



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

Wednesday, 4 November 2015

INSTRUCTIONS TO CANDIDATES

This booklet contains the following Modern Languages, Linguistics, Language Aptitude and Philosophy and Modern Languages 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. **Please note, the Philosophy test is a 1 hour 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 test is three pages long and the Language Aptitude Test (LAT) is two pages long. The Philosophy test is two pages long.

After you have finished, **the whole booklet should be returned.** 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.



**Admissions
Testing Service**

Administered on behalf of the University of Oxford by
the Admissions Testing Service

Czech Time allowed: 30 minutes		Oxford college of preference
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: Pavel [STUDOVAT] [ČEŠTINA] v [OXFORD] už dva [ROK].

Answer: Pavel studuje češtinu v Oxfordu už dva roky.

- a) V [NÁŠ] [MĚSTO] je velké množství [KRÁSNÝ] [PAMÁTKA].

- b) [MINULÝ] [PONDĚLÍ] moje přítelkyně [PŘIJÍT] na [PŘEDNÁŠKA] velmi pozdě.

- c) Včera [SNÍST] děti sedm [JABLKO], pět [MRKEV] a tři [POMERANČ].

- d) Kdybych [MÍT] víc [PENÍZE], [MOCI] bych jet také do [BENÁTKY].

- e) Až dneska večer [PŘIJÍT] [DOMOV], [BÝT] jen [ODPOČÍVAT].

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

- a) When we entered I could see there was a message for me next to my key.

- b) The first thing I did when I got back to the flat was to phone my friend.

- c) Yesterday it snowed and it was foggy, so the boys stayed at home reading a book.

- d) He explained how to get to the hotel where they were to meet.

- e) There was silence for a moment on the line and I thought we had been cut off.

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

- a) Moje přítelkyně se mě zeptala, jak dlouho žiji v Anglii.

- b) Za dobu své spolupráce s divadlem jsem režíroval tři hry.

- c) Profesorka hovořila o české literatuře a jejím vlivu na anglickou literaturu.

- d) Někdy se jdu odpoledne projít do parku.

- e) Nemohli jsme tehdy ještě tušit, co nás v životě čeká.

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

1. Fill each gap with an appropriate single preposition unless none is necessary, in which case put a cross (X). (10 marks, 1 per sentence)

Example: J'ai téléphoné Pierre. *Answer:* J'ai téléphoné à Pierre.

- a. J'ai écouté les nouvelles la radio.
- b. Que penses-tu son attitude ?
- c. Je travaille me perfectionner en français.
- d. Je n'aime guère la crème anglaise.
- e. Il pense déjà grandes vacances.
- f. Il parle tout le temps écouter ce qu'on lui dit.
- g. avoir terminé ses devoirs, il est allé courir.
- h. Deux personnes dix sont atteintes de diabète.
- i. Cela ne dépend pas seulement lui mais de la situation économique.
- j. On peut certainement compter elle.

2. Give an appropriate form of each verb in brackets. (20 marks, 2 per sentence)

Example: Je (APPRENDRE) le français depuis cinq ans. *Answer:* J'apprends le français depuis cinq ans.

- a. Je prépare à manger tout en (ÉCOUTER) la radio.
- b. Je fais des exercices afin d' (ÊTRE) en bonne santé.
- c. Je pense qu'il (OBTENIR) son diplôme l'année prochaine.
- d. Il est impossible qu'elle (VENIR) en France l'année dernière.
- e. Il est souhaitable qu'il (TENIR) sa promesse.
- f. Bien qu'il (PERDRE) ses clés, il a réussi à rentrer.
- g. Il faut absolument que vous (ÉCOUTER) la vérité.
- h. Il s'est mis à pleuvoir alors qu'il (ATTENDRE) le bus.
- i. Je (BOIRE) un verre à ta santé, quand je te rendrai visite.
- j. Dès que nous nous sommes rencontrés, nous (SE SERRER) la main.

3. Join the sentences together with a relative pronoun such as qui, que, dont, lequel, etc., to make a new sentence, beginning with the given word. (20 marks, 5 per sentence)

Example: Le garçon avait volé mon portefeuille J'ai vu le garçon. *Answer:* J'ai vu le garçon qui avait volé mon portefeuille.

