

Continue transcribing family prob convo,
On flex? Yes!

Convo

(5:16)

Me divi 'u ni ra sa gunu 'ixo
Looking in while they are drinking

(5:19)

O'i gona xai va'ovo'ovo e dua veidro'ou 'agane
After that, one of the guys is gossiping/talking

O'i gona = after that

Va'ovo'ovo = telling; gossiping

E dua = one

Veidro'ou = them guys

(5:24 Seru)

Va'ovo'ovo axini inadro'ou
They are gossiping about their mother

Xini = their mother

(5:24 Sisilia)

O cei?

What?

(5:30 Seru)

A cava 'omu nanuma Sisi?
What do you think, Sisilia?

'Omu =

(5:35)

Lai va'ovo'ovo axini inadro'ou
Carrying on gossiping about their family (on their mother's side)

Lai = go; light/serial verb type function?

→ Sisilia described the lai here being used as a continuation from what Seru already said earlier

?mai va'ovo'ovo axini inadro'ou

→ Mai as a potential light verb counterpart to lai

laxo mai = welcome; come in; come over here

(Class 4/14)

Idea for next time is to test for verb-hood of lai through insertion of verbal particles like sa, ma

(5:39)

Gona dro'ou sa ma'eni 'ixo

They are drunk

Ma'eni = Drunk (state)

Q: How about *Gona dro'ou ma ma'eni 'ixo?*

They were drunk (no longer so now)

(5:42)

Arava

Next

(Full sentence: Arava gona = the next one)

(5:44)

Laxo 'ixo a gunu bia

The drinking of beer is carrying on

Thought: Laxo doing some nominalizing here?

Sisilia would instead say:

E caxa 'ixo a gunu bia

Caxa = doing; happening

(5:48 Sisilia)

O xea gona naba olu

That's number three

(5:49)

It's not beer, it's a spirit

Vavalagi = Western spirit

Spatial language:

this could be done by working with Sisilia to draw a map of her village and then asking about how to go between various places, e.g., from a house to the beach, from one house to the other, from the garden to the house, etc.

