

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

(13pts)

## (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 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

Q1. What would you expect the Irish name for the following elements to be?

English	Irish	English	Irish
Americium	Aimeiriciam	Ruthenium	Ruitéiniam
Bromine	Bróimín	Sodium	Sóidiam
Rhenium	Réiniam	Ytterbium (pronounced 'itter...')	Itéirbiam

6pts: 1 pt for each correct answer. Consider answer with or without accent mark as correct.

<sup>1</sup> Problem created by Jane D'Altuin.

## &lt;1&gt; Eilimintach mo Watson daor (2/2)

Q2. What do you think the English names for the following elements are? 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.) **3 pts**

Gaeilge	English	Gaeilge	English
Ocsaigin	oxygen	Cailciam	calcium
Fosfar	phosphorus	Iarann	iron
Mearcair	mercury	Luaidhe	lead

0.5 pt for each correct answer.

Q3. The following elements have Irish names 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 terms.) **4 pts**

Gaeilge	English	
Airgead	silver	1.5
Óir	gold	1.5
Stán	tin	1

## <2>Somali under examination<sup>2</sup> (1/2) (15pts)

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.

	<b>Somali</b>	<b>English</b>	<b>Somali</b>	<b>English</b>
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

<sup>2</sup> Created by Harold Somers

## &lt;2&gt;Somali under examination (2/2)

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. ( 1 point each correct word)

a.	baray	b.	baajiday	c.	bi'iday
d.	bilaabtay	e.	cunay	f.	daaqday
g.	dhacay	h.	faraxday	i.	gashay
j.	go'day	k.	helay	l.	kacday
m.	qaaday	n.	xidhay	o.	walaaqday

**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)<sup>3</sup>

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)

<sup>3</sup> IPA = International Phonetic Alphabet.

### <3>All in order in Kaqchikel<sup>4</sup> (1/2) (12 pts)

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?" |            |                 |

<sup>4</sup> Created by Michael Yoshitaka Erlewine

## &lt;3&gt;All in order in Kaqchikel (2/2)

**Your tasks:**

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: (10 x 1 = 10)

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

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.

(1 pt)

- |   |   |              |
|---|---|--------------|
| A | If at end of sentence.                            | _____        |
| B | If negative word in sentence.                     | _____        |
| C | If the <i>eater</i> immediately precedes the verb | <u>  X  </u> |

3. What form of 'see/saw' is used in the same context? (1 pt)

*xtz'etö*

**<4>Getting creative in Slovenian<sup>5</sup> (1/2) (20pts)**

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.

<b>Slovenian</b>	<b>English</b>	<b>Slovenian</b>	<b>English</b>
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

<sup>5</sup> Created by Harold Somers & Simona Klemenčič.

## &lt;4&gt;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:**

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: (18 x 1 = 18)

a.	<b>bivol</b>	b.	<b>božič</b>	c.	<b>grmič</b>	d.	<b>knjižica</b>
e.	<b>mušica</b>	f.	<b>orlič</b>	g.	<b>oslica</b>	h.	<b>otročič</b>
i.	<b>ovnič</b>	j.	<b>Pavlič</b>	k.	<b>rak</b>	l.	<b>Štefan</b>
m.	<b>Tomažič</b>	n.	<b>trn</b>	o.	<b>vetrič</b>	p.	<b>vršič</b>
q.	<b>zidič</b>	r.	<b>žepič</b>				

2. If *rožič* means 'small horn', give the TWO possible words for 'horn' from which it might be derived. **rož** or **rog** (2 x 0.5 = 1)

3. If *čolnič* means 'small boat', give the TWO possible words for 'boat' from which it might be derived. **čoln** or **čolen** (2 x 0.5 = 1)



**<5>You to me for them to him for us in Amele<sup>6</sup> (1/2) 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>

NOTE: 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').

**Task:** Provide Amele translations for the English sentences in the next table. **26 points (1 pt for each correct word - in correct order.)**

1. The pig ate the food.	3 Ho sab jen.
2. I ate the food for Naus.	4 Ija Naus sab jutiga.
3. He gave the two men food.	5 Uqa dana leis sab alen.
4. We two showed the two of them the pig.	3 Ele ho ihacalowa.
5. I gave myself the present. [myself = me]	3 Ija bagol itiga.
6. Give me the pig!	2 Ho itaga.
7. Eat the food for you two!	2 Sab jadaga.
8. Give the two men food!	4 Dana leis sab alaga.

<sup>6</sup> Created by Babette Newsome with contribution from Dick Hudson.

**<6> Rice and easy does it<sup>7</sup> (1/2) (14 pts)**

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 colonialism 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.

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<sup>7</sup> 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

#### Tasks

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 that indicates its order: (7 x 1 = 7)

1	e	5	f
2	d	6	a
3	c	7	b
4	g		

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 those you judge incorrect. (7 X 1 = 7)

1.	There is a distinct symbol for every sound.	FALSE
2.	A consonant sound at the end of a syllable is not written.	TRUE
3.	Vowel sounds are always represented by a distinct symbol.	FALSE
4.	Vowel sounds at the beginning of words are never written.	FALSE
5.	All vowel sounds are represented by diacritics (accent-like short lines next to another symbol).	FALSE
6.	If the text is rotated 45° clockwise the direction of writing and arrangement of lines is the same as in an English poetic text.	TRUE
7.	No sound is represented in more than one way.	FALSE