



# OXFORD UNIVERSITY

## MODERN LANGUAGES ADMISSIONS TESTS

November 2021

### INSTRUCTIONS TO CANDIDATES

Please complete the following details. You must use a pen.

UCAS Personal ID	Surname & first name(s)				Date of birth	
Candidate number	<b>L</b>					

This booklet contains the following Modern Languages, Language Aptitude and Philosophy tests.

**Please tick which test(s) you are sitting:**

1	<i>Czech</i>		6	<i>Portuguese</i>	
2	<i>French</i>		7	<i>Russian</i>	
3	<i>German</i>		8	<i>Spanish</i>	
4	<i>Italian</i>		9	<i>Language Aptitude Test (LAT)</i>	
5	<i>Modern Greek</i>		10	<i>Philosophy</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 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.





<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. Poslali mu [ZPRÁVA] od [RODIČE]. Psali, že koupili [BYT] v [PRAHA].

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- b. Ve [STŘEDA] jedeme poprvé [VLAK] do [VÍDEŇ] pro [ONA].

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- c. [MÍT] hlad? Koupíme tady dva [ROHLÍK], pár [JABLKO] a [NEPERLIVÁ VODA].

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- d. Eda rád [ČÍST] a [PLAVAT], ale nerad [HRÁT] s [BALÓN].

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- e. Stáli před [NOVÉ] [ADMINISTRATIVNÍ] [BUDOVY] a gratulovali [STAROSTA].

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

- a. Where do they sell tickets? We thought they sold them at the tram-stop, but they don't.

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- b. I am never eating fish in that restaurant again. I've got a headache and don't feel well.

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c. Zuzka is always looking for money on the street. Yesterday she found ten crowns by the post office.

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d. In the Czech Republic, students most frequently study English and German, and sometimes Russian, which is quite easy for them.

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e. Monika, do you know where my phone is? I need to call the doctor and my sister.

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

a. Kvůli Martinovi jsme nejeli na dovolenou. Zlomil si ruku při lození na skále dva dny před odjezdem.

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b. Michal zase neudělal zkoušku ze zeměpisu a bude muset opakovat ročník. Jeho rodiče se strašně stydí.

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c. Od Katky nečekali, že sama nejenom uvaří pro všechny výbornou večeři, ale také umyje podlahu a vypere prádlo.

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d. Před dvěma měsíci si Janáčkoví pořídili psa, protože se děti nudily doma bez školy. Teď se ale o něho nikdo nestará.

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e. Zpěváci si stěžují na nedostatek podpory v období, kdy nejsou koncerty a nemají možnost vydělávat.

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

**1. FILL THE SENTENCE WITH ONE SINGLE WORD. (20 marks, 4 per sentence):**

*Example:* Je préfère le café ..... thé.                      *Answer :* Je préfère le café AU thé.

- a. Il pleut ..... deux semaines dans cette ville de campagne.
- b. Je voyage .....métro tous les jours.
- c. La femme .....j'ai rencontrée est britannique.
- d. Il joue ..... violon pour la chorale de l'école.
- e. ....est ta couleur préférée ? Le bleu ou le vert ?

**2. GIVE THE APPROPRIATE FORM OF THE VERB. (20 marks, 4 per sentence):**

*Example:* Je pense qu'il (être) trop tard pour rester éveillé.

*Answer:* Je pense qu'il EST trop tard pour rester éveillé.

- a. Il (ALLER) ..... en France, quand il aura la possibilité de le faire.
- b. Il ne veut pas qu'elle (PERDRE) ..... son temps à jouer aux jeux vidéo.
- c. Si j'avais de l'argent, je (S'ACHETER) ..... un nouvel ordinateur.
- d. Ils (SE DONNER) ..... rendez-vous l'année dernière dans le jardin du Luxembourg.
- e. Il aime l'équitation alors qu'elle (PRÉFÉRER) ..... de loin le tennis.

