



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

Wednesday 2 November 2016

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. **Please note, the Philosophy test is a 1 hour test.**

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 Linguistics test is three 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 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, (2) your name, (3) the Oxford college you chose or were allocated, and (4) your date of birth. Your supervisor will also have a record of your UCAS Personal ID if you do not have it.



**Admissions
Testing Service**

Administered on behalf of the University of Oxford by the Admissions Testing Service, part of Cambridge Assessment, a non-teaching department of the University of Cambridge.

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

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

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

Example: Pavel [STUDO VAT] [ČEŠTINA] v [OXFORD] už dva [ROK].

Answer: Pavel studuje češtinu v Oxfordu už dva roky.

a. V [ČESKÁ] [REPUBLICA] je velké množství [NADHERNÁ] [PAMÁTKA].

b. [MINULÝ] [STŘEDA] moje přítelkyně [PŘIJÍT] na [PŘEDNÁŠKA] velmi pozdě.

c. Včera [MÍT] děti sedm [HRUŠKA], pět [OKURKA] a tři [POMERANČ].

d. Kdybych [MÍT] víc [PENÍZE], [MOCI] bych jet také do [LONDON].

e. Až dneska večer [PŘIJÍT] [DOMOV], [BÝT] jen [ODPOČÍVAT].

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

a. We are closed 24–26 December, but open as usual on all other days of the year, including New Year's Day.

b. The first thing I did when I got back to the flat was to phone my friend.

c. Yesterday it snowed and it was foggy, so the boys stayed at home reading a book.

d. He explained how to get to the hotel where they were to meet.

e. There was silence for a moment on the line and I thought we had been cut off.

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

a. Můj kamarád se mě zeptal, jak dlouho žiji v Praze.

b. Nikdy jsem tam nepracoval.

c. Profesorka hovořila o historii české literatury celé dvě hodiny.

d. Někdy se jdu odpoledne projít do parku.

e. Nemohli jsme tehdy ještě tušit, co nás v životě čeká.

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

1. FILL THE SENTENCE WITH ONE SINGLE WORD. (5 marks, 1 per sentence):

Example: J'ai écrit..... ma mère. *Answer:* J'ai écrit à ma mère.

- a. Ton livre se trouve..... l'étagère.
- b. Je l'ai rencontrée.....le pharmacien.
- c. Que penses-tu.....la situation économique actuelle?
- d. Son succès dépendra.....ses aptitudes.
- e. On peut toujours se fier.....ses amis.

2. GIVE THE APPROPRIATE FORM OF THE VERB. (5 marks, 1 per sentence):

Example: Je crains qu'il ne (perdre) son chemin. *Answer:* Je crains qu'il ne PERDE son chemin.

- a. Il préparait à manger, tandis qu'elle (lire) un recueil de poèmes.
- b. (Aller) débarrasser la table s'il te plaît.
- c. L'orage a éclaté, avant que tu ne (partir)
- d. Quand il (obtenir) son bac, il prendra une année sabbatique.
- e. Je ne veux pas que tu (s'en aller) sans moi.

3. TRANSLATE INTO FRENCH. (20 marks, 4 per sentence):

- a. Are you not ashamed of what you have done in your neighbour's house?

- b. How very kind of her to invite us into her little house by the seaside!

c. Strange as it may seem, he does not have any patience with his colleagues.

d. If the students spent a few hours studying these rules, they would avoid numerous mistakes.

e. He has been living in south Wales since he was offered a job as a translator.

4. TRANSLATE INTO ENGLISH. (20 marks, 4 per sentence):

a. Que tu le veuilles ou non, ça se passera comme prévu et tu ne pourras rien y changer.

b. Après lui avoir appris la nouvelle hier, elle l'a quitté et a fermé la porte à clé.

c. Je préfère qu'il ne sache rien avant notre entrevue, pour qu'il n'ait pas le temps de préparer ses excuses.

d. Elle lui a demandé s'il croyait vraiment ce qu'il disait, ou s'il faisait semblant afin de choquer ses collègues.

e. Depuis qu'ils ont supprimé la ligne de métro, les banlieusards mettent une demi-heure de plus pour venir en ville.

