

Basic Language Training: Part Two

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Introduction, Aims and Objectives

Materials handed out

Course book

The material contains 16 lessons with homework assignments, 4 weekly review lessons, eight appendices: vocabulary list, verb list, Combined Language Focus, list of Numerals, list of Interrogatives etc, list of Post positions, a set of verb conjugation charts and sentence structure charts. Prefixed to the material is a syllabus and aims and objectives for Basic Language Training: Part Two.

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

These were handed out during Basic Language Training: Part One. The Devanagari flashcards are intended to be used by the participants outside of class for memorization practice

Numeral flashcards

These were handed out during Basic Language Training: Part One. The numeral flashcards are intended to be used by the participants outside class for memorization practice

Devanagari poster

This was handed out during Basic Language Training: Part One. 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, David mathews' Nepali plus Nepali in context:

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

Lonely planet's or other Nepali phrasebook plus Culture shock.

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; Nepali – English, English nepali plus Classified Dictionary, job related dictionary:

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 indicate 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.

Tasks

Many 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.

Culture

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

Review

Numerals: All the numerals learned in Basic Language Training: Part One, will be reviewed during Basic Language Training: Part Two

Devanagari: All the Devanagari learned in Basic Language Training: Part One, will be reviewed during Basic Language Training: Part Two

Language focus: This consists of a list of the specific grammatical points pertaining to each lesson. All the grammar learned in Basic Language Training: Part One, will be reviewed in Basic Language Training: Part Two. The appendix containing Language Focus from Basic Language Training: Part One can be consulted

Language focus 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.

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.

Dialogue/text

In each lesson there will be a series of dialogues/texts. Depending on how much time is available, these dialogues/texts may be worked on in class, otherwise they are to be read as part of the homework.

Some dialogues/texts are marked with an * indicating that they are optional and can be used as extra material for those participants who feel like going on. The dialogues/texts 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.

Vocabulary

After each dialogue/text there is a vocabulary list alphabetically organized. These lists are intended to be used for practice activities and homework assignments.

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, and preparing for the Tasks. 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 at the very end of the core material, ie 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

- Consolidating the participants' language ability
- Enabling the participants to communicate orally on a basic level on the following topics:
Development work and –organizations, banking, living arrangements, communication, transportation, religion and festivals, the political system, cross cultural comparisons, gender issues, Nepal: population, occupations and administrative/geographical divisions, occupations, administration, bureaucracy, city problems, foreign aid and cooking
- Expanding the participants' ability to read Nepali (Devanagari)
- Developing further the participants' understanding of the formal aspects of the language (language as a system) as well as their ability to use the language functionally
- Developing further 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

Ability level objectives

Oral	
<i>Range</i>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<i>Accuracy</i>	Uses some simple structures correctly, but still systematically makes basic mistakes
<i>Fluency</i>	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulations are very evident
<i>Interaction</i>	Can answer questions and respond to simple statements. Can indicate when he/she is following, but is rarely able to understand enough to keep the conversation going of his/her own accord
<i>Coherence</i>	Can link words or groups of words with very basic linear connectors like 'and', 'but' and 'because'
Written	
<i>Reading</i>	Ability to read most familiar words without context. Ability to read simple unknown words with some hesitation
<i>Writing</i>	Ability to write all Devanagari characters

SYLLABUS

Lesson	Topic	Language focus	Culture
16	Partner Organization Visit	<p>Conjugations: present and present perfect continuous, past, present perfect, past perfect, future, injunctive, passive</p> <p>Impersonal verb: laagyo</p> <p>Post positions: pachhi, ko baaremaa, ko lagi, baaTa, dwaaraa, bichmaa, dekhi</p> <p>Interrogatives: kina, kahaa, ke, kasto</p>	Development work and development organizations
17	Bank, Post Office and Pharmacy	<p>Conjugations: imperative, past, future, passive</p> <p>Impersonal verb: parchha</p> <p>Compound verb: -i dinu</p> <p>Conditional clause: bhane</p> <p>Post positions: dekhi ... samma; (e)pachhi, baaTa, ko lagi, sanga</p>	Bureaucracy; Money; banks and alternatives to banks
18	Living Arrangements	<p>Conjugations: past, present perfect, unconjugated past, imperative</p> <p>Compound verb: -i dinu</p> <p>Impersonal verb: parchha</p> <p>Post positions: ko lagi, dekhi....samma</p>	Relationships between people: employer/staff; landlord/tenant
19	Communication	<p>Conjugations: past, present perfect, unconjugated past, injunctive</p> <p>Compound verb: -i dinu</p> <p>Reported speech: re</p> <p>Post positions: ko baaremaa, ko lagi</p> <p>Instrumental: le</p>	Telephone and office conversations
Review 1			
20	Transportation	<p>Conjugations: past, unconjugated past, imperative, passive, hunu</p> <p>Impersonal verb: chaahinchha, parchha</p> <p>Modal verb: saknu</p> <p>Post positions: ko lagi, bhaekole, sanga, baahira</p> <p>Composite nouns</p>	Driving and public transportation
21	Religion	<p>Conjugation: passive</p> <p>Impersonal verb : parchha</p> <p>Postpositions: ko lagi; (e)pachhi, dekhi.... samma, baahek</p> <p>Superlative</p>	Religions and religious life

22 A	Democracy in Nepal	<p>Conjugations: present continuous, present & past perfect, <i>hunu</i> past</p> <p>Impersonal verbs: parchha,</p> <p>Postpositions: ko laagi, pachhi, dekhi... samma, baaTa, anusaar, ko biruddha, bhari</p> <p>Superlative</p>	Political systems and politics
22B	Festivals	<p>Conjugations: present continuous, present perfect, passive</p> <p>Impersonal verbs: parchha, chaahinchha</p> <p>Relative clause</p> <p>Postpositions: ko laagi, (e)pachhi, dekhi... samma, baaTa, sanga, anusaar, agaaDi, waripari, baahira, bhitra</p> <p>Comparative</p> <p>Superlative</p> <p>Ordinal numbers</p> <p>Possessive: with plural nouns: kaa</p>	Religion and religious life as expressed through festivals
23	Cross Cultural Comparisons	<p>Impersonal verb: parchha</p> <p>Post positions: baaTa; dekhi ...sama; (e)pachhi; sangai</p>	Family life; social welfare; gender
Review 2			
24	Gender Issues	<p>Conjugations: future, present continuous, past, injunctive, passive</p> <p>Impersonal verb: parchha</p> <p>Post positions: anusaar, ko baaremaa, ko laagi, -e pachhi, bhitra, baaTa, baahira</p> <p>Composite nouns</p> <p>Possessive: with plural nouns: kaa</p>	Gender issues in Nepal
25	Nepal	<p>Conjugations: future, passive_</p> <p>Modal verb: saknu</p> <p>Post positions: anusaar, ko laagi, ko baaremaa, bhaekole</p>	Nepal: population; occupations; administrative/geo-graphical units
26	Occupations in Nepal	<p>Conjugations: present and present perfect continuous, past, present and past perfect, injunctive</p> <p>Impersonal verbs: chaahinchha, paainchha, rahechha</p> <p>Post positions: baaTa, kaa (= ko), ko baaremaa, pachhi, bhane</p>	Castes; trade; occupations; education/training; social change
27	Administration	<p>Conjugations: present continuous, past, past habitual, present perfect, injunctive</p> <p>Modal verb: saknu</p> <p>Impersonal verb: parchha</p> <p>Compound verb: -i dinu</p>	Administration; bureaucracy; politeness

		<u>Time phrase:</u> -daa(kheri) ('when..') <u>Post positions:</u> ko laagi; sanga, baaremaa, (e)pachhi	
Review 3			
28	Bureaucracy	<u>Conjugations:</u> present and past unconjugated, past, past perfect, passive <u>Interrogatives</u> <u>Modal verb:</u> saknu <u>Impersonal verb:</u> parchha <u>Compound verb:</u> -i dinu <u>Instrumental:</u> le <u>Conjunctions:</u> ani, tyaskaaran <u>Composite nouns</u> <u>Post positions:</u> bichmaa, sangha, baaTa <u>Superlative</u>	Bureaucracy: where, why, how to deal with it
29	City Problems: Environment, Water & Electricity	<u>Conjugations:</u> present continuous, past, unconjugated past, imperative, passive <u>Impersonal verbs:</u> chaahinchha, parchha <u>Compound verb:</u> -i dinu <u>'even though' clause:</u> (na-)verb root + etaapani <u>Post positions:</u> baaTa, baahek, pachhi, ko laagi <u>Instrumental:</u> le <u>Composite nouns</u>	Environment and health
30	Foreign Aid	<u>Conjugations:</u> past, present and past perfect, passive <u>Impersonal verb:</u> parchha <u>Unreal conditional clause:</u> - eko + bhae, 2nd. clause: past tense <u>Verb associated with possessive:</u> ko bhar parnu <u>Post positions:</u> ko baaremaa, dwaaraa, baaTa <u>Composite nouns</u>	Development and North-South issues
31	Cooking	<u>Conjugation:</u> imperative: -nos <u>Compound verb:</u> -i dinu <u>Relative clause</u> <u>Instrumental:</u> le <u>Post positions:</u> (e)pachhi; ko laagi; bhitra <u>Composite nouns</u>	Food; eating; cooking; entertaining; invitations; guest/host roles
Review 4			

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 16

Partner Organization Visit: Saajhedaar sansthaa ko bhrawan

In this lesson you will learn to:

1 talk about the past

tapaai dherai din pachhi aaunubhayo kina?/
You many days after you came why
ma aaphno saajhedaar sansthaa herna gaeko thie
I own partner organization see I had gone

2 talk about how you feel about something

tapaai laai aaphno kaam garne Thaaau kasto laagyo?/
You to own work do place how it felt
ekdam raamro laagyo
extremely good it felt

3 talk about what you have discovered

mero sansthaa gair sarkaari ra gair raajnaitik rahechha
my organization non government and non political it appears

4 talk about the beneficiaries of something

tapaai ko sansthaa ko mukhya kaam ke ke ho?/
your organization's main work what what is
yo sansthaa ko mukhya kaam 'mukta kamaayaa' laai bibhinna kicim ko sahayog garnu ho
this organization's main work 'free Kamaayas' to different types of support give it is

5 ask further questions on a topic of a conversation

tapaai ko kaam ni?
your work and what about

6 list a series of actions

karmachaari haru laai sallaaha dine, taalim dine, mullaankaan garne ityaadi
staff to advice give, training give, evaluation make, etc

7 end a conversation politely

aru kuraa pachhi pheri garaulaa, ahile hataar chha jaau hai namaste
other questions after again we will do, now hurry there is let me go then goodbye
= we will talk more later, now I'm in a hurry, so I'll be going. Bye, bye

8 explain what something means

'JASC' bhaneko 'jana aadarsa saamaajik kendra' ho
'JASC' said 'Jana Aadarsa Social Center' it is =JASC means 'J.A. Soc. Center'

9 talk about when something was established

yo sansthaa 1995 maa sthaapanaa bhayo
this organization 1995 in established it became

10 talk about continuous actions in the past which are still going on

yasle Thulo bhumikaa kheldai aaeko chha
this agentive marker big role it has been playing

11 explain what the full/abbreviated name for something is

yo sansthaa ko puraa/chhoTo naam X ho
this organization's full/short name X it is

12 talk about what one believes in

yo sansthaa 'sahabhaagita dwaraa bikaas' maa biswaas garchha
this organization 'participation through development' in it believes
 = this organization believes in 'development through participation'

13 explain what something is called in a specific language

nepali maa yaslaai 'samabikaas kendra' bhaninchha
nepali in this to 'samabikaas kendra' it is called

Culture:

Development work and development organizations

Review:

Memorise the numerals: 1-20

Learn Devanagari: All the vowels: a, aa, i, i, u, uu, e, ai, o, au
 All the vowel signs: kaa, ki, ku, ke, kai, ko, kau
 Read Lesson 1: Dialogue

Language focus: **Verb conjugations:** past, -na infinitive, past perfect, future, injunctive (let us!), present perfect, present continuous, passive, present perfect continuous: verb root+dai+aaeko+conjugation ending (*keldai aaeko chha*)
Post positions: *pachhi, ko baaremaa, ko laagi, baaTa, dwaraa* (through), *bichmaa* (between), *dekhi*
Impersonal verbs: *rahechha, laagyo*
Agentive: *le*
Interrogatives: *kina, kahaa, ke, kasto*
Composite nouns

Present perfect progressive tense: garnu (has been working):

	<i>Positive</i>	<i>Negative</i>
<i>Singular</i>		

1. p. (I)	maile	gardai aaeko chhu	gardai aaeko chhaina
2. p. (you)	tapaaile	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. LOW(you)	timile	gardai aaeko chhau	gardai aaeko chhainau
3. p. (he/she)	wahaale	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (it)	usle/yole/tyole	gardai aaeko chha	gardai aaeko chhaina
<i>Plural</i>			
1. p. (we)	haami(haru)le	gardai aaekaa chhau	gardai aaekaa chhainau
2. p. (you)	tapaaiharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. low (you)	timiharule	gardai aaekaa chhau	gardai aaekaa chhainau
3. p. (they)	wahaaharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (they)	uniharule/yile/tile	gardai aaekaa chhan	gardai aaekaa chhainan

Practice dialogue:

- A: Why have you come after many days?
 B: I had gone to see my own partner organization
 A: How did you feel about your working place?
 B: I felt very good
 A: And what about your work?
 B: I like it. I give advice and training to the staff
 A: I am in a hurry now, so let me go, goodbye

