

Czech Language Test (Answer Key), 2018

1. (20 marks, 4 per sentence)

- a. David doporučuje Martinovi: „Dej si kachnu s bramborovým knedlíkem.“
- b. Víte, kolik je v Praze antikvariátů, kde mohu [můžeme] koupit anglické knihy?
- c. Včera jsme koupili [koupily] v obchodě deset čerstvých rohlíků se šunkou.
- d. K snídani jsem měl [měla] smažená vejčička a slaninu.
- e. Když jste na slunci mějte vždy na hlavě šátek, čepici nebo klobouk.

2. (40 marks, 8 per sentence)

- a. Tyhle dívky přijely do Prahy, aby studovaly na vysoké škole.
- b. Vlak přijel na Hlavní nádraží přesně v deset hodin, ale Paní Nováková v něm nebyla.
- c. Na novém autobusovém nádraží chybí čekárna.
- d. Počasí během první poloviny prosince bylo studené a často sněžilo.
- e. Martina napsala vzkaz Evě, protože s ní potřebovala mluvit.

3. (40 marks, 8 per sentence)

- a. I really like your translations of her new poems. Thank you, you're very kind.
- b. I've finally decided to go somewhere in the summer. The more I think about it, the more I'm looking forward to it.
- c. The station is a long way from the city centre; there is no bus connection after 6 p.m.
- d. It doesn't matter. I'll order something small, have a beer and that'll be that.
- e. Please excuse me if I make a lot of mistakes. I only speak a little Czech.

French Language Test (Answer Key), 2018

1. FILL THE SENTENCE WITH ONE SINGLE WORD (10 marks, 2 per sentence)

- a. Elle a trouvé la source **de** la fuite d'eau.
- b. Le train arrivera **dans** quelques instants.
- c. Ils ont cours quatre fois **par** semaine.
- d. Tout le monde était arrivé **à/avant** l'heure.
- e. Il préfère prendre une place **de/en** deuxième classe.

2. GIVE THE APPROPRIATE FORM OF THE VERB (10 marks, 2 per sentence)

- a. Avant de **tomber** dans l'eau, l'homme avait glissé sur la glace.
- b. J'ai peur qu'ils ne **prennent** pas/n'**aient** pas **pris** plaisir à leur travail.
- c. Si tous les élèves **avaient rendu** leurs devoirs, la professeure aurait pu les corriger au même moment.
- d. En **suivant** ses conseils, vous n'aurez aucun problème.
- e. Nous ne **croyons** pas qu'elle vienne à l'heure qu'il est.

3. TRANSLATE INTO FRENCH (15 marks, 3 per sentence)

- a. Vous avez eu besoin de combien de temps/Combien de temps vous a-t-il fallu/Combien de temps est-ce qu'il vous a fallu pour achever/finir l'examen ?
- b. Ils ne voulaient pas/ne voulurent pas/n'ont pas voulu l'attendre avant de prendre leur(s) place(s)/s'asseoir.
- c. Après avoir fait/lavé la vaisselle, nous pourrons aller jouer au tennis.
- d. Ella a passé/passa l'été dans le nord de la France, où elle a rendu/rendit visite à ses parents/sa famille.
- e. Ne connaissant/ Parce que je ne connaissais pas encore le résultat de mon test, je n'ai pas bien dormi.

4. TRANSLATE INTO ENGLISH (15 marks, 3 per sentence)

- a. Because she was angry with me, she didn't even look at me when I left.
- b. If this emergency (situation) were to get worse/deteriorate, we'd use/call on humanitarian aid.
- c. The letters that they'd written to each other had moved me so much/so moved me that I had difficulty speaking about them.
- d. We expect the need for linguistic training to be of prime importance.
- e. Nothing prevents you from making peace between these two quarrelling friends.

German Language Test (Answer Key), 2018

a Exercise 1: Each correct answer is awarded with two marks.

