



OXFORD UNIVERSITY

CLASSICS ADMISSIONS TEST

Thursday 2 November 2017

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 supervisor 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 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.



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.

Nero's wife Poppaea, confiding in her nurse, narrates a disturbing dream.

confusa tristi proximae noctis metu
uisuque, nutrix, mente turbata feror,
defecta sensu. laeta nam postquam dies
sideribus atris cessit et nocti polus, 715
inter Neronis uincta complexus mei
somno resoluor; nec diu placida frui
quiete licuit. uisa nam thalamos meos
celebrare turba est maesta: resolutis comis
matres Latinae flebiles planctus dabant; 720
inter tubarum saepe terribilem sonum
sparsam cruore coniugis genetrix mei
uultu minaci saeua quatiebat facem.

Seneca, Octavia 712-23

defectus –a –um: worn out, exhausted
polus poli (m.): sky
celebro celebrare: I throng, crowd, fill (a place)
genetrix genetricis (f.): mother
fax facis (f.): torch

Latin Verse

Oxford college of preference

Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

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Please continue to Latin Prose passage

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2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

Laelius explains to his friends Fannius and Scaevola some fundamental rules of friendship which will benefit the state.

Haec igitur lex in amicitia sancitur, ut neque rogemus res turpes nec faciamus rogati. turpis enim excusatio est et minime accipienda cum in ceteris peccatis, tum si quis contra rem publicam se amici causa fecisse fateatur. etenim eo loco, Fanni et Scaevola, locati sumus ut nos longe prospicere oporteat futuros casus rei publicae. deflexit iam aliquantum de spatio curriculoque consuetudo maiorum. Tiberius Gracchus regnum occupare conatus est, vel regnavit is quidem paucos menses. num quid simile populus Romanus audierat aut viderat? hunc etiam post mortem secuti amici et propinqui quid in Publio Scipione effecerint, sine lacrimis non queo dicere.

Cicero, *De Amicitia* 40-1

sancio sancire: I solemnly ratify

aliquantum (adv.): to some extent

curriculum curriculi (n.): course

queo quire: I am able

Latin Prose

Oxford college of preference

Answer sheet

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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.

Heracles shares reflections on his misfortune with his rescuer, Theseus.

έσκεψάμην δὲ καίπερ ἐν κακοῖσιν ὦν
μὴ δειλίαν ὄφλω τιν' ἐκλιπὼν φάος·
ταῖς συμφοραῖς γὰρ ὅστις οὐχ ὑφίσταται
οὐδ' ἀνδρὸς ἂν δύναιθ' ὑποστῆναι βέλος. 1350
έγκαρτερήσω βίον· εἶμι δ' ἐς πόλιν
τὴν σὴν, χάριν τε μυρίαν δῶρων ἔχω.
ἀτὰρ πόνων δὴ μυρίων έγευσάμην,
ὦν οὐτ' ἀπεῖπον οὐδέν' οὐτ' ἀπ' ὀμμάτων
έσταξα πηγᾶς, οὐδ' ἂν ὄμνην ποτὲ 1355
ἐς τοῦθ' ἰκέσθαι, δάκρυ' ἀπ' ὀμμάτων βαλεῖν.
νῦν δ', ὡς ἔοικε, τῇ τύχῃ δουλευτέον.

Euripides, Heracles 1347–57

σκέπτομαι: I take thought, examine carefully

ὄφλισκάνω: I incur (a charge of)

έγκαρτερέω: I endure, persist in

γεύομαι: I taste, have experience of (+ gen.)

στάζω: I let fall

Greek Verse

Oxford college of preference

Answer sheet

UCAS Personal ID

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2. Greek Prose

Please write your Greek Prose translation on the facing sheet.

Ajax makes the case to a jury that he, rather than Odysseus, should receive the weapons of the dead Achilles.

