Basic Language Training: Part One

List of contents BLT 1

Introduction, Aims and Objectives
Syllabus
Lesson plan
Lesson 1
Lesson 2
Lesson 3
Lesson 4
Review 1
Lesson 5
Lesson 6
Lesson 7
Lesson 8
Review 2
Lesson 9
Lesson 10
Lesson 11
Lesson 12
Review 3
Lesson 13
Lesson 14
Lesson 15
Review 4
2nd day dialogues: A’s version
2nd day dialogues: B’s version
Listening texts: Lesson 1 – 15
Appendix:
Verb list
Combined vocabulary list
List of post positions
Sentence structure charts
Verb conjugation charts
Interrogatives, demonstratives, etc
Numerals
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 |
|------|--------------------------------------------------|
| **Range** | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations |
| **Accuracy** | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire |
| **Fluency** | Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication |
| **Interaction** | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair |
| **Coherence** | Can link words or groups of words with very basic connectors like 'and' or 'then' |

<table>
<thead>
<tr>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Lesson</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>Review</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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
   tapiako 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
   tapiako 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
   tapiako 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 mecha 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
tapaai ni /tapaiko ni /tapaailai 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

नम स्ते
A: namaste
B: namaste

मेरो नाम लिसा हो।
A: mero naam Lisa ho
tapaike naam ke ho?
मेरो नाम मारिया हाई।
B: mero naam Marie ho
मेरो देश डेनमार्क हो
mero desh Denmark ho
tapaike desh kun ho?
मेरो देश पीन डेनमार्क हो।
A: mero desh pani Denmark ho

মেরো কাম শিক্ষক হো।
A: mero kaam shikchhyak ho
tapaike kaam ke ho?
মেরো কাম বক্কল হো।
B: mero kaam wakil ho

বহাকো নাম হো?
A: wahaako naam Ram ho
वहाको देश डेन माक्के हो?

B: wahaako desh Denmark ho?

होइन, वहाको देश डेन माक्के हाईन।

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

नमस्तेन
namaste hello, goodbye

पनि
pani also

शिक्षक
shikchhyak teacher

तपाई
tapaai you

तपाईको
tapaaiko your

वहा
wahaa he/she

वहाँको
wahaako his/her(s)
Dialogue 2: Greetings

नमस्ते
A: namaste

नमस्ते
B: namaste

सन्चाई छ?
A: sanchai chha?

सन्चाई, तपाईलाई नि?
B: sanchai, tapaailaai ni?

सन्चाई छ।
A: sanchai chha

Vocabulary 2

नि
ni and how about .... (eg: And how about you?)

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

सन्चाई
sanchai OK

Dialogue 3: Looking for things, giving and taking things

राम जी
A: Ramji!

हजुर
B: hajur

यो तपाई र्को किता ब हो?
A: yo tapaaiko kitaab ho?

हो।
B: ho

मे रो किता ब क हाँ छ?
A: mero kitaab kahaa chha?

तपाईका र्किताब मे चमा छ।
B: tapaaiko kitaab mech maa chha

ए, त्याई मे रो र्कि ताब हो, दिनुस।
A: eh, tyo mero kitaab ho, dinus!

लिनुस।
Vocabulary 3

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

चैन
chhaina  it isn’t (location, description), there isn’t (existence)

धन्यवाद
dhanyabaad  thanks

हजुर
hajur  yes? (Lit: Sir)

जी
-ji  honorific ending on names

कहाँ
kahaa  where

कि ताब
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 भ ल्नुस, मैले बुफिन
B:  pheri bhannus, maile bujhina
कलम दिनुस
A: kalam dinus!
लिनुस
B: linus!

Vocabulary 4

bhannus please say
kalam pen
maile bujhina I didn’t understand

Language focus

Possessive pronouns:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. person</td>
<td>mero</td>
</tr>
<tr>
<td>My, mine</td>
<td>Our, ours</td>
</tr>
<tr>
<td>2. person</td>
<td>tpaiko</td>
</tr>
<tr>
<td>Your, yours</td>
<td>Your, yours</td>
</tr>
<tr>
<td>2. person LOW</td>
<td>timro</td>
</tr>
<tr>
<td>for children</td>
<td>Your, yours</td>
</tr>
<tr>
<td>3. person</td>
<td>wahaako</td>
</tr>
<tr>
<td>His, her, hers</td>
<td>Their, theirs</td>
</tr>
<tr>
<td>3. person LOW</td>
<td>usko/yasko/tyasko</td>
</tr>
<tr>
<td>for things, children and animals, and for people not present</td>
<td>Its, his, her, hers</td>
</tr>
</tbody>
</table>

Identification verb:

<table>
<thead>
<tr>
<th>Positive:</th>
<th>Negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ho</td>
<td>hoina</td>
</tr>
<tr>
<td>It is (something)</td>
<td>It is not (something)</td>
</tr>
<tr>
<td>Eg: yo kitaab ho = this is a book</td>
<td>Eg: yo kalam hoina = this is not a pencil</td>
</tr>
</tbody>
</table>
**Existence/location verb:**

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>chha</strong></td>
<td><strong>chhaina</strong></td>
</tr>
<tr>
<td>It exists/is (somewhere)</td>
<td>It is not/it does not exist (somewhere)</td>
</tr>
<tr>
<td>Eg: kitaab chha = there is a book</td>
<td>Eg: kitaab chhaina = there are no books</td>
</tr>
<tr>
<td>kitaab Tebul maa chha</td>
<td>kitaab Tebul maa chhaina</td>
</tr>
<tr>
<td>= the book is on the table</td>
<td>= the book is not on the table</td>
</tr>
</tbody>
</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 = Peter's
- Peter's country = Denmark

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 = in MS-Nepal
- 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 = Tebul maa

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

- kalam dinus (= di + nus)
- pen give

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 nadinus
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
   \textit{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
   \textit{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...
   \textit{why/because} ........

4 **ask and answer questions about planned activities**
   kahaa jaane? / Nikitaa jaane
   \textit{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
   \textit{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 at …..o’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 हुँदै?
A lunch kati baje hunchha?

साठे १२ बजे
A saate 12 baje

B saaDhe 12 baje

अहिले कति बज्यो?
A ahile kati bajyo?

१० बज्यो
A 10 bajyo

B 10 bajyo

चियाली छुट्टी कति बजे हुँदै?
A chiyaa chhuTTi kati baje hunchha ni?

सबा १० बजे
A sawa 10 baje

B sawa 10 baje

ओ….. कस्तो राम्रो
A oh….. kasto raamro

किन
A kina?

अलिअल थकाई लाग्यो
A aliali thakaai laagyo

Vocabulary 1

अहिले
ahile now

अलिअल
aliali a little bit

चियाली
chiyaa tea

छुट्टी
chhuTTi free time, leave, holiday, break

हुँदै
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?

खोलनु
kholnu to open

किन
kina  why?
saadhe  half past
sawa  quarter past
thakaai laagyo  (someone) feels tired
paune  quarter to

Dialogue 2: Talking about class activities

आउने शुक्रबार के गर्ने
A  aaune sukrabaar ke garne?

पाठ रिब्यू गर्ने अनि बाहिर जाने
B  paaTh review garne ani baahira jaane

रिब्यू कहिले गर्ने
A  review kahile garne?

बिहान
B  bihaana.

बाहिर कहिले जाने
A  baahira kahile jaane

लन्च पर्छ
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
बाहर
baar  day
बार
bihaana  morning
बिहान
एकदम राम्रो  very good
ekdam raamro
गाडी  car
gaaDi
garnu  to do
गर्नु
jaanu  to go
जानु
kaha  where?
कहाँ
kahile?  when?
कहिले
kasari?  how? (with actions)
कसारी
pachhi  after
पछि
paath  lesson
पाठ
sukrabaar  Friday
शुक्रवार

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

Days of the week
आईतवार  Sunday
aaitabaar
Language focus

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

kti bajé... = Hvad tid er X?
12 bajé = 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
   tapaa 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
   tapaa 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//
   jamma 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

तपाईलाई कुन खाना चाहिन्छ?
A: tapaailaai kun khaanaa chaahinchha?

मलाई दालभात चाहिन्छ। तपाईलाई नी
B: malaai daalbhat chaahinchha tapaailaai ni

मलाई दालभात मनपदैन तरकारी आल आल पिरो छ।
A: malaai daalbhaat manpardaina tarkaari aliali piro chha

तपाईलाई चाउमिन मनपछौ?
B: tapaailaai chow mien manparchha?

मनपछौ
A: manparchha

दाई
B: daai!

हजुर
C: hajur

हामीहुँलाई 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 पिरो 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

ढिक छो, दुई बोतल 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 अलिअलिअमिलो छ।

B: chow mien aliali amilo chha

दाई

A: daai!

हजुर

C: hajur

जम्मा कति भयो

A: jammaa kati bhayo

2५० दिनुस

C: 250 dinus

लिनुस

B: linus

Vocabulary

मनपछछ

manparccha it please = (someone) likes

कुन

kun which

चाहिँछ

chaabinchha it is needed

चाहिदैन

chaahidaina it is not needed

खाना

khaanaa food

दाि भात

daal bhaat nepali food (rice with lentils and vegetable curry)

मनपर्दैन

manpardaina it doesn't please = (someone) doesn't like

तरकारी

tarkaari vegetable

आलिअलिए

aliali a little

पिरो

piro hot (taste)
chow mien  
a Chinese dish

daai  
older brother, a form of addressing men older than oneself

haamihar  
we

dherai  
very, a lot, much

miTho  
tasty, delicious

kasto  
how

amilo  
sour

jamma kati bhayo  
how much in total

Food vocabulary

namiTho  
not tasty

kerea  
banana

syaau  
apple

phalphul  
fruit

guliyo  
sweet (taste)

Language focus

Impersonal verbs: manparccha & chaahinchha:

malaai kerea  
manparccha/manpardaina

I to banana please/displease  
I like/dislike bananas

wahaalai 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:**

<table>
<thead>
<tr>
<th></th>
<th>Singular:</th>
<th>Plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. person</td>
<td>I ma</td>
<td>we haami</td>
</tr>
<tr>
<td>2. person</td>
<td>you tapaai</td>
<td>you tapaaiharu</td>
</tr>
<tr>
<td>LOW 2. person</td>
<td>you timi</td>
<td>you timiharu</td>
</tr>
<tr>
<td>3. person LOW</td>
<td>he/she/it/he/she/this/that waha u yo/tyo</td>
<td>they/wahaaharu they/uniharu they yi/ti</td>
</tr>
</tbody>
</table>

**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 syaa u guliyo chha
This apple sweet it is
*Subject* *Predicate* *Description verb*

=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 syaa u ho
This apple it is
*Subject* *Predicate* *Identification verb*

= 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:**

syaa u 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:*
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 suntalaa 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
  tapaa 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)
  tapaa 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
  tapaa 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**

A: bihaa bhayo?
B: bhayo, mero shriman dhulikhel maa chha
tapai ko ni?
tapai ko ni?
B: chha, ek janaa chhoro ra ek janaa chhori chha

A: bhaeko chhaina
tapai ko khora chhori chha?
tapai ko khora chhori chha?

B: chha, ek janaa chhoroa ra ek janaa chhori chha

A: chhoro chhori kati barsa?

B: chhoroa 10, chhori 15

A: tapai ko shrimaanko kaam ke ho?

B: doctor ho
tapai ko khora chhori kahaa chhan?
tapai ko khora chhori kahaa chhan?

B: dhulikel maa chhan
तपाईको परिवारमा कति जना छन?
tapaaiko pariwaar maa kati janaa chhan?
आमा, भाई, बहिनी र म
A: aamaa, bhaai, bahini ra ma
मेरो बुवा हुनुहन्न।
mero buwa hunuhunna

Vocabulary

आमा
aamaa  mother

बा / बुवा
baa/buwa  father

बहिनी
bahini  younger sister

बर्ष
barsa  year

भएको छैन
bhaeko chhaina  here: 'No, I’m not married'

भाई
bhaai  younger brother

विहा भयो
bihaa bhayo?  Are you married?

बुवा
buwa  father

छोरा
chhoraa  son

छोरी
chhori  daughter

दाजु। दाई
daaju/ daai  elder brother

दिदी
didi  elder sister

हुनु हुन्न।
hunuhunna  he/she is not, here: 'has died'

जना
janaa  classifier for people

कतिबर्ष
kati barsa?  How old (are you)?

