



OXFORD UNIVERSITY

MODERN LANGUAGES AND LINGUISTICS ADMISSIONS TESTS

Wednesday 2 November 2011

INSTRUCTIONS TO CANDIDATES

The Modern Languages and Linguistics Admissions tests are:

- | | | | |
|---|---------------------|----|-------------------------------------|
| 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>Linguistics</i> |
| 5 | <i>Modern Greek</i> | 10 | <i>Language Aptitude Test (LAT)</i> |

Time allowed

You have 30 minutes per test.

If you need to take two tests, you should complete them in the order in which they are listed above. No courses require more than two tests.

Your supervisor will notify you when you should begin the second test.

Question papers

Each test paper is two pages long.

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 you what is required for your chosen course.

Please ask your supervisor for separate paper for rough workings or notes if required. 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, (4) your date of birth, and (5) any special provisions made (e.g. extra time).

If you need more space for information about special provisions, please have your supervisor include a separate sheet when returning your completed test(s). Your supervisor will also have a record of your UCAS Personal ID if you do not have it.



Czech Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	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) Ve [VÁŠ] [MĚSTO] je mnoho [KRÁSNÝ] [BUDOVA].

.....

b) [MINULÝ] [SOBOTA] Daniela [PŘIJÍT] do [KAVÁRNA].

.....

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

.....

d) Kdybych [MÍT] víc [PENÍZE], [MOCI] bych je také do [ŘÍM].

.....

e) Až [UČITEL] [VŠECHEN] [ODEJÍT], studenti [ZAČÍT] vyvádět.

.....

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

a) Our friends lay on the grass drinking lemonade and talking about films and sport.

.....

b) It was freezing and snowing, so they didn't want to climb the mountain.

.....

c) I was terribly thirsty, but there was no beer or soft drinks in the house.

.....

d) Straight after breakfast my uncle's new girlfriend will come to help us.

.....

e) Jarmila and I discussed our relationship, but we couldn't find a better solution.

.....

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

- a) Zeptali se mě, co tady dělám a mám-li tu nějaké přátele nebo příbuzné.

.....

.....

- b) Řekl mi, že lidé si svoje svatby a pohřby nikdy nedají vzít.

.....

.....

- c) Kolegyně mluvila o německé hudbě, jak se vyvíjela od dob baroka.

.....

.....

- d) Jeho myšlenky odpovídaly našim nejtajnějším snům.

.....

.....

- e) V sedmačtyřicátém roce jsme maturovali a na podzim jsme se rozjeli do světa.

.....

.....



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French Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

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

a) Quoi qu'il arrive, n'oubliez pas de me le faire savoir dans les plus brefs délais.

.....

b) J'aurais voulu qu'il soit là aujourd'hui.

.....

c) Ma voiture est en panne depuis deux semaines.

.....

d) Pourquoi es-tu si fâché contre lui?

.....

e) Beaucoup de ses amis sont venus lui souhaiter bonne chance pour l'avenir.

.....

2. Fill in each blank with an appropriate single word (20 marks):

Example: J'ai téléphoné Paul.

Answer: J'ai téléphoné à Paul.

a) Il est possible y aller à pied.

b) Au lieu d'aller au bureau, il préfère travailler lui.

c) Je lui ai promis lui écrire.

d) Ne pense plus tous tes problèmes.

e) Je n'ai pas mangé ce matin.

f) Ils sont arrivés avance.

g) Il n'y a pas assez de sucre mon café.

h) Je ne sais pas sont mes clés.

i) quel jeu avez-vous joué?

j) Veux-tu aller au cinéma nous?

3. Give the appropriate form of the verb (20 marks):

Example: Sylvie [PRÉPARER] le repas puis nous l'avons mangé ensemble.

Answer: Sylvie a préparé le repas puis nous l'avons mangé ensemble.

a) Depuis quand [CONNAÎTRE]-tu Marie?

.....

b) Quoi que tu [FAIRE], je ferai ce qui me plaît.

.....

c) Quand Pierre [ÊTRE] enfin là, nous pourrons partir.

.....

d) Bien qu'elle [AVOIR] beaucoup de travail, elle aide souvent ses amis.

