



# OXFORD UNIVERSITY

## MODERN LANGUAGES ADMISSIONS TESTS

November 2022

### INSTRUCTIONS TO CANDIDATES

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

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	<b>L</b>					

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

1	<i>Czech</i>		6	<i>Portuguese</i>	
2	<i>French</i>		7	<i>Russian</i>	
3	<i>German</i>		8	<i>Spanish</i>	
4	<i>Italian</i>		9	<i>Language Aptitude Test (LAT)</i>	
5	<i>Modern Greek</i>		10	<i>Philosophy</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 supervisor can advise what is required for your chosen course.

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

### Question papers

The language test papers are each two pages long. 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 or separate paper 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, and (4) your date of birth and (5) your candidate number.



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

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

**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. V [BRNO] je mnoho [RESTAURACE] a mnoho [HISTORICKÝ] [BUDOVA].

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- b. [MINULÝ] [SOBOTA] máma [JÍT] do [KINO].

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- c. Včera jsme si [CHTÍT] koupit dvě [JABLKO], tři [BROSKEV] a pět [HOUSKA].

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- d. Aby si [MOCT] babička koupit pět [LÍSTEK], [VZÍT] s sebou tři sta [KORUNA].

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- e. Až zítra [ODEJÍT] [NÁŠ] [PŘÍBUZNÝ], děti budou určitě [SMUTNÝ].

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

- a. His sister likes sitting in the living-room watching television and listening to music.

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- b. Last week they all went swimming in the lake and walked in the fields.

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c. Tomorrow I'll go to the supermarket and buy some meat, fruit and bread.

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d. If they were interested they could go to Zuzana's and watch those new Czech films.

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e. I often go with his brother to the forest and in spring we travel somewhere together.

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

a. Měla bych jít s vámi do školy, abych se seznámila s vašimi mladými přáteli.

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b. Leží na zemi a spí, zatímco sestra píše dědečkovi dopis nebo čte si nějakou povídku.

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c. Co mám dělat, až půjdete všichni pryč a nebudu mít s kým si zahrát šachy?

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d. Všichni, kdo ho znali, věděli, že se mu to rozhodně nebude líbit.

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e. Kdybych nemusel zůstat doma, šel bych s vámi, ale mám tady hodně důležité práce.

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

**1. FILL THE SENTENCE WITH ONE SINGLE WORD. (20 marks, 2 per sentence):**

*Example:* J'ai pensé ..... rendre le livre à la bibliothèque.

*Answer :* J'ai pensé **à** rendre le livre à la bibliothèque.

- a. Je vais certainement lire le livre ..... tu m'as parlé.
- b. Il a offert des fleurs ..... sa mère.
- c. La voiture ..... j'ai achetée est bleue.
- d. La ville ..... j'habite est très agréable l'été.
- e. Je préfère voyager ..... train.
- f. Il répète sans cesse la même chose ..... écouter son frère aîné.
- g. Je pense aller en France ..... hiver pour faire du ski.
- h. Cinq étudiants ..... six se sont inscrits pour apprendre une langue étrangère.
- i. .... rester en forme il faut courir tous les jours.
- j. J'ai suivi le discours du Président ..... la télévision.

**2. GIVE THE APPROPRIATE FORM OF THE VERB. (20 marks, 2 per sentence):**

*Example:* Je crains qu'il ne (se perdre).

*Answer:* Je crains qu'il ne **SE PERDE**.

- a. Après avoir (TERMINER) ..... ce livre, il en a commencé un autre.
- b. Vous êtes rentrée sans que je le (SAVOIR) .....
- c. Quand tu (ALLER) ..... en France, n'oublie pas de rendre visite à ton oncle.
- d. Bien qu'elle (ÊTRE) ..... intelligente, elle ne comprend pas grand-chose à cet exercice.
- e. (RENDRE) ..... le livre à ta sœur s'il te plaît!
- f. Les chats du voisin (S'ÉCHAPPER) ..... hier matin.
- g. Demain je te (TÉLÉPHONER) ..... sans faute.
- h. Je souhaiterais que nous (HABITER) ..... en Ecosse.
- i. Tu devrais lire les poèmes qu'il (ÉCRIRE) ..... hier.
- j. Si j'avais du courage, je (VENIR) ..... nager avec toi ce soir.

