MTSU Linguistics Olympiad

Sample Problems

Fall 2011

Dr. Aleka Blackwell
ablackwe@mtsu.edu
Problem #1

Basque (native name Euskara)
by Aleka Blackwell based on the brief grammar of Euskara, the Basque language, by Itziar Laka of the University of the Basque Country available at http://www.ehu.es/grammar/

The Basques call themselves euskaldun, a term that means ‘euskara speaker.’ Euskara is spoken by a population of around 700,000 people. When locating Euskara on the world’s map, Basques point to those areas Euskara is most likely to be used as primary language. In this sense of geographical location, Euskara is spoken mostly within the Basque Country (or Euskal Herria in Euskara). The Basque Country is found in the western Pyrenees, a land within Spanish borders to the West, and within French borders to the East.

TASK 1.
Read the following sentences, shown in Basque and in well-formed translations into English.

1. emakumeak gizona ikusi du  ‘the woman has seen the man’
2. zuk umea ikusi duzu kalean  ‘you (sg.) have seen the child in the street’
3. non ikusi duzu umea?  ‘where have you seen the child?’
4. nork ikusi du umea kalean?  ‘who has seen the child in the street?’
5. umeak ez du gizona ikusi  ‘the child has not seen the man’
6. emakumeak liburua irakurri du  ‘the woman has read the book’
7. umea etorri da  ‘the child has come/arrived’
8. umea kalean erori da  ‘the child has fallen in the street’
9. igela agertu da  ‘the frog has appeared’

Your task is to translate the following:

Translate into Basque:

10. The woman has come.
    ______________________________________

11. The man has seen the woman.
    ______________________________________

12. The book has not arrived.
    ______________________________________

Translate into English:

13. Nork ikusi du gizona?
    ______________________________________

14. Igela kalean agertu da
    ______________________________________
Problem #1 Continued

**TASK 2**
Basque is a free word order language. In other words, all the phrases shown in Set A below translate into English as ‘the child has fallen in the street.’

**SET A**
- kalean umea erori da     ‘the child has fallen in the street’
- umea erori da kalean     ‘the child has fallen in the street’
- kalean erori da umea     ‘the child has fallen in the street’
- erori da umea kalean     ‘the child has fallen in the street’
- erori da kalean umea     ‘the child has fallen in the street’

By contrast, all the phrases in Set B below are considered ungrammatical. That is, a native speaker of Basque would consider these structures unacceptable.

**SET B**
- *erori umea da kalean
- *erori kalean da umea
- *erori umea kalean da

Your task is to identify the restriction which applies to the word order options available in Basque.

___________________________________________________
___________________________________________________
___________________________________________________

**TASK 3**
Now consider the following additional data.

15. gizonak umeari liburua eman dio     ‘the man has given the book to the child’
16. irakasleak umeari liburua irakurrarazi dio   ‘the teacher has made the child read the book’

Your task is to translate the following:

**Translate into English:**

17. emakumeak umeari etorrarazi dio     ___________________________

**Translate into Basque:**

18. the child has given the frog to the woman    ___________________________
Compounding is a process that forms new words from two independent words. In Old English compounding was frequently used to create new words for everyday usage. In the examples below, the Old English compound has been provided in the left column for each of the Modern English words/phrases in the wordhoard below.

Notes on Old English characters: There are two characters used in the Old English word list that may be unfamiliar. The ‘ð’ (eth) character has the phonetic value of <th> and the ‘æ’ (ash) represents the sound of the a in cat. The ‘sc’ cluster in Old English equals modern <sh> and beginning ‘ci’ or ‘ic’ equals modern <ch>. In most instances, ‘g’ preceded and/or followed by a vowel equals modern <y>.

Task. Determine the modern equivalents for the words in the Old English compounds and write them in the middle column, then match them to the modern terms found in the Modern English Wordhoard. All of the Old English words in the compounds are still in use in Modern English, though changes have occurred in spelling and pronunciation.

