

<1> Eilimintach mo Watson daor¹ (1/2)

13 points

(Elementary my dear Watson)

Irish (or “Gaeilge”) is a language spoken by roughly 1.3 million people in Ireland. It is believed to be over 2,500 years old, with examples of written Irish found dating back to the fourth century.

Though the language differs greatly from English in most respects, the chemical elements, as found on the periodic table, whose names are based on Latin or Greek, tend to be written phonetically.

Pronunciation guide: The acute accent on vowels indicates that they are longer than their unaccented counterparts.

Study the following Irish names of elements:

| English | Irish | English | Irish |
|-----------|-----------|------------|-------------|
| Beryllium | Beiriliam | Helium | Héiliam |
| Boron | Bóron | Magnesium | Maignéisiam |
| Carbon | Carbón | Osmium | Oismiam |
| Chlorine | Clóirín | Promethium | Próiméitiam |
| Cobalt | Cóbalt | Thulium | Túiliam |

Your tasks:

1.1. What would you expect the Irish name for the following elements to be?

| English | Irish | English | Irish |
|-----------|-------|-----------------------------------|-------|
| Americium | | Ruthenium | |
| Bromine | | Sodium | |
| Rhenium | | Ytterbium (pronounced ‘itter...’) | |

¹ Problem created by Jane D’Altuin and edited by Dick Hudson.

<1> Eilimintach mo Watson daor (2/2)

1.2. What do you think the English names for the following elements are? (Don't worry if you don't know many chemical elements – you will know these! The Irish words don't all follow the rules you've just discovered.)

| Gaeilge | English | Gaeilge | English |
|----------|---------|----------|---------|
| Ocsaigin | | Cailciam | |
| Fosfar | | Iarann | |
| Mearcair | | Luaidhe | |

1.3. The following elements have Irish names that are either completely different or somewhat different from their English names. These appear to be adapted from their names in a variety of Latin, the *lingua franca* of the Roman Empire. Give the English equivalent for these Irish names. (English also has somewhat technical words that refer to these elements that are cognate with these Irish terms.)

| Gaeilge | English |
|---------|---------|
| Airgead | |
| Óir | |
| Stán | |

<2>Somali under examination² (1/2)

15 points

Somali is a Cushitic language spoken by approximately 16.6 million speakers, of which about half live in Somalia, the remainder living in Djibouti (where it is an official language), Ethiopia, and in the Somali diaspora.

In the table below you will see the inflected forms of some Somali verbs with their English equivalents. You need to work out which part of each verb contributes to its overall meaning.

| | Somali | English | Somali | English |
|----|---------------|-----------------|---------------|------------------|
| 1 | akhriyay | I read | akhriday | He read |
| 2 | aragay | I saw | aragtay | He saw |
| 3 | (a) | I taught | bartay | He taught |
| 4 | ba'ay | I was destroyed | ba'day | He was destroyed |
| 5 | baajiyay | I prevented | (b) | He prevented |
| 6 | baaqay | I announced | baaqday | He announced |
| 7 | baxay | I left | baxday | He left |
| 8 | bi'iyay | I destroyed | (c) | He destroyed |
| 9 | bilaabay | I began | (d) | He began |
| 10 | (e) | I ate | cuntay | He ate |
| 11 | cabay | I drank | cabtay | He drank |
| 12 | cararay | I ran away | carartay | He ran away |
| 13 | daaqay | I grazed | (f) | He grazed |
| 14 | (g) | I fell | dhacday | He fell |
| 15 | dhisay | I built | dhistay | He built |
| 16 | diiday | I refused | diiday | He refused |
| 17 | dilay | I killed | dishay | He killed |
| 18 | faraxay | I was happy | (h) | He was happy |
| 19 | gaadhay | I reached | gaadhay | He reached |
| 20 | galay | I entered | (i) | He entered |
| 21 | go'ay | I cut | (j) | He cut |
| 22 | (k) | I found | heshay | He found |
| 23 | horjeeday | I opposed | horjeeday | He opposed |
| 24 | kacay | I rose | (l) | He rose |
| 25 | keenay | I brought | keentay | He brought |
| 26 | korodhay | I increased | korodhay | He increased |
| 27 | qaaday | I took | (m) | He took |
| 28 | tagay | I went | tagtay | He went |
| 29 | xidhay | I closed | (n) | He closed |
| 30 | walaaqay | I stirred | (o) | He stirred |

