



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

Wednesday 30 October 2019

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>		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 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 Linguistics test is seven 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 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.

* 7 6 3 1 2 3 9 7 4 6 *

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. Mám pro vás [DOPIS] od [KAMARÁD]. Chci se s [VÁS] sejít v [RESTAURACE].

b. Slíbil jsem [KLUCI] stan, jenže do [TEN] [MŮJ] se [NEVEJÍT].

c. Nesnáší, když mluvím s [JINÝ] [KLUK] a [JINÁ] [HOLKA].

d. [MÍT] [DLOUHÝ] vlasy, budu mít [ČERNÝ] [BUNDA] a zelený svetr.

e. Potřebuje nějaké [SKŘÍŇ], [DVA] [KŘESLO] a stolek do [OBYVÁK].

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

a. It certainly isn't true that you can only get good food in Prague.

b. Emanuel came to the Czech Republic as a young man to help his father.

c. They are all older than me, because I am the youngest in the whole family.

d. He made himself coffee and brought the book he had started reading ten days ago.

e. Pavel decided that he would work for a year in England.

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

a. Komu mám dát tohle ošklivé tričko a tyhle špinavé kalhoty?

b. Za chvíli potom šel pan Pokorný do domu pro pivo a podíval se z okna.

c. Překladatelka musí přeložit nabídku do ruštiny pro zákazníka.

d. Číšník nás všechny zná, protože tam chodíme často a vždycky utratíme hodně peněz.

e. K snídani pije čaj s medem a jí jogurt, dává si do něj trochu domácího džemu.

<h1 style="margin: 0;">French</h1>				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: Je bois thé. *Answer :* Je bois DU thé.

- a. Tu peux compter moi.
- b. As-tu entendu la nouvelle la radio ce matin ?
- c. la plupart des étudiants interrogés, il vaut mieux travailler dans le sud de la France.
- d. Les livres je t'ai parlé cet été étaient particulièrement captivants.
- e. Cet étudiant a fait progrès considérables.

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

Example: Je souhaite que nous nous (rencontrer) plus souvent.

Answer: Je souhaite que nous nous RENCONTRIONS plus souvent.

- a. Quand tu [ÊTRE] en France, écris-moi.
- b. [VENDRE] donc ces baskets qui ne te plaisent plus !
- c. Si j'étais riche, je [PARTIR] sans cesse en vacances.
- d. Il fait que nous [LIRE] un peu en français tous les jours.
- e. Si vous [PRENDRE] vos affaires maintenant vous ne les oublierez pas plus tard.

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

- a. We were walking in the garden, when suddenly we lost our keys.

- b. Our parents will never find us here.

c. When she entered the room this morning, she realized she had left all the lights on.

d. This film is the best I have ever seen.

e. We have played football together for two and a half years.

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

a. Ils sont arrivés sans prévenir en début de matinée, bien avant l'heure du déjeuner.

b. Il a menti au policier qui le regardait droit dans les yeux.

c. Malgré les apparences on peut supposer que le gouvernement survivra aux mouvements de protestation.

d. Il faut qu'ils acceptent cette situation, quelles qu'en soient les conséquences.

e. L'enseignement à l'école doit progresser en abandonnant la correction trop sévère des examens.

<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. (40 marks, 2 marks per word):

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

Answer: dem Polizisten, kein, den, Genaues

a. Ich habe in [JEDE] Ecke nach [MEIN] Schlüssel gesucht.

b. Kannst du [ICH] die Adresse [DER] [JUNGE] geben?

c. Sie ging in [DAS] Schlafzimmmer und legte sich in [DAS] Bett.

d. Wir haben am Wochenende nichts [INTERESSANT] gemacht.

e. [MEINE] [VERLOBT] gefällt das Haus nicht.

f. Es war [ER] klar, dass [KEIN] [DIE] Gäste pünktlich erscheinen würde.

g. [KLEIN] Wohnung mit [SCHÖN] Garten gesucht.

h. Man [WERDEN] nichts dagegen tun können.

i. Das ist [EIN] der Häuser, von [DIE] ich dir erzählt habe.

j. Er war [EIN] [GUT] Lehrer.