**3. TRANSLATE INTO FRENCH. (30 marks, 6 per sentence):**

- a. Nothing has happened yet this year and I'm beginning to get bored.

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- b. When I met her last week she told me she has a new boyfriend, and I saw them both yesterday in the park.

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- c. After having bumped my head in that old restaurant, I'm less keen on eating out.

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d. Not far from my house there's an amazing chocolate shop, and yesterday I went there and bought a kilo.

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e. I wanted to give the chocolates to everyone in my class but I didn't have enough, so I ate them all myself so as not to annoy my friends.

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**4. TRANSLATE INTO ENGLISH. (30 marks, 6 per sentence):**

a. Vers 11 heures du matin, devant la porte de la mairie, muni uniquement d'un livre et d'un vieux cahier, il prononça le discours qui devait changer le monde.

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b. Comme les baleines parcourent de longues distances, plongeant en profondeur puis refaisant surface, elles mélangent leurs excréments dans les océans et leurs nutriments agissent comme engrais.

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c. Nous trouvons stupéfiant que ces dirigeants politiques croient à des théories aussi absurdes.

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d. En 1791, Olympe de Gouges, femme de lettres, écrit un projet de Déclaration des droits de la femme et de la citoyenne qui lui vaut de rentrer dans l'histoire.

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e. Allons rêver sur les bords de la Seine, s'il reste encore quelques petits coins de verdure, et si le fond de l'air est frais.

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<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. (50 marks):

*Example:* Es war dem [POLIZIST] unbegreiflich, dass [KEIN ZEUGE] über [DER VORFALL] etwas [GENAU] berichten konnte.

*Answer :* dem Polizisten, kein Zeuge, den Vorfall, Genaues

a. Bei [DIE HITZE] lege ich mich besser in [DER SCHATTEN], damit ich [KEIN] Sonnenbrand bekomme.

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b. Sie hat [WIR] [EIN] Brief geschickt.

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c. Man [MÜSSEN] [DIESE KINDER] helfen.

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d. [MEIN COUSIN] habe ich schon jahrelang nicht mehr gesehen.

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e. Dieser Roman handelt von [EINE FRAU] aus [DIE EHEMALIG DDR].

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f. [GEBRAUCHT] Fahrrad mit [NEU] Sattel zu verkaufen.

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g. Bitte setzt [SICH] zum Essen an [DER TISCH].

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h. Im Moment läuft nichts [GUT] im Kino.

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i. Sie erklärte [DER TOURIST] den Weg zu [DIE SYNAGOGE].

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j. Ich habe [KEIN] [DIESE BÜCHER] gelesen.

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k. Die Kinder rennen in [DER PARK] herum.

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l. [WELCH] Film sollen wir anschauen?

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m. Ihr Vater war [EIN BEKANNT] Schriftsteller.

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n. Ist [DIES] Computer [DEIN] oder der [DEIN BRUDER]?

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**2. Translate into English. (20 marks):**

a. Um katastrophale Klimafolgen noch abzuwenden, müssen Staaten mehr tun, als sie bislang versprochen haben.

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b. Man muss sich ja nicht immer gleich beschweren, wenn die Nachbarn mal ein bisschen laut sind.

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c. Du hättest das Auto reparieren lassen müssen.

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d. So intelligent er auch sein mag, er ist für diese Stelle nicht geeignet.

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

a. One fine day, I packed all I had on my back and left my hometown.

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b. After we had dinner, we went outside to talk to our neighbour.

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c. We have been living in Vienna for five years but now we are thinking of moving to Hungary.

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d. If you had told me you were coming to visit, I would have ordered some nice food from a restaurant.

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e. I am not entirely sure how to translate this sentence. May I use a dictionary?

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<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 marks per sentence):**

*Example:* Non (tu – PERDERE) così tanto tempo se (tu - PORTARE) un orologio! Compratene uno!

*Answer:* Non perderesti così tanto tempo se portassi un orologio! Compratene uno!