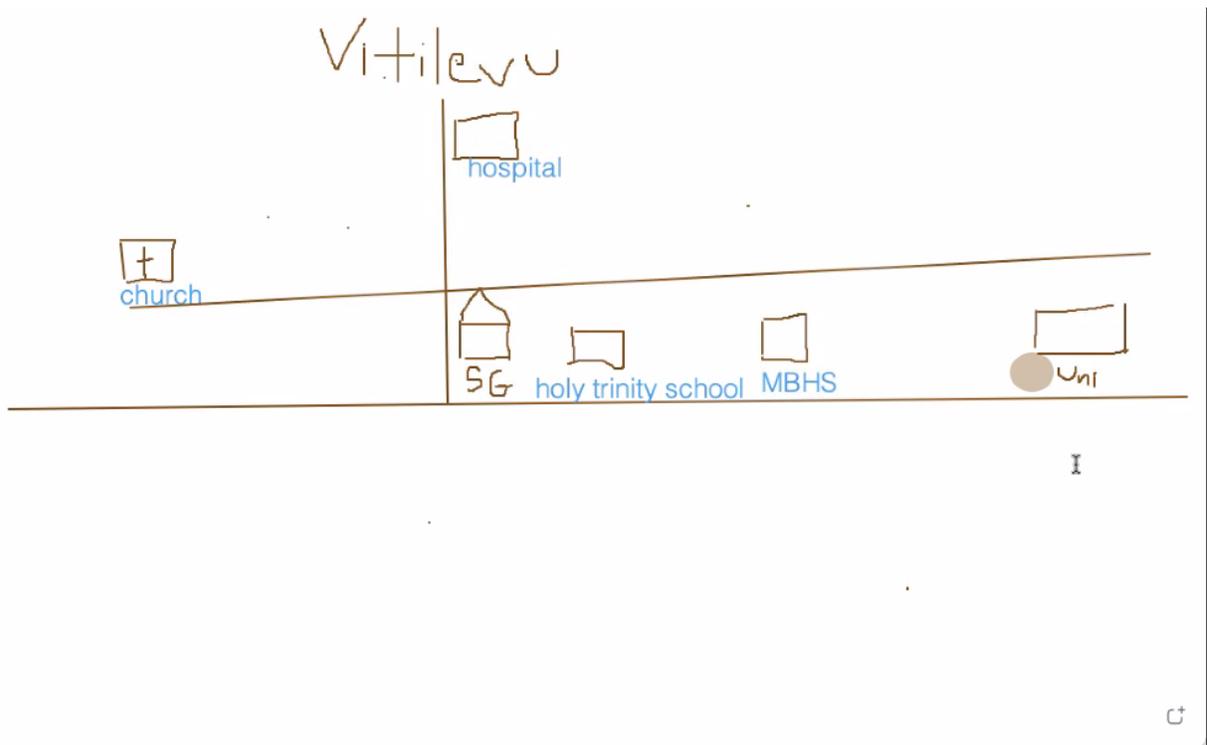
Vitilevu

How to get to university of the south pacific from home

How to get to the hospital, church, high school

Sisilia lives near all the government buildings “domain area”

- Schutz pg 398 - use of “ki” in directional NPs as “to the beach”, try asking Sisilia how to say “She is walking to the school” etc
- 395 - “e” vs “mai” in terms of closeness to speaker, try saying “the book is in the school (speaker is in the school)” vs “the book is in the school (speaker is at home)”
- Pg 390 list of deictics, try using nouns like vale and wai as directions?
- pg 402 mai vei... I feel like we've seen this?



(Instructing Sarah to go from Uni to SG)

Mai na university ixo na voto nabasi me xa'i ixo i na tauni

From the university, you will ride the bus to town

Voto = ride

Nabasi = bus

Xa'i = take (you)

Tauni = town

Ixo na sobu e na xelexele ni basi veibasai Holy Trinity School; gona xoro ni vuli veibasai na vanua e xelexele xina a basi

You will get off at the bus stop opposite the Holy Trinity School; that school is the one across the bus stop

Sobu = down; get off

Xele = to stop

Xelexele = stopping; place of stopping

Xelexele ni basi = bus stop

Xoro ni vuli = school

Veibasai = opposite

Vanua = space (where the bus stop is)

O ixo mo kiria a lali ni sa volexa wane na vanua na xele xina a basi

You must ring the bell when you get closer to the place (the bus stop)

Mo = emphasizing *you* ring the bell; almost like you have to do it or else you'll have take another bus; you must

kiria = ring

Lali = bell

Volexa = close

Volexa wane = closer

O ixo kiria a lali = less emphasized

Schutz: E laxo 'ixo ki na vale

She is going/walking to the house = E sa laxo 'ixo xina vale (ki na in Schutz)

She is going home/gone home = E sa laxo i vale

She is going towards the house; She is going into/entering the house: E sa laxi vale (ambiguous depending on context and prosody)

She is heading home (we don't know if she's going to arrive home or not) = E sa lai vale (different from "E sa laxo i vale")

(Next time):

-Continue with what Sara would have to do to get from the bus stop to SG home

→ This would likely involve describing where the house is (e.g. on the left side of the road)

-Also ask about locations of things depending on where the speaker is (getting at e vs. mai in Schutz 395-396)

Wh

Check for acceptability of multiple wh-word constructions

- i. 'Who ate what?'
- ii. 'Who went where?'

Check for floated quantifier

- iii. 'Will they read this book?'
- iv. Will they all read this book?'

- v. 'Which book will they read?'
- vi. 'Which book will they all read?'

(From Dixon pg. 170; check for similar pattern in Bua)

(16.9)

O aa rai-ci cei

'Who did you see?'

Bua:

Attempt: O ma raici cei?

(16.10 fronting of wh)

O cei o aa rai-ca?

'Who did you see?'

Bua:

Attempt: O cei o ma raica?

Asking 'how long' and 'how far'

(Dixon p. 169)

A cava a dedee ni omu ti'o mai Suva?

'What was duration of your staying in Suva?' 'How long did you stay in Suva?'

Bua:

A xava a yawa ni we-tatou taubale yai

'What is the length of this walk of ours?'

Bua: