

# All Ireland Linguistics Olympiad The Problem Solvers' Challenge 

AILO 2023 Sample Set One Solutions

## (Preliminary Round 2016 level papers)

For examiner's use. Do not write in this area.

| A | B | C | D | E | TOTAL |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 15 | 20 | 15 | 20 | 30 | 100 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Engaging Content Engaging People
(a) I taught baray
(b) He prevented baajiday $\qquad$
(i) He entered
(j) He cut
(k) I found
(1) He rose
(m) He took
(n) He closed
(o) He stirred
gashay $\qquad$
go'day $\qquad$
helay $\qquad$ kacday $\qquad$ qaaday $\qquad$ xhidhay $\qquad$ walaaqday .....
(h) He was happy faraxday ......

The part in bold must be absolutely correct. Ignore errors in the stems (eg a lot have put xidhay for ( $n$ ) - that's OK)

## Question B: Read and write Nepali

This has turned out to be very hard, so you can be generous. But don't spend time poring over it where students have obviously not tried (I'll explain when we skype)

B1.
(7 points: $1 / 2$ point each)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| G | K | A | F |  | B | J | E | L | H | M | N | C | I |

Don't mark 5 correct unless it is obviously a deliberate blank
B2. (a) Unmatched item transliteration
paanaa
........... (1 point)
Give $1 / 2$ for anything close, as long as it has $p-a-n$
(b) Unmatched item in Devanagari

सानो $\qquad$ (2 points)
Give $1 / 2$ mark for each letter
B3. English transliteration:
(4 points: 1 point each)
(a) re
(b) saakha or saakh (c) solii
(d) lakkaa

1/2 mark for ' $r$ ' $\quad 1 / 2$ mark for $s$ or $k h \quad 1 / 2$ for s or lor ii 1/2 forl $l-k$
B4. Devanagari: be generous here
(a)

1
(b)

$1^{1 / 2}$
(c)

$11 / 2$
(d)
(6 points)
2

## Question C: Adam Peterson's grandmother 15 points

Be absolutely strict about accented characters, as long as there is some mark there: accept ĉć etc, but C1.
(a) buffalo
(b) small god
(c) small bush
(d) booklet
(e) midge
(f) eaglet
(g) she-donkey
(h) baby
(i) lamb

Handy conversion table

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 0.6 | 1.2 | 1.8 | 2.4 | 3.1 | 3.7 | 4.3 | 4.9 | 5.5 | 6.1 | 6.7 | 7.3 | 7.9 | 8.6 | 9.2 | 9.8 | 10.4 | 11 |

C2. TWO words for 'horn' $\qquad$ rož. $\qquad$
$\qquad$ rog $\qquad$ (1 point each)

C3. TWO words for 'boat' $\qquad$ čoln $\qquad$ ......... čolen (1 point each)

Other way round is OK; again no flexibility for nearly right.

## Question D: Trilingual characters

$11 / 2$ points each right or wrong, must be exactly as shown - no marks for "nearly"; if in doubt (eg cant tell o or a) mark wrong; round up at end, e.g. 9 right $=14$.
(a) moku/boku must give both
(b) gol
(c) saku
(d) mag

(e) mag

(f) roku (accept loku)
(g) tag
(h) kaku
(i) yaku
(j) té (must have accent)
(k) toku
(1) mil
(m) hatsu

## Question E: The house can't eat you

E1. Translate into English: ..... (12 points)
(a) I can truly sleep ..... (2)Allow $11 / 2$ for I can't truly sleep which is very common
(b) Don't (go (to)) sleep!(2)Allow 1 for Don't go(c) Is she also unwilling to \{build/do\} \{a/the\} house?(4)Allow statement rather than question and any paraphrase eg She also doesn'twant to ... but deduct $1 / 2$ if 'also' is missing.
(d) She also went (to) (the) \{house/home\} just now(4)
Deduct 1 for want (instead of went), and $1 / 2$ each if also and just now are missingNote: It's okay if the words in the English translation are somewhat out of order.Wrong tense should not be penalised. Subtract $1 / 2$ for each wrong word up to the totalavailable for each sentence.
E2. Translate into Nung.(18 points)The important thing about this exercise is the word order, which most studentshave NOT respected. So you can mark up to 4 (or 5) errors (i.e. wrong word, orright word wrong place). You'll find there are students who are getting markshere, typically 2,3,3,2 respectively. Especially (c), plenty of students are gettingthis nearly right (only omitting đày)
(a) Cáu náhc-thày ca mi kíhn ..... (4)
(b) Mưhn ngám mi slày tảhng kíhn pehn tế. ..... (5)
(c) Hơn mi cháhn đày kíhn mưhng. ..... (4)
(d) Mưhng náhc-thày chớng ca bô sạhm páy mi? ..... (5)Treat bô sạhm as a single word.