**3. TRANSLATE INTO FRENCH. (30 marks, 6 per sentence):**

a. When I left home this morning, I saw the neighbour whose dog frightens me.

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b. The policeman asked me for my driver's licence, which surprised me.

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c. You'll be able to go out with your friends when you've finished your homework.

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d. Nobody told him that they'd found the watch he'd lost.

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e. Give her a piece of cheese. But don't forget to give me some too.

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**4. TRANSLATE INTO ENGLISH. (30 marks, 6 per sentence):**

a. À peine s'était-elle aperçue d'un petit bruit sec que tout le plafond s'est effondré sur elle.

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b. Il continue de nier ce crime, mais cet avocat rusé le lui fera avouer.

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c. Je ne gagne actuellement que 2000 € par mois, tandis que mon loyer mensuel vient d'augmenter jusqu'à 1000 €.

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d. On le prétend très riche, mais j'ai entendu dire qu'il doit tout ce qu'il possède à sa mère.

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e. Si vous vouliez bien me rendre ce petit service, je vous en serais fort reconnaissant.

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

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):

*Example:* Es war dem [POLIZIST] unbegreiflich, dass [KEIN ZEUGE] über [DER VORFALL] etwas [GENAU] berichten konnte.

*Answer :* dem Polizisten, kein Zeuge, den Vorfall, Genaues

*PLEASE NOTE:* In some cases, the prepositions and articles will need to be contracted (im, am, zum, etc.).

a. Dieses Fahrrad ist besser als [MEIN], aber es war auch teurer.

---

b. Kannst du [SIE] eine Email schreiben?

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c. Kommt herein und [SICH SETZEN].

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d. Das [GEHEIMNISVOLL] Paar stieg aus [DAS AUTO].

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e. In diesem Buch geht es um [DIE GESCHICHTE] [DER ISLAM].

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f. Ich habe schon lange nichts [SPANNEND] mehr im Fernsehen gesehen.

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g. [IHR LETZTER ROMAN] habe ich noch nicht gelesen.

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h. Ich glaube [DIESER MENSCH] kein Wort.

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i. Letzte Woche sind wir an [DAS MEER] gefahren, haben uns an [DER STRAND gelegt] und am Abend saßen wir vor [EIN LAGERFEUER], bevor wir in [DAS BETT] gegangen sind.

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j. [WELCH] [DIE RESTAURANTS] kannst du mir empfehlen? – Das [ÖSTERREICHISCH]. Es liegt auch gleich um [DIE ECKE].

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k. Ein [FREMD] hat [ICH] dabei geholfen.

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l. Wir freuen uns auf [DER BEGINN] [DAS SEMESTER]

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m. Sein Sohn war [EIN SCHLECHT] Lügner.

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n. Das [SEIN] die Dokumente, nach [DIE] du gefragt hast.

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**2. Translate into English. (20 marks):**

a. Ein Drittel aller Patienten wartet darauf von einem Spezialisten gesehen zu werden.

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b. Ich an deiner Stelle hätte mich gegen dieses Angebot entschieden. Es klingt zu gut, um wahr zu sein.

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c. Die Maschine müsste mittlerweile am Frankfurter Flughafen gelandet sein, es sei denn, es gab weitere Probleme.

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d. Bevorzugst du ältere deutsche Literatur oder neuere? – Ich interessiere mich besonders für Werke der Romantik.

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**3. Translate into German. (30 marks):**

a. You need to call me. A lot has happened since we last talked.

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b. Even though one must not drink alcohol on public transport, many people in Berlin do.

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c. To get to the bathroom, you'll need to go upstairs. It's the first door on the left.

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d. If I hadn't been ill, I would have gone to France for a year.

