



# OXFORD UNIVERSITY

## MODERN LANGUAGES ADMISSIONS TESTS

Wednesday 7 November 2012

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### INSTRUCTIONS TO CANDIDATES

This booklet contains the following Modern Languages and Linguistics tests:

- |   |                     |    |                                     |
|---|---------------------|----|-------------------------------------|
| 1 | <i>Czech</i>        | 6  | <i>Portuguese</i>                   |
| 2 | <i>French</i>       | 7  | <i>Russian</i>                      |
| 3 | <i>German</i>       | 8  | <i>Spanish</i>                      |
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| 5 | <i>Modern Greek</i> | 10 | <i>Language Aptitude Test (LAT)</i> |

### Time allowed

You have 30 minutes per 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 courses require more than two tests.

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 paper and the Language Aptitude Test (LAT) are each four pages long.

The tests are printed on perforated sheets which should be detached from the booklet after you have finished. 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.

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.

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

<h1>Czech</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
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: Studuje [ČEŠTINA] na [FILOZOFICKÝ] [FAKULTA] v [BRNO].

Answer: Studuje češtinu na filozofické fakultě v Brně.

a) V [PRAHA] je mnoho [KOSTEL] a mnoho [KRÁSNÝ] [SOCHA].

.....

b) [MINULÝ] [STŘEDA] táta [JÍT] pro něco do [SKLEP].

.....

c) Včera [MÍT] Jana tři [JABLKO], dvě [MERUŇKA] a pět [POMERANČ].

.....

d) Aby si [MOCT] děti koupit víc [VĚC], máma [VZÍT] s sebou víc [PENÍZE].

.....

e) Až zítra [ODJET] [VŠECHEN] [PŘÍTEL], rodiče [ZAČÍT] uklízet.

.....

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

a) Granny likes sitting in the garden drinking tea and reading the newspaper.

.....

b) Yesterday afternoon we all went cycling in the forest and bathed in the lake.

.....

c) Tomorrow we'll go to town and buy some food and other things in the supermarket.

.....

d) If we had more time we could go to David's and look at his wife's new car.

.....

e) I often go with Vilém to the mountains and in the winter we also ski together.

.....

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

a) Nezdálo se mu nikdy, že by s ní potřeboval hovořit.

.....  
.....

b) Stojí nad postelí a zírá do tváře, která se vlastně nijak nezměnila.

.....  
.....

c) Vyskočil ze své židle a udělal několik kroků zpátky, aby nepřekážel.

.....  
.....

d) Každý, za kým bychom kvůli tomu přišli, by se nám vysmál.

.....  
.....

e) Člověk často nemá v životě jinou volbu než mezi dvěma druhy utrpení.

.....  
.....

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

**1. Place these prepositions in the appropriate gaps. Use each preposition only once. They are not in the right order! (10 marks, 1 per sentence)**

**après, à, avant, chez, depuis, en, par, pendant, pour, sur**

Example: Le voleur est entré [PAR] la porte ouverte.

- Je dîne au restaurant deux fois ..... semaine.
- ..... hiver je ne sors jamais.
- Elle habite toujours ..... ses parents.
- ..... avoir mangé ses sandwiches, elle n'avait plus faim.
- ..... combien de temps es-tu malade?
- Je voudrais visiter Rome ..... de mourir.
- Un Français ..... trois déclare souffrir de troubles du sommeil.
- Il n'avait pas d'argent et j'ai donc payé ..... lui.
- Je meurs d'ennui ..... mes cours de maths
- Les informations qu'il a regardées ..... la télévision étaient inintéressantes

**2. Give the appropriate form of the verb (20 marks, 2 per sentence):**

Example: Elle lui a téléphoné de peur qu'il ..... (être) en retard à leur réunion.

Answer: Elle lui a téléphoné de peur qu'il **soit** en retard à leur réunion.

