

Section A [30 marks]

1.

Romanian nouns can be singular or plural; similar to English (**club / clubs, wolf / wolves, child / children**) plurals are formed to a number of different patterns. Below are some examples:

profesor	‘professor’	profesori	brad	‘fir tree’	brazi
leu	‘lion’	lei	bărbat	‘man’	barbăți
tată	‘father’	tați	fotbalist	‘footballer’	fotbaliști
copil	‘child’	copii	frate	‘brother’	frați
pui	‘chicken’	pui	basma	‘scarf’	basmale

Note that the letters **t** and **ț**, **s** and **ș**, and **a**, **ă** and **â** represent distinct sounds.

Based on the data above, form the plurals to the following nouns: [10 marks]

- a) **ardei** ‘pepper’ _____ ardei [cf. pui]
- b) **macara** ‘crane’ _____ macarale [cf. basma]
- c) **cățel** ‘puppy’ _____ căței [cf. copil]
- d) **violonist** ‘violinist’ _____ violoniști [cf. fotbalist]
- e) **inginer** ‘engineer’ _____ ingineri [cf. profesor]
- f) **fiu** ‘son’ _____ fii [cf. leu]
- g) **cal** ‘horse’ _____ cai [cf. copil]
- h) **ochi** ‘eye’ _____ ochi [cf. pui]
- i) **cârnat** ‘sausage’ _____ cârnăți [cf. bărbat]
- j) **stradă** ‘street’ _____ strazi [cf. tată, brad for the consonant, and bărbat for the fact

that t and d pattern together]

2.

This question is about Georgian verbs. Georgian, the language of the Republic of Georgia, is usually written in its own script; these examples are transliterated. Note that the sounds of **c, č, k, p, t** are distinct from the sounds of **c', č', k', p', t'**. The letter **č** sounds like the **ch** in **church**, **š** like the **sh** in **shirt**. Georgian is very rich in clusters of consonants, like in the verb **vprckvni** 'I peel'.

Here are some regular verb patterns in Georgian in the present tense. Like English, Georgian distinguishes singular and plural ('I' vs. 'we', etc.) and three persons ('I'/'we', 'you' (sg.) / 'you' (pl.), 'he, she, it' / 'they'). This gives six forms for each verb as listed below. (Note that not every verb changes its form according to the same pattern.)

'I'	vak'eteb 'do'	vkI'av 'kill'	makvs 'own'	mšia 'be hungry'
'you'	ak'eteb	k'lav	gakvs	gšia
'he, she it'	ak'eteb's	k'lav's	akvs	šia
'we'	vak'etebt	vk'lavt	gvakvs	gvšia
'you' (pl.)	ak'etebt	k'lavt	gakvt	gšiat
'they'	ak'eteben	k'laven	akvt	šiat

Based on this data, give the 'I' forms of the following verbs; none of these words are already 'I' forms.
[3 marks]

- a) **gvinda** : _____ = 'I want'
 b) **xedav** : _____ = 'I see'
 c) **mgzavoben** : _____ = 'I travel'

Now complete the following table, based on the forms supplied: [17 marks]

	'I love'	'I thirst'	'I train'	'I paint'
'I'	d) <i>miqvars</i>	h) <i>mc'quria</i>	l) <i>vvarjišob</i>	p) <i>vxat'av</i>
'you'	e) <i>giqvars</i>	gc'quria	m) <i>varjišob</i>	q) <i>xat'av</i>
'he, she, it'	iqvars	i) <i>c'quria</i>	varjišobs	r) <i>xat'avs</i>
'we'	gviqvars	j) <i>gvc'quria</i>	n) <i>vvarjišobt</i>	s) <i>vxat'avt</i>
'you' (pl.)	f) <i>giqvart</i>	gc'quriat	o) <i>varjišobt</i>	xat'avt
'they'	g) <i>iqvart</i>	k) <i>c'quriat</i>	varjišoben	t) <i>xat'aven</i>

Section B [45 marks]

The following questions are based on an invented language called Fanith. Fanith, unlike English, does not distinguish between simple and progressive tenses, so the same word can mean **I see** and **I am seeing**. Word order is more flexible in Fanith than in English, and is not generally a good guide to the meaning of the sentence.

'Not generally' – as in Greek, Fanith has articles immediately before nouns; other components are quite flexible, but there is a word order rule in the second exercise (which is again based on Greek)

The exercises are cumulative, so it is recommended that you complete them in order, as later questions include forms from earlier ones. Try to work out the meanings of sentences, individual forms, and the components of those forms by comparing the given sentences carefully with each other.

1. Study the following sentences in Fanith: [14 marks]

The dog sees the cat	se lix som lenonom thadh
The men see the dogs	sém líxom thedh sé zhóch
Cats love men	lenó shech zhóchom
The dogs chase the women	neth sóm shethónom sé líx
Women wait for cats	só shethó djen lenónom
The cat loves the dog	shach so leno sem lixom

Translate the following into English:

no distinction between continuous and simple presents / pasts, so continuous forms allowed throughout. Crucial i) to distinguish subject and object; (ii) to observe presence vs. absence of article ('the', vs. 'a'); (iii) to observe singular vs. plural.

a) **nath so shetho som lenonom**

the woman chases the cat [3]

b) **sém zhóchom shech sé líx**

the dogs love the men [3]

