



AILO VI, 25 March 2014

INDIVIDUAL ROUND 2

QUESTION BOOK

Answer all questions in the answer book provided.

2 hours



A. Ilokano

[15 points]

Ilokano is a member of the Austronesian language family, spoken by about 10 million people in the Philippines.

Given here are some verb forms in Ilokano and their English translations. Note that Ilokano distinguishes two forms of the word for 'we', either including (incl) or excluding (excl) the hearer, i.e. 'me and you' vs. 'me and them'.

<i>dinaldalusanda</i>	they were cleaning it
<i>bimmasata</i>	we (incl) were reading
<i>linablabaanyo</i>	you were laundering it
<i>gimmatingda</i>	they were shopping
<i>dinalusanta ida</i>	we (incl) cleaned them
<i>pinukkawyo ida</i>	you called them
<i>simmagadkada</i>	they were sweeping
<i>pinukupkawkawmi ida</i>	we (excl) were calling them
<i>ginatgatingta ida</i>	we (incl) were buying them
<i>pinunaanda</i>	they wiped it
<i>timmakawta</i>	we (incl) were stealing
<i>limmabakami</i>	we (excl) were laundering
<i>dimmaluskayo</i>	you were cleaning
<i>tinakawmi</i>	we (excl) stole it

A1. Translate into English:

(6 points)

- (a) *binasayo*
- (b) *sinagsagadanta*
- (c) *pimmukkawkami*

A2. Translate into Ilokano:

(9 points)

- (a) they were stealing them
- (b) we (excl) laundered it
- (c) you were wiping

B. Lontara

[20 points]

Buginese is a language of the southern region of Sulawesi, the third largest island of Indonesia. It is written using a script called Lontara. The script's name comes from the Malay word for 'palm', *lontar*. The long, thin leaves of the palm were once used to create scroll-like manuscripts.

Here is a passage from the epic Indonesian creation myth *Sureq Galigo*, written in Buginese using the Lontara script.



Here is the same passage, translated into English:

There is no one to call the gods Lord, or to offer praise to the underworld. Why Lord don't you have one of your children descend, and incarnate him on the earth; do not leave the world empty and the earth uninhabited. You are not a god, Lord, if there are no humans under the heavens, above the underworld, to call the gods Lord.

B1. The Buginese text of the passage has been chopped up into several pieces and scrambled up. These lines are pieces of the same passage in Buginese, but written in our familiar Latin alphabet instead of the Lontara script. Your task is to unscramble them: figure out the correct order for the fragments A to J. Note that sentences E and F appear twice in the text, but here have different punctuation. (5 points)

- A. *ajaq naonro lobbang linoé*
- B. *lé namasuaq mua na sia*
- C. *makkatajangeng ri atawareng.*
- D. *mappaleq wali ri pérétiwi.*
- E. *mattampa puang lé ri batara,*
- F. *mattampa puang lé ri batara.*
- G. *ri awa langiq, lé ri ménéqna pérétiwié,*
- H. *tabareq-bareq ri atawareng,*
- I. *tammaga puang muloq séwa rijajiammu,*
- J. *teddéwata iq, puang, rékkua masuaq tau*

B2. Translate these English words into Buginese. Write your translations with the *Latin alphabet* only; you do not need to use the Lontara script for this question: (5 points)

- (a) Lord
- (b) underworld
- (c) earth

B3. Some Buginese words and (just for your information) their meanings are given below, in the Latin alphabet. Write each word using the *Lontara script*. (10 points)

- (a) *Sulawesi* (an island of Indonesia)
- (b) *La Galigo* (another name for Sureq Galigo)
- (c) *tompoq tikkaq* ('land of the rising sun')
- (d) *Amparita* (a town in Sulawesi)
- (e) *Tenriabéng* (a character in the Sureq Galigo story)

C. Pidgin not pigeon

[15 points]

When speakers of distinct languages which come into contact but share no common linguistic background need to communicate, they often create **pidgin** languages. Pidgin languages typically consist of linguistic features of the contact languages, and their vocabulary is typically derived from the socially or economically dominant language. A pidgin language for which English has supplied much of the vocabulary is Cameroonian Pidgin English (CPE) which is used in Cameroon, West Africa. The CPE examples here are represented phonetically. Note that *o* and *ó* (pronounced like the 'o' in *cot* and the 'aw' in *awful*, respectively) are different sounds.

