



# OXFORD UNIVERSITY

## ORIENTAL LANGUAGES APTITUDE TEST

Wednesday 5 November 2014

### INSTRUCTIONS TO CANDIDATES

This booklet contains the Oriental Languages Aptitude Test, for applicants for course combinations which include Arabic, Hebrew, Persian or Turkish.

Please complete the following details:

Surname	
Other names	
School/College name*	

\*If you are an individual candidate, taking this test away from a school or college, please write the name of your examination centre in this box.

Centre Number												
Candidate Number	<b>O</b>											
UCAS Number (if known)				-				-				
	d	d	m	m	y	y						
Date of Birth			-			-						
Oxford College of Preference												

### Time allowed

You have 30 minutes. Your supervisor will notify you when you should begin the paper.

### Question paper

The paper is two pages long. Try to answer all the questions, in order and systematically, but do not rush for the sake of completion if you encounter difficulties.

You can use the blank back cover 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.



**Admissions  
Testing Service**

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\* 8 8 8 7 9 0 9 4 1 7 \*

The questions in this test are all based on an invented language, called Pip. 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 *beckons* and *beckoned*). Word order in Pip is different from that of English and is not really fixed; it is not a reliable guide to the meanings of sentences. Note also that Pip has nothing corresponding to the English *the* and *a(n)*, so that **pit** can mean *a dog* or *the dog*. Note that **a** and **ā** are different vowels from each other. You are also advised to work through the questions in the order in which they are given, as the later ones presuppose some information or vocabulary supplied in earlier examples. [Total value for the test: 50 marks]

- |     |                      |                              |
|-----|----------------------|------------------------------|
| (a) | <b>pit sak run</b>   | The dog chased the cat.      |
|     | <b>rin lup kat</b>   | The cat watched the mouse.   |
|     | <b>mup taw kid</b>   | The horse saw the teacher.   |
|     | <b>liip puut kat</b> | The mice watched the dogs.   |
|     | <b>kid taw muuk</b>  | The horse saw the squirrels. |

Give the meaning of:

**miip put kat** \_\_\_\_\_ [4]

**taw kud lip** \_\_\_\_\_ [3]

Translate into Pip:

The mouse saw the cats. \_\_\_\_\_ [5]

- |     |                      |                                 |
|-----|----------------------|---------------------------------|
| (b) | <b>mip put kakap</b> | The teacher likes the dog.      |
|     | <b>sasāk rin</b>     | The cat chases him.             |
|     | <b>pit kāp</b>       | The dog liked her.              |
|     | <b>kakāt lip</b>     | The mouse watches him.          |
|     | <b>kiid tatāw</b>    | The horses see her.             |
|     | <b>mik yub tataw</b> | The squirrel sees an apple pie. |
|     | <b>pās kid</b>       | The horse bit it.               |
|     | <b>pit pāp</b>       | The dog cut it.                 |
|     | <b>sasāt rin</b>     | The cat steals it.              |
|     | <b>lip papās</b>     | The mouse bites it.             |
|     | <b>rin kāt</b>       | The cat watched it.             |
|     | <b>rarāf mik</b>     | The squirrel takes it.          |
|     | <b>yub lip lam</b>   | The mouse got the apple pie.    |

Give the meaning of:

**kid yub papap.** \_\_\_\_\_ [4]

**kakāp miik.** \_\_\_\_\_ [4]

Translate into Pip:

The dogs get it. \_\_\_\_\_ [5]

(c)	<b>put pupup-yub kid taw</b>	The horse saw the dog cutting the apple pie.
	<b>mip susuk-luup run kakat</b>	The teacher watches the cat chasing the mice.
	<b>mik run taw sut-yub</b>	The squirrel saw the cat who had stolen the apple pie.
	<b>rin taw puut suk-luup</b>	The cat saw the dogs who had chased the mice.
	<b>kat rin lup lulūm</b>	The cat watched the mouse getting it.
	<b>rūf tataw pit muup</b>	The dog sees the teachers who have taken it.
	<b>muuk sūt tataw riin</b>	The cats see the squirrels who have stolen it.

Give the meaning of:

**put liip taw ruruf-yuub.** \_\_\_\_\_ [3]

**piit luup rurūf tataw.** \_\_\_\_\_ [4]

Translate into Pip:

The cat sees the teacher who has cut it. \_\_\_\_\_ [5]

(d)	<b>kod kokot-yub, rin lup sak</b>	While the horse was watching the apple pie, the cat chased the mouse.
	<b>pot sosok-ruun, yuub lip pap</b>	While the dog was chasing the cats, the mouse cut the apple pies.
	<b>pop-yub pot, mip sak lup</b>	When the dog had cut the apple pie, the teacher chased the mouse.
	<b>lop popop-yuub, pit run tataw</b>	While the mouse is cutting the apple pies, the dog sees the cat.
	<b>rof-yub ron, taw pit muk</b>	When the cat had taken the apple pie, the dog saw the squirrel.
	<b>roon sosot-yub, kakat lup miik</b>	While the cats are stealing the apple pie, the squirrels watch the mouse.
	<b>mok tow-yub, pit sasak run</b>	When the squirrel has seen the apple pie, the dog chases the cat.

Give the meaning of:

**tow-run lop, pit yub papap.**  
 \_\_\_\_\_  
 \_\_\_\_\_ [4]

**kokot-run loop, kat yub mip.** \_\_\_\_\_  
 \_\_\_\_\_ [4]

Translate into Pip:

While the cats are watching the squirrels, the dogs get the apple pie. \_\_\_\_\_  
 \_\_\_\_\_ [5]

The back page of this booklet is intentionally left blank for your rough working or notes