- a. Buongiorno, Signora Rossi. Mi (Lei-DIRE) che cosa vorrebbe comprare e come potrei (AIUTARE + pronoun).

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- b. 'Ragazzi, non (voi-CORRERE) così in fretta! Potreste (FARE+ pronoun) del male.'

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- c. Due giorni fa, Gianni (PERDERE) il suo cappello e allora oggi deve (COMPRARE+pronoun) uno nuovo.

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- d. Se Miranda (SAPERE) dell'incidente sabato scorso, (PRENDERE) un'altra strada.

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- e. Quale libro (tu-PREFERIRE) leggere, Sara? Io (PRONOUN) ho già letti tutti.

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

- a. Robert couldn't go to the cinema on Friday because his motorbike had a flat tyre.

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b. As a teenager, Clare had spent her weekends reading and writing poems.

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c. Paul, do you think the show will be cancelled now that they are renovating the theatre?

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d. Rebecca said that she would like to see the giraffes after lunch.

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e. Is it my turn now? I've been waiting for ages.

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

a. Quel giorno, Pietro tornò a casa e chiese a suo fratello se poteva lasciarlo solo per qualche ora.

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b. Ti rendi conto quanto tempo è passato da quando eravamo insieme a Roma? Più di tredici anni ormai!

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c. Federica sfogliava la rivista pensando a tutti i bei viaggi che avrebbe fatto durante l'estate.

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d. Se me lo domandassi, andrei al lavoro questa domenica, anche se mi dispiacerebbe perdere la partita.

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e. Dubitiamo che abbiano capito la gravità della situazione, e nemmeno come risolverla.

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<h1>Modern Greek</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 word given in capitals and brackets. (30 marks, 6 per sentence):**

a. Του είπα να [(αυτός) ΔΕΝ ΦΕΥΓΩ], αν πρώτα [ΔΕΝ ΠΛΕΝΩ] τα πιάτα.

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b. Χτες, τους [(εγώ) ΒΛΕΠΩ] να [(αυτοί) ΠΙΝΩ] καφέ στην πλατεία του χωριού.

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c. Αν [(εσύ) ΑΡΓΩ], [(εγώ) ΤΡΩΩ] μόνος μου.

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d. Και οι δύο [ΚΕΝΤΡΙΚΟΣ] είσοδοι του κτιρίου είναι [ΚΛΕΙΔΩΝΩ].

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e. Εσύ μην [ΛΕΩ] τίποτα σε κανέναν, πριν τους [ΜΙΛΑΩ] εγώ.

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

a. Don't leave before you eat your sandwich.

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b. If you see them before me, tell them to come to the party.

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c. As I was driving, I remembered I hadn't locked the door.

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d. When they lived in Greece, they used to eat out very often.

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e. Whose book is this? I found it next to mine.

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

a. Έχω να δω μια καλή ταινία εδώ και μήνες.

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b. Αν ήξερα ότι θα βρέξει, δεν θα έβγαινα από το σπίτι.

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c. Ό,τι και να λες εσύ, εγώ πιστεύω ότι έχουν δίκιο.

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d. Μήπως είδες πουθενά τα κλειδιά μου;

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e. Τους είπα ότι μπορεί να πάω να τους δω το Σάββατο.

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<h1>Portuguese</h1> <p><b>Time allowed: 30 minutes</b></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 (12 marks):**

