuleti a’sekkit a’sekat ka.  

Give the meaning of:

yakureda a’sekkit a’tefas.  
yamuleemsam a’dorog ka.  

Please continue on the next page (page 3 of 6)
Waiters do not build towns.

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

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.

The waitresses burned a police officer’s book in a forest.

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

You (men) see a forest from the house.

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

The policewoman gave a letter to a postman.

The waiters’ town house was burning.

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

Give the meaning of:

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

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

Translate into Sobot:

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

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

Please continue on the next page (page 5 of 6)
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 X) 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.