Dialogue 1: News from the partner visit

- नमस्ते साथी, तपाईं धेरै दिन पछि आउनु भयो किन ?
- A namaste saathi, tapaaai dherai din pachhi aaunubhayo kina?
म आफ्नो साभेदार संस्था हेर्न गएको थिएँ ।
- B ma aaphno saajhedaar sansthaa herna gaeko thie
तपाईंको साभेदार संस्था कहाँ छ ?
- A tapaaiko saajhedaar sansthaa kahaa chha?
मेरो संस्था बर्दिया जिल्लामा छ ।
- B mero sansthaa Bardiya jillaa maa chha
संस्थको नाम के हो ?
- A sansthaa ko naam ke ho?
बेश हो
- B BASE ho
तपाईंलाई आफ्नो काम गर्ने ठाउँ कस्तो लाग्यो ?
- A tapaaai laai aaphno kaam garne Thaaau kasto laagyo ?
एकदम राम्रो लाग्यो, मेरो संस्था गैर सरकारी र गैर राजनैतिक रहेछ ।
- B ekdam raamro laagyo, mero sansthaa gair sarkaari ra gair raajnaitik rahechha
तपाईंको संस्थाको मुख्य काम के के हो ?
- A tapaaai ko sansthaa ko mukhya kaam ke ke ho ?
मेरो संस्थाको मुख्य काम “मुक्त कमैया” लाई विभिन्न किसिमको सहयोग गर्नु र उनीहरूको छोरा छोरी हरु को लागि स्तरीय शिक्षा दिनु हो ।
- B mero sansthaa ko mukhya kaam ‘ mukta kamaiyaa ‘ laai bibhinna kicim ko sahayog garnu ra uniharu ko chhoraa chhori haru ko laagi stariya sikchhyaa dinu ho
तपाईंको काम नि ?
- A tapaaai ko kaam ni ?
मेरो काम, परियोजनाको बारेमा अध्ययन गर्ने, कर्मचारीहरू लाई सल्लाह दिने , तालिम दिने, र कार्यालयको अनुगमन र मुल्यांकन गर्ने इत्यादि ।
- B mero kaam, pariyojanaa ko baaremaa addhyan garne, karmachaari haru laai sallaaha dine, taalim dine, ra kaaryakram ko anugaman ra mullyaan kan garne ityaadi.
काम चाखलाग्दो रहेछ , अरु कुरा पनि पछि गरौला , अहिले हतार छ जाउँ है नमस्ते
- A kaam chaakhlaagdo rahechha, aru kuraa pachhi pheri garaulaa , ahile hataar chha jaau hai
namaste
हस नमस्ते
- B has namaste

Vocabulary for dialogue 1:

आफ्नो

aaphno Own

अध्ययन गर्नु

adhyan garnu To study, to research

अनुगमन गर्नु

anugaman garnu to monitor

विभिन्न

bibhinna different

चाखलाग्दो

chaakhlaagdo Interesting

गैर राजनैतिक

gair raajnaitik गैर सरकारी	Non political
gair sarkaari हतार	Non governmental
hataar इत्यादि	hurry, haste
ityaadi जिल्ला	e.t.c.
jillaa कार्यक्रम	District
kaaryakram कर्मचारी	Program
karmachaari मुख्य	Staff
mukhya मुक्त कमैया	Main
mukta kamaiyaa मुल्यांकन गर्नु	free Kamaiyaa
mullyaankan garnu परियोजना	to evaluate
pariyojanaa साभेदार	Project
saajhedaar सहयोग गर्नु	Partner
sahayog garnu सल्लाह दिनु	to support, to help
sallaaha dinu संस्था	to give advise
sanstha शिक्षा	Organization
sikchhya स्तरिय	Education
stariya तालिम दिनु	Quality
taalim dinu ठाउँ	to give training
Thaaau	Place

***The following texts describe several of MS's partner organizations
You may read all of them, or only the description of your own partner organization***

Saajhdaar sansthaa
JASC
(Jana aadarsa saamaajik Kendra)

मेरो संस्थाको नाम जे.ए.एस.सी. हो । जे.ए.एस.सी. भनेको जन आदर्श सामाजिक केन्द्र हो । यो संस्था १९९५ मा स्थापना भयो । यसको कार्यालय कपिलवस्तु जिल्ला मा छ ।

mero sansthaa ko naam ' JASC' ho. JASC bhaneko ' jana aadarsa saamaajik kendra 'ho.yo sansthaa 1995 maa sthaapanaa bhayo.yasko kaaryaalaya kapilbastu jillaa maa chha.

यो संस्था ले गाउँ को गरीब र सुविधाविहिन समुदायहरुको लागि काम गर्छ । यसले वचत लगानी कार्यक्रम लाई पनि जोड दिएको छ । यसले लक्षित समुहको सामाजिक र आर्थिक पक्ष लाई माथि उठाउन सहयोग गर्छ ।

yo sansthaa le gaau ko garib ra subidhaabihin samudaaya haru ko laagi kaam garchha . yasle bachat lagaani kaaryakram laai pani joD dieko chha. yasle lakchhit samuha ko saamaajik ra aarthik pakchhya laai maathi uThaana sahayog garchha..

Vocabulary JASC:

आर्थिक	
aarthik	Economic
वचत लगानी	
bachat lagaani	Savings and credit
गाउँ	
gaau	village
गरीब	
garib	Poor
जन आदर्श	
jana aadarsa	name
जिल्ला	
jillaa	district
जोड दिनु	
joD dinu	to emphasize, to force, to put pressure on
कार्यालय	
kaaryaalaya	Office
कार्यक्रम	
kaaryakram	Program
केन्द्र	
kendra	Center
लक्षित समुह	
lakchhit samuha	Target group
माथि उठाउनु	
maathi uThaunu	to uplift, to raise
पक्ष	
pakchhya	Side, aspect
सामाजिक	
saamaajik	Social
सहयोग गर्नु	
sahayog garnu	To support, to help
समुदाय	
samudaaya	Community
स्थापना	

sthaapanaa
सुविधाविहित
subidhaabihin
यसले
yasle=yo+le

Established

Disadvantaged

this (agent)

Saajhedaar sansthaa
BASE/Bardiya
(Backward Society for Education)

मेरो संस्थाको नाम वेश हो । यो एउटा ठुलो संस्था हो । यो संस्था धेरै जिल्लामा काम गर्छ । मेरो काम गर्ने कार्यालय “बर्दिया” जिल्लामा छ । यो क्षेत्रिय कार्यालय पनि हो ।

mero sansthaa ko naam BASE ho.yo euTaa Thulo sansthaa ho. yo sansthaa dherai jillaa maa kaam garchha. mero kaam garne kaaryaalaya ‘Bardiya’ jillaa maa chha. Yo chhetriya kaaryaalaya pani ho. यो संस्थाले शोषित र पिडित वर्ग को लागि काम गर्छ । कमैयाहरुलाई दासता बाट मुक्ति गर्न यसले ठुलो भुमिका खेल्दै आएको छ । मुक्त कमैयाहरुको छोरा छोरीलाई स्तरीय शिक्षा दिने , बैठकमा उनीहरुको सहभागिता बढाउने, आफ्नो हक र अधिकार को लागि चेतना बढाउने, लैङ्गिक कुरा लाई बुझ्ने र बुझाउने आदि

yo sansthaa le soshit ra piDit barga ko laagi kaam garchha kamaiyaa haru laai daasataa baaTa mukta garna yasle Thulo bhumikaa kheldai aaeko chha. mukta Kamaiyaa haru ko chhoraachhori laai stariya sikchhyaa dine, baiThak maa uniharu ko sahabhaagitaa baDhaaune, aaphno hak ra adhikaar ko laagi chetanaa baDhaaune, Laingik kuraa laai bujhne ra bujhhaune aadi . .

Vocabulary BASE:

आदि	
aadi	etc.
बढाउनु	
baDhaaunu	to increase
बैठक	
baiThak	Meeting
वर्ग	
barga	class
भुमिका	
bhumikaa	Role
बुझाउनु	
bujhaaunu	to make understand, to explain
बुझ्नु	
bujhnu	to understand
चेतना	
chetanaa	awareness
क्षेत्रिय	
chhetriya	Regional
दासता	
daasataa	Slavery
हक र अधिकार	

hak ra adhikaar जिल्ला	Right
jillaa कार्यालय	district
kaaryaalaya खेलु	Office
khelnu लैङ्गिक	to play
laingik मुक्त कम्पैया	Gender
mukta kamaiyaa मुक्त	Free kamaiyaa
mukta सहभागिता	Free
sahabhaagitaa शिक्षा	participation
sikchhyaa शोषित र पिडित	Education
soshit ra piDit स्तरीय	exploited
stariya	Quality

Saajhedaar Sansthaa

SSDC

(Siddhartha Social Development Center)

एस.एस.डि.सी. एम एस को साभेदार संस्था हो । यो संस्थाको पुरा नाम “सिद्धार्थ सामाजिक विकाश केन्द्र” हो । यो संस्था कपिलवस्तुमा छ । त्यहाँ मेरो साथी काम गर्नु हुन्छ । यो संस्थाले धेरै सामाजिक कामहरु गर्छ र यसको मुख्य उद्देश्य : विभिन्न स्वाभाविक कार्यक्रमहरु द्वारा गरीब र सुविधाविहीन लाई सशक्तिकरण गर्ने र उनिहरु को आर्थिक र सामाजिक स्तर माथि उठाउने.....

S.S.D.C. MS ko saajhedaar sansthaa ho.yo sansthaa ko puraa naam ‘ siddhartha saamaajik bikaas Kendra ‘ ho. yo sansthaa kapilbastu maa chha.tyahaa mero saathi kaam garnuhunchha. yo sansthaa le dherai saamaajik kaamharu garchha ra yasko mukhya uddhessyaa :

bivinna swaabalamban kaaryakram haru dwaaraa garib ra subidhaabihin samudaayaharu laai sasaktikaran garne ra uniharu ko aarthik ra saamaajik star maathi uThaaune..

Vocabulary SSDC:

आर्थिक	
aarthik	Economic
विकाश	
bikaas	Development
विभिन्न	
bibhinna	Different
द्वारा	
dwaaraa	through
गरीब	
garib	Poor
कार्यक्रम	
kaaryakram	program

केन्द्र	Center
kendra	
माथि उठाउनु	to uplift, to raise
maathi uThaaunu	
मुख्य	Main
mukhya	
पुरा	full
puraa	
सामाजिक	Social
saamaajik	
साथी	Friend
saathi	
समुदाय	Community
samudaaya	
सशक्तिकरण गर्नु	to empower
sasaktikaran garnu	
स्तर	Status, standard
star	
सुविधाविहिन	Disadvantaged
subidhaabihin	
स्वावलम्बन	Self-help promotion
swaabalamban	
उद्देश्य	Objective
uddhesya	

Saajhedaar Sansthaa
KYC
(Kirat Yakthung Chumlung)

मेरो संस्थाको नाम के. वाइ. सी. हो । यसको पुरा नाम “किराँत याकथुङ चुम्लुङ” हो । यो संस्थाको मुख्य उद्देश्य :
लिम्बुहरु बिचमा उनीहरुको आफ्नो संस्कृतीको आत्म सम्मान र गर्व बढाउन सहयोग गर्ने, लिम्बु संस्कृतीलाई सरकारबाट र
अरु बाट मान्यता वृद्धि गर्न सहयोग गर्ने ।

mero sansthaa ko naam KYC ho. yasko puraa naam ‘ Kirat Yakthung Chumlung ‘ ho.yo sansthaa ko
mukhya uddhesya:-

limbu haru bichmaa uniharu ko aaphno sanskriti ko aatma sammaan ra garba baDhaauna sahayog garne
limbu sanskriti laai sarkaar baaTa ra aru baaTa maanyataa briddhi garna sahayog garne.

Vocabulary KYC:

आफ्नो	
aaphno	own
आत्मसम्मान	
aatma sammaan	Self respect
बढाउनु	
baDhaaunu	To Increase
बिचमा	
bichmaa	(In) between
वृद्धि गर्नु	
briddhi garnu	to gain
गर्व	

garba	Pride
मान्यता	
maanyataa	Recognition
मुख्य	
mukhya	main
पुरा	
puraa	full
सस्कृती	
sanskriti	Culture
सरकार	
sarkaar	Government
उद्देश्य	
uddhesya	Objective

साभेदार संस्था

Saajhedaar Sansthaa

CWD

(naari utthaan kendra)

मेरो संस्थाको नाम “सी. डब्लु डी” हो । सी डब्लु डी को नेपाली नाम “नारी उत्थान केन्द्र” हो । यो संस्था धेरै स्वास्नीमान्छे हरुको संस्था हो । यो संस्थाले गरीब र सुविधाविहिन स्वास्नीमान्छेहरुको जीवन स्तर बढाउन मद्दत गर्छ र उनीहरुको आत्मनिर्भरता, चेतना र क्षमता निर्माण गर्न पनि सहयोग गर्छ ।

mero sansthaa ko naam ‘ CWD ‘ ho. CWD ko nepali naam ‘ naari utthaan kendra ’ ho. yo sansthaa dherai swaasnimaanchhe haru ko sansthaa ho. yo sansthaa le garib ra subidhaabihin swaasnimaanchhe haru ko jiwana star baDhaauna maddat garchha ra uniharu ko aatmanirvartaa, chetanaa ra chhyamataa nirmaangarna pani sahayog garchha.

Vocabulary CWD:

आत्मनिर्भरता

aatmanirvartaa

Self- reliance

बढाउनु

baDhaaunu

to increase

चेतना

chetanaa

Awareness

क्षमता

chhyamataa

Abilities

गरीब

garib

poor

जिवन स्तर

jiwana star

Living Standard

नारी उत्थान केन्द्र

naari utthaan Kendra

Center for the Welfare of Women

निर्माण गर्नु

nirmaangarnu

To build

सहयोग गर्नु

sahayog garnu

To support, to help

सुविधाविहिन

subidhaabihin

Disadvantaged

Saajhedaar Sansthaa

WWA

(Women Welfare Association)

मेरो संस्थाको नाम “डब्लु डब्लु ए” हो । यो संस्था पश्चिम क्षेत्रको पाल्पा जिल्लामा छ । यो पनि स्वास्थ्यमान्छेहरुको संस्था हो । यो संस्थाको मुख्य उद्देश्य गाउँको गरीब स्वास्थ्यमान्छेहरुको सामाजिक र आर्थिक स्तर माथि उठाउन सहयोग गर्नु हो । यो संस्था सहभागिताद्वारा विकासमा विश्वास गर्छ । यो संस्थाले तल्लो तहको संस्थाहरुको संस्थागत निर्माण र संस्थागत सदस्यहरुको क्षमता वृद्धि पनि गर्छ ।

mero sansthaa ko naam ‘WWA’ ho. yo sansthaa paschim chhetra ko Palpa jillaa maa chha.yo pani swaasnimaanchhe haru ko sansthaa ho.yo sansthaa ko mukhya uddhesya gaau ko garib swaasnimaanchhe haru ko saamaajik ra aarthik star maathi uThaana sahayog garnu ho.yo sansthaa ‘sahabhaagita dwaraa bikaas ‘maa biswaas garchha. Yo sansthaa le tallo taha ko sansthaaharu ko sansthaagat nirmaan ra sansthaagat sadasya haru ko chhyamataa briddhi pani garchha.

