



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

Wednesday 31 October 2018

Surname & first name(s)

INSTRUCTIONS TO CANDIDATES

This booklet contains the following Modern Languages, Linguistics, Language Aptitude and Philosophy and Modern Languages tests: **Please tick which test(s) you are sitting.**

1	<i>Czech</i>		7	<i>Russian</i>	
2	<i>French</i>		8	<i>Spanish</i>	
3	<i>German</i>		9	<i>Linguistics</i>	
4	<i>Italian</i>		10	<i>Language Aptitude Test (LAT)</i>	
5	<i>Modern Greek</i>		11	<i>Philosophy</i>	
6	<i>Portuguese</i>				

Time allowed

You have 30 minutes per test with the exception of the Philosophy test for which you have 1 hour.

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 course requires more than two tests. Do NOT attempt any tests not required for your course;** no extra credit can be gained. If you are unsure of which test(s) you should be taking, your invigilator can advise what is required for your chosen course.

Your invigilator will notify you when you should begin the second test.

Question papers

The language test papers are each two pages long. The Linguistics test is five pages long and the Language Aptitude Test (LAT) is two pages long. The Philosophy test is seven pages long.

You must use a black pen. After you have finished, **the whole booklet should be returned.**

You can use the blank inside front and back covers for rough workings or notes, but only answers in the spaces in the papers will be marked.

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 (if known), (2) your name, (3) the Oxford college you chose or were allocated, (4) your date of birth and (5) your candidate number.



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

Czech				Oxford college of preference		
Time allowed: 30 minutes						
UCAS Personal ID		Surname & first name(s)			Date of birth	
Candidate number		L				

1. Write out the following sentences, substituting appropriate forms of the words given in capitals and brackets (20 marks, 4 per sentence):

Example: Studuje [ČEŠTINA] na [FILOZOFICKÝ] [FAKULTA] v [BRNO].

Answer: Studuje češtinu na filozofické fakultě v Brně.

- a. David doporučuje [MARTIN]: „Dej si [KACHNA] s [BRAMBOROVÝ] [KNEDLÍK].“

- b. Víte, kolik je v [PRAHA] [ANTIKVARIÁT], kde [MOCI] koupit [ANGLICKÝ] knihy?

- c. Včera jsme [KOUPIIT] v obchodě deset [ČERSTVÝ] [ROHLÍK] se [ŠUNKA].

- d. K [SNÍDANĚ] jsem [MÍT] [SMAŽENÝ] vajíčka a [SLANINA].

- e. Když jste na [SLUNCE] mějte vždy na [HLAVA] šátek, [ČEPICE] nebo [KLOBOUK].

2. Translate into Czech (40 marks, 8 per sentence):

- a. These girls came to Prague to study at University.

b. The train arrived at the main station at exactly 10 a.m., but Mrs Novák wasn't on it.

c. There is no waiting room at the new bus station.

d. The weather during the first half of December was cold and it often snowed.

e. Martina wrote a message to Eve because she needed to speak with her.

3. Translate into English (40 marks, 8 per sentence):

a. Tvoje překlady jejích nových básní se mi moc líbí. Děkuji, jsi velmi laskav.

b. Konečně jsem se rozhodl v létě někam odjet. Čím víc na to myslím, tím víc se na to těším.

c. Nádraží je od centra města daleko, po 18. hodině už není žádný autobusový spoj.

d. To nevadí. Dám si něco malého, vypiju jedno pivo a bude to.

e. Prosím, promiňte mi, jestli budu dělat hodně chyb. Umím jen málo česky.

French				Oxford college of preference	
Time allowed: 30 minutes					
UCAS Personal ID	Surname & first name(s)			Date of birth	
Candidate number	L				

1. FILL THE SENTENCE WITH ONE SINGLE WORD. (10 marks, 2 per sentence):

Example: Elle écoute la musique classique. *Answer :* Elle écoute DE la musique classique.

- a. Elle a trouvé la source la fuite d'eau.
- b. Le train arrivera quelques instants.
- c. Ils ont cours quatre fois semaine.
- d. Tout le monde était arrivé l'heure.
- e. Il préfère prendre une place deuxième classe.

2. GIVE THE APPROPRIATE FORM OF THE VERB. (10 marks, 2 per sentence):

Example: Je ne pense pas qu'il (venir). *Answer:* Je ne pense pas qu'il VIENNE.