.....

e) Elle [ÊTRE] souvent enrhumée parce qu'il faisait très froid chez elle.

.....

f) Dès que le professeur [SE METTRE] à parler, elle s'est endormie.

.....

g) Je [ALLER] rarement à Paris.

.....

h) Pourquoi [ÊTRE]-tu si triste quand nous t'avons vue hier?

.....

i) Il faut mélanger les ingrédients avec soin avant de [METTRE] le plat au four.

.....

j) Peut-être que je [VENIR] demain si j'en ai le temps.

.....

4. Translate into French (30 marks, 6 per sentence):

a) He ate his meal, while reading his evening newspaper and drinking a cup of tea.

.....

b) The house they bought recently is very old.

.....

c) He started laughing on learning the good news.

.....

d) Aren't you ashamed of reacting that way?

.....

e) She was afraid of getting lost.

.....

German Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	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) Obwohl [ICH] kalt war, hatte ich keine Lust, [MEIN] [NEU] Mantel aus [DAS] Auto zu holen.

.....

b) „[GEBEN] mir bitte [DEIN] Tasse, damit ich [DU] Kaffee einschenken [KÖNNEN].“

.....

c) „[EIN] [MONAT] [MÜSSEN] ihr noch warten, bis [EUER] Ferien anfangen.“

.....

d) In [VIEL] [SPRACHE] [GEBEN] es früher Worte, die man heute nicht mehr [VERSTEHEN].

.....

e) [ALLE] [MEIN] [FREUND] hat der [NEU] Film gut gefallen.

.....

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

a) Wegen schlechten Wetters musste das Tennisspiel vorzeitig abgebrochen werden.

.....

.....

b) Meiner Ansicht nach ist eine solche Aufgabe kaum zu lösen.

.....

.....

- c) Wie können wir erwarten, dass unsere Nachkommen in 5000 Jahren noch wissen, was sie mit unserem radioaktiven Müll machen sollen?

.....

.....

.....

- d) Seit einigen Wochen gibt es den letzten Harry-Potter-Film auch auf Deutsch.

.....

.....

- e) Übertragen werden bei einer Videokonferenz nicht bloß Bild und Ton der anwesenden Personen, sondern es können auch elektronische Präsentationen gezeigt werden.

.....

.....

.....

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

- a) She was not afraid to ask difficult questions.

.....

.....

- b) We have been to Germany several times, but I still don't know Berlin.

.....

.....

- c) If it had been less cold, I would have come by bike.

.....

.....

- d) When they heard the news, they immediately thought of their friends from school.

.....

.....

- e) Learning languages is important in today's world.

.....

.....

Italian Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

1. In the following sentences, put the words that are in capitals and brackets in an appropriate form, where necessary, for the sentences to make sense (30 marks, 6 per sentence):

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

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

a) [indefinite article] sera [DI + article] anno scorso, [SCORGERE] due [plural of "strano individuo"] che [ALLONTANARSI] in fretta dalla Banca [SU + article] piazza principale [DI + article] quartiere.

.....

b) Non so più come ricordare a tua sorella di restituirmi il libro che [pronoun] ho prestato un mese fa. Per favore [RICORDARE + pronouns] tu!

.....

c) Giovanni e Luisa [PROGETTARE GIA'] la loro vacanza per l'estate prossima, la [TRASCORRERE] tutta [IN + article] Stati Uniti.

.....

d) Appena il giovane violinista [ENTRARE], tutti [COMINCIARE + preposition + APPLAUDIRE] con grande entusiasmo.

.....

e) Mio nonno dice sempre che se [POTERE TORNARE] indietro, [VOLERE DIVENTARE] un astronauta.

.....

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

a) Look, Jack, I really don't think you should get angry like this!

.....

.....