Vocabulary WWA:

आर्थिक	
aarthik	Economic
विकास	
bikaas	Development
विश्वास गर्नु	
biswaas garnu	To believe
क्षेत्र	
chhetra	area
क्षमता वृद्धि	
chhyamataa briddhi	Capacity building
द्वारा	
dwaaraa	through
गरीब	
garib	Poor
जिल्ला	
jillaa	District
माथि उठाउनु	
maathi uThaunu	to uplift, to raise
मुख्य	
mukhya	Main
निर्माण	
nirmaan	Building
पश्चिम	
paschim	West
सामाजिक	
saamaajik	Social
सदस्य	
sadasya	Member
सहभागिता	
sahabhaagita	Participation
संस्थागत	
sansthaagat	Institutional

स्तर	
star	Status, standard
तल्लो तह	
tallo taha	Grass roots level
उद्देश्य	
uddhesya	Objective

Saajhedaar Sansthaa

EDC

Equitable Development Centre

मेरो संस्थाको छोटो नाम इ.डी.सी. हो, तर पुरा नाम “इक्वीटेबल डेभलपमेन्ट सेन्टर” हो । नेपालीमा यसलाई समविकाश केन्द्र भनिन्छ । यो संस्था १९९७ मा युवा दलित समुह बाट स्थापना भएको हो। त्यो समय देखि यो संस्थाले दलित र अरु अल्प समुहको समान अधिकारको लागि काम गर्दै छ । यो संस्थाले ३ वटा गाउँ विकाश समितीमा काम गर्छ । यो संस्थाको मुख्य उद्देश्य दलित र अल्प समुह हरुलाई सशक्तिकरण गर्ने र उनिहरुको सामाजिक र आर्थिक स्तर माथि उठाउने हो ।

mero sansthaa ko chhoTo naam EDC ho, tara puraa naam ‘ Equitable Development Centre ‘ ho. nepali maa yaslaai ‘samabikaas kendra’ bhaninchha. yo sansthaa 1997 maa ‘yuwaa dalit samuha’ baaTa sthaapanaa bhaeko ho. tyo samaya dekhi yo sansthaa le dalit ra aru alpa samuha ko samaan adhikaar ko laagi kaam gardaichha . yo sansthaa le 3 waTaa gaau bikaas samiti maa kaam garchha. Yo sansthaa ko mukhya uddhesya dalit ra alpa samuha haru laai sashaktikaran garne ra uniharu ko saamaajik ra aarthik star maathi uThaane ho.

Vocabulary EDC:

आर्थिक	
aarthik	Economic
अल्प समुह	
alpa samuha	minorities
अर्को / अरु	
arko/aru	another/other
छोटो	
chhoTo	short
दलित समुह	
dalit samuha	dalit groups
गाउँ विकाश समिति	
gaau bikaas samiti	VDC (Village Development Committee)
केन्द्र	
kendra	center
माथि उठाउनु	
maathi uThaunu	to uplift, to raise
मुख्य	
mukhya	main
पुरा	
puraa	full
सामाजिक	
saamaajik	Social
समान अधिकार	
samaan adhikaar	Equal rights
समविकाश	
samabikaas	equitable
समय	
samaya	Time
सशक्तिकरण गर्नु	

sasaktikaran garnu	to empower
स्तर	
star	Status, standard
स्थापना	
sthaapanaa	established
उद्देश्य	
uddhesya	Objective
युवा	
yuwaa	Young

***Dialogue 2: A summary of the MS Annual Meeting 2000**

-जी, यो वर्ष को आनुयल मितिङ्ग मा तपाईंहरूले के के गर्नु भयो ?
- A Monaji, yo barsa ko annual meeting maa tapaaiharu le ke ke garnu bhayo?
- B haamiharu yahaa baaTa pokharaa gayau ra tyo din haami le hoTel ra koThaa maatra heryau
 र आराम गर्यौं मितिङ्गको पहिलो दिन बिहान आईगिलजीले एक वर्षको
 ra aaraaam garyau.meeting ko pahilo din bihaana'Eigil ji le ek barsa ko
 कार्यक्रमको बारेमा भन्नुभयो। दिउसो हाम्रो समुह को काम थियो र बेलुका हामीले
 kaaryakram ko baaremaa bhannubhayo. diuso haamro samuha ko kaam thiyo ra belukaa haami
 le
 लडाख फिल्म हेर्यौं ।
 'laddaak' film heryau.
 दोस्रो दिन हामीहरूले सोलेङ्ग्यारेटी र उत्तर दक्षिण आदानप्रदानको बारेमा सुन्यौं र राती
 dosro din haamiharu le 'solidarity' ra 'North south exchange' ko baaremaa sunyau ra raati
 हाम्रो ठुलो र रमाईलो भोज (पार्टी) थियो ।
 haamro Thulo ra ramaailo voj(party) thiyo.
 तेस्रो दिन डि डब्लुको इलेक्सन पछि मितिङ्ग सिधियो
 tesro din Dw ko election pachhi meeting siddhiyo
 ओ....कस्तो राम्रो मितिङ्ग ।
- A oh....kasto raaamro meeting!

Vocabulary Dialogue 2:

आराम गर्नु	
aaraam garnu	to take a rest
वर्ष	
barsa	year, age
दोस्रो	
dosro	second
हेर्नु	
hernu	to see
कार्यक्रम	
kaaryakram	program
को बारेमा	
ko baaremaa	about
कोठा	
koThaa	room

मात्र	
maatra	only
पहिलो	
pahilo	first
रमाईलो	
ramaailo	pleasant
सिध्नु	
siddhinu	to finish
सुन्नु	
sunnu	to listen
तेस्रो	
tesro	third

HOMEWORK

LESSON 16

- 1 Memorise the learning contents of Lesson 16
- *2 Translate the following sentences or do number 7:
 - 1 Why did you go to your partner organization?
 - 2 I felt very good about the staff at my new office
 - 3 My partner organization believes in sustainable development
 - 4 What is 'standard of living' called in Nepali?
 - 5 We had a meeting about some problems at the office
 - 6 In my work place there are two other foreigners
- 3 Memorise the numerals 1 -20
- 4 Learn Devanagari: all the vowels: a, aa, i, i, u, uu, e, ai, o, au
all the vowel signs: kaa, ki, ku, ke, kai, ko, kau
- 5 Read Lesson 1: Dialogue

A: नमस्ते
B: नमस्ते
A: मेरो नाम लिसा हो ।
तपाईंको नाम के हो ?
B: मेरो नाम मारिया हो ।
मेरो देश डेनमार्क हो
तपाईंको देश कुन हो ?
A: मेरो देश पनि डेनमार्क हो ।
मेरो काम शिक्षक हो ।
तपाईंको काम के हो ?
B: मेरो काम वकिल हो ।
वहाको नाम के हो ?
A: वहाको नाम राम हो ।
B: वहाको देश डेनमार्क हो ?
A: होइन, वहाको देश डेनमार्क होइन ।
वहाको देश नेपाल हो ।
- *6 Make sentences in the past positive tense with:
 - 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *7 Make a sentence for each of the following words/expressions:
 - a *ko baaremaa*
 - b *ko laagi*
 - c *dwaaraa*
 - d *bichmaa*

Lesson 17

Bank, Post Office & Pharmacy: Bank, hulaak ra ausadhi pasal

In this lesson you will learn to:

1 open a bank account

yahaa khaataa kholna ke ke garnu parchha? /
here account open what what do it is necessary
euTaa nibedan dinus ani duiTaa phoTo pani chaahinchha
one application give then two photos also it is needed

2 talk about making deposits

kati rupiyaa dharauTi raakhnu parchha?
how many Rps. deposit put it is necessary

3 talk about opening hours

bank kati baje khulchha? /
bank what time opens
10 baje dekhi 5 baje samma
10 o'clock from 5 o'clock to

4 talk about withdrawals

bank baaTa paisaa jhikna ke ke garnu parchha /
bank from money withdraw what what do it is necessary
check lekhnus ra dinus, token linus ra parkhanus!
check write and give, token take and wait

5 talk about bank statements

mero khaata maa jammaa kati bhayo heridinus na
my account in total how much it became, look for me emphatic

6 talk about interest on accounts

byaaj aaena? /
interest it didn't come
byaaj tin mahinaa pachhi maatra aauchha
interest 3 months after only it comes

7 inquire about mailing things and postage prices

yahaa baaTa Denmark chiThi ko laagi TikaT kati laagchha? /
here from Denmark letter for stamp how much it costs
rajisTary ko 50 rupiyaa jati/
registered's 50 Rps around = around 50 Nrps for a registered letter
Thik chha, rajisTari garidinus!

OK it is, registered make for me = That's OK, please send it registered for me

8 make conditional clauses with 'if'

tara saamaan chha bhane, taulanu parchha /
but things there is if, weigh it is necessary
=but if it contains things, it is necessary to weigh it

9 talk about future actions

ma bholi pheri aaulaa
I tomorrow again I will come

Culture:

Bureaucracy, money, banks (are they trusted?), alternatives (private, loan sharks, co-operatives, etc)

Task:

Ask someone in the office

- ✓ when the banks, post offices and pharmacies are open
- ✓ what the banks are like in Nepal
- ✓ how long it takes for a letter to go from KTM to your duty station

Note down the answers and bring back to class

Review:

Memorise the numerals: 10 -100 (by the tens: 10, 20, 30, etc)

Learn Devanagari: The velar consonants: ka, kha, ga, gha, nga

Read Lesson 2: Dialogue

Language focus: **impersonal verb:** parchha

verb conjugations: imperative, past tense, future tense, passive, alternate

infinitive: -na

time: kati baje ('what time ...?')

post positions: ... dekhi ... samma,... (e)pachhi, ...baaTa, ...ko laagi, ...sanga

compound verb: -i dinu

conditional clause:bhane,...('if')

Practice dialogues

1

A: What do I do to open account here?

B: You turn in an application, and you also need two photoes

A: How much do I need to deposit?

B:

A: What do I do to make a withdrawal?

B: Write a check, take a token, and wait

A: What time does the bank open?

B:

2

A: Will you see for me how much is in my account?

B: What is your account number?

A:

B: There is a total of Rupies

- A: Didn't I get any interest?
 B: Interest comes only after three months
3
 A: How much postage is needed for a letter from here?
 B: ... for a regular letter, and for registered letters
 A: Please make it registered for me

Dialogue 1: Opening an account at the bank

- नमस्ते, आउनुस
 A namaste, aaunus
 नमस्ते, यहा खाता खोल के के गर्नु पर्छ ?
 B namaste, yahaa khaataa kholna ke ke garnu parchha?
 एउटा निबेदन दिनुस अनि दुइटा फाटो पनि चाहिन्छ ।
 A euTaa nibedan dinus ani duiTaa phoTo pani chaahinchha.
 कति रुपैया धराटी राख्नु पर्छ ?
 B kati rupiyaa dharauTi raakhnu parchha ?
 तिन सय रुपैया
 A tin saya rupiyaa.
 बैक कति खुल्छ ?
 B bank kati baje khulchha?
 नौ बजे देखी पाँच बजेसम्म
 A nau baje dekhi paach baje samma.
 ठिक छ, धन्यवाद
 B Thik chha dhannyabaad

Vocabulary 1

ani	अनि	then
dharauTi	धरौटी	deposit
jammaa garnu	जम्मा गर्नु	make a deposit
khaataa	खाता	account
kholnu	खोल्नु	to open something (transitive verb)
khulnu	खुल्नु	to open (intransitive verb)
nibedan	निबेदन	application
raakhnu	राख्नु	to put

Dialogue 2: Withdrawing money from the bank

- बैंकबाट पैसा झिक्न के के गर्नु पर्छ ?
 A bank baaTa paisaa jhikna ke ke garnu parchha?
 चेक लिनुस र काउन्टरमा दिनुस अनि टोकन लिनुस
 B check lekhnus ra counter maa dinus ani Tocken linus
 र एकछिन पर्खनुस ।
 ra ekchhin parkhanus.
 अनि
 A ani ?
 अनि तपाईंको नाम बोलाउछ, जानुस र पैसा लिनुस।
 B ani tapaai ko naam bolaauchha, jaanus ra paisaa linus.
 सजिलो रहेछ, धन्यवाद

A sajilo rahechha, dhanyabaad

Vocabulary 2

bolaaunu	बोलाउनु	to call
jhiknu	झिक्नु	to withdraw money, to take out
lekhnu	लेख्नु	to write
parkhanu	पर्खनु	to wait
sajilo	सजिलो	easy

Dialogue 3: Discussing bank statements and interest

मेरो खातामा जम्मा कति भयो हेरिदिनुस न ।

A mero khaata maa jammaa kati bhayo heridinus na

तपाईंको खाता नम्बर कति हो ?

B tapaaiko khaataa nambar kati ho?

१२००

A 1200

एकछिन, म हेर्छुजम्मा २०००० छ

B ekchhin, ma herchhu....jammaa 20000 chha

मात्र २०,०००, किन ब्याज आएन ?

A maatra 20000, kina byaaj aaena ?

ब्याज तीन महिना पछि मात्र आउछ

B byaaj tin mahinaa pachhi maatra aauchha

ठिक छ, धन्यवाद

A Thik chha, dhanyabaad

Vocabulary 3

byaaj	ब्याज	interest
hernu	हेर्नु	to look
jammaa	जम्मा	total, all together
khaataa	खाता	account

Dialogue 4: At the post office

यहाँ बाट डिके चिठीको लागि टिकट कति लाग्छ ?

A yahaa baaTa DK chiThi ko laagi TikaT kati laagchha?