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

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. (40 marks):

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

Answer : Polizisten, kein, den, Genaues

a. [WELCH] dieser Stifte ist [DEIN]?

b. Vertraust du [DEIN] Freund, nachdem er [DU] betrogen hat?

c. [DIESER] Philosoph ist [MEIN] [GROSS] Vorbild.

d. Ist das die Tasche [DER] [STUDENT]?

e. Am Sonntag wollen wir in [EIN] [GEMÜTLICH] Biergarten gehen.

f. [DIESER] Tipp hat mir ein [VERWANDT] gegeben.

g. [KLEIN] Haus mit [SCHÖN] Aussicht auf [DAS] Meer zu vermieten.

h. [SIE (3rd person singular)] erzähle ich [KEIN] [EINZIG] Wort mehr!

i. Die Uhr hängt an [DIE] Wand.

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

a. Auf dem Fest herrschte eine gute Stimmung. Es wurde viel gefeiert und getanzt.

b. Das hättest du nicht tun dürfen!

c. Laut der Statistik sind die Arbeitslosenzahlen gesunken.

d. Der Reporter berichtete, dass die fremdenfeindliche Partei nicht ins Parlament eingezogen sei.

e. Am besten lernt man neue Wörter, indem man sie auf Vokabelkärtchen schreibt und dann regelmäßig wiederholt.

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

a. What a nice day! We should go outside and enjoy the sun.

b. In winter we usually go away for a few weeks, but last year we couldn't, because we had too much work.

c. She waited for me to try on the dress.

d. If you had asked me, I would have told you.

e. I think I last got a birthday cake when I turned 12, but I can't remember exactly.

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

1. Provide appropriate forms of the words given in brackets. (Each sentence is worth max. 6 marks):

Example with answers: Da giovane (AVERE, io) avevo un sacco di capelli, ora invece (ESSERE) sono calvo.

- a. Se (ESSERE, io) _____ ricco, (FARE, io) _____ un lungo viaggio (PREPOSITION + ARTICLE) _____ Stati Uniti.
- b. Non (ESSERE) _____ così scortese! In fondo ieri non (SUCCEDERE) _____ nulla di grave (PREPOSITION + ARTICLE) _____ tuoi amici.
- c. Quando (DIVENTARE) _____ vecchi, anche voi (CAPIRE) _____ quanto (ESSERE) _____ importante mantenersi in esercizio.
- d. Tu non (CAPIRE) _____ proprio niente. Ma perché non cerchi (PREPOSITION) _____ informarti, prima di esprimere giudizi avventati (PREPOSITION + RELATIVE PRONOUN) _____ prima o poi ti pentirai?
- e. L'anno scorso, quando (ARRIVARE, tu) _____ a casa mia, ti (VEDERE) _____ molto deperito, tanto che io e Maria (PREOCCUPARSI) _____ molto per la tua salute.

Sub-total: _____/30

2. Translate into Italian. (Each sentence is worth max. 8 marks):

- a. This test would be easier if I had studied more in the previous months.

- b. I realized that the situation had deteriorated considerably after our departure.

c. What they saw then made them so happy that all other worries vanished.

d. Despite my 'phone call, neither you nor Anna expected this to happen, right?

e. I will do as you say, but I think both of you will regret this in due course.

Sub-total: _____/40

3. Translate into English. (Each sentence is worth max. 6 marks):

a. Mi piacerebbe molto poterti aiutare, ma non so proprio cosa dirti.

b. Si comportava in modo strano: alzava le braccia in aria e urlava come un pazzo.

c. È una giornata talmente bella che viene voglia di ballare e cantare.

d. Improvvisamente mi resi conto di avere tre piedi invece di due.

e. Puoi dirmi a cosa stai pensando? Non dici nulla da oltre un'ora.

