

Basic Language Training: Part One

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Introduction, Aims and Objectives

Materials handed out

Course book

The material contains 15 lessons with homework assignments, 4 weekly review lessons, seven appendices: verb list, vocabulary list, list of Numerals, list of Interrogatives etc., list of Post positions, sentence structure charts and a set of verb conjugation charts. Prefixed to the material is a syllabus and aims and objectives for Basic Language Training: Part One.

Learning contents flashcards

The learning contents flashcards are intended to be used for practice activities during class and for memorization practice outside of class

Devanagari flashcards

The Devanagari flashcards are intended to be used by the participants outside of class for memorization practice

Numeral flashcards

The numeral flashcards (to be filled out by the participants in class) are intended to be used by the participants outside class for memorization practice

Devanagari poster

The Devanagari poster is intended to be hung in the participants' rooms and used for memorization practice. It might be a good idea to stick 'post it' labels with the Romanized version on to each Devanagari character for initial practice

A Basic Course in Spoken Nepali

This commercial language course book is intended as a reference work for the participants during and after the MS language courses

Nepali phrasebook

This commercial phrasebook is intended as a useful and handy pocket sized book to be used by the participants when in need of the right phrase/word in or outside of class

Dictionaries

Much in and outside class work necessitates the use of an (English-Nepali) dictionary. The Nepali-English dictionary is arranged alphabetically according to Devanagari, but the entries are also Romanized.

Course book: Lesson structure

Title

The title of the lessons indicates which topic this particular lesson deals with. The language (language functions, vocabulary and grammar) of each lesson is dependent on the topic.

Learning contents

The list of learning contents has been culled from the dialogue of the lesson. The intention is that the participants memorize the learning contents as part of the homework.

Some of the learning contents are language functions (how to get things done with words: to offer something to somebody, to invite somebody, to apologize, to insist, etc.), some are grammatical structures, some are special vocabulary.

Culture

The cultural component of each lesson is in accordance with the lesson-topic.

Tasks

Most lessons contain a Task to be performed by the participants outside the classroom, but usually during class time. The Tasks are intended to be a practical way for the participants to actually use the particular language learned each day with Nepali speaking people under more natural conditions. The Tasks are carried out as part of the review of the previous day's lesson in order for the participants to have as great a chance as possible to be ready for the Task.

Practice Dialogue

The practice dialogue is a mini version of the dialogue(s). The practice dialogue will be used in class after the presentation of the learning contents of each new lesson. It is intended to be a final practice of the day's new material.

Vocabulary

After each dialogue there is a vocabulary list alphabetically organized. Some of the lessons have additional lists of topic specific vocabulary (days of the week, types of weather, tastes, colors, etc.). These lists are intended to be used for practice activities and homework assignments.

Dialogue

In most lessons there will be a series of dialogues, the first of which is the simplest version and the one to be worked with in class and as part of the homework. The rest of the dialogues are intended as extra material for those participants who feel like going on. These dialogues will generally not be dealt with on a whole class basis. The extra dialogues can also be used after the language course, for example as material to work on with a private teacher during the posting. The dialogues are in both Devanagari and Romanization with the intention that the participants from the very beginning will get used to Devanagari and thereby more effortlessly and quickly will begin to be able to decipher the most common words, just like we do when we learn to read using other alphabets.

Language Focus

The Language Focus consists of very short explanations with examples of all new grammatical points dealt with in each lesson. This part is intended to be used by the participants on their own. It will not be taken up specifically during class unless the participants want to do this. This part can also be used as material later with a private teacher during the posting.

Analysis

The Analysis consists of a series of language questions intended to make the participants reflect on the nature of the Nepali language often in comparison with other languages which the participants may know. This part is intended to be used by the participants on their own and will not be dealt with in class unless the participants want to do this.

Homework

Each lesson is followed by homework assignments. These assignments are of different types: oral memorization of Learning Contents, sentence writing for practicing the new material, learning Devanagari and numerals, preparing for the Tasks, short paragraph writing in the later lessons for practicing use of the language in longer stretches, 'learning on your own' activities (listening and looking for recognizable words). Some of the homework assignments are marked with an * indicating that they are optional, or that the participants can choose between two different types of assignments (sentence construction or translation for example)

2nd day dialogues

These dialogues are to be found right after Review 4.

For 2nd day review of each lesson there is a dialogue divided into two parts: one for A and one for B.

These dialogues are intended to be used in class as pair work in order for the participants to practice the material of the lessons in a more free and realistic way.

Listening texts

The texts read by the teacher in class every day for listening practice are to be found at the very end of the core material, ie after 2nd day dialogues. These texts may profitably be read at home after the participants have listened to them in class, but they should not be studied before being used in class.

Aims

- Enabling the participants to communicate orally on a very basic level on the following topics:
Introductions, food, family, office, health, shopping, nature, climate, NGOs, agriculture, education, and his/her specific area of work.
- Equipping the participants with specific vocabulary for dealing with:
Numerals, weights, measures, money, time (months, days of the week, the clock), and questions (interrogatives)
- Enabling the participants to read all Devanagari characters and some frequent words
- Ensuring that the participants will begin to develop an understanding of the formal aspects of the language (language as a system) as well as an ability to use the language functionally
- Raising the participants' awareness of their own role in language learning
- Enabling the participants to continue their learning process on their own
- Raising the cultural awareness of all involved

Language level ability objectives

Oral	
<i>Range</i>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations
<i>Accuracy</i>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire
<i>Fluency</i>	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication
<i>Interaction</i>	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair
<i>Coherence</i>	Can link words or groups of words with very basic connectors like 'and' or 'then'
Written	
<i>Reading</i>	Ability to read all Devanagari characters including conjunct, half characters and numerals. Ability to read many familiar words in familiar contexts, the most familiar words without context. Ability to read simple unknown words with hesitation
<i>Writing</i>	Ability to write all Devanagari characters

Syllabus

Lesson	Topic	Functions	Language focus	Vocabulary	Culture
1	Introductions & the Classroom	introducing greeting requesting identifying locating	questions, statements, identification, location, possessive, imperative, negation, post – positions	interrogatives personal pronouns occupations demonstratives classifier: <i>waTaa</i> numerals: 1-10	politeness
2	Class activities	telling time	verbs: root + <i>ne</i>	time, days of the week, interrogatives numerals: 10-15	politeness classroom ethics
3	Restaurant/ Fruit Stall	requesting describing stating likes & needs pricing	impersonal verbs experienter (+ <i>lai</i>), description, adjective, adverb	food, tastes, restaurant related fruit stall related numerals: 15-20	food, eating (out) street- vendors tipping
4	Family	talking about age and family relations	verb conjugation present tense: <i>hunu</i> existence, possession, personal pronouns, classifier: <i>janaa</i>	age, occupation, family related, numerals: 10,20,30,40,50, 60,70,80,90,100	family, ways of living, politeness
Review					
5	Daily Activities	talking about actions and events	verb conjugation: present tense, participles, alternate infinitive, verb sequencing, modal verbs	daily activities, numerals: 20 - 30 Devanagari: all the vowels: a, aa, i, ii, u, uu, e, ai, o, au	daily activities
6	Making Appointments	talking about actions and events	verb conjugation: present tense	meeting related, time and calendar, numerals: 30 - 40 Devanagari: velar and guttural consonants: ka, kha, ga, gha, n	meetings, work ethics

7	Asking Directions	asking for/giving directions, asking for/giving permission	injunctive, possession of less important items, verbs with post positions, composite nouns	directions, spacial relationships, numerals: 40 - 50 Devanagari: all the vowel signs: ka, kaa, ki, kii, ku, kuu, ke, kai, ko, kau	getting help, transport, politeness
8	Health & Feelings	talking about health and feelings	conditional phrase, questions with <i>ki</i> , verbs for feelings	health related, body parts, feelings, numerals: 50 - 60 Devanagari: palatal consonants: cha, chha, ja, jha, na	health, feelings, physical modesty, health sector, public health
Review					
9	Shopping	buying, bargaining, ordering things made	verb conjugation: future tense, qualification of adjectives, verb for personal opinion	shopping related, tailor related, numerals: 60 - 70 Devanagari: retroflex consonants: Ta, Tha, Da, Dha, na	shopping, ordering things made
10	Weather & Nature	talking about the weather, comparing	verb conjugation: present continuous, passive, comparative, superlative	climate/nature related, numerals: 70 - 80 Devanagari: dental consonants: ta, tha, da, dha, na	nature, national feelings, Nepal's geography, small talk
11	Visiting Partner Organizations	introducing, talking about plans and experience	verb conjugation: present perfect, pos.+neg. questions, time phrase: when/while <i>daa(kheri)</i>	work related: non specific, numerals: 80 - 90 Devanagari: labial consonants: pa, pha, ba, bha, ma	(N)GO, local area, development work/ worker, politeness, small talk

12	Farming	talking about farming, starting/finishing conversations	change noun to adjective, instrumental, purpose, conditional clause	farming related: non specific, numerals:90 -100 Devanagari: semi vowels: ya, ra, la, va	rural areas, farming
Review					
13	Education	talking about schools, talking to children	verb conjugation: past perfect, conjunction (<i>ki</i>), alternative past tense, imperative low form	education related numerals: 1000, 10.000, 100.000, 1000.000 Devanagari: sibilants and aspirate consonants: sa, sha, sa, ha, and half characters	education, politeness
14	Job Specific: Partner Organization	talking about jobs and responsibilities,		numerals: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95 Devanagari: special conjunct characters: ksa, jna, sra, tta, tra, dya	work ethics, politeness, (N)GO's
15	Job Specific: MS-Nepal	talking about organizations	time phrase (when...), interrogatives, relative pronouns negatives, demonstratives & adverbs	job specific: specialized, Numerals: 10 - 100 Devanagari: other conjunct characters and special characters	development work /-worker
Review					

LESSON PLAN

starting from the second day

1 Review of lesson from previous day:

1 *Learning contents:*

20 minutes

Pair work

Practice the *Learning Contents* using the *flash cards*

Change roles

2 *Vocabulary practice:*

10 minutes

Pair work

Go through the *vocabulary lists* after each dialogue/text

Change roles

3 *2nd day dialogues:*

30 minutes

Pair work

Practice the *2nd day dialogues* (right after Review 4). Each pair has to decide who will be A and who will be B. Preferably people continue to be A or B all through the course.

Tea Break

4 *Homework:*

30 minutes

Pair work

Check *homework*

5 *Listening:*

30 minutes

Whole class

Listen as the *teacher reads* a listening text

- *the first time* the teacher reads slowly without interruptions
- *the second time* the teacher reads with interruptions from the participants, and the teacher explains
- *the third time* the teacher reads a little faster without interruptions

NB! The listening texts are included in the course material (right after 2nd day dialogues), but these texts should only be read at home and only after they have been worked with in class

Tea Break

2 Presentation of new lesson:

60 minutes

1 The *topic* of the lesson is introduced

2 *Learning contents:* Whole class

3 *Practice dialogues:* Pair work

Practice the dialogues in pairs two times, changing roles

4 *Dialogues/text:* Pair work: Read and understand the dialogue(s)/text

- 5 **Numerals:**
 Whole class & pair work
 Practice old and new numerals

Lunch break

- 6 **Task:** from previous day's lesson:

30 minutes

Pair work

Preparation:

Prepare and practice the Task a few times, taking turns

Task:

- Go out – in pairs - to the office or somewhere else and do the Task
- Report back and discuss the Task

3 Practice:

Whole class, pair work & individual work

- 1 Various activities aimed at both fluency and accuracy
- 2 Grammar explanations and practice
- 3 Devanagari presentation and practice

LESSON 1

Introductions & the Classroom

In this lesson you will learn to:

1 ask and answer questions about names

tapaaiko naam ke ho? / mero naam Ram ho
you 's name what it is / my name Ram it is
= What is your name?/my name is Ram

2 ask and answer questions about place of origin

tpaaiko desh kun ho? / mo desh Denmark ho
you 's country which it is / my country Denmark it is
= Where do you come from?/I come from Denmark

3 ask and answer questions about occupation

tpaaiko kaam ke ho? / mero kaam wakil ho
you 's work what it is / my work lawyer it is
= What is your job?/My job is ...

4 exchange greetings

sanchai chha? / sanchai
OK it is / OK = How are you?/I'm fine

5 get someone's attention, and respond to someone trying to get your attention

Ram-ji /hajur
Ram-Sir/Mam /Yes, Sir = Hey, Ram!/Yes?

6 ask and answer questions about the identity of things

yo ke ho? / tyo kalam ho
this what it is / that pencil it is = What is this?/That is a pencil

7 ask and answer questions about the location of people/things

kalam kahaa chha? / kalam mech maa chha
pencil where it is / pencil chair on it is =the pencil is on the chair

8 ask for/order things, and respond to a request for something

kalam dinus!/Linus!
pencil please give/Please take= May I have the/a pencil?/Here you are!

9 thank somebody

dhanyabaad!
Thanks

10 ask and answer questions about the number of something

yahaa kati waTaa kalam chha? /yahaa 6 waTaa kalam chha
here how many pieces pencils there is/Here 6 pieces pencils there is
=How many pencils are here?/ here are 6 pencils

11 say that you don't understand

maile bhujhina
I agent marker I didn't understand = I don't understand

12 ask people to repeat

pheri bhannus!
again say Please repeat!

13 say that you don't know something

malaai thaahaa chhaina
me to knowledge it isn't = I don't know

14 Return a question

tapaa ni /tapaaiko ni /tapaailaai ni?
you how about / yours how about / to you how about = How about you?

15 count from 1-10

Culture:

Politeness

Task:

Talk to someone at the office

- Introduce yourself (name, country and occupation)
- Find out their names and occupations
- Give your phone number to these people (oral and written)
- Ask for their phone number

Note down and bring back to class

Practice dialogues

1

A: My name is ... What's your name?
B: My name is Where are you from?
A: I'm from What about you?
B: I'm from What is your job?
A: My job is What about you?
B: My job is

2

A: Hello
B: Hello
A: How are you?
B: I'm fine, and how about you?

A: I'm fine

3

A: Where is my pencil?

B: I don't know – Oh, is that your pencil?

A: Please repeat! I didn't understand

B: Is that your pencil?

A: Yes, please give it to me!

B: Here you are!

A: Thanks

4

A: Hey, B!

B: Yes?

A: How many chairs are there in the class?

B: There are chairs in the class

Dialogue 1: Greetings and presentations: name, country & job

नमस्ते

A: namaste

नमस्ते

B: namaste

मेरो नाम लिसा हो ।

A: mero naam Lisa ho

तपाईंका नाम के हो ?

tapaaiiko naam ke ho?

मेरो नाम मरिया हो ।

B: mero naam Marie ho

मेरो देश डेनमार्क हो

mero desh Denmark ho

तपाईंका देश कुन हो ?

tapaaiiko desh kun ho?

मेरो देश पनि डेनमार्क हो ।

A: mero desh pani Denmark ho

मेरो काम शिक्षक हो ।

mero kaam shikchhyak ho

तपाईंका काम के हो ?

tapaaiiko kaam ke ho?

मेरो काम बकिल हो ।

B: mero kaam wakil ho

वहाका नाम के हो ?

wahaako naam ke ho?

वहाका नाम राम हो ।

A: wahaako naam Ram ho

वहाका देश डेनमार्क हो ?

B: wahaako desh Denmark ho?

होइन, वहाका देश डेनमार्क होइन ।

A: hoina, wahaako desh Denmark hoina

वहाँको देश नेपाल हो ।

wahaako desh Nepal ho

Vocabulary 1

देश

desh country

हो

ho it is (identification)

होइन

hoina it is not (negative form of ho). Sometimes used for 'no'

काम

kaam work, job

के

ke what

को

-ko marker for possessive ('s or 'of')

कुन

kun which

मेरो

mero my/mine

नाम

naam name

नमस्ते

namaste hello, goodbye

पनि

pani also

शिक्षक

shikchhyak teacher

तपाईं

tapaai you

तपाईंको

tapaaiiko your

वहा

wahaa he/she

वहाँको

wahaako his/her(s)

वकिल

wakil

lawyer

Dialogue 2: Greetings

नमस्ते

A: namaste

नमस्ते

B: namaste

सन्चै छ ?

A: sanchai chha?

सन्चै , तपाईंलाई नि ?

B: sanchai, tapaaailai ni?

सन्चै छ ।

A: sanchai chha

Vocabulary 2

नि

ni

and how about (eg: And how about you?)

सन्चै छ

sanchai chha? How are you? (Lit: Is it OK?)

सन्चै

sanchai

OK

Dialogue 3: Looking for things, giving and taking things

राम जी

A: Ramji!

हजुर

B: hajur

यो तपाईंको किताब हो ?

A: yo tapaaiko kitaab ho?

हो ।

B: ho

मेरो किताब कहाँ छ ?

A: mero kitaab kahaa chha?

तपाईंको किताब मेचमा छ ।

B: tapaaiko kitaab mech maa chha

ए, त्याँ मेरो किताब हो, दिनुस ।

A: eh, tyo mero kitaab ho, dinus!

लिनुस ।

B: linus!

धन्यबा द

A: dhanyabaad

Vocabulary 3

छ

chha it is (location, description), there is (existence)

छैन

chhaina it isn't (location, description), there isn't (existence)

धन्यवाद

dhanyabaad thanks

दिनुस्

dinus please give

हजुर

hajur yes? (Lit: Sir)

जी

-ji honorific ending on names

कहाँ

kahaa where

किताब

kitaab book

लिनुस्

linus please take

मेच

mech chair

त्यहाँ

tyahaa knowledge

त्यहाँ छ / छैन

tyahaa chha/chhaina (someone) knows/doesn't know

त्यो

tyo that

यो

yo this

Dialogue 4: Getting people to repeat

पिट रजी, कल म दिनुस ।

A: peter ji, kalam dinus!

फेरि भन्नुस, मैले बुझि न

B: pheri bhannus, maile bujhina

कल म दिनुस

A: kalam dinus!

लिनुस

B: linus!

Vocabulary 4

भन्नुस्

bhannus please say

कल म

kalam pen

मै ले बुझिन्

maile bujhina I didn't understand

फेरि

pheri again

Language focus

Possessive pronouns:

	<i>Singular</i>	<i>Plural</i>
1. person	mero My, mine	haamro Our, ours
2. person	tpaaiko Your, yours	tapaaiharuko Your, yours
2. person LOW for children	timro Your, yours	timiharuko Your, yours
3. person	wahaako His, her, hers	wahaaharuko Their, theirs
3. person LOW for things, children and animals, and for people not present	usko/yasko/tyasko Its, his, her, hers	uniharuko Their, theirs

Identification verb:

Positive:	Negative:
ho It is (something) Eg: yo kitaab ho = this is a book	hoina It is not (something) Eg: yo kalam hoina = this is not a pencil

Existence/location verb:

Positive	Negative
chha It exists/is (somewhere) Eg: kitaab chha = there is a book kitaab Tebul maa chha = the book is on the table	chhaina It is not/it does not exist (somewhere) Eg: kitaab chhaina = there are no books kitaab Tebul maa chhaina = the book is not on the table

The difference between Identification, description, existence / location may be exemplified in this way:

kitaab ho	this is a book	(det er en bog)
kitaab chha	there is a book	(der er en bog)
kitaab raamro chha	book is good	

Interrogatives:

Note: All interrogatives start with the consonant 'k-'

ke	what
kun	which
kahaa	where
ko	who
kasko	whose
kasto	how (is something)
kasari	how (to do something)
kahile	when
kina	why
kati	how many
kataa	where (with direction)

Possessive: ko (of, 's):

Peter **ko** desh Denmark ho
Peter's country Denmark is
Possessive is marked by adding *-ko* to the noun/pronoun

Note: mero, hamro, usko, timro

Post-positions: maa (on, at, in):

MS-Nepal Kathmandu **maa** chha
MS-Nepal Kathmandu in is MS-Nepal is in Kathmandu
Post positions are like prepositions, but they follow the word they 'belong' to:
English/Danish: **on** the table
Nepali: the table **on** = Tebul **maa**

Imperatives: verb root (=the verb without -nu) + -nus:

kalam **dinus** (= di + nus)
pen give Please give me the pen
The imperative is formed by adding *-nus* to the verb root
This form is the polite form of the imperative used with people addressed as *tapaai*
The negative version of the imperative is formed by prefixing *na-* to the imperative:

kalam **n**adinus

pen not give Please don't give me the pen!

The polite imperative in both positive and negative forms are the equivalent of the use of the English
'Please..../Please don't

Classifier for things: waTaa:

nau **waTaa** kalam dinus

9 pieces pen give Please give me 9 pens

When counting things (9 pens) or asking about the number of something (how many pens? = *kati waTaa kalam*) the classifier *waTaa* is obligatory before the noun

Note:

euTaa = one item

duiTaa = two items

tinTaa = three items

Not: *ek waTaa, *dui waTaa, *tin waTaa

Word order

You will note that Nepali word order is almost the exact opposite of English/Danish:

Tebul maa 5 waTaa kitaab chha

Tebul on 5 pieces books are = There are 5 books on the table

Analysis:

Compare with Danish where this is relevant:

How can you tell the difference between statements and questions without interrogatives?

What is the difference between 'ho' and 'chha'?

Does Danish make a similar distinction?

What is the word order in a question with an interrogative (ke/kun/kahaa/ko)?

What does 'post-position' mean?

Does Danish have post-positions?

Which letters do English & Danish interrogatives start with ?

How do you form the imperative of a Danish verb?

How do the numerals 1-10 compare with their Danish counterparts?

Do you find any similarities between Nepali and English/Danish/other languages?

LESSON 1

Homework

1 Memorise the learning contents of Lesson 1

***2** Translate the following sentences or do number ***7**

1. How are you?
2. This is not my book
3. My pencil is on your book
4. No, that is not your pencil
5. Yes it is
6. What is Peter's job?
7. Where is his chair?
8. On the table there are 3 pencils, there are also 2 books
9. How many tables are there in the class?

3 Write a short description:

Write a sentence describing each person in your class – including the teacher(s)
(Fx: Peter is from Denmark, he is a nurse)

4 Prepare the Task

5 Memorise the numerals 1 -10

6 Listen

Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize

***7** Make sentences with:

- | | |
|----|---------|
| 1 | kun |
| 2 | ho |
| 3 | hoina |
| 4 | -ko |
| 5 | pani |
| 6 | kahaa |
| 7 | chha |
| 8 | maa |
| 9 | waTaa |
| 10 | chhaina |
| 11 | yo |
| 12 | ke |

LESSON 2

Class Activities

In this lesson you will learn to:

- 1 ask and answer questions about the timing of an event**
lunch kati baje?/ lunch 12 baje
lunch what time / lunch 12 o'clock = What time is lunch?/lunch is at 12 o'clock
- 2 ask for and tell time**
kati bajyo? / 10 bajyo
how many did it strike / 10 it struck = What's the time?/It is 10 o'clock
- 3 ask and answer questions with 'why'/'because'**
kina? / kinabhane...
why/because
- 4 ask and answer questions about planned activities**
kahaa jaane? / Nikitaa jaane
where go / Nikita go = Where are we/you going?/We/you are going to ...
- 5 talk about actions with a general subject using the unconjugated form of the verb**
kasari jaane? / bus maa jaane
how go / bus by go = How are we/you going?/We/you are going by bus
- 6 count from 10-15**

Culture:

Politeness

Class room ethics

Task:

Talk to someone at the office

- ask him/her what time they eat lunch
- what time it is (at the time of the conversation)

Practice dialogue

- A: What time is it now?
B: It is o'clock now
A: What time is lunch?
B: Lunch is ato'clock
A: Where are we eating?
B: At
A: Why?
B: Because
A: How do we get there?

B: By

Dialogue 1: Talking about time and feelings

- लन्च कति बजे हुन्छ ?
A lunch kati baje hunchha?
साढे १२ बजे
B saaDhe 12 baje
अहिले कति बज्यो ?
A ahile kati bajyo?
१० बज्यो
B 10 bajyo
चिया छुट्टी कति बजे हुन्छ ?
A chiyaa chhuTTi kati baje hunchha ni?
सवा १० बजे
B sawaa 10 baje
ओ..... कस्तो राम्रो
A oh..... kasto raamro
किन
B kina?
अलिअलि थकाई लाग्यो
A aliali thakaai laagyo

Vocabulary 1

अहिले	
ahile	now
अलिअलि	
aliali	a little bit
चिया	
chiyaa	tea
छुट्टी	
chhuTTi	free time, leave, holiday, break
हुन्छ	
hunchha	it is (of general or universal facts)
कस्तो राम्रो	
kasto raamro	how nice
कति बजे ?	
kati baje?	what time (is an event)? = hvad tid er X?
कति बज्यो ?	
kati bajyo?	what time is it now? = hvad er klokken?
खोल्नु	
kholnu	to open
किन	

kina	why?
साढे	
saaDhe	half past
सवा	
sawaa	quarter past
थकाई लाग्यो	
thakaai laagyo	(someone) feels tired
पाउने	
paaune	quarter to

Dialogue 2: Talking about class activities

- आउने शुक्रबार के गर्ने
A aaune sukrabaar ke garne?
पाठ रिभ्यु गर्ने अनि बाहिर जाने
B paaTh review garne ani baahira jaane
रिभ्यु कहिले गर्ने
A review kahile garne?
विहान
B bihaana.
बाहिर कहिले जाने
A baahira kahile jaane
लन्च पछि
B lunch pachhi
कहा जाने ?
A kahaa jaane?
भक्तपुर
B bhaktapur
कसरी जाने ?
A kasari jaane?
गाडीमा
B gaaDi maa
एकदम राम्रो
A ekdam raamro

Vocabulary 2:

- आउने
aaune coming
अनि
ani and then
बाहिर

baahira	outside
बार	
baar	day
बिहान	
bihaana	morning
एकदम राम्रो	
ekdam raamro	very good
गाडी	
gaaDi	car
गर्नु	
garnu	to do
जानु	
jaanu	to go
कहाँ	
kahaa	where?
कहिले	
kahile?	when?
कसरी	
kasari ?	how? (with actions)
पछ्छी	
pachhi	after
पाठ	
paaTh	lesson
शुक्रवार	
sukrabaar	Friday

Expressions for time

आज	
aaja	today
हिजो	
hijo	yesterday
अस्ती	
asti	the day before yesterday, some time ago
भोलि	
bholi	tomorrow
सधै	
sadhai	always

Days of the week

आइतबार	
aaitabaar	Sunday

सोमबार	
sombaar	Monday
मंगलबार	
mangalbaar	Tuesday
बुधबार	
budhabaar	Wednesday
बिहिबार	
bihibaar	Thursday
शुक्रबार	
sukrabaar	Friday
शनिबार	
sanibaar	Saturday

Language focus

Time:

- A: Lunch **kati** **baje** hunchha?
 Lunch how many strokes it is What time is lunch?
- B: **12 baje**
 12 o'clock At 12 o'clock

kati baje... = Hvad tid er X?
 12 baje = Kl. 12

- A: Ahile **kati** **bajyo**?
 Now how many did it strike What time is it now?
- B: **12 bajyo**
 12 it struck It is 12 o'clock

kati bajyo = Hvad er klokken?
 12 bajyo = Klokken er 12

Interrogative 'how': kasari:

kasari jaane?