- a) Wem; rote; dem
- b) Wirst; nächsten; deinen; Freunden; der
- c) deiner; Interessantes; dich
- d) mir; gutes
- e) meiner; altes; kein(e)s
- f) des; Präsidenten; meinem
- g) ihn; eingeladen
- h) Kann; Ihnen
- i) den; den

b Translate into English. (30 marks, 6 marks per sentence):

- a) She is said to have spoken five languages since the age of ten. Supposedly, since the age of ten she has spoken five languages.
- b) In her [or: their] opinion, the company should take measures to close the gender pay gap.
- c) You could have helped me when you noticed I wouldn't get it done on time / couldn't manage it on time.
- d) According to a recent study by the Ministry of Transport, the number of cars parking in the city centre of Vienna has fallen over the past few years.
- e) You/One can improve your/one's German (skills) by reading German newspaper articles and literature on a regular basis.

c Translate into German. (30 marks, 6 marks per sentence):

- a) Gestern Abend/Nacht war mir sehr kalt, aber ich durfte die Heizung nicht einschalten/aufdrehen.
- b) Wo möchtest/willst du übernachten/bleiben? In Peters unordentlicher Wohnung oder in unserer winzigen?
- c) Wenn man uns gesagt hätte, dass er krank sei/ist, (dann) hätten wir unsere Pläne (ver)ändern können.
- d) Sie konnte die Fragen nicht beantworten / Sie konnte keine Antwort auf die Fragen geben.
- e) Du darfst uns nicht stören. Wir lernen (gerade) für unsere Abschlussprüfungen / die letzten Prüfungen.

Italian Language Test (Answer Key), 2018

1. In the following sentences, put the words that are in capitals and brackets in an appropriate form, where necessary, for the sentences to make sense. (30 marks, 6 marks per sentence):

- a. Se non **fosse stato** in ritardo non **avrebbe perso** il treno delle 7.45 e **sarebbe arrivato** in tempo al lavoro.
- b. Quando **erano** giovani i genitori di Luca **andavano** sempre in vacanza a Forte dei Marmi. **Amavano** andare **al** mare d'estate.
- c. La mattina quando si alzava Giovanna **si faceva portare** a letto il primo caffè della giornata **dalla** sua amica Giuliana.
- d. Non credo proprio di conoscere la persona **di cui / della quale** stai parlando. Dove **l'hai incontrata**? E quando **l'hai vista** la prima volta?
- e. Gianluca **vorrebbe(/vuole)** andare in montagna a sciare quest'anno, ma non **avendo** degli amici disposti ad andare con lui, non **ne** ha voglia.

2. Translate into Italian. (40 marks, 8 marks per sentence)::

- a. A: Quanti libri hai comprato questo mese?
B: Beh, ne ho credo di averne comprati cinque, ma sono riuscita a leggerne solo uno./ne ho letto solo uno.
- b. Sembrava che desiderasse solo donne più cani da caccia. Poi ha incontrato Viola, una deliziosa bastardina e ha cambiato idea.
- c. Giulio Bolgheri diresse la sua ditta/azienda tra il '79 e il '99. Essere capace di mantenere una tale posizione per quasi due decenni è un segno di grande abilità dirigenziale.
- d. Stava felicemente leggendo l'ultimo romanzo di Smith quando un gatto irruppe nell'appartamento e ruppe il bicchiere sul tavolo.
- e. Per diversi anni pranzò tutti i giorni al Bar Antonio in Via Napolina, ma un giorno si rattristò nel trovarlo chiuso.

3. Translate into English. (30 marks, 6 marks per sentence):

- a. In the mid-19th century 70 to 80% of the population could neither read nor write.
- b. In less than two months Giulio lost more than nine kilos, but he soon gained more than half again.
- c. If you had studied with more consistency, you would have passed the test.
- d. His mother believes it is now time that Luigi leaves the family home and finds his own place.
- e. Those who suffer from jealousy are actually people who are extremely insecure.

Modern Greek Language Test (Answer Key), 2018

1. Write out the following sentences, substituting appropriate forms of the word given in capitals and brackets. (30 marks, 6 per sentence):

- a. Κάθε μέρα πηγαίνω στο γραφείο μου περπατώντας.
- b. Μόλις τελειώσεις τη δουλειά σου, έλα στο σπίτι μου.
- c. Η καινούργια δικηγόρος είναι Ελληνίδα.
- d. Δεν μου αρέσει καθόλου να τρώω αργά το βράδυ.
- e. Αγόρασαν δύο καινούργιους μεγάλους καναπέδες για το σαλόνι.

2. Translate into Modern Greek. (40 marks, 8 per sentence):

- a. Όταν η Άννα κι εγώ ζούσαμε στην Αθήνα, βλεπόμασταν/βλεπόμαστε σχεδόν κάθε μέρα.
- b. Έχει να την δει πολλά χρόνια, αλλά πάντα της τηλεφωνεί/την παίρνει τηλέφωνο στα γενέθλιά της.
- c. Μόλις μπήκε στο δωμάτιο, άρχισε να μιλάει.
- d. Αν είχα δει τη Μαρία, θα της είχα δώσει τα βιβλία.
- e. Τίνοζ/Ποιανού αυτοκίνητο είναι αυτό; Είναι παρκαρισμένο μπροστά στην πόρτα του γκαράζ μου.

3. Translate into English. (30 marks, 6 per sentence):

- a. They asked me if I knew where the new Italian restaurant is.
- b. I wish we weren't going to see them tonight. I don't like them at all.
- c. If it rains, we had better not go out tonight.
- d. I haven't been to Corfu for many years, although I like it a lot.
- e. I nearly fell off the ladder when I was fixing the light.

Portuguese Language Test (Answer Key), 2018

1. Transform the following articles and nouns from singular to plural [12 marks]:

Example: a mãe

Answer: as mães

- | | | | |
|---|--------------------|---------------------------------|-----|
| a | Um pão | Uns pães | (2) |
| b | O mal | Os males..... | (2) |
| c | O hotel | Os hotéis | (2) |
| d | Uma estrela-do-mar | Umas estrelas-do-mar..... | (2) |
| e | O fim | Os fins..... | (2) |
| f | A mão | As mãos..... | (2) |

2. In each sentence insert the verb in the correct form for its grammatical context. [24 marks]

Example: Naquele dia eu de casa mais cedo. (SAIR)

Answer: Naquele dia eu SAÍ de casa mais cedo.

- | | | |
|---|---|-----|
| a | Se tivesse lido (LER) o livro, teria compreendido melhor. | (3) |
| b | Não ouvi bem o que vocês disseram (DIZER). | (3) |
| c | Podem partir quando quiserem (QUERER). | (3) |
| d | Pode ser que alguém venha (VIR) amanhã. | (3) |
| e | Ao chegar (CHEGAR) à casa, eles começaram a chorar. | (3) |
| f | Não me diga/diz (DIZER) tal coisa! | (3) |
| g | Eu durmo (DORMIR) em média 8 horas por dia. | (3) |
| h | Elas dão/darão/vão dar/deram/davam/tinham dado (DAR) uma volta. | (3) |

3. Fill in the gap with an appropriate preposition, making any necessary adjustments [14 marks]:

Example: O tempo hoje está semelhante o de ontem.

Answer: O tempo hoje está semelhante AO de ontem.

- | | | |
|---|--|-----|
| a | Ela está de férias. | (2) |
| b | Aos quinze anos, tudo parece possível. | (2) |
| c | O ladrão entrou pela janela. | (2) |
| d | Fui com/sem o meu filho ao cinema. | (2) |
| e | Ele está a aproximar-se da porta. | (2) |
| f | Moro aqui desde 1990. | (2) |
| g | Na terça-feira, vamos ao Porto. | (2) |

Portuguese Language Test (Answer Key), 2018 / continued

4. Translate the following sentences into English [20 marks]:

- a Será que o senhor pode assistir à conferência? (5)
I WONDER IF YOU CAN ATTEND THE CONFERENCE, SIR.
- b Pretendo frequentar aulas particulares para melhorar o meu português. (5)
I INTEND TO ATTEND PRIVATE CLASSES IN ORDER TO IMPROVE MY PORTUGUESE.
- c Como lidar com uma grande decepção? (5)
HOW TO HANDLE A GREAT DISAPPOINTMENT?
- d Quem nos dera esquecer o que os nossos parentes nos disseram! (5)
WE WISH WE COULD FORGET WHAT OUR PARENTS TOLD US.

5. Translate the following sentences into Portuguese [30 marks]:

- a When she was getting dressed, her youngest brother phoned. (6)
QUANDO ELA ESTAVA SE VESTINDO/A VESTIR-SE, O SEU IRMÃO MAIS NOVO TELEFONOU.
- b If it's raining tomorrow, we'll go to the movies. (6)
SE ESTIVER CHOVENDO AMANHÃ, IREMOS/VAMOS AO CINEMA.
- c Don't speak so loudly because the baby is sleeping! (6)
NÃO FALE/FALA TÃO ALTO PORQUE O BEBÊ ESTÁ DORMINDO.
- d Although she was very happy, she managed to hide it. (6)
EMBORA ELA ESTIVESSE MUITO FELIZ, ELA CONSEGUIU ESCONDÊ-LO.
- e Could you send me that book, please? (6)
VOCÊ PODERIA ENVIAR-ME/ME ENVIAR ESSE/AQUELE LIVRO, POR FAVOR?

Russian Language Test (Answer Key), 2018

- 1. Fill in the gaps in the following sentences, substituting appropriate forms of the words in capitals enclosed in brackets (25 marks, 5 per sentence). NB: Infinitives are given in the imperfective aspect. You should choose the aspect which is appropriate to the sentence.**
 - a. Меня; большую; комнату; шесть; утра
 - b. любят; расти; этим; ярким; солнцем
 - c. утром; станцию; другую; сторону; друг
 - d. день; две; семьи; маленьким; ребенком/маленькими детьми
 - e. раза; ездила; Ленинград; ним; его.

- 2. Translate into Russian (50 marks, 10 per sentence), writing out any numerals in words.**
 - a. Когда мне было тринадцать, и я был на четыре года старше моего брата, я написал мой первый рассказ.
 - b. Человек, который стоял там почти два часа, называется Джордж.
 - c. Он прибыл/пришел до Наташи, а затем отдал свою книгу сестре Наташи, которая была красивее ее.
 - d. Когда они жили в Париже в тысяча девятьсот восемьдесят девятом году, они каждый день встречались и пили кофе.
 - e. Он сказал, что будет читать со мной Пушкина, но я беспокоюсь, потому что он до сих пор не написал мне/мне не пишет.

- 3. Translate into English (25 marks, 5 per sentence).**
 - a. The next day we will move into a new, spacious flat and she will take us all/drive us all and then go to Moscow.
 - b. The day of my departure has arrived/is here/dawned. My parents were sad and they accompanied me to the train station. I was leaving in a depressed state, thinking fearfully that I would never see them again.
 - c. The teacher/female teacher asked me to lend her for one night the only copy in our city of this novel.
 - d. He said that he would not let me go/out before I write a letter.
 - e. I was surprised that he was in such need of my help despite the fact/even though he was more experienced.

Spanish Language Test (Answer Key), 2018

1. Choose the correct alternative from the words in brackets:

- a. Tienes que meter la ropa [A/ EN/ POR] lejía para quitarle esas manchas, a no ser que [QUIERES/QUERRÁS/ QUIERAS] que todo el mundo te mire y [SEAS/ESTÉS] el centro de atención.. [6]
- b. Yolanda trabaja [PARA/ POR] comer, yo, [A/ EN/ DE] en cambio, lo hago [POR/PARA] amor al arte. [6]
- c. ¡Ahora pretendes darme lecciones, [DE/CON / A] la [DE/CON /A] veces que he hecho yo eso! [4]
- d. No sacarás buena nota [AUN/ TODAVÍA/YA] si estudias como un loco, y desde luego, no creo que [PODRÁS/ PUEDAS/ PODRÍAS] conseguir un sobresaliente. [4]
- e. Aunque no nos conocía, nos [RECOGÍA/ ACOGÍA/SOBRECOGÍA] en su casa como si [SOMOS/ SERÍAMOS/FUÉRAMOS] amigos de toda la vida, y fue la primera que nos recomendó que no [ASISTIÉRAMOS/ASISTÍAMOS/ASISTIMOS] al entierro. [6]

2. In each sentence insert a verb or verbs appropriate to the grammatical context:

Example: El profesor [FELICITAR].....a Julia por su trabajo y ella salió [CANTAR].....del aula.

Answer: El profesor felicitó a Julia por su trabajo y ella salió cantando del aula.

- a. Me comentó que la fábrica [IR]....iba..... de mal en peor y que si no cumplían el contrato no [PODER, ELLOS]podrían..... pagar a los empleados. [4]
- b. Llevan muchos años mal y sin duda [DIVORCIARSE, ELLOS]...se divorciarán..... en cuanto [PROMULGARSE]...se promulgue..... la nueva ley el próximo abril. [4]
- c. Pudimos terminar el proyecto tan pronto como [SUBIR, ELLOS] subieron..... los impuestos y nunca más [TENER, NOSOTROS]tuvimos.....que preocuparnos. [4]
- d. [VACUNAR, ELLOS].....vacunaron..... a su perro cuando [TENER, ÉL].....tenía.....diez semanas y hasta ahora no [ESTAR, ÉL].....ha estado..... enfermo. [6]
- e. Cuando [LLEGAR, VOSOTROS].....lleguéis..... le pediremos a la secretaria que [RECOGER, ELLA].....recoja..... la documentación que [NECESITAR, VOSOTROS].....necesitaréis.....mañana para hacer el trámite. [6]

3. Translate into Spanish:

- a. When you see your niece, ask her to pay me.
Cuando veas a tu sobrina, pídele que me pague. [5]
- b. They had been sitting in the dark for ages when the lights came back on.
Llevaban horas sentados en la oscuridad cuando volvió la luz. [5]

- c. We were all given a brush and told to start cleaning.
Nos dieron a todos un cepillo y nos dijeron que nos pusiéramos a limpiar/ que empezáramos a limpiar. [5]
- d. Grown men like watching slushy romantic comedies more than you might think.
A los hombres hechos y derechos les gusta ver comedias románticas sentimentaloides más de lo que te puedas imaginar. [5]
- e. Don't bring them to me until I tell you!
No me las traigas hasta que yo (no) te lo diga. [5]

4. Translate into English:

- a. ¡Ten cuidado! No te acerques al agua, no sea que te vayas a caer.
Be careful! Don't go too near the water, we wouldn't want you to fall in / that way you won't fall in. [5]
- b. Por más que le enseñes, Felipe nunca logrará hablar japonés con soltura.
It doesn't matter how much you teach him Felipe will never manage to speak Japanese fluently. [4]
- c. Los ministros de Hacienda se reunieron con el fin de debatir la falta de inversión.
The Treasury / Finance ministers are to meet in order to debate the lack of investment. [5]
- d. ¿Cómo demonios pensáis encontrar vuestras pertenencias si las dejáis por doquier?
How the heck/how on earth do you think you are going to find your belongings if you leave them all over the place / anywhere and everywhere? [5]
- e. Si no fueras una persona con tan pocos recursos, te podrías permitir pagar la factura de la empresa de mudanzas.
If you were not so hard up, you could afford to pay the removal company's bill. [6]

MLAT 2018 Linguistics test – marking key

Question 1 Production of Subject–Verb Agreement [34 marks]

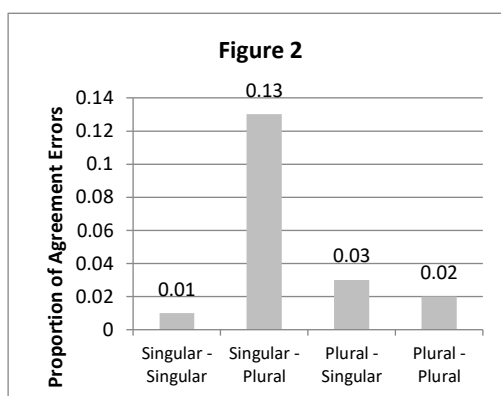
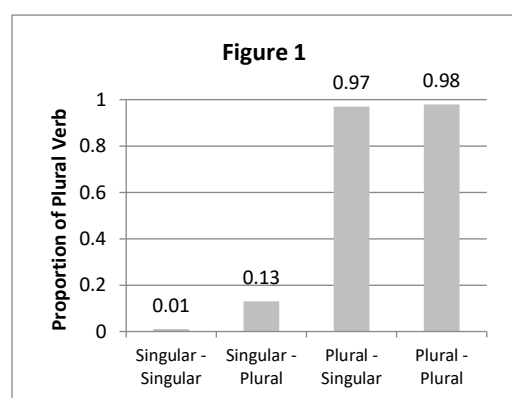
In English, number marking on the subject agrees with number marking on the verb (e.g. *The key is...*/*The keys are...*). In an experimental study on agreement production, speakers are asked to memorise a sentence fragment containing two number-marked nouns like those below, and then complete it with a form of *be* (e.g. *...is/are on the table*). Sometimes speakers make agreement errors. The proportion of plural verbs speakers produced is shown in Figure 1 and the proportion of agreement errors they produced is shown in Figure 2.