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e. What a difficult book! The more he reads, the less he understands.

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

**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:* Non (tu – PERDERE) così tanto tempo se (tu - PORTARE) un orologio! Compratene uno!

*Answer:* Non perderesti così tanto tempo se portassi un orologio! Compratene uno!

- a. Ieri (PREPOSITION + ARTICLE) cassetta delle lettere Giovanni (TROVARE) un avviso del medico che lo (INVITARE) ad assumere al più presto il vaccino.

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- b. Se non (noi + GUADAGNARE) più del solito l'anno scorso, oggi non (noi + DOVERE) tanti soldi (PREPOSITION + ARTICLE) stato.

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- c. Tu (CONOSCERE) il nome del protagonista del libro (PRONOUN) Marta stava leggendo l'estate scorsa? Io non (PRONOUN) ricordo.

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- d. La settimana scorsa, se tu (PRONOUN + INVITARE) (PREPOSITION + ARTICLE) festa, io (VENIRE) molto volentieri.

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- e. È importante che tu (FARE) tutto ciò (PRONOME) occorre fare per il rispetto (PREPOSITION + ARTICLE) ambiente.

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

- a. Please, kids, sit on the sofa while I clean up the room!

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b. Peter would have told you about his trip if someone had not telephoned suddenly.

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c. When I last visited them, my cousins seemed quite happy.

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d. Do you think Helen could learn some Italian before moving to Milan?

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e. I can't see why he should not like to spend his vacation with a few friends of mine.

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

a. Stamattina il professore ha fatto alcune osservazioni molto interessanti sull'origine della disuguaglianza sociale, su cui mi sto ponendo parecchie domande.

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b. Non trovi che i nostri nuovi vicini siano persone molto simpatiche? Non avrei potuto desiderarne di migliori.

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c. Luca adora i dolci siciliani: quando va a Palermo, ne compra in gran quantità.

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d. Il romanzo di cui Sonia mi aveva fatto l'elogio è effettivamente ottimo. Tu ne hai qualcun altro del genere da consigliarmi?

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e. Venendo al lavoro stamattina, ho notato per la prima volta il palazzo di cui si parlava l'altra sera a casa di Carlo.

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

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

a. Η Άννα μου ζήτησε [ΔΕΝ ΛΕΩ] τίποτα, πριν [ΦΤΑΝΩ] η Μαρία.

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b. τες, Πέτρος [ΚΟΝΤΕ ] [ΠΕΦΤ ] από το μπαλκόνι.

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c. Σε παρακαλώ [ΔΕΝ ΜΙΛΑΩ] σε κανέναν πριν τους [ΛΕΩ] εγώ τι έγινε.

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d. Αν Νίκος [ΔΕΝ ΕΡΧΟΜΑΙ] στην ώρα του, εμείς [ΜΠΑΙΝΩ] στο θέατρο.

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e. Προχτές το πρωί [(εγώ) ΑΚΟΥΩ] τον Νίκο [ΜΙΛΑΩ] με τον κύριο Πέτρου.

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

a. When they studied in Athens, they used to see each other almost every day.

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b. Whose car is parked in front of my house?

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c. Don't come in before I tell you.

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d. As I was coming out of the bank, I saw my brother walking in.

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e. If you talk to her before me, tell her to call me.

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

a. Την άλλη Κυριακή μπορεί να παίξω τένις με τον Αλέξη.

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b. Ό,τι και να κάνεις, η κατάσταση δεν θα αλλάξει.

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c. Αν έφτανα στην ώρα μου, δεν θα έχανα το αεροπλάνο.

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d. Πάει ένας χρόνος που έχω να δω την Αφροδίτη.

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e. Μήπως ξέρεις πού μπορώ να αγοράσω γραμματόσημα.

