



OXFORD UNIVERSITY

CLASSICS ADMISSIONS TESTS

Wednesday 2 November 2011

INSTRUCTIONS TO CANDIDATES

The Classics Admissions Tests are:

- 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 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 are each two pages long.

The Classics Language Aptitude Test (CLAT) is five pages long.

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.

Please ask your supervisor for separate paper for rough workings or notes if required. 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, you can ask your supervisor for another print-out of the test paper, or 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 test paper, you should fill in (1) your UCAS Personal ID, (2) your name, (3) the Oxford college you chose or were allocated, (4) your date of birth, and (5) any special provisions made (e.g. extra time). For the Classics Language Aptitude Test (CLAT) you should also state your first language (mother tongue).

If you need more space for information about special provisions, please have your supervisor include a separate sheet when returning your completed test(s). Your supervisor will also have a record of your UCAS Personal ID if you do not have it.

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2. Following the instructions of the Delphic Oracle, Cylon sets out to make himself tyrant of Athens.

Κύλων ἦν Ἀθηναῖος ἀνὴρ Ὀλυμπιονίκης τῶν πάλαι εὐγενῆς τε καὶ δυνατός, ἐγεγαμήκει δὲ θυγατέρα Θεαγένους Μεγαρέως ἀνδρός, ὃς κατ' ἐκεῖνον τὸν χρόνον ἐτυράννει Μεγάρων. χρωμένω δὲ τῷ Κύλωνι ἐν Δελφοῖς ἀνεῖλεν ὁ θεὸς ἐν τοῦ Διὸς τῇ μεγίστῃ ἑορτῇ καταλαβεῖν τὴν Ἀθηναίων ἀκρόπολιν. ὁ δὲ παρά τε τοῦ Θεαγένους δύναμιν λαβὼν καὶ τοὺς φίλους ἀναπείσας, ἐπειδὴ ἐπῆλθεν Ὀλύμπια τὰ ἐν Πελοποννήσῳ, κατέλαβε τὴν ἀκρόπολιν ὡς ἐπὶ τυραννίδι, νομίσας ἑορτὴν τε τοῦ Διὸς μεγίστην εἶναι καὶ ἑαυτῷ τι προσῆκειν Ὀλύμπια νενικηκότι. οἱ δὲ Ἀθηναῖοι αἰσθόμενοι ἐβοήθησάν τε πανδημεὶ ἐκ τῶν ἀγρῶν ἐπ' αὐτοὺς καὶ ἐπολιόρκουν.

Thucydides 1.126.3-7 (adapted)

Μεγαρέυς	Megarian	Μέγαρα, τὰ	Megara
χράομαι	consult the oracle	ἀναιρέω	respond
τὰ Ὀλύμπια	the Olympic festival	προσῆκειν	be relevant to

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.

Special provisions
(e.g. extra time)

First language (mother tongue)

UCAS Personal ID

Surname & first name(s)

Oxford college of preference

Date of birth

Section A [25 marks]

1. In Hungarian, nouns form their plural in **-k**, e.g. **kapu** 'gate', plural **kapuk** 'gates', but there are a number of variations. Consider the following examples:

lámpa	lámpák	'lamp'
rejtelem	rejtelmek	'mystery'
asztal	asztalok	'table'
dinnye	dinnyék	'melon'
fiók	fiókok	'drawer'
rendelet	rendeletek	'decree'
óra	órák	'hour'
papír	papírok	'paper'
uralom	uralmak	'reign'
eredmény	eredmények	'result'
család	családok	'family'
táska	táskák	'bag'
szék	székek	'chair'
hatalom	hatalmak	'power'
lecke	leckék	'lesson'
kegyelem	kegyelmek	'mercy'
diák	diákok	'students'
törvény	törvények	'law'

What would you expect to find as the plural form of the following nouns?

kutya	'dog'	.....
gép	'machine'	.....
kalap	'hat'	.....
érzelem	'feeling'	.....
gyerek	'child'	.....
lány	'girl'	.....
csesze	'cup'	.....
jutalom	'reward'	.....
szekrény	'cupboard'	.....
jegy	'ticket'	.....