- Crois-tu que la vérité ..... (sortir) toujours de la bouche des enfants?
- Si elle ..... (travailler) davantage, elle obtiendrait de meilleurs résultats à son concours.
- Quand je ..... (se rendre) à Lyon, j'en profiterai pour visiter la vieille ville.
- Dès qu'il ..... (terminer) ses devoirs, il allait chaque mercredi se détendre avec ses amis.
- Il craignait que nous n' ..... (apprendre) la vérité à son sujet.
- Il lui faut ..... (faire) des erreurs pour mieux comprendre les rudiments du métier.
- Aussitôt qu'il ..... (répondre) à ta lettre, la situation sera beaucoup plus claire.
- ..... (Savoir) que je serai toujours là quand tu auras besoin de moi.
- L'année dernière, nous ..... (prendre) régulièrement l'Eurostar pour aller en France.
- Elle ..... (courir) tous les matins, si seulement il n'avait pas plu.

**3. Translate into English (35 marks, 7 per sentence):**

a) Après qu'on l'eut réprimandée, elle parla tout bas pour qu'on ne l'entendît point.

.....  
.....

b) Enfant, j'avais l'habitude de me promener avec mon grand-père le long de la rivière.

.....  
.....

c) Peut-être les enfants seraient-ils moins surpris, si le film n'avait pas une fin aussi inattendue.

.....  
.....

d) Il aurait été préférable qu'il apprenne une langue étrangère en lisant plutôt qu'en passant des heures devant la télévision.

.....  
.....

e) On lui a demandé de partir sur-le-champ et de revenir une fois que son lit serait fait.

.....  
.....

**4. Translate into French (35 marks, 7 per sentence):**

a) How long have you been learning French at your school in England?

.....  
.....

b) When you go shopping tomorrow morning, don't forget to buy me some chocolate.

.....  
.....

c) Marie is the youngest of three children; her brother is two years older.

.....  
.....

d) The weather was so beautiful that I wanted to go for a long walk in the country.

.....  
.....

e) If you'd asked me what I thought of the book before you bought it, I would have told you it was very difficult.

.....  
.....

<h1>German</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
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) In [DIE] Ausstellung gibt es viel [INTERESSANT] zu sehen.  
.....

b) [KÖNNEN] du mir [DEIN] [ROT] Lederjacke leihen?  
.....

c) [ICH] hat [SEIN] [NEU] Buch überhaupt nicht gefallen.  
.....

d) Ihr [MÜSSEN] [DER] [GANZ] Weg zu Fuß gehen.  
.....

e) [DER] [JUNGE] mit [DIE] [KARIERT] [MÜTZE] habe ich noch nie hier gesehen.  
.....

f) [ACHTEN] bitte darauf, dass du die Bücher wieder zurück in [DAS] Regal stellst.  
.....

g) In [DAS] Restaurant sind leider [KEIN] Plätze mehr frei.  
.....

**2. Translate into English (30 marks):**

a) Du musst mir nicht dabei helfen. Ich schaffe das schon ganz alleine.  
.....  
.....

b) Erst als sich sein neues Auto nicht mehr reparieren ließ, beschloss er sich ein neues zu kaufen.  
.....  
.....

c) Der Rettungsschirm soll allen Ländern zur Verfügung stehen, die durch die anhaltenden Turbulenzen an den Weltmärkten in Schwierigkeiten geraten sind.

.....  
.....  
.....

d) Ihm zufolge ist es nicht möglich diese Frage eindeutig zu beantworten.

.....  
.....

e) Besonders gelungen scheint mir die Integration literarischer Beispiele in die Argumentation.

.....  
.....  
.....

**3. Translate into German (30 marks):**

a) They were told not to play on the street.

.....  
.....

b) We bought this house in 1980 and have been living here ever since.

.....  
.....

c) If it hadn't been raining all day, we would have gone for a walk.

.....  
.....

d) She was writing a letter when the telephone rang.

.....  
.....

e) Can you give me the saucepan that is in the cupboard?

.....  
.....



<h1>Italian</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
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 (30 marks, 6 per sentence):**

Example: Se potessi guadagnare centomila sterline (A + article) anno, ne (DARE) la metà in beneficenza. Questo l'ho sentito dire ieri (DA + article) cugina di Sara.

Answer: Se potessi guadagnare centomila sterline ALL'anno, ne DAREI la metà in beneficenza. Questo l'ho sentito dire ieri DALLA cugina di Sara.

a) Se io (SAPERE) che ti eri fatto male (io – VENIRE) a trovarti (IN + article) ospedale in cui ti avevano ricoverato.

