



OXFORD UNIVERSITY

MODERN LANGUAGES ADMISSIONS TESTS

Thursday 2 November 2017

Surname & first name(s)

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 | Czech | | 7 | Russian | |
| 2 | French | | 8 | Spanish | |
| 3 | German | | 9 | Linguistics | |
| 4 | Italian | | 10 | Language Aptitude Test (LAT) | |
| 5 | Modern Greek | | 11 | Philosophy | |
| 6 | Portuguese | | | | |

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 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 supervisor can advise what is required for your chosen course.

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 four 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 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, part of Cambridge Assessment, a non-teaching department of the University of Cambridge.

| | | |
|---|-------------------------|------------------------------|
| <h1>Czech</h1> <p>Time allowed: 30 minutes</p> | | 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: Studuje [ČEŠTINA] na [FILOZOFICKÝ] [FAKULTA] v [BRNO].

Answer: Studuje češtinu na filozofické fakultě v Brně.

- a. V [PRAHA] je mnoho [HOSPODA] a mnoho [MALÝ] [OBCHOD].

- b. [KOUPIŤ] jsme v [ANTIKVARIÁT] několik [STARÝ] [KNIHA].

- c. Ve [STŘEDA] Jana [JET] s [BABIČKA] do [PRAHA].

- d. K [OBĚD] jste [MÍT] [BRAMBOROVÝ] [POLÉVKA] s řízkem.

- e. [TVŮJ] [BRATR] jsem [DÁT] knihu a [SESTRA] peníze.

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

- a. I hope it is not going to rain tomorrow, because I want to work in the garden.

.

b. Anna lost her passport and wallet when she was in London.

c. The German and French students will wait for us in front of the faculty.

d. The police station is in the ugly yellow building right next to the old post office.

e. Yesterday my wife and I went to a restaurant and waited for our food for about an hour.

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

a. Vstal přesně v šest hodin, oholil se, dal si sprchu a šel do práce.

b. Kdyby měla víc peněz, prodala by staré auto a koupila nové.

c. Lidé na ulicích vyděšeně čtou zprávy a mnohým se v šoku hrnou slzy do očí.

d. Máma ho dlouho neviděla a tenhle člověk vypadal menší, než jsme čekali.

e. Ubytování se dá samozřejmě objednat předem v cestovních kancelářích.

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

1. FILL THE SENTENCE WITH ONE SINGLE WORD. (10 marks, 2 per sentence):

Example: Elle écoute la musique classique. *Answer :* Elle écoute DE la musique classique.

- a. les linguistes, la langue française évolue de plus en plus rapidement.
- b. Elle a décidé.....préparer une licence de français.
- c. Je suis allé travailler..... train.
- d. Cet écrivain est né.....XVIII^{ème} siècle.
- e. Ce cycliste remporta la course,.....s'en rendre compte.

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

Example: Je ne pense pas qu'il (venir). *Answer:* Je ne pense pas qu'il VIENNE.

- a. Dès qu'elle (boire)sa tasse de thé, elle fera ses devoirs.
- b. Si je (être)plus âgé, j'aurais pu conduire cette voiture.
- c. Nous (se voir)demain après les cours.
- d. En (monter)les escaliers, il s'est aperçu qu'il avait oublié son rendez-vous.
- e. Il ne faut pas que vous (découvrir) les ingrédients de cette recette.

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

- a. She never had breakfast in the morning, and neither did her husband.

- b. Two thirds of the population in this country voted for the left.

c. They were all wearing red handkerchiefs in their jacket pockets.

d. Do you believe that he would have passed his driving test without her?

e. As they do nothing but complain, I tend to avoid them as much as possible.