Singular-Singular: The key to the cabinet...

Singular-Plural: The key to the cabinets...

Plural-Singular: The keys to the cabinet...

Plural-Plural: The keys to the cabinets...



a. With a *singular* subject, how much greater is the proportion of *plural* verbs when the second noun is *plural* than when the second noun is *singular*? [4 marks]

0.12

b. With a *plural* subject, how much greater is the proportion of *singular* verbs when the second noun is *singular* than when the second noun is *plural*? [4 marks]

0.01

c. Why do the speakers make these agreement errors? [10 marks]

Number marking on the second noun interferes with the agreement process

d. Which type of verb has a higher proportion of errors? (circle one): [2 marks]

Singular Verbs

Plural Verbs

Both are equal

e. What does comparing these error proportions tell us about singular and plural number marking in English? [14 marks]

Singular and plural are represented differently

[4 marks]

Plural is (more) marked compared with singular

[5 marks]

Singular agreement is more susceptible to error

[5 marks]

Question 2 Fantumese [32 marks]

In Table 1 below are words from two closely related dialects of Fantumese (an invented language), written in the phonetic alphabet. There are several ways in which the dialects differ in their sound patterns ("phonology"). You can assume all the patterns are regular.

Table 1

Northern Fantumese (NF)		Southern Fantumese (SF)		English gloss
Singular	Plural	Singular	Plural	
mot	modi	mod	mudi	<i>tooth</i>
rarek		raleg	raligi	<i>wolf</i>
balop	balopi		balupi	<i>computer</i>
tarp		tarb		<i>building</i>
tarap	tarabi	talab	talabi	<i>house</i>
nok		nok		<i>candle</i>
lurk	lurki		lurki	<i>goose</i>
ron	romi	rom		<i>daughter</i>
dapen	dapeni	dapen	dapini	<i>salary</i>
	pimi		pimi	<i>hand</i>

The pronunciation of the consonants is close to those in English:

- [p, t, k, b d, g] are called **STOPS**.
Of these, [p, t, k] are **VOICELESS STOPS** and [b, d, g] are **VOICED STOPS**.
- [m, n] are called **NASALS**.
- [l, r] are called **LIQUIDS**.

The vowels are a little different from English vowels but have close equivalents. Table 2 gives the nearest English equivalents and tells you the type of vowel:

Table 2

Fantumese	Nearest English equivalent	Type of vowel
[i]	'eee': as in <i>beat</i>	HIGH
[u]	'uuu': as in <i>boo</i>	HIGH
[e]	'eh': as in <i>bed</i>	MID
[o]	Between 'oh' and 'aw': Similar to <i>awe</i> and to Scottish English <i>go</i>	MID
[a]	'a' as in <i>bad</i>	LOW

a. Make a list of the rules that characterise the differences between Northern and Southern Fantumese, and provide examples of words that illustrate these rules. [12 marks]

SF final [-i] causes raising of mid vowels in preceding syllable:

NF *modi* ~ SF *mudi*; NF *dapeni* ~ SF *dapini*; cf. NF *tarabi* ~ SF *talabi* [3 marks]

NF has only voiceless final stops where SF has voiced or voiceless final stops:

NF *mot* ~ SF *mod*; NF *tarap* ~ SF *talab*; cf. NF *nok* ~ SF *nok* [3 marks]

SF has only intervocalic [l] where NF has either [l] or [r]