कति जना
kati janaa?  How many people?
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):

<table>
<thead>
<tr>
<th>Existence/description (Chha)</th>
<th>Identification (Ho)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>positive</strong></td>
<td><strong>negative</strong></td>
</tr>
<tr>
<td>I</td>
<td>ma</td>
</tr>
<tr>
<td>You</td>
<td>tapaai</td>
</tr>
<tr>
<td>You LOW</td>
<td>timi</td>
</tr>
<tr>
<td>He/she</td>
<td>waha</td>
</tr>
<tr>
<td>It/he</td>
<td>u</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>hami(haru)</td>
</tr>
<tr>
<td>You</td>
<td>tapaaiharu</td>
</tr>
<tr>
<td>You LOW</td>
<td>timiharu</td>
</tr>
<tr>
<td>They</td>
<td>wahaaharu</td>
</tr>
<tr>
<td>They</td>
<td>uniharu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>positive</strong></th>
<th><strong>negative</strong></th>
<th><strong>positive</strong></th>
<th><strong>negative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>chhu</td>
<td>chhaina</td>
<td>hu</td>
<td>hoina</td>
</tr>
<tr>
<td>hunuhunchha</td>
<td>hunuhunna</td>
<td>hunuhunchha</td>
<td>hunuhunna</td>
</tr>
<tr>
<td>chhau</td>
<td>chhainau</td>
<td>hau</td>
<td>hoinau</td>
</tr>
<tr>
<td>hunuhunchha</td>
<td>hunuhunna</td>
<td>hunuhunchha</td>
<td>hunuhunna</td>
</tr>
<tr>
<td>chha</td>
<td>chhaina</td>
<td>ho</td>
<td>hoina</td>
</tr>
<tr>
<td>hunuhunchha</td>
<td>hunuhunna</td>
<td>hunuhunchha</td>
<td>hunuhunna</td>
</tr>
</tbody>
</table>

### 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`  
  *This is my pencil*

- **Existence:** chha  
  `paani chha`  
  *There is water*

- **Possession:** chha  
  `mero dui janaa chhori chha`  
  *I have two daughters*

- **Location:** chha  
  `mero kalam tabul maa chha`  
  *My pencil is on the table*

- **Description:** chha  
  `Denmark saano chha`  
  *Denmark is small*

### 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
   tapaa ke garnu nuchha? / ma saphaa garchhu
   you what you do / I clean I do =What do you do? I clean

2. put emphasis on something
   sodhnu 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
   paaani 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 ko Thaaharu saphaa garchhu
   that after all rooms clean I make

8. indicate necessity
   malaai pahnu parchha
   I for study it is necessary =I must study

9. indicate desire
   ma pahnu 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, 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 तपाईलाई केही सोधन चाहन्छ ।
A:  ma tapaai laai kehi sodhma chaahanchhu
ठिक छ । सोधनुस न
B:  Thik chha, sodhnu na
तपाई बिहान देखि बेलुका सम्म के के काम गर्नुहुन्छ ।
A:  tapaai bihaana dekki belukaa samma ke ke kaam garnuhunchha?
म बिहान पहिले अफिस खोल्छ, त्यसपछि सबै कोठाहरु सफा गएँ, पानी
B:  ma bihaana pahile office kholchhu, tyaspathi sabai koThaaharu saphaa garchhu, paani
उमालेर थर्मस र फिल्टरमा राख्छ अनि त्यसपछि बजार जान्छ र अफिसको
A:  umaalera thermos ra filTer maa raakhchhu, ani tyaspathhi bajar jaanchhu, ra office ko
रागि सामानहरु ल्याउछ
LAAGI saamaanharu lyaauchhu.
दिउसो नी ।
A:  diuso ni?
दिउसो अरु कामहरु गएँ, र बेलुका फेरी अफिस सफा गर्नु पछि
B:  diuso aru kaamharu garchhu, ra beluka ferei office saphaa garnu parchha
ओ, तपाईको धेरै काम रहेछ ।
A:  Oh- tapaaiko dherai kaam rahechha!
Vocabulary:

बजार  बाजार  market
बेलुका  बेलुका  evening
विहान  बिहाना  morning
चाहनु  चाहानु  to want
देखी  देखी  from
दिउसो  दिउसो  afternoon
जानु  जानु  to go
काम गर्नु  काम गर्नु  to work
काम  काम  work
खोलनु  क्षोलनु  to open
को लागि  को लागी  for
कोठा  कोठा  room
ल्याउनु  ल्याउनु  to bring
न  न  emphatic particle
पानी  पानी  water
पहिले  पहिले  first
पर्छ  पर्छ  it is necessary, must
फेरि  फेरि  again
राखनु  राखनु  to put
रहेछ  रहेछ  
rahechha  it appears
सामान  goods, things
सबै  all
सम्म  up to, until
सफा गर्नु  to clean
सोधनु  to ask
ठाउँ  place
त्यसपछि  after that, then
उमाल्लु  to boil
अरु  other, more (plural of 'arko' = another)
हरु  plural-marker
केही  something, some
अनि  then

Language focus

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

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. p.(I)</td>
<td>ma</td>
<td>garchhu</td>
</tr>
<tr>
<td>2.p.(you)</td>
<td>tapaai</td>
<td>garnuhunchha</td>
</tr>
<tr>
<td>2.p.LOW (you)</td>
<td>timi</td>
<td>garchhau</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>wahaa</td>
<td>garnuhunchha</td>
</tr>
<tr>
<td>3.p. low (it, this, that)</td>
<td>u/y/o/tyo</td>
<td>garchha</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. p.(we)</td>
<td>hami(haru)</td>
<td>garchhau</td>
</tr>
<tr>
<td>2. p.(you)</td>
<td>tapaaiharu</td>
<td>garnuhunchha</td>
</tr>
<tr>
<td>2.p.LOW(you)</td>
<td>timiharu</td>
<td>garchhau</td>
</tr>
<tr>
<td>3. p.(they)</td>
<td>wahaharu</td>
<td>garnuhunchha</td>
</tr>
</tbody>
</table>
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
tyaspachhi 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)
malaa/maile Nepali 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 kaamharu 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, 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 laagi
   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**
   - Xi
   - 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 aaunhunna 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

शिवजी,
A- Shivaji
भन्नुस
B- bhannus

एउटा मिटिड गर्नु पर्छ, तपाईंको विचारमा कहिले रास्तो हुन्छ होला?
A euTaa meeting garnu parchha,tapaaiko bichar maa kahile raamro hunchha holaa?
अर्को हप्ताको विहिबार कस्तो हुन्छ, तपाईलाई?
B. arko haptaako bihibaar kasto hunchha tapaaailai?
अर्को विहिबार कृन तारिख हो?
A. arko bihibaar kun taarikh ho?

१५ तारिख
B 15 taarikh
ओ,….त्यो दिन त मेरो अर्को मिटिड 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 कृन दिन हो?
A tyo kun din ho?
शुक्रबार १० तारिख
B sukribaar 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
बिघिबार
bihibaar Thursday
dिन
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?
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**

<table>
<thead>
<tr>
<th>1st. pahilo</th>
<th>11th. eghaarau</th>
<th>21st. ekkaaisau</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd. dosro</td>
<td>12th. baarau</td>
<td>22nd. baaisau</td>
</tr>
<tr>
<td>3rd. tesro</td>
<td>13th. terhau</td>
<td>23rd. teisau</td>
</tr>
<tr>
<td>4th. chautho</td>
<td>14th. chaudhau</td>
<td>24th. chaubisau</td>
</tr>
<tr>
<td>5th. paachau</td>
<td>15th. pandhrau</td>
<td>25th. pachchisau</td>
</tr>
<tr>
<td>6th. chhaiThau</td>
<td>16th. sorhau</td>
<td>30th. tisau</td>
</tr>
<tr>
<td>7th. saatau</td>
<td>17th. satrau</td>
<td>40th. chaalisau</td>
</tr>
<tr>
<td>8th. aaThau</td>
<td>18th. aThaarau</td>
<td>50th. pachaasau</td>
</tr>
<tr>
<td>9th. nawau</td>
<td>19th. unnisau</td>
<td>100th. sayau</td>
</tr>
<tr>
<td>10th. dasau</td>
<td>20th. bisau</td>
<td>1000th. hajaaraau</td>
</tr>
</tbody>
</table>
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 bichaar
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* = The International Clinic is in front of a big white gate
   - International clinic euTaa Thulo seto Dhokaa ko agaaDi chha
   - *International Clinic one big white gate’s in front of it is*
   - Thamel kataa tira parchha? / Thamel MS Nepal baaTa uttar tira parchha
   - *Thamel which direction is it / Thamel MS Nepal from north direction it is*
   - 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 सोधु?
   A Jayaa ji, euTaa kuraa sodhu?
Vocabulary 1:

आज
aaja  today
आउनु
aaunu  to come
अगाडी
agaaDi  in front of
अको
arco  another
बाट
baaTa  from
बाटो
baaTo  road
बायाँ
baayaa  left
छ = पच्छ
chha = parchha  it is necessary
चौबाटो
chaubaaTo  intersection, cross road
दायाँ
daayaa  right
ढोका
Dhokaa  door, gate
गाछो
gaa(haa)ro  difficult
होला
holaa  perhaps, maybe
कतातिर
kataa tira  which direction
के गरें
ke garne?  what is one to do?
कुरा
kuraa  thing, talk
लिनु
linu  to take
पैसा
Paisaa  money
पच्छ
parchha  is (location = chha)
संग
sanga  with
सेतो
seto  white
सिध्धा (सोभो)
sidhaa(sojho)  straight
सोध्नु
sodhnu  to ask
तर
tara  but, however, though, as for
Dialogue 2: Giving directions to a taxi driver

A.....ट्याक्सी……

B jaane hoi hajur?

A ho, malaai 'International clinic' jaanu chha

B e...yo kataa tira parchha malaai thaahaa chhaina

A dherai TaaDhaa chhaina, najik chha jaau, ma tapaailaai dekhauchhu, sojho jaanus aba

B 50 rupiyaa

A linus jaau hai

uttar north
Vocabulary 2:

आएपछि

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

aaipugnu  to arrive
आइपूनयो

aaipugyo  it arrived (past tense)
अब

aba  now
अगाडि

agaaDi  in front of
बाटो

baaTo  road
दरबार

darbaar  palace
देखाउनु

dekhaaunu  to show
जाउँ

jaau  let us go
कता तिर

kataa tira  which direction
ल

la  ok
मन्दिर

mandir  temple
मोढनु

moDhnu  to turn
नजीक

najik  close
रोकनु

roku  to stop
टाढा

TaaDhaa  far
थाहा छैन

thaahaa chhaina  I don't know
tyasko = tya + ko  of that

Language focus

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

<table>
<thead>
<tr>
<th></th>
<th>Hunu: existence (chha)=was/were</th>
<th>Hunu: identification (ho)=became</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td><strong>positive</strong></td>
<td><strong>negative</strong></td>
</tr>
<tr>
<td>1.p.(I)</td>
<td>ma</td>
<td>thie</td>
</tr>
<tr>
<td>2.p. (you)</td>
<td>tapaai</td>
<td>hunuhunthyo</td>
</tr>
<tr>
<td>2.p. (you) LOW</td>
<td>timi</td>
<td>thiyau</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>wahaas</td>
<td>hunuhunthyo</td>
</tr>
<tr>
<td>3.p. (it) Low</td>
<td>u/yoyo/tyo</td>
<td>thiyau</td>
</tr>
</tbody>
</table>

| **Plural** | **positive** | **negative** |
| 1.p. (we) | hamiharu | 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:**

**aaau 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:

jaan-ne baaTo  
Go   road   road

khaan-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/sitaa 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
   tapai 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, dhrannyabaad
   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, डॉक्टर
A namaste, Doctor

नमस्ते, आउनुस, बस्नुस, तपाईलाई के भयो?
B namaste, aauunus ,basnus tapaailaai ke bhayo?

मलाई हिजो देखी थेरे पेट दुख्यो र अलिअलि टाउकोपनि दुख्यो ।
A malaaai hijo dekhi dherai peT dukhyo ra aili aii Taauko pani dukhyo

हिजो के के खाना खानु भयो?
B hijo ke ke khaanaa khaanu bhayo?

हिजो सार्धिको रेस्टरेन्ट गए र त्यहा खाना खाए अनि राती देखीने पेट दुख्यो ।
A hijo saathi sangha 'resturat' gae ra tyaha khaanaa khaae ani raati dekhi nai peT dukhyo.

ए,…..काचो, सलाद पनि खानुभयो?
B e…kaacho salaad pani khaanubhayo?

हो, किन ठुलो होटलमा पनि काचो सलाद सफा हुदैन?
A ho,kina Thulo hotel maa pani kaacho salaad saphaa hudaina?

मेरो विचारमा हुदैन
B mero bichaar maa hudaina.

अब के गर्ने?
A aba ke garne?

म तपाईलाई औषधि दिन्छ, यो खानुस ठिक हुन्छ होला तर उमालेको पानी
B ma tapaai laai ausadhi dinchhu, yo khaanus Thik hunchha holaa tara umaaleko paani

मात्र खानुस।
maatra khaanu.

ठिक छ तर, यो औषधिले निन्द्रा लागछ फि, मलाई अफिस जानु पछै?
A Thik chha, tara yo ausadhe le nindra laagchha ki, malaai office jaanu parchha?