- a. Le voyageur prit la place. Il avait réservé la place.

Le voyageur _____

- b. Je connais les parents de l'étudiant. L'étudiant habite dans mon quartier.

L'étudiant _____

- c. On tiendra compte de la routine. Il est habitué à la routine.

On _____

- d. L'avion est parvenu à son altitude maximale. Le pilote n'a pas le droit de voler au-dessus de cette altitude.

L'avion _____

4. Translate into French. (25 marks, 5 per sentence)

- a. Please explain to me what you were thinking.

- b. 'Has she been playing the piano since the age of four?'

- c. We were very excited about the prospect of a new government.

- d. How long had they been working on their French homework?

- e. These children were not paying much attention to what was happening.

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

- a. Quelles que soient les erreurs que tu aies commises, nous te pardonnons.

- b. Il avait créé un tel scandale que l'affaire est passée devant les tribunaux.

- c. Je lui ai demandé de modifier ce contrat qui n'était pas conforme à la loi.

- d. Une fois que nous serons passés par l'auberge, nous pourrons visiter la ville.

- e. J'aime beaucoup l'Italie, mais jamais il ne me viendrait à l'esprit d'y aller avec vous.

German Time allowed: 30 minutes		Oxford college of preference
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. [DIESER] Film habe ich letzte Woche mit [MEINE] [BESTE] Freundin im Kino gesehen.
 _____ [6 marks]
- b. Nach [EIN] [LANG] Arbeitstag lege ich mich oft ein paar Stunden auf [DAS] Sofa.
 _____ [6 marks]
- c. [SICH] [FREUEN] auf [EUER] Urlaub?
 _____ [6 marks]
- d. [WERDEN] du nächstes Jahr nach Deutschland fahren?
 _____ [2 marks]
- e. [WELCH] Film [EMPFEHLEN] du mir?
 _____ [4 marks]
- f. Ein [DEUTSCH] hat die Tasche des [FRANZOSE] gestohlen.
 _____ [4 marks]
- g. Mein Onkel ist ein [BERÜHMT] Schriftsteller. Er wohnt in [EIN] [KLEIN] Haus an [DIE] Ostsee.
 _____ [8 marks]
- h. [MEIN] Bruder kaufe ich ein Kochbuch. Er hat nämlich [KEIN].
 _____ [4 marks]

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

- a. Es wird Winter. Bald werden wir die Heizung abschalten müssen.

- b. Du musst wirklich nicht auf mich warten.

- c. Trotz der Wohnungsnot zieht es immer noch viele Menschen nach München.

- d. Dieses Kleid dürfte ein Vermögen gekostet haben!

- e. In der Dresdner Innenstadt sind immer sehr viele Touristen, das kann schon mal nerven – da muss man sich als Student eben abkapseln.

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

- a. He has been studying German for several years, and still can't read German books.

- b. They had lived in Berlin for several years before they moved to London.

- c. This is the female author whose books were very famous when I was a child.

- d. I would move to London if the house prices weren't so high.

- e. I was sitting on the comfy sofa reading a book when I heard the noise.

Italian Time allowed: 30 minutes		Oxford college of preference
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 io (SAPERE) che ti eri fatto male (io – VENIRE) a trovarti (IN + article) ospedale in cui ti avevano ricoverato.

Answer: Se io avessi saputo che ti eri fatto male sarei venuto a trovarti nell'ospedale in cui ti avevano ricoverato.

- a) Hai visto di recente Paolo e Chiara? Sì, (io – INCONTRARE + pronoun) per caso ieri vicino a casa mia. (io – PROPORRE + pronoun) di andare a prendere un aperitivo, ma non (ESSERCI) modo di convincerli.

- b) Nel 1939 le truppe tedesche (INVADERE) la Polonia. Subito dopo questo evento, il Regno Unito (DICHIARARE) guerra (preposition + article) Germania.

- c) Sono contento che voi mi (FARE) questo favore anche se adesso non (AVERNE VOGLIA). Suppongo che (voi – ESSERE) costretti dal capo del dipartimento.