τὸ μὲν οὖν σῶμα τοῦ Ἀχιλλέως ἐκόμισα ἐγὼ φέρων, τὰ δὲ ὅπλα ὅδε, ἐπιστάμενος ὅτι οὐ τῶν ὀπλων μᾶλλον ἐπεθύμουν οἱ Τρῶες ἀλλὰ τοῦ νεκροῦ κρατῆσαι. τοῦ μὲν γὰρ εἰ ἐκράτησαν, ἠκίσαντό τε ἂν τὸ σῶμα καὶ τὰ λύτρα τοῦ Ἑκτορος ἐκομίσαντο· τὰ δὲ ὅπλα τάδε οὐκ ἂν ἀνέθεσαν τοῖς θεοῖς ἀλλ' ἀπέκρυψαν, δεδιότες τόνδε τὸν ἀγαθὸν ἄνδρα, ὃς καὶ πρότερον ἱεροσυλήσας αὐτῶν τὸ ἄγαλμα τῆς θεοῦ νύκτωρ ὥσπερ τι καλὸν ἐργασάμενος ἐπεδείκνυτο τοῖς Ἀχαιοῖς. καγὼ μὲν ἀξιῶ λαβεῖν ἴν' ἀποδῶ τὰ ὅπλα τοῖς φίλοις, οὗτος δὲ ἴν' ἀποδῶται, ἐπεὶ χρῆσθαι γε αὐτοῖς οὐκ ἂν τολμήσειε· δειλὸς γὰρ οὐδεὶς ἂν ἐπίσημοις ὀπλοῖς χρήσαιτο, εἰδὼς ὅτι τὴν δειλίαν αὐτοῦ ἐκφαίνει τὰ ὅπλα.

**Antisthenes, *The Speech of Ajax 2–3*
(from *The Judgement of the Arms*)**

αἰκίζω: I dishonour

τὰ λύτρα ... κομίζομαι (middle): I recover ... the ransom

ἀνατίθημι: I dedicate

ἱεροσυλέω: I steal from a temple

ἀποδίδομαι (middle): I sell

ἐπίσημος –ον: famous

Greek Prose

Oxford college of preference

Answer sheet

UCAS Personal ID

Surname & first name(s)

Date of birth

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. In Finnish (a language spoken in Finland and other parts of northeast Scandinavia) nouns have different forms to indicate number (singular and plural) and various cases (e.g. nominative, genitive and partitive, conveying specific meanings); so for instance, we find:

nom.sg. <i>puu</i>	'the/a tree'	nom.pl. <i>puut</i>	'the trees / trees'
gen.sg. <i>puun</i>	'of the/a tree'	gen.pl. <i>puiden</i>	'of the trees / of trees'
part.sg. <i>puuta</i>	'part of the/a tree'	part.pl. <i>puita</i>	'part of the trees / of trees'

The following table presents more Finnish nouns (note that **a** and **ä** represent different sounds):

Meaning	'tree'	'road'	'dart'	'pacifier'	'flower'	'sling'
Nom.Sg.	<i>puu</i>	<i>tie</i>	<i>tikka</i>	<i>tutti</i>	<i>kukka</i>	<i>linko</i>
Gen.Sg.	<i>puun</i>	<i>tien</i>	<i>tikan</i>	<i>tutin</i>	<i>kukan</i>	<i>lingon</i>
Part.Sg.	<i>puuta</i>	<i>tietä</i>	<i>tikkaa</i>	<i>tuttia</i>	<i>kukkaa</i>	<i>linkoa</i>
Nom.Pl.	<i>puut</i>	<i>tiet</i>	<i>tikat</i>	<i>tutit</i>	<i>kukat</i>	<i>lingot</i>
Gen.Pl.	<i>puiden</i>	<i>teiden</i>	<i>tikkojen</i>	<i>tuttien</i>	<i>kukkien</i>	<i>linkojen</i>
Part.Pl.	<i>puita</i>	<i>teitä</i>	<i>tikkoja</i>	<i>tutteja</i>	<i>kukkia</i>	<i>linkoja</i>

Based on the data in the table above, now fill the gaps in the following table. The words follow the same patterns as above.

Meaning	'bucket'	'jar'	'grandfather'
Nom.Sg.	_____	_____	_____
Gen.Sg.	_____	_____	_____
Part.Sg.	_____	_____	ukkia
Nom.Pl.	_____	_____	_____
Gen.Pl.	_____	purrukkojen	_____
Part.Pl.	sankoja	_____	_____

2. Breton is a Celtic language spoken in Brittany, France. In this language, nouns change their spelling and pronunciation depending on the words preceding them, for example when using possessive adjectives ('my', 'your', 'their', etc.). Breton also formally distinguishes the second person in singular ('thou') and plural ('you').