अलिअलि निन्द्रा लागछ, तर धेरै निन्द्रा लाग्यो भने भोली आधा ट्याबलेट मात्र
खानुस।
B aili aili nindraa laagchha, tara dherai nindraa laagyobhane, bholi aadhaa Tablett maatra khaanu

हस म त्यसै गछै, धन्यबाद।
A has ma tyasai garchhu, dhannyabaad
Vocabulary:

आधा
aadhaa    half
अस्पताली
ausadhi    medicine
बस्नु
basnu     to sit, to stay, to live
भने
bhane    if
भोली
bholi     tomorrow
बिचार
bichaar    opinion
दुख्नु, दुख्यो
dukhnu/dukhyo  to hurt/it hurt
गएँ
ge       I went (past tense of jaanu ‘to go’)
हिजो
hijo     yesterday
हृदेन
hudaina    it is not (negative of hunchha used for universal facts)
काँचो
kaachho    raw, uncooked, unripe
कि
ki     or
लाग्नु, लाग्यो
laagnu/laagyo   to feel/it felt
मात्र
maatra    only
नै
nai     emphatic particle
निन्द्रा
nindraa    sleepy
पेट
pet    stomach
राती
raati    night
संग
sanga     with
सफा
sapha - clean
साथी - friend
टाउको - head
तर - but
त्यहाँ - there
उमाल्नु - to boil
उमालेको - boiled
Language focus

Verb conjugation past tense: garnu (did)

<table>
<thead>
<tr>
<th>Singular</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. p. (I)</td>
<td>maile</td>
<td>gare</td>
</tr>
<tr>
<td>2. p. (you)</td>
<td>tapaaile</td>
<td>garnubhayo</td>
</tr>
<tr>
<td>2. p. LOW(you)</td>
<td>timile</td>
<td>garyau</td>
</tr>
<tr>
<td>3. p. (he/she)</td>
<td>wahaale</td>
<td>garnubhayo</td>
</tr>
<tr>
<td>3. p. low (it)</td>
<td>usle/yole/tyole</td>
<td>garyo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. p. (we)</td>
<td>haami(haru)le</td>
</tr>
<tr>
<td>2. p. (you)</td>
<td>tapaaiharule</td>
</tr>
<tr>
<td>2. p.LOW (you)</td>
<td>timiharule</td>
</tr>
<tr>
<td>3. p. (they)</td>
<td>wahaaharule</td>
</tr>
<tr>
<td>3. p. low (they)</td>
<td>uniharule/yile/tile</td>
</tr>
</tbody>
</table>

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 salat, your stomach will hurt
   7. Raw salat 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, ghaTaanus 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 ealy 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 me …..meter. 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, tapai 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
हेनूस, धेरै राम्रो सुति कपडाहरू छन।
B hernus, dherai raamro suti kapaDaa haru chhan
यो मलाई राम्रो लाग्यो तर अलि पातलो रहेछ, अलि बाकलो देखाउनुस न
A ……yo malaai raamro laagyo, tara ali paatalo rahechha. ali baaklo dekhaaunus na
यो हेर्नु, बाक्लो पनि राम्रो पनि छ।
B  yo hernus, baaklo pani raamro pani chha
A  यो मिटरको कति?
B  ek miTar ko 300 rupiyaa parchha
A  अलि महाङो भयो, घटाउनुस न"।
B  yo ta sasto chha, kapaDaa maa dherai naaphaa chhaina, Thikai chha 250 dinus
A  hunchha, dinus
B  लिनुस, धन्यबाद लिनुस, dhannyabaad
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?
महाङो mahango expensive
नाफा naaphaa profit
नै nai emphatic particle
पाईन्छ, paainchha it is available
पातलो paatalo thin
पानि पानि
pani...pani both...and

पसल
pasal shop

राहेछा
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

A namaste

B namaste, aauunus, ke siune holaa?

A mero laagi ek jor karta suruwal sidin na

B hunchha, kapatDa kati laamobhano?

A saaDhe chaar miTta

B ali thorai aauunubhayo, 5 miTar chaahinchha, tara aauunus ma naapchhu. kati laamo ra kati

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

B suruwaal ni?

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

B hunchha, ek haptaa pachhi aauunus

A ali chhiTo dina saknuhunna?

B tapaaai laai kahile chaahinchha?

A chaar din pachhi dinubhayo bhane rasshro hunchha

B hunchha, aauunus ma kosis garchhu

Vocabulary 2:

baaulaa sleeve
banaaunu to make
bhane if
chhiTo quick, fast, early, soon
ek jor one pair
haptaa week
holaa maybe
kahile when?
kasieko tight
khukulo loose
kosis garnu to try
laamo long
lyaaunu to bring
motaa pant legs
na emphatic particle
naapnu to take measurement
pachhi after
saaDhe chaar four and a half
saknu to be able to, can
siunu to sew
tara but
Dialogue 3: Buying medicine

यो औषधि छ होला?
A yo ausadhi chha holaa?
B ekchhin, ma herchhu
A औषधि त छ तर धेरै छैल, तपाईलाई किमि बटा चाहिन्छ?
B ausadhi ta chha, tara dherai chhaina, tapaailaai kati waaTaa chaahinchha?
20 ट्याबलेट
B 20 Tablet
A ससं 90 ट्याबलेट मात्र छ तर अरु भोली 90 बजे उछ
B ma sanga 10 Tablet maatra chha, tara aru bholi 10 baje auuchha
A ठिक छ, अहिले 10 बटा लछ भोली फेरी आउला
B Thik chha, ahile 10 waTaa lagchhu. bholi pheri aaulaa
A हस, लिनस
B dhannyabaad

Vocabulary 3:

अहिले
ahile now
अरु
aru other(s) plural of arko ‘another’
औषधि
ausadhi medicine
भोली
bholi tomorrow
एकच्छिन
ekchhin just a moment
लर्नू
lagnu to bring along
मात्र
maatra only
....सङ्ग छ
X sanga chha    X has
त / तर
though, but, however, as for

Language focus:

Verb conjugation: future tense (will do):

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.p. (I)</td>
<td>ma garulaa</td>
</tr>
<tr>
<td>1.p. (you)</td>
<td>(we) hami(haru)</td>
</tr>
<tr>
<td>2.p. (you)</td>
<td>tapaai garnuholahaa</td>
</tr>
<tr>
<td>2.p. (you)</td>
<td>(you) tapaaiharu</td>
</tr>
<tr>
<td>2.p. (he/she)</td>
<td>timi garulaa</td>
</tr>
<tr>
<td>2.p. (he/she)</td>
<td>(you)LOW timiharu</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>wahaa garnuholahaa</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>(they) wahaaharu</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>u garlaa</td>
</tr>
<tr>
<td>3.p. (he/she)</td>
<td>(they) LOW uniharu</td>
</tr>
</tbody>
</table>

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:

/home/j/Nepalo/nepali/ICOC/Training Modules/Basic Language 1/Materials/BLT 1 160503.doc
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 laagi
3 pani....pani
4 -i dinu
5 Thikai ko
6 rahechha
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 sabhbandaa 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
Listen to the weather forecast on the radio/TV

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 कर्तो जाडो दिन
A oh....aja kasto jaaDo din
हो, तर छिटटे गर्मी दिन आउदैछ।
B ho, tara chiTTai garmi din aaudai chha
कुन महिना यहा धेरै गर्मी हुन्छ?
A kun mahinaa yahaa dherai garmi hunchha?
जैत, बैसाख र झेठ धेरै गर्मी हुन्छ तर काठमाडौं भन्दा तराइ धेरै गर्मी हुन्छ,
B chaIt,baisaakh ra jeTh dherai garmi hunchha tara KTM bhandaara taraai dherai garmi hunchha
पानी पन्न कुन महिना देखि शुरु हुन्छ?
A paani parna kun mahinaa dekhi suru hunchha?
आपात परैो पानी पन्न थाल्छ,
B asaar dekhi paani parna thaalchha,
यहा पानी पन्न मौषम कर्तो हुन्छ?
A yahaa paani parne mausam kasto hunchha?
पानी पन्न मौषममा कहिलेकाही दिन अध्यायो हुन्छ गर्द्याँ गर्दुं गर्दु
B paani parne mausam maa kahilekaahi din adhyaaro hunchha gaDyaang guDung garchha,
बिजुली चम्कन्छ र धेरै पानी पछ
bijuli chamkinchha ra dherai paani parchha.
तराईमा नी?
A tarai maa ni?
तराईमा पनि धेरै पानी पछ, खोलाहरु धेरै बदृङ्ग अनि पहाडी वाटोहरु
B tarai maa pani dherai paani parchha, kholaa haru dherai baDhchha ani pahaaDi baaTo haru
मा पहिरो जान्छ।
maa pahiro jaanchha
त्यसौंभए, नेपालको सवभन्दा राम्रो महिना कुन हो?
A tyasobhae.Nepal ko sabaibhandaa raamro mahinaa kun ho?
अशोज र कार्तिक, किनभने यो महिनामा सबैति 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

adhyaaroro dark

असार

asaar name of a Nepali month

असोज

asoj name of a Nepali month

बढ़नु

baDhnu to swell

वैशाख

baisaakh name of a Nepali month

भन्दा

bhandaa compared to

विजुली चम्कनु

bijuli chamkinu to be lightning (=at lyne)

चैत

chait name of a Nepali month

चिछटै

chhiTTai pretty soon

देखनु

dekhnu to see

गड्याङ गुंडु

gaDyaang guDung thunder

गर्मी

garsi hot (of weather)

हरियो डाडा

hariyo DaaDaa green hill

जेठ

jeTh name of a Nepali month

जाडो
Names of the months

jaaDo cold (of weather)
कहिलेकाही
kahile kaahi sometimes
कार्तिक
kaartik name of a Nepali month
खोला
kholaa stream
किनबहने
kinabhane because
मौसम
mausam weather
न……न…… 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
शुरू हुनु
suru hunu to begin, to start
तराई
taraai the Terai area
थाल्नु
thaalnu to start
ल्यासो भए
tyasobhæ if that is so, in that case
Dialogue 2: Comparing the weather in Nepal and Denmark

A - Nepal maa pani kasto adhyaaro ra chiso haawaa DK jastai
किन्‍? ....मा सधै यस्तै हुन्छ्?

B - kina?DK maa sadhai yastai hunchha?

सधै त होइन आधा वर्ष दिन लामो र उज्यालो हुन्छ, आधा वर्ष अध्यारो र चिसो

A - sadhai ta hoina aadhaa barsa din laamo ra ujyaalo hunchha aadhaa barsa adhyaaro ra chiso
ओ ....को हावापानी भन्दा ....को हावापानी फरक रहेछ

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

हो, ....मा .......मा धेरै जसो चिसो हावा लाग्छ, हिउ पच्छ 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?

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

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

घेरै जसो  
dheraijaso  mostly, mainly

हाबा  
haawaa  wind

हाबापानी  
haawaapaani  climate

हिउ पर्छ  
hiu parchha  to snow

जस्लें  
jastai  like, as

लागनु  
laagnu  here: to be windy

फरक  
pharak  different

सधैं  
sadhai  always

समुद्र  
samudra  sea, ocean

त  
ta  as for, but, though, however

उज्यालो  
ujyaalo  bright
Language focus:

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.p.(I)</td>
<td>ma gardaichhu</td>
<td>gardaichhaina</td>
</tr>
<tr>
<td>2.p.(you)</td>
<td>tapaai gardaihunuhunchha</td>
<td>gardaihunuhunna</td>
</tr>
<tr>
<td>2.p.LOW (you)</td>
<td>timi gardaihchhau</td>
<td>gardaihchhainau</td>
</tr>
<tr>
<td>3.p.(he/she)</td>
<td>wahaa gardaihunuhunchha</td>
<td>gardaihunuhunna</td>
</tr>
<tr>
<td>3.p.Low (it)</td>
<td>u gardaihcha</td>
<td>gardaihchhina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.p.(we)</td>
<td>hami(haru) gardaichhau</td>
<td>gardaichhainau</td>
</tr>
<tr>
<td>2.p.(you)</td>
<td>tapaaiharu gardaihunuhunchha</td>
<td>gardaihunuhunna</td>
</tr>
<tr>
<td>2.p.LOW(you)</td>
<td>timiharu gardaihchhau</td>
<td>gardaihchhainau</td>
</tr>
<tr>
<td>3.p.(he/she)</td>
<td>wahaaharu gardaihunuhunchha</td>
<td>gardaihunuhunna</td>
</tr>
<tr>
<td>3.p.Low(they)</td>
<td>uniharu gardaihchan</td>
<td>gardaihchhinan</td>
</tr>
</tbody>
</table>

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
kahilekaahi

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 aaunubhayo.

अलिहिले एम.एस.नेपाल ……बाट आएको, मेरो नाम…..हो, म…..हु, मेरो देश…हो
A- ahile ma ms nepal ktm baata aaeko, mero naam……ho, ma dw hu, mero desh Dk ho
बाहिरहु तपाईलाई के महत्त्व गर्नसक्छ।
B- haamiharu tapaai laai ke maddat garna sakchhau?
म तपाईहुँ सगै काम गर्नाएको छ।
A- ma tapaaiharu sangai kaam garna aeko chhhu
ए…घेरेखुशेलाईयो, तपाई लाई यहाँ स्वागत छ।
B ठम…।मजबूतवर जनरल बिवनय, तवबूतवरवर धवाववर कवलवनवर अजजव
धन्यवाद
A- dhannyaabaad
र्त्यसोमे नेपाली भाषा शिकवुन्छन् त? यहाँ अंग्रेजी बुम्बने मान्छे, छैन
B- tyasobhac Nepali bhaasaa siknubhayo ta? yahaa angreji bujhne mauchshe chhaina?
अलिहिले सिक्येछु तर अहिले मेरो नेपाली राम्रो छैन, तपाईहरुले मलाई महत्त्वगर्नु
A- aliali sikdaichhu, tara ahile mero nepali raamro chhaina, tapaaiharu le malaai maddat garnu
पछि
parchha
हुन्छ हाम्री महत्त गछौ, आउनुस न
B- hunchha haami maddat garchhau, aauinus na
हस, धन्यवाद म दुईमहिना पछि फेरी आउछ।
A- has, dhannyabaad ma dui mahinaa pachhi pheri aauchhu

Vocabulary 1:

<table>
<thead>
<tr>
<th>अंग्रेजी</th>
<th>भाषा</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>language</td>
</tr>
</tbody>
</table>

to understand

somebody feels happy

people, person

to help

emphatic particle

together with

to learn

then (in questions and commands)

if that is so, in that case

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

A... तपाईंको गाउँ कस्तो रमाईलो रहेछ।
A- oh... tapai ko gauu kasto ramaailo raechha

तपाईलाई हाम्रो गाउँ रमाईलो लाग्यो?
B- tapai laai haamro gauu raamro laagyo?

