



OXFORD UNIVERSITY

CLASSICS ADMISSIONS TEST

November 2021

INSTRUCTIONS TO CANDIDATES

Please complete the following details. You must use a pen.

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| UCAS Personal ID | Surname & first name(s) | | | | Date of birth | |
| Candidate number | C | | | | | |

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).



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 praise of country life

libet iacere modo sub antiqua ilice,
modo in tenaci gramine:
labuntur altis interim ripis aquae,
queruntur in silvis aves
fontesque lymphis obstrepunt manantibus,
somnos quod invitet levis.
at cum tonantis annus hibernus Iovis
imbris nivisque comparat,
aut trudit acris hinc et hinc multa cane
apros in obstantis **plagas**
aut **amite** levi rara tendit retia
turdis edacibus dolos
pavidumque leporem et advenam **laqueo** gruem
iucunda captat praemia.
quis non malarum quas amor curas habet
haec inter obliviscitur?

(Horace, *Epodes* 2.23-38)

plaga, -ae, f. a hunting-net

ames, -itis, m. a pole

turdus, -i, m. a thrush

laqueus, -i, m. a noose

Latin Verse

Answer sheet

Oxford college of preference

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2. Latin Prose

Please write your Latin Prose translation on the facing sheet.

How does care for the soul differ from care for the body?

Quidnam esse, Brute, causae putem, cur, cum constemus ex animo et corpore, corporis curandi tuendique causa quaesita sit ars atque eius utilitas deorum immortalium inventioni consecrata, animi autem medicina nec tam desiderata sit, ante quam inventa, nec tam culta, postea quam cognita est, nec tam multis grata et probata, pluribus etiam suspecta et invisita? an quod corporis gravitatem et dolorem animo iudicamus, animi morbum corpore non sentimus? ita fit ut animus de se ipse tum iudicet, cum id ipsum, quo iudicatur, aegrotet.

(Cicero, *Tusculan Disputations* 3.1)

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.

Creusa questions Ion about his identity and upbringing

- Κρ. σὺ δ' εἶ τίς; ὥς σου τὴν τεκοῦσαν ὠλβισα.
- Ιων τοῦ θεοῦ καλοῦμαι δοῦλος, εἰμί τ', ὦ γύναι.
- Κρ. ἀνάθημα πόλεως ἢ τινος πραθεῖς ὑπο; (310)
- Ιων οὐκ οἶδα πλὴν ἔν· Λοξίου κεκλήμεθα.
- Κρ. ἡμεῖς σ' ἄρ' αὖθις, ὦ ξέν', ἀντοικτίρομεν.
- Ιων ὥς μὴ εἰδόθ' ἦτις μ' ἔτεκεν ἐξ ὄτου τ' ἔφυν.
- Κρ. ναοῖσι δ' οἰκεῖς τοισίδ' ἢ κατὰ στέγας;
- Ιων ἅπαν θεοῦ μοι δῶμ', ἴν' ἂν λάβηι μ' ὕπνος. (315)
- Κρ. παῖς δ' ὦν ἀφίκου ναὸν ἢ νεανίας;
- Ιων βρέφος λέγουσιν οἱ δοκοῦντες εἰδέναί.
- Κρ. καὶ τίς γάλακτί σ' ἐξέθρεψε Δελφίδων;
- Ιων οὐπώποτ' ἔγνω μαστόν· ἢ δ' ἔθρεψε με . . .
- Κρ. τίς, ὦ ταλαίπωρ'; ὥς νοσοῦσ' ἠὔρον νόσους. (320)
- Ιων . . . Φοίβου προφῆτιν μητέρ' ὥς νομίζομεν.

(Euripides, *Ion* 308-21)

πέρνημι

I sell

Greek Verse

Oxford college of preference

Answer sheet

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Please continue to Greek Prose passage

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2. Greek Prose

Please write your Greek Prose translation on the facing sheet.

