

UKLO Round 1 2014 Solutions

1. Estonian (5 marks, 20 points)

Assigning points:

- 2 points per correct answer.
- 1 point for half correct answer in 1.1.

1.1. a. kolmveerand üheksa	b. veerand viis	c. pool kaksteist
d. viis minutit seitse läbi	e. pool üks	
1.2. a 9:25	b. 3:15	c. 2:30
d. 11:45	e. 6:35	

Comment

In Estonian, minutes are counted from the preceding hour, but quarters and halves are counted as steps towards the next hour, so that instead of “quarter past the previous hour” (which is what English does), Estonian thinks it is a quarter on the way to the next hour. This also means that instead of half past the hour, Estonian thinks it is half an hour to the next hour, and quarter to the next hour is simply $\frac{3}{4}$ on the way to the next hour.

2. Maori (5 marks, 49 points)

Assigning points:

- 2.1: 1 point per correct match (20 points maximum)
- 2.2: 1 point per correct answer (4 points maximum)
- 2.3: 1 point per correct answer (5 points maximum)
- 2.4 (20 points maximum):
 - a. 2 points (1 for "substituting" a 'p' for 'b', and 1 for the 'wh' substitution for 'f')
 - b. 2 points (1 for "substituting" a 'p' and 1 for 'ru' instead of the 'l')
 - c. 2 points (1 for changing 'c' to 'k', and 1 for deleting the 'r')
 - d. 3 points (1 for changing the English consonant cluster 'cl' to 'ku', 1 for changing 'l' to 'r' and 1 for changing 'ck' to 'k')
 - e. 2 points (1 for changing 'l' to 'r', and 1 for changing 's' to 'hi')
 - f. 2 points (1 for representing the vowel sound of 'ea' with 'ī' and 1 for adding a vowel to the final 't' to make 'ti')
 - g. 2 points (1 for changing 's' to 'hi' [long vowel], 1 for substituting 'l' with 'ri')
 - h. 3 points (1 for simplifying the initial consonant cluster from 'str' to 't' plus vowel', 1 for correct vowel to make 'ti', and 1 for ending 'ti')
 - i. 1 point (it is almost the same as "line" given in the data itself for question 2.1)
 - j. 1 point.

2.1.	1. M	2. J	3. C	4. L	5. R	6. F	7. Q	8. A	9. K	10. O
	11. H	12. S	13. D	14. G	15. E	16. T	17. N	18. P	19. I	20. B
2.2. a.		b. princess	c. policeman			d. judge				
secretary										

2.3. a. Israel	b. Cuba	c. Spain	d. Germany	e. Japan
2.4. a. pīwhi	b. pūru	c. kata	d. karaka	e. rīhi
f. mīti	g. hīri	h. tiriti	i. taima	j. wāti

Comment

2.1. Many of the Maori words “sound” like English words, for example “hama” sounds exactly as it is pronounced in British & New Zealand English (without a final r-sound). Maori does not appear to use “l”, and many languages such as Chinese and Japanese make no distinction between “l” and “r”, so Maori will turn words with an “l” in English into words with “r” instead (as in “terewhono” for telephone). In the case of “terewhono” there appears to be no “f” in Maori, but “wh” suggests a kind of breathy w-sound, which could be an equivalent for the friction of an f-sound. [More ...](#)

3. Mokilese (10 marks, 12 points)

Assigning points:

- 3.1: 1 point each for a, b, and c. (3 points maximum)
- 3.2: 1 point each for correctly identifying each form (3 points), plus
 - -men: 1 point for 'animal' or any alternative that includes people, dogs and turtles - so 'animatee being', but not 'mammal' (1 point)
 - -pas: 1 point for 'animate', and 1 point for 'long and thin' or even just 'long' or just 'thin'. (2 points)
 - -kij: 1 point for 'inanimate', 1 point for 'flat' (or equivalent). (2 points)
- 3.3: 1 point for correct order; ignore '+'. (total 12 points max)

3.1.	a. jil-	b. pah-	c. lim-
3.2.	-men	animals	
	-pas	long, thin, inanimate things	
	-kij	flat things in a planar dimension, can be subdivided into smaller parcels	
3.3.	N	NUMB+	CL

4.1. a. All the phrases that refer to 3 have the component “jil”

b. All the phrases that refer to 4 have the component “pah”.

c. All the phrases that refer to 5 have the component “lim”.

All these components are numbers. [More ...](#)

4. Running speech (10 marks, 32 points)

Assigning points:

- 4.1, 4.2 and 4.3: 1 point for each form (total = 12) Utterance number must be included and correct to receive each point. No partial credit.
- 4.4 a-d: 1 point for each form (plus correct utterance number) from the data, plus 2 points for each form on its own (total: 16). No partial credit.
- 4.5: 2 points for each of a and b if exactly correct (total: 4). 1 point if just one word is wrong.