For example, here are some CP words with their English translations:

<i>go</i>	'go'	<i>kol</i>	'cold'	<i>nes</i>	'nurse'
<i>man</i>	'man'	<i>siton</i>	'stone'	<i>sinek</i>	'snake'
<i>basiket</i>	'basket'	<i>shet</i>	'shirt'	<i>buk</i>	'book'
<i>haus</i>	'haus'	<i>do</i>	'door'	<i>sipun</i>	'spoon'
<i>bet</i>	'bed'	<i>dai</i>	'die'/'dead'	<i>kain</i>	'kind'
<i>du</i>	'do'	<i>fashon</i>	'behaviour'	<i>simen</i>	'cement'

It is typical for speakers in a complex multilingual situation, as is the one which creates pidgin languages, to find creative ways to extend the usefulness of a small borrowed vocabulary. One way to accomplish this goal is by metaphorically extending borrowed words, as in the examples below, which are CPE compounds derived metaphorically from the English word *eye*.

<i>ai kón</i>	'ear of corn'	<i>bat ai</i>	'evil eye'
<i>benben ai</i>	'cross-eyed'	<i>bik ai</i>	'greedy'
<i>lóng ai</i>	'covetous'	<i>tróng ai</i>	'courageous'

In this task, you are presented with CPE vocabulary items derived in a similar fashion from the English words as shown. Your task is to match the CPE compounds given for each word to their likely English translations, listed on the right. (6 points)

C1	<i>han</i> 'hand'	
	<i>open han</i>	A one of a pair
	<i>wan han</i>	B generous
	<i>tai han</i>	C mean
C2	<i>het</i> 'head'	
	<i>bik het</i>	A stubborn
	<i>klin het</i>	B innocent
	<i>tróng het</i>	C intelligent
C3	<i>hat</i> 'hat'	
	<i>bat hat</i>	A kind/generous
	<i>blak hat</i>	B calm
	<i>gut hat</i>	C wicked
	<i>kul hat</i>	D clever/crafty
	<i>kóni hat</i>	E hated/hateful

C4	<i>maut</i> ‘mouth’	
	<i>bik maut</i>	A ability to persuade/flattery
	<i>kóni maut</i>	B haughtiness/bragging
	<i>swit maut</i>	C dishonesty
C5	<i>blak</i> ‘black’	
	<i>blak ai</i>	A wickedness
	<i>blak bush</i>	B heart of a forest
	<i>blak hat</i>	C dizziness
C6	<i>drai</i> ‘dry’	
	<i>drai ai</i>	A unsubstantiated statements
	<i>drai han</i>	B thirst
	<i>drai nek</i>	C poverty
	<i>drai tók</i>	D insomnia

C7. What else have you noticed about CP? (9 points)

(a) There are two different ways to say ‘generous’ in CPE. What are they?

(b) What do you think the following CPE words are in English?

tróng klin tók swit

(c) Groups of consonants (called ‘consonant clusters’) in words borrowed from English are preserved in some contexts but simplified in others. Based on the words you have seen so far, predict what the CPE versions of the following English words will be.

stick old green ground

D. What's in a Blackfoot word? [20 points]

Blackfoot is an indigenous language of North America spoken by around 3000 people. It is spoken in southern Alberta (Canada) and northern Montana (USA). Blackfoot words can be very long and contain lots of information. Often whole English sentences translate into just one Blackfoot word! In Blackfoot, there are also several distinctions that we don't make in English. These are important for the following questions. Don't forget to include these distinctions in your answers as demonstrated in the examples.

There are two forms of 'you': singular, ('sg'), and (plural, 'pl').

There are also two forms of 'we': one including the hearer(s) 'me and you' ('incl'), and one excluding the hearer 'me and him/her/them' ('excl').

An apostrophe (') indicates a glottal stop, the sound found in English between the two syllables of 'Uh oh!'

Here are some Blackfoot sentences with their English translations.

<i>A'po'takiwa.</i>	He/she worked.
<i>Okska'sio'pa.</i>	We (incl) ran.
<i>Nita'po'taki.</i>	I worked.
<i>Kitokska'si.</i>	You (sg) ran.
<i>Oki'kaayi.</i>	They camped.
<i>Kitokska'sihpoaawa.</i>	You (pl) ran.
<i>Nitoki'kaahpinnaan.</i>	We (excl) camped.

D1. Translate the following sentences.

(4 points)

- (a) *Kita'po'taki.*
- (b) *Oki'kaao'pa.*
- (c) He/she ran.
- (d) We (excl) worked.

You will have noticed that so far all the examples have involved actions in the past. In the following examples we introduce some more time references (present and future).

<i>Inihkiwa.</i>	He/she sang.
<i>I'poyio'pa.</i>	We (incl) spoke.
<i>Kitaahkayi.</i>	You (sg) went home.
<i>Nitai'poyi.</i>	I am speaking.
<i>Kitainihkihpooaawa.</i>	You (pl) are singing.
<i>Aakaahkayiyi.</i>	They will go home.
<i>Nitaakinihkipinnaan.</i>	We (excl) will sing.

