



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

November 2020

Surname & first name(s)

INSTRUCTIONS TO CANDIDATES

This booklet contains the following Modern Languages, Linguistics, Language Aptitude and Philosophy 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 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 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.



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. Dovezli mi [BALÍK] od [BABIČKA]. Poslala mi [KNIHA] a pár [FOTKA].

b. V [SRPEN] jsme cestovali [AUTO] po [ČESKÁ] [REPUBLIKA].

c. [MUSET] pomáhat [TVŮJ] [BRATR], než půjdu do [KINO].

d. Filip [MÍT] [JEDNA] [RŮŽE], [KTERÝ] koupil sám.

e. Potkala jsem [NÁŠ] [NOVÝ] [UČITEL] na [ULICE].

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

a. No one knows anything new about the situation in Prague.

b. Where does Bruno come from? I thought he was from Spain, but he isn't.

c. She was watching television in the living room when her mother rang.

d. We are organizing a concert for the students who will come back from Oxford next week.

e. Katka bought herself a ticket ten days ago, but now she can't go.

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

a. S kým jsi mluvil včera tak dlouho po cestě do školy?

b. Kromě Hany umějí všichni tančit, ale ona hraje nejlíp na klavír.

c. Studenti nechápou román kvůli špatnému překladu, který autor připravil sám.

d. Na večeři máme bohužel jen rohlíky se šunkou a pomerančový džus, protože někdo zapomněl na pivo a sýr.

e. Největší hvězda české hudby je od března nemocná a není jasné, kdy ji znovu uvidíme zpívat.

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: Il est parti courant. *Answer :* Il est parti EN courant.

- a. Elle est mon aînée trois ans.
- b. J'aurai fini mon travail de partir.
- c. Il s'intéresse l'astronomie depuis des années.
- d. Le livre il a écrit la préface est en vente dans toutes les librairies.
- e. Les étudiants voulaient tous participer match de rugby.

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

Example: Je veux qu'il (VENIR) en vacances avec nous.

Answer: Je veux qu'il VIENNE en vacances avec nous.

- a. Quand je (ETRE) au supermarché, j'achèterai des œufs frais.
- b. Mon frère et moi vous (REJOINDRE) au cinéma dans la soirée.
- c. Si j'étais à votre place, je (FAIRE) la même chose.
- d. Il est nécessaire que nous (SAVOIR) la raison de son départ.
- e. (OUVRIR) la fenêtre s'il te plaît car il fait beaucoup trop chaud.

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

- a. Will she have finished her homework before going out this evening?

- b. If you gave me some money, I would go to France next week.

c. You will have to buy new trousers when you come back from school.

d. According to some witnesses, the Queen has just left the palace.

e. They have been learning German and Spanish for two and a half years.

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

a. Je me demande si elle croyait vraiment ce que le médecin lui avait dit.

b. Mes copains ont demandé au professeur s'ils pouvaient assister au cours.

c. Il avait prévenu sa belle-mère qu'il ne serait pas chez lui ce jour-là.

d. Elle s'attendait à un échec, mais elle a été agréablement surprise.

e. Quoi que tu fasses, tu ne pourras pas l'empêcher d'y aller.

<h1>German</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. (50 marks, 2 marks per word):

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

Answer : Polizisten, kein, den, Genaues

a. Sie hat [DIESER] Brief letzte Woche zur Post [BRINGEN], aber wir warten immer noch auf [ER].

b. Hier sehen Sie das Büro [DER] [PRÄSIDENT].

c. [MEINE] [SCHWESTER] schenke ich ein [DEUTSCH] Buch. Sie wünscht sich schon lange [EIN].

d. Nach [EINE] [LANG] Woche gehe ich gern mit [MEIN] Hund in [DER] PARK.

e. Er ist und bleibt [MEIN] [GROSS] Vorbild.

f. Es gibt nichts [SCHÖN], als an [EIN] [SONNIG] Tag mit [NETT] [FREUNDE] im Café zu sitzen.

g. [WELCH] der beiden Röcke findest du schöner? [DER] [ROT] oder [DER] [GRÜN]?

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

a. Wir verbrachten einen wunderschönen Abend. Es wurde viel gegessen und gelacht.

b. Die neue Schülerin soll eine begabte Klavierspielerin sein.

c. Laut neuester Forschungen ist die Zahl der Erkrankten stark zurückgegangen.

d. Die Maschine lässt sich nur reparieren, indem man sie auseinandernimmt.

e. Du musst mich wirklich nicht zum Bahnhof fahren.