How go How are we going?

kasari is an interrogative meaning 'how'/'in which way'. It is always used with verbs, inquiring about the way in which actions are performed.

Unconjugated verbs: verb root + -ne:

kahaa **jaane**?

Where go = where are you/we going?

The unconjugated form of the verb is used when the subject is unspecific or general. It corresponds to the English 'you' and the Danish 'man'. When using the unconjugated form of the verb a pronoun is not used.

This unconjugated form is also used when listing several actions in a row as well as for creating compound nouns:

Khaane-tebul = eating table (dining table)

Analysis

- 1 How do the Nepali numerals 10 - 15 compare with Danish/English?
- 2 How do the Nepali numerals 10 - 15 compare with 1 - 5?
- 3 How do the Nepali names of the days of the week compare with Danish/English?

LESSON 2

Homework

- 1** Memorise the learning contents of Lesson 2
- *2** Translate the following sentences or do number ***6**
 1. What time is it now?
 2. When is the tea break?
 3. How do you (in general) go?
 4. Why is the tea break at 10?
 5. Where is the tea?
 6. The tea is not on the table
 7. I'm tired
 8. This is not a good car
 9. You (in general) do review after the tea break
 10. What do you (in general) do on Saturdays?
- 3** Prepare the Task
- 4** Memorise the numerals 10 -15
- 5** Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- *6** Make sentences with:
 - 1 kahaa
 - 2 kina
 - 3 kahile
 - 4 kasari
 - 5 ko
 - 6 kun
 - 7 ke
 - 8 kati
 - 9 baje

10 bajyo

LESSON 3

Restaurant/Fruit stall

In this lesson you will learn to:

- 1 ask and answer questions about likes/dislikes**
tapaai laai keraa manparchha? / malaai keraa manparchha/manpardaina
you to bananas it pleases / I to bananas it pleases/it doesn't please
= do you like bananas?/I like/dislike bananas
- 2 ask and answer questions about needs**
tapaai laai keraa chaahinchha? / malaai keraa chaahinchha/chaahidaina
you for bananas it is needed / I for bananas it is needed /it isn't needed
= do you need bananas?/I need/don't need bananas
- 3 ask for and give descriptions of things**
keraa kasto chha? / keraa miTho chha
banana how is it / banana delicious it is
=how is the banana?/the banana is delicious
- 4 ask and answer questions about availability**
keraa paainchha? / keraa paainchha/paaidaina
banana is it available/banana it is available/it isn't available
=do you have any bananas?/we have/don't have any bananas
- 5 ask for and answer questions about price/total amount**
keraa kati parchha? / keraa 5 rupia parchha //
banana how much it costs/bananas 5 Rupies cost //
=what's the price of bananas?/bananas cost 5 Nrp//
jammaa kati bhayo?
total how much did it become
=what's the total?

6 count from 15-20

Culture:

Food, eating out, street vendors, tipping

Task:

Ask someone at the office

- which kinds of food they like
- which kinds of food they dislike

Note down and bring back to class

Practice dialogue

A: Do you have any?

B: Yes
A: How are they?
B:
A: How much are they?
B:
A: Please give me
B: Here you are. Do you need also?
A: No, I don't like
B: Why?
A: They are How much all together?
B: rupia
A: Here you are

Dialogue: A & B are eating at a restaurant. C is the waiter.

A and B first discuss what they want, then they order, and then they talk about the food

तपाईंलाई कुन खाना चाहिन्छ ?
A: tapaailaai kun khaanaa chaahinchha?
मलाई दालभात चाहिन्छ । तपाईंलाई नी
B: malaai daalbhat chaahinchha tapaailaai ni
मलाई दालभात मनपर्दैन तरकारी अलि अलि परो छ ।
A: malaai daalbhaat manpardaina tarkaari aliali piro chha
तपाईंलाई चाउमिन मनपर्छ ?
B: tapaailaai chow mien manparchha?
मनपर्छ
A: manparchha
दाई
B: daai!
हजुर
C: hajur
हामीहरूलाई एक प्लेट दालभात र एक प्लेट चाउमिन दिनुस
B: haamiharulaai ek plate daalbhaat ra ek plate chow mien dinus
कुन चाउमिन चाहिन्छ ? तरकारी
C: kun chow mien chaahinchha? tarkaari?
तरकारी चाउमिन परो छ ?
A: tarkaari chow mien piro chha?
छैन
C: chhaina
ठिक छ, एक प्लेट तरकारी चाउमिन दिनुस
A: Thik chha, ek plate tarkaari chow mien dinus
टुबर्ग बियर पाईन्छ ?
B: Tuborg beer paainchha?
पाईन्छ

- C: Paainchha
ठिक छ, दुई बोटल वियर दिनुस
- B: Thik chha, dui botal Tuborg beer dinus
- दालभात धेरै मिठो छ चाउमिन कस्तो छ ?
- A: daalbhaat dherai miTho chha chow mien kasto chha?
- चाउमिन अलि अलि अमिलो छ ।
- B: chow mien aliali amilo chha
- दाई
- A: daai!
- हजुर
- C: hajur
- जम्मा कति भयो
- A: jammaa kati bhayo
- २५० दिनुस
- C: 250 dinus
- लिनुस
- B: linus

Vocabulary

मनपर्छ	
manparchha	it pleases =(someone) likes
कुन	
kun	which
चाहिन्छ	
chaahinchha	it is needed
चाहिदैन	
chaahidaina	it is not needed
खाना	
khaanaa	food
दाल भात	
daal bhaat	nepali food (rice with lentils and vegetable curry)
मनपर्दैन	
manpardaina	it doesn't please =(someone) doesn't like
तरकारी	
tarkaari	vegetable
अलिअलि	
aliali	a little
पिरो	
piro	hot (taste)

चाउमिन	
chow mien	a Chinese dish
दाइ	
daai	older brother, a form of addressing men older than oneself
हामीहरु	
haamiharu	we
कुन	
kun	which
ठिक छ	
Thik chha	it is OK
पाइन्छ	
paainchha	is available
धेरै	
dherai	very ,a lot, much
मिठो	
miTho	tasty, delicious
कस्तो	
kasto	how
अमिलो	
amilo	sour
जम्मा कति भयो	
jammaa kati bhayo	how much in total

Food vocabulary

नमिठो	
namiTho	not tasty
केरा	
keraa	banana
स्याउ	
syaaau	apple
फलफुल	
phalphul	fruit
गुलीयो	
guliyo	sweet (taste)

Language focus

Impersonal verbs: manparchha & chaahinchha:

malaai keraa	manparchha/manpardaina	
I	to banana please/displease	I like/dislike bananas
wahaalaai daal	chaahinchha/chaahidaina	
He	to daal is needed/isn't needed	He needs/doesn't need daal

Impersonal verbs are always in the 3rd. person singular. The subject is the thing 'liked' or 'needed'.
The person 'liking' or 'needing' something is in the oblique case (*laai*)
Chaahinchha/chaahidaina is actually the passive form of a verb

Pronouns:

		Singular:		Plural:
1. person	I	ma	we	haami
2. person	you	tapaai	you	tapaaiharu
2. person LOW	you	timi	you	timiharu
3. person	he/she LOW it/he/she this/that	wahaa u yo/tyo	they LOW they these/those	wahaaharu uniharu yi/ti

Experiencer of impersonal verbs: + laai:

tapaai-**laai** ke manparchha?

You -to what it pleases

Experiencer + postpos. Subject Verb What do you like?

-*laai* ('to, for', a postposition) is added to the experiencer (the person/entity who likes/needs something) of an impersonal verb.

The subject of the impersonal verb is the thing that is 'liked/needed'

Description verb: chha:

yo syaau guliyo **chha**

This apple sweet it is

Subject Predicate Description verb
Adjective

= This apple is sweet (an answer to the question: 'How is this apple?')

The verb 'chha' is used for description: the predicate (the word that describes the subject) is an adjective.

Identification verb: ho:

yo syaau **ho**

This apple it is

Subject Predicate Identification verb
Noun

= This is an apple (an answer to the question: 'What is this?')

The verb 'ho' is used for identification: the predicate (the word that identifies the subject) is a noun

Adverbs:

syaau **aliali** amilo chha

Apple a little sour it is = the apple is a little sour

The adverb *aliali* is placed before the adjective

Analysis

Compare with Danish where this is relevant:

- 1 Compare *malai khaana manparchha* with ‘maden smager mig’
Find the subjects of the two sentences
- 2 How do you indicate whether a noun is singular or plural in Nepali?
- 3 How do you indicate whether a noun is definite or indefinite in Nepali?
- 4 How would you translate *yo suntalaa guliyo chha?*
- 5 How would you translate *yo guliyo sunatalaa ho?*

LESSON 3

Homework

1 Memorise the learning contents of Lesson 3

*2 Translate the following sentences or do number *8

1. Peter likes apples
2. Apples are fruits
3. Sweet apples are not available
4. Do you need bananas?
5. When do you (general) eat lunch?
6. Nepali food is delicious
7. Please give them 3 bananas
8. Which Nepali food is available?
9. How much are the bananas?
10. How are the vegetables?

3 Write about your personal taste in food

4 Describe the taste of 5 food items (Fx. Apples are sour)

5 Prepare the Task

6 Memorise the numerals 15 -20

7 Listen:

Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize

*8 Make sentences with:

- 1 chaahinchha
- 2 -laai
- 3 manpardaina
- 4 dherai
- 5 kasto
- 6 ali
- 7 kati
- 8 piro

9 kun

LESSON 4

Family

In this lesson you will learn to:

- 1 ask and answer questions about marital status**
tapaai ko bihaa bhayo? / mero bihaa bhayo/bhaeko chhaina
you 's wedding was / my wedding was/was not
=Are you married?/Yes, I am/No, I am not
- 2 ask and answer questions about children (any/how many/sex)**
tapaai ko chhora chhori chha? /
you 's son daughter exist
= Do you have any children?
mero 2 janaa chhora/chhori chha / chhora chhori chhaina
my 2 person son/daughter exist/ son daughter don't exist
= I have 2 sons/daughters/ I don't have any children
- 3 ask and answer questions about age**
chhori kati barsa? / chhori 15 barsa
daughter how many years/daughter 15 years
=How old is your daughter?/ my daughter is 15 years old
- 4 ask and answer questions about family**
tapaai ko pariwaar maa kati janaa chhan? /
you 's family in how many persons are
=How many people are in your family?
mero pariwaar maa 5 janaa chhan/aamaa, buwaa, etc. chha
my family in 5 persons are/mother, father, etc are
=In my family there are 5 people/There is my mother, father,etc
- 5 ask and answer questions about number of people**
kati janaa (chhori) chha? / 3 janaa
how many persons (daughters) are/3 persons
= How many (daughters) are there?/There are 3
- 6 count from 10-100 by tens (10, 20, 30, etc.)**

Culture:

Family, ways of living, politeness

Task:

Ask someone at the office

- whether he/she is married
- whether he/she has children
- what gender, how many and how old his/her children are

Practice dialogue

- A: Are you married?
 B: And you?
 A: Do you have any children?
 B: How about you?
 A: How old are your children?
 B: How about yours?
 A: How many people are in your family?
 B: How about your family?
 A:

Dialogue: Talking about family

- विहा भयो ?
 A: bihaa bhayo?
 भयो, मेरो श्रीमान धुलिखेलमा छ ।
 B: bhayo, mero shriman dhulikhel maa chha
 तपाईंको नि ?
 tapaai ko ni?
 भएको छैन
 A: bhaeko chhaina
 तपाईंको छोरा छोरी छ ?
 tapaaiko chhora chhori chha?
 छ, एक जना छोरा र एक जना छोरी
 B: chha, ek janaa chhoraa ra ek janaa chhori chha
 छोरा छोरी कति वर्ष ?
 A: chhora chhori kati barsa?
 छोरा १०, छोरी १५
 B: chhoraa10, chhori 15
 तपाईंको श्रीमानको काम के हो ?
 A: tapaaiko shrimaanko kaam ke ho?
 डाक्टर हो
 B: doctor ho
 तपाईंको छोरा छोरी कहाँ छन ?
 A: tapaaiko chhora chhori kahaa chhan?
 धुलिखेलमा छन ।
 B: dhulikel maa chhan

तपाईंको परिवारमा कति जना छन् ?

tapaaiiko pariwaar maa kati janaa chhan?

आमा, भाई, बहिनी र म

A: aamaa, bhaai, bahini ra ma

मेरो बुवा हुनुहुन्न

mero buwaa hunnuhunna

Vocabulary

आमा

aamaa mother

बा / बुवा

baa/buwaa father

बहिनी

bahini younger sister

वर्ष

barsa year

भएको छैन

bhaeko chhaina here: 'No, I'm not married'

भाइ

bhaai younger brother

विहा भयो

bihaa bhayo? Are you married?

बुवा

buwaa father

छोरा

chhoraa son

छोरी

chhori daughter

दाजु । दाई

daaju/ daai elder brother

दिदी

didi elder sister

हुनु हुन्न

hunnuhunna he/she is not, here: 'has died'

जना

janaa classifier for people

कति वर्ष

kati barsa? How old (are you)?

कति जना

kati janaa? How many people?

परिवार

pariwaar

family

र

ra

and

श्रीमान

srimaan

husband

श्रीमती

srimati

wife

Language focus

Classifier for people: janaa:

mero dui janaa chhori chha

My 2 people daughters exist (I) have two daughters

The classifier *janaa* must be used whenever people are counted just as *waTaa* is always used when counting things

Verb conjugation: present tense: hunu=to be (am/is/are):

		Existence/description (Chha)		Identification (Ho)	
		positive	negative	positive	negative
	singular				
I	ma	chhu	chhaina	hu	hoina
You	tapaai	hunuhunchha	hunuhunna	hunuhunchha	hunuhunna
You LOW	timi	chhau	chhainau	hau	hoinau
He/she	wahaa	hunuhunchha	hunuhunna	hunuhunchha	hunuhunna
It/he	u	chha	chhaina	ho	hoina
	plural				
We	hami(haru)	chhau	chhainau	hau	hoinau
You	tapaaiharu	hunuhunchha	hunuhunna	hunuhunchha	hunuhunna
You LOW	timiharu	chhau	chhainau	hau	hoinau
They	wahaaharu	hunuhunchha	hunuhunna	hunuhunchha	hunuhunna
They	uniharu	chhan	chhainan	hun	hoinan

Note:

The present tense conjugation of *hunu* is used as conjugation suffixes (=endings) of all other verbs in the present tense, for example *gar-chhu* = I do

'To be': hunu (ho (identification) & chha (existence & description)):

Identification:	ho	yo mero kalam ho <i>This is my pencil</i>
Existence:	chha	paani chha <i>There is water</i>
Possession:	chha	mero dui janaa chhori chha <i>I have two daughters</i>
Location:	chha	mero kalam tabul maa chha <i>My pencil is on the table</i>
Description:	chha	Denmark saano chha <i>Denmark is small</i>

Analysis

Compare with Danish where this is relevant:

- 1 Do you know other languages with verb conjugation?
- 2 How do they compare with Nepali?
- 3 Do you know other language with two forms of the verb 'to be'?
- 4 How do they compare with Nepali?
- 5 What is the Nepali verb for 'to have'?
- 6 How does this compare with other languages you know?
- 7 What is the subject of the sentence *Mero ek janaa chhori chha*?
- 8 How would you say 'I have a house'?

LESSON 4

Homework

- 1 Memorise the learning contents of Lesson 4
- *2 Translate the following sentences or do number *7
 1. My younger brother is not married
 2. My older sister is 35
 3. There are 6 people in his family
 4. My younger sister's husband is 25
 5. They have 3 children
- 3 Write 5 sentences with the verb 'to be' = *hunu* in the present tense with different subjects (I, you/he/she, it, we, they (low)), some positive and some negative
- 3 Paragraph writing:
Write a description of your family
- 4 Prepare the Task
- 5 Memorise the numerals 10 - 100 (by the tens: 10, 20, 30, etc.)
- 6 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- *7 Make sentences with:
 - 1 kasto
 - 2 pariwaar
 - 3 shriman
 - 4 chori
 - 5 bhayo
 - 6 barsa
 - 7 kati
 - 8 janaa

REVIEW 1

Lessons 1-4

1 Review Lesson 4:

1 *Learning contents:*

Pair work

2 *2nd day dialogue:*

Pair work

3 *Homework:*

Pair work

4 *Listening:*

Listening text for Lesson 4

Whole class

2 Review Lessons 1-4:

1 **Listening:**

Teacher reads the listening texts for Lessons 1 - 3.

Students listen and difficult passages are discussed at the end.

2 **Speaking:**

Role play:

Groups of 3 (one waiter, two guests)

Restaurant:

The guests discuss what you like/dislike, why, what you want.

Call the waiter, ask about the availability and taste of what you want.

Waiter responds

Order

Discuss the taste of your food

Call the waiter and pay

Change roles

3 **Numerals:**

Teacher reads at random a selection of numerals: 1-20 and 30-100 (the tens only)

Students write down

Students check in pairs

4 **Listening/responding:**

Task from Lesson 4

Lesson 5

Daily Activities

In this lesson you will learn to:

- 1 ask and answer questions about (re)current activities**
tapaai ke garnuhunchha? / ma saphaa garchhu
you what you do / I clean I do =What do you do?/I clean
- 2 put emphasis on something**
sodhnus na
ask emphatic particle = just ask!
- 3 express duration: from...to**
bihaana dekhi belukaa samma
morning from evening to =From morning to evening
- 4 describe a sequence of actions – using the conjunction tyaspachhi**
ma pahile paani umaalchhu, tyaspachhi thermos maa raakhchhu /
I first water I boil that after Thermos in I put
=First I boil water, then I put it in the thermos
- 5 describe a sequence of actions – using the participle: verb root +-era**
paani umaalera thermos maa raakhchhu
water boiled and Thermos in I put
=I boil water and put it in the thermos OR: having boiled water, I put it in the thermos
- 6 express surprise at hearing something**
raamro rahechha!
good it appears =Oh, that's nice (to my surprise)
- 7 use the plural form for nouns**
tyaspachhi sabai koThaaharu saphaa garchhu
that after all rooms clean I make
- 8 indicate necessity**
malaai paDhnu parchha
I for study it is necessary =I must study
- 9 indicate desire**
ma paDhna chaahanchhu
I study I want =I want to study
- 10 count from 20 - 30**

11 read and write in Devanagari: all the vowels: a, aa, i, i, u, u, e, ai, o, au

Culture:

Office life, daily activities

Task:

- 1 Ask somebody at the office to name 5 things they do during the day at the office
Write down and bring to class
- 2 What will you be doing at your duty station?
Think of some things you will be doing, and look up the verbs in a dictionary
Write down and bring to class

Practice dialogue

- A: What do you do from morning to evening?
B: In the morning I first boil water for coffee, then I eat breakfast, then I go to class. In the evening I study
A: Oh, what a lot of work!

Dialogue: A day's work

हरिजी नमस्ते

A: Hariji, namaste

नमस्ते

B: namaste

म तपाईंलाई केही सोध्न चाहन्छु ।

A: ma tapaaai laai kehi sodhna chaahanchhu

ठिक छ , सोध्नुस न

B: Thik chha, sodhnus na

तपाईं बिहान देखि बेलुका सम्म के के काम गर्नुहुन्छ ?

A: tapaaai bihaana dekki belukaa samma ke ke kaam garnuhunchha?

म बिहान पहिले अफिस खोल्छु, त्यसपछि सबै कोठाहरु सफा गर्छु, पानी

B: ma bihaana pahile office kholchhu, tyaspachhi sabai koThaaharu saphaa garchhu, paani
उमालेर थर्मस र फिल्टरमा राख्छु अनि त्यसपछि बजार जान्छु र अफिसको
umaalera thermos ra filTer maa raakhchhu, ani tyaspachhi bajaar jaanchhu, ra office ko
लागि सामानहरु ल्याउँछु

laagi saamaanharu lyaauchhu.

दिउसो नी ?

A: diuso ni?

दिउसो अरु कामहरु गर्छु, र बेलुका फेरी अफिस सफा गर्नु पर्छ

B: diuso aru kaamharu garchhu, ra beluka pheri office saphaa garnu parchha

ओ, तपाईंको धेरै काम रहेछ ।

A: Oh- tapaaiko dherai kaam rahechha!

Vocabulary:

बजार	
bazaar	market
बेलुका	
belukaa	evening
बिहान	
bihaana	morning
चाहनु	
chaahanu	to want
देखी	
dekhi	from
दिउसो	
diuso	afternoon
जानु	
jaanu	to go
काम गर्नु	
kaam garnu	to work
काम	
kaam	work
खोल्नु	
kholnu	to open
को लागी	
ko laagi	for
कोठा	
koThaa	room
ल्याउनु	
lyaaunu	to bring
न	
na	emphatic particle
पानी	
paani	water
पहिले	
pahile	first
पर्छ	
parchha	it is necessary, must
फेरि	
pheri	again
राख्नु	
raakhnu	to put
रहेछ	

rahechha	it appears
सामान	
saamaan	goods, things
सबै	
sabai	all
सम्म	
samma	up to, until
सफा गर्नु	
saphaa garnu	to clean
सोध्नु	
sodhnu	to ask
ठाउँ	
Thaaui	place
त्यसपछि	
tyaspachhi	after that, then
उमाल्नु	
umaalnu	to boil
अरु	
aru	other, more (plural of 'arko' = another)
हरु	
haru	plural-marker
केही	
kehi	something, some
अनि	
ani	then

Language focus

Verb conjugation present tense:(garnu 'do/does'):

		<i>Positive</i>	<i>Negative</i>
<i>Singular</i>			
1. p.(I)	ma	garchhu	gardina
2.p.(you)	tapaai	garnuhunchha	garnuhunna
2.p.LOW (you)	timi	garchhau	gardainau
3.p. (he/she)	wahaa	garnuhunchha	garnuhunna
3.p. low (it, this, that)	u/yo/tyo	garchha	gardaina
<i>Plural</i>			
1. p.(we)	hami(haru)	garchhau	gardainau
2. p.(you)	tapaaiharu	garnuhunchha	garnuhunna
2.p.LOW(you)	timihar	garchhau	gardainau
3. p.(they)	wahaaharu	garnuhunchha	garnuhunna

3.p.Low(they)	uniharu	garchhan	gardainan
---------------	---------	-----------------	------------------

Infinitive: verb root + na:

ma tapaai laai kehi **sodhna** chaahanchhu

I you to something ask I want I want to ask you something

The –na form of the infinitive is used when a verb functions as the object of another verb. The verb in the –na form is usually followed by a conjugated verb

Modal verb: chaahanu (want):

ma tapaai laai kehi **sodhna chaahanchhu**

I you to something ask I want I want to ask you something

The verb *chaahanu* is always preceded by another verb in the verb root + –na form. *Chaahanu* is conjugated in accordance with the subject for person, number and tense.

The emphatic particle: na

sodhnus **na**

ask *emphatic particle* = just ask!

The particle *na* or *nai* is placed after the word on which the emphasis is put

Post positions: dekhi....samma, –ko laagi & pachhi:

bihaana **dekhi** belukaa **samma**

morning from evening to from morning to evening

office**ko laagi** saamaanharu

office for things things for the office

mero laagi

My for For my use, for me

The post position *laagi* is always preceded by a word in the possessive form

tyas**pachhi** thermos maa raakhchhu

that after thermos in I put after that I put it in the thermos

Participle: verb root + e + ra:

Paani **umaalera** thermos maa raakhchhu

water boiled and thermos in I put

= I boil water and put it in the thermos OR: having boiled water I put it in the thermos

When enumerating several actions in a temporal sequence, all but the final verb may be put in the 'participle form' -e

The -ra is actually the word 'and'

Modal verb, impersonal: parchha (it is necessary, must):

office saphaa garnu **parchha**

office clean make it is necessary It is necessary to clean the office

Parchha follows the infinitive form (-nu) of another verb. *Parchha* is always in the 3rd. person singular, and it resembles the impersonal verbs in this way, but *parchha* is always preceded by another verb.

The person/entity that must do something is in the oblique form (-laai) or the agentive form (-le)

malaai/maile Nepaali paDhnu **parchha**

I to/ I agent marker Nepali study it is necessary

= It is necessary for me to study Nepali / I must study Nepali

Plural form of nouns: -haru

diuso aru kaam**haru** garchhu

Afternoon other work I do

The plural form of the noun is constructed by adding *-haru* after the noun. It is not obligatory to add this ending, the singular form of the noun may also function as a plural

Analysis

Compare with Danish/other languages where this is relevant

- 1 How do you enumerate several actions in a temporal sequence in other languages you know?
- 2 What is the participle in Danish/English?
- 3 What is the participle used for in Danish/English?

Lesson 5

Homework

- 1 Memorise the learning contents of Lesson 5
- *2 Translate the following sentences or do number *9
 1. Do you want to boil water?
 2. He cleans the tables in the morning
 3. I work and then I go to the market
 4. Oh, it seems there are a lot of rooms
 5. Having cleaned the chairs they bring them to class
 6. She must put the books on the table
- 3 Make 5 sentences with different verbs in the present tense positive with different subjects (I, you/he/she, it, we, they (low))
- 4 Prepare the Tasks
- 5 Memorise the numerals: 20 - 30
- 6 Memorise Devanagari: all the vowels: a, aa, i, i, u, u, e, ai, o, au
- 7 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 8 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *9 Make sentences with:
 - 1 verb + chaahanu
 - 2 dekhi ...samma
 - 3 -ko lagi
 - 4 tyaspachhi
 - 5 -era
 - 6 -nu parchha

Lesson 6

Making Appointments

In this lesson you will learn to:

1 indicate that you want to say something

X-ji

X-Sir/Mam = Mr./Ms.X!

2 indicate that you are ready to listen

bhannus!

Speak =Yes, what is it?

3 ask for someone's opinion and give your opinion

tapaai ko bichaar maa kasto chha? / mero bichaar maa raamro chha

you 's opinion in how it is / my opinion in good it is

= how is it in your opinion? / In my opinion it is good

4 ask for/suggest suitable dates for something

kahile meeting raamro hunchha holaa? / bihibaar/5 taarikh kasto hunchha tapaai laai?

when meeting good is perhaps/ Thursday/ 5 date how is it you for

=When would be a good time for a meeting?/Thursday/the 5th how is that for you?