D2. Translate the following sentences.

(8 points)

- (a) *Kitai'poyihpoaawa.*
- (b) *Aakinihkiwa.*
- (c) I went home.
- (d) You (sg) are singing.

In Blackfoot, there are many processes that apply to the sounds when forming larger words. Some sounds may appear, disappear or change. The following examples show a process that creates an additional sound in a certain environment.

<i>Kitohpai'pii.</i>	You (sg) jumped.
<i>Kitsipoipoyihpoaawa.</i>	You (pl) stood up.
<i>Ipasskaawa.</i>	He danced.
<i>Ipoipoyiyi.</i>	They stood up.
<i>Nitsipasskaa.</i>	I danced.
<i>Nitanistapaoohpinnaan.</i>	We (excl) stepped aside.

D3. In your answer book, complete the following to make true statements.

(3 points)

- (a) The sound that is inserted is _____
- (b) The new sound is inserted between _____ and _____

D4. Translate the following English sentences into Blackfoot.

(5 points)

- (a) I spoke.
- (b) You (pl) danced.

E. Navajo's great chain of being

[20 points]

Navajo (sometimes written "Navaho") is a Native American language from the Southwest United States. Navajo has more speakers than any other Native American language in the US and Canada, with the number of speakers estimated at between 120,000 and 170,700.

Here are some Navajo sentences with their English translations, and alternative ways of saying the same thing in Navajo. The Navajo alphabet includes some unfamiliar letters, but how they are pronounced is not relevant to the problem. The asterisk * before a sentence indicates that it is ungrammatical, that is, not allowed in Navajo.

Navajo sentence	English translation	Alternative Navajo sentence
Diné ashkii yiztał.	The man kicked the boy.	Ashkii diné biztał.
Ashkii diné yiztał.	The boy kicked the man.	Dine ashkii biztał.
Ashkii lééchaqʔi yiztał.	The boy kicked the dog.	* Lééchaqʔi ashkii biztał.
* Dóola diné yizgoh.	The bull gored the man.	Diné dóola bizgoh.
Dóola shash yizgoh.	The bull gored the bear.	Shash doola bizgoh.
Shash mósi yishxash.	The bear bit the cat.	*Mósi shash bishxash.
*Mósi shash yishxash.	The cat bit the bear.	Shash mósi bishxash.
Mósi tazhii yinoolchéél.	The cat is chasing the turkey.	Tazhii mósi binoolchéél.
Mósi naʔazízi yinoolchéél.	The cat is chasing the gopher. ¹	*Naʔazízi mósi binoolchéél.
Naʔazízi wóláchíi yinoolchéél.	The gopher is chasing the ant.	*Wóláchíi naʔazízi binoolchéél.
*Dibé awééchiʔi yiztał.	The sheep kicked the baby.	Awééchiʔi dibé biztał.
Dibé tazhii yiztał.	The sheep kicked the turkey.	Tazhii dibé biztał.
*Awééchiʔi diné yiztał.	The baby kicked the man.	Diné awééchiʔi biztał.
Shash awééchiʔi yinoolchéél.	The bear is chasing the baby.	Awééchiʔi shash binoolchéél.
Tsisʔná naʔashjéʔii yishish.	The bee stung the spider.	Naʔashjéʔii tsisʔná bishish.
Naʔashjéʔii wóláchíi yiisxi.	The spider killed the ant.	Wóláchíi naʔashjéʔii biisxi.
*Tsisʔná naʔastsʔqqsí yishish.	The bee stung the mouse.	Naʔastsʔqqsí tsisʔná bishish.

¹ A gopher is an American rodent, a bit like a large hamster.

E1. Indicate which of the following Navajo sentences is grammatical, translate them into English, and if ungrammatical, suggest the simplest correction(s). (10 points)

- (a) Lééchaaʔí awééchíʔí yinoolchéél.
- (b) Tsísʔná ashkii bishish.
- (c) Mósí dibé yinoolchéél.
- (d) Naʔastsʔqqsí naʔashjéʔii bishxash.
- (e) Wóláchíí diné yiisxí.

E2. The following two sentences, which include a previously unseen word, are both grammatical and mean the same thing. Give an English translation including a suggestion for a possible meaning for the new word. (3 points)

Gah mósí biisxí. Mósí gah yiisxí.

E3. Explain as concisely as you can the rules of Navajo grammar that emerge from these sentences, concentrating particularly on the rules relevant to the ungrammatical sentences. Your explanation should cover word order, and the reason behind alternate forms of the 'same' word. (7 points)