- a. Avant de [tomber] dans l'eau, l'homme avait glissé sur la glace.
- b. J'ai peur qu'ils ne [prendre] pas plaisir à leur travail.
- c. Si tous les élèves [rendre] leurs devoirs, la professeure aurait pu les corriger au même moment.
- d. En [suivre] ses conseils, vous n'aurez aucun problème.
- e. Nous ne [croire] pas qu'elle vienne à l'heure qu'il est.

3. TRANSLATE INTO FRENCH. (15 marks, 3 per sentence):

- a. How much time did you need to finish the exam?

- b. They did not want to wait for him before taking their seats.

c. After doing the washing up, we can go and play tennis.

d. She spent the summer in the north of France, where she visited her family.

e. Not yet knowing the result of my test, I didn't sleep well.

4. TRANSLATE INTO ENGLISH. (15 marks, 3 per sentence):

a. Étant en colère contre moi, elle ne m'a même pas regardée quand je suis sortie.

b. Si cette situation d'urgence devait dégénérer, on aurait recours à l'aide humanitaire.

c. Les lettres qu'ils s'étaient écrites m'avaient tant ému que j'avais du mal à en parler.

d. On s'attend à ce que le besoin d'une formation linguistique soit d'une importance primordiale.

e. Rien n'empêche que vous fassiez la paix entre ces deux amies qui se disputent.

German				Oxford college of preference			
Time allowed: 30 minutes							
UCAS Personal ID		Surname & first name(s)				Date of birth	
Candidate number		L					

1. In the following sentences, put the words that are in capitals and brackets in an appropriate form, where necessary, for the sentences to make sense. (50 marks, 2 marks per word):

Example: Es war [DER POLIZIST] unbegreiflich, dass [KEIN] Zeuge über [DER] Vorfall etwas [GENAU] berichten konnte.

Answer: dem Polizisten, kein, den, Genaues

a. [WER] gehört das [ROT] Fahrrad, das draußen vor [DAS] Haus steht?

b. [WERDEN] du [NÄCHSTER] Sommer wieder bei [DEINE] [FREUNDE] verbringen, die in [DIE] Schweiz leben?

c. Wir haben mit [DEINE] Lehrerin gesprochen. Sie hat uns viel [INTERESSANT] über [DU] erzählt.

d. Kannst du [ICH] ein [GUT] Buch empfehlen?

e. [MEINE] Schwester schenkte ich mein [ALT] Handy. Sie hatte nämlich [KEIN].

f. Ich werde die Rede [DER] [PRÄSIDENT] nie in [MEIN] Leben vergessen.

g. Sie hat [ER] gestern ins Kino [EINLADEN].

h. „[KÖNNEN] ich [SIE] irgendwie helfen?“, fragte er den Kunden höflich.

i. Sie freut sich schon wochenlang auf [DER] Geburtstag, da sie an [DER] Strand fahren will.

2. Translate into English. (20 marks, 4 marks per sentence):

a. Sie soll im Alter von 10 Jahren schon fünf Sprachen gesprochen haben.

- b. Ihrer Ansicht nach sollte die Firma Maßnahmen ergreifen, um den Lohnunterschied zwischen Männern und Frauen zu beseitigen.

- c. Du hättest mir ja helfen können, als du gemerkt hast, dass ich es nicht rechtzeitig schaffe.

- d. Laut einer jüngsten Studie des Verkehrsministeriums ist die Zahl der Autos, die in der Wiener Innenstadt parken, in den letzten Jahren gesunken.

- e. Man kann seine Deutschkenntnisse dadurch verbessern, dass man regelmäßig deutsche Zeitungsartikel und deutsche Literatur liest.

3. Translate into German. (30 marks, 6 marks per sentence):

- a. Last night I was very cold, but I wasn't allowed to turn on the heating.

- b. Where do you want to stay? In Peter's untidy flat or in our tiny one?

- c. If we had been told that he was ill, we could have changed our plans.

- d. She couldn't answer the questions.

- e. You must not disturb us. We are studying for our final exams.

<h1>Italian</h1>		Oxford college of preference			
Time allowed: 30 minutes					
UCAS Personal ID	Surname & first name(s)			Date of birth	
Candidate number	L				

1. In the following sentences, put the words that are in capitals and brackets in an appropriate form, where necessary, for the sentences to make sense. (30 marks, 6 marks per sentence):

Example: Se io (SAPERE) che ti eri fatto male (io – VENIRE) a trovarti (IN + article) ospedale in cui ti avevano ricoverato.