Sub-total: _____/30

TOTAL: _____/100

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

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

a. Τα [ΜΩΡΟ] της [ΞΑΔΕΛΦΗ] μου είναι πολύ [ΓΚΡΙΝΙΑΡΗΣ].

b. Αν [(εσύ) ΒΛΕΠΩ] τον Γιώργο, καλύτερα [ΔΕΝ ΛΕΩ] τίποτα για το θέμα αυτό.

c. Το αεροπλάνο παραλίγο [ΠΕΦΤΩ] εξαιτίας [ΟΙ ΚΑΙΡΙΚΕΣ ΣΥΝΘΗΚΕΣ] πάνω από [Ο ΑΤΛΑΝΤΙΚΟΣ ΟΚΕΑΝΟΣ].

d. Και οι δύο θείοι [Η ΜΑΡΙΑ] δουλεύουν ως [ΦΟΡΤΗΓΑΤΖΗΣ].

e. Μην [(εσύ) ΑΝΑΦΕΡΩ] τίποτα στους [ΦΙΛΟΣ] σου, αν δεν [ΜΙΛΑΩ] πρώτα με [ΕΓΩ].

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

a. She called me, the moment she heard the news.

b. We haven't seen each other since last year.

c. They ordered three coffees and two teas.

d. When he grows up, he wants to be a teacher.

e. Every day, I go to work taking the bus from the stop next to the supermarket.

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

a. Παραλίγο να χάσουν το τρένο περιμένοντας τον Νίκο να ετοιμαστεί.

b. Αν δουλέψω όλο το καλοκαίρι, μπορεί να πάρω καινούργιο αυτοκίνητο.

c. Έχω να τους μιλήσω πολλά χρόνια, αλλά πάντα τους σκέφτομαι.

d. Αναρωτιέμαι μήπως πρέπει να μιλήσω πριν φύγει.

e. Ελπίζω να μην ξεχάσουν να έρθουν μετά απ' ό,τι έγινε.

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

1. Transform the following articles and nouns from singular to plural (10 marks):

Example: a mãe

Answer: AS MÃES

- a. o relógio _____ (2)
- b. o telemóvel _____ (2)
- c. a viagem _____ (2)
- d. o licor _____ (2)
- e. a instrução _____ (2)

2. In each sentence insert the verb in the correct form for its grammatical context. (15 marks):

Example: Ontem eu de casa mais cedo. (SAIR)

Ontem eu *SAÍ* de casa mais cedo.

- a. Não gosto de vermelho. o verde. (PREFERIR) (3)
- b. A minha avó dizia que nós muita sorte. (TER) (3)
- c. Se vocês íamos ao cinema. (QUERER) (3)
- d. Quando possível, vem jantar comigo. (SER) (3)
- e. O ano passado, eles de férias a Cabo Verde. (IR) (3)

3. Fill in the gap with an appropriate preposition, where necessary. (15 marks):

Example: O tempo hoje está semelhante o de ontem.

Answer: O tempo hoje está semelhante *AO* de ontem.

- a. Eles estão acostumados calor do Brasil. (3)
- b. Para encontraro cinema, continue sempre em frente. (3)
- c. A questão é fácilresolver. (3)
- d. Ficámos surpreendidos o final do livro. (3)
- e. Obrigada a visita! (3)

4. Translate the following sentences into English. (30 marks):

a. Ando à procura de um emprego melhor mas não consigo arranjar nada. (6)

b. Embora Portugal seja um país pequeno, a paisagem é bastante variada. (6)

c. Basta chegarmos ao aeroporto uma hora e meia antes do vôo. (6)

d. É pena que não haja ninguém para te ajudar a fazer isso. (6)

e. Ela já não tinha vontade de nadar e por isso saíram da água. (6)

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

a. In the past there wasn't so much information available. (6)

b. Is there still space for us? (6)

c. Clara, it is likely that you will arrive at school late! (6)

d. Next week, they will buy new shoes at last! (6)

e. Yesterday he came to talk to me about a confidential problem. (6)

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

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. Он отправил(МАТЬ) вчера вечером (ПОСЫЛКА)....., а сестра отправила свою на день..... (РАНО). Так что он(ОПАЗДЫВАТЬ). Псылка от(ОНА) пришла вовремя.
- b. Не выпусти.....(ПЕС)! Я терпеть не могу(СОБАКА). Он выглядит очень(ОПАСНЫЙ). У него много..... (ЗУБЫ) и боюсь, что он на меня.....(НАПАДАТЬ).
- c. У нее двое.....(РЕБЕНОК). Старшему сыну не меньше(ТРИ)(ГОД), он сегодня в(ДЕТСКИЙ САД). Но я не знаю,(ЧТО) он там учится.
- d. У тебя есть планы на..... (СУББОТА)? Да, в.....(ПОЛОВИНА) первого, как только.....(КОНЧАТЬ) заниматься, пойду на..... (ВЫСТАВКА). Сегодня у меня нет.....(ВРЕМЯ).
- e. Сколько(ТЕТРАДЬ) в этом(ШКАФ)? Я думаю, не меньше.....(ЧЕТЫРЕ). Здесь было еще двадцать.....(КАРАНДАШ). Куда же они могли.....(ИСЧЕЗАТЬ)?