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<thead>
<tr>
<th>Old English</th>
<th>Modern Compounds</th>
<th>Wordhoard Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>ealldagas</td>
<td>old days</td>
<td>former times</td>
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<tr>
<td>flodwudu</td>
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<td>æppelwin</td>
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<td>wæterclað</td>
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<td>Easterfæsten</td>
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<tr>
<td>haligdæg</td>
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</tr>
</tbody>
</table>
Problem #2 Continued

æftergenga

drenc-hus

wildefyrr

æfenglom

burgweg

mannmyrðra

tidwritere

sealmsangere

ærnest-tid

cræftwyrc

fyrdraca

ælmesmann

heafodswima

bordclað

pleghus

æfensteorra

læcecræft

selfæta

cildfedende

Modern English Wordhoard:

ship    twilight    Hesperus    successor    beggar    medicine

cider    tablecloth    city street    skill    chronicler    homicide

towel    lightning    nursing    former times    tavern    theater

tent    dragon    autumn    holiday    dizziness    psalmist

wall    cannibal
Problem #3

Modern Greek
by Aleka Blackwell

Modern Greek (Νέα Ελληνικά or Νεοελληνική, lit. 'Neo-Hellenic', historically also known as Ρωμαϊκά, lit. 'Romaic') is currently spoken by approximately 16 million people mainly in Greece and Cyprus, but also by minority and immigrant Greek communities in many other countries.

Below are phrases presented in Modern Greek followed by a transcription into the Latin alphabet and a translation into English.

1. το βιβλίο μου to vivlio mou ‘my book’
2. το θρανίο to thranio ‘the desk’
3. μικρά βιβλία mikra vivlia ‘little books’
4. το βιβλίο της to vivlio tis ‘her book’
5. τα παλιά βιβλία της Μαριάς ta palia vivlia tis Marias ‘Mary’s old books’
6. το μικρό θρανίο to mikro thranio ‘the little desk’
7. το βιβλίο το παλίο to vivlio to palio ‘the old book’
8. της Μαριάς τα βιβλία tis Marias ta vivlia ‘Mary’s books’
9. το βιβλίο το παλίο της Μαριάς to vivlio to palio tis Marias ‘Mary’s old book’
10. το παλίο το βιβλίο to palio to vivlio ‘the old book’

Task 1. Translate into Greek (using the Latin transcription):

11. my desk
12. Mary’s desk
13. old desks
14. my old books

Task 2. Translate into Modern Greek the phrase ‘Mary’s little desk.’ There are as many as 8 ways to translate this phrase into Modern Greek. List as many grammatical word order combinations as you can.

15.
16.
17.
18.
19.
20.
21.
22.
Problem #4

Natural Semantic Metalanguage
by Tim Wilt

The Natural Semantic Metalanguage is an approach to semantic analysis based on reductive paraphrase, that is, breaking concepts/words down into combinations of simpler concepts/words. Within this framework, definitions are given in terms of conceptual primes: basic concepts found in all cultures and at the core of more complex concepts, analogous to the limited set of atoms that combine in different ways to form all the materials in the world. This exercise is based on Anna Wierzbicka’s work. The list of conceptual primes is taken from her English as a Cultural Universe. Oxford: U Press (2006) 18. The three definitions are adaptations of hers appearing in Semantics: Primes and Universals (1996) 216-217.

TASK 1
Three definitions are presented below in terms of conceptual primes. Match each definition to the word it best defines.

The words are: ____ horrified  ____ petrified    __ __ terrified

The definitions are:
(a) Sometimes a person thinks something like this:
   something very bad is happening
   because of this, something very bad can happen to me now
   I don’t want this
   because of this I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
This person is ___________.

(b) Sometimes a person thinks something like this:
   something very bad is happening to someone
   I didn’t think that something like this could happen
   I don’t want this
   because of this I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
This person is ___________.

(c) Sometimes a person thinks something like this:
   something very bad is happening
   something very bad will happen to me now
   I don’t want this
   because of this, I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
because of this, this person can’t move
This person is ___________.
Problem #4 Continued

**TASK 2**
Your next task is to construct your own definitions using the *conceptual primes* (shown in the table below) to distinguish *happy* and *satisfied*.

Note: To make the definitions easy to read, the definitions in Part A used function words such as “a” and “of” and grammatical accord such as in “person feels” and “is happening.” You may use the same type of forms in your definition. But restrict the concepts used to those given below.