5 express a fact

raamro hunchha

good it is

6 express uncertainty

tyo din Sudha aaunuhunna holaa

That day *Sudha comes not perhaps* =Sudha will perhaps not be coming that day

7 respond favorably to suggestions

has/hunchha

OK/OK

8 ask and answer questions about date and time

bihibaar kun taarikh ho? / 5 taarikh ho

Thursday which date it is / 5 date it is =Which date is Thursday?/It is the 5th.

9 make composite nouns

aaune mahinaa

coming month

10 count from 30 - 40

11 read and write in Devanagari: all the velar or guttural consonants: ka, kha, ga, gha, nga

Culture: Meetings

Task:

Try to set up an actual meeting with someone at the office

Practice dialogue

- A: Mr./Ms. B!
B: Yes?
A: In your opinion, when will be a good day for our meeting?
B: How is Wednesday?
A: What date is Wednesday?
B:
A: Oh, that day I have another meeting. What about next month
B: Which date?
A: The 14th ?
B: Which day is that?
A: Tuesday
B: What time?
A: Is 9 o'clock OK?
B: OK

Dialogue: Setting up a meeting

- शिव जी,
A- Shivaji
भन्नुस
B- bhannus
एउटा मिटिङ गर्नुपर्छ, तपाईंको बिचारमा कहिले राम्रो हुन्छ होला ?
A euTaa meeting garnu parchha, tapaaiko bichhaar maa kahile raamro hunchha holaa?
अर्को हप्ताको बिहीबार कस्तो हुन्छ तपाईंलाई ?
B. arko haptaa ko bihibaar kasto hunchha tapaaailaai?
अर्को बिहिबार कुन तारिख हो ?
A. arko bihibaar kun taarikh ho?
१५ तारिख
B 15 taarikh
ओ,....त्यो दिन त मेरो अर्को मिटिङ छ , अर्को महिना मा हुदैन ?
A. oh...tyo din ta mero arko meeting chha, arko mahinaa maa hudaina?
आउने महिनाको अन्तिम हप्ता हुन्छ ?
B aaune mahinaa ko antim haptaa hunchha?
त्यो कुन दिन हो ?
A tyo kun din ho?
शुक्रबार १० तारिख
B sukrabaar 10 taarikh

कति बजे ?

A kati baje?

बिहान १० बजे हुन्छ ?

B bihaana 10 baje hunchha?

हुन्छ

A hunchha.

Vocabulary:

आउने

aaune coming

आउनु

aaunu to come

अन्तिम

antim last (of a series)

अर्को

arko next, another (plural: aru)

भन्नु

bhannu to tell

बिचार

bichaar opinion

बिहवार

bihibaar Thursday

दिन

din day

हप्ता

haptaa week

होला

holaa perhaps

हुदैन

hudaina it is not (used for stating facts), it is not OK

हुन्छ

hunchha it is (used for stating facts), it is OK

कहिले

kahile when

कस्तो

kasto how

कति बजे

kati baje what time

कुन

kun which?

महिना

mahinaa

month

तारीख

taarikh

date (when using the Western calendar)

Language focus

Verb expressing universal fact: hunccha:

haatti

Thulo

hunchha

Elephant

big

is

elephants are big

Positive response: has (high form)/hunchha (low form):

A:

raamro chha?

Is that good?

B:

has/hunchha/hudaina

Yes, indeed/Yes, OK/No, it is not OK

Post position: ko baaremaa:

Nepal **ko baaremaa** meeting chha

Nepal's about

meeting there is

There is a meeting about Nepal

Composite nouns: verb root + -ne + noun:

aaune mahinaa

Coming month

A composite noun can be created by using the unconjugated form of the verb in front of a noun

Ordinal numbers

1st. pahilo	11th. eghaarau	21st. ekkaaisau
2nd. dosro	12th. baarau	22nd. baaisau
3rd. tesro	13th. terhau	23rd. teisau
4th. chautho	14th. chaudhau	24th. chaubisau
5th. paachau	15th. pandhrau	25th. pachchisau
6th. chhaiThau	16th. sorhau	30th. tisau
7th. saatau	17th. satrau	40th. chaalisau
8th. aaThau	18th. aThaarau	50th. pachaasau
9th. nawau	19th. unnisau	100th. sayau
10th. dasau	20th. bisau	1000th. hajarauh

Lesson 6

Homework

- 1 Memorise the learning contents of Lesson 6
- *2 Translate the following sentences or do number *10
 1. I have a meeting next month
 2. In our opinion Sunday is not a working day
 3. He says his opinion at meetings
 4. What is the meeting about
 5. Please bring all the chairs to the meeting
 6. Kathmandu is nice
 7. Is this the room for the meeting?
 8. After the meeting they eat
- 3 Make 5 sentences with different verbs in the present tense negative with different subjects (I, you/he/she, it, we, they (low))
- 4 Make questions with:
 - 1 ko
 - 2 kun
 - 3 ke
 - 4 kahile
 - 5 kahaa
 - 6 kati
 - 7 kasto
 - 8 kina
 - 9 kasko
 - 10 kasari
- 5 Prepare the Task
- 6 Memorise the numerals: 30 - 40
- 7 Memorise Devanagari: all the velar or guttural consonants: ka, kha, ga, gha, n
- 8 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 9 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *10 Make sentences with:

- 1 hunchha (universal fact)
- 2 -ko baaremaa
- 3 bichhaar

Lesson 7

Asking directions

In this lesson you will learn to:

1 ask and give permission to speak

euTaa kuraa sodhu? / sodhnus na!

One thing let me ask / ask just =May I ask a question?/Please ask!

2 ask and answer questions about the location of places

International clinic kahaa chha? /

International Clinic where is it /

International clinic euTaa Thulo seto Dhokaa ko agaaDi chha

International Clinic one big white gate's in front of it is

=The International Clinic is in front of a big white gate

Thamel kataa tira parchha? / Thamel MS Nepal baaTa uttar tira parchha

Thamel which direction is it / Thamel MS Nepal from north direction it is

=In which direction is Thamel?/Thamel is north of MS Nepal

3 ask and give directions

airport kasari jaane holaa? / MS Nepal baaTa baayaa tira jaanus!

Airport how go maybe / MS Nepal from left direction go

=How do you get to the airport?/Turn left at/from MS Nepal

4 ask and answer questions about distance

airport MS Nepal baaTa TaaDhaa chha? / chhaina, najik chha

Airport MS Nepal from far is it / it isn't near it is

=Is the airport far from MS Nepal?/No, it's near

5 ask whether somebody is going somewhere

jaane ho hajur?

go is it Sir/Mam = Are you going somewhere?

6 request a ride in a taxi

malaai airport jaanu parchha

I for airport go is necessary =I must go to the airport

7 give directions to a driver as you proceed

sojho (na)jaanus / daayaa/baayaa tira (na)jaanus / la aba roknus!

straight (don't)go/right /left direction (don't)go/ OK now stop

=(Don't) go straight/ (don't) go right/left/ stop now!

8 ask and answer questions about possession

tapaai sanga paisaa chha? / ma sanga paisaa chha/chhaina

you with money exists/ I with money exists/doesn't exist

=Do you have any money?/ I (don't) have any money

9 ask for and give permission to do something

jaau hai? / has/hunchha

let me go OK / OK/OK =May I go?/OK

10 stop somebody from doing something

najaanus!

don't go

11 list two actions in a temporal sequence

Thulo seto Dhokaa aaepachhi baayaa moDnus

big white gate come after left turn

= turn left after the big white gate has appeared

12 describe past states or changes in states

kati rupiyaa bhayo?

how many Nps it became

13 count from 40 - 50

14 read and write in Devanagari: all the vowel signs: ka, kaa, ki, ki, ku, ku, ke, kai, ko, kau

Culture: Getting help, transportation, politeness

Task:

Ask someone at the office for directions to a place you actually know where is

Practice dialogues

1

A: Where is The Royal Palace?

B: It is north of here

A: How do you get there?

B: You turn left at the gate

A: Is it far from here?

B: No, it's near

2

A: Taxi, I have to go to The British Camp

B: Where is that, I don't know

A: Turn right, go straight, turn left, don't turn right. Stop! How much will it be?

B: 110 rupia

A: Here is 200 rupia

B: Do you have 10 rupia?

A: Yes, here

Dialogue 1: Getting directions to the International Clinic

जयाजी, एउटा कुरा सोध्नु ?

A Jayaa ji, euTaa kuraa sodhu?

सोधनुस न

B sodhnus na

मलाई आज जानु छ, यो कतातिर पर्छ ?

A malaai aaja 'international clinic' jaanu chha, yo kataa tira parchha?

योबाट उत्तर तिर पर्छ ।

B yo MS Nepal baaTa uttar tira parchha

कसरी जाने होला ?

A kasari jaane holaa?

तपाईंको ढोकाबाट बायाँतिर सिधा(सोभो) जानुस त्यसपछि एउटा चौबाटो

B tapaai MS ko Dhokaa baaTa baayaa tira sidhaa(sojho)jaanus, tyaspachhi euTaa chaubaaTo

आउछ त्यहाबाट बायाँतिर सोभो जानुस त्यहा फेरी अर्को चौबाटो आउछ त्यहाँ
aauchha, tyahaa baaTa baayaa tira sojho jaanus, tyahaa pheri arko chaubaaTo aauchha, tyahaa
बाट दायाँ, बायाँ, नजानुस सोभो जानुस दाया तिर एउटा ठुलो सेतो ढोका
आउछ

baata daayaa baayaa najaanus, sojho jaanus, daayaa tira euTaa Thulo seto Dhokaa aauchha,
त्यसको अगाडी बायाँतिर जाने बाटो छ त्यो बाटो जानुस
बाटोको

tyasko agaaDi baayaa tira 'International clinic' jaane baaTo chha. tyo baaTo jaanus. baaTo ko
बायाँतिरछ

baayaa tira 'clinic' chha.

ओ.....यो त धेरै गाहारो छ, के गर्ने ?

A oh... yo ta dherai gaahaaro chha,ke garne?

तपाईंसँग नेपाली पैसा छ ?

B tapaai sanga Nepali paisaa chha?

छ

A chha

त्यसोभए ट्याक्सी लिएर जानुस

B tyasobhae'taxi' liera jaanus

हस, यो कुरा ठिक छ

A has, yo kuraa Thik chha

Vocabulary 1:

आज

aaja today

आउनु

aaunu to come

अगाडी

agaaDi in front of

अर्को

arko another

बाट	
baaTa	from
बाटो	
baaTo	road
बायाँ	
baayaa	left
छ = पर्छ	
chha = parchha	it is necessary
चौबाटो	
chaubaaTo	intersection, cross road
दायाँ	
daayaa	right
ढोका	
Dhokaa	door, gate
गाह्रो	
gaa(haa)ro	difficult
होला	
holaa	perhaps, maybe
कता तिर	
kataa tira	which direction
के गर्ने	
ke garne?	what is one to do?
कुरा	
kuraa	thing, talk
लिनु	
linu	to take
पैसा	
Paisaa	money
पर्छ	
parchha	is (location = chha)
संग	
sanga	with
सेतो	
seto	white
सिधा (सोझो)	
sidhaa(sojho)	straight
सोध्नु	
sodhnu	to ask
तर	
tara	but, however, though, as for

ठुलो	
Thulo	big
तिर,	
tira	direction
त्यहाँ	
tyahaa	there
त्यस्को	
tyasko = tyo + ko	of that
त्यसोभए	
tyasobhae	if that is so, in that case, then
त्यस पछि	
tyaspachhi	after that, then
उत्तर	
uttar	north

Dialogue 2: Giving directions to a taxi driver

-ट्याक्सी.....
- Ataxi.....
- जाने हो हजुर ?
- B jaane ho hajur?
- हो, मलाईजानु छ ।
- A ho, malaai 'International clinic' jaanu chha
- ए...यो कतातिर पर्छ मलाई थाहा छैन
- B e...yo kataa tira parchha malaai thaahaa chhaina
- धेरै टाढा छैन नजिक छ जाउ, म तपाईंलाई देखाउछु, सोम्नो जानुस अब
- A dherai TaaDhaa chhaina, najik chha jaau, ma tapaailaai dekhaauchhu, sojho jaanus aba
- मन्दिर बाट बायाँ तिर, फेरी सोम्नो जानुस दरबारको ठुलो सेतो ढोका आएपछि
- त्यसको
- mandir baaTa baayaa tira, pheri sojho jaanus, darbaar ko Thulo seto Dhokaa aaepachhi, tyasko
- अगाडी बायाँतिरजाने बाटो छ बाया मोढनुस....ल अब रोक्नुस
- agaaDi baayaa tira 'clinic' jaane baaTo chha, baayaa moDnus ..la aba roknu
-आईपुग्यो धन्यवाद, कति रुपैया भयो ?
- 'clinic' aaipugyo dhannyabaad, kati rupiyaa bhayo?
- ५० रुपैया
- B 50 rupiyaa
- लिनुस, जाउ है
- A linus ,jaau hai
- हस

B has

Vocabulary 2:

आएपछि

aaepachhi after having come (aaunu + -e-pachhi)

आईपुग्नु

aaipugnu to arrive

आईपुग्यो

aaipugyo it arrived (past tense)

अब

aba now

अगाडि

agaaDi in front of

बाटो

baaTo road

दरवार

darbaar palace

देखाउनु

dekhaaunu to show

जाउँ

jaau let us go

कता तिर

kataa tira which direction

ल

la ok

मन्दिर

mandir temple

मोडनु

moDhnu to turn

नजीक

najik close

रोक्नु

roknu to stop

टाढा

TaaDhaa far

थाहा छैन

thaahaa chhaina I don't know

त्यस्को

tyasko = tya + ko of that

Language focus

Verb conj. past tense:hunu (was/were/became)

		Hunu: existence (chha)=was/were		Hunu: identification (ho)=became	
singular		positive	negative	positive	negative
1.p.(I)	ma	thie	thiina	bhae	bhaina
2.p. (you)	tapaai	hunuhunthyo	hunuhunnathyo/ hunuhunthiena	hunubhayo	hunubhaena
2.p. (you) LOW	timi	thiyau	thienau	bhayau	bhaenau
3.p. (he/she)	wahaa	hunuhunthyo	hunuhunnathyo/ hunuhunthiena	hunubhayo	hunubhaena
3.p.(it) Low	u/yo/tyo	thiyo	thiena	bhayo	bhaena
Plural					
1.p. (we)	hami(haru)	thiyau	thienau	bhayau	bhaenau
2.p. (you)	tapaaiharu	hunuhunthiyo	hunuhunnathiyo /hunuhunthiena	hunubhayo	hunubhaena
2.p.L. (you) LOW	timiharu	thiyau	thienau	bhayau	bhaenau
3.p. (they)	wahaaharu	hunuhunthiyo	hunuhunnathiyo/ hunuhunthiena	hunubhayo	hunubhaena
3.p.L. (they)	uniharu	thie	thienan	bhae	bhaenan

Asking permission: Verb root + u + hai:

aa hai?

come OK? May I come in?

euTaa kuraa **sodhu**?

One thing let me ask May I ask you a question?

This is an informal way of asking permission. It is actually the injunctive: 'let me come in/ask!', but adding *hai* changes the meaning to an informal request.

The plural – 'let's go!' – is formed by adding –au to the verb root: *jaaau*

Verb + postposition: Verb root + e + pachhi:

khaa-**e-pachhi** paDhnu parchha

eat after study it is necessary After eating it is necessary to study

The post position (-e) *pachhi* can be used to link two actions together in a temporal sequence

Composite nouns: Verb root + ne + noun:

jaa-**ne** baaTo

Go road road

khaa-**ne** tabul

Eat table dining table

Composite nouns are formed by combining a verb in its *-ne* form with a noun

Possession of moveable (= smallish) objects: post position: sanga/sitaa:

ma **sanga/sita** kalam chha

I with pen exists I have a pen with me

But:

mero chhora chha

my son exists I have a son

Analysis

Compare with Danish where this is relevant

- 1 How is the imperative formed in the languages you know?
- 2 How is the negative form of the imperative formed in the languages you know?
- 3 How do you ask permission in the languages you know?
- 4 How do you use a preposition with a verb in the languages you know?
- 5 How do you make composite nouns consisting of a verb + a noun in the languages you know?
- 6 Is there a difference between possession of different things in the languages you know?

Lesson 7

Homework

- 1 Memorise the learning contents of Lesson 7
- *2 Translate the following sentences or do number *10
 1. Let me say something
 2. Turn left after the clinic has arrived!
 3. Do you have a pen?
 4. He became a doctor in the US
 5. I was a teacher in Denmark
 6. The clinic is to the right of the City Cafe
 7. There is a car in front of the gate
 8. How do you go to Thamel from here?
- 3 Make 5 sentences with the verb 'to be' = *hunu* in the past tense with different subjects (I, you/he/she, it, we, they (LOW)), some positive and some negative
- 4 Make 5 composite nouns (verb + noun)
- 5 Prepare the Task
- 6 Memorise the numerals: 40 - 50
- 7 Memorise Devanagari: all the vowel signs: ka, kaa, ki, kii, ku, kuu, ke, kai, ko, kau
- 8 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 9 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *10 Make sentences with:
 - 1 Verb root + *u* + *hai*
 - 2 Verb root + *e* + *pachhi*
 - 3 sanga
 - 4 daayaa
 - 5 taaDhaa
 - 6 moDhnu

Lesson 8

Health & Feelings

In this lesson you will learn to:

- 1 inquire into and describe physical and emotional states**
kasto chha? / malaai nindraa laagyo/mero peT dukhyo
how is it / I to sleepy it felt / my stomach it hurt
=How are you?/I feel sleepy/my stomach hurts
tapaai laai ke bhayo? / mero peT dukhyo
you to what happened/ my stomach it hurt
=What happened to you?/My stomach hurts
- 2 ask and answer questions about the onset or duration of physical and emotional states**
kahile dekhi peT dukhyo/nindraa laagyo? / hijo dekhi peT dukhyo/nindraa laagyo
when from stomach it hurt /sleepy it felt /yesterday from stomach it hurt / sleepy it felt
=Since when has your stomach been hurting?/have you been feeling sleepy?
/my stomach has been hurting/I have been feeling sleepy since yesterday
- 3 ask for, offer and respond to advice**
ke garne? / paani (na)khaanus! / has, ma tyasai garchhu
what do / water (don't)eat/drink/ OK I like that I do
=What can I do?/(Don't) eat/drink water/OK, I'll do that
- 4 ask less direct questions**
aaunuhunchha ki?
you come or =Do you think you are coming?
- 5 express conditional situations**
peT dukhyo bhane, umaaleko paani khaanus!
stomach it hurt if boiled water drink
=If your stomach is hurting, then drink boiled water
- 6 express causative effects**
ausadhi le nindraa laagchha
medicine agent marker sleepy it makes feel =Medicine makes you feel sleepy
- 7 agree to follow some advise**
has, ma tyasai garchhu, dhannyabaad
OK, I like that I do, thanks
- 8 count from 50 - 60**
- 9 read and write in Devanagari: all the palatal consonants: cha, chha, ja, jha, na**
Culture: health, feelings, physical modesty, health sector, public health

Practice dialogue

- A: How are you?
B: My stomach hurts
A: Since when has it been hurting?
B: Since
A: What did you eat?
B: Fruit, what is there to do?
A: Drink boiled water
B: OK, I'll do that

Dialogue: At the doctor's

- नमस्ते, डाक्टर
A namaste, Doctor
नमस्ते, आउनुस, बस्नुस, तपाईंलाई के भयो ?
B namaste, aaunus ,basnus tapaailaai ke bhayo?
मलाई हिजो देखी धेरै पेट दुख्यो र अलिअलि टाउकोपनि दुख्यो ।
A malaai hijo dekhi dherai peT dukhyo ra aliali Taauko pani dukhyo
हिजो के के खाना खानु भयो ?
B hijo ke ke khaanaa khaanu bhayo?
हिजो साथीसंग रेस्टुरेन्ट गए र त्यहा खाना खाए अनि राती देखीनै पेट दुख्यो ।
A hijo saathi sangha 'resturant' gae ra tyahaa khaanaa khaae ani raati dekhi nai peT dukhyo.
ए,.....काचो, सलाद पनि खानुभयो ?
B e...kaacho salaad pani khaanubhayo?
हो, किन ठुलो होटलमा पनि काँचो सलाद सफा हुदैन ?
A ho,kina Thulo hotel maa pani kaacho salaad saphaa hudaina?
मेरो बिचारमा हुदैन
B mero bichhaar maa hudaina.
अब के गर्ने ?
A aba ke garne?
म तपाईंलाई औषधि दिन्छु, यो खानुस ठिक हुन्छ होला तर उमालेको पानी
B ma tapaai laai ausadhi dinchhu, yo khaanus Thik hunchha holaa tara umaaleko paani
मात्र खानुस ।
maatira khaanus.
ठिक छ तर, यो औषधिले निन्द्रा लाग्छ कि, मलाई अफिस जानु पर्छ ?
A Thik chha, tara yo ausadhi le nindraa laagchha ki, malaai office jaanu parchha?
अलिअलि निन्द्रा लाग्छ तर धेरै निन्द्रा लाग्यो भने भोली आधा ट्याबलेट मात्र
खानुस ।
B aliali nindraa laagchha, tara dherai nindraa laagyobhane, bholi aadhaa Tablet maatira khaanus
हस म त्यसै गर्छु, धन्यवाद ।
A has ma tyasai garchhu, dhannyabaad

Vocabulary:

आधा	
aadhaa	half
औषधी	
ausadhi	medicine
बस्नु	
basnu	to sit, to stay, to live
भने	
bhane	if
भोली	
bholi	tomorrow
विचार	
bichaar	opinion
दुख्नु , दुख्यो	
dukhnu/dukhyo	to hurt/ it hurt
गएँ	
gae	I went (past tense of <i>jaanu</i> 'to go')
हिजो	
hijo	yesterday
हुदैँन	
hudaina	it is not (negative of <i>hunchha</i> used for universal facts)
काँचो	
kaacho	raw, uncooked, unripe
कि	
ki	or
लाग्नू, लाग्यो	
laagnu/laagyo	to feel/it felt
मात्र	
maatra	only
नै	
nai	emphatic particle
निन्द्रा	
nindraa	sleepy
पेट	
peT	stomach
राती	
raati	night
सँग	
sanga	with
सफा	

saphaa	clean
साथी	
saathi	friend
टाउको	
Taauko	head
तर	
tara	but
त्यहाँ	
tyahaa	there
उमाल्नु	
umaalnu	to boil
उमालेको	
umaaleko	boiled

Language focus

Verb conjugation past tense: *garnu (did)*

Singular		Positive	Negative
1. p. (I)	maile	gare	garina
2. p. (you)	tapaale	garnubhayo	garnubhaena
2. p. LOW(you)	timile	garyau	garenau
3. p. (he/she)	wahaale	garnubhayo	garnubhaena
3. p. low (it)	usle/yole/tyole	garyo	garena
Plural			
1. p. (we)	haami(haru)le	garyau	garenau
2. p. (you)	tapaaiharule	garnubhayo	garnubhaena
2. p. LOW (you)	timiharule	garyau	garenau
3. p. (they)	wahaaharule	garnubhayo	garnubhaena
3. p. low (they)	uniharule/yile/tile	gare	garenan

Subject of transitive verbs in the past tense: + *le*:

tapaai **le** ke garnu bhayo?

you *agent marker* what you did What did you do?

The subject (=the person or thing doing the action) of a transitive verb in the past tense must always be followed by *-le*

A transitive verb is a verb which takes an object (*what did you do?: what is the object of do*)

Verb for feeling pain: *dukhnu*:

mero peT **dukhyo**

my stomach hurt (past tense) My stomach hurts

The verb *dukhnu* 'to hurt' is generally used in the past tense to denote a present condition

The subject of the verb *dukhnu* is the part of the body which hurts

Verb for other feelings: *laagnu*:

malaai nindraa **laagyo**

I to sleepy it felt (past tense) I feel sleepy

The verb *laagnu* 'to feel' is generally used in the past tense to denote a present condition

The verb *laagnu* is an impersonal verb

It is always in the 3rd. person singular and in the sense 'to feel' always in the past tense

The person experiencing the feeling is in the oblique form (*-laai*)

Past participle: verb root + *eko*:

umaaleko paani maatra khaanus

boiled water only drink drink only boiled water

The past participle is used among other things to change verbs into adjectives just like in Danish and English

Causative use of *laagnu*:

ausadhi le nindraa **laagchha**

Medicine *agent marker* sleepy it makes feel

The medicine makes you feel sleepy

The subject of the verb *laagnu* may be the thing causing the feeling

The subject of a causative verb (the person or thing causing the action) is followed by the particle *le*

Conditional phrase (if ...): *bhane*:

nindraa laagyo **bhane**, ausadhi nakhaanus

Sleepy it felt if, medicine don't eat

If you feel sleepy, then don't take the medicine

A conditional phrase (if ...) is formed by adding *-bhane* at the end of the conditional sentence

Questions with *ki* (or):

jaanchhau **ki**?

We go or Are we going?

Adding *ki* 'or' to the end of a sentence will turn it into a less direct question than if the rising tone alone is used to indicate that this is a question

Analysis

Compare with Danish where this is relevant

- 1 What is usually the subject of a Danish sentence expressing feelings of pain?
- 2 What is usually the subject of a Danish sentence expressing feelings?
- 3 Which tense is used in Danish for expressing feelings/feelings of pain which are happening as the sentence is spoken?
- 4 How would you make a question less direct in Danish?
- 5 Do other languages that you know have both transitive and intransitive verbs?

Lesson 8

Homework

- 1 Memorise the learning contents of Lesson 8
- *2 Translate the following sentences or do number *8
 1. His head has been hurting since yesterday
 2. What happened to them?
 3. When did you start feeling sleepy?
 4. If your stomach hurts, then drink only unboiled water
 5. Beer makes me sleepy
 6. If you eat raw salad, your stomach will hurt
 7. Raw salad is not clean
 8. They have to work on Sundays
- 3 Make sentences with 5 verbs in the past tense with different subjects (I, you/he/she, it, we, they LOW)), some positive and some negative
- 4 Memorise the numerals: 50 - 60
- 5 Memorise Devanagari: all the palatal consonants: cha, chha, ja, jha, na
- 6 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 7 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *8 Make sentences with:
 - 1 dukhnu
 - 2 laagnu
 - 3 bhane

Review 2:

Lessons 5-8

1 Review Lesson 8:

- 1 **Learning contents:**
Pair work
- 2 **2nd day dialogue:**
Pair work
- 3 **Homework:**
Pair work
- 4 **Listening:**
Listening text for Lesson 8
Whole class

2 Review Lessons 5-8:

1 Listening

Teacher reads the listening texts for Lessons 5 - 7.