² Created by Harold Somers

<2>Somali under examination (2/2)**Your task:**

2.1 Your task is to fill in the gaps in the Somali data with the verb form you predict on the basis of your analysis. Write your answers in the Table below.

| | | |
|----|----|----|
| a. | b. | c. |
| d. | e. | f. |
| g. | h. | i. |
| j. | k. | l. |
| m. | n. | o. |

Pronunciation Notes:

Vowel sounds are much like in English. A double vowel indicates that the vowel is long. Consonants are also like their English counterparts except as follows:

dh: a retroflex 'd' like the 'dr' in *drive* (IPA d̠)³

q: a voiced uvular plosive, like a 'g' but pronounced at the back of the throat (IPA ɡ)

kh: a bit like the 'ch' in Scottish *loch* but pronounced at the back of the throat (IPA χ)

x: a voiceless pharyngeal fricative, hard to describe, but a bit like a heavy 'h' (IPA ħ)

c: same as x, but voiced (IPA ʕ)

r: a rolled 'r' as in Italian

ʔ: a glottal stop, like the sound in the middle of *uh-oh* (IPA ʔ)

³ IPA = International Phonetic Alphabet.

<3>All in order in Kaqchikel⁴ (1/2)

12 points

Kaqchikel is a Mayan language spoken in the highlands of Guatemala. Sentences in Kaqchikel often have the verb preceding the nouns so that the word order is: verb - object - subject. This is illustrated in the following example:

- | | | | | | | | | |
|----|-------------------------------|----------------|-----------|-------------|-----------|----------|--------------|---------------------|
| 1. | <i>Iwër</i> | <i>xutz'ët</i> | <i>ri</i> | <i>tz'i</i> | <i>ri</i> | <i>a</i> | <i>Juan.</i> | Kaqchikel sentence |
| | yesterday | saw | the | dog | the | | Juan | word for word gloss |
| | "Yesterday Juan saw the dog." | | | | | | | English translation |

(The name "Juan" is preceded by the definite article *ri* "the" and a masculine marker *a*.)

Question words such as *achike* "what/who" (glossed WH) must precede the verb as in sentences (2) and (3):

- | | | | | | |
|----|---------------------------|----------------|-----------|----------|--------------|
| 2. | <i>Achike</i> | <i>xutz'ët</i> | <i>ri</i> | <i>a</i> | <i>Juan?</i> |
| | WH | saw | the | | Juan |
| | "What/whom did Juan see?" | | | | |

- | | | | | |
|----|--------------------|----------------|-----------|--------------|
| 3. | <i>Achike</i> | <i>xtz'etö</i> | <i>ri</i> | <i>tz'i?</i> |
| | WH | saw | the | dog |
| | "Who saw the dog?" | | | |

Notice that the form of the verb "see" in sentence (3) differs from the form of the verb in sentences (1) and (2).

Similar to question words, the words for "something/someone" *k'o* (glossed SOME) and "nothing/no one" *majun* (glossed NO) must also precede the verb as in (4) and (5).

- | | | | | | |
|----|-------------------------------|----------------|-----------|----------|--------------|
| 4. | <i>K'o</i> | <i>xutz'ët</i> | <i>ri</i> | <i>a</i> | <i>Juan.</i> |
| | SOME | saw | the | | Juan |
| | "Juan saw something/someone." | | | | |

- | | | | | |
|----|-----------------------|----------------|-----------|--------------|
| 5. | <i>Majun</i> | <i>xtz'etö</i> | <i>ri</i> | <i>tz'i.</i> |
| | NO | saw | the | dog |
| | "No one saw the dog." | | | |

We can also ask questions like "Who saw something/someone?" or "What/whom did someone see?" as in (6) and (7):

- | | | | |
|----|------------------------------|------------|-----------------|
| 6. | <i>Achike</i> | <i>k'o</i> | <i>xutz'ët?</i> |
| | WH | SOME | saw |
| | "Who saw something/someone?" | | |

- | | | | |
|----|------------------------------|------------|-----------------|
| 7. | <i>Achike</i> | <i>k'o</i> | <i>xtz'etö?</i> |
| | WH | SOME | saw |
| | "What/whom did someone see?" | | |

⁴ Created by Michael Yoshitaka Erlewine

<3>All in order in Kaqchikel (2/2)

Your tasks:

3.1. Match the following sentences with their translations by writing the letter (A-J) corresponding to the appropriate English translation to the left of the Kaqchikel sentence:

- | | |
|--------------------------------|---------------------------------------|
| ___ <i>Achike majun xutëj?</i> | A. Someone ate something. |
| ___ <i>K'o k'o xutëj.</i> | B. What did someone eat? |
| ___ <i>Achike xtjö ri wäy?</i> | C. Who didn't eat anything? |
| ___ <i>Majun xintëj.</i> | D. No one ate tortilla. |
| ___ <i>Achike k'o xtjö?</i> | E. There's something that no one ate. |
| ___ <i>K'o majun xtjö.</i> | F. I didn't eat anything. |
| ___ <i>Majun k'o xutëj.</i> | G. No one ate anything. |
| ___ <i>Majun xtjö wäy.</i> | H. Everyone ate something. |
| ___ <i>K'o majun xutëj.</i> | I. Who ate the tortilla? |
| ___ <i>Majun majun xutëj.</i> | J. Someone didn't eat anything. |

3.2. The word that translates English 'eat' or 'ate' has *three* distinct (but related) forms. What determines when the form *xtjö* must be used? Answer by placing "X" to right of your answer.

- A If at end of sentence.
- B If negative word in sentence.
- C If the *eater* immediately precedes the verb.

| |
|--|
| |
| |
| |

3.3. What form of 'see/saw' is used in the same context? _____

<4>Getting creative in Slovenian⁵ (1/2)

20 points

Slovenian is a South Slavic language spoken by approximately 2.5 million speakers worldwide, the majority of whom live in Slovenia.

Study the words below. You will see that some of these words are derived from other words.

| Slovenian | English | Slovenian | English |
|-----------|-----------|---------------|------------------------------|
| Adam | Adam | Adamič | Adams |
| baba | woman | babica | grandmother, little old lady |
| (a) | buffalo | bivolica | female buffalo |
| boben | drum | bobnič | small drum, eardrum |
| bog | god | (b) | small god |
| čokolada | chocolate | čokoladica | small chocolate |
| dekla | maid | deklica | young girl |
| Gregor | Gregory | Gregorič | Gregson |
| grm | bush | (c) | small bush |
| jama | cave | jamica | hole |
| knjiga | book | (d) | booklet |
| koklja | hen | kokljica | chicken |
| menih | monk | menišič | young monk |
| muha | fly | (e) | midge |
| noga | leg | nožica | small leg |
| ogenj | fire | ognjič | small fire |
| orel | eagle | orlica (f) | female eagle eaglet |
| osel | donkey | oslič (g) | donkey foal she-donkey |
| otrok | child | (h) | baby |
| oven | sheep | (i) | lamb |
| Pavel | Paul | (j) | Paulson |
| Peter | Peter | Petrič | Peterson |
| pob | boy | pobič | small boy |
| Primož | Primus | Primožič | Primusson |
| (k) | crab | račič | baby crab |
| roka | arm | ročica | small arm |
| (l) | Stephen | Štefanič | Stephenson |
| šapa | paw | šapica | small paw |
| Tomaž | Thomas | (m) | Thomson |
| (n) | thorn | trnič | small thorn |
| Urh | Ulrik | Uršič | Ulrikson |
| veter | wind | (o) | draught |
| volk | wolf | volčič | wolf cub |
| vrh | peak | (p) | small peak |
| zid | wall | (q) | small wall |
| žep | pocket | (r) | small pocket |

⁵ Created by Harold Somers & Simona Klemenčič.

<4>Getting creative in Slovenian (2/2)

Approximate pronunciation guide: this is for your information only and does not contribute to the solution.
 č, š, ž are pronounced like ch, sh and the 's' in 'measure' [IPA tʃ, ʃ, ʒ], j is pronounced like 'y' in 'yes', [IPA j], c = ts, h is pronounced like 'ch' in 'loch' [IPA x], v is pronounced somewhat like a w [IPA v]

Your tasks:

4.1. Fill in the gaps in the table above with the appropriate word based on the patterns that you have observed. Answer by writing the words in the Table below:

| | | | |
|-----------|-----------|-----------|-----------|
| a. | b. | c. | d. |
| e. | f. | g. | h. |
| i. | j. | k. | l. |
| m. | n. | o. | p. |
| q. | r. | | |

4.2. If *rožič* means 'small horn', give the TWO possible words for 'horn' from which it might be derived. _____

4.3. If *čolnič* means 'small boat', give the TWO possible words for 'boat' from which it might be derived. _____

<5>You to me for them to him for us in Amele⁶ (1/1) 26 points

Amele is a language spoken on the North-East coast of the island of Papua New Guinea by just over 5,000 people. Unlike so many of the languages of this island, Amele is not threatened by extinction, as it is used daily in both speech and writing. Here are some example sentences in Amele, with their English translations.