.....

b) Ieri sera lo spettacolo (INIZIARE) con un'ora di ritardo a causa (DI+article) sciopero così noi (RIUSCIRE + preposition) arrivare in tempo.

.....

c) È bene che voi (RECARSI) a scuola (preposition) piedi, o (preposition) bicicletta: fa bene alla salute!

.....

d) Abbiamo guardato volentieri (demonstrative adjective meaning 'that') film anche se (VEDERE + pronoun) tante volte a casa (DI + article) nostri amici.

.....

e) Signor Trepido, (imperative DIRE + pronoun) cosa (SUCCEDERE + pronoun) stamattina mentre (CONDURRE) a spasso il cane.

.....

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

a) Maria and Lisa have just left, they have gone to see their aunt who is ill, can you call later?

.....

.....

b) Giorgia, if you need any help, please let me know, and I'll do all I can.

.....  
.....

c) When she received the letter, she told her brother that she would catch the first train to London.

.....  
.....

d) She came from a good family, but her father had lost all his money, and Katherine had had to work for her living from an early age.

.....  
.....

e) If they think our hotel is too expensive, they should not have chosen this island for their honeymoon!

.....  
.....

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

a) Gli anni passavano e i ragazzi crescevano e succedevano tante cose e quel viso che non avevano amato molto svaniva per sempre.

.....  
.....

b) Un mattino, aspettando l'autobus che lo portava alla fabbrica dove lavorava, notò qualcosa di insolito lungo la strada.

.....  
.....

c) Per favore, lasciami il tuo numero di cellulare così ti posso chiamare appena sento qualcosa.

.....  
.....

d) Sebbene non conoscessi quella gente, accettai l'invito perché quella sera non avevo nulla di meglio da fare.

.....  
.....

e) Cadde svenuto perché era stato colpito alla testa.

.....  
.....

# Modern Greek

Oxford college of preference

Time allowed: 30 minutes

UCAS Personal ID

Surname & first name(s)

Date of birth

1. Rewrite the following sentences, substituting appropriate forms of the words capitalized in the square brackets (30 marks, 6 per sentence):

a) Εκείνη την ημέρα όλες οι [ΛΕΩΦΟΡΟΣ] όλων των μεγάλων [ΠΟΛΗ] της χώρας ήταν γεμάτες [ΑΥΤΟΚΙΝΗΤΟ].

.....  
.....

b) Η Μαρία είδε τον Νίκο και τους φίλους του να [ΣΥΖΗΤΩ] και να [ΦΩΝΑΖΩ] στην άλλη άκρη της [ΑΙΘΟΥΣΑ].

.....  
.....

c) Μόλις [ΦΤΑΝΩ] στο γραφείο, [ΔΙΝΩ] στην Αθηνά το γράμμα να [ΠΗΓΑΙΝΩ] στο ταχυδρομείο να το [ΣΤΕΛΝΩ] αμέσως.

.....  
.....

d) Χτες, πριν [ΠΗΓΑΙΝΩ] στην δουλειά μου [ΠΕΡΝΑΩ] από το βιβλιοπωλείο να [ΑΓΟΡΑΖΩ] το καινούργιο βιβλίο σου για να το [ΣΤΕΛΝΩ] στον Γιώργο.

.....  
.....

e) Αν ο Νίκος [ΔΙΑΒΑΖΩ] το γράμμα του Πέτρου, σίγουρα θα [ΘΥΜΩΝΩ] πολύ και θα [ΑΝΤΙΔΡΩ] άσχημα.

.....  
.....

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

a) Who was the girl whose brother we saw at the cinema on Monday?

.....  
.....

b) He ate so much that by the end of the dinner he felt very sleepy.

.....  
.....

c) Whether she likes it or not, John will go to the theatre with her.

.....  
.....

d) However many times I've told him not to arrive late, he is still never on time.

.....  
.....

e) Last month, I read more books than I've read in the whole year.

.....  
.....

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

a) Μπορεί να φτάσουν αργά το βράδυ της Κυριακής.

.....

b) Ίσως του μιλήσουμε αύριο μετά το μάθημα.