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

- a. His birthday is on 30 October 2017. He is two years younger than his sister. Someone told me she would be coming to the party.

b. Every day I take the tram to work, but I like to walk back. The trip to work takes about 15 minutes, and the walk back in the evening more than half an hour.

c. I never watch morning TV – it bores me terribly. I like watching the birds fly past the window and right now I have twenty books to read too.

d. There were six pictures of kittens on the Internet this morning. One of them was wearing a pink jacket and another was eating fish.

e. The spy looked nervously at the passers-by. He was supposed to stop a tall thin man and ask the way, but he could only see six girls.

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

a. Марков снял пальто и лег на диван. Ему хотелось спать, но как только он закрывал глаза, желание проходило.

b. Петров говорил, обращаясь к публике, речь о том, что будет, если на месте парка будет построен новый дом.

c. Таня, дойдя по коридору до двери, на которой было написано: "Вход категорически воспрещен", открыла эту дверь и вошла в комнату.

d. Невысокий худой мужчина, сидевший у окна, ничем не отличался от пассажиров, регулярно пользующихся городским транспортом.

e. Он бы мне больше нравился, если бы я так его не ненавидел.

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

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

- a. Pedro está **[DE/ EN/ PARA]** su derecho de reclamar la falta, pero en cambio ha decidido no participar **[A/ POR/ EN]** el próximo partido. Yo no sé el **[PORQUE/ POR QUÉ/ PORQUÉ]** de su comportamiento. [6]
- b. El director llamó a su secretario **[EN CONSECUENCIA/ POR TANTO/ PARA QUE]** le **[TRAERÁ/ TRAJERA/ TRAERÍA]** un documento. Él es **[EL/ UN/ O]** abogado muy bueno. [6]
- c. ¡Ojalá **[VAYA/ FUERA/ HUBIERA IDO]** al cine contigo ayer! Nos lo **[PASARÍAMOS/ PASÁRAMOS/ HABRÍAMOS PASADO]** genial. [4]
- d. Este libro presenta **[TAL/ TAN/ CUAL]** dificultad que es imposible leerlo y no creo que lo **[PODEMOS/ PODAMOS/ PODREMOS]** terminar para mañana. [4]
- e. **[HASTA QUE/ TAN PRONTO COMO/ ENSEGUIDA QUE]** no vengas, no **[ENTREMOS/ ENTRÁRAMOS/ ENTRAREMOS]** a la sala, pero por favor no conduzcas por la carretera **[A/ POR/ EN]** 150 Km/h para llegar a tiempo. [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. En junio del año que viene **[TERMINAR, nosotros]**..... la carrera de Derecho y para diciembre ya **[EMPEZAR, nosotros]** a trabajar. [4]
- b. **[SER]**.....lógico que no **[QUERER, vosotros]**..... venir con nosotros, hace mucho frío. [4]
- c. La semana pasada, ella le sugirió a su marido que **[HABLAR, él]**con los vecinos amablemente para que se dieran cuenta de que les **[ESTAR]**.....molestando toda la noche anterior. [4]
- d. Eva **[ENFADARSE]**..... el lunes con su marido porque **[ESTAR]**.....harta de su vagancia. No **[COCINAR]**..... ni una comida desde el día de la boda. [6]
- e. Cuando **[SALIR, nosotros]**..... de la estación, no **[HABER]**..... ningún taxi y entonces decidimos que nos **[RECOGER]**..... un Uber. [6]

3. Translate into Spanish:

a. The key thing that I have learnt in politics is that once something is signed there is no turning back. **[5]**

b. We would like you to know that we shall also miss you for your work and dedication. **[5]**

c. When doing so, however, it needs to be borne in mind that trade relations are established by individual companies. **[5]**

d. Moreover, without wishing to be alarmist, the support of the media is important for a successful campaign. **[5]**

e. While fluids are essential, don't forget to keep an eye on your calorie intake from drinks. **[5]**