- d) La persona (relative pronoun) devi dare le chiavi si chiama Giorgia. (2 pronouns) devi dare domani alle 15.00; ti (ASPETTARE) davanti alla fermata della metropolitana.

- e) Checché tu (DIRNE), ieri Stefano (METTERE) a repentaglio la riuscita del progetto con (possessive adjective) caparbietà!

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

- a) He was so disappointed that he had missed the beginning of the concert. The concert started at five on the dot and he arrived at 5.20.

- b) He started to study the piano a while before Paolo, but Paolo can play the most complicated pieces even better.

- c) It would be a great honour for me if you and your wife could come to dinner at my house.

- d) What is everyone looking at up there? Difficult to say, but if you find the correct answer, you will complete the crossword.

- e) He looked at her the way she'd always wanted to be looked at by him. Nevertheless, she passed by without noticing.

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

- 1) Vuoi andare al cinema domani? Danno l'anteprima dell'ultimo film di Nanni Moretti e mi piacerebbe vederlo con te.

- 2) Se tu avessi preso l'ombrello, come ti avevo detto, non ti saresti bagnato dalla testa ai piedi. Adesso prenderai un raffreddore.

- 3) Hai notato che i lavori del cantiere vicino a casa tua sono durati 3 anni invece di 2? È perché vi hanno trovato dei reperti archeologici.

- 4) Non vorrei che tu ti facessi idee sbagliate sul suo conto e che gli dessi troppo credito. Non è una persona affidabile.

- 5) Non aver paura di sbagliare! Smetti di esitare e comincia.

Modern Greek Time allowed: 30 minutes		Oxford college of preference
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) Και οι δύο [ΚΟΡΗ] της [ΑΔΕΛΦΗ] του είναι πολύ [ΤΕΜΠΕΛΗΣ].

b) Αν πρώτα δεν [(εσύ) ΜΑΘΑΙΝΩ] τι ακριβώς [ΓΙΝΟΜΑΙ], καλύτερα [ΔΕΝ ΜΙΛΑΩ] καθόλου.

c) Λίγο έλειψε [ΧΑΝΩ] το αεροπλάνο, γιατί [ΑΡΓΩ] [ΦΤΑΝΩ] στο αεροδρόμιο.

d) Πέρυσι, κάθε πρωί [ΠΗΓΑΙΝΩ] στο γραφείο μου, [ΠΑΙΡΝΩ] το μετρό από το σταθμό κοντά στο σπίτι μου.

e) Μη [(εσύ) ΦΕΥΓΩ], αν δεν [ΜΙΛΑΩ] πρώτα με την αδελφή σου για το θέμα αυτό.

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

a) Whose bag is this? I found it next to mine.

b) It's been many years since I spoke to him, but he always sends me a card for Christmas.

c) When they were living in London, they used to see each other every day.

d) If you don't buy a new car, we won't be able to go to France in the summer.

e) When his wife arrived, he was reading the new book he bought yesterday.

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

1. Μπορεί να μην το ξέρεις, αλλά οι γονείς της χώρισαν πέρυσι.

2. Αν όλα πάνε καλά, ίσως αγοράσω ένα καινούργιο διαμέρισμα στην Αθήνα.

3. Ξέρω ότι είναι καλά, αλλά έχω δύο χρόνια να τους δω.

4. Σκέφτομαι μήπως πρέπει να της πάρω κάτι άλλο για δώρο στα γενέθλιά της.

5. Εύχομαι να μη θύμωσαν μαζί μου μετά απ' όσα έγιναν.

Portuguese Time allowed: 30 minutes		Oxford college of preference
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A. Find a noun which belongs to the same family as each of the following adjectives:

[10 marks]

Example: complicado

Answer: complicação

- | | | |
|--------------|-------|-----|
| 1. simpático | ..... | (2) |
| 2. simples | ..... | (2) |
| 3. fácil | ..... | (2) |
| 4. temático | ..... | (2) |
| 5. agrícola | ..... | (2) |

B. In each sentence insert the verb in the correct form for its grammatical context. [15 marks]

Example: Ontem eu de casa mais cedo. (SAIR)

Answer: Ontem eu SAÍ de casa mais cedo.