.....

c) Έχω δύο χρόνια να πάω στην Μύκονο.

.....

d) Φοβάμαι μήπως φτάσω αργά στο αεροδρόμιο και χάσω το αεροπλάνο.

.....

e) Ελπίζω να μη φοβήθηκες πως δεν θα σου στείλω τα βιβλία.

.....

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

**1. Find an adjective which belongs to the same family as each of the following adjectives (10 marks, 2 each):**

Example: complicação

Answer: complicado

- a) Cansaço .....
- b) Crueldade .....
- c) Suavidade .....
- d) Preguiça .....
- e) Emoção .....

**2. In each sentence insert the verb in the correct form for its grammatical context (15 marks, 3 per sentence):**

Example: O menino ..... cinco anos no sábado passado. (FAZER)

Answer: O menino FEZ cinco anos no sábado passado.

- a) Ontem eu ..... ao supermercado. (IR)
- b) Amanhã, eu e o meu irmão ..... juntos. (ESTUDAR)
- c) Gostava que tu ..... português comigo. (FALAR)
- d) No verão passado, elas ..... no Brasil. (ESTAR)
- e) Eu não ..... fazer isto sozinha. (CONSEGUIR)

**3. Transform the following sentences from singular to plural, ensuring that they continue to make sense (15 marks, 3 per sentence):**

Example: Eu encontrei o livro.

Answer: Nós encontrámos os livros.

- a) Ele tinha preparado o exame.

.....

b) O professor explicou a regra.

.....

c) O avião era enorme.

.....

d) O menino está muito triste.

.....

e) O animal parece inofensivo.

.....

**4. Translate the following sentences into English (30 marks, 6 per sentence):**

a) Não me lembro de o ter ido visitar.

.....

b) Será que vou conseguir descobrir a verdade?

.....

c) Quando for meia-noite e meia, teremos de voltar para casa.

.....

d) Se precisares de ajuda, é só dizeres.

.....

e) Não sejas tonto, este pastel de nata é meu!

.....

**5. Translate into Portuguese (30 marks, 6 per sentence):**

a) This house is bigger than mine.

.....

b) How many sisters does she have?

.....

c) We used to go to Brazil on holiday every year.

.....

d) When you grow up, what would you like to be?

.....

e) I doubt there is enough money for another meal.

.....

<h1>Russian</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
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) Когда мы (ИДТИ) ..... в (ШКОЛА) ....., мы видели в (САД) ..... (НОВЫЙ) ..... (УЧИТЕЛЬ) .....
- b) У (Я) ..... три (БРАТ) ..... : два из (ОНИ) ..... (СТАРЫЙ) ....., чем я, а третий (МОЛОДОЙ) .....
- c) (Я) ..... не (НРАВИТЬСЯ) ..... люди, которые (ЖИТЬ) ..... на (СОСЕДНИЙ) ..... (УЛИЦА) .....
- d) Если я (СДАВАТЬ) ..... (ВЕСЬ) ..... экзамены (ЛЕТО) ....., (ОСЕНЬ) ..... я (ПОСТУПАТЬ) ..... в университет.
- e) Вопросы, (КОТОРЫЙ) ..... он занимается, (КАЗАТЬСЯ) ..... очень (ТРУДНЫЙ) ....., но (ОН) ..... уже удалось решить их с (ПОМОЩЬ) ..... компьютера.

**2. Translate into Russian (50 marks, 10 per sentence):**

- a) If you arrive on Saturday before half past eight, there will be no one in the building.  
.....  
.....
- b) He asked me to tell his parents that he would get back home around midnight.  
.....  
.....

c) He wants the whole family to be here on the eighth of November, because he will be twenty-one that day.

.....  
.....

d) This year, as usual, there were twelve months and fifty-two weeks, but three hundred and sixty-six days.

.....  
.....

e) If I had known that you would be at the concert, I would have brought my Russian friends with me.

.....  
.....

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

a) Мы все учились по-немногу чему-нибудь и как-нибудь.

.....  
.....

b) Через неделю я уеду за границу, что бы ни случилось.

.....  
.....

c) Они остались бы дольше в гостях, если бы дома их не ждала дочь.