साधारण चिठी कि रजिष्टर

B saadhaaran chiThi ki rajisTar?

साधारण को २५ रुपैया

saadhaaran ko 25 rupiyaa

रजिष्टरको ५० रुपैया जति तर सामान छ भने तौलनु पर्छ

rajisTar ko50 rupiyaa jati tara saamaan chha bhane taulanu parchha

पोस्टकार्डको ९-१० रुपैया

postcard ko 9-10 rupiyaa

ठिक छ, रजिष्टर गरिदिनुस

A Thik chha , rajisTar garidinus

हस्

B has

Vocabulary 4

bhane	भने	if
chiThi	चिठी	letter
jati	जति	around
laagchha	लग्छ	it takes
saadhaaran	साधारण	general, regular
saamaan	सामान	goods, things
tara	तर	but
taulanu	तौलनु	to weigh
TikaT	टिकट	stamp

Dialogue 5: At the pharmacy

- यो औषधि छ होला ?
A yo ausadhi chha holaa?
एकछिन, म हेर्छु
B ekchhin, ma herchhu
औषधी त छ तर धेरै छैन, तपाईंलाई कति वटा चाहिन्छ ?
ausadhi ta chha tara dherai chhaina, tapaaailaai kati waTaa chaahinchha?
२० ट्याब्लेट
A 20 Tablet
म सँग १० ट्याब्लेट मात्र ५ तर अरु भोली १० बजे आउछ
B ma sanga 10 Tablet maatra chha tara aru bholi 10 baje aauchha
ठिक छ, अहिले १० वटा लग्छु भोली फेरी आउला
A Thik chha, ahile 10 waTaa lagchhu bholi pheri aaulaa
हस, लिनुस
B has, linus
धन्यवाद
A dhannyabaad

Vocabulary dialogue 5

अहिले	
ahile	now
अरु	
aru	other
औषधी	
ausadhi	medicine
भोली	
bholi	tomorrow
एकछिन	
ekchhin	just a moment
लग्नु	
lagnu	to bring along
मात्र	
maatra	only
सँग	
sanga	with

HOMEWORK

Lesson 17

- 1 Memorise the learning contents of Lesson 17
- 2 Prepare the Task
- *3 Translate the following sentences or do number 8:
 - 1 If you have a lot of money, you must put it in a bank
 - 2 I talked with the people from the bank from 10 to 11 this morning
 - 3 We will go to the pharmacy tomorrow to buy medicine
 - 4 Stamps are bought at the post office
 - 5 Please buy 5 stamps at the post office for me after work
 - 6 What time will we go to the bank tomorrow?
- 4 Memorise the numerals: 10 -100 (by the tens: 10, 20, 30, etc)
- 5 Learn Devanagari: ka, kha, ga, gha, ng
- 6 Read Lesson 2: Dialogue

A: लन्च कति बजे हुन्छ ?

B: साढे १२ बजे

A: अहिले कति बज्यो ?

B: १० बज्यो

A: चिया छुट्टी कति बजे हुन्छ ?

B: सवा १० बजे

A: ओ..... कस्तो राम्रो

B: किन

A: अलिअलि थकाई लाग्यो

*7 Make sentences in the past negative tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*8 Make a sentence for each of the following words/expressions:

- a *-i dinu*
- b *parchha*
- c *kati baje*
- c *(e)pachhi*
- d *... dekhi ... samma*
- e *-na infinitive*

f	<i>baaTa</i>
g	<i>sanga</i>
h	<i>ko....laagi</i>

LESSON 18

Living Arrangements: Basaai bayabasthaapan/bandobasta

In this lesson you will learn to:

- 1 do a job interview with house hold staff,
complain about problems in the house
ask about paying bills**
- 2 talk about whom someone wants to see**
kaslaai bheTna aaunubhayo? /
who to meet did you come
ma tapaaailaai nai bheTna aaeko
I you to emphatic meet have come
- 3 explain who has sent someone to do something**
Shiva le malaai yahaa paThaaunu bhayo
Shiva agent marker I to here sent
=Shiva sent me here
- 4 talk about work experience**
tapaai le ghar ko kaam garnu bhaeko chha? /
you agent house of work you have done
ho, Peter ko ghar maa 2 barsa gare
yes, Peter's house at 2 years I did
- 5 talk about cooking knowledge**
tapaai laai ke ke khaanaa pakaauna aauchha? /
you to what what food cook it comes = which food do you know how to cook
malaai Italian khaanaa banaauna aauchha
I to Italian food prepare it comes = I know how to cook Italian food
- 6 talk about job responsibilities**
tapaai le dindinai/kahile kaahi ghar saphaa garnu parchha, hunchha? /
you agent daily/sometimes house clean do it is necessary, OK
has, ma sabai garchhu
OK, I all I do
- 7 express decision to hire someone**
tyasobhae, bholi dekhi nai kaam suru garnus! /
like that if it is, tomorrow from emphatic work please start
has, bholi aauchhu, namaste
OK, tomorrow I come, good bye

8 initiate a telephone conversation

ko bolnubhaeko ho? /

who has spoken is it = who is speaking?

ma Mette boleko

I Mette spoken = this is Mette speaking

9 Make and respond to a complaint

hernus na, hiyo dekhi mero batti balena, ke garne? /

please look emphatic, yesterday from my light didn't come on, what do

Thikai chha, ma bholi maanche bolaaidinchhu

All right, I tomorrow person I call for you

10 ask someone to explain how to do something

yo paani ko paisaa kahaa tirna jaane, bhanidinus na!

this water's money where pay go, please tell for me emphatic

11 **talk about how often something must be done**

kahile samma maa tirnu parchha? /

when up to in pay it is necessary = when is the deadline for paying?

ek ek mahinaa ko anTim maa

one one month of last day in = the last day of every month

12 talk about knowledge/ability

malaai khaanaa pakaauna aauchha

I to food cook it comes = I know how to cook/I can cook

Culture:

Relationships between people: employer/staff, landlord/tenant

Review:

Memorise the numerals 20-30

Learn Devanagari: The palatal consonants: cha, chha, ja, jha, na

Read Lesson 3: Dialogue

Language focus: **Verb conjugation:** present, past, present perfect, unconjugated past, imperative and *-na* infinitive

Compound verb: *-i dinu* 'to do something for somebody'

Post positions: *ko laagi* 'for', *dekhi... samma* 'from...to'

Impersonal verb: *parchha* 'it is necessary'

Practice dialogues

1

A: Who did you come to meet?

B: Mr./Ms. My name is ... Mr./Ms. sent me here

A: What work have you done?

B:

A: What kinds of food can you cook?

B: . . .

A: Can you make Chinese food?

B: ...

A: Every day you must, and sometimes you must, is that OK?

B:

A: In that case, then please start work from

B:

2

A: (Answering the phone) Hello

B: Is this Mr./Ms. A speaking?

A: Yes

B: This is B speaking. My hot water has not been working (=didn't come) since yesterday, what can be done?

A: OK, I'll call someone for you tomorrow

3

A: This money for water, where do I pay that? Please tell me!

B:

A: When do I have to pay?

B: The last day of every month

*Dialogue 1: Hiring a didi

कसलाई भेट्न आउनुभयो ?

A kaslaai bheTna aaunubhayo?

म तपाईंलाई नै भेट्न आएको, मेरो नाम हो तपाईंको साथीले मलाई यहाँ पठाउनु भयो ।

B ma tapaailaai nai bheTna aaeko, mero naam Tilsara ho, tapaai ko saathi le malaai yahaa paThaaunu bhayo.

तपाईंले बिदेसीको घरमा काम गर्नु भएको छ ?

A tapaai le bidesi ko ghar maa kaam garnu bhaeko chha?

हो, पिटरको घरमा दुई वर्ष गरे

B ho, piTar ko ghar maa dui barsa gare

तपाईंलाई के, के, खाना पकाउन आउछ ?

A tapaai laai ke, ke, khaanaa pakaauna aauchha?

मलाई अंग्रेजी खाना, चाईनिज खाना नेपाली खाना बनाउन आउछ

B malaai angreji khanaa, chinise khaanaa, nepali khaanaa banaauna aauchha.

तपाईंको घर कहाँ छ ?

A tapaai ko ghar kahaa chha?

जावलाखेलमा

B jaawalaakhel maa

तपाईंले दिनदिनै लुगा धुनु पर्छ, घर सफा गर्नु पर्छ, खाना बनाउनु पर्छ र कहिलेकाहीँ किनमेल गर्नुपर्छ हुन्छ?

A tapaai le dindinai lugaa dhunu parchha, ghar saphaa garnu parchha, khaanaa banaaunu parchha ra kahilekaahi kinmel garnu parchha hunchha?

हस, म सबै गर्छु

B has, ma sabai garchhu.

त्यसो भए भोलीदेखीनै काम सुरु गर्नुस

A tyasobhae bholi dekhi nai kaam suru garnus

हस, भोली आउछु नमस्ते

B has, bholi aauchhu namaste

नमस्ते

A namaste

Vocabulary 1

angreji	अंग्रेजी	English
banaaunu	बनाउनु	to prepare, to cook
bheTnu	भेट्नु	to meet
bideshi	बिदेशी	foreigner
chinise	चाइनिज	Chinese
dindinai	दिनदिनै	daily
kahilekaahi	कहिलेकाही	some times
kinmel garnu	किनमेल गर्नु	to do shopping
lugaa dhunu	लुगा धुनु	to wash clothes
pakaaunu	पकाउनु	to cook
paThaaunu	पठाउनु	to send
saphaa garnu	सफा गर्नु	to clean
suru garnu	सुरु गर्नु	to start
tyaso bhae	त्यसो भए	if that is so, in that case

Dialogue 2: Complaining about a problem to the landlord on the phone

- रिङ.....रिङ.....हेलो
- A ting.....ting.....helo
घरपेटि बोल्नु भएको हो ?
- B gharpeTi bolnubhaeko ho?
हो
- A ho
हेर्नुस न, हिजो देखि मेरो कोठामा बत्ति बलेन के गर्ने ?
- B hernus na, hijo dekhi mero koThaa maa batti balena ke garne?
के भयो, मुसाले तार काट्यो की ?
- A ke bhayo , musaa le taar kaaTyo ki?
खोई, मलाई थाहा छैन
- B khoi, malaai thaahaa chhaina
ठिकै छ, म भोली मान्छे बोलाई दिन्छु
- A Thikai chha, ma bholi maanchhe bolaai dinchhu
धन्यवाद
- B dhannyabaad

Vocabulary 2

batti balnu	बत्ति बल्नु	to turn the light on, to come on (light)
bolaaunu	बोलाईदिनु	to call
gharpeTi	घरपेटि	landlord
kaaTnu	काट्नु	to cut
khoy	खोई	well
koThaa	कोठा	room
musaa	मुसा	rat
taar	तार	wire

Dialogue 3: Inquiring about paying bills

किन बोलाउनु भयो.....जी ?

A kina bolaaunu bhayo Andersji?

यो बत्ति र पानी को पैसा कहाँ तिर्न जाने ? भनिदिनुस न ।

B yo batti ra paani ko paisaa kahaa tirna jaane? bhanidinus na.

बत्तिको लागि बिजुली अफिस र पानीको लागि पानी अफिस जानु पर्छ

A batti ko laagi bijuli office ra paani ko laagi paani office jaanu parchha

कहिले सम्ममा तिर्नु पर्छ ?

B kahile samma maa tirnu parchha?

एक एक महिनामा

A ek ek mahinaa maa

ठिक छ, म जान्छु

B Thik chha, ma jaanchhu

Vocabulary 3

batti	बत्ति	light
bhannu	भन्नु	to tell
bijuli	बिजुली	electricity
bolaaunu	बोलाउनु	to call
paisaa	पैसा	money
tirnu	तिर्नु	to pay

HOMework

Lesson 18

1 Memorise the learning contents of Lesson 18

*2 Translate the following sentences or do number 7 :

- 1) He has not paid the water bill this month
- 2) Please buy some fruits and vegetables for me today
- 3) Is it necessary to wash clothes every day?
- 4) This milk is for tomorrow
- 5) Yesterday there was no water from 3 to 5 o'clock
- 6) They clean the house only once a month
- 7) She knows how to cook Indian food very well
- 8) Please tell me where to buy meat

3 Memorise the numerals 20-30

4 Learn Devanagari: cha, chha, ja, jha, na

5 Read Lesson 3: Dialogue

- १ तपाईंलाई कुन खाना चाहिन्छ ?
- २ मलाई दालभात चाहिन्छ तपाईंलाई नी
- १ मलाई दालभात मनपर्दैन तरकारी अलि अलि परो छ ।
- २ तपाईंलाई चाउमिन मनपर्छ ?
- १ मनपर्छ
- २ दाई
- ३ हजुर
- २ हामीहरूलाई एक प्लेट दालभात र एक प्लेट चाउमिन दिनुस
- ३ कुन चाउमिन चाहिन्छ ? तरकारी
- १ तरकारी चाउमिन परो छ ?
- ३ छैन
- १ ठिक छ, एक प्लेट तरकारी चाउमिन दिनुस
- २ दुबर्गा बियर पाईन्छ ?
- ३ पाईन्छ
- २ ठिक छ, दुई बोतल बियर दिनुस
- १ दालभात धेरै मिठो छ चाउमिन कस्तो छ ?
- २ चाउमिन अलि अलि अमिलो छ ।
- १ दाई
- ३ हजुर
- १ जम्मा कति भयो
- ३ २५० दिनुस

२ लिनुस

***6** Make sentences in the present positive tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

***7** Make a sentence for each of the following words/expressions:

- a *-i dinu*
- b *parchha*
- c *-na infinitive*
- c *ko laagi*
- d *dekhi... samma*

LESSON 19

Communication: Sanchaar

In this lesson you will learn to:

1 call and initiate a telephone conversation

ko bolnubhayo? /

Who talked = who is speaking?