*Categories used to organize the presentation of the primes*

<table>
<thead>
<tr>
<th>Conceptual primes</th>
<th>Substantives</th>
<th>Relational substantives</th>
<th>Determiners</th>
<th>Quantifiers</th>
<th>Evaluators</th>
<th>Descriptors</th>
<th>Mental/experiential predicates</th>
<th>Speech</th>
<th>Actions, events, movement</th>
<th>Existence and possession</th>
<th>Life and death</th>
<th>Time</th>
<th>Space</th>
<th>Logical concepts</th>
<th>Augmentor, intensifier</th>
<th>Similarity</th>
</tr>
</thead>
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<tr>
<td>I, YOU, SOMEONE/PERSON, SOMETHING/THING,</td>
<td>I, YOU,</td>
<td>KIND, PART</td>
<td>THIS, THE</td>
<td>ONE, TWO,</td>
<td>GOOD, BAD</td>
<td>BIG, SMALL</td>
<td>THINK, KNOW, WANT, FEEL,</td>
<td>SAY,</td>
<td>DO, HAPPEN, MOVE</td>
<td>THERE, IS/EXIST, HAVE</td>
<td>LIVE, DIE</td>
<td>WHEN/TIME, NOW, BEFORE,</td>
<td>WHERE/PLACE, BE (</td>
<td>NOT, MAYBE, CAN,</td>
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<td>PEOPLE, BODY</td>
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**Define happy** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:
________________________________________________
________________________________________________

because of this, this person __________________________________

This person is ___________.

**Define satisfied** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:
________________________________________________
________________________________________________
________________________________________________

because of this, this person __________________________________

This person is ___________.

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**Define happy** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:
________________________________________________
________________________________________________

because of this, this person __________________________________

This person is ___________.

**Define satisfied** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:
________________________________________________
________________________________________________
________________________________________________

because of this, this person __________________________________

This person is ___________.
Problem #5

Blending
by Aleka Blackwell

This past fall, the mobile phone company Cingular launched an advertising campaign which involved creating word “mash-ups” (more technically, creating new words through a morphological process called blending). The campaign’s premise was that Cingular’s cellular service was strong wherever one might find himself or herself. To make that point, the commercials presented new locations, such as New Sanfrankota, Kantukornia, Chilondoscow, and Japaridelphia.

The names of these new locations were created by blending place names into new words:

1. New York + San Francisco + Dakota -> New Sanfrankota
2. Kansas + Kentucky + California -> Kantukornia
3. Chicago + London + Moscow -> Chilondoscow

Task 1
Examine closely the words created by Cingular in 1 – 4 above. Next, try to determine what linguistic constraint(s) might be at play for these blends to be acceptable in English. You need not state the constraints here. Based on your conclusions, determine which of the following blends would be acceptable or unacceptable new words. Circle your choice in each case.

5. Madrid + Prague + Athens -> Madrpragthens Acceptable Unacceptable
6. New Orleans + Austin + Sacramento -> New Auscramento Acceptable Unacceptable
7. San Antonio + Charlotte + Atlanta -> San Charlanta Acceptable Unacceptable
8. Omaha + Memphis + Charleston -> Omahmemphston Acceptable Unacceptable
10. Moscow + Beijing + Frankfurt -> Moscheijkfurt Acceptable Unacceptable

Task 2
Following the linguistic constraints you have identified, create a blend of your own, with names of locations, one which would be acceptable and one which would be unacceptable.

11. Acceptable blend

12. Unacceptable blend


MTSU Linguistics Olympiad
Sample Problem Solutions

Fall 2011

Dr. Aleka Blackwell
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Problem #1 Solution

Euskara, the language of the Basque Country

The Basques call themselves euskaldun, a term that means ‘euskara speaker.’ Euskara is spoken by a population of around 700,000 people. Languages exist in the minds of their speakers, they do not have a land of their own. Thus, when locating Euskara on the world’s map, Basques point to those areas Euskara is most likely to be used as primary language. In this sense of geographical location, Euskara is spoken mostly within the Basque Country (or Euskal Herria in Euskara). The Basque Country is found in the western Pyrenees, a land within Spanish borders to the West, and within French borders to the East.

Task 1. Read the following sentences, shown in Euskara and in well-formed translation into English.

10. emakumeak gizona ikusi du  ‘the woman has seen the man’
11. zuk umea ikusi duzu kalean   ‘you (sg.) have seen the child in the street’
12. non ikusi duzu umea?    ‘where have you seen the child?’
13. nork ikusi du umea kalean?  ‘who has seen the child in the street?’
14. umeak ez du gizona ikusi     ‘the child has not seen the man’
15. emakumeak liburua irakurri du     ‘the woman has read the book’
16. umea etorri da       ‘the child has come/arrived’
17. umea kalean erori da   ‘the child has fallen in the street’
18. igela agertu da    ‘the frog has appeared’

You task is to translate the following:

Translate into Basque:
10. The woman has come.  Emakumea etorri da.
11. The man has seen the woman.  Gizonak emakumeak ikusi du.
12. The book has not arrived.  Liburua ez etorri da.

