



# OXFORD UNIVERSITY

## CLASSICS ADMISSIONS TEST

Wednesday 5 November 2014

### 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 six pages long. Please write your answers in the spaces provided.

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 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.



**Admissions  
Testing Service**

Administered on behalf of the University of Oxford by the Admissions Testing Service, part of Cambridge Assessment, a non-teaching department of the University of Cambridge.



# 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.

**Two brothers, Micio and Demea, quarrel, as one of their boys has misbehaved violently.**

MI. Quid tristis es? DE. Rogas me, ubi nobis Aeschinus  
sic est, quid tristis ego sim? MI. (...)

quid is fecit? DE. Quid ille fecerit? quem neque pudet  
quicquam nec metuit quemquam neque legem putat  
tenere se ullam. nam illa quae antehac facta sunt  
omitto: modo quid dissignauit. Quidnam id est?

DE. Fores ecfregit atque in aedis inruit  
alienas: insum dominum atque omnem familiam  
mulcauit usque ad mortem: eripuit mulierem  
quam amabat. clamant omnes indignissime  
factum esse. hoc aduenient. Quot mihi, Micio,  
dixere! in ore est omni populo. (...)  
haec cum illi, Micio,  
dico, tibi dico: tu illum corrumpi sinis.

**Terence, *Adelphoe* (adapted)**

dissigno, dissignare – here: to perpetrate

mulco, mulcare – to beat, batter

# Latin Verse

Oxford college of preference

## Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Please continue to Latin Prose passage**

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

## 2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

**A sketch of Titus' early education with Britannicus, and Titus' own qualities.**

Titus ... educatus in aula cum Britannico simul, ac paribus disciplinis et apud eosdem magistros institutus. quo quidem tempore aiunt metoposcopum, a Narcisso Claudii liberto adhibitum, ut Britannicum inspiceret, constantissime affirmasse, illum quidem nullo modo, ceterum Titum, qui tunc prope astat, utique imperatorum. erant autem adeo familiares, ut de potione, qua Britannicus hausta periit, Titus quoque iuxta cubans gustasse credatur gravique morbo adflictatus diu. (...) in Tito puero statim corporis animique dotes exsplenduerunt, magisque ac magis deinceps per aetatis gradus; forma egregia et cui non minus auctoritatis inesset quam gratiae, praecipuum robur, quamquam neque procerus statura et ventre paulo proiectiore; memoria singularis, docilitas ad omnis fere tum belli tum pacis artes. armorum et equitandi peritissimus, Latine Graeceque, vel in orando vel in fingendis poematibus, promptus et facilis ad extemporalitatem usque; sed ne musicae quidem rudis, ut qui cantaret et psalleret iucunde scienterque.

**Suetonius, *Titus* 1 ff. (adapted)**

metoposcopus, l, m. – a fortune teller (who tells fortune by looking at the forehead)

utique – certainly

dos, dotis. f. – gift; what one is endowed with

deinceps = deinde

procerus, a, um – tall

usque – all the way, without interruption

psallo, psallere – to play the lyre

# Latin Prose

Oxford college of preference

## Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



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

# 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.

**Amphitryon explains how he looks after Herakles' family while Herakles is away in the underworld – and he sits with his son's family at the altar of Zeus (dedicated by his son!) as a suppliant, in order to keep them safe.**

ἐγὼ δὲ — λείπει γάρ με τοῖσδ' ἐν δώμασιν  
τροφὸν τέκνων οἰκουρόν, ἠνίκα χθονὸς  
μέλαιναν ὄρφνην εἰσέβαινε, παῖς ἐμός —  
σὺν μητρὶ, τέκνα μὴ θάνωσ' Ἡρακλέους,  
βωμὸν καθίζω τόνδε σωτήηρος Διός,  
ὄν καλλινίκου δόρος ἄγαλμ' ἰδρύσατο  
Μινύας κρατήσας οὐμὸς εὐγενῆς τόκος.  
πάντων δὲ χρεῖοι τάσδ' ἔδρας φυλάσσομεν,  
σίτων ποτῶν ἐσθῆτος, ἀστρώτω πέδω  
πλευρὰς τιθέντες: ἐκ γὰρ ἐσφραγισμένοι  
δόμων καθήμεθ' ἀπορίᾳ σωτηρίας.  
φίλων δὲ τοὺς μὲν οὐ σαφεῖς ὀρθῶ φίλους,  
οἳ δ' ὄντες ὀρθῶς ἀδύνατοι προσωφελεῖν.  
τοιούτον ἀνθρώποισιν ἢ δυσπραξία.