Answer: Se io avessi saputo che ti eri fatto male sarei venuto a trovarti nell'ospedale in cui ti avevano ricoverato.

a. Se non (ESSERE) in ritardo non (PERDERE) il treno delle 7.45 e (ARRIVARE) in tempo a lavoro.

b. Quando (ESSERE) giovani i genitori di Luca (ANDARE) sempre in vacanza a Forte dei Marmi. (AMARE) andare (A + article) mare d'estate.

c. La mattina quando (ALZARSI) Giovanna (FARSI PORTARE) a letto il primo caffè della giornata (DA+ article) sua amica Giuliana.

d. Non credo proprio di conoscere la persona (DI + PRONOUN) stai parlando. Dove (Pronoun + INCONTRARE)? E quando (VEDERE) la prima volta?

e. Gianluca (VOLERE) andare in montagna a sciare quest'anno, ma non (AVERE) degli amici disposti ad andare con lui, non (PRONOUN) ha voglia.

2. Translate into Italian. (40 marks, 8 marks per sentence):

a. A: How many books did you buy this month?
B: Well, I think I bought five, but only managed to read one.

b. He seemed to want only hunting dogs. Then he met Viola, a lovely mongrel dog, and he changed his mind.

c. Giulio Bolgheri ran his company between '79 and '99. Being able to maintain such a position for almost two decades is a sign of great leadership.

d. She was happily reading the latest novel by Smith when a cat ran into the apartment and broke the glass on the table.

e. For many years he had lunch everyday at the Bar Antonio in Via Napolina, but one day he was sad to see it closed.

3. Translate into English. (30 marks, 6 marks per sentence):

a. Alla metà del diciannovesimo secolo ben il 70-80% della popolazione non sapeva né leggere né scrivere.

b. In meno di due mesi, Giulio perse 9 chili, ma ben presto ne riacquistò più della metà.

c. Se tu avessi studiato con più regolarità avresti passato il test.

d. Sua madre crede sia arrivato il momento che Luigi vada via di casa e si trovi il proprio appartamento.

e. Coloro che soffrono di gelosia sono in realtà persone estremamente insicure.

Modern Greek				Oxford college of preference		
Time allowed: 30 minutes						
UCAS Personal ID		Surname & first name(s)			Date of birth	
Candidate number		L				

1. Write out the following sentences, substituting appropriate forms of the word given in capitals and brackets. (30 marks, 6 per sentence):

a. Κάθε μέρα πηγαίνω στο γραφείο μου [ΠΕΡΠΑΤΑΩ].

b. Μόλις [ΤΕΛΕΙΩΝΩ] τη δουλειά σου, έλα στο σπίτι μου.

c. Η καινούργια δικηγόρος είναι [ΕΛΛΗΝΑΣ].

d. Δεν μου αρέσει καθόλου [ΤΡΩΩ] αργά το βράδυ.

e. Αγόρασαν δύο καινούργιους [ΜΕΓΑΛΟΣ] [ΚΑΝΑΠΕΣ] για το σαλόνι.

2. Translate into Modern Greek. (40 marks, 8 per sentence):

a. When Anna and I lived in Athens, we used to see each other almost every day.

b. He hasn't seen her for many years, but he always calls her on her birthday.

c. As soon as he entered the room, he started talking.

d. If I had seen Maria, I would have given her the books.

e. Whose car is this? It's parked in front of my garage door.

3. Translate into English. (30 marks, 6 per sentence):

a. Με ρώτησαν μήπως ξέρω πού βρίσκεται το καινούργιο ιταλικό εστιατόριο.

b. Μακάρι να μην τους δούμε απόψε. Δεν τους συμπαθώ καθόλου.

c. Αν βρέχει, καλύτερα να μη βγούμε απόψε.

d. Έχω να πάω στην Κέρκυρα πολλά χρόνια παρόλο που μου αρέσει πολύ.

e. Λίγο έλειψε να πέσω από τη σκάλα όταν έφτιαχνα το φωτιστικό.

<h1>Portuguese</h1>		Oxford college of preference	
Time allowed: 30 minutes			
UCAS Personal ID	Surname & first name(s)		Date of birth
Candidate number	L		

1. Transform the following articles and nouns from singular to plural (12 marks):

Example: a casa
Answer: AS CASAS

- a. Um pão _____ (2)
- b. O mal _____ (2)
- c. O hotel _____ (2)
- d. Uma estrela-do-mar _____ (2)
- e. O fim _____ (2)
- f. A mão _____ (2)

2. In each sentence insert the verb in the correct form for its grammatical context. (24 marks):

Example: Naquele dia eu de casa mais cedo. (SAIR)
 Naquele dia eu SAÍ de casa mais cedo.