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

a. Si tu aimes la mangue, tu as de la chance : on en trouve facilement ici, même pendant l'hiver.

b. Après le spectacle, on va sortir déjeuner ensemble au nouveau restaurant libanais.

c. Depuis mars 2017, une policière n'a plus le droit de porter le voile au travail.

d. Il est fort possible qu'il ait dit des bêtises, mais cela ne veut pas dire qu'il faisait exprès de mentir.

e. Lorsqu'il entra sur scène, il portait un pantalon vert vif, un gilet bleu marine, et des lunettes de soleil.

| | | |
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| <h1>German</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
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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 [DER POLIZIST] unbegreiflich, dass [KEIN] Zeuge über [DER] Vorfall etwas [GENAU] berichten konnte.

Answer : dem Polizisten, kein, den, Genaues

- a. Am Wochenende fahren wir zu [DAS HAUS] [UNSERE ELTERN].

- b. Für mich gibt es nichts [SCHÖN], als [MEIN URLAUB] mit [EIN SPANNENDES] Buch an [DER STRAND] zu verbringen.

- c. Freut ihr [SICH] auf [DER BESUCH] eures Großvaters?

- d. [DIESER TIPP] hat mir ein [BEKANNT] gegeben.

- e. Tom, [BRINGEN] mir doch bitte eine heiße Schokolade aus [DAS CAFÉ] mit.

- f. [DÜRFEN] ich [SIE] noch etwas zum Trinken anbieten?

- g. Das ist [MEIN BUCH]. [DEIN] liegt da drüben.

- h. [WELCH] der beiden Pullover gefällt dir besser? Der [SCHWARZ] oder der [BLAU]?

- i. Er war früher [EIN TALENTIERTER SCHWIMMER]

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

- a. Den jüngsten Statistiken zufolge ist die Anzahl der Flüchtlinge, die vom Mittelmeer nach Deutschland weiterreisen drastisch zurückgegangen.

- b. Neue Wörter lernt man am besten dadurch, dass man sie auf Kärtchen schreibt und regelmäßig wiederholt.

- c. Anna, komm doch mal wieder bei uns vorbei. Wir haben dich ja schon eine Ewigkeit nicht mehr gesehen.

- d. Der Neue in der Klasse soll vier Fremdsprachen sprechen!

- e. Meiner Ansicht nach sollte man bereits im Alter von 16 an den Wahlen teilnehmen dürfen.

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

- a. This morning, I left the house while everyone was still asleep.

- b. After getting off the train, he realized his suitcase was still on it.

- c. He is waiting for the last customer to pay so he can close the bar.

- d. If I had more money I would sleep in a better hotel and not in this lousy youth hostel.

- e. It has been two months since you last called your parents. You really should talk to them.

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|---|-------------------------|------------------------------|
| <h1>Italian</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
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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: 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. Ho (DOVERE+PORTARE) il mio gatto (DA) veterinario ieri; non (MANGIARE) da una settimana, e (ESSERE) molto preoccupata. Se (SAPERE) che non (PIACERE) le scatolette (COMPRARE) un cibo diverso!

- b. Dopo (ESSERE+CACCIARE) da Firenze, Dante (VAGABONDARE) per l'Italia e alla fine (RIFUGIARSI) a Verona. Dopo poco (MORIRE).

- c. Quando non dorme la notte Lucia (IMMAGINARE) dove (ANDARE) in vacanza l'anno prossimo. Penso che (VOLERE) andare (IN+ Stati Uniti).

- d. Non so di (PRONOUN) parli, questa persona (NON + Pronoun) (CONOSCERE).

- e. Laura non capisce perché (IO+NON+ RIUSCIRE) a tradurre questa frase in inglese. Ma se (ESSERE) meno difficile la (TRADURRE)!

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

- a. He was sorry not to be able to meet her outside the cinema, it was pouring with rain and the traffic was very slow. She must have gone in, but he could not find her.

b. She has been studying French for a long time, but her sister is so much better than her!

c. Would you like to join me for dinner tomorrow? My husband and I would be delighted!

d. Who is that man crossing the road? I don't recognize him.

e. The weather turned for the worse. It snowed and a very cold wind began to blow.