4. Translate into English:

a. Es primordial que la comunidad internacional adopte una postura firme para impedir tales acciones. **[5]**

b. Los diputados señalaron que la racionalización tendría que estar basada en las necesidades de los países en vías de desarrollo. **[4]**

c. El Parlamento Europeo tiene como objetivo que los gobiernos no eviten cumplir con sus obligaciones. **[5]**

d. Las intervenciones no deben centrarse únicamente en los resultados inmediatos, sino también en los efectos que pueden generar a largo plazo. **[6]**

e. Si hiciera falta, el director podría dar permiso para revelar información contenida en los expedientes de los estudiantes. **[5]**

Linguistics

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):

Modern Languages & Linguistics

Single Modern Language (other than French and German)

Psychology & Linguistics

Philosophy & Linguistics

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: Pocomchí [33 marks]. Consider the following data from Pocomchí, a language spoken in Guatemala, and answer questions (a) – (d).

1. qoril	'He sees us.'	8. tikil	'They see you (pl).'
2. kiril	'He sees them.'	9. tikeht ² al	'They recognize you (pl).'
3. kiwil	'I see them.'	10. qoreht ² al	'He recognizes us.'
4. tiwil	'I see you (pl).'	11. kikeht ² al	'They recognize them.'
5. kiqil	'We see them.'	12. kiweht ² al	'I recognize them.'
6. qokil	'They see us.'	13. tireht ² al	'He recognizes you (pl).'
7. tiqil	'We see you (pl).'	14. kiqeht ² al	'We recognize them.'

a. How do you say the following in Pocomchí?

[10 marks]

i. He sees you (pl). _____

ii. I see us. _____

iii. They recognize us. _____

iv. He recognizes them. _____

v. We recognize you (pl). _____

b. What is the difference in meaning between:

[5 marks]

qo- vs. -q- _____

ki- vs. -k- _____

c. How would you say the following in Pocomchí, based on the data above? **[8 marks]**

i. He sees me. _____

ii. You (pl) see them. _____

d. List two ways in which Pocomchí and English are different. **[10 marks]**

Question 2: Child Phonology [33 marks]. The following are examples of words uttered by Jessie, a young English child. Jessie is still developing her speech and has not yet learnt to speak like an adult. The first column lists adult words and the second the corresponding words in the way Jessie pronounces them. The pronunciations are given in the phonetic alphabet. Assume that Jessie pronounces vowel sounds the same way as an adult does, as you can see the symbols given for the vowels are the same as in the corresponding adult version.

Note: ð is pronounced like <th> in the word *the*, θ is pronounced like <th> in the word *thick*.

	adult	Jessie
1. goat	gəʊt	dəʊt
2. spider	spɑɪdə	pɑɪdə
3. smoke	sməʊk	məʊt
4. zoo	zu:	ðu:
5. thin	θɪn	tɪn
6. that	ðæt	dæt
7. sock	sɒk	θɒt
8. leave	li:v	li:b
9. van	væn	bæn
10. seaside	si:sɑɪd	θi:θɑɪd
11. leaf	li:f	li:p
12. this	ðɪs	dɪθ

a. Make a list of the rules that characterise the differences between Jessie's and adult's speech below. **[16 marks]**