Consider the following nouns and their possessive forms.

Meaning	Noun	your (sg.) ...	your (pl.) ...	their ...
'father'	tad	da dad	ho tad	o zad
'mother'	mamm	da vamm	ho mamm	o mamm
'boy'	paotr	da baotr	ho paotr	o faotr
'man'	gwaz	da waz	ho kwaz	o gwaz
'honey'	mel	da vel	ho mel	o mel
'fish'	pesk	da besk	ho pesk	o fesk
'child'	bugel	da vugel	ho pugel	o bugel
'leg'	gar	da c'har	ho kar	o gar
'house'	ti	da di	ho ti	o zi
'cheese'	keuz	da geuz	ho keuz	o c'heuz
'boat'	bag	da vag	ho pag	o bag
'cat'	kazh	da gzh	ho kazh	o c'haz

Based on the above, complete the table below with the appropriate forms.

Meaning	Noun	your (sg.) ...	your (pl.) ...	their ...
'mountain'	menez	_____	_____	_____
'knee'	_____	da c'hin	_____	_____
'finger'	biz	_____	_____	_____
'belly'	_____	_____	_____	o c'hof
'wife'	_____	_____	ho kwreg	_____
'head'	_____	_____	_____	o fenn
'starling'	_____	da dred	_____	_____

Section B [50 marks]

3. The following questions are based on an invented language, Laqónmoi. Laqónmoi has no definite or indefinite articles (no words for **the** or **a**), nor does it differentiate simple from progressive tenses (**goes** vs. **is going**). Unlike English, Laqónmoi does not have a fixed word order (thus a sentence like **he saw me** can appear as **me he saw** or **saw he me**, and mean the same thing each time). In Laqónmoi, accented vowels (like **á**) are different from their unaccented counterparts. Work out the meanings of the sentences, individual words, and their components by reading carefully and considering the differences between similar forms. The exercises are built up gradually, so it is best to do them in order.

(a)

kérts pílotoi rárah	<i>The judge loves the wife.</i>
gérqs hógos ékotoi	<i>The farmer has a ram.</i>
aútotoi bóls aúdanh	<i>The bird sings songs.</i>
mótotoi hógah dárs	<i>The snake sees a ewe.</i>
mísomoi kértóns	<i>I hate the judges.</i>
rárh ákotoi hóganh	<i>The wife leads the ewes.</i>
laqós korsóntoi	<i>The camels are running.</i>
mótomoi bólos	<i>I see a bird.</i>
bolós bagóntoi dárons	<i>Birds eat snakes.</i>
raráh délah yalóntoi	<i>The wives are throwing a ball.</i>

Give the meaning of:

kertós misóntoi hógons _____ (3)

motóntoi gergós dáros _____ (3)

Translate into Laqónmoi:

The wife loves birds. _____ (4)

I eat the camels. _____ (4)

(b)

rakahé wódh maíqotoin	<i>Water is not in the desert.</i>
gergós ekóntoi ákons	<i>Farmers have fields.</i>
rakah tu dógah gérqs mapílotoin	<i>The farmer does not love the desert or the city.</i>
bólons rárs mamótotoin krekosé	<i>The man does not see birds in the cage.</i>
púrs akoné wértotoi	<i>A boy laughs in the fields.</i>
teláh mabudóntoin dogahé	<i>In the city trees do not grow.</i>
domahé kréks íqotoi	<i>There is a cage in the house.</i>
kertós mapilóntoin dókons	<i>Judges do not love jurors.</i>
telahé bóls íqotoi	<i>A bird is in the tree.</i>
mawertóntoin laqós rakanhé	<i>Camels do not laugh in deserts.</i>

Give the meaning of:

krekós maiqóntoin domáh _____ (3)

láqs wódah maékotoin _____ (4)

Translate into Laqónmoi:

The desert does not have trees.

_____ (5)

Jurors in the cities do not hate the farmers.