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

a. If you had asked me what she was called, I would have told you.

b. You mustn't feed the rabbits. They're not allowed to eat bread.

c. The salesperson waited for me to pay before closing the shop.

d. I was watching television when suddenly I heard a loud noise.

e. This is the female chef whose books my father always read when I was a child.

Italian				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: 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. Tanti anni fa Giovanni (AVERE) due cani piccoli che (loro - PRENDERE) l'abitudine di seguirlo dappertutto (PREPOSITION) casa.

b. Se Lucia (INVITARE + PRONOUN), io (ANDARE) al picnic la settimana scorsa.

c. Tu hai visto il film (di + PRONOUN) Marco ci (lui - PARLARE) ieri? A me non (PIACERE) tanto i gialli.

d. Ciao mamma, mi (tu- POTERE) dire dove (TROVARSI) le mie scarpe (PREPOSITION) tennis? Grazie!

e. Signori, prego, (Loro- SEDERSI). Tra poco (noi - SENTIRE) le ultime notizie.

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

a. Don't hang the washing out until I get home, please, Paul!

b. I wouldn't skate on the lake if I were you.

c. They were happy to walk in the rain last time I asked.

d. Could someone please tell me where I can find the book I need?

e. Without knowing how many people are coming, it's difficult to decide on a menu.

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

a. Di colpo, Chiara si accorse di aver lasciato il telefonino a casa ma non aveva tempo per tornare a prenderlo.

b. Questo tempo non ti sembra strano? Non avrei mai immaginato neve a maggio!

c. Quelle pesche mi sembrano buone, ne comprerò due chili.

d. L'automobile di cui ti avevo parlato non era più in vendita allora me ne sono comprata un'altra.

e. Pensandoci, non ha senso pagare con la carta di credito per una cifra così bassa.

<h1>Modern Greek</h1>		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. Ενώ [(εμείς) ΜΙΛΛΩ] στο τηλέφωνο, κάποιος άρχισε να [ΦΩΝΑΖΩ] στο διπλανό δωμάτιο.

b. Αν δεν [(αυτός) ΘΕΛΩ] να το κάνει, ας μας [ΣΤΕΛΝΩ] ένα μήνυμα.

c. Θυμάμαι ότι όταν [(εγώ) ΣΠΟΥΔΑΖΩ] στον Βόλο, [(εγώ) ΠΗΓΑΙΝΩ] παντού με τα πόδια.

d. Πριν σου [ΛΕΩ] εγώ, μην [ΜΙΛΛΩ] σε κανέναν.

e. Αφού [(αυτός) ΣΠΟΥΔΑΖΩ], ο Νικόλας θέλει να [ΓΙΝΟΜΑΙ] ηθοποιός.

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

a. Don't shut the window, we need some air.

b. We need to go to the supermarket before we start cooking.

c. I saw them as I was coming out of the building.

d. If you speak to him, tell him to come to my office on Monday.

e. When I heard her voice on the phone, I thought she was someone else.

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

a. Μήπως θα μπορούσες να μου κάνεις μια μεγάλη χάρη;

b. Λόγω της κίνησης, παραλίγο να χάσω το τρένο.

c. Πάει πολύς καιρός που έχω να διαβάσω κάτι ενδιαφέρον.

d. Αν μαγείρευες μόνος σου, θα έτρωγες καλύτερα.

e. Μπορεί να έρθει, μπορεί και να μην έρθει. Τι να σου πω; Δεν ξέρω.

<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 dragão _____ [2]
- b. O jornal _____ [2]
- c. A blusa _____ [2]
- d. Um guarda-roupa _____ [2]
- e. O jardim _____ [2]
- f. O pão _____ [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. Eu (PODER) lhe pedir um por favor? (3)
- b. Minha neta não (DORMIR) quando era pequena. (3)
- c. Nós (FICAR) em casa para o Ano Novo. (3)
- d. Joel ainda não (CHEGAR) quando sua mãe telefonou. (3)
- e. Ela (TRAZER) o cão ao trabalho se pudesse. (3)
- f. Não me (DEIXAR) sozinho na festa! (3)
- g. Marcos (IR) aos Estados Unidos nas últimas férias. (3)
- h. Se (QUERER), você pode vir comigo. (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. Os gatos estão fome. (2)
- b. Nunca viajamos barco. (2)
- c. Os meus tios sempre se falam e-mail. (2)
- d. A carta era mim. (2)

