Section A  [25 marks]

1. Consider the following forms for some Old Norse words:

<table>
<thead>
<tr>
<th>Case</th>
<th>‘long’</th>
<th>‘old’</th>
<th>‘middle’</th>
<th>‘clear’</th>
<th>‘strong’</th>
<th>‘our’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative singular</td>
<td>langr</td>
<td>gamall</td>
<td>miðr</td>
<td>glögg</td>
<td>sterkr</td>
<td>vár</td>
</tr>
<tr>
<td>Accusative singular</td>
<td>langan</td>
<td>gamlan</td>
<td>miðjan</td>
<td>glöggvan</td>
<td>sterkan</td>
<td>váran</td>
</tr>
<tr>
<td>Genitive singular</td>
<td>langs</td>
<td>gamals</td>
<td>miðs</td>
<td>glögs</td>
<td>sterks</td>
<td>várs</td>
</tr>
<tr>
<td>Dative singular</td>
<td>lóngum</td>
<td>gómulum</td>
<td>miðjum</td>
<td>glöggum</td>
<td>sterkum</td>
<td>várum</td>
</tr>
<tr>
<td>Nominative plural</td>
<td>langir</td>
<td>gamlir</td>
<td>miðir</td>
<td>glöggvir</td>
<td>sterkr</td>
<td>várir</td>
</tr>
<tr>
<td>Accusative plural</td>
<td>langa</td>
<td>gámla</td>
<td>miðja</td>
<td>glöggva</td>
<td>sterka</td>
<td>vára</td>
</tr>
<tr>
<td>Genitive plural</td>
<td>langra</td>
<td>gamala</td>
<td>miðra</td>
<td>glöggra</td>
<td>sterkra</td>
<td>vára</td>
</tr>
<tr>
<td>Dative plural</td>
<td>lóngum</td>
<td>gómulum</td>
<td>miðjum</td>
<td>glöggum</td>
<td>sterkum</td>
<td>várum</td>
</tr>
</tbody>
</table>

What would you expect to find as the accusative plural, genitive plural, and dative plural forms of the following nouns? (They follow the same patterns as the nouns above.)

<table>
<thead>
<tr>
<th>Case</th>
<th>‘handsome’</th>
<th>‘famous’</th>
<th>‘brave’</th>
<th>‘evil’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative singular</td>
<td>vænn</td>
<td>frægr</td>
<td>ròskr</td>
<td>illr</td>
</tr>
<tr>
<td>Accusative singular</td>
<td>vænna</td>
<td>frægjan</td>
<td>ròskvan</td>
<td>illan</td>
</tr>
<tr>
<td>Genitive singular</td>
<td>væns</td>
<td>frægs</td>
<td>ròsks</td>
<td>ills</td>
</tr>
<tr>
<td>Dative singular</td>
<td>vænum</td>
<td>frægjum</td>
<td>ròskum</td>
<td>illum</td>
</tr>
<tr>
<td>Nominative plural</td>
<td>vænir</td>
<td>frægir</td>
<td>ròskvir</td>
<td>illir</td>
</tr>
<tr>
<td>Accusative plural</td>
<td>vælna</td>
<td>frægjan</td>
<td>ròskva</td>
<td>illa</td>
</tr>
<tr>
<td>Genitive plural</td>
<td>vænra</td>
<td>frægra</td>
<td>ròskva</td>
<td>illra</td>
</tr>
<tr>
<td>Dative plural</td>
<td>vænnum</td>
<td>frægjum</td>
<td>ròskum</td>
<td>illum</td>
</tr>
</tbody>
</table>

Please turn over (page 1 of 6)
2. Consider the following forms for some verbs in Serbian:

<table>
<thead>
<tr>
<th>First person singular present</th>
<th>Masculine past</th>
<th>Feminine past</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘shake’</td>
<td>tresem</td>
<td>tresao</td>
</tr>
<tr>
<td>‘convey’</td>
<td>vezem</td>
<td>vezao</td>
</tr>
<tr>
<td>‘knit’</td>
<td>pletem</td>
<td>pleo</td>
</tr>
<tr>
<td>‘bite’</td>
<td>grizem</td>
<td>grizao</td>
</tr>
<tr>
<td>‘prickle’</td>
<td>ubodem</td>
<td>uboo</td>
</tr>
<tr>
<td>‘sweep’</td>
<td>metem</td>
<td>meo</td>
</tr>
<tr>
<td>‘lead’</td>
<td>povedem</td>
<td>poveo</td>
</tr>
<tr>
<td>‘wander’</td>
<td>tepem</td>
<td>tepao</td>
</tr>
<tr>
<td>‘bake’</td>
<td>pečem</td>
<td>pekao</td>
</tr>
<tr>
<td>‘help’</td>
<td>pomognem</td>
<td>pomogao</td>
</tr>
<tr>
<td>‘tear’</td>
<td>skubem</td>
<td>skubao</td>
</tr>
<tr>
<td>‘steal’</td>
<td>kradem</td>
<td>krao</td>
</tr>
<tr>
<td>‘sit down’</td>
<td>sednem</td>
<td>seo</td>
</tr>
<tr>
<td>‘induce’</td>
<td>vedem</td>
<td>veo</td>
</tr>
<tr>
<td>‘dress’</td>
<td>obučem</td>
<td>obukao</td>
</tr>
<tr>
<td>‘lie down’</td>
<td>legnem</td>
<td>legao</td>
</tr>
<tr>
<td>‘meet’</td>
<td>sretnem</td>
<td>sreo</td>
</tr>
</tbody>
</table>