_____ (6)

(c)

pipílomoi púrah

I loved the girl.

kokorsóntoi sotosé eltós

The drivers were running in the road.

náqs merónmoi

We condemn the god.

mababagóntoin bolós sádanh

The birds did not eat the flowers.

yayálotoi pélos rárs

The man threw the spear.

náqs werahé wewékotoi

The god lived in heaven.

púrh eékotoi rípos ka pélos

The girl had a sword and a spear.

dóks mamomótotoin bólons telahé

The juror did not see the birds in the tree.

Give the meaning of:

kertós mawewertóntoin gérgons

_____ (4)

puráh ka purós yayalóntoi délah akoné

_____ (4)

~~Translate into Laqónmoi:~~

~~*The desert does not have trees.*~~

~~_____ (4)~~

~~*Jurors in the cities do not hate the farmers.*~~

~~_____ (6)~~

Section C [25 marks]

4. In English, adjectives (e.g. *red, large, foul, comfortable*, etc.) and nouns (e.g. *hen, table, cork, rubber*, etc.) can be used in a number of ways. Consider the following uses and the labels assigned to them by grammarians.

Attributive	The red car is fast.	I like chicken soup.
Predicative	My eyes are tired .	The caterpillar became a butterfly .
Depictive	Peter ate the meat raw .	She returned home a star .

Based on these examples, decide which label best fits the adjectives or nouns set in **bold** in the sentences below.

- a) Despite the raving reviews, the film left him **cold**. _____
- b) Rituals include the killing of Twrch Trwyth, an Irish king who had been turned into a **boar**. _____
- c) The Prime Minister looked **resplendent** in her chic red gown, as she stood alongside her husband. _____
- d) The small igloo-shaped **clay** hut can accommodate three to four people at a time. _____
- e) All eyes were on him as he entered the room a newly created **knight**. _____
- f) Just looking at the rubbish she knew it would smell **horrid**. _____
- g) Although many of its friends were about, the camel left the bar **disappointed**. _____
- h) Fleeing from the class room a **nervous** wreck, the teacher cried in the closet. _____
- i) Emerging economies constitute **half** of the world's population. _____
- j) They filmed the pink-haired woman riding a huge **woolly** sheep. _____
- k) An uplifting story is that the bottom has fallen out of the **garden** gnome market. _____
- l) He ended the night a **winner** in spite of losing his watch. _____
- m) He won't see things from anyone else's perspective and gets very **annoyed** when challenged. _____

5. Study the following sentences, paying careful attention to the use of the words **who**, **whom** and **whose**. Can you find a rule for the use of these words?

Examples: This is the wonderful Theseus, **whom** we have already mentioned.

One of Phrynichus' favourite stalking-horses was Menander, **whose** usage was frequently thought sub-standard.

We have seen how the country was originally inhabited by a race **whom** the Dorians conquered.

There you have a charming man **who** has travelled thousands of miles to come over to our side

Chomsky seems to be referring to one **whose** intellectual powers are surprising for his age

The great soldier **who** made it will find you.

He sent for a Spartan named Demaratus **whom** he had brought to Greece with him in his train.

Whom the gods love dies young.

Using your rule, fill in the gaps in the following sentences.

- a) Do you see the woman _____ the man is carrying?
- b) Something similar applies to Philodemus, _____ language also requires thorough description.
- c) Apollo was looking after his pupil, and sent a dolphin, _____ bore him on his back.
- d) There was a man called Thorvald, _____ was the son of Halldor.
- e) I, _____ none of my enemies ever conquered, have been trapped by a woman!
- f) They gave the hoop to Fergus, _____ read out the inscription on it.
- g) Draco, _____ laws were famous for their severity, was elected archon in 621 b.c.
- h) The central character is Larensius, _____ is entertaining the greatest experts in every field of knowledge at a banquet in his house.
- i) The fragment is quoted by Choeroboscus, _____ commentary on it ensures the interpretation of the form as an imperative.
- j) Theseus escaped the Labyrinth with the help of Ariadne, _____ he would later abandon on the island of Naxos.
- k) Alecto, Megaera, and Tisiphone, _____ are collectively known as the Furies or Erinyes, occur not only in Greek and Latin literature, but also in Dante's 'Inferno'.
- l) Edward Gibbon, _____ most important work is 'The History of the Decline and Fall of the Roman Empire', is often called the first modern historian of ancient Rome.

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