- | | |
|---|-----|
| 1. Mesmo que tu, não vais poder ajudar-me. (QUERER). | (3) |
| 2. Se elas a Cabo Verde nas próximas férias, vão ficar encantadas. (IR) | (3) |
| 3. Parecia impossível que ela ainda não o Brasil. (CONHECER). | (3) |
| 4. Normalmente, fora de casa e janto com a família. (ALMOÇAR). | (3) |
| 5. Santos da casa não milagres. (FAZER). | (3) |

C. Find the plural of the following adjectives

[15 marks]

Example: querido

Answer: queridos

- | | | |
|----------------|-------|-----|
| 1. bom | ..... | (3) |
| 2. grande | ..... | (3) |
| 3. difícil | ..... | (3) |
| 4. desprezível | ..... | (3) |
| 5. simples | ..... | (3) |

D. Translate the following sentences into English:

[30 marks]

1. Seja como for, vai ser difícil conseguir um bilhete.

(6)

2. Será que os portugueses não têm mesmo preconceitos raciais?

(6)

3. Ainda não sei se vou poder ir contigo.

(6)

4. “Meu filho, já estás um homenzinho, não achas?”

(6)

5. Estas calças azuis ficam-te mesmo bem.

(6)

E. Translate the following sentences into Portuguese:

[30 marks]

1. I was happy when I found out she had arrived on time.

(6)

2. There is no-one who can do it.

(6)

3. We would like to invite them to the party.

(6)

4. How many people did you meet this summer?

(6)

5. It is likely that they will travel to Mozambique again.

(6)

Russian Time allowed: 30 minutes		Oxford college of preference
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) Я получила от(ВСЕ)(ДРУГ) много
(ПОДАРОК), а подарок от(МАТЬ) мне был
(ДОРОГОЙ) всех.
- b) Так как у него осталось мало..... (ДЕНЬГИ) он не покупал пива в
(ЛЕТНИЙ САД). Он(САДИТЬСЯ)
 на скамью и смотрел, как юноши..... (ПИТЬ).
- c) Пять..... (РОДИТЕЛЬ) остались на левом.....
 (БЕРЕГ) реки, а..... (3)..... (РЕБЕНОК) уже шли
 по тротуару к(ДВОРЕЦ).
- d) Если страна в..... (ВУДУЩЕЕ) вновь.....
 (СТАНОВИТЬСЯ)(ВЕЛИКАЯ),(МЫ)
 надо будет восстановить с(ОНА) связи.
- e) Я..... (УЧИТЬСЯ) в МГУ уже давно. Я изучаю больше.....
 (ПРЕДМЕТ) чем..... (ОНА), и мы живем в.....
 (ОБЩЕЖИТИЕ),(КОТОРЫЙ) находится далеко от центра города.

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

- a) I told him that I wanted to meet at midday on May 2nd, 1978, but he was late, and I had to wait for two hours.

- b) If he had been born earlier, his parents would not have gone abroad. Now he is 47 years old and lives alone, without brothers or sisters.

- c) The beautiful woman was carrying several books along the road, and she didn't notice the cars going past her.
-
-
- d) The seven young girls and the four old doctors discussed the war until they arrived in Berlin and left the station on foot.
-
-
- e) You will see a man standing near the school, who will give you two pink roses. If you don't find him, ask a policeman.
-
-

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

- a) Я спросил девушку, сидевшую рядом, давно ли начался фильм. Повернувшись, она кивнула головой.
-
-
- b) Он медленно пил кофе, время от времени поглядывая на часы. Наконец, встав со стола, он ушел из кухни.
-
-
- c) Эта машина, управляемая одним человеком, делает работу десяти человек. Сколько бы она ни стоила, я куплю ее.
-
-
- d) Петербург рос, как императорский город. Многие здания в центре были построены архитекторами, которые нравились царям.
-
-
- e) Я разговаривал бы с ним, если бы у него были интересные идеи.
-
-

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

A) Choose the correct alternative from the words in brackets:

1. Tuve que cancelar el viaje **[POR CULPA DE / A PESAR DE / A LA PAR DE]** una enfermedad, pero ahora ya estoy mejor y **[PARA / POR]** lo menos puedo ir a trabajar. **[4]**
2. Susana y yo nos **[PUSIMOS / VOLVIMOS / HICIMOS]** histéricos cuando **[VEÍAMOS / VIMOS / VIERON]** que no nos creían. **[4]**
3. Estaba preocupada porque ya **[ERA / ESTABA]** tarde y **[ERA / ESTABA]** sola. **[4]**
4. No hemos terminado el informe **[COMO / PORQUE / POR QUE]** no hemos tenido tiempo suficiente para corregirlo. No creo que mañana lo **[TENEMOS / TENGAMOS / TENDREMOS]** terminado tampoco. **[4]**
5. **[A / DE / EN]** fuerza de estudiar todo el verano, **[CONSEGUÍA / CONSIGA / CONSEGUÍ]** rendir satisfactoriamente. Lo contrario **[A / DE / EN]** lo que ha sucedido con mi hermano. **[6]**

B) In each sentence insert a verb or verbs appropriate to the grammatical context:

Example: Si **[TENER, nosotros]**.....tiempo mañana, **[IR, nosotros]**.....al cine.

Answer: Si tenemos tiempo mañana, iremos al cine.

1. El profesor **[FELICITAR]**.....a Julia por su trabajo y ella salió **[CANTAR]**.....del aula. **[4]**
2. Ese día Sofía no **[IR]**.....a trabajar porque **[DESPERTARSE]**.....con mucho dolor de cabeza **[4]**
3. Mis padres querían que **[VENDER, nosotros]**.....el piso y que **[MUDARSE, nosotros]**.....a una casa cerca de la de ellos. **[4]**
4. No quiero que la actividad **[HACERSE]**.....al aire libre a menos que siga haciendo sol como **[HACER]**.....hasta ahora. **[4]**
5. Por muy importante que **[SER]**.....castigarle, a él ni siquiera se le puede reñir porque puede que **[TERMINAR, él]**.....convenciendo a todos para que **[VENGARSE, ellos]**..... **[6]**

C) Translate into Spanish:

1. A lot of Mexican oil was exported to the United States last year. [5]

2. Is there anyone here who is going to read the whole book in the original language? [6]

3. The manager requested that we did not use the computers until they were completely fixed. [5]

4. My boyfriend wants me to work for his dad's company, but his dad is an extremely demanding person. [6]

5. Although he might like that job, he is not going to get it yet. [6]

D) Translate into English:

- a) Los jueces no consideran que esta falta constituya un motivo de despido, y por lo tanto va a poder seguir siendo bombero. [6]

- b) Le explicó que estaba en el pueblo de paso y que esperaba que alguien le ayudara a encontrar la tumba de Eva Belmonte. [5]

- c) Le dijeron que no le permitirían abrir el restaurante allí, así que para salirse con la suya, ha hecho las mil y una. [6]

- d) Algunos biógrafos de Einstein sostienen que, mientras estudiaba y construía sus grandes hipótesis sobre la teoría de la relatividad, escuchaba a Mozart. [5]

- e) Por mucho que me las pida, no logrará convencerme para que le preste mis llaves. [6]

Linguistics

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):

☐ Modern Languages & Linguistics

☐ Single Modern Language (other than French and German)

☐ Psychology & Linguistics

☐ Philosophy & 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. Chinese Tone [Total value: 33 marks]

The following words are from a Chinese dialect spoken in Taiwan. The pitch patterns of each syllable are transcribed using superscripts; H = high pitch, M = mid pitch, L = low pitch, MH = high rising, HM = high falling, and LM = low rising. /ə/ is a vowel similar to that in the unstressed form of the English word "the". /ŋ/ is a nasal consonant similar to that at the end of the English word "rang". /tsə/ is a noun-suffix.