**Euripides, *Herakles* 44-57**

οἰκουρός, ὄν — watching or keeping the house  
ὄρφνη, ης, f., — darkness of night  
τὸ καλλινίκον δόρυ, τοῦ καλλινίκου δόρος — victorious spear, victorious army  
χρεῖος, α, ον — needing, wanting  
ἀστρωτος, ον — without bed  
σφραγίζω — to close, bar  
δυσπραξία, ας, f. — ill success, ill luck

# Greek Verse

Oxford college of preference

## Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Please continue to Greek Prose passage**

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 defends himself against a murder charge – he is accused of having poisoned Diodotos – and says that he did not give the poison, and was not there when poison was taken.**

πρῶτον μὲν οὖν ἀποδείξω ὑμῖν ὅτι οὐτ' ἐκέλευσα πιεῖν τὸν παῖδα τὸ φάρμακον οὐτ' ἠνάγκασα οὐτ' ἔδωκα καὶ οὐδὲ παρῆ ὅτ' ἔπιεν. καὶ οὐ τούτου ἔνεκα ταῦτα σφόδρα λέγω, ὡς ἑμαυτὸν ἕξω αἰτίας καταστήσω, ἕτερον δὲ τινα εἰς αἰτίαν ἀγάγω: οὐ δῆτα ἔγωγε, πλὴν γε τῆς τύχης, ἥπερ οἶμαι καὶ ἄλλοις πολλοῖς ἀνθρώπων αἰτία ἐστὶν ἀποθανεῖν: ἦν οὐτ' ἂν ἐγὼ οὐτ' ἄλλος οὐδεὶς οἶός τ' ἂν εἶη ἀποτρέψαι μὴ οὐ γενέσθαι ἦντινα δεῖ ἐκάστω.( ...)

μεμαρτύρηται μὲν οὖν, ὧ ἄνδρες, περὶ τοῦ πράγματος ἃ ἐγὼ ὑμῖν ὑπεσχόμην: ἕξ αὐτῶν δὲ τούτων χρὴ σκοπεῖν ἃ τε οὗτοι διωμόσαντο καὶ ἃ ἐγὼ, πότεροι ἀληθέστερα καὶ εὐορκότερα. διωμόσαντο δὲ οὗτοι μὲν ἀποκτεῖναί με Διόδοτον βουλεύσαντα τὸν θάνατον, ἐγὼ δὲ μὴ ἀποκτεῖναι, μήτε χειρὶ ἐργασάμενος μήτε βουλεύσας.

**Antiphon 6.15 ff. (adapted)**

διόμνυμι – to swear solemnly, declare on oath

εὐορκος, ον – faithful to one's oath

# Greek Prose

Oxford college of preference

## Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

A series of 20 horizontal dotted lines spanning the width of the page, intended for writing.



# 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. Consider the following forms for some Old Norse words:

	'long'	'old'	'middle'	'clear'	'strong'	'our'
Nominative singular	langr	gamall	miðr	gløgg	sterkr	várr
Accusative singular	langan	gamlan	miðjan	gløggvan	sterkan	váran
Genitive singular	langs	gamals	miðs	gløggs	sterks	várs
Dative singular	lǫngum	gǫmlum	miðjum	gløggum	sterkum	várum
Nominative plural	langir	gamlir	miðir	gløggvir	sterkir	várir
Accusative plural	langa	gamla	miðja	gløggva	sterka	vára
Genitive plural	langra	gamalla	miðra	gløggra	sterkra	várra
Dative plural	lǫngum	gǫmlum	miðjum	gløggum	sterkum	várum

What would you expect to find as the accusative plural, genitive plural, and dative plural forms of the following nouns? (They follow the same patterns as the nouns above.)

	'handsome'	'famous'	'brave'	'evil'
Nominative singular	vænn	frægr	rǫskr	illr
Accusative singular	vænan	frægjan	rǫskvan	illan
Genitive singular	væns	frægs	rǫsks	ills
Dative singular	vænum	frægjum	rǫskum	illum
Nominative plural	vænir	frægir	rǫskvir	illir
Accusative plural	_____ (1)	_____ (1)	_____ (1)	_____ (1)
Genitive plural	_____ (1)	_____ (1)	_____ (1)	_____ (1)
Dative plural	_____ (1)	_____ (1)	_____ (1)	_____ (1)

2. Consider the following forms for some verbs in Serbian:

	<u>First person singular present</u>	<u>Masculine past</u>	<u>Feminine past</u>
'shake'	tresem	tresao	tresla
'convey'	vezem	vezao	vezla
'knit'	pletem	pleo	plela
'bite'	grizem	grizao	grizla
'prickle'	ubodem	uboo	ubola
'sweep'	metem	meo	mela
'lead'	povedem	poveo	povela
'wander'	tepem	tepao	tepla
'bake'	pečem	pekao	pekla
'help'	pomognem	pomogao	pomogla
'tear'	skubem	skubao	skubla
'steal'	kradem	krao	krala
'sit down'	sednem	seo	sela
'induce'	vedem	veo	vela
'dress'	obučem	obukao	obukla
'lie down'	legnem	legao	legla
'meet'	sretnem	sreo	srela

What would you expect to find as the masculine past and feminine past forms of the following verbs? (They follow the same patterns as the verbs above. For the verb for 'burn', you are given the masculine past form and you should give the feminine past form only.)