NF *rarek* ~ SF *raleg*; NF *tarap* ~ SF *talab*; cf. NF *balopi* ~ SF *balupi* [3 marks]

NF has only final [n] where SF has either [m] or [n]

NF *ron* ~ SF *rom*; cf. NF *dapen* ~ SF *dapen* [3 marks]

Plural marker is [-i]

[2 marks]

b. Some words have been omitted from Table 1. Provide the missing words and give your reason for each answer. [1 + 1 marks x 10]

'wolf' NF plural *raregí*

NF *sg* *rarek* has [e]; SF *sg/pl* have [g] so [k] in NF *rarek* is result of devoicing

'computer' SF singular *balop*

NF *sg/pl* *balop/balopi* show [u] in SF *pl* *balupi* as due only to following final [i]

'building' NF plural *tarbí*

SF *sg* has [b] so [p] in NF *tarp* is result of devoicing

'building' SF plural *tarbí*

SF [a] is not raised by following final [i]

'candle' NF plural *nokí*

NF and SF *sg* have [k] so [k] in NF *nok* is not result of devoicing

'candle' SF plural *nukí*

SF [o] is raised by following final [i]

'goose' SF singular *lurk*

NF *sg* and *pl* have [u] so [u] in SF *pl* *lurki* not due to following final [i]

'daughter' SF plural *rumí*

SF [o] is raised by following final [i]

'hand' NF singular *pín*

NF final nasal must be [n]

'hand' SF singular *pím*

SF nasal should same as in *pl*

NF has stem vowel [i] in *pl*, so SF *pl* [i] is not due to following final [i]

Question 3 Lummi [34 marks]

The following examples are from Lummi, a native American language.

<i>ḡčit sən cə swəyʔqəʔ</i>	'I know the man'
<i>ḡčit sx^w cə swəyʔqəʔ</i>	'You know the man.'
<i>ḡčitonəs sən</i>	'I know you.'
<i>ḡčitonəs sx^w</i>	'You know me.'
<i>ḡčits cə swəyʔqəʔ cə swiʔqoʔəʔ</i>	'The man knows the boy.'
<i>ḡčitŋ sən ə cə swəyʔqəʔ</i>	'I am known by the man.'
<i>ḡčitŋ sx^w ə cə swəyʔqəʔ</i>	'You are known by the man.'
<i>ḡčitŋ cə swiʔqoʔəʔ ə cə swəyʔqəʔ</i>	'The boy is known by the man.'

a. What do the following mean in English? [9 marks]

<i>swiʔqoʔəʔ</i>	<i>boy</i>	[3 marks]
<i>sx^w</i>	<i>you (subject)</i>	[3 marks]
<i>onəs</i>	<i>you (object) and me (object)</i>	[3 marks]

b. What is the difference in meaning between the element *t* (in e.g. *ḡčit*) and the element *tŋ* (in *ḡčitŋ*)? [5 marks]

t is active ('(to) X') [2 marks*]

tŋ is passive ('(to) be X-ed') [3 marks*]

*the relevant elements must be identified for full marks

c. State two ways in which the grammar of Lummi differs from English. [10 marks (2 x 5)*]

verb initial / VS / 'inversion' of verb and subject

passive expressed by inflection / change of word form

pronoun objects expressed by inflection / change of word form

*give 4 for each point and 1 for quoting a relevant comparative example

d. State two ways in which the grammar of Lummi appears to be the same as English.

[10 marks (2 x 5)*]

3sg verb agreement (in -s)

passive agent expressed by prepositional phrase

preposition precedes nouns

definite article precedes nouns

verb precedes object / VO

subject precedes nominal object

*give 4 for each point and 1 for quoting a relevant comparative example

LAT TEST ANSWER KEY
[50 MARKS]

- (3) The following questions are based on Noladi, an artificial language. Like English, Noladi has a relatively 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 considering the differences between similar forms. The exercises are built up gradually, so it is best to do them in order.