*Example: a casa*  
*Answer: AS CASAS*

- a. Um capitão \_\_\_\_\_ [2]
- b. O general \_\_\_\_\_ [2]
- c. O problema \_\_\_\_\_ [2]
- d. Um guarda-roupa \_\_\_\_\_ [2]
- e. O museu \_\_\_\_\_ [2]
- f. A irmã \_\_\_\_\_ [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. Eles ..... (VIR) ao curso de segunda a quarta. (3)
- b. Meu irmão ..... (COLECIONAR) selos quando era adolescente. (3)
- c. Eu ..... (IR) a Cabo Verde no Natal do ano passado. (3)
- d. Maria e João ..... (DANÇAR) muito na festa ontem. (3)
- e. Nós ..... (RESPONDER) às perguntas se soubéssemos como. (3)
- f. Não me ..... (PEDIR) mais favores. (3)
- g. Ele ..... (POR) os materiais na mesa depois do jantar de ontem. (3)
- h. Caso ..... (PODER), venha nos visitar. (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. Ele está ..... casa dos avós. (2)
- b. Iremos ao jogo de vôlei ..... domingo. (2)
- c. A decisão depende ..... vários fatores. (2)
- d. O livro foi escrito ..... famosa autora portuguesa. (2)

- e. Eles foram ao evento ..... táxi. (2)
- f. O próximo ônibus é ..... 11:47. (2)
- g. Eu viajarei ao Brasil ..... 2022. (2)

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

- a. O senhor poderia falar um pouco mais devagar, por favor? (5)

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- b. Elas têm trabalhado muito pela comunidade nos últimos meses. (5)

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- c. Faça logo o dever de casa para ter tempo de ler o seu novo livro. (5)

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- d. Quando eram crianças, brincavam durante horas na rua. (5)

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

- a. They were at the party when Maria and her family arrived. (6)

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- b. If you need anything, call me. (6)

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- c. I would love to visit João in Brazil during Carnival. (6)

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- d. Although it was his first interview, he was not nervous. (6)

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- e. Do you have this same T-shirt in a smaller size? (6)

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<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. Вчера я случайно (ВСТРЕЧАТЬСЯ) ..... с (ОТЕЦ) ..... на автобусной остановке. Мы немного поговорили, и я пообещал дать (ОН) ..... три (УЧЕБНИК) ..... и пять (КНИГА) .....
- b. Завтра моя сестра (УЕЗЖАТЬ) ..... в (МОСКВА) ..... на (НЕДЕЛЯ) ..... Там она (ВИДЕТЬ) ..... много (ДРУГ) .....
- c. У (МОЙ) ..... (ДЯДЯ) ..... мало (ДЕНЬГИ) ..... , но он прекрасно (ПЕТЬ) ..... и (ТАНЦЕВАТЬ) .....
- d. В (ПРОШЛЫЙ) ..... (ГОД) ..... мой брат (ЖЕНИТЬСЯ) ..... на (КРАСИВЫЙ) ..... (ДЕВУШКА) .....
- e. Он старше (ОНА) ..... на (ШЕСТЬ) ..... (ГОД) ..... и относится к (ОНА) ..... с (ЛЮБОВЬ) .....

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

- a. On Wednesday, Masha came to see me to talk about an article that she had written about Akhmatova's poetry.

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b. Anna Akhmatova was born on 23 June 1889 and was one of the most important Russian poets of the twentieth century.

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c. She started writing poems when she was eleven. In 1965, when she was seventy-six, she visited Western Europe.

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d. Masha said that she would send her article to the teacher soon. She wanted me to tell her if I liked her ideas.

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e. As we discussed Akhmatova, Masha and I drank three large glasses of juice and two small cups of black coffee.

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

a. Она попросила меня перевести письмо на испанский, но без словаря эта задача оказалась почти невозможной.

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b. Он всегда опаздывает на работу. Сегодня он должен был прийти в полдень, но уже половина первого, а он еще не появился.

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c. Нам нужна их помощь. Давайте посидим и подождем, пока они не придут.

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d. Приехав домой, я обнаружил письма, отправленные моим братом из Америки.

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e. Занимаясь каждый день, можно выучить иностранный язык за несколько месяцев.

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<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. El campeón no quería participar **[A/ POR/ EN]** el partido, pero el entrenador le dijo que no **[ESTABA/ ERA]** su elección y que le esperaba en el campo **[EN/ A/ PARA]** un minuto. **[6]**
- b. El inspector de policía se **[ACERCABA/ ACERCÓ/ HA ACERCADO]** a la vivienda para ver qué había sucedido y se dio cuenta **[DE/ PARA/ POR]** que no había nadie en el interior, solo un muñeco vestido **[DE/ AL/ EN]** rojo. **[6]**
- c. No he visto a Marta **[DURANTE/ DE/ DESDE]** hace un mes, pero si fuera cierto que se ha marchado, su marido no **[ESTABA/ ESTARÍA/ ESTARÁ]** tan tranquilo. **[4]**
- d. Conducía por la carretera **[EN/ POR/ A]** 150 km por hora cuando vio que había una vaca obstaculizando la vía y sospechó que no le **[DARÍA/ DARÁ/ DIERA]** tiempo de frenar. **[4]**
- e. Los manifestantes bloquearon la calle, pero **[PARA/ A/ POR]** nadie le importó **[PORQUÉ/ YA QUE/ POR]** todo el mundo se preocupa por el medioambiente, menos los que carecen **[EN/ DE/ POR]** conciencia ecológica. **[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. El Gobierno pidió que los voluntarios **[AYUDAR]** ..... a las víctimas ya que **[PERDER, ELLOS]** ..... muchos bienes materiales en el terremoto. **[4]**
- b. Galdós murió en 1920 en Madrid, ciego y empobrecido. El pueblo de Madrid lo **[ACOMPAÑAR]** ..... hasta el último momento ya que durante toda su vida **[DEFENDER]** ..... a las clases más pobres. **[4]**
- c. El periodista **[CONFIRMAR]** ..... ayer que el presidente **[DIMITIR]** ..... la noche anterior, y David ahora teme que con el cambio de Gobierno su familia **[PERDER]** ..... su fortuna. **[6]**
- d. Don Quijote **[LANZARSE]** ..... sobre los molinos pensando que **[SER]** ..... gigantes y les gritó que no **[HUIR]** ....., pero entonces el viento se levantó y las aspas comenzaron a moverse. **[6]**

- e. Las cosas ocurrieron de tal modo que, a finales de la primavera de 1977, Cándida Pérez y el padre Federico **[ULTIMAR]** .....en pocos días los preparativos para que Andresito **[INGRESAR]** ..... en el seminario el próximo septiembre. **[4]**

**3. Translate into Spanish:**

- a. They emptied the fridge and ate the cake! **[5]**

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- b. I am fed up with everybody thinking that languages are easier than maths. **[5]**

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- c. Everyone knows that ambition matters more than talent if you want to make it in the music industry. **[5]**

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- d. Her library was full of books she had bought when she was still able to go out. **[5]**

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- e. I don't think you should read his diary: leave it alone! **[5]**

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**4. Translate into English:**

- a. La compañía no demandará al Gobierno a pesar de tener motivos de sobra. **[5]**

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- b. Puedes seguir intentándolo, pero no voy a cambiar de opinión. **[5]**

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- c. ¡Míralo! Parece respetable, pero tiene una larga trayectoria criminal. **[5]**

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- d. Es necesario que la editorial deje de promocionar ese libro: es un compendio de falsedades. **[5]**

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- e. Aun cuando no estemos de acuerdo en la solución, la crisis sanitaria actual exige una respuesta inmediata. **[5]**

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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) *Beginners'*:

Czech (with Slovak)  German  Italian  Modern Greek  Portuguese  Russian

The following questions are based on an invented language called Fanith. Fanith, unlike English, does not distinguish between simple and progressive tenses, so the same word can mean **I see** and **I am seeing**. Like English, Fanith has fixed word order; but Fanith's word order rules are unlike those of English. Note that Fanith has a difference in pronunciation between **e**, **o** and **é**, **ó** – observe these accents carefully as you analyse and write the language.