हो, कस्तो चाहतिर हरियो अनि सफा हावा।
A- ho, kasto chaaraitira hariyo ani saphaa haawaa

यहाँको हावापानी राम्रो छ, गाउँको नजिकै ठूलो खोला पनि छ, हाम्रो काम
B- yahaa ko haawaapaani raamro chha, gauu ko najikai thulo kholaa pani chha haamro kaam

garn kshetra kholaa paari ko gauu samma ho
garne chhetra kholaa paari ko gauu samma ho

यहाँवाट कति समय लाग्छ?
A- yahaa baaTa kati samaya laagchha?
A- aadhaar ghanTaa

यत्वहाँ बजार रेनालो?

B- tyahaa bajar pani chha?

सानो बजार छ , खाने चिजेबिज पाइन्छ तर अरु सामान पाइदैन

A- saano bazaar chha, khaane chijbij paainchha tara aru saamaan paaidaina

यो गाउँमा स्वास्थ्य चाकी छ फन्ते कि छैन?

B- yo gaau maa swaastha chauki chha ki chhain?

A- यो गाउँ मा अरु ए राम्रो व्यवस्था छैन?

B- chha na ta chha tara raamro byabasthaa chhaina

यो गाउँ मा अरु .....हरू काम गर्दैन?

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

एउटा......सेम द चिल्ड्रेन काम गर्दैछ?

B- eutaar n.g.o.’ save the children’ kaam gardaichha

यहा विदेशीहरु रेनालो?

A- yahaa bidesi haru pani chhan?

दुई जना छैन।

B- dui janaa chhan

ए....ठिक छ, धन्यवाद

A e....Thik chha, dhannyabaad

Vocabulary 2:

आधा
aadhaar half
अरु
aru other (plural of arko ‘another’)
बिदेशी
bideshi foreigner
व्यवस्था
byabasthaa management
चारातिर
chaaraitira surroundings
क्षेत्र
cchhetra area
गाउँ
gaau village
घन्टा
ghanTaa hour
हरियो
Dialogue 3: Talking about the beneficiaries of the partner organization

म तपाईलाई अरु केही सोध्न सक्छू?
A- ma tapai laai aru kehi sodhna sakchhu?
सोध्नस न।
B- sodhnus na

यो गाउँको जनसंख्या कति छ होला?
A- yo gaau ko janasankhyaa kati chha holaa?
अन्दाजी १००० जती होला।

B- andaaji 10000 jati holaa

यो क्षेत्रमा कुनकुन जातीहरू वस्त्रहुँ?
A- yo chhetra maa kun kun jaati haru baschhan?
सबै जातिले छन् जस्तै गुरुङ, मगर, लिम्बु, नेवार, व्याजी, नारायण, दमाई कामी आदि
B- सबै जातिले छन् जस्तै गुरुङ, मगर, लिम्बु, नेवार, चहेत्री, ब्राम्हण, दमाई कामी आदि
A- त्यसोहै, तपाईं हरूले कार्यक्रम भित्र सबै जातिहरू छन् होला?

हो, सबै छन्तर हाम्रो धेरैजसो कार्यक्रम गरिएर जनजातीहरूले नागिन छ
B- हो, सबै छन्तर हाम्रो धेरैजसो कार्यक्रम गरिएर जनजातीहरूले नागिन छ
A- ठिक छ, तपाईं हरूले कार्यक्रम धेरैजसो छ, जस्तो छ, म पछि हेन्दै आउला

Thik chha, tapaaiharu ko kaaryakram chaakhlaagdo chha jasto chha, ma pachhi hernu aaulaa

Vocabulary 3:

आदि
aadi
अन्तरि
andaaji
अरु
aru
भित्र
bhitra
चाखलाग्दो
chaakhlaagdo
छ, जस्तो छ
chha jasto chha
क्षेत्र
chhetra
घेरैजसो
dheraijaso
गारिब
garib
गुरुङ - कामी
gurung – kaami
हेनु
hernu
जाती
jaati
जाति
jati
जनजाती
janajaati

etc.
around
other, more (plural of arko ‘another’)
within, inside
interesting
it sounds like that, here: it sounds ‘interesting’
area
mostly, mainly
poor
names of ethnic groups
to look
ethnic group
ethnic people
जनसङ्ख्या
janasankhyaa population

जस्तै
jastai such as

कार्यक्रम
kaaryakram program

केही
kehi something

मिठो छ जस्तो छ
miTho chha jasto chha it sounds tasty

पछि
pachhi later, after

राम्रो छ जस्तो छ
raamro chha jasto chha it sounds nice

सबै
sabai all

सोध्नु
sodhnu to ask

त्यसोभए
tyasobhae if that is so, in that case

Language focus:

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

<table>
<thead>
<tr>
<th></th>
<th>positive:</th>
<th>negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>maile (I)</td>
<td>garekochhu</td>
<td>gareko chhaina</td>
</tr>
<tr>
<td>tapaaila (you)</td>
<td>garnubhaeko chha</td>
<td>garnubhaeko chhaina</td>
</tr>
<tr>
<td>timile LOW (you)</td>
<td>garekaa chhau</td>
<td>garekaa chhainau</td>
</tr>
<tr>
<td>wahaale (he/she)</td>
<td>garnubhaeko chha</td>
<td>garnubhaeko chhaina</td>
</tr>
<tr>
<td>usle (it)</td>
<td>gareko chha</td>
<td>gareko chhaina</td>
</tr>
<tr>
<td><strong>plural:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>haami(haru)le (we)</td>
<td>garekaa chhau</td>
<td>garekaa chhainaaau</td>
</tr>
<tr>
<td>tapaaiharule (you)</td>
<td>garnubhaeko chha</td>
<td>garnubhaeko chhaina</td>
</tr>
<tr>
<td>timiharule LOW (you)</td>
<td>garekaa chhau</td>
<td>garekaa chhainau</td>
</tr>
<tr>
<td>wahaaarule (they)</td>
<td>garnubhaeko chha</td>
<td>garnubhaeko chhaina</td>
</tr>
<tr>
<td>uniharule (they)</td>
<td>garekaa chhan</td>
<td>garekaa chhainan</td>
</tr>
</tbody>
</table>

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 paeeko 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 वारिमा तपाईंसंग केही सोध्न सक्छु?
B- namaste, ma krisi ko baaremaa tapaai sanga kehi sodhna sakchhu?

हुन्छ सोध्नुस न
A- hunchha sodhnus na

यहाँको मुख्य वाली के हो
B- yahaa ko mukhya baali ke ke ho

धान, मके, गाँहू र आँलु तर यो बाहेक अरु तरकारी पनि हुन्छ।
A- dhaan,makai gahu ra aalu tara yo baahrek aru tarkari pani hunchha

एक वर्षमा केति पटक वाली लगाइन्छ।
B- ek barsa maa kati paTak baali lagaainchha

तिन पटक
A- tin paTak

यहाँको माटो कस्तो छ?
B- yahaa ko maaTo kasto chha?

मलिलो छ
A- malilo chha

खेत खन्नुहुन्छ, की जोत्नुहुन्छ?
B- khet khannuhunchha ki jotnuhunchha?

जोत्नुहुन्छ
A- jotchhu

कस्तो मल हाल्नुहुन्छ?
B- kasto mal haalnuhunchha?
गाईवस्तुको मल र कम्पोस्ट मल
A- gaaibastu ko mal ra compost mal
बुन बिउ प्रयोग गर्नुहुन्छ ।
B- kun biu prayog garnuhunchha
उन्नत बिउ
A- unnat biu
गाईवस्तु पनि पाल्नुहुन्छ ?
B- gaaibastu pani paalnuhunchha?
हो, गाई भैसी, बोका, खसी पाल्खि
A- ho, gaai bhaisi,bokaa, khasi paalchhau
आज लाई पुग्यो म भोली फेरी आउछु हे धन्यवाद
B- aaja laai pugyo,ma bholi pheri aauchu 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
bhaiisi buffalo
बिउ
biu seed
बोका
bokaa goat
धान
dhaan paddy (rice )
गाई
gaaai cow
गाईवस्तु
gaaibastu cattle
गहुँ
gahu wheat
haalnu to put, to pour
jotnu to plough
keh to plough
khannu to dig
khasi castrated goat
khet field
ko baaremaa about
kripsi agriculture
lagaanu to plant
maaTo soil
makai corn
mal fertilizer, manure
malilo fertile
mukhya main
paalnu to raise
paTak time
prayog garnu to use
pugyo it is enough (past tense)
sanga with
sodnu to ask
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- aaunos na basnus

tapai laai kehi kuraa ajhai sodhnu chha
A- tapai laai kehi kuraa ajhai sodhnu chha
हुन्छ, सोधनुस न
tapai ko khēt र बारी कति छ?
A- tapai 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))
बारिमा कून कून किसिमको तरकारी लगाउनु हुन्छ?
A- baari maa kun kun kicim ko tarkaari lagaunu hunchha?
sabai kicimko
B- sabai kicim ko
कम्पोस्ट मल आफै बनाउनु हुन्छ?
A- campost mal aaphai banaunu hunchha?
होइन, यो कसरी बनाउने हो? मलाई सिकाईदिनुस न
B- hoina, yo kasari banaune ho? Malaai sikaidinus na
यो त एकदम सजिलो छ, घर को उटा कुनामा उटा एक डेह फिटको खाडल
खाल अन
A- yo ta ekdam sajilo chha, ghar ko euTaa kunaa maa euTaa ek DeDh fit ko khaalDo khannus ani
plastick bahhek aar sabai faalne chijabizahr jastai tarkariiko bokahr, graspapat sabei
plastic baahek ar sabai phaalin chijbij haru jastai tarkaari ko bokraa haru, ghaas paat, sabai
त्यो खाडलोमा हाल्नुस र माटोले पूरा/दिन, १० /१५ दिन पछि खनेर हर्नस राम्रो मल
B- tyaal khaalDo maa haalnus ra maaTo le puri dinus, 10 /15 din pachhi khanera herna rasamro mal
tayar hunchha
यो मल के के को लागि राम्रो हुन्छ?
B- yo mal ke ke ko laagi rasamro hunchha?
tarikarih, falflu aadhi, aajmaholi yaslaai parmakalvar bhimnch
A- tarkaariharu, phulharu aadi, aajabholi yaslaai parmaculture 'bhaninchha
यस्मार रासायनिक मल को प्रयोग गरिदैन
yasmaa raasaayanik mal ko prayog garidaina
ए...यो त राम्रो रहेछ।
B- e... yo ta raamro raechha

Vocabulary 2:

आदि
aadi etc.
आइपुन्
aaipugnu to arrive
आजभोलि
aajabholi these days
आफँ
aaphai one self
अभै
ajhai still
बाहेक
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
डेटा
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
to dig
wet field
type
corner
to plant
soil
fertilizer
emphatic particle
things to be thrown out
again
flower
to use
to cover
chemical
a measure of land (approximately 1/8 of an acre)
all
easy
to teach
to ask
but, however
Dialogue 3: Talking with a farmer about help on the farm and irrigation

A- maile tapaai sang ko baaremaa dherai raamro kuraa haru sune aba aliali samassyaa
do ko baaremaa kura garri hunchh?

B- hunchha ni
dopaaiharu aaphai kheti garna hunchh?

A- tapaaiharu aaphai kheti garnu hunchha?
hami dujon maatra chhri, kahilekaari aro maanhe pani chaahinh

B- haami dui janaa maat hchu ,kahilekaah aro maanchhe pani chaahinchh

A- kina, tapaai ko chhoraa chhori maddat gardaan?

B- uniharu .... ma paddechh.

A- yata xetko kamo gare maanheh painchh?

B- uniharu KTM maa paDhdaichhan
dolto xetko kamo gare maanheh painchh?

A- yahaa khet ko kaam garne maanchhe haru paainchaa?

B- al gaahaaro chha,aajabholi sabai kaam khojna sahar janchhan

A- e...yahaa sichaiko vyavastha kasto chhri ni?

B- sarkari vyavastha chhun tar hamii gawaule milere kulo lyaaekaa chh

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

B- KTM jaanu parchha,yahaa paaeko bhae sajilo hunthyo

A- oh...yahaa dherai kuraa ko samassyaa rahechh.

Vocabulary 3:

Aaj bhooli
aajabholi these days
आफै
aaphai itself
अब
aba now

व्यवस्थापन
byabasthaa management
गाँहो
gaa(haa)ro/gaarho difficult
kahilekaahi sometimes
खेति गर्नु
kheti garnu do farm work
खेतको काम गर्नेमान्छे
khet ko kaam garne maanchhe field worker
खोजनु
khojnu to search, to look for, to find out
कुलो
kulo channel, canal
कुरा
kura thing, talk
ल्याउनु
lyaunu 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
sichaai 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 **khojna** sahar jainhan  
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 **paacho** 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
B- namaste, tapaaiharu ko gaau maa school chha?
A- euTaa sarkaari school ra dui waTaa boarding school chha
B- sarkaari school ra boarding school maa ke pharak chha?
A- sarkaari school maa ek dekhi das class samma hunchha ra paach class dekhi maatra english paDhaainchha tara boarding school maa ek dekhi baara class samma hunchha ra nursery dekhi dekhi. dekhi nai English paDhaainchha.
B- Sabai School haru maa jaach pani hunchha?
A- yahaa ko sabai school haru maa jaach hunchha
B- school haru ko sabaibhandaa Thulo jaach kun ho?
A- school haru ko sabaibhandaa Thulo jaach S.L.C ho, yo jaach 10 class pachhi hunchha.
B- yo jaach kun, kun schoolharu le dinchhan?

नेपाल भरिका सबै स्कूलहरु ले एकेक पटक यो जाँच दिनु पछ, अनि यो जाँच पास
A  नेपाल भारी का सबै स्कूल हरु ले एकाइ पाटक यो जाँच दिनु पाउछन्
ब्याप्तिलाई मात्र उनीहरु ११ क्लास पढन गर्ने पाउछन्
मैले सुनेको थिएकि गाउँको स्कुलमा राम्रो पढाई हुदैन रे?

B  माईल सुनेको थिए कि गाउँको शैक्षिक र विद्यार्थी दुवैको लागि सुविधा कम छ?

A- हो, सरकारी स्कूलहरुमा शिक्षक र विद्यार्थी दुवैको लागि सुविधा कम छ।
B- अनि कसाको गाउँको विद्यार्थीहरुले यो एस.एल.सी पास गन्न सक्छन्?
A- यो एउटा ठुलो समस्या छ।

Vocabulary 1:

भरी
bhari whole, all of

विद्यार्थी
biddyaarthi student

बोर्डिंग
classroom

दुबै
dubai both

एकै पटक
ekai paTak at the same time

गाउँ
gau village

जाँच
jaach examination

कम
kam less

मात्र
maatra only

नै
nai emphatic particle

पाउनु
paunnu to get

पढाई
paDhaai teaching

पढाउनु
paDhaanu to teach

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

ए. भाई, तिम्रा नाम केहो भो?
A- ए... भाई तिम्रो नाम के हो?
    मेरो नाम राम हो।
B- मेरो नाम राम हो।
    तिम्री स्कुल जान लागेको हो?
A- तिम्री स्कुल जान लागेको हो?
    हो, उत्यो मेरो स्कुल हो।
B- हो, उ. त्यो मेरो स्कुल हो।
    तिम्रा क्लासमा कति जना छन?
A- तिम्रा क्लासमा कति जना छन?
    ६० जना?
B- ६० जना?
    कति जना केटा कति जना केटी?
A- कति जना केटा कति जना केटी?
    ४० जना केटा २० जना केटी?
B- ४० जना केटा २० जना केटी?
तिमी कति क्लासमा पढ्छो?
A- timi kati class maa paDhchhau?
B- 6 class maa
A- kun, kun bisaya paDhchhau?
B- English, Nepali, math, Science, history, etc.
A- school maa paDhaai kasto hunchha?
B- aru bisaya Thikkai hunchha tara english raamro hudaina
A- e...la jaau aba Dhilo holaa

**Vocabulary 2:**

अरु
aru  other (plural of arko 'another)

विषय
bisaya  subject

ढिलो
Dhilo  late

जाँ लागेको
daana laageko  about to go

केटा
dTaa  boy

केटी
dTi  girl

पढाई
paDhaai  teaching

पढृङ्ग
paDhnu  study

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.p.(I)</td>
<td>maile</td>
<td>gareko thie</td>
<td>gareko thiina</td>
</tr>
<tr>
<td>2.p.(you)</td>
<td>tapaale</td>
<td>garnubhaeko thiyo</td>
<td>garnubhaeko thiena</td>
</tr>
<tr>
<td>2.p.LOW(you)</td>
<td>timile</td>
<td>garekaa thiyau</td>
<td>garekaa thienau</td>
</tr>
<tr>
<td>3.p.(he/she)</td>
<td>wahaale</td>
<td>garnubhaeko thiyo</td>
<td>garnubhaeko thiena</td>
</tr>
<tr>
<td>3.p.Low (it)</td>
<td>usle</td>
<td>gareko thiyos</td>
<td>gareko thiena</td>
</tr>
<tr>
<td>1.p.(we)</td>
<td>haamil/haamiharule</td>
<td>garekaa thiyau</td>
<td>garekaa thienau</td>
</tr>
<tr>
<td>2.p.(you)</td>
<td>tapaaiharule</td>
<td>garnubhaeko thiyo</td>
<td>garnubhaeko thiena</td>
</tr>
<tr>
<td>2.p.LOW(you)</td>
<td>timiharule</td>
<td>garekaa thiyau</td>
<td>garekaa thienau</td>
</tr>
<tr>
<td>3.p.(he/she)</td>
<td>wahaaharule</td>
<td>garnubhaeko thiyo</td>
<td>garnubhaeko thiena</td>
</tr>
<tr>
<td>3.p.Low (they)</td>
<td>uniharule</td>
<td>garekaa thie</td>
<td>garekaa thienan</td>
</tr>
</tbody>
</table>

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
LESSON 14

Job Specific: Partner Organizations

In this lesson you will learn to:

1. **talk about your organization**
   
   Nepal maa ke garnuhunchha? / *Nepal in what you do*
   
   ma MS-Nepal ko bikaase kaaryakartaa hu
   
   I MS-Nepal’s development worker I am

2. **ask about and explain the reason for being in a particular place**
   
   kahaa kaam garnuhunchha? / ma NEWAH laai maddat didaichhu
   
   where work you do / I NEWAH to help I am giving

3. **talk about work on a general level**
   
   NEWAH kasto kicim ko sansthaa ho? / *NEWAH how type’s organization it is*
   
   NEWAH how type gair sarkaari sansthaa ho
   
   NEWAH one non governmental organization it is

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 organazations**
   
   NEWAH le mukhya ke ke kaam garchha? / *NEWAH agent marker main 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

6. **talk about a development organization's work**
   
   NEWAH sanga kun bisaya maa kaam gardai hunuhunchha? / *NEWAH with which field in work are you doing*
   
   ma wahaaharu laai suchanaa byabastaapan ko kaam maa maddat garchhu
   
   I them to information management’s work in help I do
ask and answer questions about job responsibilities
X ko kaam maa kasari maddat garnuhunchha?
X’s work in how help you do
mero uttardaaitwa dherai chhan jastai: X,Y,Z,etc
my responsibilities many are like
9 express interest in something
chaakhlaagdo kaam rahechha
interest 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, वस्तुस कहाँवाट आउनुभयो?
B namaste,basnu, kahaa baaTa aaunubhayo?
अहिले म ....बाट आउदैछ, तर मेरो देश ....हो।

A ahile ma KTM baaTa audaichhu, tara mero desh DK ho

B Nepal kina aunnubhayo?

म एम.एस नेपालको विकास कार्यक्रम हाँ

A ma MS Nepal ko bikaase kaaryakartaa hu

कहाँ काम गर्नुहुन्छ?

B kahaa kaam garnahuncha?

अहिले म नेवालाई महत्त दिदछौ

A ahile ma NEWAH laai maddat didaichhu

नेवा संग्रह, कुन विषयमा काम गर्दै हुनुहुन्छ?

B NEWAH sangha, kun bisaya maa kaam gardai hunuhunchha?

म उहाहरुलाई अभिलेख तथा सूचना व्यवस्थापन को काम मा महत्त

A ma wahaaharu laai abhilekh tathaa suchanaa byabasthaapan ko kaam maa maddat

गर्नुहुन्छ
garchu

अभिलेख तथा सूचनाको काम मा कसरी महत्त गर्नुहुन्छ?

B abhilekh tathaa suchanaa ko kaam maa kasari maddat garnuhunchha?

मेरो उत्तरवाचल्य धेरै छन जस्तै

A mero uttardaaitwa dherai chhan jastai:

नेवा को मुख्य र क्षेत्रिय कार्यालय जाने
-NEWAH ko mukhya ra chhetriya kaaryaalaya jaane

परियोजनाको वारिया अध्यन गरनें
-pariyojanaa ko baaremaa adhyan garne

अभिलेख र सूचनाको काम गरनें

-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 गरनें
-uniharu sanga basera anugaman ra mulyaankan garne

नेवा को दैनिक पत्रिका उत्पादनमा महत्त गरनें
-NEWAH ko dainik patrikaa utpaadan maa maddat garne

ठिक छ, मिठो कुराकानीको लागि धन्यवाद

B Thik chha miTho kuraakaani ko laagi dhannyabaad

हस, फेरि बेठौला

A has, pheri bheTaulaa

Vocabulary 1

अभिलेख

abhilekh documentation
अध्ययन
addhyan study
अनुगमन
anugaman monitoring
मेदनु
bheTnu to meet
विकासे कार्यकर्ता
bikaase kaaryakartaa Development worker
विषय
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
karmachaaari 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
Dialogue 2: Talking about the work of a partner organization

म तपाईँ सङ्ग केही सोधन सक्छु?
A ma tapai sanga kehi sodhna sakchhu?
हुन्छ, सोधनुस न
B hunchha, sodhnus na
तपाईँ नेपाल मा काम गर्नुहुन्छ होइन?
A tapai NEWAH maa kaam garnuhunchha hoina?
हो किन?
B ho, kina?
नेपाल कर्त्तौ विकिसिमको 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।
sanstha hoina

यस्को क्षेत्रिय कार्यालयहरू ५ वटा जिल्लाहरूमा छन, विराटनगर,
yasko chhetriya kaaryaalayaharu 5 waTaa jillaaharu maa chhan, Biratnagar,
नेपालगंज, धनगढी, पौखरा र कोठमाण्डौ
Nepalgunj, Dhangadhi, Pokhara ra Kathmandu.
यो संस्थाले मुख्य के, के काम गछु?
A yo sanstha le mukhya ke, ke kaam garchha?
यस्ले दुर्गम क्षेत्रको जनताहरूलाई सफा खानेपानी दिन्छ र
tyaslे durgam chhetra ko janataaharu laai saphaa khaane paani dinchha ra
स्वास्थ शिक्षा को दिगो विकास को लागि काम गछु।
swaastha sikhyaaka ko digo bikaas ko laagi kaam garchha..
ओहो…..नेपाल मा यो सबै काम गछु?
A oh….NEWAH le yo sabai kaam garchha?
नेपाले आफै परियोजना लागु गर्दैन।
B NEWAH le aaphai pariyojanaa laagu gardaina,
ए...कसरी गर्नु त ?

A  e...kasari garchha ta?

B  यस्ले स्थानिय संस्था, साभेदारी संस्था, सानाकिसान समुह र स्वास्थ्य मान्ने समुह ढाँरा सहयोग गर्नु।

swaasnimaanchhe samuha dwaara sahayog garchha
यो सहयोग दिनको लागि रकम कहाँबाट आउछ ?

A  yo sahayog dina ko laagi rakam kahaa baaTa aauchha?

B  यस्ले ९० प्रतिशत रकम……बाट पाउछ र अरु बाली युनिसेफ र आईआरसी

yasle 90% rakam water aid baaTa paauchha ra aru baaki UNICEF ra IRC
(नेदरलेंड) 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

ढाँरा
dwaaraa  by/through

गैर
gair  non-

गैर राजनैतिक
gair raajnaitik  non political

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

जनता

janataaa  people

जिल्ला
jilla  district

कमाउनु
kamaaunu  to earn
something
drinking water
type
to implement
main
profit
to get
project
political
funding, money
partnership
small farmer
all
to help/to support
group
organization
clean
governmental
education
to ask
स्थानिय
sthaaniya local
स्वास्थ्य मान्छे
swaasnaananchhe women
स्वास्थ्य
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 khusi 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 khusi 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: आफै त्यस्तै काम गर्नुहोस्?

B: एम.एस.को मुख्य कार्यक्रम के, के हो?

A: आफै कुनै पत्थर गर्दैन, एम.एसले स्थानिय साभेदारहरूसँग

B: एम.एसले आफै कुनै पत्थर गर्दैन, एम.एसले स्थानिय साभेदारहरूसँग
डेनमार्कमा सूचना र जानकारी पठाउने
-Denmark maa suchnaa ra jaankari paThaune
ए...यो सर्वैकाम्को लागि खर्च कहाँबाट आउछ नी ?
A e.....yo sabai kaam ko laagi kharcha kahaa baaTa aauchha ni ?
एम.एसको खर्च डेनिस सरकार र एम.एसको सदस्यहरु वाट आउछ ।
B MS ko kharcha Danish sarkaar ra MS ko sadasyaharu baaTa aauchha.
एम.एसको बारेमा सुन्न पाउदा खुशी लाग्यो, धन्यबाद
A MS ko baaremaa sunna paaudaa khusi laagyo, dhannyabaad
Vocabulary

आपसी सहयोग
aapasi sahayog  mutual cooperation

आफै
aaphai  one self

बढ्दाउनु
baDhaaunu  to increase

बन्नु
bannu  to become

बिच
bicha  between

बिकाश
bikaas  development

बिभिन्न
bivinna  different

ब्यूटि
bykti  person

क्षेत्र
chhetra  area

दा
da  when, while

इत्यादि
ityaadi  etc.

जानकारी
jaankaari  advocacy

जस्तै
jastai  such as

जाति
jati  around, approximately

जिल्ला
jilla  district

जो पानि
jo pani  anybody

कार्यकर्ता
kaaryakartaa  worker

कार्यक्रम
kaaryakram  program

करिब
karib  around
खर्चा fund
khusi happy
कुनै पनि no one, not one (lit: one also it doesn’t ..)
ल्याउनु to bring
मानव योत्र human resource
मानिस person
मानिसहरुको शील human rights
मध्य central, middle
मिलेर by joint effort
मुख्य main
नागरीक citizen
पठाउनु to send
फरक different
साभेदार partner
सबै all
सदस्य member
सहयोग support
सहयोग support
सस्कृति culture
स्थाय sansthaa organization
सरकार government
Language focus

**Time phrase** (‘when.../while...’): verb root + daa(kheri)

MS ko baaremaa sunna **paau-daa** khusi laagyo, dhannyaabaad

*MS about hear get-while happy I felt, thanks*

I am very happy to have heard about MS, thanks

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

**Demonstratives, adverbs, interrogatives, relative pronouns and negatives**

See appendix for a combined chart!