| AMELE | ENGLISH |
|-----------------------------|---|
| Ele ho qetutowa. | <i>We two cut the pig for him.</i> |
| Naus ho uten. | <i>Naus gave him the pig. [Naus is a name.]</i> |
| Ija dana leis jo ihacaliga. | <i>I showed the two men the house.</i> |
| Uqa sab jen. | <i>He ate the food.</i> |
| Ele sab jowa. | <i>We two ate the food.</i> |
| Ija sab qetaliga. | <i>I cut the food for the two of them.</i> |
| Uqa bagol iten. | <i>He gave me the present.</i> |
| Ija sab utiga. | <i>I gave him food.</i> |
| Uqa jo ihacuten. | <i>He showed him the house.</i> |
| Ele ho adowa. | <i>We two gave you two the pig.</i> |
| Jo ihacitaga. | <i>Show me the house!</i> |
| Sab qetalaga. | <i>Cut the food for the two of them!</i> |

Notes: Amele doesn't translate 'the', so the sentences could have been translated with 'a' (e.g. 'a pig') or 'some' (e.g. 'some food' or just 'food').

Your task:

5.1. Provide Amele translations for the English sentences below. The number of words in each Amele sentence is indicated at the beginning of each line.

| | |
|---|---|
| 1. The pig ate the food. | 3 |
| 2. I ate the food for Naus. | 4 |
| 3. He gave the two men food. | 5 |
| 4. We two showed the two of them the pig. | 3 |
| 5. I gave myself the present. [myself = me] | 3 |
| 6. Give me the pig! | 2 |
| 7. Eat the food for you two! | 2 |
| 8. Give the two men food! | 4 |

⁶ Created by Babette Newsome with contribution from Dick Hudson.

<6> Rice and easy does it⁷ (1/2) 14 points

The Hanunó'o language is spoken by an estimated 13,000 Mangyan people on Mindoro, the seventh largest island of the Philippines. *Ambahan*, an indigenous literary tradition, is a form of sung poetry written in rhythmic lines of seven syllables, and used for a variety of purposes ranging from courtship to giving advice to the young, asking for a place to stay, and saying goodbye to a dear friend. It was traditionally etched onto small bamboo tubes held at the chest using the *Surat Mangyan* writing system, which predates Spanish colonisation in the region and is derived from the ancient Brahmin script. Today, there are many examples of surviving *ambahan* poetry in bamboo and embroidery form, and some are still left along forest trails to guide travellers.

Below is an extract (the first seven lines) from an *ambahan* written by a Mangyan boy to a girl he is trying to woo, taken from the records of Dutch anthropologist Antoon Postma.

⁷ Problem created by Elysia Warner.

<6> Rice and easy does it (2/2)

English translation: My sweetheart, my love so dear, when I left, in coming here, coming from my house and yard; all the rice that I have stored, I have left it there behind, because I hope here to find one more valued than my rice! (...)

These first seven lines are shown again below, but this time transliterated into the Latin alphabet instead of written in the Surat Mangyan script. The lines are presented in a random order.

- a. kang bay nga pagsumayan
- b. padi man ga bunguan
- c. ginan kang tipit lingban
- d. kis-ab kang mag-iginan
- e. salod anong bugtungan
- f. kang di tinalisigan
- g. bunggo madi uyunan

Your tasks:

6.1. Unscramble the pieces: figure out the correct order for lines a-g, and indicate by writing the letter corresponding to a line beside the number (1-7) that indicates its order:

| | | | |
|----------|--|----------|--|
| 1 | | 5 | |
| 2 | | 6 | |
| 3 | | 7 | |
| 4 | | | |

6.2. Indicate which of the following statements about the Surat Mangyan script you agree with by writing "TRUE" to the right of each statement you judge correct and "FALSE" to the right of statements you judge incorrect.

| | | |
|----|--|--|
| 1. | There is a distinct symbol for every sound. | |
| 2. | A consonant sound at the end of a syllable is not written. | |
| 3. | Vowel sounds are always represented by a distinct symbol. | |
| 4. | Vowel sounds at the beginning of words are never written. | |
| 5. | All vowel sounds are represented by diacritics (accent-like short lines next to another symbol). | |
| 6. | If the text is rotated 90° clockwise the direction of writing and arrangement of lines is the same as in an English poetic text. | |
| 7. | No sound is represented in more than one way. | |