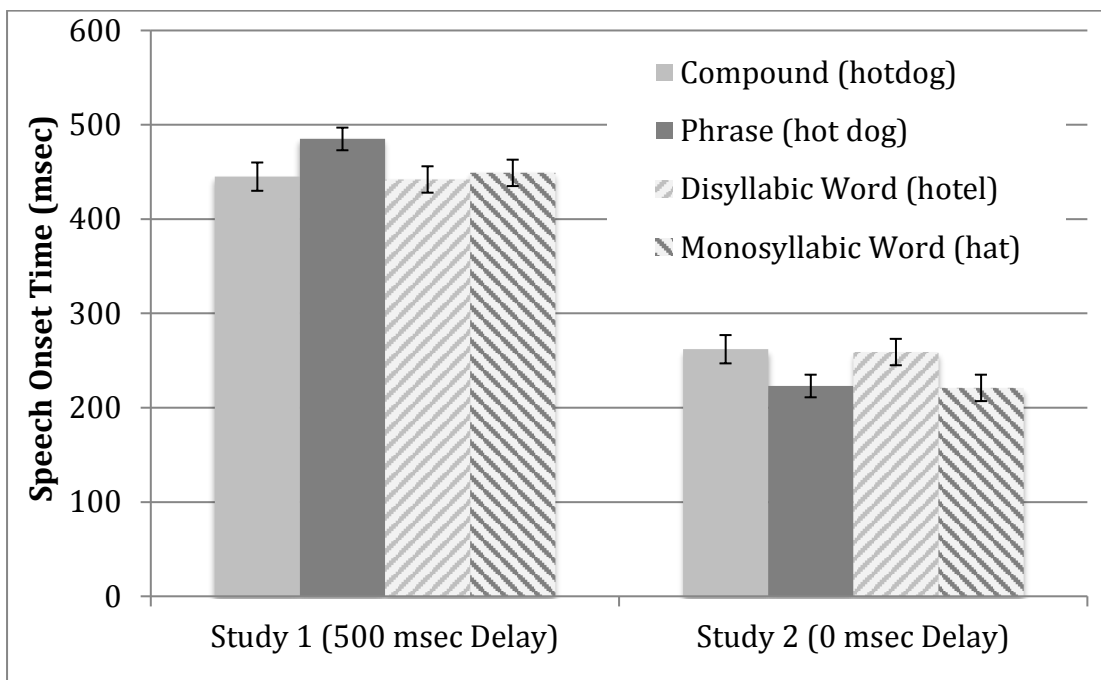
b. What is the difference between Jessie's and an adult pronunciation of the beginnings of the words *smoke* and *spider*? Make a generalisation. **[2 marks]**

c. List consonant sounds which are missing from Jessie's speech. Give examples. [8 marks]

d. Predict how Jessie will pronounce consonants in the following words: [7 marks]

sky _____ moth _____
 live _____ dog _____

Question 3: Speech Production [34 marks]. Delays in the time it takes people to initiate speech, called speech onset time, allow researchers to study the process of speech planning. In general, longer speech onset times are related to more effortful planning. The two studies below report speech onset times for four types of speech: Compounds (hotdog), Phrases (hot dog), Disyllabic Words (hotel), and Monosyllabic Words (hat). The first study required participants to initiate their speech directly after a prompt, while the second study gave participants 500 msec after a prompt to prepare their speech.



a. Which speech type(s) were slowest in Study 1 (*circle your answers*)? [8 marks]

- i. Compounds ii. Phrases iii. Disyllabic Words iv. Monosyllabic Words

b. Which speech type(s) were slowest in Study 2 (*circle your answers*)? [8 marks]

- i. Compounds ii. Phrases iii. Disyllabic Words iv. Monosyllabic Words

c. Did the two studies produce the same results? Why or why not? [18 marks]

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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

I am applying for a course involving (please tick):

- Beginner's German Beginner's Italian Beginner's Portuguese Beginner's Russian

The following questions are based on an invented language, Murg. Murg has no definite or indefinite articles, nor does it differentiate simple from progressive tenses (**goes** vs. **is going**). Unlike English, Murg does not have a fixed word order (thus a sentence like **he saw me** can appear as **me he saw** or **saw he me**, and mean the same thing each time). Work out the meanings of the 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. [Total value for the test: 50 marks]

(a) Study the following sentences:

bik delkeg prom	The nurse drinks gin
darag arnom	The policeman walks
barag danurak barem	The lady sees the gentleman
danem dak barrpag	The beggar steals the wallet
turag bik mosomem	The clerks want gin
tanurag promem dak	The gentlemen are drinking tea
parrpag tarak karomem	The beggars address the policemen
parag kistemem delkek	The ladies request the nurse
karom durak barrpag	The beggar addresses the clerk.