What would you expect to find as the masculine past and feminine past forms of the following verbs? (They follow the same patterns as the verbs above. For the verb for ‘burn’, you are given the masculine past form and you should give the feminine past form only.)

<table>
<thead>
<tr>
<th>First person singular present</th>
<th>Masculine past</th>
<th>Feminine past</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘graze’</td>
<td>pasem</td>
<td>pasao</td>
</tr>
<tr>
<td>‘eat’</td>
<td>jedem</td>
<td>fejo</td>
</tr>
<tr>
<td>‘milk’</td>
<td>muzem</td>
<td>muzao</td>
</tr>
<tr>
<td>‘say’</td>
<td>rečem</td>
<td>tekao</td>
</tr>
<tr>
<td>‘scratch’</td>
<td>grebem</td>
<td>grebao</td>
</tr>
<tr>
<td>‘fall’</td>
<td>padnem</td>
<td>pao</td>
</tr>
<tr>
<td>‘burn’</td>
<td>žežem</td>
<td>žegao</td>
</tr>
</tbody>
</table>

Please continue on the next page (page 2 of 6)
Section B  [50 marks]

3. The questions in this test are all based on an invented language, called Pip. Read each group of examples carefully, paying particular attention to different forms of words, and working out what information they convey (just as in English there are differences between e.g. cat and cats, or beckon and beckons and beckoned). Word order in Pip is different from that of English and is not really fixed; it is not a reliable guide to the meanings of sentences. Note also that Pip has nothing corresponding to the English the and a(n), so that pit can mean a dog or the dog. Note that a and á are different vowels from each other. You are also advised to work through the questions in this section in the order in which they are given, as the later ones presuppose some information or vocabulary supplied in earlier examples.

(a)  
pit sak run  The dog chased the cat.
rin lup kat  The cat watched the mouse.
mup taw kid  The horse saw the teacher.
liip puut kat  The mice watched the dogs.
kid taw muuk  The horse saw the squirrels.

Give the meaning of:
miip put kat  (The) teacher/mouse saw after the dog.  [4]
taw kud lip  The mouse saw after the horse.  [3]

Translate into Pip:
The mouse saw the cats.  lip taw runn.  [5]

(b)  
mip put kakap  The teacher likes the dog.
sasāk rin  The cat chases him.
pit kāp  The dog liked her.
kakāt lip  The mouse watches him.
kiid tatāw  The horses see her.
mik yub tataw  The squirrel sees an apple pie.
pās kid  The horse bit it.
pit pāp  The dog cut it.
sasāt rin  The cat steals it.
lip papās  The mouse bites it.
rin kāt  The cat watched it.
rarāf mik  The squirrel takes it.
yub lip lam  The mouse got the apple pie.

Give the meaning of:
kid yub papap.  The mouse/teachers cut(s) the apple pie.  [4]
kakāp miik.  The squirrel like(s) it/her him.  [4]

Translate into Pip:
The dogs get it.  piit  latān.  [5]
(c) put pupup-yub kid taw
    The horse saw the dog cutting the apple pie.

mip susuk-luup run kakat
    The teacher watches the cat chasing the mice.

mik run taw suti-yub
    The squirrel saw the cat who had stolen the apple pie.

rin taw puut suk-luup
    The cat saw the dogs who had chased the mice.

kat rin lup lulu
    The cat watched the mouse getting it.

ruuf tataw pit muup
    The dog sees the teachers who have taken it.

muuk suti tataw riin
    The cats see the squirrels who have stolen it.

Give the meaning of:
put liip taw runy-uyub. [3] 
    What saw the dog take the apple pie.

piit luup runuf tataw. [4]
    The dogs see the mice take it from her.

Translate into Pip:
The cat sees the teacher who has cut it. [5]
    rii tataw runy pyip.