- b) Losing one's patience can sometimes be salutary.
-
-
- c) As she lay awake in the night, she heard a strange noise, and she thought it might be a mouse or a squirrel in the attic, trying to get out.
-
-
- d) The man from the Council said he'd come to take a look, but did not come until the following day.
-
-
- e) Presents are generally thought pleasant things.
-
-

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

- a) C'era una fila di briciole di pane che dalla cucina arrivava in camera da letto, fin sulle lenzuola pulite tra cui riposava la bambina.
-
-
- b) La donna aveva finalmente acconsentito a rivelare il suo nome, e l'ispettore lo annotava su un foglio qualunque.
-
-
- c) Non posso occuparmene, disse scusandosi, sono troppo impegnato, lo chiedo al mio collega.
-
-
- d) Ogni tre minuti si fermava a raccogliere i frutti dai cespugli, ma a metà del cammino si fermò bruscamente, ricordandosi di non aver lasciato un messaggio al figlio.
-
-
- e) "Non ha paura di vedere i Fantasmi?" Le chiese Jack. La donna rispose: "Figurarsi, innanzitutto non è notte, e anche se lo fosse, io non li vedrei. Non a tutti è concesso di vederli."
-
-

Modern Greek Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	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) Όλα τα [ΒΙΒΛΙΟ] όλων των [ΠΑΙΔΙ] ήταν γεμάτα [ΦΩΤΟΓΡΑΦΙΑ].

.....

.....

b) Είδα τους γονείς της Μαρίας να [ΚΟΥΒΕΝΤΙΑΖΩ] [ΧΕΙΡΟΝΟΜΩ] με τον Νίκο στην [ΑΛΛΟΣ] πλευρά του [ΔΡΟΜΟΣ].

.....

.....

c) Μόλις [ΜΠΑΙΝΩ] στο κτίριο, [ΛΕΩ] στον υπάλληλο να μου [ΤΗΛΕΦΩΝΩ] να [ΚΑΤΕΒΑΙΝΩ] να σας [ΣΥΝΑΝΤΑΩ].

.....

.....

d) Σήμερα το πρωί, πριν [ΦΕΥΓΩ] για τη δουλειά μου, [ΠΑΙΡΝΩ] τηλέφωνο το ταχυδρομείο να [ΜΑΘΑΙΝΩ] πότε [ΑΝΟΙΓΩ] για να [ΣΤΕΛΝΩ] ένα συστημένο γράμμα στη Γαλλία.

.....

.....

e) Αν η Νίκη [ΦΕΥΓΩ] νωρίς, θα [ΦΤΑΝΩ] στην ώρα της στο θέατρο και θα [ΒΛΕΠΩ] το έργο από την αρχή.

.....

.....

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

a) Who was the man whose wife we saw at the theatre last week?

.....

.....

b) He worked so hard that by the end of the day he had completed his essay.

.....

.....

c) Whether they want it or not, my mother will stay with them.

.....

.....

d) However many times I've visited Athens, I still haven't been to the Archaeological Museum.

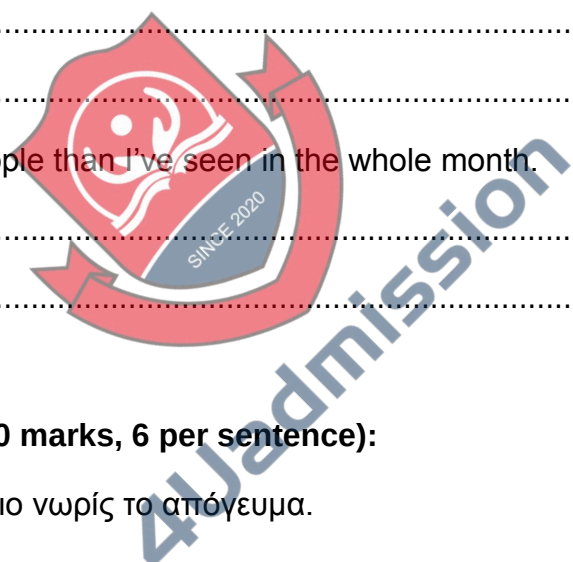
.....

.....

e) Last week, I saw more people than I've seen in the whole month.

.....

.....



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

a) Μπορεί να φύγουν μεθαύριο νωρίς το απόγευμα.

.....

b) Ίσως την δούμε την Παρασκευή στο Πανεπιστήμιο.

.....

c) Ελπίζω να μη βαρέθηκες με τις ιστορίες μου.

.....

d) Έχουμε τρεις βδομάδες να φάμε στο σπίτι.

.....

e) Φοβάμαι μήπως δεν φύγει στην ώρα του αύριο.

