AILO 2017 Training sample set #1

(1) As easy as 2-3-5

(a)	*disuku*	sammai	three disks
(b)	*endomame*	goko	five peas
(c)	*haŋkachi*	nimai	two handkerchiefs
(d)	*kaba*	gotō	five rhinos
(e)	*kyūri*	sambon	three cucumbers
(f)	*morumotto*	nihiki	two guinea pigs
(g)	*nezumi*	sambiki	three mice
(h)	*riŋgo*	goko	five apples
(i)	*tsuna*	nihon	two ropes
(j)	*zō*	santō	three elephants

Comments

Most people spot that the counting word comes after rather than before the noun, and that it consists of the words *ni* (2), *sam/san/saŋ* (3) and *go* (5). What of the other part of the word? If you rearrange the list so words with the same second part are together, a pattern should emerge:

> *hon/bon*: legs, bananas, pencils
> *ko*: balls, stones
> *mai*: sheets of paper, plates
> *hiki*: cats, squirrels
> *tō*: horses, cows

The second part of the counter word depends on the type of object being counted: long thin things, round things, flat things, small animals, big animals.

There are two other little tricky things going on: the variation in the word for 3 is because the 'n' of *san* matches ('is assimilated') to the following consonant: n+m/b becomes 'm', n+k/g becomes 'ŋ'. And with the word for 'long thin things' *hon*, 'h' becomes 'b' with *san* (*sam*), so that explains why *san+hiki* becomes *sambiki*.

The basic principle of semantic grouping for the counter words should have been rather easy: it is typical of many East Asian languages, where these words are called 'classifiers'. Actually, English also had classifiers, though not as systematically used as in Japanese: we say *three slices of bread*, rather than *three breads*, *200 head of cattle*, etc. (And by the way, the counter *tō* for big animals also means 'head', so Japanese is just like English!).

The extra difficulty with the assimilation of the letters made the problem a little bit harder, or should we say, interesting.

(2) **Adam Peterson's grandmother**

The derivations, which are formed according to a uniform set of rules, indicate diminutive (including derived names) shown by the suffix *-ič*, or feminine shown by the suffix *-ica*. If the noun is already feminine (i.e. ends in an *-a*), this suffix has the diminutive meaning (at least in the data given).
In addition there is consonant change (palatalization) of *k* to *č*, *g* to *ž*, and *h* to *š*. This happens whether there is an *-a* ending or not. Not all cases are exemplified in the given data (*volk*, *roka*, *-g*, *knjiga*, *menih*, *-ha*) so it has to be inferred that the rule applies to both genders.
And with a polysallibic stem ending in *e*+consonant, drop the *e*.

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

2. It might be *rož* or *rog*: you can't tell from the diminutive whether the stem has undergone palatalization (like *bog*) or ended in *ž* anyway (like *Tomaž*). In fact it is *rog*.
3. It might be *čoln* or *čolen*: you can't tell from the diminutive whether or not there is an *e* in the final syllable of the stem. In fact it is *čoln*.

With example (a), you might think that *bivola* is a possible answer. But in the data there is no example of the *-ica* suffix meaning 'feminine' attaching to a word ending in *-a*: in all such cases, the derived word is a diminutive. This is because (in this data at least), all feminine stems end in *-a* (though that is not a general rule for Slovene). For example the word *živalica* means 'small animal', not 'female animal' because the root *žival* is actually (already) feminine.

(3) **Malagasy crossnumber**

2. (a) 7   fito

(b) 15,968   valo amby enimpolo sy sivinjato sy dimy arivo sy alina

(c) 99,573   telo amby fitopolo sy dimanjato sy sivy arivo sy sivy alina

(d) 80,638   valo amby telopolo sy eninjato sy valo alina

(e) 81   fito ambin'ny folo sy valonjato

¹7	²7	■	³1	⁴7
⁵9	0	⁶3	6	4
⁷7	1	2	1	5
⁸1	5	9	6	8
⁹1	0	■	¹⁰7	1

Further Explanation:

This chart shows how to write all pertinent place values in Malagasy:

Digit	x 1	x 10	x 100	x 1,000	x 10,000
1	iray/iraika	folo	zato	arivo	alina
2	roa	roapolo	roanjato	roa arivo	roa alina
3	telo	telopolo	telonjato	telo arivo	telo alina
4	efatra	efapolo	efajato	efatra arivo	afatra alina
5	dimy	dimampolo	dimanjato	dimy arivo	dimy alina
6	enina	enimpolo	eninjato	enina arivo	enina alina
7	fito	fitopolo	fitonjato	fito arivo	fito alina
8	valo	valopolo	valonjato	valo arivo	valo alina
9	sivy	sivifolo	sivinjato	sivy arivo	sivy alina

Other notes:

- Digits are written from left to right with the digit of lowest magnitude coming first.
- Between each digit is a connecting word, chosen as follows:
  - If the word is connecting the ones place and the tens place, and if the tens place is 1, then the word used is *ambin'ny*.
  - If the word is connecting the ones place and the tens place, and if the tens place is not 1, then the word used is *amby*.
  - In all other cases, *sy* is used.
- 1 is *iray* on its own but *iraika* when it is the ones digit of a larger number.

(4) **Pidgin not pigeon**

Write the appropriate letter A-E in the squares

1	*han* 'hand'			4	*maut* 'mouth'	
	open han	B			*bik maut*	B
	wan han	C			*kóni maut*	C
	tai han	A			*swit maut*	A

2	**het** 'head'		**5**	**blak** 'black'	
	bik het	C		blak ai	C
	klin het	B		blak bush	B
	tróng het	A		blak hat	A
3	**hat** 'hat'		**6**	**drai** 'dry'	
	bat hat	E		drai ai	D
	blak hat	C		drai han	C
	gut hat	A		drai nek	B
	kul hat	B		drai tók	A
	kóni hat	D			

C7. (a) Two different ways to say 'generous' in CPE.

open han   gut hat

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

tróng = strong   klin = clean   .tók = talk   swit = sweet

(c) What are the CPE versions of the following English words?

stick = sitik   old = ol   green = grin   ground = graun

Comment

This problem had two elements: one was to relate the phonetic system of CPE to English in order to identify the English 'translations' of the phrases, e.g. in 2 'big head', 'clean head', 'strong head', and to get the correspondences in 7b/c. Then it was a mater of common sense or intuition to match up the phrases with their meanings.