- e. Marcos pôs a mão fogo e se queimou. (2)
- f. Você viverá com os pais ter 18 anos. (2)
- g. Ela vai ganhar a corrida, dúvida. (2)

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

- a. Será que você ouviu alguma coisa do que eu disse? (5)

- b. Atualmente elas têm tirado boas notas. (5)

- c. Faça o favor de apagar as luzes ao sair. (5)

- d. Quando minha avó nasceu ainda não existia a televisão ou a internet. (5)

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

- a. João thought before writing the article about Brazil. (6)

- b. I can only join the trip if accommodation is free. (6)

- c. You were right, there was no reason for concern. (6)

- d. Although I am not hungry, I can have a coffee with you. (6)

- e. We are always willing to help with the preparation of meals. (6)

Russian				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 не (ЖИТЬ)..... у (ОН).....», (ГОВОРИТЬ)..... Он
 высокой женщине, (СИДЯЩИЙ).....рядом с
 (ДВЕРЬ).....
- b. Он (ВСЁ).....интересуется, даже (ЯЗЫКИ)..... Знает, как на
 ФРАНЦУЗСКИЙ сказать «До (СВИДАНИЕ).....» без
 (СЛОВАРЬ).....
- c. Учительница показывает (ДОЧКА).....больную ногу и убеждает (ОНА).....
пойти за (ВРАЧ)..... «Это напротив (ШКОЛА).....
 (ПРОСИТЬ)..... тебя спешить.»
- d. «Что Вас (ВОЛНОВАТЬ).....?» спросили (СОСЕД)..... «Мы сейчас
 (УЕЗЖАТЬ)....., будем только через (НЕДЕЛЯ).....Не знаем,
 что будет с (МАТЬ).....»
- e. Коля хорошо знаком с (ФУТБОЛИСТ)..... Они часто вместе пиво
 (ПИТЬ).....Прямо из (БУТЫЛКА).....Это
 АНАТОЛИЙникогда не НРАВИТЬСЯ.....

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

- a. I wish that Michael would write to me more often. He's been away since the sixth of June last year, and since then I've just had five letters.

b. Can you recommend to us a nice café a kilometre or so away from here that I can get to easily on a local bus.

c. Chekhov was born on 29 January 1870 and only lived to the age of forty-four. In 1898, he started building a house in Yalta.

d. As I was going down the street, I met my mother's old friend, who always walks to the university. She was carrying a big fat book.

e. Don't worry: I know that you don't like him, but he isn't here very often. He is very busy with work over the other side of town.

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

a. Я стоял, смотрел на горы, на розы под ними и думал: куда же идти, никогда не найдешь дорогу.

b. Встало солнце, и хотя люди еще спали за замками и болтами и еще не горел свет - город уже проснулся.

c. Словом, нигде в мире дикая природа не подходит так близко к большому городу, как в Алма-Ате.

d. В другом месте, тоже прямо на улице, мне повстречалась большая рыжая собака.

e. От деревьев исходил сладкий запах, и он был так тяжел, что не плыл, а стоял в воздухе.

<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. Es más seguro que te paguen la nómina directamente **[PARA / EN / ANTE]** el banco que ir por la calle con el sueldo del mes, si no te arriesgas **[PARA / POR/ A]** que te **[ROBAN / ROBEN / ROBARÁN]** todos tus ahorros. **[6]**
- b. Cuando **[ESTALLABA / ESTALLÓ / HABÍA ESTALLADO]** la guerra, muchos jóvenes se alistaron voluntariamente **[A/ PARA/ EN]** uno de los dos bandos; desgraciadamente bastantes murieron **[A/ PARA/ EN]** los dos primeros meses. **[6]**
- c. Cuando era pequeño **[ABORRECIÓ / ABORRECÍA / ABORRECERÍA]** las corridas de toros, de hecho las odiaba **[DE / CON/ POR]** toda su alma y nunca había asistido a una. **[4]**
- d. Nada más **[LLEGAR/ LLEGADO/ LLEGANDO]** a su destino ya quería volverse a ir; **[ESTABA/ ERA]** como si no tuviera paciencia para vivir en ese lugar tan recóndito. **[4]**
- e. Han hecho un estudio de mercado y parece que la canción que más **[LES GUSTA/ LE GUSTA/ GUSTA]** en general es la que se ha puesto **[DE/ A/ PARA]** moda **[HASTA/ DURANTE/ SEGÚN]** el confinamiento: "Resistiré". **[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. **[SER, ÉL]** una persona muy modesta y habitualmente se comportaba como si no **[GANAR, ÉL]** un premio al mejor matemático del país. **[4]**
- b. Les habían prometido que les **[PAGAR]** en cuanto el gobierno **[PONER]** a su disposición el dinero. **[4]**
- c. Anduvimos sin dificultad por el camino viendo las montañas que se **[EXTENDER]** a nuestro lado y le aseguramos que no **[DETENERSE, NOSOTROS]** hasta que no **[LLEGAR, NOSOTROS]** a la orilla del río. **[6]**
- d. Don Quijote ya **[LLEVAR]** ropas anticuadas para su época y reiteradamente **[DEFENDER, ÉL]** unas ideas trasnochadas en su tiempo, que nadie **[CREER]** nunca antes. **[6]**
- e. No sé si la ballena atacó antes o después de que **[REUNIRSE]** todos los botes, pero gracias al aviso no **[HABER]** ninguna víctima que lamentar. **[4]**

