Section A [25 marks]

1. Akkadian was spoken in ancient Mesopotamia. Consider the following forms of some Akkadian nouns (note that sometimes there are two possibilities for the construct state):

	nominative	construct state		nominative	construct state
'man'	awīlum	awīl	'road'	ḫarrānum	ḫarrān
'head'	qaqqadum	qaqqad	'field'	eqlum	eqel
'hand'	qātum	qāti / qāt	'ox'	alpum	alap
'dog'	kalbum	kalab	'farmer'	ikkarum	ikkar
'base'	išdum	išid	'ear'	uznum	uzun
'army'	ṣābum	ṣābi / ṣāb	'room'	kummum	kummi
'lord'	bēlum	bēli / bēl	'nose'	appum	appi
'centre'	libbum	libbi	'god'	ilum	ili / il
'eye'	īnum	īni / īn	'silver'	kaspum	kasap
'mother'	ummum	ummi	'house'	bītum	bīti / bīt

What would you expect to find as the construct state forms corresponding to the following nominative forms? (If there are two possible forms, please give both.)

	nominative	construct state	
'neck'	kišādum	*kišād*	(1)
'copy'	meḫrum	*meḫer*	(1)
'country'	mātum	*māti / māt*	(2)
'work'	ipšum	*ipiš*	(1)
'writing tablet'	ṭuppum	*ṭuppi*	(1)
'manservant'	wardum	*warad*	(1)

Now consider the following Akkadian phrases:

'the man's head': **qaqqad awīlim**   'the mother's room': **kummi ummim**

'the centre of the field': **libbi eqlim**   'the lord of the house': **bēli bītim / bēl bītim**

How would one say the following in Akkadian? (If there are two answers, please give both.)

'the farmer's dog'   *kalab ikkarim*   (2)

'the work of the manservant'   *ipiš wardim*   (2)   [BUT if the construct state of *ipšum* was wrongly given above, accept either *ipiš* or the same wrong answer (plus *wardim*) here, on the principle of not penalising the same mistake twice.]

'the lord's house'   *bīt bēlim / bīti bēlim*   (4)

[Total: 15 marks.]

2. In Sanskrit, an ancient language of India, the spelling of a word is not identical in all the sentences where it is found. This question will focus on what happens to consonants at the ends of words.

Background Information on the Sanskrit Consonants
Sanskrit has a series of so-called 'voiceless' consonants, including **t, p, k,** and **c** (pronounced like the final sounds in English *rat*, *rap*, *rack*, and *lurch* respectively). There is a corresponding set of 'voiced' sounds: **d, b, g,** and **j** (pronounced like the first sounds in English *dam*, *bile*, *gum*, and *jam* respectively).

We can also group sounds together according to the position adopted by the tongue and the lips when they are pronounced: the tongue and lips are in the same position in the mouth when pronouncing **t** and **d** (called dentals); when pronouncing **k** and **g** (called velars); when pronouncing **p** and **b** (called labials); and when pronouncing **c** and **j** (called palatals).

Vocabulary
The vocabulary below shows the basic forms of some words (the forms used in isolation):
agacchat 'he went (to)'	**etat** 'this'	**phalaṃ** 'fruit'
āgacchat 'he came (to)'	**evam** 'so'	**pibati** 'he drinks'
apaśyat 'he saw'	**gānaṃ** 'song'	**prāk** 'previously, before'
balaḥ 'child'	**icchati** 'he wants'	**tat** 'it'
bhojanaṃ 'food'	**jalaṃ** 'water'	**tatra** 'there'
cūtaṃ 'mango tree'	**paśyati** 'he sees'	**vaṇik** 'businessman'

Example Sentences
Consider what happens to the spelling of words whose basic form ends in **t**, when they are used in a variety of different Sanskrit sentences:

āgacchaj jalaṃ balaḥ 'A child came to the water.'   **tad icchati** 'He wants it.'
tat pibati 'He drinks it.'   **evam agacchat tatra** 'So he went there.'
apaśyac cūtaṃ 'He saw a mango tree.'   **agacchad bhojanaṃ** 'He went to the food.'
phalaṃ etad balaḥ paśyati 'The child sees this fruit.'

(i) Complete the following Sanskrit sentences by providing the appropriate spelling of the word given in brackets:

__agacchac_ (1)_____cūtaṃ   'He went to the mango tree.' (use **agacchat**)
tatra ___āgacchad_ (1)___ balaḥ   'The child came there.'   (use **āgacchat**)
icchati ___etaj_ (1)____jalaṃ   'He wants this water.'   (use **etat**)
_apaśyat__ (1)_____ tat   'He saw it.'   (use **apaśyat**)

(ii) Words whose basic form ends in **k** will always end with a velar consonant. In the words below, the voiced velar **g** is required in those environments that cause final **t** to change to any voiced sound; in other environments, the word ends in **k**. Given this information, complete the following Sanskrit sentences by providing the appropriate spelling of the word given in brackets:

_vaṇig (1)_____ bhojanaṃ apaśyat 'The businessman saw the food.' (use **vaṇik**)
_vaṇig (1)_____ icchati bhojanaṃ 'The businessman wants the food.' (use **vaṇik**)
prāk (1)_____ phalaṃ apaśyat   'Previously he saw the fruit.'   (use **prāk**)
_vaṇig (2)_____ gānaṃ icchati   'The businessman wants a song.' (use **vaṇik**)
prāk (1)_____ cūtaṃ apaśyat   'Previously he saw a mango tree.' (use **prāk**)   [Total: 10]