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

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

*Example: a casa*  
*Answer: AS CASAS*

- a. Um anel \_\_\_\_\_ [2]
- b. O pai \_\_\_\_\_ [2]
- c. O valor \_\_\_\_\_ [2]
- d. Uma terça-feira \_\_\_\_\_ [2]
- e. O lápis \_\_\_\_\_ [2]
- f. A campeã \_\_\_\_\_ [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. Eles ..... (TER) acesso a muitos recursos. (3)
- b. Meu amigo ..... (TRAZER) brinquedos para a escola quando era mais novo. (3)
- c. Eu ..... (VER) o novo filme do Batman ontem. (3)
- d. Maria e João ..... (PRETENDER) ir à festa mas não puderam. (3)
- e. Nós ..... (DORMIR) na sua casa se houvesse espaço para nós dois. (3)
- f. Não ..... (COMER) todo o bolo! (3)
- g. Ele ..... (VISITAR) o Brasil nas próximas férias. (3)
- h. Embora ..... (QUERER), ela não conseguiu ir ao festival. (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. Ele está ..... medo. (2)
- b. Irene foi ..... cinema com Rafael. (2)
- c. Confiamos muito ..... nosso advogado. (2)
- d. Marlene foi pedida ..... casamento ontem. (2)

- e. Prefiro resolver isso ..... você. (2)
- f. A aula começa ..... 09:00. (2)
- g. Precisamos muito ..... sua ajuda. (2)

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

- a. A senhora sabe como se chega à igreja? (5)

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- b. Os voluntários têm feito um trabalho maravilhoso. (5)

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- c. Tente fazer menos barulho quando chegar em casa. (5)

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- d. Meus avós nasceram no começo do século passado. (5)

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

- a. They never asked us if we wanted to join them. (6)

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- b. I frankly don't know what Marina sees in that boyfriend of hers. (6)

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- c. She said she was very confused about what you told her. (6)

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- d. Although they kept saying everything was fine, it clearly was not. (6)

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- e. Could you give me a hand with this heavy parcel? (6)

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

**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. (ДВА) ..... (МАЛЕНЬКИЙ) ..... (ДЕВОЧКА) сидели на траве в (ЛЕС) ..... и (СОБИРАТЬ) ..... красные ягоды.
- b. Брат поехал на (ВОКЗАЛ) ..... за (БИЛЕТЫ), так как это самый популярный поезд в (МОСКВА) ..... и (БИЛЕТЫ) ..... на (САЙТ) ..... не (БЫТЬ) .....
- c. Когда он был (ШКОЛЬНИК) ....., мой отец часто (ВСТАВАТЬ) ..... рано (УТРО) ..... и (ИДТИ/ХОДИТЬ) ..... в школу пешком пять (КИЛОМЕТР) .....
- d. Это фильм с (ГЛУБОКИЙ) ..... (СМЫСЛ) ....., и я его (РЕКОМЕНДОВАТЬ) ..... всем, кто (ИНТЕРЕСОВАТЬСЯ) ..... (ПСИХОЛОГИЯ) .....
- e. У берега стояли пять деревянных (ЛОДКА) ....., в которые кто-то очевидно вложил много (ВРЕМЯ) ....., (СИЛЫ) ..... и (ЛЮБОВЬ) ..... – самая красивая из них была (СИНИЙ) .....

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

- a. They said that they liked Chekhov, but they had not been to the theatre for five years and had never read his stories.

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b. Aleksey helped three young musicians who had arrived in Irkutsk by train two hours earlier.

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c. If Oleg had arrived earlier, I would not have seen the journalist who wrote an article about our local library.

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d. When she was a student in Vienna in 1997 she would meet her friends in the famous old cafés every Friday.

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e. The girl whose cat broke all the plates and some wine glasses is called Irina.

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

a. Меня поразило, что вся наша улица, тротуары и крыши домов – всё успело покрыться снегом.

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b. Они нам сказали, что они вернуться к этому вопросу, после того как мы выполним свой план.

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c. Она требовала, чтобы я смотрел ей в глаза, и спрашивала, помню ли я наши летние пикники.

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d. Я пойду туда, сделаю то, что должен, а потом мы вернемся, чтобы поговорить о том, что случилось.