.....

Portuguese Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

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

Example: complicado

Answer: complicação

- a) Inventivo
- b) Amigável
- c) Inspirada
- d) Discreto
- e) Fácilimo

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

Example: Ontem eu de casa mais cedo. [SAIR]

Answer: Ontem eu SAÍ de casa mais cedo.

- a) três horas quando o avião chegou. [SER]
- b) Foi difícil mas a pena. [VALER]
- c) Gosto de doces mas salgados. [PREFERIR]
- d) É possível que tu não esta regra. [SABER]
- e) O menino cinco anos ontem. [FAZER]

3. Replace the underlined word(s) with an appropriate pronoun, making any necessary adjustments (15 marks, 3 per sentence):

Example: Eu encontrei a bolsa.

Answer: Eu encontrei-a OR Eu a encontrei.

- a) Gosto do meu namorado.

.....

b) Beberam o chá.

.....

c) Levantámos a dúvida.

.....

d) Pensaste sobre estas dúvidas?

.....

e) Queres ver o computador a funcionar?

.....

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

a) Vivo em Inglaterra, embora seja brasileira.

.....

b) Nunca pensámos que houvesse tanta escolha.

.....

c) Quando cresceres, o que é que queres ser?

.....

d) Acabaram por desistir do curso de jardinagem.

.....

e) O jogo foi ganho sem quaisquer sobressaltos.

.....

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

a) We wish you were here with us!

.....

b) How much money will you need?

.....

c) They did not do what they should have done.

.....

d) Be quiet and listen carefully, please!

.....

e) There is no reason whatsoever to be afraid.

.....

Russian Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	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) (МОЙ) (ОТЕЦ) шестьдесят два (ГОД)
 У него день рождения (СЕДЬМОЙ)
 (ФЕВРАЛЬ)
- b) Мы (ЖИТЬ) уже семь (МЕСЯЦ) в
 Петербурге, и (МЫ) здесь очень нравится. В (СЛЕДУЮЩИЙ)
 (ГОД) мы переедем в Москву.
- c) Это секрет! (НИКТО) нельзя повторить то, о (ЧТО)
 я говорила. Если (УЗНАВАТЬ) , то
 люди (ГОВОРИТЬ) , что мы (ПОСТУПАТЬ)
 нехорошо.
- d) Елена работает (ПРЕПОДАВАТЕЛЬНИЦА) и очень
 интересуется (ПОЛИТИКА) Сейчас она (ИСКАТЬ)
 (СТАТЬЯ) о (ГЕРМАНИЯ)
- e) Вчера, сразу после (СПЕКТАКЛЬ) мы с (ДРУЗЬЯ)
 (ЕХАТЬ) (ДОМ)
 (ТРАМВАЙ)

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

- a) Lermontov was born on the 15th of October 1814. He was killed in the Caucasus at the age of twenty six.

- b) On Saturdays he wakes up at ten to nine and goes to sleep after midnight.

c) They told me that we would need to buy newer books.

.....

.....

d) She wants her students of French to travel more frequently to France.

.....

.....

e) If they had given me more soup, I would have eaten less bread and cheese.

.....

.....

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

a) Мне не с кем разговаривать, и некуда идти.

.....

.....

b) Сколько бы она ни зарабатывала, она всегда давала деньги матери.

.....

.....

c) Стол был большой, со множеством еды и вин, но ужинали только двое.

.....

.....

d) Найденные тобой книги принадлежат моему дяде.

.....

.....

e) Уезжайте как можно скорее: чем темнее ночь, тем больше опасности.

.....

.....

Spanish Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

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

- a) Me ausento de la ciudad [POR/PARA] un mes. Luego vuelvo [POR/EN] tren. (4 marks)
- b) [ES/ESTOY/SOY] yo, [QUE/A QUIEN] quiere ella. (4 marks)
- c) Parece que a la anciana [LA GUSTA/LE GUSTA/ME GUSTA] charlar, pero a [MI/MÍ] no. (4 marks)
- d) Buscaba a alguien que me [PODÍA/PUDIERA] indicar dónde [ERA/ESTABA] la conferencia. (4 marks)
- e) ¿[ERES/ESTÁS] listo? Ya [ES/SON] mediodía y tenemos que ir [A/EN/DE] pie. (6 marks)

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

Example: Mañana, si [HACER] buen tiempo, [IR, nosotros] a la playa.