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

a. Man darf nicht alles glauben, was in manchen Zeitungen steht.

b. Vielen Dank! Du hättest mir wirklich kein Geburtstagsgeschenk kaufen müssen.

c. Den neuesten Statistiken zufolge ist die Zahl der Asylanträge beträchtlich zurückgegangen.

d. Hättest du mehr gelernt, dann hättest du auch bessere Noten bekommen.

e. Meiner Meinung nach lernt man eine Fremdsprache am besten, indem man möglichst oft mit Muttersprachlern spricht.

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

a. If you had listened to me this wouldn't have happened.

b. The children had been playing in the garden for two hours when it started to rain.

c. I waited for my brother to ring me.

d. I met my husband in Rome ten years ago but we haven't been back since.

e. The last novel I read was very boring.

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: Da piccolo (io – FREQUENTARE) la scuola che (TROVARSI) vicino (PREPOSITION) casa mia.

Answer: Da piccolo frequentavo la scuola che si trovava vicino a casa mia.

a. Non (tu - PERDERE) così tanto tempo se (tu - PORTARE) un orologio! Compratene uno!

b. Che bello essere a Bologna! Domani (io – ANDARE + PREPOSITION) visitare tutti i monumenti che si trovano (PREPOSITION + ARTICLE) centro storico.

c. C'era una volta una ragazza curiosa che un giorno (lei – LASCIARE) la sua famiglia e (lei – METTERSI) in viaggio per l'America.

d. 'Marco, (PULIRE) la tua camera! Mi sembra che ci (ESSERE) persino dei piatti sporchi (PREPOSITION) terra.'

e. 'Signora, per favore, (Lei – ACCOMODARSI), (PRONOUN) porto subito un menu.'

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

a. Michael said he would call her at three o'clock but Mary was still waiting at five.

b. Lavinia was always the happiest of the three sisters because she spent her time reading long novels.

c. 'If I had seen you yesterday, Matthew, I would have said hello but I was in too much of a hurry.'

d. The sun came out and the birds began to sing with great verve and enthusiasm.

e. Jackie asked Jemima where she could have her hair cut as Jemima knew the area well.

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

a. 'Eh! scusa, non è avvenuta anche a te la stessa cosa un paio di giorni fa?'

b. Matteo non si mosse, rimase completamente fermo con il cuore che gli batteva forte.

c. Sarebbero partiti prima per l'aeroporto se avessero controllato bene l'orario dei voli.

d. Prima di rispondere a questa domanda, va fatta una importante precisazione: non ci si deve mai fidare dei propri ricordi.

e. Da sempre Matelda sognava una vita così: una vita senza limiti che le permetteva di viaggiare dappertutto nel mondo.

Modern Greek				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. Μην [(εσύ) ΦΕΥΓΩ] πριν [(εσύ) ΤΕΛΕΙΩΝΩ] τις ασκήσεις σου.

b. Αν δεν [(εμείς) ΜΙΛΑΩ] μέχρι την Κυριακή, [(εσύ) ΠΑΙΡΝΩ] τηλέφωνο.

c. Η Μαιρούλα, όταν [ΤΕΛΕΙΩΝΩ] το σχολείο θέλει να [ΓΙΝΟΜΑΙ] ηθοποιός.

d. Εκεί που [(εμείς) ΠΕΡΠΑΤΑΩ], άρχισε [ΒΡΕΧΕΙ].

e. Όταν ζούσα στην Αθήνα, κάθε πρωί [ΠΗΓΑΙΝΩ] στη δουλειά μου [ΠΕΡΠΑΤΑΩ].

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

a. If I knew what happened, I would have told you.

b. Don't forget to lock the door before leaving.

c. As she was crossing the street, she was nearly hit by a car.

d. Try to finish your work before going to the party.

e. When I saw her, she was wearing the dress she bought in Rome.