Students listen and difficult passages are discussed at the end.

2 Speaking

Role play:

Student A is feeling sick

Student B is a doctor

Change roles

Pair work:

Student A asks for directions

Student B answers

Change roles

3 Numerals

Teacher reads a random selection of numerals: 1-60

Students write

Checking all together

4 Devanagari

Pair work 1:

Students take turns naming the letters they have learned using the wooden letters

Pair work 2:

Students take turns reading lists of words with known letters

5 Listening/responding

Students are given directions by the teachers to go somewhere

Students must try to follow the directions and report back where they ended up

LESSON 9

Shopping

In this lesson you will learn to:

- 1 ask for goods in a shop**
suti kapaDaa paainchha?
cotton material is it available =Do you have any X?
- 2 talk about the purpose/use of something**
shirt ko laagi kapaDaa
shirt for material =Material for a shirt
- 3 use the expression ‘both ... and ...’**
baaklo pani raamro pani chha
thick also good also it is = it is both thick and good
- 4 express your opinion about something**
yo malaai raamro laagyo
this me to good it felt =I like this
- 5 talk about per kilo/meter price**
meter ko kati parchha?
meter 's how much it costs =How much is this per meter?
- 6 bargain**
ali mahango bhayo, ghaTaaunus na!
a little expensive it became, lower emphatic particle
=That’s a little expensive, please lower the price!
- 7 ask somebody to do something for you**
mero laagi ek jor kurtaa suruwaal siidinus na
my for one pair kurtaa suruwaal sew-give emphatic particle
=Please sew a set of kurta suruwal for me
- 8 modify descriptions**
malaai dherai laamo manpardaina, Thikai ko laamo chaahinchha
I to very long it doesn't please, OK-ish long it is needed
=I don’t like it very long, I want it just the right length
- 9 explain at what time you need something**
chaar din pachhi chaahinchha
four days after it is needed =I need it in 4 days
- 10 discuss how much time is needed to do something**
ali chhiTo dina saknuhunna?

a little early give can't you =Can't you give it to me a little sooner

11 talk about future actions

ma bholi pheri aaulaa

I tomorrow again I will come =I will be back tomorrow

12 Express conditions

chaar din pachhi dinubhayo bhane, raamro hunchha

four days after you gave if, good it is

=It would be nice if you could give it to me in 4 days

13 count from 60 - 70

14 read and write in Devanagari: All the retroflex consonants: Ta, Tha, Da, Dha, na

Culture: Shopping, ordering things made

Task: Try bargaining for something

Practice dialogue

A: Shopkeeper (saahuji), do you have material for?

B: Yes, look

A: This material is nice, how much is it per meter?

B:

A: That's a little expensive, lower the price a little!

B: OK,rupia

A: Give memeter. Will you sew a..... for me?

B: How long should it be?

A: I don't like it very long, I want just the right length

B: Come back in 5 days

A: Can't you make it a little sooner?

B: When do you need it?

A: Is Friday OK?

B: OK

Dialogue 1: Buying material

साहुजी, तपाईंको पसलमा राम्रो सुती कपडा पाइन्छ ?

A saahuji, tapaai ko pasal maa raamro suti kapaDaa paainchha?

सुती कपडा के को लागि ?

B suti kapaDaa ke ko laagi?

कुर्ता सुरुवालको लागि

A kurtaa suruwaal ko laagi

हेर्नुस, धेरै राम्रो सुति कपडाहरु छन ।

B hernus, dherai raamro suti kapaDaa haru chhan

...यो मलाई राम्रो लाग्यो तर अलि पातलो रहेछ अलि बाक्लो देखाउनुस न

Ayo malaai raamro laagyo, tara ali paatalo rahechha. ali baaklo dekhaaunus na

- यो हेर्नुस, बाक्लो पनि राम्रो पनि छ ।
 B yo hernus, baaklo pani raamro pani chha
 यो मिटरको कति ?
 A yo miTar ko kati ?
 एक मिटरको ३०० रुपैया पर्छ ।
 B ek miTar ko 300 rupiyaa parchha
 अलि महंगो भयो, घटाउनुस न
 A ali mahango bhayo, ghaTaaunus na
 यो त सस्तो छ, कपडामा धेरै नाफा छैन, ठिकै छ २५० दिनुस
 B yo ta sasto chha, kapaDaa maa dherai naaphaa chhaina, Thikai chha 250 dinus
 हुन्छ , दिनुस
 A hunchha, dinus
 ल लिनुस, धन्यवाद
 B la linus, dhannyabaad
 धन्यवाद
 A dhannyabaad

Vocabulary 1:

बाक्लो	
baaklo	thick
देखाउनु	
dekhaaunu	to show
घटाउनु	
ghaTaaunu	to lower (here: the price)
हेर्नु	
hernu	to look
कपडा	
kapaDaa	material
कति पर्छ	
kati parchha	how much does it cost?
महंगो	
mahango	expensive
नाफा	
naaphaa	profit
नै	
nai	emphatic particle
पाईन्छ	
paainchha	it is available
पातलो	
paatalo	thin

पनिपनि	
pani...pani	both...and
पसल	
pasal	shop
रहेछ	
rahechha	it seems
साहुजी	
saahuji	shopkeeper
सस्तो	
sasto	cheap
सुती	
suti	cotton
त / तर	
ta or tara	but, though, however, as for

Dialogue 2: Having clothes made at the tailor's

नमस्ते

A namaste

नमस्ते, आउनुस के सिउने होला ?

B namaste, aaunus, ke siune holaa?

मेरो लागि एक जोर कुर्ता सुरुवाल सिईदिनुस न

A mero laagi ek jor kurtaa suruwaal siidinus na

हुन्छ, कपडा कति ल्याउनुभयो ?

B hunchha, kapaDaa kati lyaaunubhayo?

साढे चार मिटर

A saaDhe chaar miTer

अलि थोरै ल्याउनुभयो, ५ मिटर चाहिन्छ तर आउनुस म नाप्छु, कति लामो र कति

B ali thorai lyaaunubhayo, 5 miTar chaahinchha, tara aaunus ma naapchhu. kati laamo ra kati khukulo chaahinchha?

खुकुलो चाहिन्छ ?

मलाई धेरै लामो कुर्ता मनपर्दैन, ठिक्कैको लामो र बाउला अलि खुकुलो

A malaai dherai laamo kurtaa manpardaina, Thikkai ko laamo ra baaulaa ali khukulo

चाहिन्छ

chaahinchha

सुरुवाल नि ?

B suruwaal ni?

सुरुवाल पनि धेरै ठुलो नबनाउनुस, सुरुवालको मोता अलि कसिएको बनाइदिनुस

A suruwaal pani dherai Thulo nabanaaunus, suruwaal ko motaa ali kasieko banaaidinus

हुन्छ, एकहप्ता पछि आउनुस

B hunchha, ek haptaa pachhi aaunus

अलि छिटो दिन सक्नुहुन्न ?

A ali chhiTo dina saknuhunna?

तपाईंलाई कहिले चाहिन्छ ?

B tapaai laai kahile chaahinchha?

चार दिन पछि दिनुभयो भने राम्रो हुन्छ

A chaar din pachhi dinubhayo bhane raamro hunchha

हुन्छ, आउनुस म कोशिस गर्छु

B hunchha, aaunus ma kosis garchhu

धेरै धन्यवाद

A dherai dhannyabaad

Vocabulary 2:

बाउला

baaulaa

sleeve

बनाउनु	
banaaunu	to make
भने	
bhane	if
छिटो	
chhiTo	quick, fast, early, soon
एक जोर	
ek jor	one pair
हप्ता	
haptaa	week
होला	
holaa	maybe
कहिले	
kahile	when?
कसिएको	
kasieko	tight
खुकुलो	
khukulo	loose
कोशिश गर्नु	
kosis garnu	to try
लामो	
laamo	long
ल्याउनु	
lyaaunu	to bring
मोता	
motaa	pant legs
न	
na	emphatic particle
नाप्नु	
naapnu	to take measurement
पछि	
pachhi	after
साढे चार	
saaDhe chaar	four and a half
सक्नु	
saknu	to be able to, can
सिउनु	
siunu	to sew
तर	
tara	but

ठिकैको

Thikai ko... just the right amount of....

थोरै

thorai a little, few

ठुलो

Thulo big

Dialogue 3: Buying medicine

यो औषधि छ होला ?

A yo ausadhi chha holaa?

एकछिन, म हेर्छु

B ekchhin, ma herchhu

औषधी त छ तर धेरै छैन, तपाईंलाई कति वटा चाहिन्छ ?

A ausadhi ta chha, tara dherai chhaina, tapaailaai kati waTaa chaahinchha?

२० ट्याब्लेट

B 20 Tablet

मसँग १० ट्याब्लेट मात्र छ तर अरु भोली १० बजे आउछ

A ma sanga 10 Tablet maatra chha, tara aru bholi 10 baje aauchha

ठिक छ, अहिले १० वटा लग्छु भोली फेरी आउला

B Thik chha, ahile 10 waTaa lagchhu. bholi pheri aaulaa

हस, लिनुस

A has, linus

धन्यवाद

B dhannyabaad

Vocabulary 3:

अहिले

ahile now

अरु

aru other(s) plural of arko 'another'

औषधी

ausadhi medicine

भोली

bholi tomorrow

एकछिन

ekchhin just a moment

लग्नु

lagnu to bring along

मात्र

maatra only

....सँग छ

X sanga chha

X has

त / तर

ta or tara

though, but, however, as for

Language focus:

Verb conjugation: future tense (will do):

Singular:			Plural:		
1.p. (I)	ma	garulaa	(we)	hami(haru)	garaulaa
2.p. (you)	tapaai	garnuholaa	(you)	tapaaiharu	garnuholaa
2.p.LOW (you)	timi	garaulaa	(you)LOW	timiharu	garaulaa
3.p. (he/she)	wahaa	garnuholaa	(they)	wahaaharu	garnuholaa
3.p.LOW (it)	u	garlaa	(they) LOW	uniharu	garlaan

Both...and: X pani Y pani:

yo raamro **pani** sasto **pani** chha

This good both cheap both is This is both good and cheap

Pani follows the words that are linked in this way

Qualification of an adjective: Adj. + -ai:

Thikai chha

OK'ish it is It is all right

Adding *-ai* to an adjective changes the meaning of that adjective to 'somewhat X'

Further qualification of an adjective: Thikai ko + adj:

yo tarkaari **Thikai ko piiro** chha

This vegetable curry OK 's spicy is

This vegetable curry is just the right degree of spicy

Adding *Thikai ko* in front of an adjective changes the meaning of that adjective to 'just the right degree of ...'

Verb meaning 'think', 'to appear', 'to seem', 'to find': rahechha:

ali paatalo **rahechha**

a little thin it seems I think it is a little thin

rahechha is always used in the 3rd. person singular like the impersonal verbs

It is equivalent to 'I think'

Often *rahechha* is used to express the speaker's surprise at learning something

Compound verb: Verb root + -i dinu:

mero laagi ek jor kurtaa suruwaal **siidinus** na

Me for one pair kurta suruwal sew-give *emphatic particle*

Please sew a set of kurta suruwal for me

-i dinu may be added to any verb root for the purpose of making an imperative or a request more polite.

dinu means 'to give', and the compound verb is often translated as 'please do this for me/him, etc'

Conditional clauses: Verb in the past tense + bhane:

chaar din pachhi **dinubhayo bhane**, raamro hunchha

four days after you gave if, good it is

It would be nice if you could give it to me in 4 days

bhane 'if' is placed after the verb in the conditional clause. This verb is usually in the past tense. The verb of the second sentence (= the result) can be in the present tense. The conditional clause is normally the first of the two clauses.

Modal verb: saknu (can):

Ali chhiTo **dina saknuhunna?**

A little early/quickly give can you not Can't you give it to me a little earlier?

The verb *saknu* is always preceded by another verb in the verb root + *-na* form. *Saknu* is conjugated in accordance with the subject for person and number.

Lesson 9

Homework

- 1 Memorise the learning contents of Lesson 9
- *2 Translate the following sentences or do number *9
 1. This seems a little expensive
 2. I think this is both nice and cheap
 3. He left after five months
 4. It would be nice, if you could come tomorrow
 5. Could you please buy this book for me?
 6. This material is just the right thickness
 7. How much is the cotton material per meter?
 8. I don't like the pant legs too wide and long
 9. We will buy the material tomorrow
 10. Can't you eat a little earlier?
- 3 Make sentences with 5 verbs in the future tense with different subjects (I, you/he/she, it, we, they (LOW))
- 4 Do the Task
- 5 Memorise the numerals: 60 - 70
- 6 Memorise Devanagari: all the retroflex consonants: Ta, Tha, Da, Dha, na
- 7 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 8 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *9 Make sentences with:
 - 1 saknu
 - 2 -ko lagi
 - 3 pani....pani
 - 4 -i dinu
 - 5 Thikai ko
 - 6 rahechha

- 8 bhane
- 9 paainchha

Lesson 10

Weather & Nature

In this lesson you will learn to:

- 1 **talk about the weather**
 paani parne mausam kasto chha?
water rain weather how it is =How is the weather in the rainy season?
- 2 **express your feelings about something**
 kasto garmi din!
how hot day =What a hot day!
- 3 **compare things**
 taraai Kathmandu bhandaa garmi hunchha,
Taraai Kathmandu compared to hot it is =Taraai is hotter than Kathmandu
 tara Nepalgunj sabbhandaa garmi hunchha
but Nepalgunj most hot it is =But Nepalgunj is the hottest
- 4 **talk about on-going actions**
 jaaDo din aaudaichha
cold day it is coming =Cold days are coming
- 5 **talk about 'passive' actions**
 seto himaal dekhinchha
white mountain it can be seen =The white mountains can be seen
- 6 **use the phrase 'neither ... nor ...'**
 yo mausam maa na dherai jaaDo na dherai garmi ekdam ramaailo hunchha.
this weather in not very cold not very hot extremely pleasant it is
 = in this weather it is neither very cold nor very hot, it is extremely pleasant
- 7 **count from 70 - 80**
- 8 **read and write in Devanagari: the dental consonants: ta, tha, da, dha, na**

Culture: Nature, national feelings, Nepal's geography, small talk

Task:

- 1 Ask someone at the office which month they like the best and why
- 2 Ask your PO/someone else about the weather conditions in the place where you will be working

Practice dialogue

- A: Oh what a cold day it is!
 B: Yes, but warmer days are coming
 A: What is the monsoon weather like?
 B: It is warm and it rains a lot
 A: Is Nepalgunj hotter than Kathmandu?
 B: Yes
 A: What is the nicest month?
 B:
 A: Why
 B: Because it is 'just the right degree of warmth'

Dialogue 1: Talking about the weather

- ओ....आज कस्तो जाडो दिन
 A oh....aaja kasto jaaDo din
 हो, तर छिट्टै गर्मी दिन आउदैछ ।
 B ho, tara chhiTTai garmi din aaudai chha
 कुन महिना यहा धेरै गर्मी हुन्छ ?
 A kun mahinaa yahaa dherai garmi hunchha?
 चैत, बैसाख र जेठ धेरै गर्मी हुन्छ तर काठमाण्डु भन्दा तराई धेरै गर्मी हुन्छ
 B chait,baisaakh ra jeTh dherai garmi hunchha tara KTM bhandaa taraai dherai garmi hunchha
 पानी पर्न कुन महिना देखि शुरु हुन्छ ?
 A paani parna kun mahinaa dekhi suru hunchha?
 आषाढ देखि पानी पर्न थाल्छ
 B asaar dekhi paani parna thaalchha,
 यहा पानी पर्ने मौषम कस्तो हुन्छ ?
 A yahaa paani parne mausam kasto hunchha ?
 पानी पर्ने मौषममा कहिलेकाही दिन अध्यारो हुन्छ गड्याङ.गडुङ गर्छ ,
 B paani parne mausam maa kahilekaahi din adhyaaro hunchha gaDyaang guDung garchha,
 बिजुली चम्कन्छ र धेरै पानी पर्छ
 bijuli chamkinchha ra dherai paani parchha.
 तराईमा नी ?
 A taraai maa ni?
 तराईमा पनि धेरै पानी पर्छ, खोलाहरु धेरै बढ्छ अनि पहाडी बाटोहरु
 B taraai maa pani dherai paani parchha, kholaa haru dherai baDhchha ani pahaaDi baaTo haru
 मा पहिरो जान्छ ।
 maa pahiro jaanchha
 त्यसोभए, नेपालको सबभन्दा राम्रो महिना कुन हो ?
 A tyasobhae,Nepal ko sabaibhandaa raamro mahinaa kun ho?

- अशोज र कार्तिक , किनभने यो महिनामा सबैतिर हरियाली .डाडा, निलो आकास
 B asoj ra kaartik, kinabhane yo mahinaa maa sabaitira hariyo DaaDaa, nilo aakaas ra saphaa
 सेतो हिमाल देखिन्छ यो मौषममा न धेरै जाडो न धेरै गर्मी एकदम रमाईलो
 seto himaal dekhinchha. yo mausam maa na dherai jaaDo na dherai garmi ekdam ramaailo
 हुन्छ ।
 hunchha.
 ओ...यो महिना धेरै रमाईलो हुन्छ होला ।
 A oh... yo mahinaa dherai ramaailo hunchha holaa.

Vocabulary 1:

अध्यारो	
adhyaaro	dark
असार	
asaar	name of a Nepali month
असोज	
asoj	name of a Nepali month
बढ्नु	
baDhnu	to swell
बैशाख	
baisaakh	name of a Nepali month
भन्दा	
bhandaa	compared to
विजुली चम्कनु	
bijuli chamkinu	to be lightning (=at lyne)
चैत्र	
chait	name of a Nepali month
छिट्टै	
chhiTTai	pretty soon
देख्नु	
dekhnu	to see
गड्याङ गुडुङ.	
gaDyaang guDung	thunder
गर्मी	
garmi	hot (of weather)
हरियो डाडा	
hariyo DaaDaa	green hill
जेठ	
jeTh	name of a Nepali month
जाडो	

jaaDo	cold (of weather)
कहिलेकाही	
kahile kaahi	sometimes
कार्तिक	
kaartik	name of a Nepali month
खोला	
kholaa	stream
किनभने	
kinabhane	because
मौसम	
mausam	weather
न.....न.....	
na ... na ...	neither ... nor
निलो आकाश	
nilo aakaas	blue sky
पानी पर्नु	
paani parnu	to rain
पहाडी बाटो	
pahaaDi baato	hilly road
पहिरो जानु	
pahiro jaanu	for a landslide to happen
रमाईलो	
ramaailo	pleasant
सबै भन्दा	
sab(ai)bhandaa	most (= compared to all)
सबै तिर	
sabaitira	in all directions
सेतो	
seto	white
शुरु हुनु	
suru hunu	to begin, to start
तराई	
taraai	the Terai area
थाल्नु	
thaalnu	to start
त्यसो भए	
tyasobhae	if that is so, in that case

Names of the months

बैसाख	
baisaakh	mid-April to mid-May
जेठ	
jeTh	mid-May to mid-June
असार	
asaar	mid- June to mid-July
साउन	
saaun	mid- July to mid-August
भदौ	
bhadau	mid- August to mid-September
अशोज	
ashoj	mid-September to mid-October
कार्तिक	
kaartik	mid- October to mid- November
मंसिर	
mangsir	mid- November to mid- December
पुस	
pus	mid- December to mid- January
माघ	
maagh	mid- January to mid- February
फागुन	
phaagun	mid- February to mid- March
चैत्र	
chaitra	mid- March to mid- April

Dialogue 2: Comparing the weather in Nepal and Denmark

नेपालमा पनि कस्तो अध्यारो र चिसो हावा ...जस्तै

A- Nepal maa pani kasto adhyaaro ra chiso haawaa DK jastai

किन ?मा सधै यस्तै हुन्छ ?

B- kina?DK maa sadhai yastai hunchha?

सधै त होइन आधा बर्ष दिन लामो र उज्यालो हुन्छ आधा बर्ष अध्यारो र चिसो

A- sadhai ta hoina aadhaa barsa din laamo ra ujyaalo hunchha aadhaa barsa adhyaaro ra chiso

ओको हावापानी भन्दाको हावापानी फरक रहेछ

B- oh..KTM ko haawaapaani bhandaa DK ko haawaapaani pharak rahechha

हो, ...मामा धेरैजसो चिसो हावा लाग्छ, हिउ पर्छ र दिन अध्यारो

A- ho, DK maa 'winter' maa dheraijaso chiso haawaa laagchha,hiu parchha ra din adhyaaro

हुन्छ

hunchha

ए....किन चिसो हावा लाग्छ ?

B- e.....kina chiso haawaa laagchha?

समुन्द्र भएकोले चिसो हावा लाग्छ, ...मा समुद्र छ हिमाल छैन

A- samudra bhaekole chiso haawaa laagchha, Dk maa samudra chha himal chhaina

नेपालमा हिमाल छ समुद्र छैन, होइन त

B- Nepal maa himal chha samudra chhaina, hoina ta

Vocabulary 2:

आधा

aadhaa half

अध्यारो

adhyaaro dark

भएकोले

bhaekole because of

भन्दा

bhandaa compared to

चिसो

chiso cold

धेरै जसो

dheraijaso mostly, mainly

हावा

haawaa wind

हावापानी

haawaapaani climate

हिउं पर्छ

hiu parchha to snow

जस्तै

jastai like, as

लाग्नु

laagnu here: to be windy

फरक

pharak different

सधै

sadhai always

समुद्र

samudra sea, ocean

त

ta as for, but, though, however

उज्यालो

ujyaalo bright

यस्तै

yastai

like this

Language focus:

Verb conjugation: garnu: present continuous (am/is/are doing):

Singular		Positive	Negative
1.p.(I)	ma	gardaichhu	gardaichhaina
2.p.(you)	tapaa	gardaihunuhunchha	gardaihunuhunna
2.p.LOW (you)	timi	gardaichhau	gardaichhainau
3.p.(he/she)	wahaa	gardaihunuhunchha	gardaihunuhunna
3.p.Low (it)	u	gardaichha	gardaichhaina
Plural			
1.p.(we)	hami(haru)	gardaichhau	gardaichhainau
2.p.(you)	tapaa(haru)	gardaihunuhunchha	gardaihunuhunna
2.p.LOW(you)	timihar	gardaichhau	gardaichhainau
3.p.(he/she)	wahaaharu	gardaihunuhunchha	gardaihunuhunna
3.p.Low(they)	unihar	gardaichhan	gardaichhainan

Verb conjugation: passive: verb root + inchha:

seto himaal **dekh-inchha**

White mountains are seen

The passive form of the verb in the 3. person singular is formed by adding *-inchha* (positive)/*-idaina* (negative) to the verb root

Comparative: post position: bhandaa:

tyo suntala **bhandaa** yo guliyo chha

that orange compared with this sweet is

This orange is sweeter than that one

The comparative is constructed by using the post position *bhandaa* meaning 'than', 'in comparison with'. *Bhandaa* is placed after the item of comparison

Superlative: sab(ai)bhandaa:

yo mahiinaa **sabbhandaa** jaaDo hunchha

This month most cold is This is the coldest month

The superlative is constructed by placing *sab(ai)bhandaa* 'most', 'more than all' in front of the adjective

Analysis

Compare with Danish where this is relevant

- 1 Do other languages you know have a form equivalent to the present continuous?
- 2 Do other languages you know have a special conjugation for passive?

- 3 How does the way comparative and superlative is formed in Nepali compare with other languages you know?

Lesson 10

Homework

- 1** Memorise the learning contents of Lesson 10
- *2** Translate the following sentences, or do number *11
 1. Nepal is bigger than Denmark
 2. Nepalgunj is not the hottest place in Nepal
 3. The hills can be seen from Nepalgunj
 4. What a nice day!
 5. In that case, we will have the meeting in Palpa
 6. When will the monsoon be coming?
 7. Sometimes it is not raining for two or three days
 8. It is neither very hot nor very cold now
- 3** Make sentences with 5 verbs in the present continuous tense with different subjects (I, you/ he/she, it, we, they (low)) – some positive, some negative
- 4** Make 2 sentences in the passive mode –one positive, one negative
- *5** Paragraph writing
 - 1 Write a few sentences about the weather today
 - 2 Write a few sentences about Denmark's climate and nature
- 6** Prepare the tasks
- 7** Memorise the numerals: 70 - 80
- 8** Memorise Devanagari: all the dental consonants: ta, tha, da, dha, na
- 9** Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 10** Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *11** Make sentences with:
 - 1 bhandaa
 - 2 sabbhandaa
 - 3 na...na

4 kahilekaahi

5 jastai

Lesson 11

Visiting Partner Organisations

In this lesson you will learn to:

- 1 talk about development work at the local level**
yo gaau maa hospital chha ki chhaina?
this village in hospital it is or it isn't
- 2 ask and answer questions about where someone has recently come from**
kahaa baaTa aaunubhayo? / Ahile ma Kathmandu baaTa aaeko
where from you came / now I Kathmandu from have come
- 3 talk about 'present perfect' actions**
ahile ma Kathmandu baaTa aaeko chhu
now I Kathmandu from I have come
- 4 talk about planned length of stay**
yahaa dui barsa baschhu
here two years I stay
- 5 talk about language learning/ability**
nepali aliali sikdaichhu
Nepali a little I am studying
- 6 ask for help**
tapaaiharu le malaai maddat garnu parchha
you agent marker I to help it is necessary
= you must help me
- 7 describe natural scenery**
kasto ramaailo chaaraitira: hariyo DaaDaa ani saphaa haawaa
how pleasant surroundings: green hills and then clean air
- 8 talk about the physical extent of some place**
tapaai ko kaam garne chhetra kahaa baaTa kahaa samma chha?
you 's work do area where from where to it is
- 9 talk about the amount of time needed to get from one place to another**
yahaa baaTa Surkhet samma kati samaya laagchha?
here from Surkhet to how much time it takes
- 10 modify a statement**
schools chha na ta chha, tara dherai raamro chhaina

Schools are emphatic particle though are , but very good it isn't

= Well... there are schools, but they are not very good

11 count from 80 - 90

12 read and write in Devanagari: all the labial consonants: pa, pha, ba, bha, ma

Culture: (N)GO's, local area development work/worker politeness, small talk

Practice dialogue

- A: Where did you come from now?
B: From
A: You speak a little Nepali
B: I am learning a little Nepali. How pleasant this place is
A: Yes, the white mountains can be seen
B: What is the extent of your working area?
A: From to
B: Are there schools in this village?
A:
B: How long does it take to go to Kathmandu from here?

Dialogue 1: A conversation at a partner organization

नमस्ते

A- namaste

नमस्ते, कहाबाट आउनुभयो ।

B- namaste, kahaa baata a aunubhayo .

अहिले म एम.एस.नेपालबाट आएको, मेरो नाम....हो, म....हु, मेरो देश...हो

A- ahile ma ms nepal ktm baata aae ko, mero naam.....ho, ma dw hu, mero desh Dk ho

हामीहरु तपाईंलाई के मद्दत गर्नसक्छौ।

B- haamiharu tapaa i laai ke maddat garna sakchhau?

म तपाईंहरु संगै काम गर्नआएको छु।

A- ma tapaa i haru sangai kaam garna aae ko chhu

ए...धेरै खुशी लाग्यो, तपाईं लाई यहाँ स्वागत छ ।

B ढभ...।।मजभचब पजगक बिबनथय, तबउबबषबिब थबजबब कधबबनबत अजजब

धन्यवाद

A- dhannyabaad

त्यसोभए नेपाली भाषा शिक्नुभयो त ? यहाँ अंग्रेजी बुझ्ने मान्छे छैन

B- tyasobhae nepali bhaasaa siknubhayo ta? yahaa angreji bujhne maanchhe chhaina

अलिअलि सिक्दैछु तर अहिले मेरो नेपाली राम्रो छैन, तपाईंहरुले मलाई मद्दत गर्नु

A- aliali sikdaichhu, tara ahile mero nepali raamro chhaina, tapaa i haru le malaai maddat garnu

पर्छ

parchha

हुन्छ हामी मद्दत गर्छौं, आउनुस न

B- hunchha haami maddat garchhau, aanus na

हस, धन्यवाद म दुईमहिना पछि फेरी आउछु ।

A- has, dhannyabaad ma dui mahinaa pachhi pheri aauchhu

Vocabulary 1:

अंग्रेजी

angreji

English

भाषा

bhaasaa

language

बुझ्नु

bujhnu

to understand

खुशीलाग्यो

khusi laagyo

somebody feels happy

मान्छे

maanchhe

people, person

मद्दत गर्नु

maddat garnu

to help

न

na

emphatic particle

सँगै

sangai

together with

सिक्नु

siknu

to learn

त

ta

then (in questions and commands)

त्यसो भए

tyasobhae

if that is so, in that case

Dialogue 2: Talking about the working area of the partner organization

ओ...तपाईंको गाउँ कस्तो रमाइलो रहेछ ।

A- oh....tapaai ko gaau kasto ramaailo rahechha

तपाईंलाई हाम्रो गाउँ रमाइलो लाग्यो ?

B- tapaai laai haamro gaau raamro laagyo ?

हो, कस्तो चारैतिर हरियो अनि सफा हावा ।

A- ho, kasto chaaraitira hariyo ani saphaa haawaa

यहाको हावापानी राम्रो छ, गाउँको नजिकै ठुलो खोला पनि छ हाम्रो काम

B- yahaa ko haawaapaani raamro chha, gaau ko najikai thulo kholaa pani chha haamro kaam

गर्ने क्षेत्र खोला पारीको गाउँ सम्म हो

garne chhetra kholaa paari ko gaau samma ho

यहाँबाट कति समय लाग्छ ?

A- yahaa baaTa kati samaya laagchha?

आधा घन्टा

B- aadhaa ghanTaa

त्यहाँ बजार पनि छ ?

A- tyahaa bajaar pani chha?

सानो बजार छ , खाने चिजबिज पाईन्छ तर अरु सामान पाईदैन

B- saano bajaar chha, khaane chijbij paainchha tara aru saamaan paaidaina

यो गाउँमा स्वास्थ्य चौकी छ कि छैन ?

A- yo gaau maa swaastha chauki chha ki chhaina?

छ न त छ तर राम्रो व्यवस्था छैन ।

B- chha na ta chha tara raamro byabasthaa chhaina

यो गाउँ मा अरुहरु काम गर्दैनन् ?

A- yo gaau maa aru n.g.o.haru kaam gardainan?

एउटा.....सेभ द चिल्डेन काम गर्दैछ

B- eutaa n.g.o.' save the children' kaam gardaichha

यहा बिदेशीहरु पनि छन् ?

A- yahaa bidesi haru pani chhan?

दुई जना छन् ।

B- dui janaa chhan

ए....ठिक छ, धन्यवाद

A e....Thik chha, dhannyabaad

Vocabulary 2:

आधा

aadhaa half

अरु

aru other (plural of arko 'another')

विदेशी

bideshi foreigner

व्यवस्था

byabasthaa management

चारैतिर

chaaraitira surroundings

क्षेत्र

chhetra area

गाउँ

gaau village

घन्टा

ghanTaa hour

हरियो

hariyo	green
हावा	
haawaa	air, wind
हावापानी	
haawaapaani	climate
खाने चिजबिच	
khaane chijbij	food stuff
खोला	
kholaa	stream
लागनु	
laagnu	to feel
न	
na	emphatic particle
नजिकै	
najikai	close, near
पारी	
paari	other side
रमाईलो	
ramaailo	pleasant
सामान	
saamaan	things, goods
समय लाग्छ	
samaya laagchha	it takes time
स्वास्थ चौकी	
swaastha chauki	health post
सफा	
saphaa	clean
त	
ta	though

Dialogue 3: Talking about the beneficiaries of the partner organization

म तपाईंलाई अरु केही सोध्न सक्छु ?

A- ma tapaai laai aru kehi sodhna sakchhu?

सोध्नुस न ।

B- sodhnus na

यो गाउँको जनसंख्या कति छ होला ?

A- yo gaau ko janasanghyaa kati chha holaa?

अन्दाजी १००० जती होला ।

B- andaaji 10000 jati holaa

यो क्षेत्रमा कुनकुन जातीहरु बस्छन् ।

A- yo chhetra maa kun kun jaati haru baschhan?

- सबै जाती छन जस्तै गुरुङ, मगर, लिम्बु, नेवार क्षेत्री, ब्राम्हण, दमाई कामी आदी
- B- sabai jaati chhan jastai gurung, magar, limbu, newaar, chhetri, braamhan damaai, kaami aadi
- त्यसो भए, तपाईंहरूको कार्यक्रम भित्र सबै जातीहरू छन होला ?
- A- tyasobhae, tapai haru ko kaaryakram bhitra sabai jaatiharu chhan holaa?
- हो, सबै छन तर हाम्रो धेरैजसो कार्यक्रम गरिब जनजातीहरूको लागी छ
- B- ho, sabai chhan tara haamro dheraijaso kaaryakram garib janajaati haru ko laagi chha
- ठिक छ, तपाईंहरूको कार्यक्रम चाखलाग्दो छ, जस्तो छ, म पछि हेर्न आउला
- A- Thik chha, tapaiharu ko kaaryakram chaakhlaagdo chha jasto chha, ma pachhi herna aaulaa
- धन्यवाद
- dhannyabaad

Vocabulary 3:

आदि	
aadi	etc.
अन्दाजी	
andaaji	around
अरु	
aru	other, more (plural of arko 'another')
भित्र	
bhitra	within, inside
चाखलाग्दो	
chaakhlaagdo	interesting
छ जस्तो छ	
chha jasto chha	it sounds like that, here: it sounds 'interesting'
क्षेत्र	
chhetra	area
धेरैजसो	
dheraijaso	mostly, mainly
गरिब	
garib	poor
गुरुङ - कामी	
gurung – kaami	names of ethnic groups
हेर्नु	
hernu	to look
जाती	
jaati	ethnic group
जति	
jati	as many as, as much as
जनजाती	
janajaati	ethnic people

जनसंख्या	population
जस्तै	such as
कार्यक्रम	program
केही	something
मिठो छ जस्तो छ	it sounds tasty
पछि	later, after
राम्रो छ जस्तो छ	it sounds nice
सबै	all
सोध्नु	to ask
त्यसोभए	if that is so, in that case

Language focus:

Verb conjugation: present perfect (garnu has/have done):

	<i>positive:</i>	<i>negative:</i>
singular:		
maile (I)	garekochhu	gareko chhaina
tapaale (you)	garnubhaeko chha	garnubhaeko chhaina
timile LOW (you)	garekaa chhau	garekaa chhainau
wahaale (he/she)	garnubhaeko chha	garnubhaeko chhaina
usle (it)	gareko chha	gareko chhaina
plural:		
haami(haru)le (we)	garekaa chhau	garekaa chhainau
tapaaiharule (you)	garnubhaeko chha	garnubhaeko chhaina
timiharule LOW (you)	garekaa chhau	garekaa chhainau
wahaararule (they)	garnubhaeko chha	garnubhaeko chhaina
uniharule (they)	garekaa chhan	garekaa chhainan

ma KTM baata **aaeko**

I KTM from have come

I have come from KTM

Attaching *-eko* to the verb root turns the verb into a past participle. This form by itself is also called the 'unconjugated past'. It is often, but not always followed by the '*chha*' conjugated ending as shown in the chart above. The *-eko* form may be used in place of the conjugated form of the verb, when talking about actions in the past, if it is of no interest who performed the action – in the same way as the present participle (verb root + *-ne*) is used.

Modal verb: *parchha*:

maile tapaai lai maddat garnu **parchha**

I –agent marker you to help it is necessary I must help you

The particle *le* is an agent marker. It is added to the person who *must* do something, especially if there are more than one person in the sentence

Verb meaning: 'take (time)': *laagnu*:

yahaa baaTa kati samaya **laagchha?**

here from how much time it takes

how long does it take (to get there) from here?

Questions with both positive and negative verb: *ho ki hoina/chha ki chhaina*:

yahaa swaastha chauki **chha ki chhaina?**

Here health post is or isn't Is there a health post here?

Both the positive and negative verb can be added to a question in order to make it more open

Analysis

Compare with Danish where this is relevant

- 1 Do other languages you know have a conjugation for present perfect?
- 2 If so, how does it compare with the Nepali form?
- 3 Do other languages you know form questions with both positive and negative verb?

Lesson 11

Homework

- 1 Memorise the learning contents of Lesson 11
- *2 Translate the following sentences or do number *8
 1. I have come here from Kathmandu
 2. It takes one hour to walk from Kathmandu to Patan
 3. Our teachers must help us learn Nepali
 4. My working area seems very pleasant
 5. How do you feel about the surroundings of Kathmandu?
 6. This NGO has programs for many different ethnic groups
 7. The health post in this village does not have good management
 8. That program sounds very interesting
- 3 Make sentences with 5 verbs in the present perfect tense with different subjects (I, you/he/she, it, we, they (low)), some positive, some negative.
- 4 Memorise the numerals: 80 - 90
- 5 Memorise Devanagari: all the labial consonants: pa, pha, ba, bha, ma
- 6 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 7 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *8 Make sentences with:
 - 1 -nu parchha
 - 2 rahechha
 - 3 laagnu ('feel')
 - 4 laagnu ('take' (time))

Lesson 12

Farming

In this lesson you will learn to:

- 1 initiate an 'interview'**
ma krisi ko baaremaa kehi sodhna sakchhu ?
I farming about something ask can I
- 2 talk about agriculture**
yahaa ko mukhya baali ke ke ho?
here 's main crop what what it is
- 3 explain what something is about**
yo kitaab krishi ko baaremaa chha
this book farming about it is
- 4 talk about the frequency of an activity**
ek barsa maa 3 paTak baali lagaainchha
one year in 3 times crop it is planted
- 5 change nouns into adjectives**
nun nulilo hunchha
salt salty it is
- 6 talk about the size of land**
tapaai ko khet ra baari kati chha?
you 's wet field and dry field how much it is
= how much wet and dry field-land do you have?
- 7 ask someone to teach you something**
malaai sikaaidinus na
I to teach-give emphatic particle
= please do teach me!
- 8 express instrumentality**
maaTo le puridinus
soil instrumental particle cover give
= cover it with soil
- 9 express unreal conditionality**
yahaa paaeko bhae, sajilo hunthiyo
here gotten it became, easy it was = if we could get it here, it would be easy
- 10 count from 90 - 100**

11 read and write in Devanagari: all the semi vowels: ya, ra, la, va

Culture: rural areas, farming, politeness, small talk

Task: Ask someone at the office

- what the main crops in the Kathmandu Valley are
- how many times a year it is possible to plant here
- how the soil is here

Practice dialogue

A: Can I ask you something about farming?

B: Please ask

A: What are the main crops here?

B:(wheat=gahu, corn=makai)

A: How many times a year do you plant?

B:

Dialogue 1: Talking with a farmer about his fields and animals

नमस्ते

A- namaste

नमस्ते, म कृषिको बारेमा तपाईंसँग केही सोध्न सक्छु ?

B- namaste, ma krishi ko baaremaa tapaai sanga kehi sodhna sakchhu?

हुन्छ सोध्नुस न

A- hunchha sodhnus na

यहाको मुख्य बाली के हो

B- yahaa ko mukhya baali ke ke ho

धान, मकै, गहुँ र आलु तर यो बाहेक अरु तरकारी पनि हुन्छ ।

A- dhaan,makai gahu ra aalu tara yo baahek aru tarkaari pani hunchha

एक वर्षमा कति पटक बाली लगाइन्छ ।

B- ek barsa maa kati paTak baali lagaainchha

तिन पटक

A- tin paTak

यहाको माटो कस्तो छ ?

B- yahaa ko maaTo kasto chha?

मलिलो छ

A- malilo chha

खेत खन्नुहुन्छ की जोत्नुहुन्छ ?

B- khet khannuhunchha ki jotnuhunchha?

जोत्छु

A- jotchhu

कस्तो मल हाल्नुहुन्छ ?

B- kasto mal haalnuhunchha?

गाईबस्तुको मल र कम्पोस्ट मल

A- gaaibastu ko mal ra compost mal

कुन बिउ प्रयोग गर्नुहुन्छ ।

B- kun biu prayog garnuhunchha

उन्नत बिउ

A- unnat biu

गाईबस्तु पनि पाल्नुहुन्छ ?

B- gaaibastu pani paalnuhunchha?

हो, गाई भैसी, बोका, खसी पाल्छौ

A- ho, gaai bhaisi, bokaa, khasi paalchhau

आज लाई पुग्यो म भोली फेरी आउछु है धन्यवाद

B- aaja laai pugyo, ma bholi pheri aauchhu hai dhannyabaad

हस

A- has

Vocabulary 1:

आज

aaja today

आलु

aalu potato

अरु

aru other (plural of arko 'another')

बाहेक

baahek except

बाली

baali crops

भैसी

bhaisi buffalo

बिउ

biu seed

बोका

bokaa goat

धान

dhaan paddy (rice)

गाई

gaai cow

गाईबस्तु

gaaibastu cattle

गहुँ

gahu wheat

हाल्नु	
haalnu	to put, to pour
जोत्नु	
jotnu	to plough
केहि	
kehi	something
खन्नु	
khannu	to dig
खसी	
khasi	castrated goat
खेत	
khet	field
को बारेमा	
ko baaremaa	about
कृषि	
krisi	agriculture
लगाउनु	
lagaauunu	to plant
माटो	
maaTo	soil
मकै	
makai	corn
मल	
mal	fertilizer, manure
मलिलो	
malilo	fertile
मुख्य	
mukhya	main
पाल्नु	
paalnu	to raise
पटक	
paTak	time
प्रयोग गर्नु	
prayog garnu	to use
पुग्यो	
pugyo	it is enough (past tense)
सँग	
sanga	with
सोध्नु	
sodhnu	to ask

उन्नत बिउ

unnat biu

improved seed

Dialogue 2: Talking with a farmer about his fields and use of fertilizer

म त फेरी आईपुगे

A- ma ta pherai aaipuge

आउनुस न बस्नुस

B- aaunus na basnus

तपाईंलाई केही कुरा अभै सोध्नु छ ।

A- tapaa laai kehi kuraa ajhai sodhnu chha

हुन्छ सोध्नुस न

B- hunchha sodhnus na

तपाईंको खेत र बारी कति छ?

A- tapaa ko khet ra baari kati chha?

खेत २ रोपनी बारी १ रोपनी (८ रोपनी को १ एकर) (अन्दाजी)

B- khet 2 ropani baari 1 ropani (8 ropani 1 acer (approx))

बारीमा कुन कुन किसिमको तरकारी लगाउनु हुन्छ ?

A- baari maa kun kun kicim ko tarkaari lagaaunu hunchha?

सबै किसिमको

B- sabai kicim ko

कम्पोष्ट मल आफै बनाउनु हुन्छ ?

A- campost mal aaphai banaaunu hunchha?

होइन, यो कसरी बनाउने हो ? मलाई सिकाईदिनुस न

B- hoina, yo kasari banaaune ho? Malaai sikaaidinus na

यो त एकदम सजिलो छ , घर को एउटा कुनामा एउटा एक डेढ फिटको खाडल खन्नुस अनि

A- yo ta ekdam sajilo chha, ghar ko euTaa kunaa maa euTaa ek DeDh fit ko khaalDo khannus ani
प्लास्टिक बाहेक अरु सबै फाल्ने चिजविजहरु जस्तै तरकारीको बोक्राहरु, घाँसपात सबै

plastic baahek aru sabai phaaline chijbij haru jastai tarkaari ko bokraa haru, ghaas paat, sabai
त्यो खाल्डोमा हाल्नुस र माटोले पुरीदिनुस, १० / १५ दिन पछि खनेर हेर्नुस राम्रो मल

tyo khaalDo maa haalnus ra maaTo le puri dinus, 10 / 15 din pachhi khanera hernus raamro mal
तयार हुन्छ

tayaar hunchha

यो मल के के को लागि राम्रो हुन्छ ?

B- yo mal ke ke ko laagi raamro hunchha?

तरकारीहरु, फलफुल आदी, आजभोली यसलाई परमाकल्चर भनिन्छ ।

A- tarkaariharu , phulharu aadi, aajabhohi yaslaai' parmaculture 'bhaninchha

यसमा रासायनिक मल को प्रयोग गरिदैन

yasmaa raasaayanik mal ko prayog garidaina

ए...यो त राम्रो रहेछ ।

B- e... yo ta raamro rahechha

Vocabulary 2:

आदि

aadi etc.

आइपुग्नु

aaipugnu to arrive

आजभोलि

aajabholi these days

आफै

aaphai one self

अझै

ajhai still

वाहेक

baahek except

बारी

baari dry field

बनाउनु

banaaunu to make, to prepare

भन्नु

bhannu to call, to say

बोक्रा

bokraa peel from fruits or vegetables

डेढ

DeDha one half

फिट

fit feet

घाँसपात

ghaaspaat grass and leaves

घर

ghar house

हाल्नु

haalnu to throw, to pour

जस्तै

jastai such as

खाल्डो

khaaldo ditch

खन्नु	
khannu	to dig
खेत	
khet	wet field
किसिम	
kicim	type
कुना	
kunaa	corner
लगाउनु	
lagaauunu	to plant
माटो	
maaTo	soil
मल	
mal	fertilizer
न	
na	emphatic particle
फालिने चिजबिज	
phaaline chijbij	things to be thrown out
फेरि	
pheri	again
फुल	
phul	flower
प्रयोग गर्नु	
prayog garnu	to use
पुर्नु	
purnu	to cover
रासायनिक	
raasaayanik	chemical
रोपनी	
ropani	a measure of land (approximately 1/8 of an acre)
सबै	
sabai	all
सजिलो	
sajilo	easy
सिकाउनु	
sikaaunu	to teach
सोध्नु	
sodhnu	to ask
त	
ta	but, however

तयार हुनु

tayaar hunu to be ready

यसलाई

yaslaai to this

यसमा

yasmaa in this

Dialogue 3: Talking with a farmer about help on the farm and irrigation

मैले तपाईंसँग कृषिको बारेमा धेरै राम्रो कुराहरु सुने अब अलिअलि समस्या

A- maile tapaaai sanga krisi ko baaremaa dherai raamro kuraa haru sune aba aliali samassyya
को बारेमा कुरा गरौ हुन्छ ?

ko baaremaa kuraa garau hunchha?

हुन्छ नी

B- hunchha ni

तपाईंहरु आफै खेती गर्नुहुन्छ ?

A- tapaaiharua aaphai kheti garnu hunchha?

हामी दुईजना मात्र छौ, कहिलेकाही अरु मान्छे पनि चाहिन्छ ।

B- haami dui janaa maatra chhau ,kahilekaahi aru maanchhe pani chaahinchha

किन तपाईंको छोरा छोरी मद्दत गर्दैनन् ?

A- kina, tapaaai ko chhoraa chhori maddat gardainan?

उनीहरुमा पढ्दैछन् ।

B- uniharu KTM maa paDhdaichhan

यता खेतको काम गर्ने मान्छेहरु पाइन्छ ?

A- yahaa khet ko kaam garne maanchhe haru paainchha?

अलि गाहारोछ, आजभोली सबै काम खोज्न सहर जान्छन् ।

B- ali gaahaaro chha,aajabholi sabai kaam khojna sahar jaanchhan

ए...यहा सिचाईको व्यवस्था कस्तो छ नी ?

A- e...yahaa sichaai ko byabasthaa kasto chha ni?

सरकारी व्यवस्था छैन तर हामी गाउले मिलेर कुलो ल्याएका छौ ।

B- sarkaari byabasthaa chhaina tara haami gaaule milera kulo lyaaekaa chhau

उन्नत बिउ, राम्रो मल कहाँ बाट ल्याउनु हुन्छ ?

A- unnat biu, raamro mal kahaa baaTa lyaaunu hunchha?

.....जानु पर्छ, यहाँ पाएको भए सजिलो हुन्थ्यो ।

B- KTM jaanu parchha,yahaa paaeko bhae sajilo hunthyo

ओहो....यहा धेरै कुराको समस्या रहेछ ।

A- oh...yahaa dherai kuraa ko samassyya rahechha

Vocabulary 3:

आज भोली

aajabholi these days

आफै	
aaphai	itself
अब	
aba	now
ब्यवस्थापन	
byabasthaa	management
गाह्रो	
gaa(haa)ro/gaarho	difficult
कहिलेकाँही	
kahilekaahi	sometimes
खेति गर्नु	
kheti garnu	do farm work
खेतको काम गर्ने मान्छे	
khet ko kaam garne maanchhe	field worker
खोज्नु	
khojnu	to search, to look for, to find out
कुलो	
kulo	channel, canal
कुरा	
kuraa	thing, talk
ल्याउनु	
lyaaunu	to bring
मद्दत गर्नु	
maddat garnu	to help
मान्छे	
maanchhe	person, people
मल	
mal	fertilizer
मिलेर	
milera	to do something by joint effort
पाउनु	
paaunu	to get
शहर	
sahar	town
सजिलो	
sajilo	easy
सिचाई	
sichai	irrigation
उन्नत बिउ	
unnat biu	improved seed

Language focus

Change of noun to adjective: noun + -ilo = adjective:

yahaa ko maaTo **malilo** chha

Here 's soil fertile is The soil here is fertile

The adjective suffix *-ilo* is added to the end of a noun (*mal* meaning 'fertilizer') to change it into an adjective *malilo* 'fertile'.

Instrumental: noun + le:

maaTo **le** puri dinus!

Soil *instrumental particle* cover give Cover it with soil!

The instrument used for an action is followed by *le* just like the agent of an action

Purpose (in order to): verb root + -na + main verb phrase:

sabai kaam **khajna** sahar **jaanchhan**

All work seek city they go They all go to the city to seek work

A verbal purpose ('in order to ...') is produced by adding *-na* to the verb expressing the purpose

The 'purpose' (in order to seek work) is placed before the main verb (they go (to town))

Conditional clause (unreal) (if ...): verb root + -eko + bhae:

yahaa **paaeko bhae**, sajilo hunthiyo

Here gotten it became, easy it was If we could get it here, it would be easier

An unreal conditional clause (if ...) is formed by adding *-bhae* ('became') to the perfect participle form of the verb expressing the unreal condition (if we could get it here, ...)

The conditional phrase is followed by the rest of the sentence ending in a verb in the past tense

Analysis

Compare with Danish where this is relevant

- 1 Do other languages you know have a way of changing nouns into adjectives?
- 2 How is this done in English/Danish?
- 3 What is the form of *pugyo* (Dialogue 1 at the end) and why?
- 4 How do other languages you know express the instrumental?
- 5 What does *aajabholi* literally mean?
- 6 What does *hunchha* mean? (Dialogue 3, first question)
- 7 How is purpose expressed in other languages you know?
- 8 What does *milera* literally mean?
- 9 How do other languages you know deal with conditional phrases?

Lesson 12

Homework

- 1 Memorise the learning contents of Lesson 12
- *2 Translate the following sentences or do number *9
 1. Which crops are planted here?
 2. Please teach me to plant rice
 3. When is corn planted here?
 4. If you could get water easily, it would be good
 5. Can I ask something?
 6. How do you make compost?
 7. After ploughing, you plant the wheat
 8. Do you use chemical fertilizer?
 9. We come to class to learn Nepali
- 3 Make 5 sentences in the past tense with different subjects (I, you/he/she, it, we, they (low)) – some positive and some negative
- 4 Prepare the Task
- 5 Memorise the numerals: 90 - 100
- 6 Memorise Devanagari: all the semi vowels: ya, ra, la, va
- 7 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 8 Read: Try to read some words anywhere around you written in Devanagari script and note them down
- *9 Make sentences with:
 - 1 -nu parchha
 - 2 Verb root + inchha
 - 3 -i dinu
 - 4 sanga
 - 5 kahilekaahi
 - 6 milera

REVIEW 3:

Lessons 9-- 12

1 Review Lesson 12:

- 1 ***Learning contents:***
Pair work
- 2 ***2nd day dialogue:***
Pair work
- 3 ***Homework:***
Pair work
- 4 ***Listening:***
Listening text for Lesson 12
Whole class

2 Review Lessons 9-12:

1 Listening

Teacher reads the listening texts for Lessons 9 - 11
Discussion on problematic passages afterwards

2 Speaking

Pair work 1:
At the tailor's
(buying material and having something sewn)
Pair work 2:
Visiting partner organization
(length of stay, extension of work area, distance from Kathmandu)
Pair work 3:
Visiting a village:
(crops, harvests, animals and soil)

3 Numerals

Teacher reads a random selection of numerals: 1-100
Students write
All check together

4 Devanagari

Pair work 1:
Students take turns naming the letters they have learned using the wooden letters
Pair work 2:
Students take turns reading lists of words with known letters

5 Listening/responding

- Task from Lesson 12

Lesson 13

Education

In this lesson you will learn to:

1 talk about education

2 ask and talk about the difference between things

sarkaari school ra boarding school maa ke pharak chha?
Government schools and boarding schools in what difference there is

3 talk about actions being finished

yo jaach pass bhaepachhi ...
this exam pass become after = after this exam has been passed

4 quote indirect speech

maile suneko thie ki school raamro chhaina
I I had heard that school good it isn't

5 address children

bhaai, timro naam ke ho?
Younger brother, your name what it is
Timi school jaanchhau ?
You school you go ?