pan^{LM}tsə^H 'plank'

pan^Htsə^M 'spanner'

phan^{MH}tsə^M 'spanner'

pei^{HM}tsə^L 'quilt'

paŋ^{LM}tsə^H 'shoulder'

paŋ^Htsə^M 'leaf'

paŋ^{HM}tsə^L 'stick'

pau^Htsə^M 'dumpling'

phau^{MH}tsə^M 'robe'

pau^{HM}tsə^L 'plane'

pən^{LM}tsə^H 'notebook'

phən^Htsə^M 'sprayer'

phi^{LM}tsə^H 'leather'

pəŋ^{HM}tsə^L 'penny'

tan^{LM}tsə^H 'duster'

tan^Htsə^M 'list'

pi^{LM}tsə^H 'nose'

tan^{HM}tsə^L 'pellet'

ti^{LM}tsə^H 'base'

tau^Htsə^M 'penknife'

tau^{HM}tsə^L 'rice'

a) What are the possible pitches of /tsə/? _____ (3 marks)

b) When is the final pitch H? _____ (5 marks)

c) When is the final pitch L? _____ (5 marks)

d) What general rule describes both (b) and (c)? _____

_____ (10 marks)

e) When is the final pitch M? _____ (7 marks)

f) Does the general rule given in (d) also apply to (e)? _____ (3 marks)

Question 2. Oaxaca Chontal [Total value: 33 marks]

Consider the following sentences of Oaxaca Chontal, a language spoken in Mexico.

- | | | |
|-----|---|---|
| 1. | Jimpa nulyi law?a nulyi lapanla. | ‘One child sees one duck.’ |
| 2. | Jimpa lapanla law?a. | ‘The duck sees the child.’ |
| 3. | Xoy?pa law?a lapanla. | ‘The child calls the duck.’ |
| 4. | Xanaxpa lapanla tige law?a. | ‘The duck likes that child.’ |
| 5. | Xoy?pa? lapanla pilki lapanlay?. | ‘The duck called all the ducks.’ |
| 6. | Xanaxpa? pilki lapanlay? tige law?a. | ‘All the ducks liked that child.’ |
| 7. | Xoy?pa? tige law?a ataxu law?ay?. | ‘That child called many children.’ |
| 8. | Jimpa? law?ay? pilki lapanlay?. | ‘The children saw all the ducks.’ |
| 9. | Xanaxpa? pilki law?ay? pilki lapanlay?. | ‘All the children liked all the ducks.’ |
| 10. | Xanaxpa? pilki lapanlay? pilki law?ay?. | ‘All the ducks liked all the children.’ |

a) What are the Oaxaca Chontal words for: [15 marks]

- (i) sees: _____
- (ii) calls: _____
- (iii) likes: _____
- (iv) one: _____
- (v) all: _____
- (vi) that: _____
- (vii) many: _____