.....  
.....

d) Ни один ученик не мог рассказать преподавателю прочитанного.

.....  
.....

e) Нельзя было в душе не согласиться, что он поступает хорошо.

.....  
.....



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

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

- a) No **[SOY/ESTOY]** ..... para bromas ahora mismo. Llámame dentro **[DE/EN]** ..... dos horas. (4 marks)
- b) Antes de ir al museo, vamos a pasar **[PARA/POR]** ..... una galería de arte que está **[PARA/POR]** ..... aquí cerca. (4 marks)
- c) Para **[MI/MÍ]** ..... que si lo haces **[DE/CON/EN]** ..... esta manera, te resultará mucho más fácil. (4 marks)
- d) Me parece que los billetes de avión son **[DEMASIADO/DEMASIADOS]** ..... caros. No creo que **[PODEMOS/PODAMOS/PODREMOS]** ..... ir. (4 marks)
- e) Juanito, **[COMPRA/COMPRAS]** ..... una barra de pan antes de que **[CIERRAN/CIERREN]** ....., ya **[ES/SEA]** ..... en la panadería o en el supermercado de la esquina. (6 marks)

**2. In each sentence insert a verb or verbs appropriate to the grammatical context:**

Example: Este fin de semana, si **[SALIR]** ..... el sol, **[IR, nosotros]** ..... de excursión.

Answer: Este fin de semana, si **sale** el sol, **iremos** de excursión.

- a) Si **[SER, yo]** ..... tú, **[TENER, yo]** ..... mucho más cuidado con las olas la próxima vez. (4 marks)
- b) Se **[PROHIBIR]** ..... a los visitantes del zoológico que **[DAR]** ..... de comer a los animales. (4 marks)
- c) La semana pasada no **[PODER, tú]** ..... llegar a tiempo a la ópera porque **[QUEDARSE, tú]** ..... dormido. (4 marks)
- d) Por favor, no **[VOLVER, usted]** ..... a dejar el paraguas encima de la mesa, **[HACER, usted]** ..... el favor de meterlo en el paragüero. (4 marks)
- e) La semana pasada, el empleado le **[PEDIR]** ..... a su jefa que le **[AUMENTAR]** ..... el sueldo y que le **[DAR]** ..... más días de vacaciones. (6 marks)

**3. Translate into Spanish:**

a) Had it not been for him we would have arrived on time. (5 marks)  
.....  
.....

b) If you don't have grapefruits don't worry; any fruit will be fine for making some juice. (6 marks)  
.....  
.....

c) Don't you get the picture? They are not coming to the party tonight. (6 marks)  
.....  
.....

d) However hard it might be, you should learn all the rules about Spanish accents during your first year at university. (6 marks)  
.....  
.....

e) He assured me that he would be here in the twinkling of an eye. (5 marks)  
.....  
.....

**4. Translate into English:**

a) Antes de que se aprobara la ley, los votantes tuvieron que poner todos los votos en una única urna. (5 marks)  
.....  
.....

b) Estos calcetines ya no se pueden arreglar más; es mejor que los tires de una vez. (6 marks)  
.....  
.....

c) El ladrón se metió de polizón en el barco y cruzó la frontera antes de que la policía se percatara de su presencia. (6 marks)  
.....  
.....

d) Bajo ningún concepto debe usted entrar en la oficina principal hasta que mencionen su nombre. (5 marks)  
.....  
.....

e) Por si las moscas, llévate un martillo; puede que necesites más herramientas. (6 marks)  
.....  
.....

<h1 style="margin: 0;">Linguistics</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
UCAS Personal ID	Surname & first name(s)	Date of birth

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 [Total value: 30 marks]**

The following examples are from Shuri (Standard Okinawan), a Ryukyuan language. [j] denotes a sound like English "y" (as in "yes"), [dʒ] denotes a sound like English "j" (as in "judge"), and [:] means that the preceding vowel or consonant is long. These verbs can all be broken up into a stem (basic part) plus an ending.