6 talk about actions that are about to take place

timi school jaana laageko ho?
You school go have begun it is = are you about to go to school?

7 give orders to children

jaau!
go

8 talk about past perfect activities

maile kaam gareko thie
I work I had done

9 count: 1000, 10.000, 100.000, 1000.000

10 read and write in Devanagari: all the sibilant and aspirate consonants: sa, sha, sa, ha

Culture: Education, politeness

Task: Ask someone at the office about his/her basic education

- where,
- how long
- which subjects
- how many students

Practice dialogue

- A: Are there schools in this area?
B: Yes, there is a government school and a boarding school
A: What is the difference between government schools and boarding schools?
B: There are many differences. Many people think that boarding schools are better than government schools
A: Is there an exam at all schools?
B: Yes
A: What is the biggest exam?
B: School Leaving Certificate
A: I had heard that schools in villages are not good
B: Yes, that is a big problem (samasyaa)

Dialogue 1: Talking about schools

नमस्त

A- namaste

नमस्ते, तपाईंहरूको गाउँमा स्कुल छ ?

B- namaste, tapaiharu ko gaau maa school chha?

एउटा सरकारी स्कुल र दुई वटा बोर्डिङ स्कुल छ

A- euTaa sarkaari school ra dui waTaa boarding school chha

सरकारी स्कुल र बोर्डिङ स्कुलमा के फरक छ ?

B- sarkaari school ra boarding school maa ke pharak chha?

सरकारी स्कुलमा एक देखि दस क्लास सम्म हुन्छ र पाँच क्लास देखि मात्रै इंग्लिस

A- sarkaari school maa ek dekhi das class samma hunchha ra paach class dekhi maatra english

पढाइन्छ, तर बोर्डिङ स्कुलमा एक देखि बाह्र क्लास सम्म हुन्छ र नर्सरी

paDhaainchha tara boarding school maa ek dekhi baara class samma hunchha ra nursery

देखिनै इंग्लिस पढाइन्छ ।

dekhi nai English paDhaainchha.

सबै स्कुलहरूमा जाँच पनि हुन्छ ?

B- Sabai School haru maa jaach pani hunchha?

यहाँको सबै स्कुलहरूमा जाँच हुन्छ

A- yahaa ko sabai school haru maa jaach hunchha

स्कुलहरूको सबैभन्दा ठुलो जाँच कुन हो ?

B- school haru ko sabaibhandaa Thulo jaach kun ho?

स्कुलहरूको सबैभन्दा ठुलो जाँच एस.एल.सी हो, यो जाँच १० क्लास पछि हुन्छ

A- school haru ko sabaibhandaa Thulo jaach S.L.C.ho, yo jaach 10 class pachhi hunchha.

यो जाँच कुन कुन स्कुलहरूले दिन्छन ?

B- yo jaach kun, kun schoolharu le dinchhan?

नेपाल भरिका सबै स्कुलहरू ले एकै पटक यो जाँच दिनु पर्छ अनि यो जाँच पास

- A Nepal bhari kaa sabai school haru le ekai paTak yo jaach dinu parchha ani yo jaach pass
भएपछि मात्र उनीहरु ११ क्लास पढ्न पाउछन
bhaepachhi maatra uniharu 11 class paDhna paauchhan
मैले सुनेको थिएकि गाउँको स्कूलमा राम्रो पढाई हुदैन रे ?
- B maile suneko thie ki gaau ko school maa raamro paDhaai hudaina re ?
हो, सरकारी स्कूलहरुमा शिक्षक र बिद्यार्थी दुबैको लागी सुबिधा कम छ
- A- ho, sarkaari school haru maa sikchhyak ra biddyaarathi dubai ko laagi subidhaa kam chha
अनि कसरी गाउँको बिद्यार्थीहरुले यो एस.एल.सी पास गर्न सक्छन ?
- B- ani kasari gaau ko biddyaarathi haru le yo S.L.C. pass garna sakchhan?
यो एउटा ठूलो समस्या छ ।
- A- yo euTaa Thulo samassya chha

Vocabulary 1:

भरी

bhari whole, all of

बिद्यार्थी

biddyaarathi student

बोर्डिङ

boarding private school

दुबै

dubai both

एकै पटक

ekai paTak at the same time

गाउँ

gaau village

जाँच

jaach examination

कम

kam less

मात्र

maatra only

नै

nai emphatic particle

पाउनु

paaunu to get

पढाई

paDhaai teaching

पढाउनु

paDhaaunu to teach

फरक

pharak	different
सबै	
sabai	all
सबै भन्दा	
sabaibhandaa	most (superlative)
समस्या	
samasyaa	problem
सरकारी	
sarkaari	governmental
शिक्षक	
sikchhyak	teacher
एस एल सी	
S.L.C.	School Leaving Certificate
सुबिधा	
subidhaa	facility
सुन्नु	
sunnu	to hear, to listen
तर	
tara	but

Dialogue 2: Talking to a child on his way to school

ए..भाई तिम्रो नाम के हो ?

A- e... bhaai timro naam ke ho?

मेरोनाम राम हो

B- mero naam Ram ho

तिमी स्कूल जान लागेको हो ?

A- timi school jaana laageko ho?

हो, उ त्यो मेरो स्कूल हो

B- ho, u..tyo mero school ho

तिम्रो क्लासमा कति जना छन

A- timro class maa kati janaa chhan?

६० जना

B- 60 janaa

कति जना केटा कति जना केटी ?

A- kati janaa keTaa kati janaa keTi?

४० जना केटा २० जना केटी

B- 40 janaa keTaa 20 janaa keTi

तिमी कति क्लासमा पढ्छौ ?

A- timi kati class maa paDhchhau?

६ क्लासमा

B- 6 class maa

कुन, कुन विषय पढ्छौ ?

A- kun, kun bisaya paDhchhau?

इंग्लिस, नेपाली, हिसाब, साइन्स, इतिहास, इत्यादी

B-English, Nepali, math, Science, history, e.t.c.

स्कूलमा पढाई कस्तो हुन्छ ?

A- school maa paDhaai kasto hunchha?

अरु विषय ठिकै हुन्छ तर इंग्लिस राम्रो हुदैन ।

B- aru bisaya Thikkai hunchha tara english raamro hudaina

ए....ल जाउ अब ढिलो होला

A- e...la jaau aba Dhilo holaa

Vocabulary 2:

अरु

aru other (plural of arko 'another)

विषय

bisaya subject

ढिलो

Dhilo late

जान लागेको

jaana laageko about to go

केटा

keTaa boy

केटी

keTi girl

पढाई

paDhaai teaching

पढ्नु

paDhnu study

Language focus

Verb conjugation: past perfect tense: garnu ('had done')

		<i>Positive</i>	<i>Negative</i>
Singular			
1.p.(I)	maile	gareko thie	gareko thiina
2.p.(you)	tapaaile	garnubhaeko thiyo	garnubhaeko thiena
2.p.LOW (you)	timile	garekaa thiyau	garekaa thienau
3.p.(he/she)	wahaale	garnubhaeko thiyo	garnubhaeko thiena
3.p.Low (it)	usle	gareko thiyo	gareko thiena
1.p.(we)	haamile/haamiharule	garekaa thiyau	garekaa thienau
2.p.(you)	tapaaiharule	garnubhaeko thiyo	garnubhaeko thiena
2.p.LOW(you)	timiharule	garekaa thiyau	garekaa thienau
3.p.(he/she)	wahaaharule	garnubhaeko thiyo	garnubhaeko thiena
3.p.Low (they)	uniharule	garekaa thie	garekaa thienan

Conjunction used for reported speech ('X said, that ...'): ki:

maile suneko thie **ki** gaau ko school raamro chhaina

I agent marker had heard that village's schools good aren't

I had heard that village schools were not good

ki is used as a conjunction (= 'that') linking reported speech to a verb (I've heard that ..., I've read that ..., etc)

Construction meaning 'to be about to do something': verb root + -na + laageko:

timi school **jaana laageko** ho?

You school go have been about to is it

You were about to go to school, right?

laageko may be used in this construction after any verb in the -na form

Imperative: low form: verb root + -u/-a:

jaau!

Go!

The imperative in the low form used with children addressed as *timi(haru)* is verb root + -u

If the verb root ends in a consonant then -a is added to the verb root, eg. *rokhnu: rockha!*.

Analysis

Compare with Danish where this is relevant

- 1 Do other languages you know have a conjugation for the past perfect?
- 2 How does Nepali past perfect compare with English/Danish?

Lesson 13

Homework

- 1 Memorise the learning contents of Lesson 13
- *2 Translate the following sentences or do number *9
 1. I had heard that the SLC is difficult
 2. What is the difference between the 10+2 exam and the SLC?
 3. The SLC is after 9th or 10th grade in Denmark
 4. What is the highest exam in Denmark?
 5. At what age do children start school?
 6. In Denmark children start learning English from 4th grade
 7. We were about to go to the market
 8. In some schools in Denmark, the teaching is not very good
 9. There are fewer/less schools in Denmark than in Nepal
- 3 Write 5 sentences with different verbs in the past perfect tense with different subjects (I, you/ he/she, it, we, they (low)) – some positive and some negative
- 4 Prepare the Task
- 5 Memorise the numerals: 1000, 10.000, 100.000, 1000.000
- 6 Memorise Devanagari: all the sibilant and aspirate consonants: sa, sha, sa, ha
- 7 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 8 Read:
Try to read some words anywhere around you written in Devanagari script and note them down
- *9 Make sentences with:
 - 1 Verb root + -inchha
 - 2 Verb root + -u (imperative low form)
 - 3 Laagnu ('to be about to')
 - 4 sabaibhandaa
 - 5 saknu
 - 6 -nu parchha

7 pharak

8 kam

LESSON 14

Job Specific: Partner Organizations

In this lesson you will learn to:

1 talk about your organization

2 ask about and explain the reason for being in a particular place

Nepal maa ke garnuhunchha? /

Nepal in what you do

ma MS-Nepal ko bikaase kaaryakartaa hu

I MS-Nepal's development worker I am

3 talk about work on a general level

kahaa kaam garnuhunchha? / ma NEWAH laai maddat didaichhu

where work you do / I NEWAH to help I am giving

4 ask for and give explanations of words

NEWAH bhaneko ke ho? / NEWAH bhaneko Nepal etc.

NEWAH said what is / NEWAH said Nepal, etc.

= what does 'NEWAH' mean? / 'NEWAH' means NEpal Water And Health

5 talk about types of organizations

NEWAH kasto kicim ko sansthaa ho? /

NEWAH how type 's organization it is /

NEWAH euTaa gair sarkaari sansthaa ho

NEWAH one non governmental organization it is

6 talk about a development organization's work

NEWAH le mukhya ke ke kaam garchha? /

NEWAH agent marker main what what work it does

NEWAH le swaastha sikchyaa ko digo bikaas ko laagi kaam garchha

NEWAH agent marker health education's sustainable development for work it does

=NEWAH works for sustainable development of health education

7 ask and answer questions about job specifics

NEWAH sanga kun bisaya maa kaam gardai hunuhunchha? /

NEWAH with which field in work are you doing

ma wahaaharu laai suchanaa byabasthaapan ko kaam maa maddat garchhu

I them to information management's work in help I do

8 ask and answer questions about job responsibilities

X ko kaam maa kasari maddat garnuhunchha? /

X 's work in how help you do

mero uttardaaaitwa dherai chhan jastai: X,Y,Z,etc

my responsibilities many are like

- 9 express interest in something**
 chaakhlaagdo kaam rahechha
interesting work it seems
- 10 talk about sources of funding**
 NEWAH ko laagi rakam kahaa baaTa aauchha?
NEWAH for funding where from it comes
 NEWAH ko laagi rakam IRC baaTa aauchha
NEWAH for funding IRC from it comes
- 11 talk about how something is done**
 yasle swaasnimaanchhe samuha dwaaraa sahayog garchha
it agent marker women group through support it gives
 = it gives support though women's groups
- 12 thank somebody for some information**
 suchanaa ko laagi dhannyabaad
information for thanks
- 13 Count:all the fives: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95**
- 14 read and write in Devanagari: special conjunct characters: ksa, jna, sra, tta, tra, dya**
Culture: Bureaucracy, politeness

Practice dialogue

- A: What are you doing in Nepal?
 B:
 A: Where do you work?
 B:
 A: What does (name of your organization) mean?
 B:
 A: Which type of organization is it?
 B:
 A: What is the main work of your organization?
 B: ...
 A: Where does the funding come from?
 B:
 A: Where is your organization working?
 B:
 A: Thanks for the information

Dialogue 1: Talking about DW work for a partner organization

- नमस्ते
 A namaste,
 नमस्ते, बस्नुस कहाबाट आउनुभयो ?
 B namaste,basnus, kahaa baaTa aaunubhayo?

- अहिले मबाट आउदैछु, तर मेरो देशहो ।
- A ahile ma KTM baaTa aaudaichhu, tara mero desh DK ho
नेपाल किन आउनुभयो ?
- B Nepal kina aaunubhayo?
म एम.एस नेपालको बिकासे कार्यकर्ता हँ
- A ma MS Nepal ko bikaase kaaryakartaa hu
कहाँ काम गर्नुहुन्छ ?
- B kahaa kaam garnuhunchha?
अहिले म नेवालाई मद्दत दिदछु
- A ahile ma NEWAH laai maddat didaichhu
नेवा संग, कुन बिषयमा काम गर्दै हुनुहुन्छ ?
- B NEWAH sangha, kun bisaya maa kaam gardai hunuhunchha?
म उहाहरुलाई अभिलेख तथा सुचना व्यवस्थापन को काम मा मद्दत
- A ma wahaaharu laai abhilekh tathaa suchanaa byabasthaapan ko kaam maa maddat
गर्छु
garchu
अभिलेख तथा सुचनाको काम मा कसरी मद्दत गर्नुहुन्छ ?
- B abhilekh tathaa suchanaa ko kaam maa kasari maddat garnuhunchha?
मेरो उत्तरदायित्व धेरै छन जस्तै
- A mero uttardaaitwa dherai chhan jastai:
नेवा को मुख्य र क्षेत्रिय कार्यालय जाने
-NEWAH ko mukhya ra chhetriya kaaryaalaya jaane
परियोजनाको बारेमा अध्यन गर्ने
-pariyojanaa ko baaremaa adhyan garne
अभिलेख र सुचनाको काम गर्ने
-abhilekh ra suchanaa ko kaam garne
नेवा को कर्मचारीलाई चाहिने तालिम दिने ।
-NEWAH ko karmachaari laai chaahine taalim dine
उनीहरु संग बसेर अनुगमन र मुल्यांकन गर्ने
-uniharu sanga basera anugaman ra mulyaankan garne

नेवा को दैनिक पत्रिका उत्पादनमा मद्दत गर्ने
-NEWAH ko dainik patrikaa utpaadan maa maddat garne
ठिक छ मिठो कुराकानीको लागि धन्यवाद
- B Thik chha miTho kuraakaani ko laagi dhannyabaad
हस, फेरि भेटौला
- A has, pheri bheTaulaa

Vocabulary 1

अभिलेख

abhilekh

documentation

अध्ययन	
addhyan	study
अनुगमन	
anugaman	monitoring
भेट्नु	
bheTnu	to meet
बिकासे कार्यकर्ता	
bikaase kaaryakartaa	Development worker
बिषय	
bisaya	area, field, subject
व्यवस्थापन	
byabasthaapan	management
चाहिने	
chaahine	needed, necessary
क्षेत्रीय	
chhetriya	regional
दैनिक	
dainik	daily
जस्तै	
jastai	such as
केहि	
kehi	something
कर्मचारी	
karmachaari	staff
कार्यालय	
kaaryaalaya	office
मद्दत दिनु	
maddat dinu	to (give) help
मद्दत गर्नु	
maddat garnu	to help
मिठो कुराकानी	
miTho kuraakaani	nice talk
मुख्य	
mukhya	main
मुल्यांकन	
mulyaannkan	evaluation
परियोजना	
pariyojanaa	project
पत्रिका	
patrikaa	newspaper

सुचना	
suchanaa	information
तालिम	
taalim	training
तथा	
tathaa	and, as well as
उत्पादन	
utpaadan	production
उत्तरदायित्व	
uttardaaaitwa	responsibility

Dialogue 2: Talking about the work of a partner organization

- म तपाईंसंग केही सोध्न सक्छु ?
A ma tapaaai sanga kehi sodhna sakchhu?
हुन्छ, सोध्नुस न
B hunchha, sodhnus na
तपाईं नेवा मा काम गर्नुहुन्छ होइन ?
A tapaaai NEWAH maa kaam garnuhunchha hoina?
हो किन ?
B ho, kina?
नेवा कस्तो किसिमको संस्था हो ?
A NEWAH kasto kicim ko sansthaa ho?
यो एउटा गैर सरकारी र गैर राजनैतिक संस्था हो, यो नाफा कमाउने
B yo euTaa gair sarkaari ra gair raajnaitik sansthaa ho, yo naaphaa kamaaune
संस्था होइन ।
sansthaa hoina
यस्को क्षेत्रिय कार्यालयहरु ५ वटा जिल्लाहरुमा छन, विराटनगर,
yasko chhetriya kaaryaalayaharu 5 waTaa jillaaharu maa chhan, Biratnagar,
नेपालगंज, धनगढी, पोखरा र काठमाण्डौ
Nepalgunj, Dhangadhi, Pokhara ra Kathmandu.
यो संस्थाले मुख्य के, के काम गर्छ ?
A yo sansthaa le mukhya ke, ke kaam garchha?
यस्ले दुर्गम क्षेत्रको जनताहरुलाई सफा खानेपानी दिन्छ र
B yasle durgam chhetra ko janataaharu laai saphaa khaane paani dinchha ra
स्वास्थ्य शिक्षा को दिगो बिकास को लागि काम गर्छ ।
swaastha sikchyaa ko digo bikaas ko laagi kaam garchha..
ओहो,...नेवा ले यो सबै काम गर्छ ?
A oh...NEWAH le yo sabai kaam garchha?
नेवाले आफै परियोजना लागु गर्दैन ।
B NEWAH le aaphai pariyojanaa laagu gardaina,

ए...कसरी गर्छ त ?

A e...kasari garchha ta?

यसले स्थानिय संस्था, साभेदारी संस्था, सानाकिसान समुह र

B yasle sthaaniya sansthaa, saajhedaari sanstha, saanaa kisaan samuha ra

स्वास्नीमान्छे समुह द्वारा सहयोग गर्छ ।

swaasnimaanchhe samuha dwaaraa sahayog garchha

यो सहयोग दिनको लागि रकम कहाँबाट आउछ ?

A yo sahayog dina ko laagi rakam kahaa baaTa aauchha?

यसले ९० प्रतिशत रकम.....बाट पाउछ र अरु बाकी युनिसेफ र आईआरसि

B yasle 90% rakam water aid baaTa paauchha ra aru baaki UNICEF ra IRC

(नेदरलेण्ड) बाट

(Netherlands) baaTa.

Vocabulary 2

आफै

aaphai one self

अरु बाँकी

aru baaki the rest, the remaining

बाकी

baaki left

क्षेत्रिय

chhetriya regional

दिगो विकास

digo bikaas sustainable development

दुर्गम क्षेत्र

durgam chhetra rural area

द्वारा

dwaaraa by/through

गैर

gair non-

गैर राजनैतिक

gair raajnaitik non political

गैर सरकारी

gair sarkaari N.G.O.(non govermental organization)

जनता

janataa people

जिल्ला

jilla district

कमाउनु

kamaaunu to earn

केहि	
kehi	something
खानेपानी	
khaane paani	drinking water
किसिम	
kicim	type
लागु गर्नु	
laagu garnu	to implement
मुख्य	
mukhya	main
नाफा	
naaphaa	profit
पाउनु	
paaunu	to get
परियोजना	
pariyojanaa	project
राजनैतिक	
raajnaitik	political
रकम	
rakam	funding, money
साभेदारी	
saajhedaari	partnership
साना किसान	
saanaa kisaan	small farmer
सबै	
sabai	all
सहयोग गर्नु	
sahayog garnu	to help/to support
समुह	
samuha	group
संस्था	
sanstha	organization
सफा	
saphaa	clean
सरकारी	
sarkaari	governmental
शिक्षा	
sikchhyaa	education
सोध्नु	
sodhnu	to ask

स्थानिय	
sthaaniya	local
स्वास्नी मान्छे	
swaasnimaanchhe	women
स्वास्थ	
swaastha	health
त	
ta	then
यसको	
yasko	it's
यसले	
yasle	it (as agent)

Lesson 14

Homework

- 1 Memorise the learning contents of Lesson 14
- 2 Translate the following sentences
 1. I work for KSSC
 2. KSSC means Kalika Self-reliance Social Centre
 3. What type of organization is Danida?
 4. Where does the main funding for Danida come from?
 5. What does sustainable development mean?
 6. I came to Nepal to do development work
 7. In which fields/subjects does your organization work?
 8. The main office of MS is in Kathmandu
- 3 Write 5 sentences with different verbs in the present continuous tense with different subjects (I, you/he/she, it, we, they (low)), some positive and some negative.
- 4 Paragraph writing:
Write a few sentences about your partner organization (where, what, who, when, how many, how long, why-type description)
- 5 Memorise the numerals: all the fives: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95
- 6 Memorise Devanagari: special conjunct characters: ksa, jna, sra, tta, tra, dya
- 7 Listen:
Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 8 Read:
Try to read some words anywhere around you written in Devanagari script and note them down

LESSON 15

Job specific: MS-Nepal

In this lesson you will learn to:

1 talk about different types of organizations

MS kasto sansthaa ho?/

MS how organization it is

MS euTaa Danish naagarikharu ko sansthaa ho

MS a Danish citizen's organization it is

2 talk about people, using 'who ever/anybody'

Denmark maa jo pani yasko sadasyaa banna sakchhan

Denmark in who also its member become they can

= Anybody in Denmark can become a member of this

3 talk about main programs of development work

MS-Nepal ko mukhya kaaryakram ke ke ho?/

MS Nepal's main program what what it is

MS le aaphai kunai pani kaam gardaina

MS agent marker one also work it does't do

= MS doesn't do any work of its own

4 express your feelings upon hearing something

MS ko baaremaa sunna paaudaa khushi laagyo, dhannyabaad

MS about hear get while happy I felt, thanks

= I am happy to have heard about MS, thanks

5 talk about one action taking place within the time of another, using 'when/while'

MS ko baaremaa sunna **paau-daa** khushi laagyo, dhannyabaad

MS about hear get-while happy I felt, thanks

= I am happy to have heard about MS, thanks

6 Count:all the tens: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

7 read and write Devanagari: other conjunct and special characters, and half characters

Culture: work ethics, politeness, (N)GO's

Task: Ask someone at the office what his/her main responsibilities are

Practice dialogue

A: Why did you come to Nepal?

B:

A: Where do you work?

B:

A: In which field/subject do you support your partner organization?

B:

- A: How do you do this work?
 B: I have many responsibilities such as
 A: Your work seems interesting

Dialogue: MS-Nepal

- ओ....कहाँ बाट आउनुभयो ?
 A oh.....kahaa baaTa aaunubhayo?
 काठमाण्डौ एम.एस. नेपाल बाट
 B Kathmandu MS Nepal baaTa
 एम.एस कस्तो सस्था हो ?
 A MS kasto sansthaa ho?
 एम.एस एउटा डेनिश नागरिकहरुको संस्था हो, डिकेमा जो पनि यस्को सदस्य
 B MS euTaa Danish naagarikharu ko sansthaa ho, DK maa jo pani yasko sadasya
 बन्न सक्छन यसमा ६ हजार व्यक्तिहरु र १०० वटा संस्थाहरु सदस्य
 banna sakchhan. Yasmaa 6 hazaar bykti haru ra 100 waTaa sansthaaharu sadasya
 छन। यो सस्थाको करिब ४००० डेनिश बिकासे कार्यकर्ताहरु एसिया, अफ्रिका
 chhan.yo sansthaa ko karib 4000 Danish bikaas kaaryakartaaharu Esiya, Africa ra
 र मध्य अमेरिकामा काम गर्छन ।
 madhya America maa kaam garchhan.
 ए...एम.एस नेपालमा कति जना बिकासे कार्यकर्ताहरु काम गर्छन ?
 A e....MS Nepal maa kati janaa bikaase kaaryakartaaharu kaam garchhan?
 अहिले २४ जना जति छन
 B ahile 24 janaa jati chhan
 तिनीहरु कहाँ, कहाँ काम गर्दैछन ?
 A tiniharu kahaa, kahaa kaam gardaichhan?
 बिभिन्न जिल्लाहरुमा जस्तै,नेपालगंज, भैरहवा, पाल्पा, डोटी, डडेलधुरा
 B bivinna jillaaharu maa jastai: nepalgunj, bhirahawa, palpa, Doti, Dadeldhura
 काठमाण्डौ, ईत्यादी
 KTM, ityaadi.
 एम.एसको मुख्य कार्यक्रम के, के हो ?
 A MS ko mukhya kaaryakram ke, ke, ho?
 एम.एसले आफै कुनै पनि काम गर्दैन, एमएसले स्थानिय साभेदारहरुसंग
 B MS le aaphai kunai pani kaam gardaina, MS le sthaaniya saajhedaarharu sanga
 मिलेर बिकासको कामहरु गर्छ, एमएसले मुख्य तिन क्षेत्रमा साभेदारहरु
 milera bikaasko kaamharu garchha.MS le mukhya tin chhetra maa saajhedaarharu
 लाई सहयोग गर्छ
 laai sahayog garchha:
 मानिसहरुको सिप बढाउने र मानव स्रोतको बिकास गर्ने
 -maanisharu ko sip baDhaaune ra maanab srot ko bikaas garne
 फरक संस्कृति बिच आपसी सहयोग ल्याउने
 -pharak sanskrit bich aapasi sahayog lyaaune

डेनमार्कमा सुचना र जानकारी पठाउने

-Denmark maa suchnaa ra jaankari paThaaune

ए...यो सबैकामको लागि खर्च कहाबाट आउछ, नी ?

A e.....yo sabai kaam ko laagi kharcha kahaa baaTa aauchha ni ?

एम.एसको खर्च डेनिस सरकार र एम.एसको सदस्यहरु बाट आउछ ।

B MS ko kharcha Danish sarkaar ra MS ko sadasyaharu baaTa aauchha.