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

a. Κόντεψε να χάσει το αεροπλάνο επειδή το μετρό είχε απεργία.

b. Αν δούλευες περισσότερο, δεν θα είχες χρόνο για τίποτα άλλο.

c. Έχω να την δω πολύ καιρό και αναρωτιέμαι αν είναι καλά.

d. Μήπως θα έπρεπε να του τηλεφωνήσουμε πριν πάμε στο γραφείο του;

e. Ελπίζω να μην έρθει και ο Νίκος στο πάρτι, δεν τον συμπαθώ καθόλου.

Portuguese				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 irmão _____ [2]
- b. O papel _____ [2]
- c. A menina _____ [2]
- d. Um guarda-chuva _____ [2]
- e. O clarim _____ [2]
- f. A mãe _____ [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. Ela (IR) à escola de segunda a sexta-feira . [3]
- b. Meu filho (GOSTAR) de jogar futebol quando era criança. [3]
- c. Eu (ESTAR) em Portugal para o Natal. [3]
- d. Maria (COMER) muito no jantar ontem. [3]
- e. Nós (TENTAR) ajudar se pudéssemos. [3]
- f. Não me (VIR) com desculpas! [3]
- g. Elas (POR) os sapatos no armário. [3]
- h. Caso (TER) problemas, você pode me ligar. [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. Eles estão medo. [2]
- b. Sempre vamos ao cinema sábados. [2]
- c. Os namorados se comunicavam telefone. [2]
- d. Por favor não tome decisões mim. [2]

- e. Eles vieram à festa carro. (2)
- f. Fiquei esperando 10:00. (2)
- g. Meu aniversário é 22 de maio. (2)

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

- a. Será que a senhora me poderia fazer um favor? (5)

- b. Atualmente ele tem sido muito compreensivo. (5)

- c. Ponha esta foto na sua agenda para sempre poder recordar o dia de hoje. (5)

- d. Quando éramos pequenos, íamos sempre às casas de nossas avós. (5)

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

- a. She went to pay when her number was called. (6)

- b. If it's too heavy, please don't lift that suitcase. (6)

- c. I'm eager to travel in Latin America during the summer holidays. (6)

- d. Although she did not like me, she gave me a chance (6)

- e. We will not allow the challenge to worry us. (6)

<h1>Russian</h1>		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 нравятся три (ВЕЩЬ)..... : вкус (СОСИСКИ)....., звук (ДВЕРИ)....., и запах (АВТОМОБИЛИ).....
- b. Завтра, в двадцать четыре (ЧАС)....., они (ОТПРАВЛЯТЬСЯ)....., и (ВОЗВРАЩАТЬСЯ)..... через (ДВА)..... НЕДЕЛЯ).....
- c. На (ПРОШЛАЯ)..... (НЕДЕЛЯ), она (ИДТИ).....по (УЛИЦА)....., когда вдруг (ПОЯВЛЯТЬСЯ).....мужчина.
- d. Комната (ПУСТОЙ)..... : в (ОНА)....., нет ни (ДЕТИ)....., ни (КНИГИ)....., а только десять..... (СТУЛЬЯ).
- e. Она любила (ОТЕЦ), но относилась плохо к его (КОТ)..... и (СОБАКИ).....потому, что они всегда сидели на (СИНИЙ).....диване с (МАТЬ).....

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

- a. We talked for a long time about the strange woman who was sitting opposite us on the boat.

- b. You should always fly to Paris, but when you are in the big city itself, it's much easier to walk.

- c. That girl is called Anastasia, and she is twenty years old. She has a younger brother who lives in France.

d. I had no time to explain to the waiter how I had found my bag, so I just took it and ran away.

e. The Second World War started in autumn 1939 and ended on 8th May 1945. Over the course of the conflict, millions of people died.

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

a. Вы посетите галерею, которая недавно открылась на западе страны, и там насладитесь замечательными картинами.

b. Профессор потребовал, чтобы все компьютеры были выключены во время лекции, но все студенты смотрели только на свои экраны.

c. Врач посоветовал ей пить лекарство и лечь спать. Но она смотрела телевизор до раннего утра, и в результате опять заболела.

d. Ночной поезд отходил в ноль пятьдесят. Выходя из такси, я заметил, что часы уже показывали половину первого.

e. Увезли из опасной зоны всех жителей, пострадавших от Чернобыльской катастрофы. Некоторые из них позже решили переехать навсегда за границу.

<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. **[ME PROMETISTE / ME PROMETERÁS / PROMÉTEME]** que no vas a tocar las cerezas si vienes conmigo al mercado; los vendedores lo prohíben para que no se **[MALOGRA / MALOGRE / MALOGRABA]** la mercancía y además no les gusta que nadie las **[TOQUETEE / TOQUETEA / TOQUETEARA]**. **[6]**
- b. John Ruskin dijo: “Cada vez que las facultades **[EN / POR / DE]** los hombres están en su plenitud, deben expresarse **[POR / EN / CON]** arte”. Ojalá **[ESCUCHE / HUBIERA ESCUCHADO / ESCUCHARA]** esa frase antes. **[6]**
- c. El mito de Orfeo y Eurídice ha sido el más popular **[EN / ENTRE / DE]** los estudiantes universitarios este trimestre. En el examen de hace tres semanas lo **[HAN ELEGIDO / ELEGÍAN / ELIGIERON]** casi todos. **[4]**
- d. Ver arder la catedral de Notre Dame **[HA SIDO/ FUE / ERA]** lo que más me ha impactado en toda mi vida. No creo que los franceses **[CONSEGUIMOS / CONSEGUIREMOS / CONSIGAMOS]** olvidar fácilmente un incendio tan pavoroso. **[4]**
- e. El surrealismo es accesible **[PARA / POR / HACIA]** un público muy amplio, ya que cada persona lo puede interpretar **[EN / DE / A]** una manera diferente. Sin embargo, en la actualidad no hay muchas personas que **[COMPARTEN / COMPARTIERON / COMPARTAN]** esa opinión. **[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. Me apasiona que los libros que compro **[ESTAR, ellos]**..... manoseados, por eso el otro día **[ADQUIRIR, yo]** algunos de segunda mano. **[4]**
- b. No estoy de acuerdo en que el sentido del oído **[SER]**..... difícil de estimular, aunque yo nunca **[VISITAR]**..... una exposición de arte en la que se estimularan los cinco sentidos. **[4]**
- c. Los accidentes de tráfico que sucedían antes de que **[HABER]**..... semáforos, eran tan trágicos que la gente **[MORIR]**..... con frecuencia. **[4]**
- d. Se cayó por no obedecer las reglas, pero eso no **[IMPEDIR]**..... que la mayoría de las personas **[QUEJARSE]**....., ya que estaban hartas de que nunca se **[HACER]**..... nada por evitar esas situaciones. **[6]**
- e. Cuando **[SALIR, nosotros]**..... a la calle esta tarde **[TENER]**..... que tener cuidado para que no nos **[EQUIVOCAR]**..... de camino. **[6]**

3. Translate into Spanish:

a. I am not interested in that subject. I would prefer to study chemistry because I'll end up earning much more money once I finish my degree. **[5]**

b. They postponed the concert as not enough tickets had been sold. **[5]**

c. Those orange shoes might suit you. Try them on. **[5]**

d. The Swedish fans were detained on arrival at the stadium and sent straight back to the airport. **[5]**

e. We must do whatever it takes to save the planet before it is too late. **[5]**

4. Translate into English:

a. A lo largo de la historia, la Inquisición y otras instituciones semejantes han empleado métodos que casi podrían denominarse como "lavado de cerebro". **[5]**

b. Si queréis viajar a Marruecos, telefona a la agencia ya, si no se quedará sin billetes toda la orquesta. **[4]**

c. Se dice que Einstein obligó a su primera esposa a firmar un contrato humillante y que jamás mencionó la aportación que ella hizo a su trabajo. **[5]**

d. Los partidos políticos emergentes en las últimas elecciones de la década actual no son sino una repetición de lo visto hasta ahora. **[6]**

e. Se nota que no te gusta esta impresora, no haces más que mencionar los defectos y las imperfecciones que le encuentras. **[5]**