Translate into English:
13. Nork ikusi du gizona?   ‘Who has seen the man?’
14. Igela kalean erori da.  The frog has appeared in the street.

Task 2. Euskara is a free word order language. In other words, all the phrases shown in SET A below translate into English as ‘the child has fallen in the street.’

SET A
kalean umea erori da   ‘the child has fallen in the street’
umea erori da kalean   ‘the child has fallen in the street’
kalean erori da umea   ‘the child has fallen in the street’
erori da umea kalean   ‘the child has fallen in the street’
erori da kalean umea   ‘the child has fallen in the street’
By contrast, all the phrases in SET B below are considered ungrammatical (which we mark with the *). That is, a native speaker of Euskara would consider these structures unacceptable.

SET B

*erori umea da kalean
*erori kalean da umea
*erori umea kalean da

Your task is to identify the restriction which applies to the word order options available in Euskara.

Answer should make reference to the fact that erori can’t be separated from da. More generally, the word order restriction is that a MAIN VERB and its following associated AUXILIARY VERB have to be appear adjacent to each other and in that order.

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Task 3. Now consider the following additional data.

15. gizonak umeari liburua eman dio  ‘the man has given the book to the child’
16. irakasleak umeari liburua irakurrarazi dio  ‘the teacher has made the child read the book’

Your task is to translate the following:

Translate into English:
17. emakumeak umeari etorrarazi dio  ‘the woman has made the child come’

Translate into Basque:
18. The child has given the frog to the woman  Umeak emakumeari igela eman dio
Old English (also called Anglo-Saxon) is an early form of the English language that was spoken and written in parts of what are now England and southern Scotland between the mid-5th century and the mid-12th century. Speakers of Old English called their language Englisc, themselves Angle, Angelcynn or Angelfolc and their home Angelcynn or Englaland.

Compounding is a process that forms new words from two independent words. In Old English compounding was frequently used to create new words for everyday usage. In the examples below, the Old English compound has been provided in the left column for each of the Modern English words/phrases in the wordhoard below.

Notes on Old English characters: There are two characters used in the Old English word list that may be unfamiliar. The ‘ð’ (eth) character has the phonetic value of <th> and the ‘æ’ (ash) represents the sound of the a in cat. The ‘sc’ cluster in Old English equals modern <sh> and beginning ‘ci’ or ‘ic’ equals modern <ch>. In most instances, ‘g’ preceded and/or followed by a vowel equals modern <y>.

Task. Determine the modern equivalents for the words in the Old English compounds and write them in the middle column, then match them to the modern terms found in the Modern English Wordhoard. All of the Old English words in the compounds are still in use in Modern English, though changes have occurred in spelling and pronunciation.