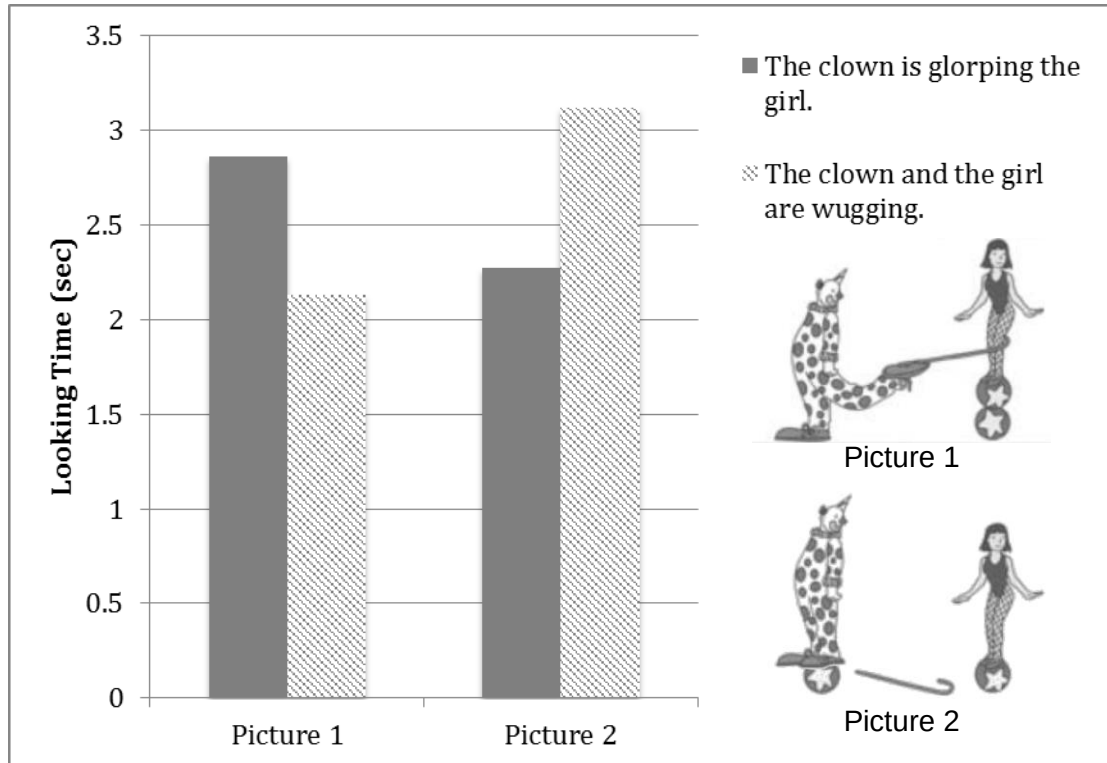
b) What is the difference in meaning between: [8 marks]

- i. lapanla vs. lapanlay? _____
- ii. Xoy?pa vs. Xoy?pa? _____

c) List at least two ways in which Chontal and English grammar are different. [10 marks]

Question 3. Language acquisition [34 marks]

The graph below reports the results of a study on 2½ year old children learning novel words, like “glorp” and “wug”. Children were shown two pictures simultaneously, Picture 1 and Picture 2. They then heard one of two sentences: either “The clown is glorping the girl” or “The clown and the girl are wugging.” The time children spent looking at the two pictures after hearing one of these sentences is given in the graph. Please use the graph to answer the following questions.



- a) Which picture did the children look at longer when hearing “The clown is glorping the girl”? (Circle one answer only) [3 marks]

a. Picture 1 b. Picture 2 c. Looks to Pictures 1 and 2 were the same

- b) Which picture did the children look at longer when hearing “The clown and the girl are wugging”? (Circle one answer only) [3 marks]

a. Picture 1 b. Picture 2 c. Looks to Pictures 1 and 2 were the same

- c) Give a paraphrase for “The clown is glorping the girl”: [8 marks]

- d) Give a paraphrase for “The clown and the girl are wugging”: [8 marks]

- e) Why might children have preferred looking at one picture over the other when hearing a sentence about “glorping” or “wugging”? [12 marks]

Language Aptitude Test Time allowed: 30 minutes		Oxford college of preference
UCAS Personal ID	Surname & first name(s)	Date of birth
I am applying for a course involving (please tick): ☐ Celtic ☐ Beginner's German ☐ Beginner's Italian ☐ Beginner's Portuguese ☐ Beginner's Russian		

The following questions are based on an invented language called Plonk. Plonk differs from English in not having definite or indefinite articles (**the** and **a**), and in not differentiating simple and progressive tenses (**is going = goes, was leaving = left**); it does, however, have fixed word order. Try to work out the meaning of the sentences, individual words, and their components by reading them carefully and considering the differences between similar forms. The exercises are built up gradually, so it is best to do them in order. [Total value for the test: 50 marks]

- | | | |
|-----|----------------------------|--------------------------------|
| (a) | sepab cuvuhe | <i>The girl is talking</i> |
| | qaknilt postola | <i>The postman is waiting</i> |
| | sedalq dreqe | <i>The actress is leaving</i> |
| | qapab nabaza | <i>The rooster is talking</i> |
| | igrak plazayi | <i>The door creaks</i> |
| | sekniltit nabazaze | <i>The hens are waiting</i> |
| | iterbeb namakaki | <i>The letters are burning</i> |
| | sebnurt postole | <i>The postwoman comes</i> |
| | qatlab dreqela | <i>The actor is crying</i> |
| | qaplinitit cuvuhuha | <i>The boys are shivering</i> |