4.1. wud	b:red
4.2. bread: b:red (13)	b:red (19)
b:reb (13)	

would: wʊg (2)	wʊd̥ (3)
wʊd (7)	wʊg (11)
4.3. wʌm (5)	wʌp̥ (12)
wʌŋ (14)	
4.4. a. [sekənd] (16) [sekəm] (20)	on its own: [sekənd]
b. [mɪŋk] (18) [mɪn] (or [mɪns]) (18)	on its own: [mɪnt]
c. two of: [kɑ:ŋk] (9) [kɑ:p̥] (15) [kɑ:m] (17)	on its own: [kɑ:nt]
d. two of: [əm] (8) [ənd] (18) [ŋ] (19)	on its own: [ænd] (allow [ənd])
4.5. a. bread and butter (or: bread in butter)	
b. I wouldn't care	

Guide for teachers:

There are two challenges in this set of data: firstly, to identify some unfamiliar symbols, and secondly, to work out how some of the sounds are changing in particular contexts.

On the first, many of the symbols will be the same as the letters we use in normal spelling: it is not unreasonable to guess that, for example, the symbol [k] corresponds to the letter k. It will of course be used whenever this sound occurs, whether it is spelt with a letter k or another letter, such as c: so cake is pronounced [keɪk] [More ...](#)

5. Turkish (15 marks, 23 points)

Assigning points:

- 5.1: 2 points per sentence (total 10)
- 5.2: 2 points for the underlined part, 1 for the rest of the sentence, 1 for 'although' in f. (total 6+6+1 = 13)

5.1. a.	Is your father happy?
b.	We say “come to our city”.
c.	My friend wants to be a doctor.
d.	Do they like my poor house?
e.	Are you coming from Istanbul?
5.2. a.	<u>When I come/came</u> they say “hello”.
b.	Is your father happy <u>that we came/ we’re coming</u> ?
c.	They say <u>(that) you are poor</u> .
d.	Is the house <u>that/which you bought/are buying</u> big?
e.	The city <u>where I am/ was happiest</u> is Van.
f.	<u>Although we are poor</u> , we are happy.

Comment

The examples in part 1 provide vocabulary and show some basic sentence patterns for Turkish, e.g. the verb usually comes at the end of the sentence, and nouns take endings which show possession (e.g. -im/-um means “my”) and case (e.g. -den/-dan means “from”, -u/i shows a definite object). The sentences in part 2 are similar to those in part 1, requiring the pupil to analyse new forms using the same rules as in part 1. The sentences in part 3 use a gerund-type affix (-diğ/-duğ-, similar to English “-ing”) so that verbs can take the same suffixes used in parts 1 and 2, but with a metaphorical meaning. The sentences in part 3 translate literally as:

- a. At my coming they say “hello”.
- b. Is your father happy from our coming?
- c. They state your being poor.
- d. Is your buying house big?
- e. My happiest-being city is Van.

F uses a linking word (halde) which isn't in the preceding parts; solving this one requires the pupil to guess from the preceding examples and from the context of the sentence that the meaning is something like "In spite of our being poor, we're happy".

6. Kairak (15 marks, 41 points)

Assigning points:

- 7.1,2: 2 points for each completely correct answer; 1 point for almost correct answers with just one error. (total 32)

- 7.3: 3 points for a completely correct answer; no partial credit (total 9)

7.1. a.	ḡa siqut
b.	anit ḡes
c.	ut monək
d.	ḡeri vėləḡ
e.	ḡi menatəm
f.	ka mən
g.	ḡəni ron
h.	ya dudəbet
7.2. a.	‘they meet’
b.	‘the two of you will show (it)’
c.	‘they raised (it)’
d.	‘you (pl) spoke out’
e.	‘They cooked’
f.	‘the two of us go inside’
g.	‘you will come’
h.	‘we set fire to a bush’
7.3. a.	tsal
b.	ka mu
c.	the two of you/them (or: you/they both) will feel

7. Ilokano (20 marks, 24 points)

Assigning points:

- 8.1 - 3 points each (with one mistake, e.g. stem or affix: 1 point) (total 9)
- 8.2 - 5 points each (with one mistake: 3 points; with two mistakes: 1 point) (total 15)

8.1. a.	you (pl.) read it;
b.	we (with you) were sweeping it;
c.	we (with them) were calling.
8.2. a.	tinaktakawda ida
b.	linabaanmi
c.	pimmunakayo.