**Interrogatives, relative pronouns & negatives:**

<table>
<thead>
<tr>
<th>Interrogatives</th>
<th>Relative pronouns: definite</th>
<th>Relative pronouns: indefinite</th>
<th>Negatives: always used with the negative form of the verb (double negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Used in questions</strong></td>
<td><strong>Used in statements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kun</td>
<td>which</td>
<td>jun</td>
<td>jun pani</td>
</tr>
<tr>
<td>ko*</td>
<td>who</td>
<td>jo*</td>
<td>who</td>
</tr>
<tr>
<td>kahaa</td>
<td>where</td>
<td>jahaa</td>
<td>jahaa pani</td>
</tr>
<tr>
<td>kataa</td>
<td>to where</td>
<td>jataa</td>
<td>jataa pani</td>
</tr>
<tr>
<td>kasari</td>
<td>how</td>
<td>jasari</td>
<td>jasari pani</td>
</tr>
<tr>
<td>kahile</td>
<td>when</td>
<td>jahile</td>
<td>jahile pani</td>
</tr>
<tr>
<td>kati</td>
<td>how many</td>
<td>jati</td>
<td>jati pani</td>
</tr>
<tr>
<td>kasto</td>
<td>how</td>
<td>jasto</td>
<td>jasto pani</td>
</tr>
<tr>
<td>ke</td>
<td>what</td>
<td>je</td>
<td>je pani</td>
</tr>
</tbody>
</table>

* these words change form in the oblique case (+ -laai, -le and –maa): kaslaai
### Demonstratives and adverbs:

<table>
<thead>
<tr>
<th>Demonstratives/adverbs: close</th>
<th>Demonstratives/adverbs: distant</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo*</td>
<td>tyo*</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>yahaa</td>
<td>tyahaa</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>yataa</td>
<td>tyataa</td>
</tr>
<tr>
<td>to here</td>
<td>to there</td>
</tr>
<tr>
<td>yaso</td>
<td>tyaso</td>
</tr>
<tr>
<td>in this way</td>
<td>in that way</td>
</tr>
<tr>
<td>yasari</td>
<td>tyasari</td>
</tr>
<tr>
<td>in this way</td>
<td>in that way</td>
</tr>
<tr>
<td>ahile/aba</td>
<td>tahile</td>
</tr>
<tr>
<td>now</td>
<td>then, at that time</td>
</tr>
<tr>
<td>yati</td>
<td>tyati</td>
</tr>
<tr>
<td>this much</td>
<td>so much</td>
</tr>
<tr>
<td>yasto</td>
<td>tyasto</td>
</tr>
<tr>
<td>such</td>
<td>such, thus</td>
</tr>
</tbody>
</table>
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 2\textsuperscript{nd} day
A’s version

\textit{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:
\begin{itemize}
\item Ask B to repeat his/her questions
\item Tell B you don’t understand
\item Ask B to speak slowly
\item Ask B what the words you don’t understand mean
\end{itemize}

In case B has problems:
\begin{itemize}
\item Repeat the questions
\item Speak slowly
\item Try to keep to Nepali – except:
\item Translate words which B says s/he doesn’t understand
\end{itemize}

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
A: Reply

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
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
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
B: Reply

Lesson 13

1
B: Reply
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

/home/j/Nepalo/nepali/ICOC/Training Modules/Basic Language 1/Materials/BLT 1 160503.doc
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
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 बटा किताब छ, मलाई ठाणे छैन।


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

Aaja sombaar ho,ma nepali class 9 baje jaane, guest house maa chiyaa chhuTTi sawaa das baje ra sawaa eghaaara baje lunch sadaDhe 12 baje chha.office chhuTTi paach baje chha.

मलाई दालभात एकदम मनपछि तर पिरो दालभात मनपैठेँ। आज खाना मिठो छ तर अनि अल पीरो छ। मलाई वियर पनि चहिन्द्र दिनुस , काठमाडौं को पानी राम्रो छैन , म उमालेको पानी मात्र खाने , ठिक छ , जङ्गा कति भयो लिनुस।

Malaai daalbhaat ekadam manparche ta piro dalbhaat manpardaina.aaja khaanaa MiTho chha tara aliali piro chha.malaai beer pani chaahinchha dinus , Kathmandu ko paani raamro chhaina, ma umaleko paani maatra khaane, Thik chha, jamaa kati bhayo linus.

मेरो विहा भयो , मेरो परिवारमा जङ्गा चार जाना छन् , मेरो श्रीमान , एउटा छोरो , एउटा छोरी र म। मेरो श्रीमान को काम शिक्षक हो। मेरो काम पनि शिक्षक हो, मेरो वा हुनुहुन्न तर आमा हुनुहुन्न , मेरो एकजना दाई हुनुहुन्न,दिदी , भाइ , बहिनी छैन। मेरो परिवार साँझो।

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

म विहान देखि बेलुका सम्म धेरै काम गर्दै , बिहान छ बजे उठौँ त्यसपछि तोठाहुर सफा गढ़ु अनि नुहाएर चिया खान्छु त्यसपछि खाना बनाँछु अनि खाना खाएर अफिस जान्छु , अफिस मा मेरो धेरै काम छ , काम पछि म पाँच बजे घर आउँछ।

Ma bihaana dekhi beluka sama dherai kaam garchhu, bihaana chha baje uThchhu tyasparhi koThaararu saphaa garchhu ani nuhaaera chiyaa khaanchhu tyasparhi khanaa banaachhu ani khaanaa khaaera office jaanchhu, office maa mero dherai kaam chha, kaam pachhi ma paach baje ghar aauchhu
मेरो विचारमा भोलि २ वज्ने बैठक गर्नु पर्छ, किनभने आउने हप्ता हाम्रो धेरै काम छ, भोलि विहियाउँ २ तारिख हो। पर्सी शुक्रवार मेरो अको बैठक छ त्यसकारण यो बैठक भोलि नै गर्नु पर्छ।

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

हिजो हामीहरू पोखरा गयो, त्यहां हामीहरूले बैठकको लागि कोटा र होटल हरेक, आउने हप्ता हाम्रो अफिस को एनर्मल मिटिद छ, त्यसकारण हाम्री लाई एउटा ठुलो सय जना बसने रामो कोटा चाहिन्छ। हाम्रो मिटिद तिन दिन को हुन्छ, दुई दिन हामीहरू धेरै छलफल गर्न र अन्तिम दिन हाम्रो ठुलो भोज हुन्छ, यो एकदम रमाइलो हुन्छ।

Hijo haamiharulu pokharaa gayau, tyahaa haamiharulu le baiThak (meeting) ko laagi koThaa ra hotal heryau ,auna 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 haamiharulu dherai chhalphal garchhau ra antim din haamro Thulo bhoj hunchha, yo ekdam ramaailo hunchha.

नेपालको वाटो हर मा गाडी चलाउन धेरै नै गान्छो छ, किनभने यहाँ को वाटो हर साँगुरो छन्, सबै सडक को दायाँ, वायाँ हिडनको लागि पेटी छैन, ठाउँ ठाउँमा बाटेहरू खाल्डा खुदती छन्।

Nepal ko baaTo haru maa gaaDhi chalauna 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 khaalDaak khulDi chhan.

मेरो घर वाट एम एस अफिस ठाडा छैन नजिक छ, हिडर विस मिनेट लांगछ। म सधै एम एस अफिस हिडर जान्छ। 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 रेस्तौरेण्ट गए, त्यहाँ मैले धेरै खानाहरू खाएँ, खाना एकदम मिटिद थियो तर आज मलाई अलिएले पेट दुर्घो अनि टाउको पानी दुर्घो किनभने मैले नउमालेको पानी र काँचो सलाद पानि खाएँ त्यसकारण आज मेरो पेट दुर्घो, काँचो सलाद खान हुन्छ, आयोडिन पानी मा २०/२५ मिनेट राख्न मात्र खानु पर्छ। पानी पनि उमालेको मात्र खानु पर्छ, किनभने काठमाडौं को पानी सफा छैन के गर्न।

Hijo ma euTaa restarent gae, tyahaa maile dherai khaanaa haru khaae ,khaanaa ekdam miTho thiyo tara aaja malaaai aliai 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.pani pani umaalera maatra khaanu parchha kinabhane Kathmandu ko paani saphaa chhaina ke garne.

/home/j/Nepalo/nepali/ICOC/Training Modules/Basic Language I/Materials/BLT I 160503.doc
आज म बजार जान्छ। मलाई एउटा कुर्ता सुरुवालको लागि कपडा किन्नू छ, कपडा महाँगो छ कि सस्तो छ मलाई यात्रा छैन। एक जोर कुर्ता सुरुवाल को लागि पाँच मिटर कपडा चाहिन्छ होला। मलाई धेरै लामो र कसिएको कुर्ता सुरुवाल मन पद्दैन त्यसकारण आज म पहिला सजिकार को मा जान्छ र सोङ्छ। त्यसपछि बजार गएर कपडा किन्नू।

Aaja ma bajar jaanchhu. Malaai euTaa kurtaa suruwaal ko laagi kapaDaa kinnu chha , kapaDaa mahango chha ki sasto chha malaai thahaa 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.tyasparao bajar gaera kapaDaa kinchhu.

नेपालको स्वभावना राम्रो महिना असोज र कार्तिक हो। यो महिनामा हरीये डाडा, निलो सफा आकाश, सेतो हिमाल देखिन्छ। यो मौसम मा न धेरै जाडो न धेरै गर्मी एकदम रमाइलो हुन्छ। नेपालमा बुढै तिन महिना धेरै जाडो हुन्छ। कहिलेकाउँ पानी पन्न मौसममा दिन अध्यारो हुन्छ , गड्दाउँ मुद्दु गर्छ , विजुली चमकील्लो र धेरै पानी पछि। नेपाल मा नदी हरु छैन तर समुद्र छैन।


नेपालको गाउँहरु रमाइला छन। गाउँ को हावापाली राम्रो हुन्छ। गाउँको मानिस हरु स्वस्थ हुन्छ फिनबन्ने गाउँ मा ठुलो बजार र फोहर हुदेन र धेरे गाउँहरु पनि हुदेन। गाउँमा सानो बजार हुन्छ। खानेच चिजविज पाइन्छ, तर अनु सामान्तक पाइदैन। तराईको धेरै जसो गाउँहरु मा मोटर बाटो छ, तर पहाडको धेरै जसो गाउँहरुमा मोटर बाटो छैन हिडर जानु पछि। केहि गाउँ हरु मा व्यस्था छ तर केहि गाउँमा यसको ठुलो समस्या छ।

Nepal ko gauharu ramailaa chhan gaau ko haawaa paani pani raamro hunchha , gaau ko maanis haru swastha hunchhan kinabhane gaau maa Thulo bajar ra phohar hudaina ra dherai gaaDi haru pani hudaina.gaaau maa saano bajar hunchha khaane chijbij paainchha tara aru saamaan haru paaidaina.tarai ko dheraijaso gau haru maa moTar baaTo chha tara pahaad ko dheraijaso gau haru maa moTar baaTo chhaina hiDera jaanu parchha.keh gaau haru maa batti ,paani ko byabasthaa chha tara kehi gaau maa yasko Thulo samasyaa chhha.