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

a. Hai letto l'ultimo libro di Elena Ferrante? Mi piacerebbe sapere cosa ne pensi.

b. Avessimo ascoltato il loro consiglio, non ci saremmo persi nel mezzo della campagna.

c. Hai visto che domani c'è sciopero dei trasporti? Non riusciremo a prendere il treno per Londra.

d. Penso che sia meglio che tu riscriva questo saggio, il tuo insegnante potrebbe arrabbiarsi, dato che è così pieno di errori!

e. Smetti di usare quel benedetto telefonino! Finirai per fare tardi.

TOTAL: _____/100

| | | |
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| <h1>Modern Greek</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
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1. Write out the following sentences, substituting appropriate forms of the word given in capitals and brackets. (30 marks, 6 per sentence):

a. Άργησα [ΞΥΠΝΑΩ] και [ΚΟΝΤΕΥΩ] να χάσω την πτήση μου.

b. Μη [(εσύ) ΦΕΥΓΩ] από το σπίτι, αν δεν [(εσύ) ΒΛΕΠΩ] πρώτα τι καιρό θα κάνει.

c. Το σκυλάκι της [ΒΑΣΩ] είναι πολύ [ΝΑΖΙΑΡΗΣ].

d. Αν δεν [(εσύ) ΜΙΛΑΩ] με τον Απόστολο, δεν [(εμείς) ΜΑΘΑΙΝΩ] τι [ΓΙΝΟΜΑΙ] χτες στο μάθημα.

e. Έψαχνα όλη τη μέρα [ΒΡΙΣΚΩ] ταξί, αλλά δεν έβρισκα γιατί έκαναν απεργία οι [ΤΑΞΙΤΖΗΣ].

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

a. They haven't seen each other for a long time.

b. Why don't you put the new clocks above the old sofas?

c. You'll see, as soon as he arrives, he'll start talking nonstop.

d. If they knew what it meant to him, they wouldn't have thrown it away.

e. I don't know what you think, but I've always liked this actress.

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

a. Έχω να τον δω πάνω από ένα χρόνο, αλλά μιλάμε συχνά στο τηλέφωνο.

b. Μακάρι να μην έρθουν απόψε. Τους βαριέμαι αφάνταστα.

c. Κόντεψα να σπάσω το χέρι μου πέφτοντας από τη σκάλα.

d. Με ρώτησε μήπως ξέρεις πόσων χρονών είναι η καθηγήτριά μας.

e. Αν φυσάει, καλύτερα να μην πάρεις ομπρέλα.

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| <h1>Portuguese</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
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1. Transform the following articles and nouns from singular to plural (10 marks):

Example: a mãe

Answer: AS MÃES

- | | | |
|---------------|-------|-----|
| a. o elefante | _____ | (2) |
| b. o pastel | _____ | (2) |
| c. a estação | _____ | (2) |
| d. o corredor | _____ | (2) |
| e. a alemã | _____ | (2) |

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

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

Ontem eu *SAÍ* de casa mais cedo.

- | | |
|---|-----|
| a. Foi um acidente da minha parte! desculpa! (PEDIR) | (3) |
| b. Quando o telefone tocou, nós todos a dormir. (ESTAR) | (3) |
| c. Se vocês o comboio, voltem para casa. (PERDER) | (3) |
| d. Depois de amanhã tarde demais para participar no concurso. (SER) | (3) |
| e. No ano passado os irmãos uma viagem inesquecível. (FAZER) | (3) |

3. Fill in the gap with an appropriate preposition, where necessary. (15 marks):

Example: O tempo hoje está semelhante o de ontem.

Answer: O tempo hoje está semelhante *AO* de ontem.