Linguistics

Time allowed: 30 minutes

Oxford college of preference

UCAS Personal ID

Surname & first name(s)

Date of birth

Candidate number

L

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

Modern Languages & Linguistics

Philosophy & Linguistics

Psychology & 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: ‘Lulu’ [33 marks]. The examples in this question are from an invented language, “Lulu” (which is in many ways similar to Luganda, a language spoken in Uganda).

There are five vowel sounds in Lulu: **a, e, i, o, u**. They are sometimes NASALISED, which means that air escapes simultaneously through the mouth and the nose. Nasalised vowels are shown with the symbol ~ above the vowel: **ã, ě, ĭ, õ, ũ**.

There are nine consonants, which differ from one another in three ways:

- according to the speech organs they are made with: the LIPS (**b, p, m**), the TONGUE TIP (**d, t, n**), or the TONGUE BACK (**g, k, ŋ**);
- according to whether air escapes through the mouth (ORAL) or the nose (NASAL);
- the oral consonants are either VOICED (**b, d, g**) or VOICELESS (**p, t, k**).

	Lip consonants	Tongue-tip consonants	Tongue-back consonants
Oral consonants			
– Voiced	b	d	g
– Voiceless	p	t	k
Nasal consonants	m	n	ŋ

(ŋ sounds like *ng* in the English word *sing*, but in Lulu it can also occur at the beginning of a word.)

Examples.

Lulu phrase	Meaning	Lulu phrase	Meaning
a) ěn ato	‘big boat’	h) aka ato	‘little boat’
b) ěn tabi	‘big branch’	i) aka tabi	‘little branch’
c) ěm pipi	‘big goat’	j) aka pipi	‘little goat’
d) ěŋ kona	‘big feather’	k) aka kōna	‘little feather’
e) ěn nido	‘big garden’	l) aka dido	‘little garden’
f) ěm mǎmo	‘big peg’	m) aka bǎmo	‘little peg’
g) ěŋ ŋote	‘big horn’	n) aka gote	‘little horn’

(a) Write a rule that shows when vowels are nasalised. **[3 marks]**

(b) The word for ‘big’ has more than one variant. List each variant and the sounds next to which it occurs. **[5 marks]**

(c) Write a general rule that shows the distribution of the variants of the word for ‘big’ **[5 marks]**

(d) The words for 'garden', 'peg' and 'horn' each have more than one variant. For each of these words, list every variant and the sounds next to which it occurs. **[5 marks]**

(e) Write a general rule that shows the distribution of the variants of words like 'garden', 'peg' and 'horn' **[5 marks]**

(f) Drawing on the rules you have written, fill in the missing phrases below. **[10 marks]**

