

Name .....

College of first choice .....

Proposed course of study .....

Please state your first language (mother tongue) .....

**THE COLLEGES OF OXFORD UNIVERSITY**

**CLASSICS**

**Tuesday, 8 December 2009, 2 p.m.**

**LANGUAGE APTITUDE TEST**

**Time allowed : 1 hour**

*For candidates applying for Literae Humaniores Course II, Classics and English (with preliminary Course II year), Classics and Modern Languages (with preliminary Course II year, or after Classics Honour Moderations Course II), and Classics and Oriental Studies (after Classics Honour Moderations Course II).*

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**Please write your name and college of first choice at the top of this page.**

1. Try to answer all the questions in all three sections; but do not spend too much time on any question with which you may have difficulties.
2. Write your answers in the spaces provided on the paper. (You may, if you wish, also write your rough work on the paper.)
3. Please take care to write very clearly.



**fener** 'lighthouse' : \_\_\_\_\_      **çanta** 'bag' : \_\_\_\_\_  
**çocuk** 'child' : \_\_\_\_\_      **diş** 'tooth' : \_\_\_\_\_

3. (a) In Welsh, there is a definite article (corresponding to English the) which is **y**, or **yr** before a word beginning with a vowel: e.g. **ci** 'a dog', **y ci** 'the dog'; **afal** 'an apple', **yr afal** 'the apple'.

One class of nouns, known as feminines, shows changes to certain initial consonants following the article: cf.

<b>cadair</b> 'chair' : <b>y gadair</b>	<b>pêl</b> 'ball' : <b>y bêl</b>
<b>telyn</b> 'harp' : <b>y delyn</b>	<b>gwisg</b> 'clothing' : <b>y wisg</b>
<b>modryb</b> 'aunt' : <b>y fodryb</b>	<b>taith</b> 'journey' : <b>y daith</b>
<b>dafad</b> 'sheep' : <b>y ddafad</b>	<b>potel</b> 'bottle' : <b>y botel</b>
<b>gardd</b> 'garden' : <b>yr ardd</b>	<b>buwch</b> 'cow' : <b>y fuwch</b>
<b>mam</b> 'mother' : <b>y fam</b>	<b>cot</b> 'coat' : <b>y got</b>
<b>basged</b> 'basket' : <b>y fased</b>	<b>dinas</b> 'city' : <b>y ddinas</b>

Here are some more feminine nouns: what would be their forms with the definite article (like the ones above)?

<b>pont</b> 'bridge' : _____	<b>draig</b> 'dragon' : _____
<b>geneth</b> 'girl' : _____	<b>cath</b> 'cat' : _____
<b>merch</b> 'daughter' : _____	<b>tref</b> 'town' : _____
<b>brenhines</b> 'queen' : _____	

(b) Adjectives following feminine nouns (the usual word order) show similar changes to their initial consonants: e.g. **tal** 'tall' but **y fodryb dal** 'the tall aunt'; **bach** 'small' but **y ddinas fach** 'the small city'; **mawr** 'big' but **yr ardd fawr** 'the big garden'.

A few adjectives also show a change of vowel (note that the letters W and Y often stand for vowels) when used with feminine nouns: e.g.

**tlws** 'pretty' but **y fodryb dlos** 'the pretty aunt';  
**gwyrdd** 'green' but **y wisg werdd** 'the green clothing';  
**crwn** 'round' but **y bêl gron** 'the round ball';  
**gwlyb** 'wet' but **y got wleb** 'the wet coat'.

Here are some more feminine nouns and some adjectives that behave like the ones above (i.e. show vowel changes). Give the forms that should occur after the definite article, on the model **pêl** 'ball' + **crwn** 'round' : **y bêl gron** :

**teisen** 'cake' + **trwm** 'heavy' : \_\_\_\_\_  
**braich** 'arm' + **cryf** 'strong' : \_\_\_\_\_  
**gafr** 'goat' + **brwnt** 'dirty' : \_\_\_\_\_

**TURN OVER**

**Section B** [40 marks]

4. The questions in this section are based on an invented language, called Mordemis. Read each group of examples carefully, paying particular attention to different forms of words and working out what information they convey (just as in English there are differences between e.g. *cat* and *cats*, or *beckon* and *beckoned*). Word order in Mordemis is different from that of English and is not entirely fixed; it is not a reliable guide to the meaning of sentences. Note also that Mordemis has nothing corresponding to English *the* and *a(n)*, so that e.g. **flori** may be translated as ‘the barmaid’ or ‘a barmaid’. You are advised to work through the questions in this section in the order in which they are given, as the later ones presuppose some information or vocabulary supplied in the earlier examples.

(a)

<b>kisha dogafam kotirash</b>	‘Someone has shot the squire.’
<b>flori konekash dogredam</b>	‘The barmaid has seduced the colonel.’
<b>kisha drosin doflorim</b>	‘Someone strangles the barmaid.’
<b>doflorim lecha kowidash</b>	‘The milkman has found the barmaid.’
<b>pelin goli domelim</b>	‘The librarian calls the postmistress.’
<b>dobarnam kopelash rola</b>	‘The vicar has called the inspector.’
<b>barna dolecham kopetash</b>	‘The inspector has questioned the milkman.’
<b>widin dogafam fela.</b>	‘The doctor finds the squire.’

Give the meaning of:

**greda dofelam petin**

\_\_\_\_\_

**kisha kodrosash dogolim**

\_\_\_\_\_

Translate into Mordemis:

‘The postmistress seduces the vicar.’