Answer: Mañana, si hace buen tiempo, iremos a la playa.

- a) Ayer [LLEGAR, yo] a las nueve y no [ENCONTRAR] a nadie. (4 marks)
- b) Por favor, María, el ventilador [NO TRAÉRMELO, tú] cuando [VENIR] Paco. (4 marks)
- c) Se [ROGAR] a la amable clientela que no [TOCAR] la mercancía. (4 marks)
- d) Si [VIVIR, tú] en Madrid, ¿[SALIR, tú] a ver las películas de Pedro Almodóvar? (4 marks)
- e) El conductor le [DECIR] al cliente que [CERRAR] la puerta y que no [COMER] en el taxi. (6 marks)

3. Translate into Spanish:

- a) She had known what was going to happen for a long time. (5 marks)
.....
.....
- b) I used to smoke a lot in school but later gave up the habit. (6 marks)
.....
.....
- c) They promised me that when the secretary had finished with the report, he would return it to me. (6 marks)
.....
.....
- d) The lists of irregular verbs were the greatest problem. She made us learn them every day. (6 marks)
.....
.....
- e) The village is tiny: you get out of it in no time at all. (5 marks)
.....
.....

4. Translate into English:

- a) A los emigrantes clandestinos se les expulsó por razones de seguridad nacional. (5 marks)
.....
.....
- b) Afirmó que aunque obtuviera el apoyo del partido, no se presentaría a las elecciones. (6 marks)
.....
.....
- c) Mi sobrino me hizo una señal para indicarme que no tuviese miedo. (5 marks)
.....
.....
- d) Me alegro de que me haya llamado usted, pero no hacía falta que se molestara, ya que iba yo a venir a verle. (6 marks)
.....
.....
- e) Los cocodrilos no me importan un bledo: díles a los alumnos que planten las tiendas junto al río. (6 marks)
.....
.....

Linguistics Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

Make an attempt to answer all the questions. Do not worry if you find you have little to say about some of the questions, or if you do not have technical terms for the features you wish to describe. Write your answers in the space provided on the paper. Please take care to write clearly. Total marks: 100.

Question 1 [Total value: 30 marks]

The Australian language Murrinh-Patha groups verbs into over 20 classes covering a range of meanings, such as posture and motion, events (hitting, heating, etc.), and the direction of actions. For example, “to chop with the blade of a knife” uses verb-class 23, but “to stab with the point of a knife” uses class 19. Such class-systems can give insights into people’s organization of concepts in the world. Murrinh-Patha verb-class words are inflected for person (1/2/3), number (singular/plural), and tense (future/nonfuture). Here are some examples of verb-classes 19 and 27; note that the bracketed English words are not overt in Murrinh-Patha, but are added for clarity. The examples give the English meaning, followed by the structure of the Murrinh-Patha sentence, parsed to show what each element means.

a) “I burned (it)”	<i>nginanam</i> 27-1sg-Nonfuture	<i>pek</i> burn		
b) “I cooked (it)”	<i>nginanam</i> 27-1sg-Nonfuture	<i>thi</i> cook		
c) “I pierced (it) with a spear”	<i>ngan</i> 19-1sg-Nonfuture	<i>parl</i> pierce		
d) “I pointed (it) out”	<i>ngan</i> 19-1sg-Nonfuture	<i>ngkarda</i> point out		
e) “I’ll fire (the gun) into (it)”	<i>nga</i> 19-1sg-Future	<i>ruruth</i> cut into	<i>nu</i> Future	
f) “I’ll point (it) out to you”	<i>nga</i> 19-1sg-Future	<i>mpa</i> you-sg	<i>ngkarda</i> point-out	<i>nu</i> Future
g) “I’ll straighten the spear (using fire)”	<i>thamul</i> spear	<i>ngina</i> 27-1sg-Future	<i>yith</i> straighten	<i>nu</i> Future
h) “I’ll reflect (sunlight) at you”	<i>ngina</i> 27-1sg-Future	<i>nhi</i> you	<i>ngkardi</i> reflect	<i>nu</i> Future
i) “I’m dipping (it) into the honey”	<i>ku</i> Animal-Product	- <i>tjithay</i> - honey	<i>ngan</i> 19-1sg-Nonfuture	<i>thak</i> dip
j) “I’ll cook the meat for you”	<i>ku</i> Animal-Product	- <i>ngen</i> - meat	<i>ngina</i> 27-1sg-Future	<i>mpa</i> you-sg
			<i>thi</i> cook	<i>nu</i> Future

(i) What sense of direction unites the examples of class 19? [10 marks]

.....