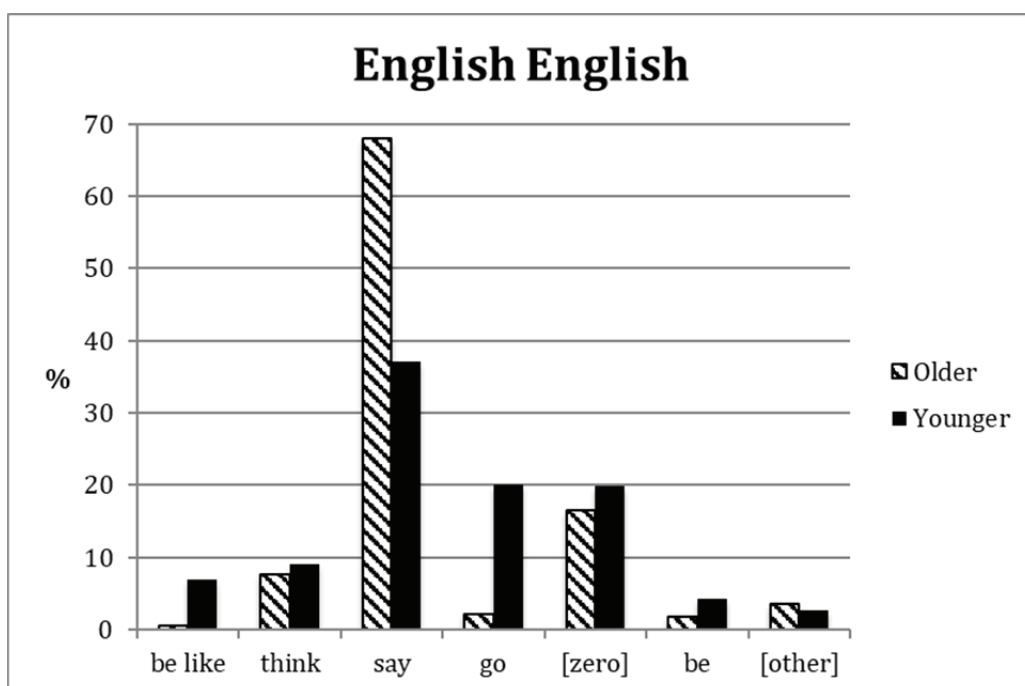
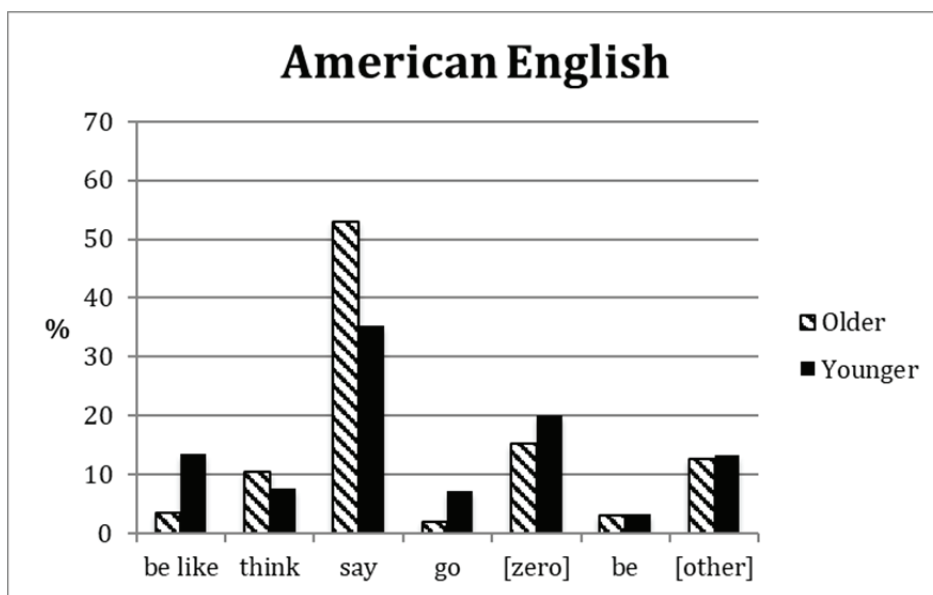
Lulu phrase	Meaning	Lulu phrase	Meaning
_____	'big bush'	aka pabu	'little bush'
ēn nūma	'big donkey'	_____	'little donkey'
_____	'big stream'	aka kīma	'little stream'
ēm mugo	'big hat'	_____	'little hat'
ēj ŋōŋo	'big song'	_____	'little song'

Question 2: Quoted Speech [34 marks].