The exercises are cumulative, so it is recommended that you complete them in order, as later questions include forms from earlier ones. Try to work out the meanings of sentences, individual forms, and the components of those forms by comparing the given sentences carefully with each other.

1. Study the following sentences in Fanith:

[14 marks]

The dog sees the cat

**se lix som lenonom thadh**

The men see the dogs

**sé zhóch sém líxom thedh**

Cats love men

**lenó zhóchom shech**

The dogs chase the women

**sé líx sóm shethónom neth**

Women wait for cats

**só shethó lenónom djen**

The cat loves the dog

**so leno sem lixom shach**

Translate the following into English:

(a) **so shetho som lenonom nath**

\_\_\_\_\_ [3]

(b) **sé líx sém zhóchom shech**

\_\_\_\_\_ [3]

Translate the following into Fanith:

(c) **The dog waits for the man**

\_\_\_\_\_ [4]

(d) **The man loves the cats**

\_\_\_\_\_ [4]

2. Study the following sentences in Fanith:

[15 marks]

They look for the women's fishes

**herdh sém sóy shethónoy thársom**

The men are eating eggs

**sé zhóch djórom medh**

We see the man's chicken

**thadhem sem sey zochoy roshom**

The girl's rabbit plays with the men's dogs

**so soy thefonoy falsho sém séy zhóchoy  
líxom chadj**

A dog is stealing the cat's fish

**lix sem soy lenonoy tharsom varsh**

We are looking for the rabbit

**hardhem som falshonom**

Translate the following into English:

(a) **so shetho sém sey tharsoy djórom madh**

[4]

(b) **só thefó sém sey zochoy róshom versh**

[4]

Translate the following into Fanith:

(c) **They are looking for the man's cats**

[3]

(d) **We are stealing the chickens' egg**

[4]

3. Study the following sentences in Fanith:

[16 marks]

The dog saw the fish

**se lix sem tharsom fathadh**

The thieves took the rabbits

**sé vórsh sóm falshónom famen**

The chickens chased the pigeon

**sé rósh som faronom faneth**

Girls were eating the pigeons' eggs

**thefó sém sóy farónoy djórom famedh**

Hawks take the man's pigeon

**xashó som sey zochoy faronom men**

Translate the following into English:

(a) **só thefó sóm soy shethonoy falshónom fachedj**

[4]

(b) **so xasho roshom fahardh**

[3]

Translate the following into Fanith:

(c) **The thief stole the hawk's egg**

[4]

(d) **The woman's cat took the thieves' fish**

[5]

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

*Answer **SECTION A** and **ONE QUESTION ONLY FROM SECTION B.***

***Spend half an hour on each and do as much as you can within that time.***

**SECTION A**

1. Read carefully through the following passage, and answer the questions which follow. (The Louvre and the Uffizi are major museums of art.)

Imagine ... a young person walking through the Louvre or the Uffizi, and you can immediately grasp the condition of his soul. In his innocence of the stories of Biblical and Greek or Roman antiquity, Raphael, Leonardo, Michelangelo, Rembrandt and all the others can say nothing to him. All he sees are colors and forms – modern art. In short, like almost everything else in his spiritual life the paintings and statues are abstract. No matter what much of modern wisdom asserts, these artists counted on immediate recognition of their subjects and, what is more, on their having a powerful meaning for their viewers. The works were the fulfillment of those meanings, giving them a sensuous reality and hence completing them. Without those meanings, and without their being something essential to the reader as a moral, political and religious being, the works lose their essence. It is not merely the tradition that is lost when the voice of civilization elaborated over millennia has been stilled in this way. It is being itself that vanishes beyond the dissolving horizon.

(ALLAN BLOOM)

- a. State briefly in your own words the two things which the author considers no longer available to contemporary viewers of the art he discusses as a result of the stifling of 'the voice of civilization elaborated over millennia'.
- b. EITHER: Is it possible to recover either or both of these things?

OR: May there be any gains compensating for the negative effects of the losses the author identifies?

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