Comment

Ilokano verb forms are divided into three groups:

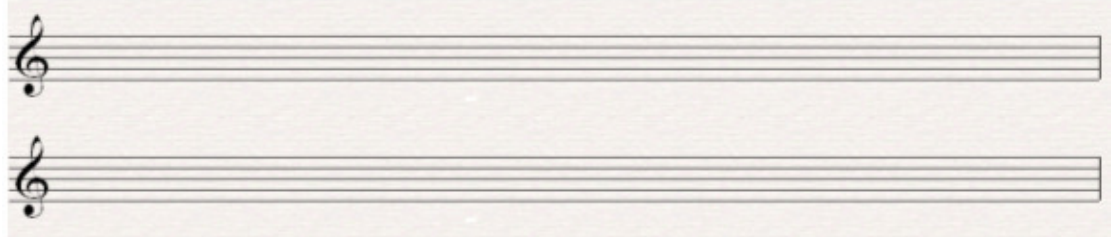
- intransitive (with no direct object): *-imm-* is added in the root, after the first consonant. The subject is denoted by *-ta* (‘we (with you)’), *-kami* (‘we (with them)’), *-kayo* (‘you (pl.)’) or *-da* (‘they’);
- transitive (with a direct object), translated with past simple: *-in-*, is added at the same place in the root verbs with “sanitary” semantics (cleaning, washing,

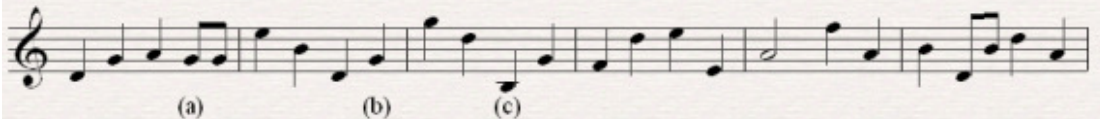
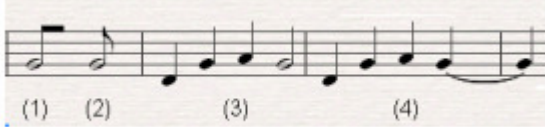
etc) get the *-an* suffix, the subject is denoted with *-ta* ('we (with you)'), *-mi* ('we (with them)'), *-yo* ('you (pl.)') or *-da* ('they'), 3rd person singular of the object is implied, and 3rd person plural is denoted by *ida*;

- transitive, translated with past progressive: the same as with the previous group, but before inserting *-in-*, the first consonant-vowel-consonant is duplicated: (e.g. from *gat-ing* 'buy' we get *gat·gat-ing*, and then *g{in}at·gat-ing*).

8. Musical code (20 marks)

Assigning points:

6.1.	attention WE ARE RUNNING SHORT OF SUPPLIES. WE ATTACK TOMORROW AT EIGHT.
6.2.	
	 Note: you lose marks for unnecessary natural signs.
6.3.	Sequences are coded as quavers when they represent di- or trigraphs, i.e. sequences of letters representing a single sound: TI, RE, NG, SH, OR, IE, CK, OW, GHT (Probably OR should not be coded as a digraph for speakers who pronounce the /r/.)
6.4.	

	
	Comments. Difficulties are: (a) EE in NEED is a double letter, but is also a digraph. One solution is to ignore the fact that it is a double letter as above. Other solutions, especially from non-musical people, might involve trying to draw a white note with a bar (1) or a tail (2). Non-musical students might also choose to represent it as a double letter, ignoring the fact that it is a digraph. This might lead to (3), or (4) for students who know musical notation but choose this option. All solutions are OK, as the marks are primarily for noticing the problem.  (b) The word FIVE contains a discontinuous digraph I-E.  There was something similar in the first message with the word ARE, which showed RE as a digraph, but in this case there is a stronger connection between the I and E of FIVE. There is no obvious solution to this within musical notation. Non-musical students may suggest something like this (left). Again, the marks are for noting the problem rather than its solution. (c) The message requires us to represent X, which was not in the original message, and which is beyond the “system” of consonants in spaces starting with the space above the top line for BCD and ending with the space below the bottom line for TVW. Musical students will know about ledger lines, and probably offer the solution shown above. Some might suggest a double sharp, the symbol for which coincidentally looks like a small x. Marks can be awarded for any solution, including “There is no way to show an X”.
6.5.	It is OK to omit accidentals because the context usually allows you to tell which of the three possible letters is intended. They might be necessary where the context is insufficient, for example a short message, or one containing an ambiguous word (e.g. CABBIE vs CADDIE, HUFFER vs HUGGER, DIMMER vs DINNER vs DIPPER) particularly if it’s a name (e.g. LIBBY vs LIDDY, LEMMON vs LENNON).

9. Lontara (25 marks, 26 points)

Assigning points:

9.1 One point for each correct letter. (10 points subtotal)

9.2 Two points for each correct Buginese word; no partial credit. (6 points subtotal)

9.3: Two points for each correct Buginese script. Allow one point if the student misses one character or is otherwise very close but not perfect. Be generous in comparing competitors' scripts with the model. (10 points subtotal)

9.1. 1: B	2: E	3: D	4: I	5: H
6: A	7: C	8: J	9: G	10: F
9.2.	a. puang		b. pérétiwi OR pérétiwié	
	c. atawareng			
9.3. a.				
b.				
c.				
d.				
e.				

Comment

Hints

Hint 1: The phrase mattampa puang lé ri batara is repeated twice in the scrambled Latin-alphabet Buginese text. Can you find a series of characters that is repeated twice in the Lontara-script Buginese text? Use this as a foothold for discovering what some symbols mean, and learning more symbols.

Hint 2: Try thinking of the symbols as syllables instead of letters. [More ...](#)