Over recent decades, new ways have arisen of introducing quoted speech in varieties of English across the world. The following are genuine examples of the most common forms found:

- i) She's like, 'Ehh sorry but I can't be bothered to go out.' (*be like*)
- ii) And I thought, 'We need some more popcorn.' (*think*)
- iii) He said, 'As long as it's not hurting it's not doing any damage.' (*say*)
- iv) And Ellie goes, 'You lost your front teeth?' (*go*)
- v) And then she rings up: 'I've been cut off.' ([zero])
- vi) And I was, 'Yeah, yeah that's cool.' (*be*)

The two graphs below are adapted from a study published in 2009, and show the use of these forms by older (36-69) and younger (13-30) speakers of American and English English recorded in the early 1990s. Please look at them carefully and answer the questions that follow.



(a) What are the main similarities and differences between the use of quotatives by American and English speakers in the early 1990s? **[10 marks]**

(b) The differences between older and younger speakers suggest that changes are ongoing in the use of quotatives.

a. What are the most striking tendencies according to these graphs? **[10 points]**

b. To what extent do the same tendencies hold on different sides of the Atlantic Ocean? **[10 marks]**

(c) What forms do you think might be included in the 'other' category, in other words, what alternative quotatives are you aware of in American and/or British English? **[4 marks]**

Question 3: Cheyenne [33 marks].

The following examples are from Cheyenne, a Native American language.

- i) *namesehe* 'I eat.'
- ii) *emesehe* 'He eats.'
- iii) *naeshemesehe* 'I already ate.'
- iv) *esaamesehehe* 'He doesn't eat.'
- v) *emeomesehe* 'He ate this morning.'
- vi) *eohkemesehe* 'He always eats.'
- vii) *epevemesehe* 'He eats well.'
- viii) *esaaeshemesehehe* 'He has not eaten yet.'
- ix) *eohkesaapevemesehehe* 'He never eats well.'
- x) *eohkepevemesehe* 'He always eats well.'
- xi) *nameoeshemesehe* 'I already ate this morning.'
- xii) *naohkepevenemene* 'I always sing well.'

(a) Which elements in Cheyenne convey the following meanings: **[9 marks]**

'already' _____

'this morning' _____

'always' _____

(b) State three ways in which Cheyenne grammar appears to be different from English: **[9 marks]**

(c) State two ways in which Cheyenne grammar appears to be the same as English: **[6 marks]**

(d) How would you say the following in Cheyenne: **[9 marks]**

'He sang this morning.' _____

'I have not eaten yet this morning.'

Language Aptitude Test

Oxford college of preference

Time allowed: 30 minutes

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	L					
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 questions are based on Pinã, an artificial language. Like English, Pinã has a fixed word order; unlike English, however, it does not mark definiteness (no difference between 'the table' and 'a table'), nor does it 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, including accents. The exercises are built up gradually, so it is best to do them in order.

- (a)
- | | |
|-------------------------------|---|
| pilaya gukel potoyyi. | <i>The actress sees the postman.</i> |
| muhoy futel bokayayi. | <i>The bull frightens the hen.</i> |
| piloy lusel potayayi. | <i>The actor hears the postwoman.</i> |
| muhayã feselê bokoyyi. | <i>The cows eat the rooster.</i> |
| keloya mogelê redayi. | <i>The waiters like the book.</i> |
| pota futel pilayãyi. | <i>The post office frightens the actresses.</i> |
| wonã futelê piloyayi. | <i>The houses frighten the actors.</i> |
| gukeleg gurayi. | <i>I see the park.</i> |
| feseleyo gesayi. | <i>You eat the food.</i> |
| luselêg potayãyi. | <i>We hear the postwomen.</i> |
| keloy pinel befãyi. | <i>The waiter writes letters.</i> |

Give the meaning of:

bokoy gukel bokayãyi. _____ [3]

kelayã mogelê redayi. _____ [3]

Translate into Pinã:

We frighten the bulls. _____ [3]

The actresses write books. _____ [3]

- (b)
- | | |
|---|---|
| muhoya kum muhayã jehelê gurãye. | <i>The bulls and the cows go to the parks.</i> |
| potoy gukels potayi kum lesels redayi. | <i>The postman will see the post office and read the book.</i> |
| wefeleg hanayi kelayaye. | <i>I throw the phone to the waitress.</i> |
| feselêg narãyi gurasa. | <i>We eat oranges in the park.</i> |
| litoya jehelsê potasan budaye. | <i>The policemen will go from the post office to the supermarket.</i> |
| bokayã bigelsê tenãyi litaye. | <i>The hens will bring stones to the police station.</i> |
| redã weselê wonasa yab sefutelê potoyyi. | <i>The books are in the house but they do not frighten the postman.</i> |