ma Birgitte boleko

I Birgitte spoken = this is Birgitte speaking

2 inform someone on the phone who is speaking

ma Lena boleko

I Lena spoken = This is Lena speaking

3 ask to speak to someone on the phone

Ram laai bolaaidinus na, ekdam jaruri chha

Ram to call for me emphatic extremely important it is

4 give and receive information

tapaai sunnubhayo aaja Nepal banda chha re, aaja baahira najaanus! /

you heard today Nepal band is it was said, today outside don't go

aha, suneko chhaina

oh no, have not heard

5 ask for and identify the source of some information

tapaailaai kasle bhanyo? /

you to who agent marker told

Ram le

Ram agent = Ram did

6 respond to some information

has ta, suchanaa ko lagi dhannyabaad

OK then, information for thanks

7 give a message to somebody

euTaa jaruri baiThak bolaaunu paryo, ke garne?

one important meeting call it was necessary, what do

8 inquire about the contents of something

ke ko baaremaa?

what about

9 ask for further information

kahaa, kahile ra ko ko?

where, when and who who

10 relay reported speech

aajaa Nepal banda chha **re**
today Nepal band there is it is said that

11 ask and answer questions about the purpose of a visit

kina aaeko/
why have come/
aunus,tapaai ke kaam le aaeko//
come ,you what work instrumental have come = For what reason did you come?
ma saathi laai bheTna aaeko
I friend to meet have come

12 make a request for someone to do something for you

Lena laai bolaaaidina saknuhunchha?
Lena to call for me can you

13 respond to a request to do something for someone

has/hunchha
OK/OK

14 make and respond to a suggestion to do something

aaja sangai lunch khaana jaaau na / Thik chha, jaaau!
Today together lunch eat let's go emphatic/OK let's go

15 indicate ability

ma paDhna sakchhu
I study I can

Culture:

Telephone conversations

Review:

Memorise the numerals 30 - 40

Learn Devanagari: The retroflex consonants: Ta, Tha, Da, Dha, na

Read Lesson 4: Dialogue

Language focus: **verb conjugation:** past, present perfect, unconjugated past, injunctive ('let me/us')

post position: *ko baaremaa* 'about', ...*ko laagi*

compound verb: *-i dinus*

instrumental: *le*

Particle denoting second hand knowledge/reported speech: re:

maathi jaanus **re**

Up go 'reported' S/he said that you should go up

The particle *re* can be added to the end of a statement indicating that the content of the statement is reported speech or second hand information for the present speaker

Practice dialogues

1

- A: (answering the phone) Hello
B: Who is talking?
A: I am
B: Will you call Mr./Ms. C.... for me?
A: Just a moment

2

- A:, have you heard that the office is closed today?
B: I haven't heard, thanks for the information
A: So let's go out to eat lunch!

3

- A: Good morning, can I help you?
B: I have come to see Mr./Ms. X. Will you call him/her for me?
A: Please come, s/he says

Dialogue 1: Asking for someone at an office

- नमस्ते
A: namaste
नमस्ते
B: namaste
आउनुस, के काम ले आएको ?
aaunus, ke kaam le aaeko?
म साथीलाई भेटन आएको, बोलाईदिन सक्नुहुन्छ ?
A: ma saathi laai bheTna aaeko, bolaaaidina saknuhunchha?
हस, म बोलाउछु....
B: has, ma bolaauchhu ...
माथि जानुस रे
maathi jaanus re
ए, किन आएको ?
C: e, kina aaeko?
आज संगै लन्च खान जाऔं न
A: aaja sangai lunch khaana jaaau na
कहाँ जाने ?
C: kahaa jaane?
निकितामा जाने, नजीकै छ ।
A: 'Nikita' maa jaane, najikai chha
ठिक छ, जाऔं
C: Thik chha, jaaau

Vocabulary 1

- आज
aaja today
आउनु
aaunu to come
भेटनु
bheTnu to meet
बोलाउनु
bolaaunu to call

कहाँ	
kahaa	where?
खानु	
khaanu	to eat
किन	
kina	why?
माथि	
maathi	up
नजिक	
najika	near
सक्नु	
saknu	to be able to, can
संगै	
sangai	together

Dialogue 2: Asking for someone on the phone

- टिङ....टिङ.... हेलो
- A ting...ting.....hello
- को बोल्नु भयो
- B ko bolnubhayo?
- म लिसबेथ बोलेको
- A ma Lisbeth boleko
- कारिनजी हुनुहुन्छ
- B karin ji hunuhunchha ?
- हुनुहुन्छ
- A hunuhunchha.
- बोलाईदिनुस न एकदम जरुरी छ
- B bolaaidinus na ekdam jaruri chha
- हस, म बोलाईदिन्छु
- A has, ma bolaaidinchhu
- नमस्ते, को बोल्नुभएको ?
- C namaste, ko bolnubhaeko?
- म केसाङ हुँ, तपाईंले सुन्नुभयो आज नेपाल बन्द छ रे, आज बाहिर नजानुस
- B ma kesang hu, tapaaile sunnubhayo aaja Nepal banda chha re, aaja baahira najaanus
- ए, सुनेको छैन, तपाईंलाई कसले भन्यो ?
- C aha, suneko chhaina, tapaaailaai kastle bhanyo?
- मेरो साथीले
- B mero saathi le
- हस त, सुचनाकोलागि धन्यवाद
- C has ta , suchanaa ko laagi dhannyabaad

Vocabulary 2

aha	अह	no
baahira	बाहिर	outside
banda	बन्द	closed, 'band' ('strike')
bolaaunu	बोलाउनु	to call
bolnu	बोल्नु	to speak

jaruri	जरुरी	important
saathi	साथी	friend
suchanaa	सुचना	information

Dialogue 3: Relaying important information

- नमस्ते, मधुजी हुनुहुन्छ ?
A namaste, Madhu.ji hunuhunchha?
एकछिन, म हेर्छु
B ekchhin, ma herchhu
नमस्ते, को बोल्नुभयो ?
C namaste, ko bolnubhayo?
म उत्फ हूँ , एउटा जरुरी बैठक बोलाउनु पर्‍यो, के गर्ने ?
A ma Ulf hu, euTaa jaruri baiThak bolaaunu paryo, ke garne?
के को बारेमा ?
C ke ko baaremaa ?
हाम्रो काम को बारेमा
A haamro kaam ko baaremaa
कहाँ, कहिले र को को ?
C kahaa, kahile ra ko ko ?
आज मेरो अफिसमा र मेरो विभागको सबै साथीहरु
A aaja mero office maa ra mero bivaag ko sabai saathiharu.
कति बजे?
C kati baje?
४ बजे, तपाईंपनि आउनुपर्छ नी
A 4 baje, tapai pani aaunu parchha ni
ठिक छ, म आउँछु
C Thik chha, ma aauchhu

Vocabulary 3

baiThak	बैठक	meeting
bivaag	विभाग	department
bolaaunu	बोलाउनु	to call
jaruri	जरुरी	important

HOMEWORK

Lesson 19

1 Memorise the learning contents of Lesson 19

*2 Translate the following sentences or do number 7:

- 1) The banks are closed tomorrow, someone said
- 2) Let's go to the meeting about sustainable development now!
- 3) Will you tell my didi to make food for 3 people tonight?
- 4) They didn't bring money for the food
- 5) I will write the information about the meeting using the computer
- 6) You must tell her this important information

3 Memorise the numerals 30 - 40

4 Learn Devanagari: Ta, Tha, Da, Dha, na

5 Read Lesson 4: Dialogue:

- 1 विहा भयो ?
- २ भयो, मेरो श्रीमान धुलिखेलमा छ तपाईंको नि ?
- १ भएको छैन तपाईंको छोरा छोरी छ ?
- २ छ, एक जना छोरा र एक जना छोरी
- १ छोरा छोरी कति वर्ष ?
- २ छोरा १० छोरी १
- १ तपाईंको श्रीमानको काम के हो ?
- २ डाक्टर हो
- १ तपाईंको छोरा छोरी कहाँ छ ?
- २ धुलिखेलमा छ तपाईंको परिवारमा कति जना छ ?
- १ आमा, भाई, बहिनी र म मेरो बुबा हुनुहुन्छ

*6 Make sentences in the present negative tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*7 Make a sentence for each of the following words/expressions:

- a. injunctive ('let us')
- b. *re*
- c. *ko baaremaa* 'about'

- d. ...*ko laagi*
- e. -*i dinus*
- f. instrumental *le*

Review 1

Lessons 16-19

1 Review Lesson 19:

1 *Learning contents:*

Pair work

2 *2nd day dialogues:*

Pair work

3 *Homework:*

Pair work

4 *Listening:*

Whole class

2 Review Lessons 16-19:

1 *Listening*

The teacher reads the listening texts from Lessons 16 - 18

Students listen

Checking for understanding

2 *Speaking*

Role play:

Talking about the partner visit and partner organizations

3 *Numerals*

The teacher reads a random selection of numerals: 1-40

Students write down

Students check in pairs

4 *Devanagari*

Pair work 1:

Students read the dialogues from Lessons 1-4, changing roles

Pair work 2:

Students take turns naming the letters they have learned using the wooden block letters or Devanagari poster

5 *Listening/responding*

Students are called up on the phone by a Nepali speaking person, and they have a short phone conversation

LESSON 20

Transportation and roads: yaataayaat ra saDakharu

In this lesson you will learn to:

1 talk about means of transportation

Nepal maa kun kun yaataayaat ko saadhan haru chhan?
Nepal in which which transportation of means there are

2 talk about destinations

Janakpur maa euTaa saano train chha India boarder jaana ko laagi
Janakpur in one little train there is India border go for
=there is a small train in Janakpur for going to the Indian boarder

3 ask for more information

Dungaa, paani jahaaj ni ?
boats ferries how about

4 give explanations by connecting two sentences with 'because'

paani jahaaj chhaina, kinabhane samudra chhaina
ferries there aren't, because ocean there isn't

5 ask for further details

kasto kicim ko ghaTanaa ?
how type of incidents

6 indicate a cause by using post position 'because of'/'due to'

baaTo saanguro bhaekole, durghaTanaa hunchha
road narrow because of, accidents there are

7 give and receive a suggestion

tyasobhae, gaaDi bistaarai chalaunu parchha holaa /
like that if it is, cars slowly drive it is necessary maybe
ho, ekdam Thik kuraa
yes, extremely good talk

8 buy a bus ticket

Pokharaa ko laagi euTaa Tickat dinus
Pokharaa for one ticket please give

9 ask and answer questions with 'why'/'because'

KTM ko baaTo kina yasto saaguro ra khaalDaa khulDi ? /
KTM's roads why like this narrow and full of holes
kinabhane yo dherai puraano baaTo ho
because these very old roads are

- 10 ask why some action has not been taken**
 kina nayaa marmat na-gareko ?
why anew have not repaired
- 11 make a guarded reply**
 chha na ta chha, tara KTM ko laagi chhaina
is emphatic though is, but KTM for isn't
 =well, you could say there is, but for KTM there isn't
- 12 explain what something is called**
 tyo kholaa paari '1 no. khajuraa' bhaninchha
that stream other side '1 number Khajuraa' it is called
- 13 make a temporal clause with 'when'**
 jahile ghar haru chhainan, tyahaa baaTa daayaa tira hernus
when houses there are not, there from right direction please look

Culture:

Driving and public transportation (what is appropriate)

Task:

Ask someone in the office

- ✓ how he/she comes to work
- ✓ how long it takes
- ✓ whether he/she can ride a bicycle/motorbike
- ✓ whether he/she has a bicycle/motorbike
- ✓ whether he/she can drive a car

take notes and bring back to class

Review:

Numerals: 40 - 50

Devanagari: Dental consonants: ta, tha, da, dha, na
 Read Lesson 5: Dialogue

Language focus: **getting further information** ('and how about...'): *ni*

causal phrase ('because'): *kinabhane*

expressing doubt: *holaa*

verb conjugation: *hunu*, present continuous, unconjugated past, imperative (-nos), past tense, passive

modal verb: *saknu* ('can')

impersonal verbs: *chaahinchha, parchha* (it is necessary)

compound verb: *-i dinu*

post positions: *ko laagi* ('for'), *sanga* ('with'), *baahira* ('outside'), *bhaekole* ('due to') or verb root + *ekole*

composite nouns: verb root + *-ne* + noun

Practice dialogues

1

- A: What means of transportation exist in Nepal?
B:
A: What about ferries?
B: There are no ferries, because there are no oceans
A: Are there no trains in Nepal?
B: There is a train to the Indian border in Janakpur
A: How are the roads in Nepal?
B: The roads are narrow and full of pot holes, and there are many incidents
A: What type of incidents?
B: Accidents
A: In that case, the cars should drive slowly maybe
B: That is so true

2

- A: Please give me a ticket to!
B: Here you are
A: Where is the bus to?
B: Over there

Dialogue 1: Means of transportation in Nepal

नेपालमा कुन कुन यातायातको साधन हरु छन ?

- A: Nepal maa kun kun yaataayaat ko saadhan haru chhan?
बस, ट्याक्सी, ट्याम्पो, रिक्सा, साइकल र हवाईजहाज छन
B: bus, taxi, tempo, riksaa, saaikal ra hawaaijahaaj chhan
नेपालमा ट्रेन छैन
A: Nepal maa train chhaina?
जनकपुरमा एउटा सानो ट्रेन छ इण्डिया बार्डर जानको लागि
B: Janakpur maa euTaa saano train chha India boarder jaana ko laagi
डुंगा, पानी जहाज नि ?
A: Dungaa, paani jahaaj ni ?,
केहि ठाउँमा डुंगा छ तर पानी जहाज छैन किनभने समुद्र छैन
B: kehi Thaaau maa Dungaa chha tara paani jahaaj chhaina kinabhane samudra chhaina.

Vocabulary 1

Dunga	डुंगा	boat
hawaaijahaaj	हवाईजहाज	airplane
kehi	केहि	some
paani jahaaj	पानी जहाज	ferry, large ship
saadhan	साधन	means, method
saaikal	साइकल	bicycle
samudra	समुद्र	sea, ocean
Thaaau	ठाउँ	place
yaataayaat	यातायात	transportation

Dialogue 2: Road conditions in Nepal

नेपालको बाटोहरु कस्तो छ?