(a) jego jabimi.	<i>I am walking.</i>
jileyu kuriyuti.	<i>They are running.</i>
zahasa lejavite wideti.	<i>The goose sees the ram.</i>
zamili zajekute juditi.	<i>The policewoman hears the mare.</i>
lepeso kenate kometi.	<i>The man is eating a meal.</i>
lemiliyu lepesote tereyuti.	<i>The policemen frighten the man.</i>
jegoyu jilete wideyumi.	<i>We see him.</i>
jileyu jegote fikiyuti.	<i>They shoot me.</i>
jego litete kibemi.	<i>I am writing a letter.</i>
kenayu jegote tereyuti.	<i>The meals frighten me.</i>

Give the meaning of:

zapeso lemilitere tereti.	<i>The woman frightens the policeman. [3]</i>
zamili jegoyute fikiti.	<i>The policewoman shoots us. [3]</i>

Translate into Noladi:

<i>The stallions eat the letters.</i>	lejekuyu liteyute komeyuti. [3]
<i>The ewes hear us.</i>	zajaviyu jegoyute judiyuti. [3]

(b) zagaliyu habiyuti vilade.	<i>The hens live in the house.</i>
lepesoyu jabiyuti sivade.	<i>The men are walking in the forest.</i>
lemili vilade lebovite sivade fikiti.	<i>The soldier in the house shoots the bull in the forest.</i>
zahasayu jeti lejaviyu zapesote potude wideyuti.	<i>The geese and the rams see the woman in the sea.</i>
lepesoyu vilate fakeyuti jubide.	<i>The men are building a house in the city.</i>
jegoyu litete pykibeyumi.	<i>We were writing a letter.</i>
legali jubide jeti zapeso sivade zajekuyute pytereyuti.	<i>The rooster in the city and the woman in the forest frightened the mares.</i>
zaposi liteyute pymiteti leposida.	<i>The wife was sending letters to the husband.</i>
lepesoyu jeti zapesoyu jabiyuti kenada sivade.	<i>Men and women are walking to the meal in the forest.</i>

jileyu jegoyute potude pywideyuti jeti jegoyu pykuriyumi jubida.

They saw us in the sea and we ran to the city.

Give the meaning of:

zaboviyu pykuriyuti vilada jubide. *The cows were running to the house in the city.* [4]

jegoyu sivade liteyute kibeyumi zaposiyuda.

We in the forest are writing letters to the wives. [4]

Translate into Noladi:

The house in the sea frightens the hens and roosters in the city.

vila potude zagaliyute jeti legaliyute jubide tereti. [4]

They ran to the stallions in the forest.

jileyu pykuriyuti lejekuyuda sivade. [4]

(c) **lehito lepu pyhabiti jubide jabiti sivada.**

The actor who lived in the city is walking to the forest.

zaregi nopyjamiti lepesoyute lepu yute jile pywideti vilade.

The queen did not like the men whom she saw in the house.

liteyu puyute leposi miteti zahitoda zaposite tereyuti.

The letters which the husband sends to the actress frighten the wife.

jile vilate pude jile habiti nojamiti. *He does not like the house in which he lives.*

jego zahasate jeti zagalite pyjudimi sivade puda pykurimi.

I heard a goose and a hen in the forest to which I was running.

jile dorate pu jegote pytereti pydareti jegoda jeti jigo jilete pyfikimi.

He gave me a gift which frightened me and I shot him.

jileyu zabovite miteyuti leregida jubide lepute zapesoyu nojamiyuti.

They send the cow to the king in the city whom the women don't like.

lemiliyu dorate nopymiteyuti zapesoda vilade puda lejekuyu habiyuti.

The policemen did not send a gift to the woman in the house in which stallions live.

Give the meaning of:

jegoyu lejavite lepute nopyjamiyumi pymiteyumi jubida pude leregi habiti.

We sent the ram which we did not like to the city where the king lives. [5]

lehitoyu kenate pu jileyute tereti nojamiyuti jeti jilete nopykomeyuti.

The actors do not like the meal which frightens them and did not eat it. [6]

Translate into Noladi:

Kings and queens eat geese to which men give meals.

leregiyu jeti zaregiyu zahasayute zupuyuda lepesoyu kenayute dareyuti komeyuti. [6]

We did not run to the actress in the forest in which they shoot roosters.

jegoyu nopykuriyumi zahitoda sivade pude jileyu legaliyute fikiyuti. [5]