Please turn over (page 1 of 2)

serufelseyo piloyyi kum litayayi gurasan. *You will not ring the actor and the policewoman from the park.*

pilayā sebigelē befāyi. *The actresses do not bring the letters.*

leselsēg setayi filasa yab lem gurasā. *We will read a newspaper in the field but not in the park.*

lem falā yab narā weselē gesa. *Not bottles, but oranges are food.*

Give the meaning of:

kelaya wefel narayi kum hanayi piloyye budasa. _____ [4]

lem litoya yab muhoya mogelsē falāyi gurāsa. _____ [4]

Translate into Pinā:

We will not read newspapers in the house. _____ [3]

I will walk from the field to the police station and not to the post office. _____ [5]

- (c)
- | | |
|--|--|
| muhoya kum netayā lemelē famāsa. | <i>Bulls and ducks live on farms.</i> |
| wewefeleyo kulayi litoyye. | <i>You threw the ball to the policeman.</i> |
| potoy gugukel gebefayi. | <i>The postman saw my letter.</i> |
| gebokoy sefutels yebokayayi. | <i>My rooster will not frighten your hen.</i> |
| sepipinelēg befayi ekidayaye. | <i>We did not write a letter to his daughter.</i> |
| egatoy sefefesel gesayi budasa. | <i>Her husband did not eat food in the supermarket.</i> |
| gegatoys kidoyñ sewesel wonasa. | <i>My husband's son is not in the house.</i> |
| gugukeleg litayas narāyin. | <i>I saw the policewoman's oranges.</i> |
| yemuhayā sejehehelē potoys filasann potaye. | <i>Your cows did not walk from the postman's field to the post office.</i> |
| piloya lelemelē yekidayās famasan. | <i>The actors lived in your daughters' farm.</i> |

Give the meaning of:

epotoy wewefel gegatayas redayin filasa. _____ [5]

yebokaya kum gemuhayā sefefeselē netayas gesayin. _____ [6]

Translate into Pinā:

My bottles were not in her husband's farm, your bottles were. _____ [6]

The policeman wrote letters to his wife's sons. _____ [5]

Philosophy				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.

Art, good art, proceeds from art, and not from rules about the imitation of nature, or standards of beauty, or anything which is not absolutely that out of which art is made, namely matter and mind. To be sure, matter is part of nature. Paintings are made of coloured earths and chemical compounds, of oil and water and turpentine. Sculpture is made of earth, and clay, and metal, and wood; and now of materials which are chemical compounds like the newer plastics. But none of these materials is used in its natural state; each has to be transformed into something else by the hand of the artist, which is the instrument, the real tool he uses to transfer from his mind the thoughts and feelings he has experienced. The act is complex, difficult to explain, and always partly mysterious. But at least one thing is clear, that the lessons in handling materials, like the lessons in ordering and expressing one's thoughts and feelings, are to be learned in art, not in nature. Nature cannot teach us how to cast a statue, or to create an image which shall express our inner, psychological unrest. But art can, and artists learn from art. Here again we touch upon the meaning of artistic tradition, for without previous works of art we should not have the art we do now. If we look closely into any work of art, preferably a work of art full of meaning in the truest sense of planned invention, which establishes new aspects of technique and interpretation, we shall find evidence that its creator has not only known and admired, but has utilised suggestions from work by his predecessors.

George Heard Hamilton

- a. Give an account in your own words of the main argument of the paragraph above.
- b. EITHER: The argument is presented in terms of visual and tactile art. Does it apply to literature too?

OR: 'Art has to have had a beginning.' Does that observation create any difficulties for the argument? If so, can they be addressed?

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