2. Here are some Czech verb forms:

1sg.	nesu	'I carry'
3sg.	nese	'he carries'
infinitive	nésti	'to carry'

Consider the following forms, which broadly follow the same pattern but may show certain regular changes:

1sg.	3sg.	infinitive	
teku	teče	téci	'flow'
pasu	pase	pásti	'pasture'
pletu	plete	plésti	'knit'
vru	vře	vříti	'boil'
vedu	vede	vésti	'lead'
tru	tře	tříti	'rub'
tnu	tne	títi	'strike'
matu	mate	másti	'confuse'
lezu	leze	lézti	'creep'
vleku	vleče	vléci	'drag'
dru	dře	dříti	'flay'
klnu	klně	klíti	'curse'

What would you expect to find as the 3sg. and infinitive forms corresponding to the following 1sg. forms?

vezu	'convey'	.....	.....
kvetu	'blossom'	.....	.....
žnu	'reap'	.....	.....
mru	'die'	.....	.....
peku	'bake'	.....	.....
kradu	'steal'	.....	.....

Section B [50 marks]

3. The questions in this section are based on an invented language, called Dobla. 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 *beckoned*). Word order in Dobla is different from that of English and is not entirely fixed; it is not a reliable guide to the meaning of sentences. Note also that Dobla has nothing corresponding to English *the* and *a(n)*, so that **tine** can mean either 'the maid' or 'a maid'. You are advised to work through the questions in this section in the order in which they are given, as the later ones may presuppose information or vocabulary supplied in the earlier examples.

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|-----|------------------------------|--|
| (a) | tashu duset sekar | 'The diplomat seduces the daughter.' |
| | tine betsut vardar | 'The maid helps the valet.' |
| | betsu tinet sirehar | 'Does the valet love the maid?' |
| | claru bichut sudar | 'The earl consults the butler.' |
| | vardehar bichu kochet | 'Does the butler help the cook?' |
| | pante sirar tomut | 'The scullery-maid loves the footman.' |
| | rokar elede duset | 'The countess summons the daughter.' |
| | clarut tikehar mage | 'Does the dowager rebuke the earl?' |

Give the meaning of:

- tomu sekehar tashut**
- pantet tikar koche**

Translate into Dobla:

'Does the daughter consult the dowager?'

.....

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|-----|-------------------------------------|---|
| (b) | clarulu ronu sirar suset | 'The earl's nephew loves a chorus-girl.' |
| | tine clarulut farut vardomar | 'The maid does not help the earl's chauffeur.' |
| | magelu bichu siromar kochet | 'The dowager's butler does not love the cook.' |
| | туру eledela cola retar | 'A visitor steals the countess's necklace.' |
| | dusele tine tapa kalar | 'The daughter's maid buys a typewriter.' |
| | grifar clarulu negu kita | 'The earl's brother writes a book.' |
| | negula kita peromar turu | 'The visitor does not read the brother's book.' |
| | suse clarulut negut sudar | 'The chorus-girl consults the earl's brother.' |

Give the meaning of:

- tinela tapa retehar negu**
- sudomar turut magele koche**

Translate into Dobla:

'Does the chauffeur read the chorus-girl's book?'

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|-----|--------------------------------------|--|
| (c) | bakstu robuladu cola | 'The secretary has found the necklace.' |
| | bichu wora bular | 'The butler finds the port.' |
| | ronu roretadu clarulet empret | 'The nephew has stolen the earl's pig.' |
| | bichu ronut rovardehadu | 'Has the butler helped the nephew?' |
| | claru rogrifomehadu kita | 'Has the earl not written a book?' |
| | rokalomadu wora mage | 'The dowager has not bought port.' |
| | duse ronemomadu kushut | 'The daughter has not married the cousin.' |
| | rosudomehadu elede clarut | 'Has the countess not consulted the earl?' |

Give the meaning of:

rotikadu bichu pantelut negut

rokalehadu cola ronulu betsu

Translate into Dobra:

'Has the cousin not summoned the secretary?'