नेपाल कपी को देश हो। यहाँ धेरै मानिस हरु खेती गर्छन, यहाँको मुख्य वाली धान, मके, गाडौं, आलू, र अनु धेरै तरकारी हरु हो। यहाँ एक वर्षमा तिन पटक वाली
लगाउँछन्। यहाँ को माटो मिलियो छै। काठमाण्डौ का किसान हरू खेत जोल्छन। तराइ मा धेरै रामो धान, गाछु, तोरी उत्पादन हुन्छ। नेपाल का किसान हरू गाई वस्तु हरू पनि पाउँछन्, गाइवस्तु हरू वाट हामी हरू दुध र मल पाउँछौ। किसानहरू खेती को लागि गाइवस्तु को मल र कम्पोस्ट मल प्रयोग गर्छन।


आज भोलि नेपालमा धेरै स्कूल हरू छन। केिह दरकारी स्कूल र केिह बोडिङ्ग स्कूल हरू। सरकारी स्कूल मा एक देखि दश सम्म हुन्छ, अनि पाँच देखि मात्र इलिस पढाउँछन् तर बोडिङ्ग स्कूलमा एक देखि बाह्य क्लास सम्म हुन्छ र नवरी देखि नै इलिस पढाइन्छ। यहाँको स्कूलको सम्बन्धमा ठुलो जाँच एस.एल.सी. हो। यो जाँच दश क्षेत्र पछि हुन्छ। सबै स्कूलले यो जाँच एके पटकमा दिनु पछि। यो जाँच पास भए पछि मात्र उनीहरू एघार क्लास पढौ गर्न पाउँछन्।


म एम एस नेपालको विकाशे कार्यकर्ताहूँ। अहिले म एउटा स्थानिय संस्थालाई महत्त दिदैछौ। म वहाँ हरू लाई तालिम र व्यवस्थापको काम मा मद्दत दिदैछौ। मेरो उल्लासपूर्वक स्कूल धेरै छन्, बहारहरूको क्षेत्रीय कार्यालय जाने, परियोजनाको बारेमा अध्ययन गर्ने, कर्मचारीहरूलाई चाहिने तालिम दिने इत्यादि। यो एउटा गैर सरकारी स्थान हो। यो संस्थाले नाफा कमाउँदै। यो संस्थाले गरीव जनता हरू को विकाश को लागि काम गछ।

Ma MS Nepal ko bikaase kaaryakartaa hu. Ahile ma euTaa sthaaniya sansthaa laai maddat didaichhu. Ma wахaa haru laai taalim ra byabasthapan ko kaam maa maddat didaichhu.mero uttaradaaiwa haru dherai chhan, wахaaharu ko chhhetriya kaaryaalaya jaane, pariyojanako barema adhyayn garne, karmachahi haru laai chaahine taalim haru dine ityadi.yo euTaa gair sarkaari sanstha ho. Yo sansthaa le naaphaa kamaaudaina. Yo sansthaa le garib janataa haru ko bikaas ko laagi kaam garchha.
<table>
<thead>
<tr>
<th>NEPALI</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>aaipugnu</td>
<td>to arrive</td>
</tr>
<tr>
<td>aasaa garnu</td>
<td>to hope</td>
</tr>
<tr>
<td>aaraam garnu</td>
<td>to rest</td>
</tr>
<tr>
<td>aaunu</td>
<td>to come</td>
</tr>
<tr>
<td>baDhaaunu</td>
<td>to increase</td>
</tr>
<tr>
<td>baDhnu</td>
<td>to improve, to increase, to grow</td>
</tr>
<tr>
<td>banaaunu</td>
<td>to make, prepare</td>
</tr>
<tr>
<td>banda garnu</td>
<td>to close</td>
</tr>
<tr>
<td>basnu</td>
<td>to sit, to stay, to live</td>
</tr>
<tr>
<td>bhannu</td>
<td>to say, to tell</td>
</tr>
<tr>
<td>bhar parnu</td>
<td>to depend</td>
</tr>
<tr>
<td>bheTnu</td>
<td>to meet</td>
</tr>
<tr>
<td>bichaar garnu</td>
<td>to think</td>
</tr>
<tr>
<td>birsanu</td>
<td>to forget</td>
</tr>
<tr>
<td>bolaaunu</td>
<td>to call</td>
</tr>
<tr>
<td>bolnu</td>
<td>to speak</td>
</tr>
<tr>
<td>bujhnun</td>
<td>to understand</td>
</tr>
<tr>
<td>chaahanu</td>
<td>to want</td>
</tr>
<tr>
<td>chaahinu</td>
<td>to need</td>
</tr>
<tr>
<td>chhalphal garnu</td>
<td>to discuss</td>
</tr>
<tr>
<td>chhunu</td>
<td>to touch</td>
</tr>
<tr>
<td>chinnu</td>
<td>to know, to recognize</td>
</tr>
<tr>
<td>Daraaunu</td>
<td>to be afraid</td>
</tr>
<tr>
<td>dauDanu</td>
<td>to run</td>
</tr>
<tr>
<td>dekhaaunu</td>
<td>to show</td>
</tr>
<tr>
<td>dekhnu</td>
<td>to see, to look, to watch</td>
</tr>
<tr>
<td>dinu</td>
<td>to give</td>
</tr>
<tr>
<td>disaa garnu</td>
<td>to shit</td>
</tr>
<tr>
<td>dukhnu</td>
<td>to hurt</td>
</tr>
<tr>
<td>duudh duhunu</td>
<td>to milk</td>
</tr>
<tr>
<td>gaaunu</td>
<td>to sing</td>
</tr>
<tr>
<td>gannu</td>
<td>to count</td>
</tr>
<tr>
<td>garnu</td>
<td>to do</td>
</tr>
<tr>
<td>ghaTaaunu</td>
<td>to lower, to subtract</td>
</tr>
<tr>
<td>haalnu</td>
<td>to put, to pour</td>
</tr>
<tr>
<td>haaknu</td>
<td>to drive</td>
</tr>
<tr>
<td>haasnu</td>
<td>to laugh</td>
</tr>
<tr>
<td>hasaaunu</td>
<td>to make laugh</td>
</tr>
<tr>
<td>herbicaar garnu</td>
<td>to look after, to take care</td>
</tr>
<tr>
<td>hernu</td>
<td>to see</td>
</tr>
<tr>
<td>hiDnu</td>
<td>to walk</td>
</tr>
<tr>
<td>hunu</td>
<td>to be</td>
</tr>
<tr>
<td>jaannu</td>
<td>to know (technical things)</td>
</tr>
</tbody>
</table>
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
lagaaunu to wear, to plant, to apply
lagnu to take along
lekhnu to write
linu to take
lyaunu 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
raakhu to put
roknu to stop
sahayog garnu to support, to help (big things)
saknu to be able to, can
sapanaa dekhnu to dream
<table>
<thead>
<tr>
<th>Nepali Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>saphaa garnu</td>
<td>to clean</td>
</tr>
<tr>
<td>siddhinu</td>
<td>to finish</td>
</tr>
<tr>
<td>sikaunnu</td>
<td>to teach</td>
</tr>
<tr>
<td>siknu</td>
<td>to learn</td>
</tr>
<tr>
<td>siunu</td>
<td>to sew</td>
</tr>
<tr>
<td>sodhnu</td>
<td>to ask</td>
</tr>
<tr>
<td>sunnu</td>
<td>to listen</td>
</tr>
<tr>
<td>suru garnu</td>
<td>to start</td>
</tr>
<tr>
<td>sutnu</td>
<td>to sleep</td>
</tr>
<tr>
<td>swiikaar garnu</td>
<td>to agree</td>
</tr>
<tr>
<td>thaalnu</td>
<td>to start</td>
</tr>
<tr>
<td>tirnu</td>
<td>to pay</td>
</tr>
<tr>
<td>uDnu</td>
<td>to fly</td>
</tr>
<tr>
<td>umaalnu</td>
<td>to boil</td>
</tr>
<tr>
<td>English</td>
<td>Nepali</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>to agree</td>
<td>swiikaar garnu</td>
</tr>
<tr>
<td>to arrive</td>
<td>aaipugnu</td>
</tr>
<tr>
<td>to ask</td>
<td>sodhnu</td>
</tr>
<tr>
<td>to be able to, can</td>
<td>saknu</td>
</tr>
<tr>
<td>to be afraid</td>
<td>Daraaunu</td>
</tr>
<tr>
<td>to be</td>
<td>hunu</td>
</tr>
<tr>
<td>to boil</td>
<td>umaalnu</td>
</tr>
<tr>
<td>to bring</td>
<td>lyaaunu</td>
</tr>
<tr>
<td>to buy</td>
<td>kinnu</td>
</tr>
<tr>
<td>to call</td>
<td>bolaaunu</td>
</tr>
<tr>
<td>to clean</td>
<td>maajhnu</td>
</tr>
<tr>
<td>to clean</td>
<td>saphhaa garnu</td>
</tr>
<tr>
<td>to close</td>
<td>banda garnu</td>
</tr>
<tr>
<td>to come</td>
<td>aaunu</td>
</tr>
<tr>
<td>to count</td>
<td>gannu</td>
</tr>
<tr>
<td>to cover, to put</td>
<td>purnu</td>
</tr>
<tr>
<td>to cut</td>
<td>kaaTnu</td>
</tr>
<tr>
<td>to dance</td>
<td>naachnu</td>
</tr>
<tr>
<td>to depend</td>
<td>bhar parnu</td>
</tr>
<tr>
<td>to dig</td>
<td>khannu</td>
</tr>
<tr>
<td>to discuss</td>
<td>chhalphal garnu</td>
</tr>
<tr>
<td>to do</td>
<td>garnu</td>
</tr>
<tr>
<td>to dream</td>
<td>sapanaa dekhnu</td>
</tr>
<tr>
<td>to drive (ex car)</td>
<td>haaknu</td>
</tr>
<tr>
<td>to earn</td>
<td>kaamaaunu</td>
</tr>
<tr>
<td>to eat</td>
<td>khaanu</td>
</tr>
<tr>
<td>to feel</td>
<td>laagnu</td>
</tr>
<tr>
<td>to find out, to search</td>
<td>khojnu</td>
</tr>
<tr>
<td>to finish</td>
<td>siddhinu</td>
</tr>
<tr>
<td>to fly</td>
<td>uDnu</td>
</tr>
<tr>
<td>to forget</td>
<td>birsanu</td>
</tr>
<tr>
<td>to forgive, to excuse</td>
<td>maaph garnu</td>
</tr>
<tr>
<td>to get, to have, to find, to receive</td>
<td>paaunu</td>
</tr>
<tr>
<td>to give</td>
<td>dinu</td>
</tr>
<tr>
<td>to go</td>
<td>jaanu</td>
</tr>
<tr>
<td>to help (small things)</td>
<td>maddat garnu</td>
</tr>
<tr>
<td>to hope</td>
<td>aasaa garnu</td>
</tr>
<tr>
<td>to hurt</td>
<td>dukhnu</td>
</tr>
<tr>
<td>to implement</td>
<td>laagu garnu</td>
</tr>
<tr>
<td>to improve, to increase, to grow</td>
<td>baDhnu</td>
</tr>
<tr>
<td>to increase</td>
<td>baDhaaunu</td>
</tr>
<tr>
<td>English</td>
<td>Nepali</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>to know (technical things)</td>
<td>jaannu</td>
</tr>
<tr>
<td>to know, to recognize</td>
<td>chinnu</td>
</tr>
<tr>
<td>to laugh</td>
<td>haasnu</td>
</tr>
<tr>
<td>to learn</td>
<td>siknu</td>
</tr>
<tr>
<td>to like</td>
<td>man parnu</td>
</tr>
<tr>
<td>to listen</td>
<td>sunnu</td>
</tr>
<tr>
<td>to look after, to take care</td>
<td>herbichaar garnu</td>
</tr>
<tr>
<td>to lower, to subtract</td>
<td>ghaTaaunu</td>
</tr>
<tr>
<td>to make dirty</td>
<td>phohor garnu</td>
</tr>
<tr>
<td>to make laugh</td>
<td>hasaaunu</td>
</tr>
<tr>
<td>to make, to prepare</td>
<td>banaaunu</td>
</tr>
<tr>
<td>to measure</td>
<td>naapnu</td>
</tr>
<tr>
<td>to meet</td>
<td>bheTnu</td>
</tr>
<tr>
<td>to milk</td>
<td>duudh duhunu</td>
</tr>
<tr>
<td>to need</td>
<td>chaahinu</td>
</tr>
<tr>
<td>to open</td>
<td>kholnu</td>
</tr>
<tr>
<td>to open</td>
<td>khulnu</td>
</tr>
<tr>
<td>to pay</td>
<td>tirnu</td>
</tr>
<tr>
<td>to play</td>
<td>khelnu</td>
</tr>
<tr>
<td>to plough</td>
<td>jotnu</td>
</tr>
<tr>
<td>to put</td>
<td>raakhnu</td>
</tr>
<tr>
<td>to put, to pour</td>
<td>haalnu</td>
</tr>
<tr>
<td>to rain</td>
<td>pani parnu</td>
</tr>
<tr>
<td>to raise (kids, animals)</td>
<td>paalnu</td>
</tr>
<tr>
<td>to reach</td>
<td>pugnu</td>
</tr>
<tr>
<td>to repair</td>
<td>marmat garnu</td>
</tr>
<tr>
<td>to rest</td>
<td>aaraam garnu</td>
</tr>
<tr>
<td>to return</td>
<td>pharkhanu</td>
</tr>
<tr>
<td>to run</td>
<td>dauDanu</td>
</tr>
<tr>
<td>to say, to tell</td>
<td>bhannu</td>
</tr>
<tr>
<td>to see</td>
<td>hernu</td>
</tr>
<tr>
<td>to see, to look, to watch</td>
<td>dekhnu</td>
</tr>
<tr>
<td>to sew</td>
<td>siunu</td>
</tr>
<tr>
<td>to shit</td>
<td>disaa garnu</td>
</tr>
<tr>
<td>to shop</td>
<td>kinmel garnu</td>
</tr>
<tr>
<td>to show</td>
<td>dekhaaunu</td>
</tr>
<tr>
<td>to sing</td>
<td>gaaunu</td>
</tr>
<tr>
<td>to sit, to stay, to live</td>
<td>basnu</td>
</tr>
<tr>
<td>to sleep</td>
<td>sutnu</td>
</tr>
<tr>
<td>to speak</td>
<td>bolnu</td>
</tr>
<tr>
<td>to start</td>
<td>suru garnu</td>
</tr>
<tr>
<td>to start (big things)</td>
<td>thaalnu</td>
</tr>
<tr>
<td>to stop</td>
<td>roknu</td>
</tr>
<tr>
<td>to study</td>
<td>paDhnu</td>
</tr>
<tr>
<td>to support, to help (big things)</td>
<td>sahayog garnu</td>
</tr>
<tr>
<td>to take along</td>
<td>lagnu</td>
</tr>
<tr>
<td>to take</td>
<td>linu</td>
</tr>
<tr>
<td>English</td>
<td>Nepali</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>to talk</td>
<td>kuraa garnu</td>
</tr>
<tr>
<td>to teach</td>
<td>paDhaaunu</td>
</tr>
<tr>
<td>to teach</td>
<td>siakaunu</td>
</tr>
<tr>
<td>to think</td>
<td>bichaar garnu</td>
</tr>
<tr>
<td>to touch</td>
<td>chhunu</td>
</tr>
<tr>
<td>to try</td>
<td>kosis garnu</td>
</tr>
<tr>
<td>to turn</td>
<td>moDnu</td>
</tr>
<tr>
<td>to understand</td>
<td>bujhnu</td>
</tr>
<tr>
<td>to urinate</td>
<td>pisaab garnu</td>
</tr>
<tr>
<td>to use</td>
<td>prayog garnu</td>
</tr>
<tr>
<td>to walk</td>
<td>hiDnu</td>
</tr>
<tr>
<td>to want</td>
<td>chaahanu</td>
</tr>
<tr>
<td>to wear</td>
<td>laaunu</td>
</tr>
<tr>
<td>to wear, to plant, to apply</td>
<td>lagaunu</td>
</tr>
<tr>
<td>to work</td>
<td>kaam garnu</td>
</tr>
<tr>
<td>to write</td>
<td>lekhnu</td>
</tr>
</tbody>
</table>
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 banaunubhayo Peter made tea

