**Section A [25 Marks]**

(1) In Classical Armenian, nouns can occur in a number of forms, each of which expresses different grammatical functions of a noun in a sentence. Consider, for instance, the following select cases:

**Nominative Singular** *azg* ‘the people [subject]’ e.g. ‘The people will vote.’

**Genitive Singular** *azgi* ‘of the people

**Locative Singular** *yazgi* ‘in the people’

**Ablative Singular** *yazgē* ‘from the people

**Instrumental Singular** *azgaw* ‘with the people’

**Genitive Plural** *azgac‘* ‘of the peoples’

**Instrumental Plural** *azgawk‘* ‘with the peoples’

Some forms cannot always be distinguished (e.g. the genitive and locative singular above). As well as the letters of the Latin alphabet, Classical Armenian also uses the following modified letters: ē (like English b**ea**r); k‘ (like English **k**eep); c‘ (like English kni**ts**); ǰ (like English **j**ournal); ł (close to French **r**ester). Pay attention to the marks above and below these letters – they are meaningful.

Now consider the following data:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **‘old’** | **‘vice’** | **‘sea’** | **‘saline’** | **‘part’** | **‘fire’** |
| **Sg.** | **Nominative** | *cer* | *axt* | *cov* | *ałi* | *masn* | *hur* |
| **Genitive** | *ceroy* | *axti* | *covu* | *ałwoy* | *masin* | *hroy* |
| **Locative** | *i cer* | *yaxti* | *i covu* | *yałwoǰ* | *i masin* | *i hur* |
| **Ablative** | *i ceroy* | *yaxtē* | *i covē* | *yałwoǰē* | *i masnē* | *i hroy* |
| **Instrumental** | *cerov* | *axtiw* | *covu* | *ałeaw* | *masamb* | *hrov* |
| **Pl.** | **Genitive** | *ceroc‘* | *axtic‘* | *covuc‘* | *ałeac‘* | *masanc‘* | *hroc‘* |
| **Instrumental** | *cerovk‘* | *axtiwk‘* | *covuk‘* | *ałeawk‘* | *masambk‘* | *hrovk‘* |

With the above patterns in mind, please complete the following table:

[0.5 marks per form]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **‘word’** | **‘water’** | **‘vineyard’** | **‘bride’** |
| **Nom.Sg.** | *ban* | *ǰur* | *aygi* | *harsn* |
| **Gen.Sg.** | *bani* | *ǰroy* | ***aygwoy*** | *harsin* |
| **Loc.Sg.** | *i bani* | *i ǰur* | *yaygwoǰ* | *i harsin* |
| **Abl.Sg.** | *i banē* | ***i ǰroy*** | *yaygwoǰē* | *i harsnē* |
| **Ins.Sg.** | *baniw* | *ǰrov* | *aygeaw* | *harsamb* |
| **Gen.Pl.** | *banic‘* | *ǰroc‘* | *aygeac‘* | ***harsanc‘*** |
| **Ins.Pl.** | ***baniwk‘*** | *ǰrovk‘* | *aygeawk‘* | *harsambk‘* |

(2) Consider how Turkish expresses the notions possession (genitive, ‘of X’) and place (locative, ‘in/on X’) grammatically:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **genitive** | **locative** |
| **kitap** | ‘book’ | *kitabın* ‘of the book’ | *kitapta* ‘in/on the book’ |
| **fare** | ‘mouse’ | *farenin* ‘of the mouse’ | *farede* ‘in/on the mouse’ |
| **tarih** | ‘history’ | *tarihin* ‘of the history’ | *tarihte* ‘in/on the history’ |
| **çatı** | ‘roof’ | *çatının* ‘of the roof’ | *çatıda* ‘in/on the roof’ |
| **tablo** | ‘painting’ | *tablonun* ‘of the painting’ | *tabloda* ‘in/on the painting’ |
| **mektup** | ‘letter’ | *mektubun* ‘of the letter’ | *mektupta* ‘in/on the letter’ |
| **göz** | ‘eye’ | *gözün* ‘of the eye’ | *gözde* ‘in/on the eye’ |
| **sözlük** | ‘dictionary’ | *sözlüğün* ‘of the dictionary’ | *sözlükte* ‘in/on the dictionary’ |
| **fil** | ‘elephant’ | *filin* ‘of the elephant’ | *filde* ‘in/on the elephant’ |
| **ceket** | ‘jacket’ | *ceketin* ‘of the jacket’ | *cekette* ‘in/on the jacket’ |
| **at** | ‘horse | *atın* ‘of the horse’ | *atta* ‘in/on the horse’ |
| **kulak** | ‘ear’ | *kulağın* ‘of the ear’ | *kulakta* ‘in/on the ear’ |
| **sürü** | ‘herd’ | *sürünün* ‘of the herd’ | *sürüde* ‘in/on the herd’ |
| **pabuç** | ‘shoe’ | *pabucun* ‘of the shoe’ | *pabuçta* ‘in/on the shoe’ |

The following remarks about Turkish pronunciation may be of use:

* c is pronounced like j in Engl. **j**ournal; ç like ch in Engl. **ch**eck; ğ like y in Engl. sa**y**ing; ılike the vowel sound in the second syllable of Engl. tri**fle**.
* ü and ö are variants of u and o, but have no English counterparts.

Pay attention to the marks above and below these letters – they are meaningful.

Taking into account the examples above, please complete the following table:

[1 mark per form.]

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **genitive** | **locative** |
| **ekmek** | ‘bread’ | ekmeğin | ekmekte |
| **çöp** | ‘rubbish’ | çöbün | çöpte |
| **pilot** | ‘pilot’ | pilotun | pilotta |
| **peri** | ‘fairy’ | perinin | peride |
| **çekiç** | ‘hammer’ | çekicin | çekiçte |
| **araba** | ‘car | arabanın | arabada |
| **salyangoz** | ‘snail’ | salyangozun | XXXXXXX |

**Section B [50 marks]**

(3) The following questions are based on Pinã, an artificial language. Like English, Pinã has a fixed word order; unlike English, however, it does not mark definiteness (no difference between ‘the table’ and ‘a table’), nor does it distinguish simple from progressive tenses (‘goes’ = ‘is going’). Work out the meanings of the following sentences, individual words, and their components by reading carefully and paying attention to the differences between similar forms, including accents. The exercises are built up gradually, so it is best to do them in order.

(a) **pilaya gukel potoyyi.** *The actress sees the postman.*

**muhoy futel bokayayi.** *The bull frightens the hen.*

**piloy lusel potayayi.** *The actor hears the postwoman.*

**muhayã feselẽ bokoyyi.** *The cows eat the rooster.*

**keloya mogelẽ redayi.** *The waiters like the book.*

**pota futel pilayãyi.** *The post office frightens the actresses.*

**wonã futelẽ piloyayi.** *The houses frighten the actors.*

**gukeleg gurayi.** *I see the park.*

**feseleyo gesayi.** *You eat the food.*

**luselẽg potayãyi.** *We hear the postwomen.*

**keloy pinel befãyi.** *The waiter writes letters.*

Give the meaning of:

**bokoy gukel bokayãyi.** *The rooster sees the hens.*[3]

**kelayã mogelẽ redayi.** *The waitresses like the book.* [3]

Translate into Pinã:

*We frighten the bulls.* **futelẽg muhoyayi.** [3]

*The actresses write books.* **pilayã pinelẽ redãyi.** [3]

(b) **muhoya kum muhayã jehelẽ gurãye.** *The bulls and the cows go to the parks.*

**potoy gukels potayi kum lesels redayi.** *The postman will see the post office and read the book.*

**wefeleg hanayi kelayaye.** *I throw the phone to the waitress.*

**feselẽg narãyi gurasa.** *We eat oranges in the park.*

**litoya jehelsẽ potasan budaye.** *The policemen will go from the post office to the supermarket.*

**bokayã bigelsẽ tenãyi litaye.** *The hens will bring stones to the police station.*

**redã weselẽ wonasa yab sefutelẽ potoyyi.** *The books are in the house but they do not frighten the postman.*

**serufelseyo piloyyi kum litayayi gurasan.** *You will not ring the actor and the policewoman from the park.*

**pilayã sebigelẽ befãyi.** *The actresses do not bring the letters.*

**leselsẽg setayi filasa yab lem gurasa.** *We will read a newspaper in the field but not in the park.*

**lem falã yab narã weselẽ gesa.** *Not bottles, but oranges are food.*

Give the meaning of:

**kelaya wefel narayi kum hanayi piloyye budasa.**

*The waitress throws the orange and the phone to the actor in the supermarket.* [4]

**lem litoya yab muhoya mogelsẽ falãyi gurãsa.**

*Not the policemen, but the bulls will like the bottles in the parks.* [4]

Translate into Pinã:

*We will not read newspapers in the house.* **sefeselsẽg setãyi wonasa.** [3]

*I will walk from the field to the police station and not to the post office.*

**jehelseg filasan litaye kum lem potaye.** [5]

(c) **muhoya kum netayã lemelẽ famãsa.** *Bulls and ducks live on farms.*

**wewefeleyo kulayi litoyye.** *You threw the ball to the policeman.*

**potoy gugukel gebefayi.** *The postman saw my letter.*

**gebokoy sefutels yebokayayi.** *My rooster will not frighten your hen.*

**sepipinelẽg befayi ekidayaye.** *We did not write a letter to his daughter.*

**egatoy sefefesel gesayi budasa.** *Her husband did not eat food in the supermarket.*

**gegatoys kidoyn sewesel wonasa.** *My husband’s son is not in the house.*

**gugukeleg litayas narãyin.** *I saw the policewoman’s oranges.*

**yemuhayã sejejehelẽ potoys filasann potaye.** *Your cows did not walk from the postman’s field to the post office.*

**piloya lelemelẽ yekidayãs famasan.** *The actors lived in your daughters’ farm.*

Give the meaning of:

**epotoy wewefel gegatayas redayin filasa.**

*His postman threw my wife’s book in the field.* [5]

**yebokaya kum gemuhayã sefefeselẽ netayas gesayin.**

*Your hen and my cows did not eat the duck’s food.* [6]

Translate into Pinã:

*My bottles were not in her husband’s farm, but your bottles were.*

**lem gefalã yab yefalã weweselẽ egatoys famasan.** [6]

*The policeman wrote letters to his wife’s sons.*

**litoy pipinel befãyi egetayas kidoyayen.** [5]

**Section C [25 Marks]**

(4) In English, the *-ing* form of the verb can be used in a number of different ways, for instance as an adjective, a noun, or as participle.

Consider the following examples:

**Adjective** ***Singing*** *elephants are a rare sight.*

*Ali looked forward to his* ***impending*** *nuptials.*

**Noun** ***Running*** *is prohibited in all indoor areas.*

*Bronwyn gave her everything to* ***rowing****.*

**Participle** *Anuj absolutely adored horses,* ***being*** *the son of vets.*

***Rallying*** *her troops behind her, Boadicea confronted the Romans.*

Based on these examples, please evaluate the data below and decide whether the ­*-ing* form in bold functions as an adjective (A), noun (N), or participle (P).

[1 mark per answer.]

|  |  |  |
| --- | --- | --- |
| (a) | Caimans often lunge at the **fishing** otters, who respond by backing off. | A |
| (b) | Finally **seeing** their aunt Agatha, the children were delighted. | P |
| (c) | To help nurture longer periods of motivation, first create a list of reasons why you love **running**. | N |
| (d) | I waited by a stile, and it was while I stood there that the **screaming** horror came upon me. | A |
| (e) | Now she felt alive again, ready to love, **loving** to live. | P |
| (f) | After he was told off sternly, Joe went up to his room, **sulking**. | P |
| (g) | **Filing** an application for a monocycle licence will not incur a fee. | N |
| (h) | She was afraid of clever animals, most of all **typing** monkeys. | A |
| (i) | For a young baby, **crying** is the only way of communication. | N |
| (j) | Some people practise yoga regularly to attain **shining**, light-filled moments of clarity. | A |
| (k) | With the temperatures outside at -5 centigrade, **jumping** on the spot seemed like a valid method of keeping warm. | N |
| (l) | Why may we reasonably expect that the Ottomans will succeed in saving the ‘Russian bear’ from **collapsing**? | N |
| (m) | **Laughing** all the way, they took the horse home to supper. | P |

(5) English has two the auxiliary verbs, **have** and **be**, which can be used with the past participle (loved, sung, gone, etc.) to form the perfect tense and the present passive, respectively. Consider the following illustrative examples:

**have** *Amin* ***has loved*** *hiking for longer than he can remember.*

(perfect tense) *For the foreseeable future*, *he* ***has moved*** *to the Lake District.*

**be** *Despite her experience,* *Hannah* ***is surprised*** *at her cat’s demeanour.*

(present passive) *The Loire Valley* ***is loved*** *by wine enthusiasts for its great variety.*

Bearing in mind the above, please fill in the gaps in the following sentences with the appropriate forms of **have** or **be**. [1 mark per answer.]

|  |  |
| --- | --- |
|  |  |
| (a) | After initial misgivings, Constance **is** finally persuaded to apply for the job. |
| (b) | Although he **has** heard everything, Guillaume keeps quiet about the looming catastrophe. |
| (c) | Once Peter **has** quenched his thirst, he starts eating like a starved lion. |
| (d) | The young wildcat **is** born without complications in the early hours of the morning. |
| (e) | The former Prime Minister regrets that he **has** kept this information to himself. |
| (f) | A bronze plaque of the Ten Commandments **has** hung on the eastern wall of the courthouse for more than 80 years. |
| (g) | Inequality in landownership **has** persisted in Colombia since the country won its independence from the Spanish Empire in 1819. |
| (h) | The music is so beautiful that Kimiko **is** moved to tears by the end of the concert. |
| (i) | Everyone rejoices as Fiona’s dog **is** rescued from the sinkhole. |
| (j) | Emperor Naruhito **has** succeeded to the Chrysanthemum Throne upon his father’s abdication. |
| (k) | The dandelion **is** grown commercially on a small scale as a leaf vegetable. |
| (l) | Sarah **has** lifted the sofa by its frame to avoid damaging it. |