	<u>First person singular present</u>	<u>Masculine past</u>	<u>Feminine past</u>	
'graze'	pasem	_____	_____	(2)
'eat'	jedem	_____	_____	(2)
'milk'	muzem	_____	_____	(2)
'say'	rečem	_____	_____	(2)
'scratch'	grebem	_____	_____	(2)
'fail'	padnem	_____	_____	(2)
'burn'	žežem	žegao	_____	(1)

**Section B** [50 marks]

3. The questions in this test are all based on an invented language, called Pip. 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 Pip 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 Pip has nothing corresponding to the English *the* and *a(n)*, so that **pit** can mean *a dog* or *the dog*. Note that **a** and **ā** are different vowels from each other. 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>pit sak run</b>   | The dog chased the cat.      |
|     | <b>rin lup kat</b>   | The cat watched the mouse.   |
|     | <b>mup taw kid</b>   | The horse saw the teacher.   |
|     | <b>liip puut kat</b> | The mice watched the dogs.   |
|     | <b>kid taw muuk</b>  | The horse saw the squirrels. |

Give the meaning of:

**miip put kat** \_\_\_\_\_ [4]

**taw kud lip** \_\_\_\_\_ [3]

Translate into Pip:

The mouse saw the cats. \_\_\_\_\_ [5]

- |     |                      |                                 |
|-----|----------------------|---------------------------------|
| (b) | <b>mip put kakap</b> | The teacher likes the dog.      |
|     | <b>sasāk rin</b>     | The cat chases him.             |
|     | <b>pit kāp</b>       | The dog liked her.              |
|     | <b>kakāt lip</b>     | The mouse watches him.          |
|     | <b>kiid tatāw</b>    | The horses see her.             |
|     | <b>mik yub tataw</b> | The squirrel sees an apple pie. |
|     | <b>pās kid</b>       | The horse bit it.               |
|     | <b>pit pāp</b>       | The dog cut it.                 |
|     | <b>sasāt rin</b>     | The cat steals it.              |
|     | <b>lip papās</b>     | The mouse bites it.             |
|     | <b>rin kāt</b>       | The cat watched it.             |
|     | <b>rarāf mik</b>     | The squirrel takes it.          |
|     | <b>yub lip lam</b>   | The mouse got the apple pie.    |

Give the meaning of:

**kid yub papap**. \_\_\_\_\_ [4]

**kakāp miik**. \_\_\_\_\_ [4]

Translate into Pip:

The dogs get it. \_\_\_\_\_ [5]

- |                                  |  |
|----------------------------------|--|
| (c) <b>put pupup-yub kid taw</b> | The horse saw the dog cutting the apple pie.           |
| <b>mip susuk-luup run kakat</b>  | The teacher watches the cat chasing the mice.          |
| <b>mik run taw sut-yub</b>       | The squirrel saw the cat who had stolen the apple pie. |
| <b>rin taw puut suk-luup</b>     | The cat saw the dogs who had chased the mice.          |
| <b>kat rin lup lulūm</b>         | The cat watched the mouse getting it.                  |
| <b>rūf tataw pit muup</b>        | The dog sees the teachers who have taken it.           |
| <b>muuk sūt tataw riin</b>       | The cats see the squirrels who have stolen it.         |

Give the meaning of:

**put liip taw ruruf-yuub.** \_\_\_\_\_ [3]

**piit luup rurūf tataw.** \_\_\_\_\_ [4]

Translate into Pip:

The cat sees the teacher **having** cut it. \_\_\_\_\_ [5]



- |                                       |   |
|---------------------------------------|---|
| (d) <b>kod kokot-yub, rin lup sak</b> | While the horse was watching the apple pie, the cat chased the mouse.     |
| <b>pot sosok-ruun, yuub lip pap</b>   | While the dog was chasing the cats, the mouse cut the apple pies.         |
| <b>pop-yub pot, mip sak lup</b>       | When the dog had cut the apple pie, the teacher chased the mouse.         |
| <b>lop popop-yuub, pit run tataw</b>  | While the mouse is cutting the apple pies, the dog sees the cat.          |
| <b>rof-yub ron, taw pit muk</b>       | When the cat had taken the apple pie, the dog saw the squirrel.           |
| <b>roon sosot-yub, kakat lup miik</b> | While the cats are stealing the apple pie, the squirrels watch the mouse. |
| <b>mok tow-yub, pit sasak run</b>     | When the squirrel has seen the apple pie, the dog chases the cat.         |