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<tr>
<td>ealddagas</td>
<td>old days</td>
<td>former times</td>
</tr>
<tr>
<td>flodwudu</td>
<td>flood wood</td>
<td>ship</td>
</tr>
<tr>
<td>stanhege</td>
<td>stone hedge</td>
<td>wall</td>
</tr>
<tr>
<td>æppelwin</td>
<td>apple wine</td>
<td>cider</td>
</tr>
<tr>
<td>wæterclað</td>
<td>water cloth</td>
<td>towel</td>
</tr>
<tr>
<td>Easterfæsten</td>
<td>Easter fast</td>
<td>Lent</td>
</tr>
<tr>
<td>haligdæg</td>
<td>holy day</td>
<td>holiday</td>
</tr>
<tr>
<td>Æftergenga</td>
<td>After goer</td>
<td>Successor</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Drenç-hús</td>
<td>Drink house</td>
<td>Tavern</td>
</tr>
<tr>
<td>Wildefyrr</td>
<td>Wild fire</td>
<td>Lightning</td>
</tr>
<tr>
<td>Æfenglom</td>
<td>Evening gloam</td>
<td>Twilight</td>
</tr>
<tr>
<td>Burgweg</td>
<td>Borough way</td>
<td>City street</td>
</tr>
<tr>
<td>Mannmyrðra</td>
<td>Man murder</td>
<td>Homicide</td>
</tr>
<tr>
<td>Tidwritere</td>
<td>Tide writer</td>
<td>Chronicler</td>
</tr>
<tr>
<td>Sealmsangere</td>
<td>Psalm singer</td>
<td>Psalmist</td>
</tr>
<tr>
<td>Hærfest-tid</td>
<td>Harvest tide</td>
<td>Autumn</td>
</tr>
<tr>
<td>Crafþwyrc</td>
<td>Craft work</td>
<td>Skill</td>
</tr>
<tr>
<td>Fyrdraca</td>
<td>Fire drake</td>
<td>Dragon</td>
</tr>
<tr>
<td>Ælmesmann</td>
<td>Alms man</td>
<td>Beggar</td>
</tr>
<tr>
<td>Heafodswima</td>
<td>Head swim</td>
<td>Dizziness</td>
</tr>
<tr>
<td>Bordclað</td>
<td>Board cloth</td>
<td>Tablecloth</td>
</tr>
<tr>
<td>Pleghus</td>
<td>Play house</td>
<td>Theater</td>
</tr>
<tr>
<td>Æfensteorra</td>
<td>Evening star</td>
<td>Hesperus</td>
</tr>
<tr>
<td>Læecraeft</td>
<td>Leech craft</td>
<td>Medicine</td>
</tr>
<tr>
<td>Selfæta</td>
<td>Self eating</td>
<td>Cannibal</td>
</tr>
<tr>
<td>Cildfedende</td>
<td>Child feeding</td>
<td>Nursing</td>
</tr>
</tbody>
</table>
Problem #3 Solution

Modern Greek
by Aleka Blackwell

Modern Greek (Νέα Ελληνικά or Νεοελληνική, lit. 'Neo-Hellenic', historically also known as Ρωμαίικα, lit. 'Romaic') is currently spoken by approximately 16 million people mainly in Greece and Cyprus, but also by minority and immigrant Greek communities in many other countries.

Below are phrases presented in Modern Greek followed by a transcription into the Latin alphabet and a translation into English.

<table>
<thead>
<tr>
<th>Greek</th>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>το βιβλίο μου</td>
<td>to vivlio mou</td>
<td>'my book'</td>
</tr>
<tr>
<td>το θράνιο</td>
<td>to thranio</td>
<td>'the desk'</td>
</tr>
<tr>
<td>μικρά βιβλία</td>
<td>mikra vivlia</td>
<td>'little books'</td>
</tr>
<tr>
<td>το βιβλίο της</td>
<td>to vivlio tis</td>
<td>'her book'</td>
</tr>
<tr>
<td>τα παλία βιβλία της Μαρίας</td>
<td>ta palia vivlia tis Marias</td>
<td>'Mary’s old books'</td>
</tr>
<tr>
<td>το μικρό θράνιο</td>
<td>to mikro thranio</td>
<td>'the little desk'</td>
</tr>
<tr>
<td>το βιβλίο το παλίο</td>
<td>to vivilo to palio</td>
<td>'the old book'</td>
</tr>
<tr>
<td>της Μαρίας το βιβλία</td>
<td>tis Marias ta vivlia</td>
<td>'Mary’s books'</td>
</tr>
<tr>
<td>το βιβλίο το παλίο της Μαρίας</td>
<td>to vivilo to palio tis Marias</td>
<td>'Mary’s old book'</td>
</tr>
<tr>
<td>το παλίο το βιβλίο</td>
<td>to palio to vivilo</td>
<td>'the old book'</td>
</tr>
</tbody>
</table>

**Task 1.** Translate into Greek (using the Latin transcription):

- my desk: __________
- Mary’s desk: __________
- old desks: __________
- my old books: __________

**Task 2.** Translate into Modern Greek the phrase ‘Mary’s little desk.’ There are as many as 8 ways to translate this phrase into Modern Greek. List as many as possible.