- A Nepal ko baaTo haru kasto chha?
नेपालको बाटोहरु सागुरो र घुमाउरो छन्
- B Nepal ko baaTo haru saaguro ra ghumaauro chhan
नेपालको पुर्व पश्चिम राजमार्ग कस्तो छ ?
- A Nepal ko purba paschim raaj maarg kasto chha?
राम्रो छ, तर धेरै घटनाहरु हुन्छन्
- B raamro chha, tara dherai ghaTanaa haru hunchhan
कस्तो किसिमको घटना
- A kasto kicim ko ghaTanaa ?
बाटो साँगुरो र घुमाउरो भएकोले बेला बेलामा दुर्घटना हुन्छ
- B baaTo saanguro ra ghumaauro bhaekole belaa belaa maa durghaTanaa hunchha.
त्यसो भए गाडी बिस्तारै चलाउनु पर्छ होला
- A tyasobhae gaaDi bistaarai chalaanu parchha holaa
हो, एकदम ठिक कुरा
- B ho, ekdam Thik kuraa.

Vocabulary 2

baaTo	बाटो	road
belaa belaa maa	बेला बेलामा	from time to time
bhaekole	भएकोले	because of
bistaarai	बिस्तारै	slowly
chalaanu	चलाउनु	to drive, to conduct
durghaTanaa	दुर्घटना	accident
gaaDi	गाडी	car
ghaTanaa	घटना	incident
ghumaauro	घुमाउरो	zig-zag, winding
paschim	पश्चिम	west
purba	पुर्व	east
raaj maarg	राजमार्ग	highway
saanguro	सागुरो	narrow
tyasobhae	त्यसोभए	if that, is so

Dialogue 3: Buying a bus ticket. A is a passenger, B is somebody in the bus park, and C is the ticket seller

- ए भाई पोखरा जाने बस कहा पाईन्छ ?
- A e bhaai Pokhara jaane bus kahaa paainchha?
उ त्यो बस पोखरा जादैछ, टिकट लिनुभयो ?
- B u tyo bus pokharaa jaadaichha, Tickat linubhayo ?
छैन
- A chhaina
त्यो काउन्टरमा जानुस र टिकट लिनुस

- B tyo counter maa jaanus ra Tickat linus
हस,धन्यवाद.....पोखरा को लागि एउटा टिकट दिनुस न दाई
- A has,dhanyabaad....pokharaa ko laagi euTaa tickat dinus na daai
पछाडिको सिटमात्र छ, के गर्ने ?
- C pachhaaDi ko sit maatra chha, ke garne?
बाटो राम्रो छ कि नराम्रो छ ?
- A baaTo raamro chha ki naraamro chha?
अहिलो राम्रो छ
- C ahile raamro chha
ठिक छ त्यसोभए दिनुस
- A Thik chha tyasobhae dinus
ल लिनुस
- C la linus
कति रुपैया ?
- A kati rupiyaa?
२५०
- C 250
धन्यवाद
- A dhanyabaad

Vocabulary 3

baaTo	बाटो	road
pachhaaDi	पछाडि	back, behind
pachhaaDi ko seat	पछाडिको सिट	seat on the last row
tyasobhae	त्यसो भए	if that is so

Dialogue 4: Asking for directions in the countryside

- नमस्ते दाइ ।
- A namaste daai !
नमस्ते, किन बोलाउनु भयो ?
- B namaste, kina bolaaunubhayo ?
तपाइलाई सी डब्लु डी को अफिस थाहा छ ?
- A tapaailaai CWD ko office thaahaa chha?
थाहा छ ।
- B thaahaa chha
यो चौबाटोबाट कता तिर , भनिदिन सक्नुहुन्छ ?
- A yo chaubaaTo baaTa kataa tira jaane, bhanidina saknuhunchha?
यो चौबाटो बाट दायाँ तिर सोझो बर्दिया जाने बाटो छ , त्यो बाटो जानुस् २० मिनेट जति पछि एउटा सानो खोला आउँछ त्यो खोला पारी १ नं. खजुरा भनिन्छ, त्यहाँ एउटा चोक पनि छ, चोक नजिक बायाँ तिर एउटा ठुलो पिपलको रुख छ , त्यो पिपलको रुखबाट बायाँ तिर को मोटर बाटो सोझो जानुस् , बाटोको दायाँ बायाँ घरहरु छन् , जहिले घरहरु छैनन र खुला खेतहरु देखिन्छ त्यहाँ बाट दायाँ तिर हेर्नुस एउटा पक्कि घर देखिन्छ त्यो सी डब्लु डी को कार्यालय हो
- B yo chaubaaTo baaTa daayaa tira sojho ‘Bardiyaa jaane baaTo ‘ chha, tyo baaTo jaanus 20 mineT jati pachhi euTaa saano kholaa aauchha tyo kholaa paari 1.no. ‘khajuraa ‘bhaninchha, tyahaa eutaa chok pani chha, chok najik baayaa tira euTaa Thulo ‘ pipal ko rukh ‘ chha, tyo pipal ko

rukha baaTa baayaa tira ko moTar baaTo sojho jaanus, baaTo ko daayaa, baayaa ghar haru chhan jahile ghar haru chhainan ra khulaa khet haru dekhinchha tyahaa baaTa daayaa tira hernus euTaa pakki ghar dekhinchha tyo CWD ko kaaryaalaya ho..
ओ । तपाईंलाई धेरै धन्यवाद अब म जान सक्छु होला ।

A oh! tapaailai dherai dhanyabaad aba ma jaana sakchhu holaa.

Vocabulary 4:

बाट	
baaTa	from
बाटो	
baaTo	road
बायाँ	
baayaa	left
चौबाटो	
chaubaaTo	four way intersection
चोक	
chok	open yard, square
दायाँ	
daayaa	right
घर	
ghar	house
जहिले	
jahile	when
जति	
jati	approximately
कार्यालय	
kaaryaalaya	office
खोला पारी	
kholaa paari	the other side of the stream
खोला	
kholaa	stream
खुला खेत	
khulaa khet	open field
मोटर	
moTar	car
नजिक	
najik	close
पक्की घर	
pakki ghar	brick house
पिपलको रुख	
pipal ko rukh	pipal tree (Buddha tree)
सोझो	
sojho	straight

*Dialogue 5: Road conditions in Kathmandu

काठमाण्डौको बाटो किन यस्तो सागुरो र खाल्डो खुल्छी ?

A KTM ko baaTo kina yasto saaguro ra khaalDaa khulDi ?
किनभने यो धेरै पुरानो बाटो हो

- B kinabhane yo dherai puraano baaTo ho
किन नयाँ मरमत नगरेको ?
- A kina nayaa marmat nagareko ?
त्यसको लागि धेरै पैसा चाहिन्छ
- B tyasko laagi dherai paisaa chaahinchha
किन सरकारसंग पैसा छैन र?
- A kina sarkaar sanga paisaa chhaina ra?
छ न त छ तर काठमाण्डौको लागि छैन
- B chha na ta chha tara KTM ko laagi chhaina
किन ?
- A kina ?
किनभने काठमाण्डौ बाहिर धेरै ठाउमा बाटो नै छैन बनाउनु पर्छ
- B kinabhane KTM baahira dherai Thaaau maa baaTo nai chhaina banaaunu parchha.
ए...त्यसोभए ठिक छ
- A e...tyasobhae Thik chha

Vocabulary 5

baaaTo	बाटो	road
baahira	बाहिर	outside
banaaunu	बनाउनु	to make
khaalDaa khulDi	खाल्डाखुल्डी	full of pot holes
marmat garnu	मर्मत गर्नु	to repair
nai	नै	emphatic particle
nayaa	नयाँ	new, anew, recently
puraano	पुरानो	old
saaguro	सागुरो	narrow
sarkaar	सरकार	government
Thaaau	ठाउ	place
tyasobhae	त्यसोभए	if that is so, in that case
yasto	यस्तो	like this

HOMEWORK

Lesson 20

1 Memorise the learning contents of Lesson 20

2 Prepare the task

*3 Translate the following sentences or do number 8:

1. Did you buy a ticket for the airplane going to Pokhara?
2. Because of the good roads many people drive very fast in Denmark
3. Many cars are made in Japan
4. They are staying with friends on the the other side of the river
5. All the DWs study Nepali, when they come to Nepal
6. He doesn't need much money, because he uses public transportation
7. There are not many busses in Denmark outside of the big cities

4 Memorise the numerals 40-50

5 Learn Devanagari: ta, tha, da, dha, na

6 Read Lesson 5: Dialogue 2:

१ हरिजी नमस्ते

२ नमस्ते

१ म तपाईंलाई केही सोध्न चाहन्छु ।

२ ठिक छ , सोध्नुस न

१ तपाईं बिहान देखि बेलुका सम्म के के काम गर्नुहुन्छ ?

२ म बिहान पहिले अफिस खोल्छु, त्यसपछि सबै कोठाहरु सफा गर्छु, पानी उमालेर थर्मस र फिल्टरमा राख्छु अनि त्यसपछि बजार जान्छु र अफिसको लागि सामानहरु ल्याउँछु

१ दिउसोमा नी ?

२ दिउसोमा अरु कामहरु गर्छु, र बेलुका फेरी अफिस सफा गर्नु पर्छ

*7 Make sentences with the verb *hunu* in the present positive or negative tense with:

1 I

2 you

3 it

4 we

5 they (low)

*8 Make a sentence for each of the following words/expressions:

a) *ni*

b) *bhaekole*

c) *kinabhane*

- d) holaa*
- e) sanga*
- f) saknu*

LESSON 21

Religion: dharma

In this lesson you will learn to:

1 talk about religious beliefs

Nepal maa kun kun dharma maaninchha?
Nepal in which which religion is believed in

2 talk about religious practice

hindu dharma maa ke ke garinchha? /
Hindu religion in what what is done
hindu dharma maa mandir maa pujaa garinchha
Hindu religion in temple in is worshipped

3 talk about religious festivals

sabbhandaa Thulo chaaDparba kun ho?
most big festival which is

4 talk about differences

sabai chaaDharu euTai kicim ko hunchha? /
all festivals same type of it is
sabai pharak pharak hunchhan
all different different they are

5 talk about customs marking changes in life

Nepal maa janma dekhi mrityu samma ko chaalchalan ke ke chha?
Nepal in birth from death to 's rites of passage what what are

6 talk about at wick age something takes place

keTaa ko bratabandha kati barsa maa hunchha?/
boys's thread ceremony how many years at it is
=at what age is the thread ceremony for the boys?
keTaa ko 9-10 barsa maa bratabandha hunchha
boy 's 9-10 years at thread ceremony it is

Culture:

Religion and religious life

Review:

Numerals: Memorise the numerals 50 - 60

Devanagari: Learn Devanagari: the labials: pa, pha, ba, bha, ma
Read dialogue Lesson 6

Language focus: **verb conjugation:** passive

postpositions: ko laagi, (e)pachi, dekhi ...samma, baahek ('except for')

tag-questions:, ho/hoina?

superlative: sabbhandaa

impersonal verb: parchha

Practice dialogue

- A: Which religions do people believe in in Denmark?
B:
A: Where do Christians worship?
B: In churches
A: What is the biggest festival in Denmark?
B:
A: Are all the festivals of the same type?
B: No, they are all different
A: How old are Danes when they marry?
B:

Dialogue 1: Different religions in Nepal

नेपालमा कुन कुन धर्म मानिन्छ ?

- A: Nepal maa kun kun dharma maaninchha?
बुद्ध धर्म, हिन्दु धर्म, क्रिश्चियन धर्म, मुस्लिम धर्म इत्यादी
B: buddha dharma, hindu dharma, cristen dharma, muslim dharma ityaadi
हिन्दु धर्म र बौद्ध धर्ममा के के गरिन्छ ?
A: hindu dharma ra buddha dharma maa ke ke garinchha?
हिन्दुधर्ममा मन्दिरमा पुजा गरिन्छ र बौद्ध धर्ममा गुम्बामा प्रार्थना गरिन्छ
B: hindu dharma maa mandir maa pujaa garinchha ra buddha dharma maa gumbaa maa
praarthanaa garinchha.
हिन्दुहरु पनि गुम्बा जान्छन् ?
A: hindu haru pani gumbaa jaanchhan ?
हो, नेपालमा धर्मको लागि झगडा छैन
B: ho, Nepal maa dharma ko laagi jhagaDaa chhaina

Vocabulary 1

dharma	धर्म	religion
gumbaa	गुम्बा	Buddhist temple
ityaadi	इत्यादी	e.t.c.
jhagaDaa	झगडा	fight
maannu	मान्नु	to follow
mandir	मन्दिर	Hindu temple
praarthanaa garnu	प्रार्थना गर्नु	to pray
pujaa garnu	पुजा गर्नु	to worship

Dialogue 2: Different festivals in Nepal

नेपालमा धेरै चाड पर्वहरु छन, होइन ?

- A: Nepal maa dherai chaad parba haru chhan, hoina ?
हो
B: ho
नेपालको सबभन्दा ठुलो चाडपर्व कुन हो ?
A: Nepal ko sabbhandaa Thulo chaadparba kun ho?

दशै र तिहार यहाको राष्ट्रिय चाड हो, त्यसबाहेक बुद्धिष्टहरु को लोसार, थारुहरुको माघी, क्रिस्टियन हरुको क्रिश्मस ठुला चाड हरु हुन

B dasai ra tihaar yahaa ko raasTriya chaaD ho, tyasbaahek Buddhist haru ko losaar, thaaru haru ko maaghi, christen haru ko chrisms Thulaa chaaD haru hun.

सबै चाडहरु एउटै किसिमको हुन्छ ?

A sabai chaaD haru euTai kicim ko hunchha?

सबै फरक फरक हुन्छ तर रमाईला हुन्छन।

B sabai pharak pharak hunchhan tara ramaailaa hunchhan.

Vocabulary 2

chaaD	चाड	festival
chaadparba	चाडपर्व	festival
chrisms	क्रिसमस	Christmas
dasai	दशै	Dasain
euTai kicim ko	एउटै किसिमको	of the same type
losaar	लोसार	Losar
maaghi	माघि	Maghi
pharak	फरक	different
raasTriya	राष्ट्रिय	national
ramaailo	रमाईलो	pleasant
thaaru	थारु	Tharu
tihaar	तिहार	Tihaar
tyasbaahek	त्यसबाहेक	except for that

Dialogue 3: Customs throughout a person's life

नेपालमा जन्म देखि मृत्युसम्मको चालचलन के के छ ?