Alcibiades asks Socrates how he should take care of himself

ΑΛ. Τίνα οὖν χρή τὴν ἐπιμέλειαν, ὦ Σώκρατες, ποιεῖσθαι; ἔχεις ἐξηγήσασθαι; παντὸς γὰρ μᾶλλον ἔοικας ἀληθῆ εἰρηκότι.

ΣΩ. Ναί· ἀλλὰ γὰρ κοινὴ βουλὴ ὧτινι τρόπῳ ἂν ὅτι βέλτιστοι γενοίμεθα. ἐγὼ γάρ τοι οὐ περὶ μὲν σοῦ λέγω ὡς χρή παιδευθῆναι, περὶ ἐμοῦ δὲ οὐ· οὐ γὰρ ἔσθ' ὅτῳ σου διαφέρω πλὴν γ' ἐνί.

ΑΛ. Τίνι;

ΣΩ. Ὁ ἐπίτροπος ὁ ἐμὸς βελτίων ἐστὶ καὶ σοφώτερος ἢ Περικλῆς ὁ σός.

ΑΛ. Τίς οὗτος, ὦ Σώκρατες;

ΣΩ. Θεός, ὦ Ἀλκιβιάδη, ὅσπερ σοί με οὐκ εἶα πρὸ τῆσδε τῆς ἡμέρας διαλεχθῆναι· ὧι καὶ πιστεύων λέγω ὅτι ἡ ἐπιφάνεια δι' οὐδενὸς ἄλλου σοι ἔσται ἢ δι' ἐμοῦ.

ΑΛ. Παίζεις, ὦ Σώκρατες.

ΣΩ. Ἴσως· λέγω μέντοι ἀληθῆ, ὅτι ἐπιμελείας δεόμεθα, πολλῆς μὲν πάντες ἄνθρωποι, ἀτὰρ νώ γε καὶ μάλα σφόδρα.

ΑΛ. Ὅτι μὲν ἐγώ, οὐ ψεύδῃ.

ΣΩ. Οὐδὲ μὴν ὅτι γε ἐγώ.

ΑΛ. Τί οὖν ἂν ποιοῖμεν;

ΣΩ. Οὐκ ἀποκνητέον οὐδὲ μαλθακιστέον, ὦ ἑταῖρε.

ΑΛ. Οὗτοι δὴ πρέπει γ', ὦ Σώκρατες.

ΣΩ. Οὐ γάρ, ἀλλὰ σκεπτέον κοινῇ. καὶ μοι λέγε· φαμέν γὰρ δὴ ὡς ἄριστοι βούλεσθαι γενέσθαι. ἦ γάρ;

ΑΛ. Ναί.

(Plato, *Alcibiades* 124b7-e1)

σου διαφέρω I am your superior

ἐπίτροπος guardian

νώ the two of us

ἀποκνέω shrink from

μαλθακίζομαι be weak in purpose

Greek Prose

Oxford college of preference

Answer sheet

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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)

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Section A [30 marks]

(1) Romanian nouns can be singular or plural; similar to English (**club / clubs, wolf / wolves, child / children**) plurals are formed to a number of different patterns. Below are some examples:

| | | | | | |
|-----------------|-------------|------------------|------------------|--------------|-------------------|
| profesor | ‘professor’ | profesori | brad | ‘fir tree’ | brazi |
| leu | ‘lion’ | lei | bărbat | ‘man’ | barbăți |
| tată | ‘father’ | ta i | fotbalist | ‘footballer’ | fotbaliști |
| copil | ‘child’ | copii | frate | ‘brother’ | fra i |
| pui | ‘chicken’ | pui | basma | ‘scarf’ | basmale |

Note that the letters **t** and **ș**, and **s** and **ș**, and **a**, **ă** and **â** represent distinct sounds.