- To mikro thranio tis marias
- Tis marias to mikro thranio
- To thranio to mikro tis marias
- Tis marias to thranio to mikro
- To mikro to thranio tis marias
- Tis marias to mikro to thranio
- To thranio tis marias to mikro
- To mikro tis marias to thranio.
The Natural Semantic Metalanguage is an approach to semantic analysis based on reductive paraphrase, that is, breaking concepts/words down into combinations of simpler concepts/words. Within this framework, definitions are given in terms of conceptual primes: basic concepts found in all cultures and at the core of more complex concepts, analogous to the limited set of atoms that combine in different ways to form all the materials in the world. This exercise is based on Anna Wierzbicka’s work. The list of conceptual primes is taken from her English as a Cultural Universe. Oxford: U Press (2006) 18. The three definitions are adaptations of hers appearing in Semantics: Primes and Universals (1996) 216-217.

**Task 1**

Three definitions are presented below in terms of conceptual primes. Match each definition to the word it best defines.

The words are:  __b__ horrified  __c__ petrified  __a__ terrified

The definitions are:

(a) Sometimes a person thinks something like this:
   something very bad is happening
   because of this, something very bad can happen to me now
   I don’t want this
   because of this I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
This person is ___________.

(b) Sometimes a person thinks something like this:
   something very bad is happening to someone
   I didn’t think that something like this could happen
   I don’t want this
   because of this I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
This person is ___________.

(c) Sometimes a person thinks something like this:
   something very bad is happening
   something very bad will happen to me now
   I don’t want this
   because of this, I would want to do something if I could
   I can’t do anything
because of this, this person feels something very bad.
because of this, this person can’t move
This person is ___________.

Problem #4 Solution

Natural Semantic Metalanguage
by Tim Wilt
Problem #4 Solution Continued

**TASK 2**

Your next task is to construct your own definitions using the *conceptual primes* (shown in the table below) to distinguish *happy* and *satisfied*.

**Define happy** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:

- something good happened to me
- I wanted this
- I don’t want anything more now
- I don’t think of anything bad now

because of this, this person __feels something good__

This person is _happy_.

**Define satisfied** (use as many lines as you consider necessary)

Sometimes a person thinks something like this:

- there are some good things
- there are not many bad things

because of this, this person __feels something good__

This person is _satisfied_.

Note: “Satisfied” can be distinguished by using something more qualified than “happy”. The contestants will likely offer good alternatives to Wierzbicka’s definition of happiness. Their explanation of the difference between “happy” and “satisfied” will be an important indicator of how well they have understood and applied the notion of conceptual primes.
Problem #5 Solution

Blending
by Aleka Blackwell

This past fall, the mobile phone company Cingular launched an advertising campaign which involved creating word “mash-ups” (more technically, creating new words through a morphological process called blending). The campaign’s premise was that Cingular’s cellular service was strong wherever one might find himself or herself. To make that point, the commercials presented new locations, such as New Sanfrankota, Kantukornia, Chilondoscw, and Japaridelphia.

The names of these new locations were created by blending place names into new words:

1. New York + San Francisco + Dakota  \rightarrow  New Sanfrankota
2. Kansas + Kentucky + California  \rightarrow  Kantukornia
3. Chicago + London + Moscow  \rightarrow  Chilondoscw
4. Japan + Paris + Philadelphia  \rightarrow  Japaridelphia

**TASK 1**
Examine closely the words created by Cingular in 1 – 4 above. Next, try to determine what linguistic constraint(s) might be at play for these blends to be acceptable in English. You need not state the constraints here. Based on your conclusions, determine which of the following blends would be acceptable or unacceptable new words. Circle your choice in each case.

5. Madrid + Prague + Athens  \rightarrow  Madrpragthens  **Acceptable**  **Unacceptable**
6. New Orleans + Austin + Sacramento  \rightarrow  New Auscramento  **Acceptable**  **Unacceptable**
7. San Antonio + Charlotte + Atlanta  \rightarrow  San Charlanta  **Acceptable**  **Unacceptable**
8. Omaha + Memphis + Charleston  \rightarrow  Omahmempsthon  **Acceptable**  **Unacceptable**
9. Los Angeles + Bombay + Johannesburg  \rightarrow  Los Bombannesburg  **Acceptable**  **Unacceptable**
10. Moscow + Beijing + Frankfurt  \rightarrow  Moscheijkfurt  **Acceptable**  **Unacceptable**

**TASK 2**
Following the linguistic constraints you have identified, create a blend of your own, with names of locations, one which would be acceptable and one which would be unacceptable.

11. Acceptable blend  \text{correct answers will vary} \____________
12. Unacceptable blend  \text{correct answers will vary} \____________