Problem #1. Here are the words from which the Sulka language constructs its numerals:

- **tgiang** 1, **lomin** 2, **korlotge** 3, **korlolo** 4, **ktiêk** 5, **mhelom** 20;
- **hori orom** addition, **lo** doubling;
- **a** singular, **o** plural (from 3 on).

Nouns have different forms for the two numbers (**tu, sngu; vhoi, vuo**). There are separate words for a foursome of coconuts, for a twosome and foursome of breadfruit (**ngausmia**, **moulang**, **ngaitegaap**).

Answers:

(a)  
- a ksie a tgiang: 1 coconut
- o ngaitegaap a korlotge: 12 breadfruits
- o ngausmia a ktiêk: 20 coconuts
- o vuo a lo ktîêk hori orom a tgiang: 11 betel nuts

(b)  
- 2 yams: a lo tu a lomin
- 14 yams: o sngu a lo ktiêk hori orom a korlolo
- 15 breadfruits: o ngaitegaap a korlotge hori orom a moulang hori orom a tgiang
- 20 betel nuts: o vuo a mhelom

Problem #2. The N’Ko script is written and read from right to left. The script is an alphabet: each letter stands for a consonant or a vowel. The letters within a word are joined.

(a) A tilde above a vowel letter means low tone, its absence means high tone. But a vowel has middle tone if it is marked in the same way as the one before it (if both either have or lack tildes).

- ṭṭṣṭṣṣṭṣ — bilákòró
- ỤụỤụ — tájula
- kòrikòri — ṣṣṣṣṣṣṣ
- bàwò — ṭṭṭṭṭṭṭ

(b) If two adjacent syllables have the same vowel and both letters should have a tilde or neither should have one according to the rules, only the second vowel is written.

- Ọọọọọ — kɔbɔlɔ
- ʊʊʊʊ — támene
- ṭṭṭṭṭ — wólowolo
- ʊʊʊʊ — ɪ́ɛ́ɛ́ɛ́ɛ́ɛ́
Problem #3. We can see that the names of the children born on the same day of the week have similar first sounds:

- Monday: kauŋ myaʔ, kʰiŋ le nwe, khaiŋ mïŋ thuŋ, kepi thuŋ
- Tuesday: zeiya ca, su myaʔ, sušu wiŋ, ʃ‘an thuŋ, šhu maŋ ca
- Wednesday: wiŋ i muŋ, liwiŋ koko, wiŋ ca aŋ, yadaŋ u, yinviŋ myin
- Thursday: paŋ we, pyesoun aŋ, mǐmi khaiŋ, phoun naŋ thuŋ, myo khîŋ wiŋ
- Saturday: thoun uŋ, ne liŋ, tiŋ maŋ laʔ, th‘eʔ aŋ, tiŋ za mɔ

Answers:
- ŋwe sinbu — 13/07/2009 (Monday);
- so mo ca — 16/06/2009 (Tuesday);
- ye aŋ naŋ — 24/06/2009 (Wednesday),
- daliya — 18/07/2009 (Saturday),
- e tiŋ — 14/06/2009 (Sunday: there are no Sunday-born children in the data, nor any names beginning with vowels),
- phyuphyu wiŋ — 09/07/2009 (Thursday).

Problem #4.

<table>
<thead>
<tr>
<th>If the stop consonant in the root</th>
<th>and the vowel in the suffix is a, and the vowel in the suffix is i,</th>
</tr>
</thead>
<tbody>
<tr>
<td>is voiced</td>
<td>the stress is on the suffix.</td>
</tr>
<tr>
<td>is voiceless</td>
<td>the stress is on the root.</td>
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<tr>
<td></td>
<td>the stress is on the root.</td>
</tr>
<tr>
<td></td>
<td>the stress is on the suffix.</td>
</tr>
</tbody>
</table>

(a) This rule holds if the root contains precisely one stop consonant. If there are two (bhāg-a-, pad-a-, pat-i-), or if there are none (us-ri-), the place of the stress can’t be determined.

Problem #5. The Nahuatl sentences begin with the predicate. The subject and object (or objects) follow in any order, preceded by \textit{in} (a definite article).

The verb receives the following prefixes:

- subject: \textit{ni-} 1st person sg, \textit{ti-} 2nd person sg, \textit{---} 3rd person sg;
- object: \textit{něch-} 1st person sg, \textit{mitz-} 2nd person sg, \textit{k-} 3rd person sg;
- another object: \textit{tê-} ‘somebody’, \textit{tla-} ‘something’.

As well as the following suffixes:

- ‘make ...’:
  - \textit{-tia} (with lengthening of a preceding \textit{i}),
  - \textit{-ltia};
- ‘do for ...’: \textit{-lia} (with change of a preceding \textit{a} to \textit{i}).

Often the same action with and without an object is expressed by different verbs.

Answers:

(a) 18. \textit{tiktlazohltaltia in zihuált in kuauhxínki} you make the woman love the carpenter;

19. \textit{něchtzãhtsitàia} he makes me shout

20. \textit{tikhuiteki} you beat him

21. \textit{nîkêhuîltia in kikall in tîzîl} I sing the song for the healer

22. \textit{nîkneki in åtollî} I want the atole

23. \textit{mitztlakãhualtia} he makes you leave something

(b) 24. \textit{něchchihualtia in åtollî} he makes me prepare the atole

25. \textit{tikchhuîltia in oktlí} you prepare the wine for somebody

26. \textit{mitzkochîltia in tîzîl} the healer makes you sleep

27. \textit{nîltêhuà} I sing something

28. \textit{nîhuêtzi} I fall