- a. Se (LER) o livro, teria compreendido melhor. (3)
- b. Não ouvi bem o que vocês (DIZER). (3)
- c. Podem partir quando..... (QUERER). (3)
- d. Pode ser que alguém (VIR) amanhã. (3)
- e. Ao (CHEGAR) à casa, eles começaram a chorar. (3)
- f. Não me (DIZER) tal coisa! (3)
- g. Eu (DORMIR) em média 8 horas por dia. (3)
- h. Elas..... (DAR) uma volta. (3)

3. Fill in the gap with an appropriate preposition, where necessary. (14 marks):

Example: O tempo hoje está semelhante o de ontem.
Answer: O tempo hoje está semelhante AO de ontem.

- a. Ela está férias. (2)
- b. quinze anos, tudo parece possível. (2)
- c. O ladrão entrou janela. (2)
- d. Fui o meu filho ao cinema. (2)

- e. Ele está a aproximar-se porta. (2)
- f. Moro aqui 1990. (2)
- g. terça-feira, vamos ao Porto. (2)

4. Translate the following sentences into English. (20 marks):

- a. Será que o senhor pode assistir à conferência? (5)

- b. Pretendo frequentar aulas particulares para melhorar o meu português. (5)

- c. Como lidar com uma grande decepção? (5)

- d. Quem nos dera esquecer o que os nossos parentes nos disseram! (5)

5. Translate the following sentences into Portuguese. (30 marks):

- a. When she was getting dressed, her youngest brother phoned. (6)

- b. If it's raining tomorrow, we'll go to the movies. (6)

- c. Don't speak so loudly because the baby is sleeping. (6)

- d. Although she was very happy, she managed to hide it (6)

- e. Could you send me the book please? (6)

<h1>Russian</h1>		Oxford college of preference	
Time allowed: 30 minutes			
UCAS Personal ID	Surname & first name(s)		Date of birth
Candidate number	L		

1. Fill in the gaps in the following sentences, substituting appropriate forms of the words in capitals enclosed in brackets (25 marks, 5 per sentence). NB: Infinitives are given in the imperfective aspect. You should choose the aspect which is appropriate to the sentence.

- a. (Я).....ввели в (БОЛЬШОЙ)(КОМНАТА)в (ШЕСТЬ)
.....часов (УТРО) в субботу.
- b. Грибы (ЛЮБИТЬ) (РАСТИ)под (ЭТОТ)
деревом, но не под (ЯРКИЙ) (СОЛНЦЕ)
- c. Настя (ВЕЧЕР)поехала не на (СТАНЦИЯ), а в (ДРУГОЙ)
..... (СТОРОНА)потому, что ее (ДРУГ)ждал там.
- d. На следующий (ДЕНЬ)появились еще (ДВА) (СЕМЬЯ)
..... с (МАЛЕНЬКИЙ) (ДЕТИ)
- e. Три (РАЗ).....я (ЕХАТЬ/ЕЗДИТЬ).....в (ЛЕНИНГРАД)..... ,
хотел с (ОН).....встретиться, но (ОН).....не было.

2. Translate into Russian (50 marks, 10 per sentence), writing out any numerals in words.

- a. When I was thirteen, and I was four years older than my brother, I wrote my first story.

- b. The person who has been standing there for nearly two hours is called George.

- c. He arrived before Natasha, and then gave his book to Natasha's sister who was cleverer than her.

d. When they were living in Paris in 1989, they used to meet and drink coffee every day.

e. He said he would read Pushkin with me but I am worried because he has still not written to me.

3. Translate into English (25 marks, 5 per sentence).

a. На следующий день мы переедем на новую просторную квартиру. Тетя нас всех перевезет и потом поедет в Москву.

b. Настал день моего отъезда. Родителям было грустно и они меня проводили до вокзала. Уезжал я в подавленном настроении, думая с боязнью, что никогда их не увижу больше.

c. Учительница попросила, чтобы я на ночь отдавал ей единственный экземпляр в нашем городе этого романа.

d. Он сказал, что не отпустит меня до тех пор, пока я не напишу письмо.

e. Меня удивило, что он так нуждался в моей помощи несмотря на то, что он был более опытный.