Based on the data above, form the plurals to the following nouns:

[10 marks]

- a) **ardei** ‘pepper’ _____
- b) **macara** ‘crane’ _____
- c) **cățel** ‘puppy’ _____
- d) **violonist** ‘violinist’ _____
- e) **inginer** ‘engineer’ _____
- f) **fiu** ‘son’ _____
- g) **cal** ‘horse’ _____
- h) **ochi** ‘eye’ _____
- i) **cârnat** ‘sausage’ _____
- j) **stradă** ‘street’ _____

(2) This question is about Georgian verbs. Georgian, the language of the Republic of Georgia, is usually written in its own script; these examples are transliterated. Note that the sounds of **c**, **č**, **k**, **p**, **t** are distinct from the sounds of **c'**, **č'**, **k'**, **p'**, **t'**. The letter **č** sounds like the **ch** in **church**, **š** like the **sh** in **shirt**. Georgian is very rich in clusters of consonants, like in the verb **vrpckvni** 'I peel'.

Here are some regular verb patterns in Georgian in the present tense. Like English, Georgian distinguishes singular and plural ('I' vs. 'we', etc.) and three persons ('I'/'we', 'you' (sg.) / 'you' (pl.), 'he, she, it' / 'they'). This gives six forms for each verb as listed below. (Note that not every verb changes its form according to the same pattern.)

| | | | | |
|---------------|----------------------|-----------------------|--------------------|-------------------------|
| 'I' | vak'eteb 'do' | vk'l'av 'kill' | makvs 'own' | mšia 'be hungry' |
| 'you' | ak'eteb | k'lav | gakvs | gšia |
| 'he, she, it' | ak'eteb | k'lavs | akvs | šia |
| 'we' | vak'etebt | vk'lavt | gvakvs | gvšia |
| 'you' (pl.) | ak'etebt | k'lavt | gakvt | gšiat |
| 'they' | ak'eteben | k'laven | akvt | šiat |

Based on this data, give the 'I' forms of the following verbs; none of these words are already 'I' forms. [3 marks]

- a) **gvinda** : _____ = 'I want'
 b) **xedav** : _____ = 'I see'
 c) **mgzavroben** : _____ = 'I travel'

Now complete the following table, based on the forms supplied: [17 marks]

| | 'I love' | 'I thirst' | 'I train' | 'I paint' |
|---------------|-----------------|------------------|-------------------|----------------|
| 'I' | d) | h) | l) | p) |
| 'you' | e) | gc'quria | m) | q) |
| 'he, she, it' | iqvars | i) | varjišobs | r) |
| 'we' | gviqvars | j) | n) | s) |
| 'you' (pl.) | f) | gc'quriat | o) | xat'avt |
| 'they' | g) | k) | varjišoben | t) |

Section B [45 marks]

(3) The following questions are based on an invented language called Fanith. Fanith, unlike English, does not distinguish between simple and progressive tenses, so the same word can mean **I see** and **I am seeing**. Word order is more flexible in Fanith than in English, and is not generally a good guide to the meaning of the sentence.

The exercises are cumulative, so it is recommended that you complete them in order, as later questions include forms from earlier ones. Try to work out the meanings of sentences, individual forms, and the components of those forms by comparing the given sentences carefully with each other.

1. Study the following sentences in Fanith: [14 marks]

| | |
|---------------------------------|----------------------------------|
| The dog sees the cat | se lix som lenonom thadh |
| The men see the dogs | sém líxom thedh sé zhóch |
| Cats love men | lenó shech zhóchom |
| The dogs chase the women | neth sóm shethónom sé líx |
| Women wait for cats | só shethó djen lenónom |
| The cat loves the dog | shach so leno sem lixom |