The instrumental case marker for a thing used for some action.
Umaaleko paani le chhiya banaunu 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 Thaau 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 the momo pot
### sentence structure

**Questions with interrogatives**

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

Declaratives & questions without interrogatives

<table>
<thead>
<tr>
<th>Time</th>
<th>Indirect object + post-position</th>
<th>Subject</th>
<th>Place + post-position</th>
<th>Object/Predicate</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma I</td>
<td>ma I</td>
<td>I</td>
<td>jaanchhu</td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>ma I</td>
<td>bidyaarshi student</td>
<td>hu</td>
<td>am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nepal</td>
<td>Nepal</td>
<td>raamro</td>
<td>chha</td>
<td>is</td>
<td></td>
</tr>
<tr>
<td>kitaab book</td>
<td>mech maa chair on</td>
<td>chha</td>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mero chhora chhori my children</td>
<td>kitaab book</td>
<td>chha</td>
<td>exist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma sanga me with kitaab book</td>
<td>keraa bananas</td>
<td>manparchha please</td>
<td>chha</td>
<td>exists</td>
<td></td>
</tr>
<tr>
<td>ma I</td>
<td>keraa bananas</td>
<td>khaanchhu</td>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma I</td>
<td>keraa bananas</td>
<td>khaane</td>
<td>ate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aaja today</td>
<td>ma I</td>
<td>keraa bananas</td>
<td>khaanchhu</td>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>aaja today</td>
<td>ma I</td>
<td>class maa class in</td>
<td>keraa bananas</td>
<td>khaanchhu eat</td>
<td></td>
</tr>
<tr>
<td>ma I</td>
<td>mech maa chair on</td>
<td>baschhu</td>
<td>sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma I</td>
<td>mech maa chair on</td>
<td>baschhu</td>
<td>sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aaja today</td>
<td>ma I</td>
<td>mech maa chair on</td>
<td>baschhu</td>
<td>sit</td>
<td></td>
</tr>
<tr>
<td>malaai me to</td>
<td>keraa bananas</td>
<td>dinus please give</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Verb tenses: positive

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

<table>
<thead>
<tr>
<th>* = add nazalization</th>
<th>nutid</th>
<th>fortid</th>
<th>fremtid</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>present progressive</td>
<td>past</td>
<td>past habitual</td>
</tr>
<tr>
<td>does</td>
<td>is doing</td>
<td>did</td>
<td>was doing</td>
</tr>
<tr>
<td>goer</td>
<td>er ved at goere</td>
<td>gjorde</td>
<td>plejede at goere</td>
</tr>
<tr>
<td><strong>person</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ma/maile</strong></td>
<td>garchhu</td>
<td>gardaichhu</td>
<td>gare</td>
</tr>
<tr>
<td><strong>tapaai(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tapaaiharu(le)</strong></td>
<td>garnu hunchha</td>
<td>gardaihunu hunchha</td>
<td>garnu bhayo</td>
</tr>
<tr>
<td><strong>wahaa(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>wahaaharu(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>u/usle</strong></td>
<td>garchha</td>
<td>gardaichha</td>
<td>garyo</td>
</tr>
<tr>
<td><strong>haami(le)</strong>*</td>
<td>garchhau</td>
<td>gardaichhau</td>
<td>garyau</td>
</tr>
<tr>
<td><strong>haamiharu(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>timi(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>timiharu(le)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uniharule</td>
<td>garchhan</td>
<td>gardaichhan</td>
<td>gare</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------------</td>
<td>------</td>
</tr>
</tbody>
</table>

**Verb tenses: negative**

<table>
<thead>
<tr>
<th>infinitive: garnu = to do (at goere)</th>
<th>nutid</th>
<th>fortid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>infinitive:</strong></td>
<td><strong>nutid</strong></td>
<td><strong>fortid</strong></td>
</tr>
<tr>
<td>garnu</td>
<td><strong>present</strong></td>
<td><strong>past</strong></td>
</tr>
<tr>
<td>* = add nazalization</td>
<td>does not</td>
<td>is not doing</td>
</tr>
<tr>
<td>goer ikke</td>
<td>er ikke ved at goere</td>
<td>gjorde ikke</td>
</tr>
</tbody>
</table>

| person | | | | | | | | |
| ma/maile | garnu | gardai chhaina | garina | gardinathe | gardai thiina | gareko chhaina | gareko thiina |

<table>
<thead>
<tr>
<th>tapaai(le)</th>
<th>tapaaiharu(le)</th>
<th>waha(le)</th>
<th>wahaaharu(le)</th>
</tr>
</thead>
<tbody>
<tr>
<td>garnu</td>
<td>gardai hunnahunnah</td>
<td>garnu bhaena</td>
<td>garnu hunnathyo</td>
</tr>
</tbody>
</table>

| u/usle | gardaina | gardai chhaina | garena | garnathyo | gardai thiina | gareko chhaina | gareko thiina |

<table>
<thead>
<tr>
<th>haami(le)*</th>
<th>haamiharu(le)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gardainau</td>
<td>gardai chhainau</td>
</tr>
</tbody>
</table>

*/home/j/Nepalo/nepali/ICOC/Training Modules/Basic Language 1/Materials/BLT 1 160503.doc*
<table>
<thead>
<tr>
<th>*</th>
<th>timi(le)</th>
<th>timihar(u)le</th>
</tr>
</thead>
<tbody>
<tr>
<td>uniharu(le)</td>
<td>gardainan</td>
<td>gardai chhainan</td>
</tr>
</tbody>
</table>
# Verb tenses: positive and negative

**Infinitive:**  
\[ \text{hunu} = \text{to be, to become (at vaere, at blive)} \]

* = add nazalization  

<table>
<thead>
<tr>
<th>*</th>
<th>chha</th>
<th>ho</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>present</strong></td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>positive</td>
<td>negative</td>
<td>positive</td>
</tr>
<tr>
<td><strong>is</strong></td>
<td><strong>is not</strong></td>
<td><strong>was</strong></td>
</tr>
<tr>
<td><strong>er</strong></td>
<td><strong>er ikke</strong></td>
<td><strong>var</strong></td>
</tr>
</tbody>
</table>

**person**  

<table>
<thead>
<tr>
<th>ma</th>
<th>chhu</th>
<th>chhaina</th>
<th>thie</th>
<th>thiina</th>
<th>hu</th>
<th>hoina</th>
<th>bhae</th>
<th>bhaina</th>
</tr>
</thead>
<tbody>
<tr>
<td>tapaai(haru)</td>
<td>hunu</td>
<td>hunchha</td>
<td>hunu</td>
<td>hunnyo</td>
<td>hunu</td>
<td>hunnathiyo/ hunu hunthiena</td>
<td>hunu</td>
<td>hunchha</td>
</tr>
<tr>
<td>wahaa(haru)</td>
<td>hunu</td>
<td>hunchha</td>
<td>hunu</td>
<td>hunna</td>
<td>hunu</td>
<td>hunnyo</td>
<td>hunu</td>
<td>hunnathiyo/ hunu hunthiena</td>
</tr>
<tr>
<td><strong>u</strong></td>
<td>chha</td>
<td>chhaina</td>
<td>thiyo</td>
<td>thiena</td>
<td>ho</td>
<td>hoina</td>
<td>bhayo</td>
<td>bhaena</td>
</tr>
<tr>
<td><strong>haami(haru)</strong></td>
<td>chhau</td>
<td>chhainau</td>
<td>thiyau</td>
<td>thienau</td>
<td>hau</td>
<td>hoinau</td>
<td>bhayau</td>
<td>bhaenau</td>
</tr>
<tr>
<td>*</td>
<td>timi(haru)</td>
<td>chhau</td>
<td>chhainau</td>
<td>thiyau</td>
<td>thienau</td>
<td>hau</td>
<td>hoinau</td>
<td>bhayau</td>
</tr>
<tr>
<td>uniharu</td>
<td>chhan</td>
<td>chhainan</td>
<td>thie</td>
<td>thienan</td>
<td>hun</td>
<td>hoinan</td>
<td>bhae</td>
<td>bhaenan</td>
</tr>
</tbody>
</table>
### Verb endings: positive & negative

<table>
<thead>
<tr>
<th>* = add nazalization</th>
<th>nutid</th>
<th>fortid</th>
<th>fremtid</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>present</em></td>
<td>present</td>
<td>past</td>
<td>present</td>
</tr>
<tr>
<td>person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ma/maile</td>
<td>chhu/dina</td>
<td>dai chhu/ chhaina</td>
<td>e/ina</td>
</tr>
<tr>
<td>tapaai(le) tapaaiharu(le) waha(a(le) wahaaharu(le)</td>
<td>nu hunchha/ hunna</td>
<td>dai hunchha/ hunu hunna</td>
<td>nu bhayo/b haena</td>
</tr>
<tr>
<td>u/usle</td>
<td>chha/ daina</td>
<td>dai chha/ chhaina</td>
<td>yo/ ena</td>
</tr>
<tr>
<td>haami(le)* haamiharu(le)*</td>
<td>chhau/ dainau</td>
<td>dai chhau/ chhainau</td>
<td>yau/ nau</td>
</tr>
<tr>
<td>uniharu(le)</td>
<td>chhan/ dainan</td>
<td>dai chhan/</td>
<td>e/ enan</td>
</tr>
</tbody>
</table>
### Interrogatives, relative pronouns, negatives, demonstratives & adverbs

<table>
<thead>
<tr>
<th>Interrogatives</th>
<th>Relative pronouns: definite</th>
<th>Relative pronouns: indefinite</th>
<th>Negatives: always used with the negative form of the verb</th>
<th>Demonstratives/ adverbs: close</th>
<th>Demonstratives/ adverbs: distant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Used in questions</strong></td>
<td><strong>Used in statements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kun</td>
<td>which</td>
<td>jun which</td>
<td>jun which pani</td>
<td>kunai pani</td>
<td>nothing</td>
</tr>
<tr>
<td>ke</td>
<td>what</td>
<td>je what</td>
<td>je pani</td>
<td>kehi pani</td>
<td>nothing</td>
</tr>
<tr>
<td>kahaa</td>
<td>where</td>
<td>jahaa where</td>
<td>jahaa wherever pani</td>
<td>kahi pani</td>
<td>nowhere yahaa, yahi</td>
</tr>
<tr>
<td>kataa</td>
<td>to where</td>
<td>jataa to wherever pani</td>
<td>jataa to wherever pani</td>
<td>kataai pani</td>
<td>to no where yataa</td>
</tr>
<tr>
<td>kasari</td>
<td>how</td>
<td>jasari, jaso</td>
<td>jasari anyway pani</td>
<td>kasari pani</td>
<td>no way yasari, yaso</td>
</tr>
<tr>
<td>kahile</td>
<td>when</td>
<td>jahile when</td>
<td>jahile whenever pani</td>
<td>kahile pani</td>
<td>never ahile/aba</td>
</tr>
<tr>
<td>kati</td>
<td>how many</td>
<td>jati as much as, approximatelly</td>
<td>jati pani</td>
<td>katti pani</td>
<td>none yati</td>
</tr>
<tr>
<td>kasto</td>
<td>how</td>
<td>jasto as, like</td>
<td>jasto pani</td>
<td>kasto pani</td>
<td>no way yasto</td>
</tr>
<tr>
<td>ko*</td>
<td>who</td>
<td>jo* who</td>
<td>jo* pani</td>
<td>kohi* pani</td>
<td>nobody yo*</td>
</tr>
</tbody>
</table>

* All these words change form in the oblique case (+ -laai, –le, or -maa): kaslaai, jaslaai, etc kasle, jasle, etc
<table>
<thead>
<tr>
<th></th>
<th>NUMERALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>0</td>
<td>sunna</td>
</tr>
<tr>
<td>1</td>
<td>ek</td>
</tr>
<tr>
<td>2</td>
<td>dui</td>
</tr>
<tr>
<td>3</td>
<td>tin</td>
</tr>
<tr>
<td>4</td>
<td>chaar</td>
</tr>
<tr>
<td>5</td>
<td>paach</td>
</tr>
<tr>
<td>6</td>
<td>chha</td>
</tr>
<tr>
<td>7</td>
<td>saat</td>
</tr>
<tr>
<td>8</td>
<td>aaTh</td>
</tr>
<tr>
<td>9</td>
<td>nau</td>
</tr>
</tbody>
</table>

100  sae  
1000  hajaar  
10,000  das hajaar  
100,000  laakh  
1,000,000  das laa