AILO 2017 Training sample set #1

(1) As easy as 2-3-5

(a) disuku sammai three disks
(b) endomame goko five peas
(c) han'kachi 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) rin'go 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/say (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 polysyllabic 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

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

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

**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

<table>
<thead>
<tr>
<th>1</th>
<th>han ‘hand’</th>
<th>4</th>
<th>maut ‘mouth’</th>
</tr>
</thead>
<tbody>
<tr>
<td>han</td>
<td>open han</td>
<td></td>
<td>bik maut</td>
</tr>
<tr>
<td></td>
<td>wan han</td>
<td></td>
<td>kóni maut</td>
</tr>
<tr>
<td></td>
<td>tai han</td>
<td></td>
<td>swit maut</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
C7. (a) Two different ways to say ‘generous’ in CPE.

\[ \text{open han} \quad \text{gut hat} \]

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

\[ \text{tróng} = \text{strong} \quad \text{klin} = \text{clean} \quad .\text{tók} = \text{talk} \quad \text{swit} = \text{sweet} \]

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

\[ \text{stick} = \text{sitik} \quad \text{old} = \text{ol} \quad \text{green} = \text{grin} \quad \text{ground} = \text{grau}n \]

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 matter of common sense or intuition to match up the phrases with their meanings.