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e. Несмотря на то, что все утро шел дождь, я подождал, пока выйдет солнце, и пошел на небольшую прогулку.

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

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

- a. En cuanto el dinero esté **[EN/A/POR]** mis manos, lo usaré **[POR/PARA/A]** comprar una bicicleta roja. **[4]**
- b. Ellos **[LLAMEN/LLAMARON/LLAMAN]** ayer a las once de la noche, pero yo ya **[DORMÍA/DORMÍ/DUERMA]** en el sofá. **[4]**
- c. El avión que va **[POR/EN/A]** Lima se acerca **[POR/PARA/DE]** la pista número seis. **[4]**
- d. Se me acusó **[A/DE/PARA]** pertenecer **[A/EN/DE]** un grupo activista que organizaba intervenciones **[EN/DE/A]** las fiestas de la alta sociedad. **[6]**
- e. No **[PERMITAN/PERMITO/PERMITA]** que me **[DIGAS/DICES/DIRÁN]** cómo conducir, **[FUI/ESTUVE]** piloto de Fórmula 1. **[6]**

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

*Example:* El profesor **[FELICITAR]**..... a Laura por sus esfuerzos y ella salió **[CANTAR]**..... de la escuela.

*Answer:* El profesor felicitó a Laura por sus esfuerzos y ella salió cantando de la escuela.

- a. Ayer, yo **[VOLVER]** ..... del centro cuando **[VER]** ..... a Fede, que **[PARECER]** ..... algo asustado. **[6]**
- b. En 1923, cuando Borges **[EDITAR]** ..... por primera vez *Fervor de Buenos Aires*, nadie **[SABER]** ..... que llegaría a conseguir tanto éxito como escritor. **[4]**
- c. ¡**[TENER, TÚ]** ..... confianza en mí! No te **[DECEPCIONAR, YO]** ..... nunca; te lo **[JURAR, YO]** ..... **[6]**
- d. Les notifico que **[SALIR, USTEDES]** ..... mañana, una vez que les **[LLEGAR]** ..... la carta. **[4]**
- e. En 1963, **[NOMBRAR, ELLOS]** ..... como ministro a un poeta casi desconocido, quien **[DECLARAR]** ..... que no **[SUCUMBIR]** ..... nunca a la presión política. **[6]**

**3. Translate into Spanish:**

a. Don't worry about the tiger, sir; he only eats salads. **[5]**

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b. He told me that he had parked my car in a safe place, only he did not say where. **[5]**

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c. Fifteen years earlier, we had foolishly made the same mistake. **[5]**

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d. Who knew that the children were allergic to chocolate and sweets? **[5]**

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e. She ordered them to leave immediately, but they didn't move an inch. **[5]**

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**4. Translate into English:**

a. Tu tía estaba harta de tus excusas; quería que te buscaras un trabajo decente. **[5]**

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b. Espero que no me obliguen a estudiar cirugía. Si veo sangre me mareo mucho. **[5]**

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c. Nos conocimos en Bruselas hace veinte años, pero no sabía que ella terminaría siendo una espía.

**[5]**

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d. El soborno político es un problema en todos los países, pero me parece que esto ya es el colmo.

**[5]**

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e. Vieron un centenar de murciélagos y se dieron cuenta de que habían encontrado la boca de la cueva escondida. **[5]**

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# Language Aptitude Test

Oxford college of preference

Time allowed: 30 minutes

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	<b>L</b>					
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 exercises are based on an invented language called Kaña. Kaña has no definite or indefinite articles (so **mit** means both 'a woman' and 'the woman'); nor does it differentiate simple and progressive tenses (so the same form would mean 'goes' and 'is going'). Unlike in English, in which word order is fixed, Kaña has flexible word order; so word order is not a guide to the meaning of the sentences.

Work out the meanings of the sentences, individual words, and their components by reading carefully and considering the differences between similar forms. The sentences are built up gradually, so it is best to do them in order.