Give the meaning of:

qadalq cuvuha _____ [3]

sepabab postolole _____ [4]

Translate into Plonk:

The roosters are coming. _____ [4]

The door is burning. _____ [3]

- | | | |
|-----|-------------------------------------|---|
| (b) | qatlabab guntulula | <i>The waiters are crying</i> |
| | sebeknilt dreqe | <i>The actress was waiting</i> |
| | postolaq iqataq namaki | <i>The postman sees the letter</i> |
| | cuvuhes ibendes gadapi | <i>The girl is reading the book</i> |
| | nabazazes qaknides cuvuha | <i>The hens are watching the boy</i> |
| | cuvuhues qabelubes postola | <i>The girls heard the postman</i> |
| | postoles selububes guntulule | <i>The postwoman hears the waitresses</i> |
| | cuvuhaq ibeguntutag gadapapi | <i>The boy wrote the books</i> |

Give the meaning of:

guntules qabegatates cuvuhuha

_____ [5]

dregelelaq ilubaq plazayi

_____ [4]

Translate into Plonk:

The boy watched the hens

_____ [5]

The waitresses saw the letters

_____ [4]

(c) cuvuhaq iknidaq terbynamaki	<i>The boy watches the burning letter</i>
dregeles ibeblutes grakylazayi	<i>The actress opened the creaking door</i>
plintycuvuhuhes ibebendedes gadapapi	<i>The shivering girls were reading the books</i>
kniltynabazazaq qabegatataq tlabyguntulula	<i>The waiting roosters saw the crying waiters</i>
postolaq ipurlaq cuvuhaz guntazynamaki	<i>The postman likes the letter that the boy writes</i>
cuvuhuhes qalububes dregelelez knidezynabazaza	<i>The girls hear the roosters that the actress watches.</i>
dalqyguntulaq sebeqataq vobokaz qredazycuvuhe	<i>The leaving waiter saw the girl that the bull is licking</i>
vobokey purlezypostololes ibebendes cuvuhuhaz guntazygadapi	<i>The postwomen that the cow likes was reading the book the boys wrote</i>

Give the meaning of:

bnurtyvobokokes sebeqredes pabyguntule

_____ [4]

kniltydregelelaq iqataq cuvuhuhez guntezynamaki

_____ [5]

Translate into Plonk:

The hens that the boys see liked the burning door

_____ [4]

The postman wrote the letter the shivering actresses are opening

_____ [5]

Philosophy Time allowed: 1 hour		Oxford college of preference
UCAS Personal ID	Surname & first name(s)	Date of birth

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 the following passage carefully, and then answer questions (a) and (b) below.

We often try to think as objectively as possible about the world around us, and to express ourselves accordingly. Whether we are musing in general terms about what kind of world it is, or assessing a particular situation, we try to ensure that what we think and what we say are not coloured by our own feelings, concerns, or special involvement with our subject matter. Such detachment is even sometimes required of us, for example if we are compiling an official report or giving evidence in a court of law. Someone might deliberately refrain from describing an event as amusing, say, because such a description would be an expression of his or her own sense of humour. Science acts as a paradigm here. What a scientific theory is supposed to be is, precisely, a completely objective account of what the world is like and how it works. This is why many people regard science with a kind of reverence. They think that it contains pure, unadulterated truth.

(ADRIAN MOORE)

- a) State in your own words the thought of the passage.
- b) **EITHER:** Why is it that detachment is 'sometimes required of us'?

OR: Assess the claim that science contains 'pure, unadulterated truth'.

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[illegible]

[illegible]

PART B – Answer EITHER Question 2 OR Question 3 OR Question 4

2. If we know a language only through written examples (because all of its speakers are dead, and there are no audio recordings available), what precisely have we lost? Does it matter?
3. Discuss the relationship between the following three concepts: enthusiasm, enjoyment, pleasure.
4. Are there circumstances under which it could be appropriate that some living person accused of a serious crime does not stand trial?

[illegible]

[illegible]

[illegible]