3. Translate into Spanish:

a. He is a politician whose answers are usually lies. Don't trust whatever he says. **[5]**

b. The nurse wanted to restore public confidence in the integrity of her profession. **[5]**

c. However much you object, I'll sue him for sharing my personal details on social media. **[5]**

d. She is a woman we all admire. I wouldn't mind having a boss like her. **[5]**

e. Did you choose to do management studies in the end? I am not surprised, you would have struggled more to find a job as an archaeologist. **[5]**

4. Translate into English:

a. No lo puedo remediar. Cuando voy a una conferencia, al poco tiempo de empezar deseo no haberme inscrito. **[5]**

b. La pareja se fugó de la ciudad al terminar las elecciones. ¡En mi vida he visto tal cosa! **[5]**

c. ¡Que lo hagas y que no te olvides! ¡No te lo dire más veces! **[5]**

d. Nos prohibieron que compartiéramos los datos con cualquier persona que trabajara para el juez. **[5]**

e. Es inconcebible que con el dinero que tiene pida limosna en la calle. **[5]**

Language Aptitude Test

Oxford college of preference

Time allowed: 30 minutes

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

The following questions are based on Sobot, an artificial language. Like English, Sobot has a fixed word order; unlike English, however, it does not 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 paying attention to the differences between similar forms. Hint: keep an eye on the grammatical gender of words, as in *ram* (masculine) vs *ewe* (feminine) vs *sheep* (undetermined). The exercises are built up gradually, so it is best to do them in order.

- (a)
- | | |
|---------------------------------|-------------------------------------|
| suneeli a'follif. | <i>The hens run.</i> |
| luseki pessit. | <i>A postwoman laughs.</i> |
| suleefa porris. | <i>Billy goats sleep.</i> |
| durega a'mettir. | <i>The waiter is gardening.</i> |
| suneelwi. | <i>We (women) are running.</i> |
| suleefsa. | <i>You (men) are sleeping.</i> |
| fuber a'pesat. | <i>The post office is burning.</i> |
| ruseefi a'mottir perris. | <i>The waitresses see a goat.</i> |
| kureedi porris melam. | <i>Nanny goats drink water.</i> |
| tukebwa tekab. | <i>I (man) am writing a letter.</i> |
| rusefa pessit a'fellif. | <i>A postman sees the chicken.</i> |

Give the meaning of:

fuber tekab. _____ [3]

suleefi a'possit. _____ [3]

Translate into Sobot:

You (men) see a chicken. _____ [3]

A waiter is running. _____ [3]

- (b)
- | | |
|--|--|
| fuberwi a'tokob. | <i>I (woman) am burning the letters.</i> |
| yadureegi a'possit. | <i>The postwomen were gardening.</i> |
| suleefim porris a'betat ka. | <i>Nanny goats do not sleep in the house.</i> |
| yakureda a'fellif melam derag ka. | <i>The rooster drank water in the garden.</i> |
| lukeemim follif bolom ka. | <i>Hens do not live in towns.</i> |
| yaruseefwa a'follif a'gesan ka. | <i>We (men) saw the chickens in the park.</i> |
| ruseefam a'sokkik a'pesat. | <i>The actors do not see the post office.</i> |
| yakuteessim botot a'belum ka. | <i>You (women) did not build houses in the town.</i> |

kuredsi tefas.
yasunelwa na yamulemsam.
yafuleti a'sekkik a'sekat ka.

You (woman) are drinking tea.
I (man) ran and you (man) did not cry.
The actress fell in the forest.