\_\_\_\_\_

(b)

<b>velo felantse kasaya ste</b>	‘The poison is in the doctor’s house.’
<b>vadi velo prenedin</b>	‘The nurse will take the poison.’
<b>prenin sama gredantse kolo</b>	‘The poacher takes the colonel’s gun.’
<b>dala kuto atelaya helin</b>	‘The artist hides a knife in the studio.’
<b>peledin dala domikam</b>	‘The artist will call the gardener.’
<b>rola piso heledin klisaya</b>	‘The vicar will hide a letter in the church.’
<b>barna gafantse testo derin</b>	‘The inspector sees the squire’s will.’
<b>testo kasaya ste legantse</b>	‘The will is in the solicitor’s house.’

Give the meaning of:

**dovadim deredin lega**

\_\_\_\_\_

**kolo kasaya ste samantse**

\_\_\_\_\_

Translate into Mordemis:

‘The gardener will find the artist’s knife.’

\_\_\_\_\_

(c)

**vadi dedrosni ste**  
**dala atelara yedin**  
**yededin barna lokara**  
**kena demo koydara koprenash**  
**rolantse piso wewidno ste**  
**greda tetirna ste**

‘The nurse has been strangled.’  
‘The artist goes into the studio.’  
‘The inspector will go into the pub.’  
‘The murderer has taken a body into the wood.’  
‘The vicar’s letter has been found.’  
‘The colonel has been shot.’

Give the meaning of:

**lecha lokaya pepetna ste**

\_\_\_\_\_

**kisha klisara koyedash**

\_\_\_\_\_

Translate into Mordemis:

‘A body has been hidden in the wood.’ \_\_\_\_\_

(d)

**ney kena lechabi dederna ste?**  
**meli rolabi pepelni yoste**

‘Has the murderer been seen by the milkman?’  
‘The postmistress has not been called by  
the vicar.’

**ney barna dodalam yokopetash?**  
**dala domikam yotiredin**  
**barna dolecham yokogarash**  
**yoskorin dolegam fela**

‘Has the inspector not questioned the artist?’  
‘The artist will not shoot the gardener.’  
‘The inspector has not arrested the milkman.’  
‘The doctor is not blackmailing the solicitor.’

Give the meaning of:

**kuto samabi peprenno yoste** \_\_\_\_\_

**ney lega dalabi seskorna ste?** \_\_\_\_\_

Translate into Mordemis:

‘Has the murderer not been arrested by the inspector?’  
\_\_\_\_\_

**TURN OVER**

**Section C** [30 marks]

5. Consider the following sentences:

(a) '*Jemima has obviously gone home to avoid Lola's party.*'

(b) '*Jemima has sensibly gone home to avoid Lola's party.*'

The adverbs (*obviously*, *sensibly*) have rather different functions in each of these sentences:

in (a), *obviously* qualifies the truth of the assertion that Jemima has gone home, so that one might paraphrase this as 'It is obviously true that Jemima has gone home';

in (b), *sensibly* conveys the attitude of the speaker, who gives his reactions to Jemima's departure.

Consider the functions of the adverbs in each of the following sentences, and label them with (a) or (b) as you think most appropriate.

(i) *The PM has disgracefully reneged on the promise of a referendum.* \_\_\_\_\_

(ii) *My passport will probably expire before I can get back home.* \_\_\_\_\_

(iii) *The commissioner has unfairly decided to impose new rules.* \_\_\_\_\_

(iv) *Sarah unexpectedly produced an excellent moussaka.* \_\_\_\_\_

(v) *Further dramatic revelations are apparently to be published soon.* \_\_\_\_\_

(vi) *Elsbeth has courageously offered to look after the three children.* \_\_\_\_\_

(vii) *The 2012 Olympics will certainly cause traffic chaos in London.* \_\_\_\_\_

(viii) *Jeremy has stupidly forgotten to bring the picnic basket.* \_\_\_\_\_

(ix) *Foul play can definitely be ruled out.* \_\_\_\_\_

(x) *Naturally the shops had all run out of bread by five o'clock.* \_\_\_\_\_

6. A distinction may be made between count nouns, words like *dog*, *book*, *pipe*, etc. and mass nouns, words like *cheese*, *snow*, *music*, etc. These nouns behave differently in several respects: compare the following sentences and note that with *orange* (a count noun) it is possible to use the indefinite article (*an orange*), to use numbers (*five oranges*), to use a plural (*oranges*), but that with *cider* (a mass noun) these things are not normally possible.

*There is an orange on every plate. There are five oranges in the bowl. I shall buy some oranges tomorrow. I really like oranges. Oranges are very good for you.*

*There is cider in every glass. There is plenty of cider in the jug. I shall buy some cider tomorrow. I really like cider. Cider is very good for you.*

(a) Using these tests, consider the following nouns and mark them as count nouns or mass nouns as you think most appropriate:

- chair* \_\_\_\_\_
- slime* \_\_\_\_\_
- anger* \_\_\_\_\_
- panda* \_\_\_\_\_
- ticket* \_\_\_\_\_
- blame* \_\_\_\_\_

(b) Some words can be used either as count nouns or as mass nouns, with different meanings, as in the following sets of sentences. Think when you might be likely to use each form and explain what the different meanings are:

(i) *We keep chickens in the garden. There is plenty of chicken left.*

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(ii) *Let me get you some beer. This pub has several beers on offer. He has had three beers already.*

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**TURN OVER**