A Nepal maa janma dekhi mrityu samma ko chaalchalan ke ke chha ?

बच्चा जन्मेपछि ६ दिनमा छैटि ११ दिनमा न्वारन, ६ महिनामा पास्नी गर्नुपर्छ

B bachchaa janmepachi chha din maa chhaiTi, eghaara din maa nwaaraan, chha mahinaa maa paasni garnu parchha.

त्यसपछि

A tyaspachhi

केटाको ९ / १० वर्षमा ब्रतबन्ध र केटीको गुफा राख्नु पर्छ

B keTaa ko 9/10 barsa maa bratabandha ra keTi ko guphaa raakhnu parchha.

बिहा कति वर्ष मा हुन्छ ?

A bihaa kati barsha maa hunchha?

गाउँ र शहरमा अलिअलि फरक छ, गाउँमा छिटो हुन्छ तर शहरमा अलि ढिलो हुन्छ ।

B gaau ra sahar maa aliali pharak chha, gaau maa chhiTo hunchha tara sahar maa ali Dhilo hunchha.

अनि, मृत्युमा केके गर्नु पर्छ ?

A ani, mrityu maa ke ke garnu parchha?

मान्छे मरेपछि १३ दिन जुठो मा बस्नु पर्छ

B maanchhe marepachhi 13 din juTho maa basnu parchha

त्यसपछि छोरा/छोरीले के गर्नु पर्छ ?

A tyaspachhi chhoraa/chhori le ke garnu parchha ?

छोराले आमा वा कोलागि एक वर्ष सेतो लुगा लगाउनु पर्छ, छोरीले तेह्र दिनमात्र जुठोमा बस्नु पर्छ।

- B chhoraale aamaa baa ko laagi ek barsa seto lugaa lagaaunu parchha, chhori le terha din maatra
juTho maa basnu parchha.
चालचलनहरु धेरै रहेछन्
- A chaalchalan haru dherai rahechhan.

Vocabulary 3

bachchaa	बच्चा	small child, baby
bihaa	विहा	wedding
bratabandha	व्रतबन्ध	thread ceremony
chaalchalan	चालचलन	custom
chhaiTi	छैटी	six days after birth: fate writing ceremony
chhiTo	छिटो	early, soon
Dhilo	ढिलो	late
Gaaau	गाउँ	village
guphaa raakhnu	गुफा राख्नु	to put in a cave
janma	जन्म	birth
juTho	जुठो	unclean state, impure state
lagaaunu	लगाउनु	to wear
marnu	मर्नु	to die
mrityu	मृत्यु	death
nwaaraan	नवाराण	eleven days after birth: name giving ceremony
paasni	पास्नी	six or seven months after birth: rice feeding ceremony
shahar	शहर	city
seto lugaa	सेतो लुगा	white clothes

HOMEWORK

Lesson 21

1 Memorise the learning contents of Lesson 21

*2 Translate these sentences or do number 7:

1. Our house is cleaned 2 times a week
2. For a wedding you must wear nice clothes
3. She goes to work after worshipping at the temple
4. Children go to school from the age of 7 to the age of 17
5. Christianity is believed in in Denmark, isn't it?
6. The biggest festival in the US is Thanksgiving

3 Memorise the numerals 50 - 60

4 Learn Devanagari: pa, pha, ba, bha, ma

5 Read Lesson 6: Dialogue:

- १जी,
२ भन्नुस
१ एउटा मिटिङ गर्नुपर्छ, तपाईंको बिचारमा कहिले राम्रो हुन्छ होला
२ अर्को हप्ताको बिहीबार कस्तो हुन्छ तपाईंलाई ?
१ अर्को बिहिबार कुन तारिख हो ?
२ १५ तारिख
१ हो....त्यो दिन त मेरो अर्को मिटिङ छ , अर्को महिना मा हुदैन
२ आउने महिनाको अन्तिम हप्ता हुन्छ ?
१ त्यो कुन दिन हो ?
२ शुक्रबार १० तारिख
१ कति बजे ?
२ बिहान १० बजे हुन्छ ?
१ हुन्छ

*6 Make sentences with the verb *hunu* in the past positive or negative tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*7 Write a sentence for each of the following words/expressions:

- a. sabbhandaa
- b. baahek

- c. (e)pachi
- d. dekhi ...samma

Lesson 22 A
Nepal and Democracy
Nepal ra Prajaatantra
नेपाल र प्रजातन्त्र

In this lesson you will learn to:

1 talk about periods of time

2007 (1950) saal dekhi 2017(1960) saal samma maa
2007 (1950) year from 2017 (1960) year to in
= during the period between 2007 and 2017

2 place an event in a particular year

2007(1950) saal maa Thulo kraanti bhayo
2007 (1959) year in big revolution it became

3 place the responsibility for an event

raajaa, janataa ra aru dherai netaa haru ko netritwa maa Thulo kraanti bhayo
king, people and other many leaders's leadership in big revolution it became

4 talk about how something comes about

yi sabai sahid haru ko balidaan baaTa Nepal maa prajaatantra aayo
these all martyrs's sacrifice from Nepal in democracy it came
=democracy in Nepal arose from the sacrifice of all these martyrs

5 talk about the implementation of something

nepal bhari aantarik sambhidhaan laagu bhayo
Nepal throughout internal constitution implementation it became

6 talk about removing or banning something

raajaa mahendra le sansadiya byabasthaa laai haTaaera ...
king Mahendra agent parliamentary system to removed and ...

7 list a series of actions

raajaa mahendra le dalharu laai pratibanda lagaae ra ' panchaayat byabasthaa' lyaae
king Mahendra agent parties to banned and 'panchaayat system' brought

8 talk about actions habitually taking place in the past

janataa ko aabaaj uniharu sundainathie
people's voice they did not listion

9 make comparisons using the superlative

yo byabasthaa maa raajaa ko nirnaya nai sabbhaandaa Thulo thiyo
this system in king's decision emphatic most big it was

10 talk about being opposed to something

yo byabasthaa ko biruddha janataa haru le aabaaj uThaae

this system against people agent voice they raised

11 talk about making decisions

‘sudhaarieko panchaayati byabasthaa’ waa ’ bahudaliya byabasthaa’

‘improved panchhaayat system’ or ‘multi party system’

euTaa chhaanna ko laagi ‘ janamat sangraha’ bhayo

one choose for referendum it became

= a referendum was passed for choosing between the ‘improved panchhaayat system’ or ‘multi party system’

12 talk about trying to create an effect on something

yaslaai baliyo ra digo banaauna haami sabai le dherai nai prayaas garnu parchha

this to strong and sustainable make we all agent very emphatic try it is necessary

= we must all try very hard to make this strong and sustainable

Culture:

The political system and situation in contemporary Nepal

Task:

Ask someone in the office:

- ✓ what effect the royal massacre in 2001 had on democracy
- ✓ what effect the Maoists have had on democracy
- ✓ what his/her views are on democracy in Nepal

note down and bring back to class

Review:

Numerals: Memorise the numerals 60 - 70

Devanagari: Learn Devanagari: the semivowels: ya, ra, la, va

Read dialogue Lesson 7: dialogue

Language focus: **verb conjugations:** present, present continuous, past, present & past perfect, past tense of *hunu*
impersonal verbs: parchha
postpositions: ko laagi, pachhi, dekhi ...samma, baaTa, anusaar ’according to’, ko biruddha ‘against’, bhari ‘throughout’
superlative: sabbhandaa
agent: le

Practice dialogue:

A: When was the first period of democracy in Nepal?

B: From the revolution in 1950 to 1960

A: What was before 1950?

B: The Rana regime (saasan)

A: What happened in 1960?

B: King Mahendra removed the parliamentary system

A: How long did the ‘Panchaayat’ system last?

B: From 1960 to 1989

A: In that case, democracy in Nepal is still (ajhai) a little immature (kachchaa)

B: Yes, we must try to make it strong and sustainable

Text: A history of the political development in Nepal from 1846 - 2003

वि. स. १९०३ (१८४६) को कोतपर्व पछि नेपाल मा १०४ वर्ष राणा शासन भयो । यसमा ९ जना राणा प्रधान मन्त्री ले शासन गरे । त्यसपछि २००७ (१९५०) साल मा राजा , जनता र अरु धेरै नेता हरु को नेतृत्व मा ठुलो क्रान्ती भयो, यो क्रान्ती को लागि धेरै नेता हरु शहिद भए । यी शहिद हरु को बलिदान बाट नेपाल मा प्रजातन्त्र आयो ।

Bi. sa.1903(1846) ko ‘ kotparba’ pachhi Nepal maa 104 barsa ‘raanaa saasan’ bhayo.yasmaa 9 janaa raanaa pradhan mantri le saasan gare.tyaspachhi 2007(1950) saal maa raajaa, janataa ra aru dherai netaa haru ko netritwa maa Thulo kraanti bhayo, yo kraanti ko laagi dherai netaa haru sahid bhae .yi sabai sahid haru ko balidaan baaTa Nepal maa prajaatantra aayo.

२००७ (१९५०) साल देखि २०१७ (१९६०) साल सम्म मा नेपाल मा धेरै नै सामाजिक सुधारहरु को काम भएको थियो जस्तै :- नेपाल भरि आन्तरिक सम्विधान लागु भयो , स्कूलहरु खुले , जनता बाट प्रधान मन्त्री भए , पहिलो पञ्च वर्षिय योजना बन्यो , संसदिय व्यवस्था को आम विर्वाचन भयो इत्यादि ।

2007(1950) saal dekhi 2017(1960) saal samma maa Nepal maa dherai nai saamaajik sudhaar haru ko kaam bhaeko thiyo, jastai:- nepal bhari aantarik sambhidaan laagu bhayo,school haru khule, janataa baaTa pradhan mantri bhae, pahilo pancha barsiya yojanaa banyo, samsadiya byabasthaa ko aam nirbaachan bhayo, ityaadi.

त्यसपछि २०१७ (१९६०) साल मा राजा महेन्द्र ले संसदिय व्यवस्थालाई हटाएर दलहरु लाई प्रतिवन्ध लगाए र पंचायती व्यवस्था ल्याए । यो व्यवस्थामा राजाको निर्णय नै सबै भन्दा ठुलो थियो । जनताको आवज उनीहरु सुन्दैनथे । विस्तारै, विस्तारै , यो व्यवस्थाको विरुद्ध जनताहरुले आवज उठाए त्यसपछि २०३६ (१९७९) साल मा राजा विरेन्द्र बाट सुधारिएको पंचायती व्यवस्था वा बहुदलिय व्यवस्था एउटा छान्नको लागि जनमत संग्रह भयो । जनमत संग्रह को परिणाम अनुसार सुधारिएको पंचायती व्यवस्था लागु भयो ।

tyaspachhi 2017 (1960) saal maa raajaa mahendra le sansadiya byabasthaa laai haTaaera, dalharu laai pratibanda lagaae ra, ‘ panchaayat byabasthaa’ lyaae.yo byabasthaa maa raajaa ko nirnaya nai sabbhaandaa Thulo thiyo, janataa ko aabaaj uniharu sundainathi

e. bistaarai, bistaarai, yo byabasthaa ko biruddha janataa haru le aabaaj uThaae, tyaspachhi 2036 (1979) saal maa raajaa birendra baaTa’ sudhaarieko panchaayati byabasthaa’ waa ‘ bahudaliya byabasthaa’ euTaa chhaanna ko laagi ‘ janamat sangraha’ bhayo. Janamat sangraha ko parinaam anusaar ‘sudhaarieko panchaayati byabasthaa’ laagu bhayo.

जनमत संग्रह को १० वर्ष पछि २०४६ (१९८९) साल मा पंचायती व्यवस्था को विरुद्ध फेरि ठुलो जन आन्दोलन भयो र देश मा फेरि बहुदलिय व्यवस्था को स्थापना भयो ।

Janamat sangraha ko 10 barsa pachhi 2046 (1989) saal maa panchaayat byabasthaa ko biruddha pheri Thulo jana aandolan bhayo, ra desh maa pheri bahudaliya byabasthaa ko stahaaanaa bhayo.

नेपाल मा दोस्रो पटक प्रजातन्त्र आयो । प्रजातन्त्र को लागि धेरै मानिस हरु शहिद भए । आज हामी प्रजातन्त्र को १४ वर्ष मा हिड्दैछौं , प्रजातन्त्र पछि नेपाली काँग्रेस , एमाले र अरु विभिन्न दलहरु ले धेरै प्रजातान्त्रीक अभ्यास गरे तर अझै जनता हरु ले सोचे अनुसार को उपलब्धी पाएको छैनन् ।

Nepal maa dosro paTak prajaatantra aayo. Prajaatantra ko laagi dherai maanis haru sahid bhae. aaja haami prajaatantra ko 14 barsa maa hiDdaichhau, prajaatantra pachhi nepali kangres, emaale,ra aru

bivinna dal haru le dherai prajaataanrik abbhyaas gare, tara ajhai janataa haru le soche anusaar ko upalabdhi paaekaa chhainan.

होला , मुल्यांकन को लागि यो समय अलि छोटो छ तर यी दिनहरुमा हामीहरुले केहि राम्रो कुरा पनि पाएको छौं जस्तै : बोल्ने र लेख्ने स्वतन्त्रता र केहि नराम्रो कुरा पनि पाएको छौं जस्तै भ्रष्टाचार ।

holaa, mulyaankan ko lagi yo samaya ali chhoTo chha, tara yi dinharu maa haamiharu le kehi raamro kuraa pani paaeko chhau, jastai bolne ra lekhne swatantrataa, ra kehi naraamro kuraa pani paaeko chhau, jastai bhrasTaachaar.

हाम्रो देश मा प्रजातन्त्र अभै धेरै कच्चा छ यसलाई बलियो र दिगो बनाउन हामी सबै ले धेरै नै प्रयास गर्नु पर्छ । नेपाली हरु लाई प्रजातन्त्र धेरै, धेरै मनपर्छ ।

haamro desh maa prajaatantra ajhai dherai kachchaa chha, yaslaai baliyo ra digo banaauna haami sabai le dherai nai prayaas garnu parchha.nepali haru laai prajaatantra dherai, dherai manparchha.