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|-----|---|---|
| (d) | tomuku veraner lanemaner | 'The footmen promise to marry the |
| | eledeleket tineket | countess's maids.' |
| | tine ronitadu lamarar eledet | 'The maid has tried to injure the countess.' |
| | koche rominehadu lanemar tomut | 'Has the cook threatened to marry the footman?' |
| | duseke minaner larokaner bakstut | 'The daughters threaten to summon the secretary.' |
| | empreke nitomaner latikaner clarut | 'The pigs do not try to rebuke the earl.' |
| | negu roveradu lavardar suset | 'The brother has promised to help the chorus-girl.' |
| | masuku claruluku niksaner | 'The earl's gardeners refuse to find the pig.' |
| | labulaner empret | |
| | turuku ronitanu lavardaner masukut | 'The visitors have tried to help the gardeners.' |

Give the meaning of:

roniksomadu masu laperar bakstula kita

.....

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Translate into Dobra:

'Have the diplomats threatened to injure the earl's chauffeurs?'

.....

.....

Section C [25 marks]

4. The pronoun **it** in English has a number of uses:

(a) **It** may refer to something (an object or idea) already mentioned, as in *Harry bought a lovely marmoset but **it** died*, where **it** refers to the marmoset, or *I am tempted to go swimming but I'll think about **it** for a bit*, where **it** refers to going swimming.

(b) **It** may have an anticipatory use, as in ***It** is a great pity that Jane cannot come tonight* where **it** points forward to Jane's inability to come, which is what is the great pity; or ***It** is impossible to get the French to see sense* where **it** stands for getting the French to see sense.

(c) **It** may be used in what is known as a cleft sentence to bring one particular element into focus, as in ***It's** the thought that counts*, or ***It** was on Tuesday that the plumber finally came*, in which 'the thought' and 'on Tuesday' respectively are highlighted.

(d) **It** may be used without any real meaning or reference as a filler where the grammar of a sentence seems to require something, as in ***It** is raining*, where **it** does not refer to any actual thing but simply supplies a dummy subject for the verb, or *Let's take **it** easy*, where **it** just fills the place of the object that would be expected after a verb like 'take'.

Consider the function of **it** in the following sentences in comparison with the examples given above, and label them with (a), (b), (c) or (d) as you think appropriate:

- i. **It** is all too probable that the economy will collapse.
- ii. I'm afraid I cannot make **it** to the pub tomorrow.
- iii. **It** is love that makes the world go round.
- iv. Phew, **it's** stifling in here!
- v. I was a modest, good-humoured boy. **It** is Oxford that has made me insufferable. (Max Beerbohm)
- vi. When they recovered the watch, **it** was quite beyond repair.
- vii. **It** is always a pleasure to watch someone else hard at work.
- viii. **It** was the heat that finally caused the match to be abandoned.

5. In English, **what** and **how** can appear in various different types of sentence. Consider the following:

(a) *I know **what** delicious cakes they sell*. This is based on an exclamation *What delicious cakes they sell!* Similarly, from the exclamation *How pretty you look!* one can derive a sentence like *He told her **how** pretty she looked*.

(b) On the other hand, *He asked **what** the time was* is based on a question *What is the time?* Similarly from *How did you come?* one can derive a sentence like *My hostess enquired **how** I had come*.

(c) Sometimes **what** is equivalent to 'that which' (a so-called relative) as in ***What** you are seeking is beyond my power to grant*. Similarly **how** can be equivalent to 'the way in which', as in ***How** you persuade him is very much your affair*.

Here are some more sentences containing **what** and **how**. Consider which of the above patterns they fit best and label them (a), (b) or (c) accordingly.

- i. **What** you are saying is arrant nonsense.
- ii. Goldilocks noticed **what** big teeth her grandmother had.
- iii. The captain asked rather testily **what** the matter was.
- iv. They told me **how** beautifully you had sung the tenor part.
- v. That is **how** the cookie crumbles.
- vi. Kate wondered **how** she could break the news to her father.
- vii. **How** she made her money is a topic best avoided.
- viii. The stranded passengers debated **what** to do next.

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