.....

(ii) What properties of fire are involved in these examples of class 27? [10 marks]

.....

.....

(iii) *Ngkay* means “to poke”. How would you say “I’ll poke it” in Murrinh-Patha? [10 marks]

.....

.....

Question 2 [Total value: 40 marks]

The ancient Mycenaean Greeks used a non-alphabetic script, Linear B, in which each sign stands for a syllable: either a vowel, or a combination of consonant+vowel. The pronunciations can be inferred from later, alphabetic Greek writing. Here are some Mycenaean words, transliterated into the Roman alphabet:

	Syllable signs	Pronunciation	Meaning		Syllable signs	Pronunciation	Meaning
a)	to-pe-za	torpeza	table	h)	ku-su	ksun	with
b)	a-mo-ta	harmota	wheels	i)	ti-ri-po-de	tripode	tripod
c)	a-pi	amphi	on both sides	j)	e-ka-ra	eskhara	hearth
d)	ka-ko	khalkos	bronze	k)	pa-ka-na	phasgana	sword
e)	pa-te	pantes	all	l)	pe-mo	spermo	seed
f)	a-mi-ni-so	Amnisos	(a place name)	m)	qa-si-re-u	basileus	king
g)	ko-no-so	Knosos	(a place name)	n)	ri-no	linon	flax

(i) In what ways do the Mycenaean Greek spellings deviate from the corresponding pronunciations?

.....

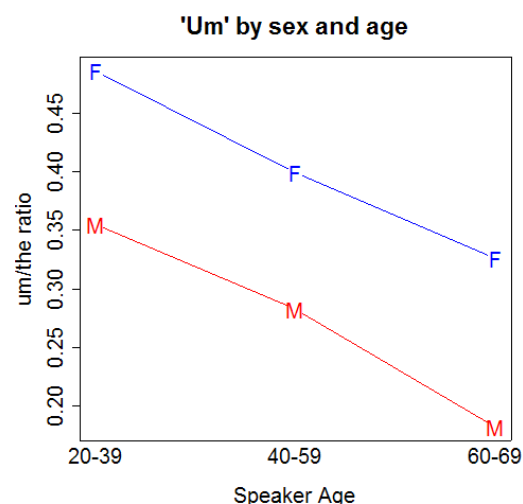
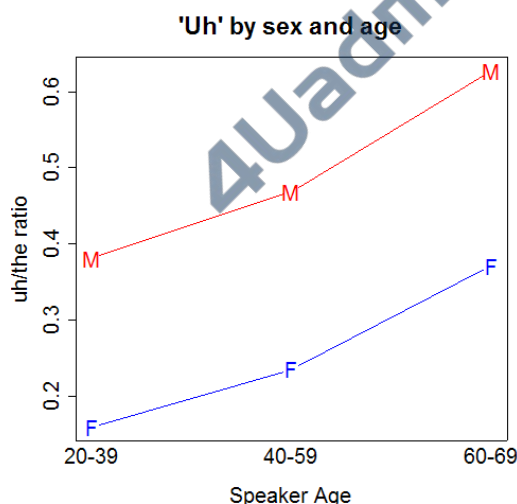
 [20 marks]

(ii) How do you think the words pronounced as follows would have been written in Linear B syllables?

a) arguros b) engkhos
 c) drutomos d) khrusos
 e) subotas [20 marks]

Question 3 [Total value: 30 marks]

These graphs plot the frequency with which the pause-fillers “uh” and “um” are used by men (M) and women (F) of different age-groups, relative to the frequency of “the”; i.e. an “uh/the ratio” of 0.5 means that “uh” is used half as often as “the”. Note that speakers of all age groups were sampled in the same year.