Translate the following into English:

a) **nath so shetho som lenonom**

_____ [3]

b) **sém zhóchom shech sé líx**

_____ [3]

Translate the following into Fanith:

c) **The dog waits for the man**

_____ [4]

d) **The man loves the cats**

_____ [4]

2. Study the following sentences in Fanith: [15 marks]

| | |
|--|---|
| They look for the fishes of the women | sém sóy shethónoy thársom herdh |
| The men are eating eggs | sé zhóch djórom medh |
| We see the man's chicken | thadhem sem sey zochoy roshom |
| The girl's rabbit plays with the men's dogs | sém séy zhóchoy líxom so soy thefonoy falsho chadj |
| A dog is stealing the cat's fish | sem soy lenonoy tharsom varsh lix |
| We are looking for the rabbit | som falshonom hardhem |

Translate the following sentences into English:

a) **sém sey tharsoy djórom so shetho madh**

[4]

b) **versh só thefó séy zhochoy róshom**

[4]

Translate the following sentences into Fanith:

c) **They are looking for the man's cats**

[3]

d) **We are stealing the chickens' egg**

[4]

3. Study the following sentences in Fanith:

[16 marks]

fathadh se lix sem tharsom

The dog saw the fish

sóm falshónom sé vórsh famen

The thieves took the rabbits

faneth sé rósh som faronom

The chickens chased the pigeon

sém sóy farónoy djórom famedh thefó

Girls were eating the pigeon's eggs

xashó som sey zhochoy faronom men

Hawks take the man's pigeon

Translate the following sentences into English:

a) **sóm soy shethonoy falshónom fachedj só thefó**

[4]

b) **fahardh so xasho roshom**

[3]

Translate the following sentences in Fanith:

c) **The thief stole the hawk's egg**

[4]

d) **The woman's cat took the thieves' fish**

[5]

Section C [25 marks]

(4) The following questions are based on English.

Study the following sentences:

(i) One man went to mow

(ii) One man went to a meadow

What is the difference between the use of the word **to** in these sentences? [3 marks]

Tick the sentences in the following list which correspond to usage **(ii)**. [10 marks]

| | | |
|----|---|--|
| a) | He turned his head to tell me a warning. | |
| b) | The jury sent the thief to prison. | |
| c) | She left the room to fetch a book. | |
| d) | Hecuba enters stage left to tell the audience about her son's death. | |
| e) | In the 1950s and '60s the Soviets sent about 60 dogs to space. | |
| f) | The word <i>Angst</i> was loaned to English from German. | |
| g) | Pheidippides ran from Athens to Sparta | |
| h) | These sentences are for you to sort out. | |
| i) | Zeuxis painted a bunch of grapes to deceive the birds. | |
| j) | In those days many sophists came to Athens. | |

(5) Here are some example sentences in English which use the word **that** in different ways:

I saw a dog that was black.

RELATIVE (R)

I hope that fluffy dogs are friendly.

CONJUNCTION (C)

That dog's breath is worse than his bark.

DEMONSTRATIVE (D)

The RELATIVE use provides more information about something in the sentence. The CONJUNCTION introduces the content that someone says, thinks, knows, believes etc. The DEMONSTRATIVE use points to or stands in for a person or object in the sentence.

By putting R, C, and D next to each one, categorise the uses of **that** in the following sentences: [12 marks]

- a) **Some believe that Pythagoras did not abstain from eating meat.** _____
- b) **The hero has an inherent flaw that brings about his downfall.** _____
- c) **Hence the difficulties over the minefield that is the office Christmas party.** _____
- d) **It seems that in the beginning, two categories of word were distinguished.** _____
- e) **That cuckold lives in bliss, who certain of his fate love not his wronger.** _____
- f) **She admits to her mother that her behaviour is conventionally wrong.** _____
- g) **There is no indication that Orestes has struggled with the moral dilemma of matricide.** _____
- h) **After he had thrown that ring into the sea it came back to him three days later inside a fish.** _____
- i) **That takes us back to the wisdom of folklore in Aesop.** _____
- j) **He stresses the divergence that the partial imitation of Theocritus emphasises.** _____
- k) **That's all, folks!** _____
- l) **He is accustomed to boast that he is like Catiline.** _____

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