Give the meaning of:

arnomem telkeg _____ [3]

mosom danurag barak _____ [4]

Translate into Murg:

The policemen see the clerks _____ [4]

The beggars steal wallets _____ [4]

(b) Study the following sentences:

dag damokol	The wallet is on the table
barikol damag	The snow is on the house
kistemem tarag bamuk dukol	The policemen request the money on the desk
balag prom dorokurk bamuk	The landlord drinks beer from a bottle
bamug dorokar	The beer is in the bottle
parig damakar rabomem	The children play in the snow
torok damokurk geremem turag	The clerks take the bottles from the table
danurag barem dorok bamukas	The gentleman sees a bottle of beer
parikar arkanemem tak parag	The ladies make wallets in the houses

Give the meaning of:

dukar torog _____ [3]

parikurk gerem barig dat _____ [5]

Translate into Murg:

The child sees snow on the houses

_____ [5]

The clerk steals tea from the policeman

_____ [5]

(c) Study the following sentences

barrpag tak mem baretod	The beggar has seen the wallets
romem barrpak telkeg karotot	The nurses will address the beggar
turag makotot memem balakurk bamuk	The clerks have demanded beer from the landlord
damak barig rom vakotod	The child will enjoy the snow
badakar bik baldiag protod mem	The miser has drunk the gin in the room
dug darakas badakar	The policeman's desk is in the room
danurag mem delkek karotod	The gentleman has addressed the nurse
parag geretot memem bamuk barrpakas	The ladies have taken the beggar's beer

Give the meaning of:

delkeg damokurk rom danetod
_____ [4]

memem protot paldiag gamuk
_____ [4]

Translate into Murg:

The policeman has seen the miser's room

_____ [5]

The ladies will walk from the house

_____ [4]

<h1 style="margin: 0;">Philosophy</h1> <p style="margin: 0;">Time allowed: 1 hour</p>		<p>Oxford college of preference</p>
UCAS Personal ID	Surname & first name(s)	Date of birth

*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.

The novelist Gore Vidal has one of his narrators declare: ‘there is no history, only fictions of various degrees of plausibility. What we think to be history is nothing but fiction.’ In similar vein one can find Michel Foucault declaring of his own often profound analyses of the past that ‘I am well aware that I have never written anything but fictions’, though significantly going on to add – much as Vidal retreats with his ‘degrees of plausibility’ – that this does not mean that ‘those fictions are beyond truth’. The sentiments are typical of much postmodern insecurity about the status of history. That there are some grounds for worry we must concede, for there has probably never been a period at which human beings have been more aware of the extent to which the past is their own creation.

David Brown

- a. What, in your own words, is the central claim which the passage seeks to discuss?
- b. **EITHER:** Is it possible for historical writing to be ‘non-fiction’?
OR: Should we say of *literary* fiction that it is not beyond truth?

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PART B

2. For this question, we take an *argument* to be a collection of sentences, one of which is marked off from the others and called the ‘conclusion’. (This marking off is often accomplished in English by a word such as ‘so’, or ‘therefore’.) The remaining sentences we call ‘premises’. We say that an argument is *valid* if there is no possible situation which would make it simultaneously the case that all of the premises are true, and the conclusion false. If an argument is *not* valid, we say that it is *invalid*.

For each of the following arguments, say whether it is valid or invalid. State your reasoning as precisely as possible, noting any difficulties and points of interest.

- a. New College in Oxford is not a new college.
St Catherine’s College in Oxford is a new college.
Therefore, There are at least two colleges in Oxford.

- b. Old College in Edinburgh is not a new college.
New College in Edinburgh is not a new college.
Therefore, There are at least two colleges in Edinburgh.

- c. If the creature in the box has eight legs, it’s a spider.
The creature in the box is a spider.
Therefore, The creature in the box has eight legs.

- d. There are at least two colleges in Oxford.
There is only one college in Oxford.
Therefore, There are three colleges in Edinburgh.

- e. The BFG believes Charles Dickens is called Darles Chickens.
Charles Dickens is the author of *Great Expectations*.
Therefore, The BFG believes the author of *Great Expectations* is called Darles Chickens.

3. Would it be a good idea to have a third form of Olympic Games, without any drug testing, alongside the current Olympics and Paralympics? (It is assumed that the current Olympics and Paralympics would continue with the best drug-testing regimes available.)

4. ‘One can appreciate poetry fully only if one has tried to write poetry oneself.’ Give BOTH the strongest argument FOR, AND the strongest argument AGAINST, this statement that you can. Which argument is the most convincing, and why?

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