(i) Describe in words what the graphs reveal. [20 marks]

.....

(ii) What do you infer about how English may be changing? [10 marks]

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Language Aptitude Test (LAT) Time allowed: 30 minutes			Special provisions (e.g. extra time)
UCAS Personal ID	Surname & first name(s)	Oxford college of preference	Date of birth

The questions below are based on an invented language, called Dobra. Read each group of examples carefully, paying particular attention to different forms of words and working out what information they convey (just as in English there are differences between e.g. *cat* and *cats*, or *beckon* and *beckoned*). Word order in Dobra is different from that of English and is not entirely fixed; it is not a reliable guide to the meaning of sentences. Note also that Dobra has nothing corresponding to English *the* and *a(n)*, so that **tine** can mean either 'the maid' or 'a maid'. You are advised to work through the questions in this section in the order in which they are given, as the later ones may presuppose information or vocabulary supplied in the earlier examples.

- (a)
- | | |
|------------------------------|--|
| tashu duset sekar | 'The diplomat seduces the daughter.' |
| tine betsut vardar | 'The maid helps the valet.' |
| betsu tinet sirehar | 'Does the valet love the maid?' |
| claru bichut sudar | 'The earl consults the butler.' |
| vardehar bichu kochet | 'Does the butler help the cook?' |
| pante sirar tomut | 'The scullery-maid loves the footman.' |
| rokar elede duset | 'The countess summons the daughter.' |
| clarut tikehar mage | 'Does the dowager rebuke the earl?' |

Give the meaning of:

tomu sekehar tashut

pantet tikar koche

Translate into Dobra:

'Does the daughter consult the dowager?'

.....

- (b)
- | | |
|-------------------------------------|---|
| clarulu ronu sirar suset | 'The earl's nephew loves a chorus-girl.' |
| tine clarulut farut vardomar | 'The maid does not help the earl's chauffeur.' |
| magelu bichu siromar kochet | 'The dowager's butler does not love the cook.' |
| туру еледела cola retar | 'A visitor steals the countess's necklace.' |
| dusele tine tapa kalar | 'The daughter's maid buys a typewriter.' |
| grifar clarulu negu kita | 'The earl's brother writes a book.' |
| negula kita peromar turu | 'The visitor does not read the brother's book.' |
| suse clarulut negut sudar | 'The chorus-girl consults the earl's brother.' |

Give the meaning of:

tinela tapa retehar negu

sudomar turut magele koche

Translate into Dobra:

'Does the chauffeur read the chorus-girl's book?'

.....

- (c) **bakstu robuladu cola** 'The secretary has found the necklace.'
bichu wora bular 'The butler finds the port.'
ronu roretadu clarulet empret 'The nephew has stolen the earl's pig.'
bichu ronut rovardehadu 'Has the butler helped the nephew?'
claru rogrifomehadu kita 'Has the earl not written a book?'
rokalomadu wora mage 'The dowager has not bought port.'
duse ronemomadu kushut 'The daughter has not married the cousin.'
rosudomehadu elede clarut 'Has the countess not consulted the earl?'

Give the meaning of:

rotikadu bichu pantelut negut

rokalehadu cola ronulu betsu

Translate into Dobra:

'Has the cousin not summoned the secretary?'

.....

- (d) **tomuku veraner lanemaner** 'The footmen promise to marry the
eledeleket tineket countess's maids.'
tine ronitadu lamarar eledet 'The maid has tried to injure the countess.'
koche rominehadu lanemar tomut 'Has the cook threatened to marry the footman?'
duseke minaner larokaner bakstut 'The daughters threaten to summon the secretary.'
empreke nitomaner latikaner clarut 'The pigs do not try to rebuke the earl.'
negu roveradu lavardar suset 'The brother has promised to help the chorus-girl.'
masuku claruluku niksaner 'The earl's gardeners refuse to find the pig.'
labulaner empret
turuku ronitanu lavardaner masukut 'The visitors have tried to help the gardeners.'

Give the meaning of:

roniksomadu masu laperar bakstula kita

.....

.....

Translate into Dobra:

'Have the diplomats threatened to injure the earl's chauffeurs?'

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