<h1>Spanish</h1>		Oxford college of preference	
Time allowed: 30 minutes			
UCAS Personal ID	Surname & first name(s)		Date of birth
Candidate number	L		

1. Choose the correct alternative from the words in brackets:

- a. Tienes que meter la ropa **[A / EN / POR]** lejía para quitarle esas manchas, a no ser que **[QUIERES / QUERRÁS / QUIERAS]** que todo el mundo te mire y **[SEAS / ESTÉS]** el centro de atención. **[6]**
- b. Yolanda trabaja **[PARA / POR]** comer, yo, **[A / EN / DE]** en cambio, lo hago **[POR / PARA]** amor al arte. **[6]**
- c. ¡Ahora pretendes darme lecciones, **[DE / CON / A]** la **[DE / CON / A]** veces que he hecho yo eso! **[4]**
- d. No sacarás buena nota **[AUN / TODAVÍA / YA]** si estudias como un loco, y desde luego, no creo que **[PODRÁS / PUEDES / PODRÍAS]** conseguir un sobresaliente. **[4]**
- e. Aunque no nos conocía, nos **[RECOGÍA / ACOGÍA / SOBRECÓGÍA]** en su casa como si **[SOMOS / SERÍAMOS / FUÉRAMOS]** amigos de toda la vida, y fue la primera que nos recomendó que no **[ASISTIÉRAMOS / ASISTÍAMOS / ASISTIMOS]** al entierro. **[6]**

2. In each sentence insert a verb or verbs appropriate to the grammatical context:

Example: El profesor **[FELICITAR]**.....a Julia por su trabajo y ella salió **[CANTAR]**.....del aula.

Answer: El profesor felicitó a Julia por su trabajo y ella salió cantando del aula.

- a. Me comentó que la fábrica **[IR]**..... de mal en peor y que si no cumplían el contrato no **[PODER, ELLOS]**..... pagar a los empleados. **[4]**
- b. Llevan muchos años mal y sin duda **[DIVORCIARSE, ELLOS]**..... en cuanto **[PROMULGARSE]**..... la nueva ley el próximo abril. **[4]**
- c. Pudimos terminar el proyecto tan pronto como **[SUBIR, ELLOS]**..... los impuestos y nunca más **[TENER, NOSOTROS]**.....que preocuparnos. **[4]**
- d. **[VACUNAR, ELLOS]**..... a su perro cuando **[TENER, ÉL]**.....diez semanas y hasta ahora no **[ESTAR, ÉL]**..... enfermo. **[6]**
- e. Cuando **[LLEGAR, VOSOTROS]**..... le pediremos a la secretaria que **[RECOGER, ELLA]**..... la documentación que **[NECESITAR, VOSOTROS]**..... mañana para hacer el trámite. **[6]**

3. Translate into Spanish:

a. When you see your niece, ask her to pay me. **[5]**

b. They had been sitting in the dark for ages when the lights came back on. **[5]**

c. We were all given a brush and told to start cleaning. **[5]**

d. Grown men like watching slushy romantic comedies more than you might think. **[5]**

e. Don't bring them to me until I tell you! **[5]**

4. Translate into English:

a. ¡Ten cuidado! No te acerques al agua, no sea que te vayas a caer. **[5]**

b. Por más que le enseñes, Felipe nunca logrará hablar japonés con soltura. **[4]**

c. Los ministros de Hacienda han de reunirse con el fin de debatir la falta de inversión. **[5]**

d. ¿Cómo demonios pensáis encontrar vuestras pertenencias si las dejáis por doquier? **[5]**

e. Si no fueras una persona con tan pocos recursos, te podrías permitir pagar la factura de la empresa de mudanzas. **[6]**

<h1>Linguistics</h1>		Oxford college of preference	
Time allowed: 30 minutes			
UCAS Personal ID	Surname & first name(s)		Date of birth
Candidate number	L		
<p>I am applying for a course involving (please tick):</p> <p><input type="checkbox"/> Modern Languages & Linguistics <input type="checkbox"/> Philosophy & Linguistics</p> <p><input type="checkbox"/> Psychology & Linguistics</p>			

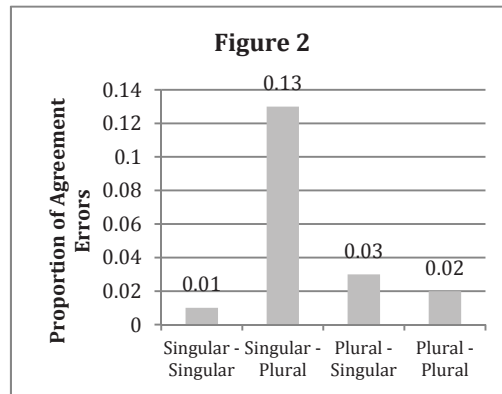
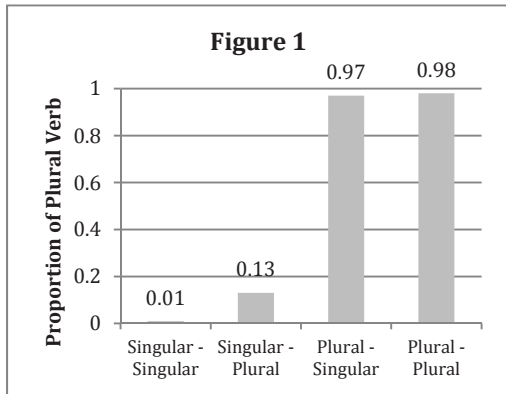
Make an attempt to answer all the questions. Do not worry if you find you have little to say about some of the questions, or if you do not have technical terms for the features you wish to describe. While there are "right" and "wrong" answers (or several equally good answers), how you go about finding answers is as relevant to us as producing an answer which is completely correct.

Write your answers in the space provided on the paper. Please take care to write clearly. If you wish to write your notes on the paper, there is no need to cross them out. Total marks: 100.

Question 1: Production of Subject-Verb Agreement [34 marks].

In English, number marking on the subject agrees with number marking on the verb (e.g. *The key is.../The keys are...*). In an experimental study on agreement production, speakers are asked to memorise a sentence fragment containing two number-marked nouns like those below, and then complete it with a form of *be* (e.g. *...is/are on the table*). Sometimes speakers make agreement errors. The proportion of plural verbs speakers produced is shown in Figure 1 and the proportion of agreement errors they produced is shown in Figure 2.

Singular-Singular: The key to the cabinet... Singular-Plural: The key to the cabinets...
Plural-Singular: The keys to the cabinet... Plural-Plural: The keys to the cabinets...



(a) With a *singular* subject, how much greater is the proportion of *plural* verbs when the second noun is *plural* than when the second noun is *singular*? **[4 marks]**

(b) With a *plural* subject, how much greater is the proportion of *singular* verbs when the second noun is *singular* than when the second noun is *plural*? **[4 marks]**

(c) Why do the speakers make these agreement errors? **[10 marks]**

(d) Which type of verb has a higher proportion of errors? (circle one) **[2 marks]**

Singular Verbs Plural Verbs Both are equal

(e) What does comparing these error proportions tell us about singular and plural number marking in English? **[14 marks]**

Question 2: Lummi [34 marks]. The following examples are from Lummi, a Native American language.

<i>xčit sən cə swəyʔqəʔ</i>	'I know the man'
<i>xčit sx^w cə swəyʔqəʔ</i>	'You know the man.'
<i>xčitorəs sən</i>	'I know you.'
<i>xčitorəs sx^w</i>	'You know me.'
<i>xčits cə swəyʔqəʔ cə swiʔqoʔət</i>	'The man knows the boy.'
<i>xčitŋ sən ə cə swəyʔqəʔ</i>	'I am known by the man.'
<i>xčitŋ sx^w ə cə swəyʔqəʔ</i>	'You are known by the man.'
<i>xčitŋ cə swiʔqoʔət ə cə swəyʔqəʔ</i>	'The boy is known by the man.'

(a) What do the following mean in English? **[9 marks]**

swiʔqoʔət _____

sx^w _____

orəs _____

(b) What is the difference in meaning between the element *t* (in e.g. *xčit*) and the element *tŋ* (in *xčitŋ*)? **[5 marks]**

(c) State two ways in which the grammar of Lummi differs from English. **[10 marks]**

(d) State two ways in which the grammar of Lummi appears to be the same as English. **[10 marks]**

Question 3: Fantumese [32 marks].

In Table 1 below are words from two closely related dialects of Fantumese (an invented language), written in the phonetic alphabet. There are several ways in which the dialects differ in their sound patterns (“phonology”). You can assume all the patterns are regular.

Table 1

Northern Fantumese (NF)		Southern Fantumese (SF)		English gloss
Singular	Plural	Singular	Plural	
mot	modi	mod	mudi	<i>tooth</i>
rarek		raleg	raligi	<i>wolf</i>
balop	balopi		balupi	<i>computer</i>
tarp		tarb		<i>building</i>
tarap	tarabi	talab	talabi	<i>house</i>
nok		nok		<i>candle</i>
lurk	lurki		lurki	<i>goose</i>
ron	romi	rom		<i>daughter</i>
dapen	dapeni	dapen	dapini	<i>salary</i>
	pimi		pimi	<i>hand</i>

The pronunciation of the consonants is close to those in English:

- [p, t, k, b d, g] are called **STOPS**.
Of these, [p, t, k] are **VOICELESS STOPS** and [b, d, g] are **VOICED STOPS**.
- [m, n] are called **NASALS**.
- [l, r] are called **LIQUIDS**.

The vowels are a little different from English vowels but have close equivalents. Table 2 gives the nearest English equivalents and tells you the type of vowel:

Table 2

Fantumese	Nearest English equivalent	Type of vowel
[i]	‘eee’: as in <i>beat</i>	HIGH
[u]	‘uuu’: as in <i>boo</i>	HIGH
[e]	‘eh’: as in <i>bed</i>	MID
[o]	Between ‘oh’ and ‘aw’: Similar to <i>awe</i> and to Scottish English <i>go</i>	MID
[a]	‘a’ as in <i>bad</i>	LOW

(a) Make a list of the rules that characterise the differences between Northern and Southern Fantumese, and provide examples of words that illustrate these rules. **[12 marks]**

(b) Some words have been omitted from Table 1. Provide the missing words and give your reason for each answer. **[20 marks]**

'wolf' NF plural _____

'computer' SF singular _____

'building' NF plural _____

'building' SF plural _____

'candle' NF plural _____

'candle' SF plural _____

'goose' SF singular _____

'daughter' SF plural _____

'hand' NF singular _____

'hand' SF singular _____

Language Aptitude Test

Oxford college of preference

Time allowed: 30 minutes

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	L					
I am applying for a course involving (please tick) <i>Beginners</i> :						
<input type="checkbox"/> Czech (with Slovak) <input type="checkbox"/> German <input type="checkbox"/> Italian <input type="checkbox"/> Modern Greek <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian						

The following questions are based on Noladi, an artificial language. Like English, Noladi has a fixed word order; unlike English, however, it does not mark definiteness (no difference between 'the table' and 'a table'), nor does it 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 considering the differences between similar forms. The exercises are built up gradually, so it is best to do them in order.

- (a)
- | | |
|------------------------------------|--|
| jego jabimi. | <i>I am walking.</i> |
| jileyu kuriyuti. | <i>They are running.</i> |
| zahasa lejavite wideti. | <i>The goose sees the ram.</i> |
| zamili zajekute juditi. | <i>The policewoman hears the mare.</i> |
| lepeso kenate kometi. | <i>The man is eating a meal.</i> |
| lemiliyu lepesote tereyuti. | <i>The policemen frighten the man.</i> |
| jegoyu jilete wideyumi. | <i>We see him.</i> |
| jileyu jegote fikiyuti. | <i>They shoot me.</i> |
| jego litete kibemi. | <i>I am writing a letter.</i> |
| kenayu jegote tereyuti. | <i>The meals frighten me.</i> |

Give the meaning of:

zapeso lemilite tereti. _____ [3]

zamili jegoyute fikiti. _____ [3]

Translate into Noladi:

The stallions eat the letters. _____ [3]

The ewes hear us. _____ [3]

- (b)
- | | |
|--|--|
| zagaliyu habiyuti vilade. | <i>The hens live in the house.</i> |
| lepesoyu jabiyuti sivade. | <i>The men are walking in the forest.</i> |
| lemili vilade lebovite sivade fikiti. | <i>The soldier in the house shoots the bull in the forest.</i> |
| zahasayu jeti lejaviyu zapesote potude wideyuti. | <i>The geese and the rams see the woman in the sea.</i> |
| lepesoyu vilate fakeyuti jubide. | <i>The men are building a house in the city.</i> |
| jegoyu litete pykibeyumi. | <i>We were writing a letter.</i> |
| legali jubide jeti zapeso sivade zajekuyute pytereyuti. | <i>The rooster in the city and the woman in the forest frightened the mares.</i> |

zaposi liteyute pymiteti leposida.

The wife was sending letters to the husband.

lepesoyu jeti zapesoyu jabiyuti kenada sivate.

Men and women are walking to the meal in the forest.

jileyu jegoyute potude pywideyuti jeti jegoyu pykuriyumi jubida.

They saw us in the sea and we ran to the city.