एम.एसको बारेमा सुन्न पाउदा खुशी लाग्यो, धन्यवाद

A MS ko baaremaa sunna paaudaa khushi laagyo, dhannyabaad

Vocabulary

आपसी सहयोग	
aapasi sahayog	mutual cooperation
आफै	
aaphai	one self
बढाउनु	
baDhaaunu	to increase
बन्नु	
bannu	to become
बिच	
bicha	between
विकाश	
bikaas	development
बिभिन्न	
bivinna	different
व्यक्ति	
bykti	person
क्षेत्र	
chhetra	area
दा	
daa	when, while
इत्यादि	
ityaadi	etc.
जानकारी	
jaankaari	advocacy
जस्तै	
jastai	such as
जति	
jati	around, approximately
जिल्ला	
jilla	district
जो पनि	
jo pani	anybody
कार्यकर्ता	
kaaryakartaa	worker
कार्यक्रम	
kaaryakram	program
करिव	
karib	around

खर्च	
kharcha	fund
खुशी	
khusi	happy
कुनै पनि	
kunai pani + neg.	no one, not one (lit: one also it doesn't ..)
ल्याउनु	
lyaaunu	to bring
मानव स्रोत	
maanab srot	human resource
मानिस	
maanis	person
मानिसहरुको शीप	
maanisharu ko sip	human rights
मध्य	
madhya	central, middle
मिलेर	
milera	by joint effort
मुख्य	
mukhya	main
नागरीक	
naagarik	citizen
पठाउनु	
paThaaunu	to send
फरक	
pharak	different
साभेदार	
saajhedaar	partner
सबै	
sabai	all
सदस्य	
sadasya	member
सहयोग	
sahayog	support
संस्कृति	
sanskriti	culture
संस्था	
sansthaa	organization
सरकार	
sarkaar	government

सिप	
sip	skill
स्थानिय	
sthaaniya	local
सुचना	
suchanaa	information
तिनीहरु	
tiniharu	they
यसमा	
yasmaa	in it
यसको	
yasko	its

Language focus

Time phrase ('when.../while...): verb root + daa(kheri)

MS ko baaremaa sunna **paau-daa** khushi laagyo, dhannyabaad

MS about hear get-while happy I felt, thanks

I am very happy to have heard about MS, thanks

A time phrase (*sunna paaudaa* =when I got to hear....)is formed by adding *-daa(kheri)* to the verb root. The time phrase is followed by the main clause (*khushi laagyo* =I was happy)

Demonstratives, adverbs, interrogatives, relative pronouns and negatives

See appendix for a combined chart!

Interrogatives, relative pronouns & negatives:

<i>Interrogatives</i>		<i>Relative pronouns: definite</i>		<i>Relative pronouns: indefinite</i>		<i>Negatives: always used with the negative form of the verb (double negative)</i>	
Used in questions		Used in statements					
kun	<i>which</i>	jun	<i>which</i>	jun pani	<i>which ever</i>	kunai pani	<i>nothing</i>
ko*	<i>who</i>	jo*	<i>who</i>	jo pani	<i>anyboby</i>	kohi pani	<i>nobody</i>
kahaa	<i>where</i>	jahaa	<i>where</i>	jahaa pani	<i>wherever</i>	kahi pani	<i>nowhere</i>
kataa	<i>to where</i>	jataa	<i>to where</i>	jataa pani	<i>wherever</i>	kataa pani	<i>no where</i>
kasari	<i>how</i>	jasari	<i>as</i>	jasari pani	<i>any way</i>	kasari pani	<i>no way</i>
kahile	<i>when</i>	jahile	<i>when</i>	jahile pani	<i>whenever</i>	kahile pani	<i>never</i>
kati	<i>how many</i>	jati	<i>as many</i>	jati pani	<i>whatever</i>	kati pani	<i>not at all</i>
kasto	<i>how</i>	jasto	<i>how</i>	jasto pani	<i>however</i>	kasto pani	<i>no way</i>
ke	<i>what</i>	je	<i>what</i>	je pani	<i>whatever</i>	kehi pani	<i>nothing</i>

* these words change form in the oblique case (+ *-laai*, *-le* and *-maa*):

kaslaai

Demonstratives and adverbs:

<i>Demonstratives/adverbs: close</i>		<i>Demonstratives/adverbs: distant</i>	
yo*	<i>this</i>	tyo*	<i>that</i>
yahaa	<i>here</i>	tyahaa	<i>there</i>
yataa	<i>to here</i>	tyataa	<i>to there</i>
yaso	<i>in this way</i>	tyaso	<i>in that way</i>
yasari	<i>in this way</i>	tyasari	<i>in that way</i>
ahile/aba	<i>now</i>	tahile	<i>then, at that time</i>
yati	<i>this much</i>	tyati	<i>so much</i>
yasto	<i>such</i>	tyasto	<i>such, thus</i>

LESSON 15

Homework

- 1 Memorise the learning contents of Lesson 15
- 2 Translate the following sentences
 1. When I was in Kathmandu, the weather was very nice
 2. What are the main programs of your organization?
 3. Anybody can ride on a Tempo
 4. Who can become members of your organization?
 5. MS Nepal works with different organizations in the west and far west
 6. He doesn't do any work at the house
- 3 Write 5 sentences with different verbs in the past tense with different subjects (I, you/he/she, it, we, they (low)), some positive and some negative
- 4 Paragraph writing:
 - 1 Write a few sentences about MS/DANIDA
 - 2 Write a few sentences about MS-Nepal
 - 3 Write a few sentences about your job with your partner
 - 4 Write a few sentences about your past work experience
- 5 Prepare the Task
- 6 Memorise the numerals: all the tens: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- 7 Memorise Devanagari: other conjunct and special characters as well as the half characters
- 8 Listen:

Listen to the radio/watch TV/listen to people anywhere and note down any words that you recognize
- 9 Read:

Try to read some words anywhere around you written in Devanagari script and note them down

Review 4:

Lessons 13-15

1 Review Lesson 15:

- 1 ***Learning contents:***
Pair work
- 2 ***2nd day dialogue:***
Pair work
- 3 ***Homework:***
Pair work
- 4 ***Listening:***
Listening text for Lesson 15
Whole class

2 Review Lessons 13-16:

1 Listening

The teacher reads the listening texts for Lessons 13 - 14
Discussion of difficult parts at the end

2 Speaking

Pair work 1:
Interview: Your job

Pair work 2:
Interview: Your partner/organization

3 Numerals

Bingo:
A regular game of Bingo is played

4 Devanagari

Pair work 1:
Students take turns naming the letters they have learned using the wooden letters
Pair work 2:
Students take turns reading lists of words with known letters

5 Listening/responding

Task from Lesson 15

Dialogues for 2nd day

A's version

Please don't look at B's version if you are A

If you have extra time after finishing each lesson you may switch roles of course

In case you have problems:

- ❖ Ask B to repeat his/her questions
- ❖ Tell B you don't understand
- ❖ Ask B to speak slowly
- ❖ Ask B what the words you don't understand mean

In case B has problems:

- ❖ Repeat the questions
- ❖ Speak slowly
- ❖ Try to keep to Nepali – except:
- ❖ Translate words which B says s/he doesn't understand

Lesson 1

1

- A: Ask B what his/her name is
A: Answer and ask B where s/he is from
A: Answer and ask B what his/her job is
A: Answer

2

- A: Respond
A: Answer
A: Answer
A: Answer

3

- A: Get B's attention (= Hey B!)
A: Ask B how many pencils (or something else) there are on the table
A: Take a pencil (or something else) and ask B whose it is
A: Answer

4

- A: Respond
A: Answer and return the question
A: Answer and return the question
A: Respond
A: Ask B to give you his/her pencil (or something else)
A: Thank B

Lesson 2

1

A: Answer and ask B when lunch is

A: Answer

2

A: Ask B what time it is

3

A: Answer

A: Answer (in Kathmandu)

A: Answer

Lesson 3

1

A: Ask B which foods s/he likes

A: Answer and ask B which foods s/he doesn't like

A: Answer and ask B whether food is available in the class

A: Ask B whether s/he needs water

A: Answer

2

A: Answer

A: Answer

A: Answer and return the question

Lesson 4

1

A: Answer and return the question

A: Answer and return the question

A: Answer and return the question

A: Answer and if B does have children return the question

A: Answer and if B does have children return the question

A: Answer and if B does have children return the question

Continue the dialogue getting more information about each other's family

2

A: Ask B how many people there are in his/her family

A: Answer and ask B who the people in his/her family are

A: Answer

Continue the dialogue getting more information about each other's family

Lesson 5

1

- A: Ask B what s/he does in the morning
A: Answer and ask what B does in the afternoon
A: Answer and ask what B does in the evening
A: Answer

2

- A: Answer and return the question
A: Answer and return the question
A: Answer and return the question

3

- A: Ask B when s/he cleans his/her room
A: Answer and ask B when s/he goes to the market
A: Answer

Lesson 6

1

- A: Suggest a day
A: Respond if necessary and ask what time
A: Respond

2

- A: Ask B when would be a good time for him/her to go out to eat
A: Agree or suggest another day
A: Suggest a time

Lesson 7

1

- A: Ask B how to get to the Royal Palace from the MS office

2

- A: Give B directions

Lesson 8

1

- A: Tell B that you are not very well
A: Tell B that you have a pain somewhere
A: Answer
A: Answer
A: Answer

2

- A: Ask B how s/he feels
A: Ask B what's the matter
A: Ask B when this started
A: Ask B why this situation has come about
A: Ask B whether s/he went to the doctor

3

A: Reply and return the question

A: Reply and return the question

4

A: Ask B where s/he lived in Denmark

A: Answer and ask B whether s/he was working in Denmark

A: Answer and ask B what kind of work s/he did in Denmark

A: Answer

Lesson 9

1

A: Ask B whether s/he has been to a tailor

A: Answer and if relevant ask B what s/he had made at the tailor's

A: Answer and ask about the type and price of the material and the sewing charge

A: Answer and ask where the tailor is

A: Answer

2

A: Reply and return the question

A: Reply and return the question

A: Reply and return the question

A: Reply and return the question

Lesson 10

1

A: Comment on B's statement

A: Reply and return the question

A: Reply and return the question

A: Reply and return the question

A: Reply and return the question

A: Reply

2

A: Ask B what the weather is like right now in the area of his/her posting

A: Answer and ask B how the weather of his/her posting in general compares with Kathmandu weather

A: Answer and ask how B feels about the weather as far as his/her posting is concerned

A: Answer and ask B what the perfect climate would be in his/her opinion

A: Answer

Lesson 11

A: Ask B where s/he is going to work

A: Answer and ask B how long it takes to go there from Kathmandu

A: Answer and ask B whether there are other foreigners working in his/her area

A: Answer and ask B which ethnic groups live in his/her area

A: Answer

Lesson 12

1

A: Reply
A: Reply
A: Reply and explain
A: Reply
2
A: Ask B which animals Danish farmers raise
A: Comment if you don't agree, and ask what each of the animals is used for
A: Comment if you don't agree, and ask B whether many people in Denmark make compost
A: Ask B which type of fertilizer is used in Denmark

Lesson 13

1

A: Ask B whether there are many private schools in Denmark
A: Ask B what the difference between private schools and public schools is in Denmark
A: Ask B after which grade there is an exam in Denmark
A: Ask B whether there are other exams in Denmark
A: Ask B at what age children start school in Denmark
A: Ask B whether children have to go to school in Denmark

2

A: Reply and return the question
A: Reply and return the question
A: Reply and return the question

Lesson 14

1

A: Reply and return the question
A: Reply and return the question
A: Reply and return the question
A: Reply and return the question
A: Reply and return the question
A: Reply and return the question
A: Reply and return the question

2

A: Ask B in which fields/subjects s/he will be working in his/her organization
A: Answer and ask B what his/her main job responsibilities will be
A: Answer and ask B whether s/he has done such work previously
A: Answer

Lesson 15

1

A: Ask B what kind of organization MS is

A: Ask B where MS works

A: Ask B how MS works

A: Ask B in which main areas/subjects MS works

A: Ask where the funding for MS's work comes from

2

A: Reply and return the question

A: Reply and return the question

A: Reply and return the question

3

A: Ask B when s/he is leaving for his/her organization

A: Answer and ask B where his/her organization is

A: Answer and ask B how s/he is getting there

A: Answer and ask B how long it takes to get there

A: Answer

Dialogues for 2nd day

B's version

Please don't look at A's version if you are B

If you have extra time after finishing each lesson you may switch roles of course

In case you have problems:

- ❖ Ask A to repeat his/her questions
- ❖ Tell A you don't understand
- ❖ Ask A to speak slowly
- ❖ Ask A what the words you don't understand mean

In case A has problems:

- ❖ Repeat the questions
- ❖ Speak slowly
- ❖ Try to keep to Nepali – except:
- ❖ Translate words which A says s/he doesn't understand

Lesson 1

1

B: Answer and return the question

B: Answer and return the question

B: Answer and return the question

2

B: Get A's attention (=Hey A!)

B: Ask A for the name of someone else in the class

B: Ask A where that other person is from

B: Ask A what that other persons job is

3

B: Respond

B: Answer

B: Answer and take a book (or something else) and ask A whose it is

4

B: Say hello to A

B: Ask whether A is OK

B: Answer and ask A where his/her book (or something else) is

B: Answer and ask A to give you his/her book (or something else)

B: Thank A

B: Respond

Lesson 2

1

B: Ask A when the tea break is

B: Answer and ask where to go for lunch

2

B: Answer

3

B: Ask A what to do on Saturdays

B: Ask A where Bouddha is

B: Ask A how to go to Bouddha

Lesson 3

1

B: Answer and return the question

B: Answer and return the question

B: Answer

B: Answer and return the question

2

B: Ask A which fruits are available in Kathmandu

B: Ask A what oranges (or something else) cost

B: Ask A how Nepali food is

B: Answer

Lesson 4

1

B: Ask A how old s/he is

B: Answer and ask A whether s/he is married

B: Answer and ask whether A has any children

B: Answer and (if A does have children) ask how many girls/boys

B: Answer and ask A for the ages of his/her children (if s/he does have any)

B: Answer and ask A where his/her children are (if s/he has any)

B: Answer

Continue the dialogue getting more information about each other's family

2

B: Answer and return the question

B: Answer and return the question

Continue the dialogue getting more information about each other's family

Lesson 5

1

B: Answer and return the question

B: Answer and return the question

B: Answer and return the question

2

B: Ask what A does after breakfast

B: Answer and ask what A does after lunch

B: Answer and ask what A does after dinner

B: Answer

3

B: Answer and return the question

B: Answer and return the question

Lesson 6

1

B: Ask A when would be a good time for him/her for going to the market

B: Agree or suggest another day

B: Suggest a time

2

B: Suggest a day

B: Respond if necessary and ask what time

B: Respond

Lesson 7

1

B: Give A directions

2

B: Ask A how to get to Kathmandu Durbar Square from the MS office

Lesson 8

1

B: Ask A how s/he feels

B: Ask A what's the matter

B: Ask A when this started

B: Ask A why this situation has come about

B: Ask A whether s/he went to the doctor

2

B: Tell A that you are not very well

B: Tell A that you have a pain somewhere

B: Answer

B: Answer

B: Answer

3

B: Ask A what s/he did yesterday

B: Answer and ask A why s/he did what s/he did yesterday

B: Answer

4

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

Lesson 9

1

B: Reply and return the question

B: Reply and return the question if relevant

B: Reply and return the question

B: Reply and return the question

2

B: Ask A whether s/he has bought anything in a shop in Nepal

B: Answer and ask A what s/he has bought

B: Answer and ask A about the price of what s/he has bought

B: Answer and ask A how much the shopkeeper lowered the price

B: Answer

Lesson 10

1

B: Make a comment about today's weather

B: Ask A which month in Denmark s/he likes the best

B: Answer and ask A why s/he likes that particular month the best

B: Answer and ask A which month in Denmark s/he likes the least

B: Answer and ask A why s/he likes that particular month the least

B: Answer and ask A during which month in Denmark it rains the most

2

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

Lesson 11

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

Lesson 12

1

- B: Ask A what the main crops in Denmark are
B: Comment if you don't agree, and ask A how many times a year it is possible to plant in Denmark
B: Ask A whether it is possible to grow rice in Denmark
B: Ask A whether people in Denmark eat rice and where it comes from

2

- B: Reply
B: Reply
B: Reply
B: Reply

Lesson 13

1

- B: Reply
B: Reply
B: Reply
B: Reply
B: Reply and explain for how long

2

- B: Ask A whether s/he went to a private or public school
B: Answer and ask A for how many years s/he went to school
B: Answer and ask A which exam s/he has
B: Answer

Lesson 14

1

- B: Ask A why s/he came to Nepal
B: Answer and ask A in which organization s/he will be working
B: Answer and ask A where that organization is
B: Answer and ask A what the name of his/her organization means
B: Answer and ask A what type of organization s/he works for
B: Answer and ask A what the main work of his/her organization is
B: Answer and ask A where the funding for his/her organization's work comes from
B: Answer

2

- B: Reply and return the question
B: Reply and return the question
B: Reply and return the question

Lesson 15

1

B: Reply

B: Reply

B: Reply

B: Reply

B: Reply

2

B: Ask A where s/he worked when s/he lived in Denmark

B: Answer and ask A what s/he would like to do when s/he gets back to Denmark

B: Answer and ask A whether it is difficult to get his/her kind of work in Denmark

B: Answer

3

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

LISTENING TEXTS

मेरो नाम गोपाल हो , मेरो देश नेपाल हो । वहाँ को नाम गीता हो । वहाँ को देश पनि नेपाल हो । मेरो काम शिक्षक हो , वहाँ को काम पनि शिक्षक हो । यो मेरो किताब हो , त्यो वहाँको किताब हो । मेरो दुई वटा किताब छ , मलाई थाहा छैन ।

Mero naam gopal ho, mero desh Nepal ho. Wahaa ko naam gita ho wahaako desh pani Nepal ho.mero kaam sikchhyak ho, wahaa ko kaam pani sikchhyak ho.Yo mero kitaab ho ,tyo wahaa ko kitaab ho.mero dui waTaa kitaab kahaa chha, Malaai thaahaa chhaina.

आज सोमवार हो, म नेपाली क्लास ९ बजे जाने , गेस्ट हाउस मा चिया छुट्टी सवा दश बजे र सवा एघार बजे, लन्च साढे १२ बजे छ , अफिस छुट्टी पाँच बजे छ ।

Aaja sombaar ho,ma nepali class 9 baje jaane,guest house maa chiya chhuTTi sawaa das baje ra sawaa eghaar baje lunch saaDhe 12 baje chha.office chhuTTi paach baje chha.

मलाई दालभात एकदम मनपर्छ तर पिरो दालभाल मनपर्दैन । आज खाना मिठो छ तर अलि अलि पीरो छ । मलाई वियर पनि चाहिन्छ दिनुस , काठमाण्डौ को पानी राम्रो छैन , म उमालेको पानी मात्र खाने , ठिक छ , जम्मा कति भयो लिनुस ।

Malaai daalbhaat ekdamanparchha tara piro daalbhaat manpardaina .aaja khaanaa MiTho chha tara aliali piro chha.malaai beer pani chaahinchha dinus , Kathmandu ko paani raamro chhaina, ma umaaleko paani मात्रa khaane,Thik chha, jamma kati bhayo linus .

मेरो विहा भयो , मेरो परिवारमा जम्मा चार जना छन् , मेरो श्रीमान, एउटा छोरा, एउटा छोरी र म । मेरो श्रीमान को काम शिक्षक हो । मेरो काम पनि शिक्षक हो, मेरो बा हुनुहुन्न तर आमा हुनुहुन्छ , मेरो एकजना दाई हुनुहुन्छ ,दिदी , भाइ , बहिनी छैन । मेरो परिवार सानो छ ।

Mero bihaa bhayo, mero pariwaar maa jamma chaar janaa chhan, mero srimaan euTaa chhoraa, euTaa chhuri ra ma.mero srimaan ko kaam sikchhyak ho.mero kaam pani sikchhyak ho, mero baa hunuhunna tara aamaa hunuhunchha, mero ekjanaa daai मात्रa hunuhunachha, didi, bhaai, bahini chhaina.mero pariwaar saano chha.

म विहान देखि बेलुका सम्म धेरै काम गर्छु , विहान छ बजे उठ्छु त्यसपछि कोठाहरु सफा गर्छु अनि नुहाएर चिया खान्छु त्यसपछि खाना बनाउँछु अनि खाना खाएर अफिस जान्छु , अफिस मा मेरो धेरै काम छ , काम पछि म पाँच बजे घर आउँछु ।

Ma bihaana dekhi belukaa samma dherai kaam garchhu, bihaana chha baje uThchhu tyaspachhi koThaaharu saphaa garchhu ani nuhaaera chiya khaanchhu tyaspachhi khanaa banaauchhu ani khaanaa khaaera office jaanchhu, office maa mero dherai kaam chha, kaam pachhi ma paach baje ghar aauchhu

मेरो विचारमा भोलि २ बजे बैठक गर्नु पर्छ किनभने आउने हप्ता हाम्रो धेरै काम छ , भोलि विहिवार २ तारिख हो । पर्सि शुक्रवार मेरो अर्को बैठक छ त्यसकारण यो बैठक भोलि नै गर्नु पर्छ ।

Mero bichaar maa bholi 2 baje euTaa baiThak(meeting) garnu parchha kinabhane aaune haptaa haamro dherai kaam chha , bholi bihibaar 2 taarikh ho parsi sukrabar mero arko baiThak chha tyaskaaran yo baiThak bholi nai garnu parchha.

हिजो हामीहरु पोखरा गयौं , त्यहाँ हामीहरुले बैठकको लागि कोठा र होटल हेर्यौं , आउने हप्ता हाम्रो अफिस को एनुभल मिटिङ छ , त्यसकारण हामी लाई एउटा ठुलो सय जना बस्ने राम्रो कोठा चाहिन्छ । हाम्रो मिटिङ तिन दिन को हुन्छ , दुई दिन हामीहरु धेरै छलफल गर्छौं र अन्तिम दिन हाम्रो ठुलो भोज हुन्छ ,यो एकदम रमाइलो हुन्छ ।

Hijo haamiharu pokharaa gayau, tyahaa haamiharu le baiThak (meeting) ko laagi koThaa ra hotal heryau ,aaune haptaa haamro office ko annual meeting chha, tyaskaaran haami laai euTaa Thulo saya janaa basne raamro koThaa chaahinchha.haamro meeting tin din ko hunchha, dui din haamiharu dherai chhalphal garchhau ra antim din haamro Thulo bhoj hunchha, yo ekdam ramaailo hunchha.

नेपालको बाटो हरु मा गाडी चलाउन धेरै नै गाह्रो छ किनभने यहाँ को बाटो हरु साँगुरो छन् , सबै सडक को दायाँ , बायाँ हिड्नको लागि पेटी छैन , ठाउँ ठाउँमा बाटोहरु खाल्डा खुल्डी छन् ।

Nepal ko baaTo haru maa gaaDhi chalaana dherai nai gaahaaro chha kinabhane yahaa ko baaToharu saanguro chhan,sabai saDak ko daayaa, baayaa hiDna ko laagi peTi chhaina, ThaaU ThaaU maa baaTo haru khaalDaa khulDi chhan.

मेरो घर बाट एम एस अफिस टाढा छैन नजिक छ , हिडेर बिस मिनेट लाग्छ । म सधैं एम एस अफिस हिडेर जान्छु । मेरो घर एम एस अफिसबाट दक्षिण तीर पर्छ ।

Mero ghar baaTa MS office TaaDhaa chhaina najik chha, hiDera bis minet laagchha. Ma sadhai MS office hiDera jaanchhu.mero ghar MS office baaTa dakchhin tira parchha.

हिजो म एउटा रेष्टुरेण्ट गएँ , त्यहाँ मैले धेरै खानाहरु खाएँ , खाना एकदम मिठो थियो तर आज मलाई अलिअलि पेट दुख्यो अनि टाउको पनि दुख्यो किनभने मैले नउमालेको पानी र काँचो सलाद पनि खाएँ त्यसकारण आज मेरो पेट दुख्यो , काँचो सलाद खान हुन्छ आयोडिन पानी मा २०/२५ मिनेट राखेर मात्र खानु पर्छ । पानी पनि उमालेर मात्र खानु पर्छ किनभने काठमाण्डौ को पानी सफा छैन के गर्ने ।

Hijo ma euTaa restaurent gae, tyahaa maile dherai khaanaa haru khaae ,khaanaa ekdam miTho thiyu tara aaja malaai aliali peT dukhyo ani Taaaauko pani dukhyo, kinabhane maile naumaaleko paani ra kaacho salad pani khaae tyaskaaran aaja mero pet dukhyo, kaacho salaad khaana hunchha tara aayoDin paani maa 20/25 minuT raakhera maatra khaanu parchha.paani pani umaalera maatra khaanu parchha kinabhane Kathmandu ko paani saphaa chhaina ke garne.

आज म बजार जान्छु । मलाई एउटा कुर्ता सुर्वालको लागि कपडा किन्नु छ , कपडा महँगो छ कि सस्तो छ मलाई थाहा छैन । एक जोर कुर्ता सुर्वाल को लागि पाँच मिटर कपडा चाहिन्छ होला । मलाई धेरै लामो र कसिएको कुर्ता सुर्वाल मन पर्दैन त्यसकारण आज म पहिला सजिकार को मा जान्छु र सोध्छु । त्यसपछि बजार गएर कपडा किन्छु ।

Aaja ma bazaar jaanchhu. Malaai euTaa kurtaa suruwaal ko laagi kapaDaa kinnu chha , kapaDaa mahango chha ki sasto chha malaai thaahaa chhaina , ek jor kurtaa suruwaal ko laagi paach miTar kapaDaa chaahinchha holaa. Malaai dherai laamo ra kasieko kurtaa suruwaal man pardaina tyaskaaran aaja ma pahile sujikaar ko maa janchhu ra sodhchhu.tyaspachhi bazaar gaera kapaDaa kinchhu.