Plain	Polite	Infinitive	English gloss
ijun	ijabi:n	ii	<i>to say</i>
n:dʒun	n:dʒabi:n	n:dʒi	<i>to see</i>
kamun	kamabi:n	kami	<i>to eat</i>
ukijun	ukijabi:n	ukii	<i>to wake up</i>
nijun	nijabi:n	nii	<i>to boil</i>

(i) Give the verb stems (basic parts) for:

to say ..... to see ..... to eat .....  
to wake up ..... to boil ..... [10 marks]

(ii) What are the word endings for the plain forms? What determines which word ending to use? [10 marks]

.....  
.....  
.....

(iii) What are the word endings for the polite forms? What determines which word ending to use? [10 marks]

.....  
.....  
.....

**Question 2 [Total value: 30 marks]**

The following examples are from Sumerian, a language spoken over 4000 years ago in what is now Southern Iraq.

- |    |        |         |         |   |
|----|--------|---------|---------|---|
| a) | lugal  | igin    |         | “the king went”                             |
| b) | lugale | iri     | mun-hul | “the king destroyed the city”               |
| c) | lugale | egal    | mun-du  | “the king built the palace”                 |
| d) | lugale | e       | mun-du  | “the king built the temple”                 |
| e) |        | e       | ba-du   | “the temple was built”                      |
| f) | e      | lugale  | du-a    | “the temple the king built”                 |
| g) | e-ani  | du-ed   | mandug  | “he told me to build his temple”            |
| h) | e-ani  | du-edam | mandug  | “he told me that I had to build his temple” |

(i) What are the Sumerian words for:

king ? .....	city ? .....	
temple ? .....	destroy(ed) ? .....	[12 marks]

(ii) What is the meaning of *-ani* ? ..... Of *du* ? ..... [6 marks]

(iii) How would you say the following in Sumerian? – [12 marks]

“The king destroyed the temple” .....

“The king told me to destroy his palace” .....

**Question 3 [Total value: 40 marks]**

Table 1 gives data from a study of how 1-year-old children learn particular consonants and how they learn whole words. The researchers spoke made-up words to the children, half of them containing consonants that were familiar to them (i.e. used by them) and half containing consonants that were considered unfamiliar (not used by the children). In the first session they heard the made-up words, associated with objects or actions that the children had not encountered before. In later sessions, the children's pronunciations of the new words were assessed, as well as their understanding of these words when spoken by an adult. Table 1 summarises the children's speech and understanding in those tests.

<b>Table 1. Observations</b>	No. of new words containing <i>familiar</i> consonants	No. of new words containing <i>unfamiliar</i> consonants	Total
No. of new words spoken by the children	44	16	60 (30%)
No. of new words correctly understood by the children	72	68	140 (70%)
Total	116 (58%)	84 (42%)	200

From the percentages and totals in Table 1, the theoretically *expected* numbers of words in each of the four categories can be calculated, as in Table 2.

<b>Table 2. Expected numbers</b>	No. of new words containing <i>familiar</i> consonants	No. of new words containing <i>unfamiliar</i> consonants	Total
No. of new words spoken by the children	$30\% \times 58\% \times 200 = 35$	$30\% \times 42\% \times 200 = 25$	60
No. of new words correctly understood by the children	$70\% \times 58\% \times 200 = 81$	$70\% \times 42\% \times 200 = 59$	140
Total	116	84	200

Compare the numbers in Table 1 (observations) with the *expected* numbers calculated in Table 2. Note, for instance, that the children spoke 9 words *more* than expected with familiar consonants.

(i) Complete the following statements, with a number in the first gap and “more” or “less” in the second.

[9 marks]

The children spoke ..... words ..... than expected with unfamiliar consonants.

The children understood ..... words ..... than expected with familiar consonants.

The children understood ..... words ..... than expected with unfamiliar consonants.

(ii) Are the children better at *saying* or *understanding* words with new consonants?

[5 marks]

.....  
.....

(iii) Why do you think this might be?

[16 marks]

.....  
.....  
.....  
.....  
.....

(iv) Why is it useful to compare numbers of observations with theoretically calculated expected numbers?

[10 marks]

.....  
.....  
.....  
.....

<h1>Language Aptitude Test</h1>		Oxford college of preference
<b>Time allowed: 30 minutes</b>		
UCAS Personal ID	Surname & first name(s)	Date of birth
I am applying for a course involving (please tick):		
<input type="checkbox"/> Celtic <input type="checkbox"/> Beginner's Russian <input type="checkbox"/> Beginner's Italian		

The questions are all based on an invented language, called Makatar. 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 Makatar 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 Makatar has nothing corresponding to the English *the* and *a(n)*, so that **bandezdem** can mean *a bandit* or *the bandit*. 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.

- (a)
- |  |   |
|--|---|
| <b>mendem ker bold</b>                   | 'A beggar sings a ballad.'                  |
| <b>bandezdem sep mend</b>                | 'A bandit leaves the beggar.'               |
| <b>josh bozdom mendvumend</b>            | 'The boss protects the beggars.'            |
| <b>torok mendvumendem bozd</b>           | 'The beggars pay the boss.'                 |
| <b>bozd doktom esep</b>                  | 'The daughter will leave the boss.'         |
| <b>bandezdvubandezdem joshok dokt</b>    | 'The bandits protect the daughter.'         |
| <b>bold kerek bandezdem vu astvoldom</b> | 'The bandit and a policeman sing a ballad.' |
| <b>bandezd astvoldom ojosh</b>           | 'The policeman will protect the bandit.'    |

Give the meaning of:

- |                                    |           |
|------------------------------------|-----------|
| <b>doktom tor mend</b>             | ..... [4] |
| <b>esepek bozdvubozdom astvold</b> | ..... [5] |

Translate into Makatar:

- The policemen will protect the daughters.
- ..... [6]

(b)

**bandezdem ontorum klos ine mokest** 'The notorious bandit meets the other girlfriend.'

**gadam bozdom otor astvold** 'The big boss will pay the policeman.'

**gord delsep bandezdem ontorum vu kepem**

'The notorious and dangerous bandit must leave the town.'

**doktom moljosh inev bandezdvubandezd** 'The daughter can protect the other bandits.'

**astvoldom bandezd ontoro dolroz** 'The policeman must arrest the notorious bandit.'

**melkerek ine bold doktom vu inem mokestem**

'The daughter and the other girlfriend can sing another ballad.'

**gado bozd odoloklos astvoldom** 'The policeman will have to meet the big boss.'

**doljoshok astvoldvuastvoldom ezvend** 'The policemen must protect the queen.'

Give the meaning of:

**bold ezvendem melker** ..... [4]

**mokestvumokestem bozdvubozd kepev orozok**

..... [5]

Translate into Makatar:

The town will be able to pay the other bosses.

..... [6]



(c)

<b>bandezd tefes</b>	'The bandit escapes.'
<b>toklosok astvold vu gado bozd</b>	'The policeman and the big boss meet.'
<b>gadam bozdom groz astvold</b>	'The big boss threatens the policeman.'
<b>olokok mendvumendem ezvend</b>	'The beggars will pester the queen.'
<b>lagens astvoldom delfes</b>	'The policeman must escape the situation.'
<b>bandezd kepe doltotor</b>	'The dangerous bandit must pay.'
<b>tekerek mendvumend</b>	'The beggars sing.'

Give the meaning of:

<b>ogroz gord lagensem kepem</b>	..... [2]
<b>deltefeseke inev doktvudokt</b>	..... [4]

Translate into Makatar:

The beggar will be able to leave.

..... [5]

(d)

**mokestem mer loklos gado bozd** 'The girlfriend wants to meet the big boss.'

**mendvumendem grozok lolok ezvend** 'The beggars threaten to pester the queen.'

**merek logroz doktom vu inevev bandezdvubandezdem mendvumend**

'The daughter and the other bandits want to threaten the beggars.'

**astvoldom ochosh loroz bandezd ontoro**

'The policeman will manage to arrest the notorious bandit.'

**bandezd omoljosh ezvendem** 'The queen will be able to protect the bandit.'

**chosh bandezdem lesev gord gado** 'The bandit manages to leave the big town.'

**leteker gord emer** 'The town will want to sing.'

Give the meaning of:

**inevev ezvendvuezvendem emerek lefes lagens kepe**

.....  
..... [3]

**lotoklos mokest vu dokt merek**

..... [2]

Translate into Makatar:

The big bosses can manage to escape.

.....  
..... [4]

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