1. Study the following sentences in Kaña:

[15 marks]

<b>fahanat npur mitus</b>	the women see a tree
<b>pitus mahakat</b>	birds fly
<b>mit wahan ntun</b>	the woman pushes a boat
<b>fahan ruf nmitus</b>	the dog sees the women
<b>kafah pur</b>	the tree grows
<b>pit pikan nhiñus</b>	the bird pecks the men

Translate the following from Kaña into English:

(a) **hiñus kafahat**

\_\_\_\_\_ [3]

(b) **rufus fahanat ntunus**

\_\_\_\_\_ [4]

Translate the following from English into Kaña:

(c) **the birds peck the dogs**

\_\_\_\_\_ [4]

(d) **the man pushes the bird**

\_\_\_\_\_ [4]

2. Study the following sentences in Kaña:

[16 marks]

<b>nfarus purif patakat hiñus</b>	the men take fruits from the tree
<b>fuwif patak nfiw mit</b>	a woman takes milk from the cow
<b>hiñin tunif harat nñim</b>	the boy lifts a cat from the boat
<b>pitus purusif mahakat</b>	the birds fly from the trees
<b>mitinus nfuwus tahif rafatat</b>	the girls release cows from the vehicle

Translate the following from Kaña into English:

(a) **hiñinus patakat ñimif nfiw**

\_\_\_\_\_ [4]

(b) **pitus nfar haratat tunusif**

\_\_\_\_\_ [4]

Translate the following from English into Kaña:

(c) **The girl releases the cats**

\_\_\_\_\_ [4]

(d) **The boys lift the girls from the vehicles**

\_\_\_\_\_ [4]

3. Study the following sentences in Kaña:

[19 marks]

<b>mitus nhiñus mahanat rafata tawkif</b>	the women have to release the men from prison
<b>pit rafan mahaka tañif</b>	the bird wants to fly from the cage
<b>ruf nunhiñ fahan</b>	the dog does not see the man
<b>mitinus rafanat nunfarus</b>	the girls do not want fruits
<b>mit nunfuwus rafan rafata tahusif</b>	the woman does not want to release the cows from the vehicles

Translate the following from Kaña into English;

(a) **hiñinus nunruf tañif haratat**

\_\_\_\_\_ [4]

(b) **mit mahan wahana nuntahus**

\_\_\_\_\_ [4]

Translate the following from English into Kaña:

(c) **The girl has to release the birds from the cages**

\_\_\_\_\_ [5]

(d) **The man does not want to take milk from the cats**

\_\_\_\_\_ [6]

<h1>Philosophy</h1>		Oxford college of preference			
<b>Time allowed: 1 hour</b>					
UCAS Personal ID	Surname & first name(s)			Date of birth	
Candidate number	<b>L</b>				

Answer **SECTION A** and **ONE QUESTION ONLY FROM SECTION B**.

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

**SECTION A**

1. Read carefully through the following passage, and answer the questions which follow.

An author's true purpose in writing a text may not be apparent to her. The right sentence may [...] just 'flow' into her mind, or on to the page, apparently unplanned, so that only *afterwards* might she realise how it fits some purpose of hers, newly formed or already existent, and decide to include or retain it. Moreover, [...], in certain cases an author may not be aware of her intentions consciously, even after writing. This may be because the agent positively represses knowledge of such intentions; or more banally, because she does not attend to them. To say intentions may be unconscious is, I take it, still compatible with saying that they are potentially recoverable in principle, given the right sort of analysis. That writers sometimes do not engage in the right sort of analysis to become aware of their own true intentions does not mean that they are not in principle available; both the reader and the author may make more or less reasonable hypotheses about them, based on available evidence.

(KATHLEEN STOCK)

- a. Explain *briefly* what view of authorial intention the passage above may be taken to be arguing *against*.
  
- b. A critic reviewing a book suggests that the author wrote her work with a particular intention (for example, to highlight the plight of a particular ethnic group); the author denies that this is so. To what extent may we hope to be able to resolve the dispute between them?

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