नेपालको सबभन्दा राम्रो महिना असोज र कार्तिक हो । यो महिनामा हरियै डाडा , निलो सफा आकाश , सेतो हिमाल देखिन्छ । यो मौसम मा न धेरै जाडो न धेरै गर्मी एकदम रमाइलो हुन्छ । नेपालमा दुइ तिन महिना धेरै जाडो हुन्छ । कहिलेकाहि पानी पर्ने मौसममा दिन अध्यारो हुन्छ , गड्याड गुडुड गर्छ , विजुली चम्कीन्छ र धेरै पानी पर्छ । नेपाल मा नदी हरु छन तर समुन्द्र छैन ।

Nepal ko sabbhandaa raamro mahinaa asoj ra kaartik ho.yo mahinaa maa hariyoi DaaDaa, nilo saphaa aakaas, seto himal dekhinchha.Yo mausam maa na dherai jaaDo na dherai garmi ekdam ramaailo hunchha.Nepal maa dui tin mahinaa dhrai jaaDo hunchha ani dui tin mahinaa garmi aru baaki sabai mahinaa haru maa mausam raamrai hunchha.kahilekaahi paani parne mausam maa din adyaaro hunchha gaDyaang guDung garchha bijuli chamkinchha ra dherai paani parchha .Nepal maa nadi haru chhan tara samudra chhaina.

नेपालको गाउँहरु रमाइला छन । गाउँ को हावापानी राम्रो हुन्छ । गाउँको मानिस हरु स्वस्थ हुन्छन किनभने गाउँ मा ठुलो बजार र फोहर हुदैन र धेरै गाडीहरु पनि हुदैन । गाउँमा सानो बजार हुन्छ । खाने चिजविज पाइन्छ तर अरु सामानहरु पाइदैन । तराईको धेरै जसो गाउँहरु मा मोटर बाटो छ तर पहाडको धेरै जसो गाउँहरुमा मोटर बाटो छैन हिडेर जानु पर्छ । केहि गाउँ हरु मा बत्ति , पानी को व्यवस्था छ तर केहि गाउँमा यसको ठुलो समस्या छ ।

Nepal ko gaauharu ramaailaa chhan.gaau ko haawaa paani pani raamro hunchha ., gaau ko maanis haru swastha hunchhan kinabhane gaau maa Thulo bazaar ra phohar hudaina ra dherai gaaDi haru pani hudaina.gaau maa saano bazaar hunchha khaane chijbij paainchha tara aru saamaan haru paaidaina.taraai ko dheraijaso gau haru maa moTar baaTo chha tara pahaaD ko dheraijaso gaau haru maa moTar baaTo chhaina hiDera jaanu parchha.kehi gaau haru maa batti ,paani ko byabasthaa chha tara kehi gaau maa yasko Thulo samasyaa chha.

नेपाल कृषी को देश हो । यहाँ धेरै मानिस हरु खेती गर्छन , यहाँको मुख्य वाली धान , मकै , गहुँ , आलु , र अरु धेरै तरकारी हरु हो । यहाँ एक वर्षमा तिन पटक वाली

लगाउँछन । यहाँ को माटो मलिलो छ । काठमाण्डौ का किसान हरु खेत जोत्छन । तराई मा धेरै राम्रो धान , गहुँ , तोरी उत्पादन हुन्छ । नेपाल का किसान हरु गाई बस्तु हरु पनि पाल्छन , गाइबस्तु हरु बाट हामी हरु दुध र मल पाउँछौं । किसानहरु खेती को लागि गाइबस्तु को मल र कम्पोष्ट मल प्रयोग गर्छन ।

Nepal krasi ko desh ho, yahaa dherai maanis haru kheti garchhan, yahaa ko mukhya baali dhaan, makai, gahu, aalu ra aru dherai tarkaari haru ho.yahaa ek barsa maa tin paTak baali lagaainchha . yahaa ko maaTo malilo chha.Kthmandu kaa kisaan haru khet khanchhan tara taraai kaa kisaan haru khet jotchhan.taraai maa dherai raamro dhaan, gahu,tori utpaadan hunchha. Nepal kaa kisaan haru gaai bastu haru pani paalchhan, gaaibastu haru baaTa haamiharu dudh ra mal paauchhau.kisaanharu kheti ko laagi gaaibastu ko mal ra campost mal prayog garchhan.

आज भोलि नेपालमा धेरै स्कूल हरु छन । केहि सरकारी स्कूल र केहि बोर्डिङ स्कूल हरु । सरकारी स्कूल मा एक देखि दश सम्म हुन्छ अनि पाँच देखि मात्र इलिस पढाउँछन तर बोर्डिङ स्कूलमा एक देखि बाह्र क्लास सम्म हुन्छ र नर्सरी देखि नै इलिस पढाइन्छ । यहाँको स्कूलको सबभन्दा ठुलो जाँच एस.एल.सी. हो । यो जाँच दश कक्षा पछि हुन्छ । सर्व स्कूलले यो जाँच एकै पटकमा दिनु पर्छ । यो जाँच पास भए पछि मात्र उनीहरु एघार क्लास पढ्न पाउँछन ।

Aajabholi Nepal maa dherai school haru chhan. Kehi sarkaari school ra kehi borDing school haru. Sarkaari school maa ek dekhi das class samma hunchha ani paach class dekhi maatra English paDhaainchha tara boarding school maa ek dekhi baara class samma hunchha ra nursery dekhi nai English paDhaainchha. Yahaa ko school ko sabxbhandaa Thulo jaach S.L.C.ho. yo jaach das class pachhi hunchha. Sabai school le yo jaach ekai paTak maa dinu parchha.yo jaach paas bhae pachhi maatra uniharu eghaara class paDhna paauchhan.

म एम एस नेपालको विकाशे कार्यकर्ता हुँ । अहिले म एउटा स्थानिय संस्थालाई मद्दत दिदैछु । म वहाँ हरु लाई तालिम र व्यवस्थापनको काम मा मद्दत दिदैछु । मेरो उत्तरदायित्वहरु धेरै छन , वहाँहरुको क्षेत्रिय कार्यालय जाने , परियोजनाको बारेमा अध्ययन गर्ने , कर्मचारीहरुलाई चाहिने तालिम दिने इत्यादि । यो एउटा गैर सरकारी संस्था हो । यो संस्थाले नाफा कमाउँदैन । यो संस्थाले गरीब जनता हरु को विकाश को लागि काम गर्छ ।

Ma MS Nepal ko bikaase kaaryakartaa hu. Ahile ma euTaa sthaaniya sansthaa laai maddat didaichhu. Ma wahaa haru laai taalim ra byabasthapan ko kaam maa maddat didaichhu.mero uttardaaitwa haru dherai chhan, wahaaharu ko chhetriya kaaryaalaya jaane, pariyojanaa ko baremaa adhyan garne, karmachaari haru laai chaahine taalim haru dine ityaadi.yo euTaa gair sarkaari sanstha ho. Yo sansthaa le naaphaa kamaudaina. Yo sansthaa le garib janataa haru ko bikaas ko laagi kaam garchha

VERBS

NEPALI - ENGLISH

aaipugnu	to arrive
aasaa garnu	to hope
aaraam garnu	to rest
aaunu	to come
baDhaaunu	to increase
baDhnu	to improve, to increase, to grow
banaaunu	to make, prepare
banda garnu	to close
basnu	to sit, to stay, to live
bhannu	to say, to tell
bhar parnu	to depend
bheTnu	to meet
bichaar garnu	to think
birsanu	to forget
bolaaunu	to call
bolnu	to speak
bujhnu	to understand
chaahanu	to want
chaahinu	to need
chhalphal garnu	to discuss
chhunu	to touch
chinnu	to know, to recognize
Daraaunu	to be afraid
dauDanu	to run
dekhaaunu	to show
dekhnu	to see, to look, to watch
dinu	to give
disaa garnu	to shit
dukhnu	to hurt
duudh duhunu	to milk
gaaunu	to sing
gannu	to count
garnu	to do
ghaTaaunu	to lower, to subtract
haalnu	to put, to pour
haaknu	to drive
haasnu	to laugh
hasaaunu	to make laugh
herbichaar garnu	to look after, to take care
hernu	to see
hiDnu	to walk
hunu	to be
jaannu	to know (technical things)

jaanu	to go
jotnu	to plough
kaam garnu	to work
kaaTnu	to cut
kamaaunu	to earn
khaanu	to eat
khannu	to dig
khelnu	to play
khojnu	to find out, to search
kholnu	to open
khulnu	to open
kinmel garnu	to shop
kinnu	to buy
kosis garnu	to try
kuraa garnu	to talk
laagnu	to feel
laagu garnu	to implement
laaunu	to wear
lagaauunu	to wear, to plant, to apply
lagnu	to take along
lekhnu	to write
linu	to take
lyaaunu	to bring
maajhnu	to clean
maaph garnu	to forgive, to excuse
maddat garnu	to help (small things)
man parnu	to like
marmat garnu	to repair
moDnu	to turn
naachnu	to dance
naapnu	to measure
paalnu	to raise (kids, animals)
paaunu	to get, to have, to find, to receive
paDhaaunu	to teach
paDhnu	to study
pani parnu	to rain
pharkhanu	to return
phohor garnu	to make dirty
pisaab garnu	to urinate
prayog garnu	to use
pugnu	to reach
purnu	to cover, to put
raakhnu	to put
roknu	to stop
sahayog garnu	to support, to help (big things)
saknu	to be able to, can
sapanaa dekhnu	to dream

saphaa garnu	to clean
siddhinu	to finish
sikaaunu	to teach
siknu	to learn
siunu	to sew
sodhnu	to ask
sunnu	to listen
suru garnu	to start
sutnu	to sleep
swiikaar garnu	to agree
thaalnu	to start
tirnu	to pay
uDnu	to fly
umaalnu	to boil

VERBS

ENGLISH - NEPALI

to agree	swiikaar garnu
to arrive	aaipugnu
to ask	sodhnu
to be able to, can	saknu
to be afraid	Daraaunu
to be	hunu
to boil	umaalnu
to bring	lyaaunu
to buy	kinnu
to call	bolaaunu
to clean	maajhnu
to clean	saphaa garnu
to close	banda garnu
to come	aaunu
to count	gannu
to cover, to put	purnu
to cut	kaaTnu
to dance	naachnu
to depend	bhar parnu
to dig	khannu
to discuss	chhalphal garnu
to do	garnu
to dream	sapanaa dekhnu
to drive (ex car)	haaknu
to earn	kaamaaunu
to eat	khaanu
to feel	laagnu
to find out, to search	khajnu
to finish	siddhinu
to fly	uDnu
to forget	birsanu
to forgive, to excuse	maaph garnu
to get, to have, to find, to receive	paaunu
to give	dinu
to go	jaanu
to help (small things)	maddat garnu
to hope	aasaa garnu
to hurt	dukhnu
to implement	laagu garnu
to improve, to increase, to grow	baDhnu
to increase	baDhaaunu

to know (technical things)	jaannu
to know, to recognize	chinnu
to laugh	haasnu
to learn	siknu
to like	man parnu
to listen	sunnu
to look after, to take care	herbichaar garnu
to lower, to subtract	ghaTaaunu
to make dirty	phohor garnu
to make laugh	hasaaunu
to make, to prepare	banaaunu
to measure	naapnu
to meet	bheTnu
to milk	duudh duhunu
to need	chaahinu
to open	kholnu
to open	khulnu
to pay	tirnu
to play	khelnu
to plough	jotnu
to put	raakhnu
to put, to pour	haalnu
to rain	pani parnu
to raise (kids, animals)	paalnu
to reach	pugnu
to repair	marmat garnu
to rest	aaraam garnu
to return	pharkhanu
to run	dauDanu
to say, to tell	bhannu
to see	hernu
to see, to look, to watch	dekhnu
to sew	siunu
to shit	disaa garnu
to shop	kinmel garnu
to show	dekhaaunu
to sing	gaaunu
to sit, to stay, to live	basnu
to sleep	sutnu
to speak	bolnu
to start	suru garnu
to start	thaalnu
to stop	roknu
to study	paDhnu
to support, to help (big things)	sahayog garnu
to take along	lagnu
to take	linu

to talk	kuraa garnu
to teach	paDhaaunu
to teach	sikaaunu
to think	bichaar garnu
to touch	chhunu
to try	kosis garnu
to turn	moDnu
to understand	bujhnu
to urinate	pisaab garnu
to use	prayog garnu
to walk	hiDnu
to want	chaahanu
to wear	laaunu
to wear, to plant, to apply	lagaunu
to work	kaam garnu
to write	lekhnu

Basic Language Training: Part One

Vocabulary List

Post positions

ko	of, 's (possessive) Peter ko desh Denmark ho Peter's country is Denmark
maa	at, in, on (location) Kathmandu Nepaal maa chha Kathmandu is in Nepal
laai	to, for (benefit) Indicates the indirect object Malaai kalam dinus! Please give me the pen!
ko laagi	for (purpose) Yo kera phalphul salad ko laagi ho This banana is for fruit salad
(e)pachhi	after 5 minute pachhi ma pheri aauchhu I'll be back in 5 minutes Paani umaalepachhi ma Termos maa raakchhu After boiling the water I put it in the thermos
baaTa	from (location) Ma MS baaTa aae I came from MS
dekhi	since, from (time) Ma Nepaal maa 1998 dekhi baseko chhu I have lived in Nepal since 1998
samma	to, until Kathmandu baaTa Pokhara samma kati samaya laagchha? How long does it take to get from Kathmandu to Pokhara?
sanga	with Ma sanga jholaa chhaina I don't have a bag
sita	with Ma sita jholaa chhaina I don't have a bag
tira	towards Patan Kathmandu baaTa dakchhin tira parchha Patan is south of Kathmandu
ko baaremaa	about, concerning Yo kitaab Nepaal ko baaremaa ho This book is about Nepal
naajik	near Summit Hotel Bagmati naajik chha Summit Hotel is near Bagmati

bhandaa than
Patan bhandaa Kathmandu Thulo chha
Kathmandu is bigger than Patan

le by
The agentive case marker for the subject of transitive verbs in the past tense.
Peter le chhiya banaaunubhayo Peter made tea

The instrumental case marker for a thing used for some action.
Umaaleko paani le chhiya banaaunu parchha
You must make tea using boiled water

The causative case marker for subjects of causative verbs
Yo ausadhi le nindraa laagchha
This medicine makes you sleepy

agaaDi in front of
Mero bicycle MS agaaDi chha My bicycle is in front of MS

Aghi/agaaDi/pahile ago
Ek hapta agi haami Naamo Buddha gaayau
One week ago we went to Naamo Buddha

Bhaekole due to, because of
BaaTo saanghuro bhaekole durghaTanaa hunchha
Because the roads are narrow, there are accidents

Anusaar according to
Haawaapaani anusaar Nepal laai tin bhaag maa baaDna sakinchha
Nepal can be divided into 3 parts according to climate

Baahira outside
Kathmandu baahira dherai Thaaun maa baaTo chhaina
Many places outside Kathmandu have no roads

Dwaaraa through
Bidesi sahayog taalim haru dwaaraa garinchha
Foreign aid is given through training

Bhitra inside

Momo ko golaa laai momo pakaaune bhaaDo bhitra raakhnus

Put the momo balls into the momo pot

sentence structure

Questions with interrogatives

<i>subject</i>	<i>interrogative</i>	<i>verb</i>
kitaab <i>book</i>	kahaa <i>where</i>	chha <i>is</i>
class <i>class</i>	kati baje <i>what time</i>	suru hunchha <i>starts</i>
yo <i>this</i>	ke <i>what</i>	ho <i>is</i>
yo kitaab <i>this book</i>	kosko <i>whose</i>	ho <i>is</i>
tapaai ko desh <i>your country</i>	kun <i>which</i>	ho <i>is</i>
keraa <i>bananas</i>	kati rupiya <i>how many Rupies</i>	parchha <i>cost</i>
keraa <i>bananas</i>	kasto <i>how</i>	chha <i>are</i>
tapaai <i>you</i>	kahile <i>when</i>	jaanu hunchha <i>go</i>
tapaai <i>you</i>	kina <i>why</i>	jaanu hunchha <i>go</i>
tapaai <i>you</i>	kasari <i>how</i>	jaanu hunchha <i>go</i>
	kati waTaa kera <i>how many items bananas</i>	chahinchha <i>are needed</i>
Patan <i>Patan</i>	kata tira <i>which direction</i>	parchha <i>is</i>

sentence structure

Declaratives & questions without interrogatives

<i>Time</i>	<i>Indirect object + post- position</i>	<i>Subject</i>	<i>Place + post- position</i>	<i>Object/ Predicate</i>	<i>Verb</i>
		ma <i>I</i>			jaanchhu <i>go</i>
		ma <i>I</i>		bidyaarathi <i>student</i>	hu <i>am</i>
		Nepal <i>Nepal</i>		raamro <i>good</i>	chha <i>is</i>
		kitaab <i>book</i>	mech maa <i>chair on</i>		chha <i>is</i>
		mero chhora chhori <i>my children</i>			chha <i>exist</i>
	ma sanga <i>me with</i>	kitaab <i>book</i>			chha <i>exists</i>
	malaai <i>me to</i>	keraa <i>bananas</i>			manparchha <i>please</i>
		ma <i>I</i>		keraa <i>bananas</i>	khaanchhu <i>eat</i>
		maile <i>I</i>		keraa <i>bananas</i>	khaane <i>ate</i>
aaja <i>today</i>		ma <i>I</i>		keraa <i>bananas</i>	khaanchhu <i>eat</i>
ajaa <i>today</i>		ma <i>I</i>	class maa <i>class in</i>	keraa <i>bananas</i>	khaanchhu <i>eat</i>
		ma <i>I</i>			baschhu <i>sit</i>
		ma <i>I</i>	mech maa <i>chair on</i>		baschhu <i>sit</i>
ajaa <i>today</i>		ma <i>I</i>	mech maa <i>chair on</i>		baschhu <i>sit</i>
	malaai <i>me to</i>			keraa <i>bananas</i>	dinus <i>please give</i>

Verb tenses: positive

Infinitive: **garnu**= to do (at goere)

* = add nazalization	nutid		fortid					fremtid
	present	present progressive	past	past habitual	past progressive	present perfect	past perfect	future
	does	is doing	did	was doing	was doing	has done	had done	will do
	goer	er ved at goere	gjorde	plejede at goere	var ved at goere	har gjort	havde gjort	vil goere
person								
<i>ma/maile</i>	garchhu	gardaichhu	gare	garthe	gardai thie	gareko chhu	gareko thie	garulaa
<i>tapaai(le)</i> <i>tapaaiharu(le)</i> <i>wahaa(le)</i> <i>wahaaharu(le)</i>	garnu hunchha	gardaihunu hunchha	garnu bhayo	garnu hunthyo	gardai hunuhunthyo	garnu bhaeko chha	garnu bhaeko thiyo	garnu holaa
<i>u/usle</i>	garchha	gardaichha	garyo	garthyo	gardai thiyo	gareko chha	gareko thiyo	garlaa
<i>haami(le)*</i> <i>haamiharu(le)</i> <i>*</i> <i>timi(le)</i> <i>timiharu(le)</i>	garchhau	gardaichhau	garyau	garthyau	gardai thiyau	garekaa chhau	garekaa thiyau	garaulaa

<i>uniharu(le)</i>	garchhan	gardaichhan	gare	garthe	gardai thie	garekaa chhan	garekaa thie	garlaan
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Verb tenses: negative

infinitive: garnu = to do (at goere) * = add nazalization	nutid		fortid				
	present	present progressive	past	past habitual	past progressive	present perfect	past perfect
	does not	is not doing	did not	was not doing	was not doing	has not done	had not done
	goer ikke	er ikke ved at goere	gjorde ikke	plejede ikke at goere	var ikke ved at goere	har ikke gjort	havde ikke gjort
person							
<i>ma/maile</i>	gardina	gardai chhaina	garina	gardinathe	gardai thiina	gareko chhaina	gareko thiina
<i>tapaai(le)</i> <i>tapaaiharu(le)</i> <i>wahaa(le)</i> <i>wahaaharu(le)</i>	garnu hunna	gardai hunuhunna	garnu bhaena	garnu hunnathyo	gardai hunuhunnathyo	garnu bhaeko chhaina	garnu bhaeko thiena
<i>u/usle</i>	gardaina	gardai chhaina	garena	garnathyo	gardai thiena	gareko chhaina	gareko thiena
<i>haami(le)*</i> <i>haamiharu(le)</i>	gardainau	gardai chhainau	garenau	garnathyau	gardai thienau	garekaa chhainau	garekaa thienau

* <i>timi(le)</i> <i>timiharu(le)</i>							
<i>uniharu(le)</i>	gardainan	gardai chhainan	garenan	garnathe	gardai thienan	garekaa chhainan	garekaa thienan

Verb tenses: positive and negative

Infinitive: **hunu** = to be, to become (at vaere, at blive)

* = add nazalization	chha description (with adjectives) existence, location				ho identification (with nouns)			
	present		past		present		past	
	positive	negative	positive	negative	positive	negative	positive	negative
	is	is not	was	was not	is	is not	became	did not become
	er	er ikke	var	var ikke	er	er ikke	blev	blev ikke
person								
ma	chhu	chhaina	thie	thiina	hu	hoina	bhae	bhaina
tapaai(haru) wahaa(haru)	hunu hunchha	hunu hunna	hunu hunthyo	hunu hunnathiyo/ hunu hunthiena	hunu hunchha	hunu hunna	hunu bhayo	hunu bhaena
u	chha	chhaina	thiyo	thiena	ho	hoina	bhayo	bhaena
haami(haru) * timi(haru)	chhau	chhainau	thiyau	thienau	hau	hoinau	bhayau	bhaenau
uniharu	chhan	chhainan	thie	thienan	hun	hoinan	bhae	bhaenan

Verb endings: positive & negative

* = add nazalization	nutid		fortid					fremtid
	present	present progressive	past	past habitual	past progressive	present perfect	past perfect	future
person								
<i>ma/maile</i>	chhu/dina	dai chhu/ chhaina	e/ina	the/nathe	dai thie/thiina	eko chhu/ chhaina	eko thie/ thiina	ulaa
<i>tapaai(le)</i> <i>tapaaiharu(le)</i> <i>wahaa(le)</i> <i>wahaaharu(le)</i>)	nu hunchha/ hunna	dai hunchha/ hunu hunna	nu bhayo/b haena	nu hunthyo/h unna thyo	dai hunu hunthyo/ hunnathyo	nu bhaeko chha/chhaina	nu bhaeko thiyo/ thiena	nu holaa
<i>u/usle</i>	chha/ daina	dai chha/ chhaina	yo/ ena	thyo/ nathyo	dai thiyo/thiena	eko chha/chhaina	eko thiyo/ thiena	laa
<i>haami(le)*</i> <i>haamiharu(le)*</i> <i>timi(le)</i> <i>timiharu(le)</i>	chhau/ dainau	dai chhau/ chhainau	yau/ nau	thyau/ nathyau	dai thiyau/ thienau	ekaa chhau/ chhainau	ekaa thiyau/ thienau	aulaa
<i>uniharu(le)</i>	chhan/ dainan	dai chhan/	e/ enan	the/nathe	dai thie/thienan	ekaa chhan/	ekaa thie/	laan

		chhainan				chhainan	thienan	
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Interrogatives, relative pronouns, negatives, demonstratives & adverbs

<i>Interrogatives</i>		<i>Relative pronouns: definite</i>		<i>Relative pronouns: indefinite</i>		<i>Negatives: always used with the negative form of the verb</i>		<i>Demonstratives/ adverbs: close</i>		<i>Demonstratives/ adverbs: distant</i>	
<i>Used in questions</i>		<i>Used in statements</i>									
kun	<i>which</i>	jun	<i>which</i>	jun pani	<i>which ever</i>	kunai pani	<i>nothing</i>				
ke	<i>what</i>	je	<i>what</i>	je pani	<i>whatever</i>	kehi pani	<i>nothing</i>				
kahaa	<i>where</i>	jahaa	<i>where</i>	jahaa pani	<i>wherever</i>	kahi pani	<i>nowhere</i>	yahaa, yahi	<i>here</i>	tyahaa	<i>there</i>
kataa	<i>to where</i>	jataa	<i>to wherever</i>	jataa pani	<i>to wherever</i>	kataai pani	<i>to no where</i>	yataa	<i>to here</i>	tyataa	<i>to there</i>
kasari	<i>how</i>	jasari, jaso	<i>as</i>	jasari pani	<i>anyway</i>	kasari pani	<i>no way</i>	yasari, yaso	<i>in this way</i>	tyasari, tyaso	<i>in that way</i>
kahile	<i>when</i>	jahile	<i>when</i>	jahile pani	<i>whenever</i>	kahile pani	<i>never</i>	ahile/aba	<i>now</i>	tahile	<i>then, at that time</i>
kati	<i>how many</i>	jati	<i>as much as, approximatel y</i>	jati pani	<i>however many</i>	katii pani	<i>none</i>	yati	<i>this much</i>	tyati	<i>so much</i>
kasto	<i>how</i>	jasto	<i>as, like</i>	jasto pani	<i>however</i>	kasto pani	<i>no way</i>	yasto	<i>such</i>	tyasto	<i>such, thus</i>
ko*	<i>who</i>	jo*	<i>who</i>	jo* pani	<i>anybody</i>	kohi* pani	<i>nobody</i>	yo*	<i>this</i>	tyo*	<i>that</i>

* All these words change form in the oblique case (+ *-laai*, *-le*, or *-maa*):
kaslaai, jaslaai, etc
kasle, jasle, etc

NUMERALS

		10	20	30	40	50	60	70	80	90
0	sunna	das	bis	tis	chaalis	pachaas	saaThi	sattari	as(s)i	nabbe
1	ek	eghaara	ekkaais	ektis	ekchaalis	ekaaunna	eksaThThi	ekahattar	ekaasi	ekaanabbe
2	dui	baarha	baais	battis	bayaalis	baaunna	ba(i)saThThi	bahattar	bayaasi	bayaa(n)nabbe
3	tin	terha	teis	tettis	trichaalis/ triyaalis	tripanna	trisaThThi	trihattar	triyaasi	triya(n)nabbe
4	chaar	chaudha	chaubis	chautis	chawaalis	chaunna/ chauwanna	chausaThThi	chauhattar	chauraasi	chauraa(n)nabbe
5	paach	pandhra	pachchis	paitis	paitaalis	pachpanna	paisaThThi	pach(a)hattar	pachaasi	panchaa(n)nabbe
6	chha	sor(h)a	chhabbis	chhattis	chhayaalis	chhapanna	chhaisaThThi	chha(i)hattar	chhayaasi	chhayaa(n)nabbe
7	saat	satra	sattaais	saitis	satchaalis	santaaunna	satsaThThi	sat(a)hattar	sataasi	santaa(n)nabbe
8	aaTh	aThaara	aThThaais	aThtis	aThchaalis	anThaaunna	aThsaThThi	aTh(a)hattar	aThaasi	anThaa(n)nabbe
9	nau	unnais	unantis	unanchaalis	Unan(pa)chaas	unansaaThi	unansattari	unaasi	unaanabbe	unaansae

100 sae
 1000 hajaar
 10.000 das hajaar
 100.000 laakh
 1000.000 das laa