- | | |
|---|-----|
| a. O ladrão foi perseguido o agente policial. | (3) |
| b. Aprendi a andar de bicicleta os cinco anos. | (3) |
| c. Eles gostam muito experimentar frutas exóticas. | (3) |
| d. Ela nunca chegou a casar o João; embora morassem juntos muitos anos. | (3) |
| e. Compraste a prenda oferecer à tua mãe? | (3) |

4. Translate the following sentences into English. (30 marks):

- a. Embora seja brasileira, vivo em Inglaterra desde pequena. (6)

- b. Nunca imaginámos que houvesse tantos turistas no museu. (6)

- c. Recusar a oferta foi a experiência mais difícil que ele já teve. (6)

- d. É pena que ninguém se lembrou de fechar a porta. (6)

- e. Se vocês tivessem chegado ao final da corrida, teriam ganho o prêmio. (6)

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

- a. Last night she told me an unbelievable story. (6)

- b. I'm sure you'll get there on time if you hurry. (6)

- c. The cold never bothered me anyway. (6)

- d. How much money do you think we'll need? (6)

- e. They couldn't have chosen a better candidate for the job. (6)

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| <h1>Russian</h1> <p>Time allowed: 30 minutes</p> | | 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. Неделю назад, перед (НОВОГОДНИЙ)
 (ПРАЗДНИК), я (ПИСАТЬ) несколько (ПИСЬМО)
 и (ИДТИ) на почту.
- b. Я (УЧИТЬСЯ) в институте. В бассейн я(ИДТИ) два
 раза в (НЕДЕЛЯ), по(УТРО). В футбол я
 играю только по (ВОСКРЕСЕНЬЕ).
- c. Петербург был основан (ЦАРЬ) Петром I в
 (1703) (ГОД).
- d. С балкона (24)
 (ЭТАЖ) открывается (ПРЕКРАСНЫЙ)
 (ПАНОРАМА) Москвы.
- e. У (ОНА) день рождения (21)
 (СЕНТЯБРЬ). Во вторник ей исполнится 37 (ГОД).

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

- a. Igor' has a headache. He has to take one tablet twice a day.
- _____
- _____
- b. We met by the hotel at one o'clock. The film began at half past one, and I wanted to buy ice-cream before the start.
- _____
- _____

c. I like to play the guitar before supper, then watch the news on television.

d. He was walking down the street when he saw his favourite uncle, who was drinking beer.

e. The books which she had lost were soon found. She had dropped them yesterday, and they were lying on the floor.

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

a. Наша экскурсия подходит к концу. Мы с вами видели лишь небольшую часть из того интересного, что стоит посмотреть в Риме. Одних музеев в Риме около семидесяти.

b. Прошло около часа, и не стало видно теней. Луна уже стояла высоко над домом и освещала спящий сад. Становилось очень холодно.

c. В другой раз, будучи уже студентом, ехал я по железной дороге на юг. На одной из станций вышел я из вагона прогуляться по платформе.

d. Они впервые познакомились четыре года назад. Сейчас у них семья, двое сыновей, у каждого своя работа, но заниматься спортом они продолжают.

e. Его нет дома. Обещал прийти часов в десять. Ведь сегодня концерт, он с работы поехал прямо туда. А что ему передать?

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| <h1>Spanish</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
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1. Choose the correct alternative from the words in brackets:

- a. Picasso **[CREYÓ/CREÓ/CREO]** muchas obras maestras, casi son **[DEMASIADO/DEMASIADOS]** cuadros para poder recordarlos todos. [4]
- b. Teresa sueña **[CON/DE/A]** viajar a México, ya que **[LA/ELLA/LE]**encanta descubrir mundos nuevos. [6]
- c. **[PARA/POR]** ti, haría cualquier cosa. Mi único deseo es que **[ESTÉS/SERÁS/SEAS]** capaz de entenderme. [4]
- d. Cuando **[HAGA/HAYA/HARÁ]**buen tiempo, ya no **[TENDRÉ/TENGO/TENGA]** ganas de ir de paseo. [4]
- e. No aguanto que me **[PEDAN/PIDAN/PIDEN]** que no **[DECIR/DIRE/DIGA]** nada. **[DE/POR/EN]**absoluto. [6]

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

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

Answer: Si mañana **tenemos** tiempo, **iremos** al parque.

- a. Todos necesitamos que nuestros amigos nos **[APOYAR]** en nuestros proyectos e ilusiones, aunque solo **[SER]** moralmente. [4]
- b. La verdad es que me gustó que alguien **[HABLAR]** de mí como si **[SER, yo]** otro. [4]
- c. Tras haber leído muchos libros históricos en su infancia, de mayores les **[GUSTAR, ellos]** vivir en el siglo XV, pero no **[PODER]** ser. [4]
- d. Juan tenía la intención de que todos le **[HACER]** caso, pero la mentira que soltó anoche no **[DAR]** resultado. [4]
- e. El jefe dijo: “Hasta que **[TENER, usted]** claro que en esta empresa no hay nadie que **[SABER]** informática no nos **[PONER, nosotros]** de acuerdo”. [6]
- f. Sin que los profesores **[CAER]** en la cuenta, el lunes pasado **[IR, nosotros]** a la playa en vez de ir a clase. [4]

3. Translate into Spanish:

- a. The Prime Minister will sanction the MPs who do not vote in favour of the new law. [4]

- b. We were about to leave when the police arrived on the lookout for someone who knew the suspect. [5]

- c. Now that we have reached an agreement, let us consider it a done deal and forget all about it. [6]

- d. Whatever they say about me, don't listen to them and trust me. [5]

- e. If the pilots had been offered better working conditions, the strike could have been avoided. [5]

4. Translate into English:

- a. Estoy hasta el moño de que tengamos que ser siempre nosotras las que debemos pasar el aspirador. [5]

- b. No olvidemos que Europa lleva existiendo desde mucho antes de la fundación de la Unión Europea. [4]

- c. A estas alturas, quién sabe si Che Guevara no será para muchos un personaje de ficción. [5]

- d. No parecía importarle que su conducta estuviera causando una mala impresión. ¡Siguió derrochando dinero en ropa de diseño y coches deportivos! [5]

- e. De haber sabido lo que iba a pasar de antemano, Patricia nunca habría decidido emigrar a un país tan lejano y tan lleno de gente reacia a aceptar a inmigrantes. [6]

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| <h1>Linguistics</h1> <p>Time allowed: 30 minutes</p> | | Oxford college of preference |
| UCAS Personal ID | Surname & first name(s) | Date of birth |
| <p>I am applying for a course involving (please tick):</p> <div style="display: flex; justify-content: space-around;"> <div> <input type="checkbox"/> Modern Languages & Linguistics </div> <div> <input type="checkbox"/> Philosophy & Linguistics </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <input type="checkbox"/> Psychology & Linguistics </div> | | |

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: Chamorro [33 marks].

Chamorro, an Austronesian language spoken in Guam, has six vowels that can be described using three HEIGHT features and two BACKNESS features as shown in the table to the right. Consider the following two lists of data from Chamorro and answer questions (a) – (e) below. [Note, each letter symbolizes one sound]

| | | BACKNESS | |
|--------|------|----------|------|
| | | front | back |
| HEIGHT | high | i | u |
| | mid | e | o |
| | low | æ | a |

| | | | | | |
|-------|-------|---------|----|---------|-------------|
| 1) a. | gume | ‘house’ | b. | i gime | ‘the house’ |
| 2) a. | tomu | ‘knee’ | b. | i temu | ‘the knee’ |
| 3) a. | gwihe | ‘fish’ | b. | i gwihe | ‘the fish’ |
| 4) a. | lahi | ‘male’ | b. | i læhi | ‘the male’ |
| 5) a. | pecu | ‘chest’ | b. | i pecu | ‘the chest’ |

a. List all of the vowel changes in List 1 (1-5)?

[6 marks]

b. What feature do all of the vowels that changed have in common?:

[2 marks]

Now have a look at List 2 (6-10). It is not only the definite article ‘i’ that causes vowels to change. Some pronouns and prepositions also have this effect:

| | | | | | |
|--------|-------|-----------|----|-----------|-----------------|
| 6) a. | hulu? | ‘up’ | b. | sæn hilu? | ‘upward’ |
| 7) a. | otdu? | ‘ant’ | b. | mi etdu? | ‘lots of ants’ |
| 8) a. | oksu? | ‘hill’ | b. | gi eksu? | ‘at the hill’ |
| 9) a. | lagu | ‘north’ | b. | sæn lægu | ‘towards north’ |
| 10) a. | tunu? | ‘to know’ | b. | en tinu? | ‘you know’ |

c. Do the vowels that changed in List 2 share the same feature as the vowels in List 1? **[6 marks]**

(circle one): YES NO

d. What vowel feature is shared by the definite article in List 1 and the pronouns and prepositions in List 2?

[2 marks]

e. What is the rule accounting for all of the vowel changes in these two lists?

[17 marks]

Question 2: Michoacán Nahuatl [33 marks]. Consider the following data from Michoacán Nahuatl, a language spoken in Mexico, and answer questions (a) – (d) below.

| | | | |
|----------------|----------------------|-------------------|-----------------|
| 1. nimoita | 'I see myself' | 7. nimitsita | 'I see you' |
| 2. nikita | 'I see him' | 8. tinetjita | 'you see me' |
| 3. timoita | 'you see yourself' | 9. tikita | 'you see him' |
| 4. nimoaniltia | 'I dirty myself' | 10. nimitsaniltia | 'I dirty you' |
| 5. nikaniltia | 'I dirty him' | 11. tinetjaniltia | 'you dirty me' |
| 6. timoaniltia | 'you dirty yourself' | 12. tikaniltia | 'you dirty him' |

a. Identify which parts of word represent the following: **[10 marks]**

| | | | |
|--------|--|---------------|--|
| 1. I | | 4. you (subj) | |
| 2. me | | 5. you (obj) | |
| 3. him | | | |

b. In the sentence 'I see myself', 'myself' is a reflexive pronoun. How are reflexive pronouns expressed in Michoacán Nahuatl? How is this different from what happens in English? **[7 marks]**

c. In Michoacán Nahuatl the verb 'to scold' is '-ajua'. Based on the data above, how would you say the following: **[6 marks]**

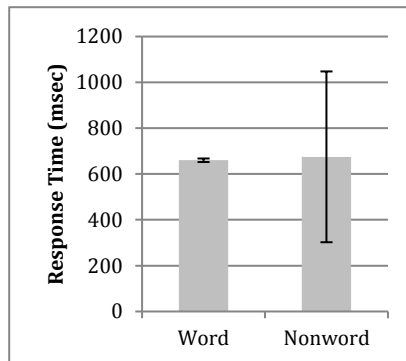
i. 'I scold him' _____

ii. 'You scold me' _____

d. List at least two ways (other than in the expression of reflexive pronouns) in which Michoacán Nahuatl and English are different. **[10 marks]**

3: Lexical Access [34 marks]. Accessing words from the mental lexicon takes time. One experimental task designed to measure the speed of lexical access is Lexical Decision. Strings of letters are presented on a screen and participants are asked to respond whether the letter string is a word or a nonword. A basic result in the lexical access literature is that the average response time for words and nonwords is different; however, in the following data set, the average response times to words and nonwords for native English speakers was not significantly different ($t=0.079$, $p=.940$). The graph displays the initial comparison of the grand average means with 95% confidence intervals. Use this table and figure to answer questions (a)-(c) below.

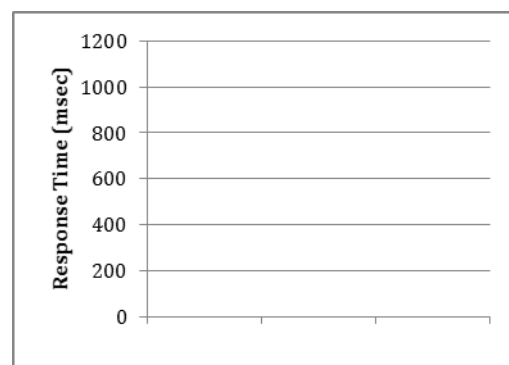
| Word | Average Response Time (msec) | Nonword | Average Response Time (msec) |
|----------------------|------------------------------|----------|------------------------------|
| 1. tree | 655 | 7. pmde | 225 |
| 2. book | 668 | 8. pive | 1109 |
| 3. keep | 652 | 9. sdit | 260 |
| 4. bill | 665 | 10. ptka | 265 |
| 5. ride | 648 | 11. mide | 1093 |
| 6. tome | 672 | 12. peem | 1098 |
| Grand Average | 660 | | 675 |



- a. Based on the graph, are the grand average lexical decision times different from each other? (circle one): YES NO **[2 marks]**

- b. Focusing on the average response times to individual Words and Nonwords, what difference did the researchers not take into account? Draw what the data would look like using the blank graph on the right.

[16 marks]



- c. What does this difference tell us about how we access the mental lexicon?

[16 marks]

| | | |
|--|-------------------------|------------------------------|
| <h1 style="margin: 0;">Language Aptitude Test</h1> <p style="margin: 5px 0 0 0;">Time allowed: 30 minutes</p> | | Oxford college of preference |
| UCAS Personal ID | Surname & first name(s) | Date of birth |
| I am applying for a course involving (please tick) <i>Beginners'</i> : <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <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 </div> | | |

The following questions are based on an invented language, Laqónmoi. Laqónmoi has no definite or indefinite articles (no words for **the** or **a**), nor does it differentiate simple from progressive tenses (**goes** vs. **is going**). Unlike English, Laqónmoi does not have a fixed word order (thus a sentence like **he saw me** can appear as **me he saw** or **saw he me**, and mean the same thing each time). In Laqónmoi, accented vowels (like **á**) are different from their unaccented counterparts. Work out the meanings of the sentences, individual words, and their components by reading 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) Study the following sentences:

| | |
|------------------------------|---------------------------------------|
| kérts pílotoi rárah | <i>The judge loves the wife.</i> |
| gérghs hógos ékotoi | <i>The farmer has a ram.</i> |
| aútotoi bóls aúdanh | <i>The bird sings songs.</i> |
| mótotoi hógah dárs | <i>The snake sees a ewe.</i> |
| mísomoi kértóns | <i>I hate the judges.</i> |
| rárh ákotoi hóganh | <i>The wife leads the ewes.</i> |
| laqós korsóntoi | <i>The camels are running.</i> |
| mótomoi bolós | <i>I see a bird.</i> |
| bolós bagóntoi dárons | <i>Birds eat snakes.</i> |
| raráh délah yalóntoi | <i>The wives are throwing a ball.</i> |

Give the meaning of:

kertós misóntoi hógons _____ [3]

motóntoi gergós dáros _____ [3]

Translate into Laqónmoi:

The wife loves birds. _____ [4]

I eat camels _____ [4]

(b) Study the following sentences:

| | |
|---|---|
| rakahé wódh maíqotoin | <i>Water is not in the desert.</i> |
| gerghós ekóntoi ákons | <i>Farmers have fields.</i> |
| rakah tu dógah gérghs mapílotoin | <i>The farmer does not love the desert or the city.</i> |
| bólons rárs mamótotoin krekosé | <i>The man does not see birds in the cage.</i> |
| púrs akoné wértotoi | <i>A boy laughs in the fields</i> |
| teláh mabudóntoin dogahé | <i>In the city trees do not grow</i> |

domahé kréks íqotoi
kertós mapilóntoin dókons
telahé bóls íqotoi
mawertóntoin laqós rakanhé

There is a cage in the house.
Judges do not love jurors.
A bird is in the tree.
Camels do not laugh in deserts.