Give the meaning of:

**tow-run lop, pit yub papap.**  
 \_\_\_\_\_  
 \_\_\_\_\_ [4]

**kokot-run loop, kat yub mip.** \_\_\_\_\_  
 \_\_\_\_\_ [4]

Translate into Pip:

While the cats are watching the squirrels, the dogs get the apple pie. \_\_\_\_\_  
 \_\_\_\_\_ [5]

**Section C** [25 marks]

4. Consider the following sentences:

It **must** be raining outside, because the ground is wet.

You **must** do your homework, because you'll fail your exams otherwise.

In the first sentence, the word '**must**' indicates certainty or near-certainty: the speaker is certain or almost certain that it is raining outside. This is called an *epistemic* use of '**must**'. In the second sentence, the word '**must**' indicates a requirement or forceful advice: Mary is required or forcefully advised to do her homework. This is called a *deontic* use of '**must**'. Consider now sentences (a)–(l), and for each sentence say whether the use of '**must**' is epistemic or deontic.

**Examples:**

You **must** work hard at your French, because you speak it so well. epistemic

You **must** look right and left or you'll get run over. deontic

- (a) The neighbours **must** be at home, because their lights are on. \_\_\_\_\_ (1)
- (b) Sam **must** learn to cycle safely before he has an accident. \_\_\_\_\_ (1)
- (c) Sam **must** like football, because he never misses a match. \_\_\_\_\_ (1)
- (d) If you want your tomatoes to grow you **must** water them. \_\_\_\_\_ (1)
- (e) You **must** water your tomatoes well or they wouldn't be so big. \_\_\_\_\_ (1)
- (f) This **must** be Mary's house, because that's her bicycle outside. \_\_\_\_\_ (1)
- (g) I **must** water my tomatoes or they won't grow. \_\_\_\_\_ (1)
- (h) That bicycle **must** be repaired or there will be an accident. \_\_\_\_\_ (1)
- (i) Sam **must** like football a lot if he's happy at that school. \_\_\_\_\_ (1)
- (j) Mary **must** have left; at least I can't see her here. \_\_\_\_\_ (1)
- (k) I've never been very good with tomatoes, I **must** admit. \_\_\_\_\_ (1)
- (l) That **must** be a tree, but it's a rather odd one with no branches. \_\_\_\_\_ (1)

5. Consider the following sentences:

The clerk rang **up** her boss.

The mouse ran **up** the clock.

The first sentence can be rearranged so that the word '**up**' is postponed until after 'her boss': 'The clerk rang her boss **up**'. In the second sentence, the word '**up**' cannot be postponed until after 'the clock': the meaning of the second sentence cannot be expressed with 'The mouse ran the clock **up**'.

A way of expressing this difference in the behaviour of the word '**up**' is to say that in the first sentence, the word '**up**' forms a *phrasal verb* together with the preceding word '**rang**', but in the second sentence the word '**up**' forms a *prepositional phrase* together with the following words '**the clock**'.

Consider now sentences (a)–(m), and for each sentence say whether the underlined word belongs to a *phrasal verb* or a *prepositional phrase*.

(Note: different people sometimes use the terms 'phrasal verb' and 'prepositional phrase' in slightly different ways from each other. For the purposes of this exercise you should consider the distinguishing fact to be whether the underlined word can be postponed as described above, even if you have come across a different use of one or both terms.)

**Examples:**

We'll have to lift up the refrigerator.

phrasal verb

Fred will go to the shop.

prepositional phrase

- (a) Fred turned on the radio. \_\_\_\_\_ (1)
- (b) The dog slept under the table. \_\_\_\_\_ (1)
- (c) I don't want to break up the party. \_\_\_\_\_ (1)
- (d) Try not to wake up the dog. \_\_\_\_\_ (1)
- (e) We ought to talk to Martha. \_\_\_\_\_ (1)
- (f) Martha lives in that house. \_\_\_\_\_ (1)
- (g) Fred should send out a reminder. \_\_\_\_\_ (1)
- (h) You should put up a notice. \_\_\_\_\_ (1)
- (i) In hot weather people often take off their coats. \_\_\_\_\_ (1)
- (j) It's hard to put down that book. \_\_\_\_\_ (1)
- (k) Have we used up the nails? \_\_\_\_\_ (1)
- (l) Martha wrote about the watering can. \_\_\_\_\_ (1)
- (m) Fred lives with his parents. \_\_\_\_\_ (1)

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

The back page of this booklet is intentionally left blank for your rough working or notes