Give the meaning of:

zaboviyu pykuriyuti vilada jubide. _____

[4]

jegoyu sivade liteyute kibeyumi zaposiyuda. _____

[4]

Translate into Noladi:

The house in the sea frightens the hens and roosters in the city. _____

[4]

They ran to the stallions in the forest. _____

[4]

(c) **lehito lepu pyhabiti jubide jabiti sivada.** *The actor who lived in the city is walking to the forest.*

zaregi lepesoyute lepuyute jile pywideti vilade nopyjamiti. *The queen did not like the men whom she saw in the house.*

liteyu puyute leposi miteti zahitoda zaposite tereyuti. *The letters which the husband sends to the actress frighten the wife.*

jile vilate pude jile habiti nojamiti. *He does not like the house in which he lives.*

jego zahasate jeti zagalite pyjudimi sivade puda pykurimi. *I heard a goose and a hen in the forest to which I was running.*

jile dorate pu jegote pytereti pydareti jegoda jeti jigo jilete pyfikimi. *He gave me a gift which frightened me and I shot him.*

jileyu zabovite miteyuti leregida jubide lepute zapesoyu nojamiyuti. *They send the cow to the king in the city whom the women don't like.*

lemiliyu dorate nopymiteyuti zapesoda vilade puda lejekuyu habiyuti. *The policemen did not send a gift to the woman in the house in which stallions live.*

Give the meaning of:

jegoyu lejavite lepute nopyjamiyumi pymiteyumi jubida pude leregi habiti. _____ [5]

lehitoyu kenate pu jileyute tereti nojamiyuti jeti jilete nopykomeyuti. _____ [6]

Translate into Noladi:

Kings and Queens eat geese to which men give meals. _____ [6]

We did not run to the actress in the forest in which they shoot roosters. _____ [5]

Philosophy				Oxford college of preference			
Time allowed: 1 hour							
UCAS Personal ID		Surname & first name(s)				Date of birth	
Candidate number		L					

Answer PART A and ONE QUESTION ONLY FROM PART B.

Spend half an hour on each and do as much as you can within that time.

PART A

1. Read carefully through the following passage, and answer questions (a) and (b) below.

In actual fact, the problem of artistic quality is much like that of the quality and intensity of pain. Even while suffering pain no one is able to describe it accurately and clearly or to communicate any acquaintance with its quality or intensity. No one has ever discovered how to make a dependable measurement or description of the quality or intensity of pain. It is probable that there are few problems which have longer and more acutely bothered mankind. When a pain recurs, the person who has had it before can sometimes recognise it again, but it usually takes him some time to do so. Lacking such a recurrence, no one has ever been able to remember, to bring back, let alone to communicate, more than what may be called the label and the location of the pain. If more than that could be done, the human race would have died of a surfeit of pain almost as soon as it had begun to exist.

W M Ivins

- a. The author asserts that there is a likeness between 'the problem of artistic quality' and the quality and intensity of pain. What could such a likeness consist in?
- b. Argue briefly either FOR or AGAINST the conception of likeness between artistic quality and the quality and intensity of pain you sketched in part (a).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

PART B

- 2. How does opinion relate to belief?
- 3. A Shakespeare play may be performed today, as far as possible, in the costume and pronunciation of the time of its production. It may also be ‘updated’ into language to match the speech and speech-forms of contemporary English; or translated into German; or given a setting quite unlike any which, we may suppose, Shakespeare could ever have envisaged. To what extent are any of these *the same play*? To what extent are any of these *Shakespeare’s play*?
- 4. “They all seem to have a motive, sir”, said Lewis, surveying the mangled remains of Jobsworth the Porter, “so the problem is whether the Bursar is telling the truth. I’m assuming of course that everyone is either lying, or telling the truth, but not both.” “Well done, Lewis!”, cried Morse. “In logic there are no surprises. And if the Bursar is telling the truth, so is the Chaplain.” “What’s more, sir”, said Lewis, “the Chaplain and the Dean have given conflicting statements, so they can’t both be telling the truth.” “Excellent, Lewis!”, exclaimed the great detective. “We’ll make a copper of you yet. But nor are the Dean and the Warden both lying. And if the Warden is telling the truth, the Chaplain isn’t.” “I think I follow that, sir. But we still don’t know if the bursar is lying.” [Bob Hargrave]

Giving the clearest reasoning for your conclusion possible, assess whether Lewis’s final claim, ‘But we still don’t know if the bursar is lying’, is true, if we accept the truth of the other claims made by Lewis and Morse.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of horizontal dotted lines spanning the width of the page, providing a template for writing.

A series of horizontal dotted lines for writing, spanning most of the page width and arranged in approximately 30 rows.

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

BLANK PAGE