Section B key

[Both definite / indefinite articles in English translations are fine.
Any word order in translations into Makatar is fine.]

a1 The daughter pays the beggar. (4)
a2 The bosses will leave the policeman. (5)
a3 astvoldvuastvoldom ojoshok doktvudokt. (6)

b1 The queen can sing a ballad. (4)
b2 The girlfriends will arrest the dangerous bosses. (5)
b3 gordom omoltor inev bozdvubozd. (6)

c1 The dangerous situation will threaten the town. (2)
c2 The other daughters must escape. (4)
c3 mend emeltesep (5)

d1 Other queens will want to escape a dangerous situation. (3)
d2 The girlfriend and the daughter want to meet. (2)
d3 gadov bozdvubozd molchoshok letefes (4)

[Total: 50 marks]

Section C   [25 marks]

4. (i) Give a rule explaining the choice between *he, him, himself; she, her, herself;* and *they, them, themselves* in the following sentences. (ii) Why are the sentences marked with an asterisk considered to be ungrammatical in most varieties of English?

It hurt me.	*I hurt it.*	*She hurt him.*	*They hurt them.*
He hurt you.	**Me hurt him.*	*You hurt him.*	**She hurt they.*
I hurt myself.	**Her hurt them.*	*John hurt himself.*	**Jane hurt himself.*
*Myself hurt me.	**Himself hurt you.*	**Jane hurt yourself*	**Yourself hurt her.*
*John hurt themselves.	*The boys hurt themselves.*		

(i) *he* (masculine singular), *she* (feminine singular), and *they* (plural) are subject pronouns. *him* (masculine singular), *her* (feminine singular), and *them* (plural) are object pronouns. But if subject and object refer to the same thing, an object pronoun ending in *-self* or *-selves* is used: *himself* (masculine singular), *herself* (feminine singular), *themselves* (plural). [Any equivalent formulation is fine, and it can be worded without technical terms.] (3)

(ii) **Myself hurt me*:   Ungrammatical because 'myself' should not be the subject. (1)

*John hurt themselves.   Ungrammatical because 'John' is singular and 'themselves' is plural, so they cannot refer to the same things (contrary to what is implied by *themselves*). (1)

*Me hurt him.   Ungrammatical because 'me' should not be the subject. (1)

*Her hurt them.   Ungrammatical because 'her' should not be the subject. (1)

*Himself hurt you.   Ungrammatical because 'himself' should not be the subject. (1)

*Jane hurt yourself.   Ungrammatical because 'yourself' is second person but the subject is third person, so they cannot easily refer to the same things (contrary to what is implied by *yourself*). (1)

*She hurt they.   Ungrammatical because 'they' shouldn't be the object. (1)

*Jane hurt himself.   Ungrammatical because 'Jane' is feminine and 'himself' is masculine, so they cannot easily refer to the same things (contrary to what is implied by *himself*). (1)

*Yourself hurt her.   Ungrammatical because 'yourself' should not be the subject. (1)

[Any equivalent formulation is fine. Candidates need not set the answer out one sentence at a time, but deduct a mark for every asterisked sentence whose ungrammaticality is not correctly explained in the candidate's answer.]

[Total: 12 marks]

5. English makes a distinction between several different types of question.
• In "YES/NO-Questions" the appropriate answer is "yes" or "no": e.g. *Is Peter coming tonight?*

• In LEADING-Questions the appropriate answer is still "yes" or "no", but these questions also convey what the speaker thinks the answer to the question ought to be:

    e.g.   *You don't like fish, do you?*   (speaker assumes the answer should be "no")
           You like fish don't you?   (speaker assumes the answer should be "yes")

• CONSTITUENT-Questions seek particular pieces of information (a "yes" or "no" answer would be inappropriate): e.g. *Who is coming tonight?*   *When is Peter coming?*

• ECHO-Questions may express incredulity or surprise and are often accompanied by a characteristic emphasis on one particular part of the sentence (indicated here using capital letters):   e.g.   *You spent HOW MUCH?*   *You went WHERE?*

(i) Identify each of the following sentences as one of the above types:
    Will you stay here today? __YES/NO (1)__   *What would you like to do?* __CONST. (1)__
    How can I help you? __CONST. (1)__   *Will you stay where I leave you?* __YES/NO (1)__
    How many cars did you buy? __CONST. (1)__   *You can't eat nuts, can you?* __LEADING (1)__
    You bought how many? ____ECHO (1)____   *You want what?* _____ECHO (1)_____
    You are coming aren't you? __LEADING(1)__   *Who do you want to come?* __CONST. (1)___

We can usually see that YES/NO-Questions are related to corresponding non-question sentences in a systematic way: e.g.   *Is Peter coming?* is related to the statement *Peter is coming.*
                      Can I go to the ball? is related to the statement *I can go to the ball.*
                      Will you marry me? is related to the sentence *You will marry me.*
                      Does John like fish? is related to the sentence *John likes fish.*
                      Does Mary drive a car? is related to the sentence *Mary drives a car.*

(ii) Try to devise a rule which turns a statement into a YES/NO-Question.
_____

__If the statement contains an auxiliary verb (such as *is, can, will,* followed by another verb form), change the order of the subject and the auxiliary [also accept e.g. 'change the order of the first two words in the sentence']. If there isn't an auxiliary, first change the statement to the equivalent one containing the appropriate form of the auxiliary 'do' (e.g. 'John likes fish --> John does like fish'), and then change the order of subject and auxiliary. [Any equivalent formulation is fine.] (3)

[Total: 13 marks]