Give the meaning of:

yakureda a'sekkik a'tefas. _____
_____ [4]

yamulemsam a'dorog ka. _____
_____ [4]

Translate into Sobot:

Waiters do not build towns. _____
_____ [3]

I (woman) was sleeping in the garden and did not see the goats. _____
_____ [5]

(c) **yafurega a'perris tokob an sekkik.**

The billy goat ate an actor's letters.

suleefwa a'derag ana'pessit ka.

We (men) are sleeping in the postman's garden.

yasuneela a'follif laa'gesan ka da betat ka.

The roosters ran from the park into a house.

yafubeeri a'mottir bekat an pellis sekat ka.

The waitresses burned a police officer's book in a forest.

yakureedim a'porris ana'sekkik a'melam ana'keppit.

The actor's nanny goats weren't drinking the Mayor's water.

ruseefsa sekat laa'betat ka.

You (men) see a forest from the house.

yafuretwim a'fellif ana'mettir daa'melam ka.

I (woman) didn't throw the waiter's chicken into the water.

yamuteti a'pellis tekab da pessit ka.

The policewoman gave a letter to a postman.

yafuber a'betat ana'mottir belum a'ka.

The waiters' town house was burning.

yafuberm a'tekab ana'sekkik a'sekat ka.

The actor's letter was not burning in the forest.

Give the meaning of:

muteetsim a'tokob ana'pollis daa'possit ka. _____ [5]

yafubera a'keppit a'betat sekat a'ka na yakutesa betat belum a'ka. _____ [6]

Translate into Sobot:

The actors' tea fell into the water in a park. _____ [6]

The waiters' roosters ran from the actor's house to the forest. _____ [5]

<h1>Philosophy</h1>		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 the questions which follow.

It seems a perfectly normal thing for a painter to ‘take his subject’ from literature. On the other hand, when we run across a literary passage that puzzles us, do we ever look to painting for an explanation? Somehow we don’t expect writers to base their work on pictures, although such cases are far from rare. As a matter of fact, we find it hard to imagine how *any* picture could ‘explain’ a text the way the Biblical account of the Creation of Adam, for instance, explains a painting of the same event. Certain things, obviously, can be done with words that cannot be done – or at least not done equally well – with pictures. But if this is so, why do we enjoy pictures that are ‘taken from’ literary works? What, we may ask ourselves, is the special pleasure we get from such ‘duplication’ of the text? Do they help us to understand better what the author had in mind? Hardly; after all, why should the painter be a more gifted reader than we are? But of course we know that pictures do not simply ‘duplicate’ the literary passages on which they may be based. They give us something the text does *not* provide. And this something, which is not easy to define, is hinted at in the special word we use for them: ‘illustration’; for to illustrate means, literally, to make brighter, to throw light on something. After we have made some general statement, we often say, ‘Let me illustrate this with a concrete example’, and then we proceed to show how what we have said applies to a particular case. A good illustrator does the same for his literary source: he takes an image, a scene, an event, or a person from the text and, by making a picture of it, makes it more vivid, more ‘real’ for us than it would be otherwise.

W S Heckscher

- a. Explain briefly in your own words the thought of the passage.
- b. EITHER: ‘In general, and as long as the illustrator is a competent one, a work of literature is improved by being illustrated.’ Discuss

OR: To what extent could the thought of the passage apply equally well to accompanying a work of literature with a film of it as it does to its being accompanied by paintings or drawings?

.....

.....

.....

.....

.....

.....

Dotted lines for writing.

Lined paper template with 30 horizontal dotted lines.

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

SECTION B

2. Does it matter whether we attempt to develop in schoolchildren an appreciation of poetry?
3. In the following question the letters A and B stand for two English sentences. Both A and B are true; but beyond this you are not told anything about them. Can you, from this information alone, determine whether the following longer sentences containing A and B are true or false? Justify your answer in each case, noting any difficulties which may arise. Note that each part of the question is a separate task; there is no assumption that A and B need be the same pair of sentences in each task from (a)-(g), just that in each separate case A and B are true sentences.
- a) 'A' contains more words than 'B'.
 - b) A; but B.
 - c) Suppose A; then B.
 - d) A or B.
 - e) The Prime Minister knows that A and B.
 - f) A is a necessary and sufficient condition for B.
 - g) A only if B.
4. 'In responding to a global pandemic, we may learn as much from literature as from science; at the very least, we neglect the wisdom of literature at our peril.' Is this true?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of horizontal dotted lines spanning the width of the page, intended for writing.

Dotted lines for writing.

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

BLANK PAGE

BLANK PAGE

BLANK PAGE