(d) kod kokot-yub, rin lup sak
    While the horse was watching the apple pie,
    the cat chased the mouse.

pot sosok-ruun, yuub lip pap
    While the dog was chasing the cats,
    the mouse cut the apple pies.

pop-yub pot, mip sak lup
    When the dog had cut the apple pie,
    the teacher chased the mouse.

lop popop-yub, pit run tataw
    While the mouse is cutting the apple pies,
    the dog sees the cat.

rof-yub ron, taw pit muk
    When the cat had taken the apple pie,
    the dog saw the squirrel.

roon sosot-yub, kakat lup miik
    While the cats are stealing the apple pie,
    the squirrels watch the mouse.

mok tow-yub, pit sasak run
    When the squirrel has seen the apple pie,
    the dog chases the cat.

Give the meaning of:
tow-run lop, pit yub papap.
    When the mouse has seen the cat, the dog
    cuts the apple pie. [4]

kokot-run loop, kat yub mip.
    While the mice were hungry
    the cat, the teachers watched it appear. [4]

Translate into Pip:
While the cats are watching the squirrels, the dogs get the apple pie.
    kokot - muuk room, pit calam yub. [5]
Section C  [25 marks]

4. Consider the following sentences:

It **must** be raining outside, because the ground is wet.

You **must** do your homework, because you’ll fail your exams otherwise.

In the first sentence, the word ‘**must**’ indicates certainty or near-certainty: the speaker is certain or almost certain that it is raining outside. This is called an **epistemic** use of ‘**must**’. In the second sentence, the word ‘**must**’ indicates a requirement or forceful advice: Mary is required or forcefully advised to do her homework. This is called a **deontic** use of ‘**must**’. Consider now sentences (a)–(l), and for each sentence say whether the use of ‘**must**’ is epistemic or deontic.

**Examples:**

You **must** work hard at your French, because you speak it so well.  **epistemic**

You **must** look right and left or you’ll get run over.  **deontic**

(a) The neighbours **must** be at home, because their lights are on.  **epistemic** (1)

(b) Sam **must** learn to cycle safely before he has an accident.  **deontic** (1)

(c) Sam **must** like football, because he never misses a match.  **epistemic** (1)

(d) If you want your tomatoes to grow you **must** water them.  **deontic** (1)

(e) You **must** water your tomatoes well or they wouldn’t be so big.  **epistemic** (1)

(f) This **must** be Mary’s house, because that’s her bicycle outside.  **epistemic** (1)

(g) I **must** water my tomatoes or they won’t grow.  **deontic** (1)

(h) That bicycle **must** be repaired or there will be an accident.  **deontic** (1)

(i) Sam **must** like football a lot if he’s happy at that school.  **epistemic** (1)

(j) Mary **must** have left; at least I can’t see her here.  **epistemic** (1)

(k) I’ve never been very good with tomatoes, I **must** admit.  **deontic** (1)

(l) That **must** be a tree, but it’s a rather odd one with no branches.  **epistemic** (1)
5. Consider the following sentences:

The clerk rang **up** her boss.

The mouse ran **up** the clock.

The first sentence can be rearranged so that the word ‘**up**’ is postponed until after ‘her boss’: ‘The clerk rang her boss **up**’. In the second sentence, the word ‘**up**’ cannot be postponed until after ‘the clock’: the meaning of the second sentence cannot be expressed with ‘The mouse ran the clock **up**’.

A way of expressing this difference in the behaviour of the word ‘**up**’ is to say that in the first sentence, the word ‘**up**’ forms a **phrasal verb** together with the preceding word ‘rang’, but in the second sentence the word ‘**up**’ forms a **prepositional phrase** together with the following words ‘the clock’.

Consider now sentences (a)–(m), and for each sentence say whether the underlined word belongs to a **phrasal verb** or a **prepositional phrase**.

(Nota: different people sometimes use the terms ‘phrasal verb’ and ‘prepositional phrase’ in slightly different ways from each other. For the purposes of this exercise you should consider the distinguishing fact to be whether the underlined word can be postponed as described above, even if you have come across a different use of one or both terms.)

**Examples:**

We’ll have to lift **up** the refrigerator.  \hspace{1cm} \text{phrasal verb}

Fred will go to the shop.  \hspace{1cm} \text{prepositional phrase}

(a) Fred turned **on** the radio.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(b) The dog slept **under** the table.  \hspace{1cm} \text{prep}  \hspace{1cm} (1)

(c) I don’t want to break **up** the party.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(d) Try not to wake **up** the dog.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(e) We ought to talk **to** Martha.  \hspace{1cm} \text{prep}  \hspace{1cm} (1)

(f) Martha lives **in** that house.  \hspace{1cm} \text{prep}  \hspace{1cm} (1)

(g) Fred should send **out** a reminder.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(h) You should put **up** a notice.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(i) In hot weather people often take **off** their coats.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(j) It’s hard to put **down** that book.  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(k) Have we used **up** the nails?  \hspace{1cm} \text{phrasal}  \hspace{1cm} (1)

(l) Martha wrote **about** the watering can.  \hspace{1cm} \text{prep}  \hspace{1cm} (1)

(m) Fred lives **with** his parents.