Translate the following into Fanith:

for this exercise, word order is free, so permutations are possible according to the division of the units below (i.e. each sentence here has three units). Accents (vowel length) to be observed. NB masculine nouns (se lix, se zhoch) have a different vowel in stem and article (acc. sem lixon, sem zhochom).

c) **The dog waits for the man**

se lix djan sem zhochom [4]

d) **The man loves the cats**

se zhoch shach sóm lenónom [4]

2. Study the following sentences in Fanith:

[15 marks]

They look for the fishes of the women

sém sóy shethónoy thársom herdh

The men are eating eggs

sé zhóch djórom medh

We see the man's chicken

thadhem sem sey zhochoy roshom

The girl's rabbit plays with the men's dogs

sém séy zhóchoy líxom so soy thefonoy falsho chadj

A dog is stealing the cat's fish

sem soy lenonoy tharsom varsh lix

We are looking for the rabbit

som falshonom hardhem

Key point here is the 'sandwich' word order for the genitive: genitive *within* the sandwich (as in Greek)

Translate the following sentences into English:

a) **sém sey tharsoy djórom so shetho madh**

the woman is eating the eggs of the fish / the woman eats the fish's eggs

[4]

b) **varsh só thefó sém sey zhochoy róshom**

The girls are stealing the chickens of the man / steal the man's chickens

[4]

Translate the following sentences into Fanith:

c) **They are looking for the man's cats**

herdh sóm sey zhochoy lenónom

sóm sey zhochoy lenónom herdh

[3]

d) **We are stealing the chickens' egg**

varshem sem séy róshoy djorom

sem séy róshoy djorom varshem

[4]

3. Study the following sentences in Fanith:

[16 marks]

fathadh se lix sem tharsom

The dog saw the fish

sóm falshónom sé vórsh famen

The thieves took the rabbits

faneth sé rósh som faronom

The chickens chased the pigeon

sém sóy farónoy djórom famedh thefó

Girls were eating the pigeon's eggs

xashó som sey zhochoy faronom men Hawks take the man's pigeon

Main new piece of info is fa-, the past tense marker.

Translate the following sentences into English:

- a) **sóm soy shethonoy falshónom fachedj só thefó**

The girls played with the woman's rabbits

[4]

- b) **fahardh so xasho roshom**

The hawk looks for a pigeon

[3]

Translate the following sentences in Fanith:

- c) **The thief stole the hawk's egg**

se vorsh favarsh sem soy xashonoy djorom

favarsh se vorsh sem soy xashonoy djorom

(etc)

[4]

- d) **The woman's cat took the thieves' fish**

so soy shethonoy leno faman sem séy vórshoy tharsom

faman sem séy vórshoy tharsom so soy shethonoy leno

(etc.)

[5]

Section C [25 marks]

The following questions are based on English.

1.

Study the following sentences:

(i) One man went to mow

(ii) One man went to a meadow

What is the difference between the use of the word **to** in these sentences?

[3 marks]

E.g. In (i) *to* indicates a purpose / means 'in order to' / refers to going 'to do an activity'

E.g. In (ii) *to* indicates a place / destination / motion towards / going 'to a place'

Tick the sentences in the following list which correspond to usage **(ii)**.

[10 marks]

slight paradox of this exercise, that *not* ticking the remaining boxes attracts marks: in other words, someone who ticks every box and hopes will score 0!

a)	He turned his head to tell me a warning.	
b)	The jury sent the thief to prison.	x
c)	She left the room to fetch a book.	
d)	Hecuba enters stage left to tell the audience about her son's death.	
e)	In the 1950s and '60s the Soviets sent about 60 dogs to space.	x
f)	The word <i>Angst</i> was loaned to English from German.	x
g)	Pheidippides ran from Athens to Sparta	x
h)	These sentences are for you to sort out.	
i)	Zeuxis painted a bunch of grapes to deceive the birds.	
j)	In those days many sophists came to Athens.	x

2.

Here are some example sentences in English which use the word **that** in different ways:

I saw a dog that was black. RELATIVE (R)

I hope that fluffy dogs are friendly. CONJUNCTION (C)

That dog's breath is worse than his bark. DEMONSTRATIVE (D)

The RELATIVE use provides more information about something in the sentence. The CONJUNCTION introduces the content that someone says, thinks, knows, believes etc. The DEMONSTRATIVE use points to or stands in for a person or object in the sentence.

By putting R, C, and D next to each one, categorise the uses of **that** in the following sentences: [12 marks]

- a) **Some believe that Pythagoras did not abstain from eating meat.** C
- b) **The hero has an inherent flaw that brings about his downfall.** R
- c) **Hence the difficulties over the minefield that is the office Christmas party.** R _____
- d) **It seems that in the beginning, two categories of word were distinguished.** C _____
- e) **That cuckold lives in bliss, who certain of his fate love not his wronger.** D
- f) **She admits to her mother that her behaviour is conventionally wrong.** C _____
- g) **There is no indication that Orestes has struggled with the moral dilemma of matricide.** C _____
- h) **After he had thrown that ring into the sea it came back to him three days later inside a fish.**
D _____
- i) **That takes us back to the wisdom of folklore in Aesop.** _____ D
[NB C is wrong, as it could not be an independent sentence]
- j) **He stresses the divergence that the partial imitation of Theocritus emphasises.** R _____
- k) **That's all, folks!** _____ D _____
- l) **He is accustomed to boast that he is like Catiline.** _____ C _____

[summary: C x 5, D x 4, R x 3]