Give the meaning of:

krekós maiqóntoin domáh _____ [3]

láqs wódah maékotoin _____ [4]

Translate into Laqónmoi:

The desert does not have trees.

_____ [5]

Jurors in the cities do not hate the farmers

_____ [6]

(c) Study the following sentences

pipílomoi púrah

I loved the girl.

kokorsóntoi sotosé eltós

The drivers were running in the road.

náqs merónmoi

We condemn the god.

mababagóntoin bolós sádanh

The birds did not eat the flowers.

yayálotoi pélos rárs

The man threw the spear.

náqs werahé wewékotoi

The god lived in heaven.

púrh eékotoi rípos ka pélos

The girl had a sword and a spear.

dóks mamomótotoin bólons telahé

The juror did not see the birds in the tree

Give the meaning of:

kertós mawewertóntoin gérgons

_____ [4]

puráh ka purós yayalóntoi délah akoné

_____ [4]

Translate into Laqónmoi:

Camels did not live in cities.

_____ [4]

The judge and the jurors did not condemn the driver.

_____ [6]

| | | |
|--|-------------------------|------------------------------|
| <h1>Philosophy</h1> <p>Time allowed: 1 hour</p> | | 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 carefully through the following passage, and answer questions (a) and (b) below.

People who talk of opting out of [morality] are thinking of it as a mere local set of restrictions – often sexual restrictions – something comparable to a district one might leave, or a set of by-laws one might repeal or decide to ignore. But in fact this community of standards and ideals is something much wider, much more pervasive, more enclosing – much more like the air we breathe. It is not even comparable with a particular language that we might decide to stop speaking, though that could itself be traumatic enough. It is more like the condition of speaking – and thinking – in any language at all.

Getting right outside morality would be rather like getting outside the atmosphere. It would mean losing the basic social network within which we live and communicate with others, including all those others in the past who have formed our culture. If we can imagine this deprived state at all, it would be a solitary condition close to that of autism or extreme depression – a state where, although intelligence can still function, there is no sense of community with others, no shared wishes, principles, aspirations or ideals, no mutual trust or fellowship with those outside, no preferred set of concepts, nothing agreed on as important.

Mary Midgley

- a. Explain in your own words the thought of the above passage.
- b. **EITHER:** If one could get 'right outside morality', would communication still be possible?
OR: How, if at all, could we tell whether 'the condition of speaking – and thinking – in any language at all' is one shared by non-human animals?

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PART B

2. 'The real point of conceptual art is the concept, or in other words the interesting or daring idea contained in the artwork. But once the idea has been had, such as displaying a pile of ordinary bricks, or a urinal, or an unmade bed, as art, nothing artistically significant is added by actually carrying out the idea.' Present the strongest argument you can for or against this claim, noting and seeking to address any likely objections to your argument.
3. In what follows, P and Q stand for English declarative sentences (sentences which have a truth-value, true or false). An argument is a collection of declarative sentences, one of which is marked off from the others (for example, by the word 'therefore') and claimed to follow from the others. The following is a valid form of argument; 'Q is true' follows from the other sentences, whatever declarative sentences we choose for P and Q:

P is true; If P, then Q; therefore, Q is true.

Comment on the validity of the following arguments. Where appropriate, give examples to support your reasoning.

- (a) Q is true; If P then Q, therefore, P is true.
 - (b) Peter believes P; If P then Q, therefore, Peter believes Q.
 - (c) Jane does not believe P; If P then Q; therefore, Jane does not believe Q.
 - (d) Siobhan believes P. Therefore, if Siobhan believes 'If P then Q', Siobhan believes Q.
 - (e) Derek does not believe Q. If P then Q. Therefore, Derek ought not to believe P.
 - (f) P is true. Prudence does not believe 'If P then Q'. Therefore, Prudence does not believe Q.
4. Discuss the relationship between the following three concepts: argue; debate; discuss.

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[illegible]

[illegible]