Vocabulary:

aaabaj uThaaunu	to raise the voice
aabaaj	voice, sound
aam nirbaachan	general election
aantarik	internal
abbhyaas	practice, exercise, study
ajhai	still
anusaar	according to
bahudaliya byabasthaa	multi party system
balidaan	sacrifice
baliyo	strong
bannu	to make/to build
bhari	all over, all through
bhrastaachaar	corruption
bi. sa.=bikram sambhat	The year of King Bikram (comp: AD 'anno Domini')
Birendra	King Birendra
biruddha	against (after possessive 'ko biruddha')
bivinna	different
chhaannu	to choose
chhoTo	short
dal	party
digo	sustainable
dinharu	days
emaale	UML-the communist party (United Marxist-Leninist party)
haTaaunu	to remove
hiDnu	walk, move, go
jana aandolan	people's uprising
janamat sangraha	referendum
janataa	people
kachchaa	immature, unripe, raw
khulnu	open
kotparba	kotparba (a historical event)
kraanti	revolution

laagu	implementation
lyaaunu	to bring
maanīs	people, man
mahendra	King Mahendra
mullyaankan	evaluation
nai	emphatic particle
netaa	leader
netritwa	leadership
nirnaya	decision
paaunu	to get
pahilo pancha barsiya yojanaa	first five-year plan
panchaayat byabasthaa	panchaayat system
parinaam	result
pradhaanmantri	prime minister
prajaataantrik	democratic
prajaatantra	democracy
patibandha lagaaunu	to ban
prayaas garnu	to try
raajaa	king
raanaa saashan	raanaa regime
saal	year
saamaajik sudhaar	social reform
saashan garnu	to rule
sahid	martyr
samaya	time
sambidhaan	constitution
sansadiya byabasthaa	parliamentary system
sochnu	to think
sthaapanaa	established
sudhaarieko panchaayati byabastha	modified panchaayat system
sunnu	to hear
swatantrataa	freedom
upalabdhi	achievement
waa	or
yaslaai	= yo + laai, here: 'it'
yi	these (plural of 'yo')

HOMEWORK

Lesson 22 A

- 1 Memorise the learning contents of Lesson 22 A
- 2 Prepare the Task
- *3 Translate these sentences or do number 8:
 1. Democracy is not very strong in Nepal
 2. But the Nepali people want democracy very much
 3. They are trying to make democracy strong and sustainable
 4. People raised their voices against the 'panchaayat' system
 5. These days there is a multi party system and a king in Nepal
 6. Much good has come from the years of democracy in Nepal
 7. The Maoist problem did not help make democracy strong
 8. Many development organizations in Nepal work for democracy
- 4 Memorise the numerals 60 - 70
- 5 Learn Devanagari: ya, ra, la, va
- 6 Read Lesson 7: Dialogue 2:
 - १दयाक्सी
 - २ जाने हो हजुर ?
 - १ हो, मलाईजानु छ ।
 - २ ए...यो कतातिर पर्छ मलाई थाहा छैन
 - १ धेरै टाढा छैन नजिक छ जाउ, म तपाईंलाई देखाउछु, सोम्नो जानुस अब मन्दिर बाट बायाँ तिर, फेरी सोम्नो जानुस दरबारको ठुलो सेतो ढोका आएपछि त्यसको अगाडी बायाँतिरजाने बाटो छ बाया मोढनुस.....ल अब रोक्नुसआईपुग्यो धन्यवाद, कति रुपैया भयो ?
 - २ ५० रुपैया
 - १ लिनुस, जाउ है
 - २ हस
- *7 Make sentences in the present continuous positive tense with:
 - 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *8 Write a sentence for each of the following words/expressions:
 - a. *anusaar*
 - b. *ko biruddha*
 - c. *bhari*
 - d. *yasmaa*
 - e. *yaslaai*
 - f. *ajhai*
 - g. *sabbhaandaa*

LESSON 22 B

Festivals: ChaaDparbaharu

In this lesson you will learn to:

1 list actions in a temporal sequence using ‘-epachhi’

debi durgaa le ‘mahisaasur’ laai bijaya garepachhi yo chaaD suru bhaeko ho
goddess agent demon to defeat after this festival begun it is
=this festival started after the goddess had defeated the demon

2 list actions in a sequence using ‘-era’

nadi baaTa baaluwaa lyaaera tyasmaa jau lagaainchha
river from sand bring and it in barley is planted

3 explain what something is called

yas laai nawa raatri bhaninchha
this to nine night is called

4 make relative clauses

1 parades gaeko haru pani ghar aauchhan
abroad gone plural also home they come

= those who have gone abroad also return home

2 yo din Durga le ‘Mahisasur’ laai maareko din ho
this day goddess agent demon to killed day it is

= this is the day when the goddess killed the demon

3 bibaahit mahilaa haru bibaaha maa lagaaeko lugaa lagaauchhan
married women wedding at worn clothes they wear

= married women wear the clothes which they wore at their wedding

4 yo ‘Losar’ Buddhism dharma maanne haru ko Thulo chaaD ho
this Losar Buddhism religion follow plural of big festival it is

= Losar is a big festival for those who believe in Buddhism

5 express an action as the object of another action

1 yo chaaD maa aasirbaad lina aaphu bhandaa Thulo ko ghar maa jaanu parchha
this festival at blessings take self compared to big's house at go it is necessary

= at this festival you must go to the house of an elder to receive blessings

2 yo chaaD herna shiva mandir jaanu parchha
this festival see Shiva temple go it is necessary

= to see this festival it is necessary to go to the Shiva temples

3 yo kaaryakram herna haamro rajaa ra raani pani jaanchhan
this program see our king and queen also they go

= our king and queen also go to watch this program

6 make comparisons

aaphu bhandaa Thulo ko ghar maa jaanu parchha
self compared to big's house at go it is necessary
= you must go to the house of someone older than yourself

7 explain what something means

dipaawali bhaneko batti ko chaaD ho
'dipaawali' said lights's festival it is = 'dipaawali' means festival of lights

8 explain at what time of the year something takes place

'tij' bhadau mahinaa maa parchha
'Tij' Bhadau month in it occurs

9 use the expression 'not even'

tara bholipalTa dinbhari uniharu paani pani khaadainan
but next day all day they water also they are not drinking
= but all day the following day they don't even drink water

Culture:

Religion and religious life as it is expressed through festivals

Task:

Ask someone in the office

- ✓ what his/her favorite festival is
 - ✓ why this is his/her favorite festival
 - ✓ with whom he/she celebrates this particular festival
 - ✓ when the next festival in Nepal is and what it is called
- note down and bring back to class

Review:

Numerals: Memorise the numerals 60 - 70

Devanagari: Learn Devanagari: the semivowels: ya, ra, la, va
Read dialogue Lesson 7: dialogue

Language focus: **verb conjugations:** present continuous, present perfect, passive
impersonal verbs: parchha, chaahinchha
postpositions: ko lagi, (e)pachhi, dekhi ...samma, baaTa, sanga, anusaar
'according to', agaaDi 'before, ago, in front of', waripari 'around', baahira
'outside', bhitra 'inside'
comparative: aaphu bhandaa Thulo = bigger than oneself
superlative: sabbhandaa
ordinal numbers

Practice dialogue:

- A: Do you know what the biggest festival in Nepal is called?
B: The biggest festival in Nepal is called Dasain
A: Where do you have to go to see this festival?
B: Many people go to the temple of the goddess
A: What do people do at the temple?
B: They worship the goddess

A: That seems very nice, thanks for the interesting information

*The following texts are descriptions of various major festivals celebrated in Nepal.
You may pick one to read, or you may read them all*

Durga puja (dasai)

दशै नेपालीहरु को सबभन्दा ठुलो चाड हो । यो घटस्थापना देखि १५ दिन सम्म हुन्छ । न्यु मुन देखि फुल मुन सम्म दुर्गाले महिसासुरलाई विजया गरेपछि यो चाड शुरु भएको हो । यो चाडको केहि मुख्य दिनहरु -

dasai nepali haru ko sababhandaa Thulo chaaD ho.yo ' ghaTasthaapanaa' dekhi 15 din samma hunchha.New moon dekhi Full moon samma.debi durgaa le ' mahisaasur' laai bijaya garepachhi yo chaaD suru bhaeko ho.yo chaaD ko kehi mukhya din haru-

घटस्थापना यो दशैको पहिलो दिन हो । यो दिन देखि देवी दुर्गा को पुजा शुरु हुन्छ, नदीबाट बालुवा ल्याएर त्यसमा जौ लगाइन्छ र नौ दिन सम्म छोपेर पुजा गरिन्छ र दशमी (टिका) को दिन जमरा र टिका लगाइन्छ ।

ghaTasthaapanaa- yo dasai ko pahilo din ho.yo din dekhi debi durga ko puja suru hunchha, nadi baaTa baaluwa lyaara tyasmaa jau lagaainchha ra nau din samma chhopera puja garinchha ra dasami (Tikaa) ko din tyo jamaraa ra Tikaa lagaainchha.

नव रात्री - यसमा नौ रात नव दुर्गा देवीको ठुलो पुजा गरिन्छ । सबै जना नव दुर्गाको मन्दिर जान्छन्, बली दिन्छन् , यो नौ दिन सम्म सधै हुन्छ , यसलाई नव रात्री भनिन्छ ।

nawa raatri- yasmaa 'nau raat' naba durgaa debi ko Thulo puja garinchha.sabai janaa naba durgaa ko mandir jaanchhan puja garchhan, bali dinchhan , yo nau din samma sadhai hunchha, yas laai nawa raatri bhaninchha.

फुलपाती - यो दशैको महत्वपूर्ण दिन हो । यो दिन शाह राजाहरु को पुरानो गोर्खा दरवार बाट कलश र फुलपाती ल्याएर टुडिखेलमा राजालाई दिइन्छ र त्यो फुलपाति हनुमान ढोकामा ल्याएर राखिन्छ ।

phulpaati – yo dasai ko mahatwapurna din ho. yo din saaha raajaa haru ko puraano gorkhaa darbaar baaTa kalash ra phulpaati lyaara 'TunDikhel' maa raajaa laai diinchha ra tyo ' phulpaati' hanumaan dhokaa maa lyaara raakhinchha.

महा अष्टमी - यो चाड को आठौ दिन लाई महाअष्टमी भनिन्छ । यो दिन दुर्गा को मन्दिरमा हजारौ बली दिइन्छ । यसलाई काल रात्री पनि भनिन्छ । हनुमान ढोकाको तलेजु भवानी यो एकदिन मात्र खोलिन्छ ।

mahaa ashTami- yo chaaD ko aaThau din laai ' MahaaashTami' bhaninchha.yo din durga ko mandir maa hajarau bali diinchha.yaslaai' kaala raatri' pani bhaninchha.hanumaan Dhokaa ko ' taleju bhabaani' yo ekdin maatra kholinchha.

नवमी - चाडको नौ दिन , यो दिन पनि सबैदेवी मन्दिरमा धेरै बली दिइन्छ । नेवारहरु यो दिनलाई स्याको त्याको भन्छन् । यो भनेको जति तिमी माछौ त्यति तिमी पाउँछौ ।

nawami- chaaD ko nau din, yo din pani sabaidebi mandir maa dherai bali diinchha.newaar haru yo din laai ' syaako Tyaako 'bhaninchha. yo bhaneko ' jati timi maarchhau tyati timi paauchhau'

टिका - दशौ दिन (दशमी) परिवारको सबै एकै ठाउँमा जम्मा हुन्छन्, परदेश गएकोहरु पनि घर आउँछन् , एक अर्कोमा माया बाँड्छन् र रमाइलो गर्छन् , केटा केटी हरु नयाँ लुगा लगाएर पिङ खेल्छन् , मिठो खाना खान्छन् । यो चाडमा टिका जमरा लगाउन र आर्शिवाद लिन आफु भन्दा ठुलो को घरमा जानु पर्छ । यो एउटा पारिवारीक चाड हो । यो पाँच दिन सम्म हुन्छ ।

Tikaa- dasau din (dasami) pariwaar ko sabai ekai Thaau maa jammaa hunchhan, parades gaeko haru pani ghar aauchhan, ek arko maa maayaa baaDchhan ra ramaailo garchhan, keTaa keTi haru nayaa lugaa lagaara ping khelchhan, miTho khaanaa khaanchhan.yo chaaD maa Tikaa,jamaraa lagaauna ra aasirbaad lina aaphu bhandaa Thulo ko ghar maa jaanu parchha.yo euTaa paaribaarik chaaD ho.yo paach din samma hunchha.

हरेक वर्ष यो चाड ले हामीहरु लाई सम्झाउँछ , राम्रो काम गर नराम्रो काम नगर, नव दुर्गा सँग हामी सबै यही आशिर्वाद माग्छौ । यो दिन दुर्गाले महिशासुरलाई मारेको र रामले रावणलाई मारेको दिन हो ।

harek barsa yo chaaD le haami haru laai samjhaaucha, raamro kaam gara naraamro kaam nagara, naba durgaa sanga haami sabai yahi aasirbaad maagchhau.yo din Durga le ‘Mahisasur ‘ laai maareko ra Ram le ‘raavan’ laai maareko din ho.

Vocabulary Dasai:

आफु भन्दा ठुलो	
aaphu bhandaa Thulo	older than one self
आशिर्वाद	
aasirbad	Blessing
आठौं	
aaThau	eighth
बाँड्नु	
baaDnu	to share
बालुवा	
baaluwaa	sand
बली दिनु	
bali dinu	to sacrifice
विजय गर्नु	
bijaya garnu	to win victory over, to defeat
चाडपर्व / चाड	
chaaDparba /chaaD	Festival
छोप्नु	
chhopnu	to cover
दशमी	
dasami	tenth day of the festival
देवी दुर्गा	
debi durga	goddess
एक अर्कोमा	
ek arko maa	Each other
एकै ठाउँमा	
ekai Thaaau maa	In one place
घटस्थापना	
ghaTasthaapanaa	Beginning of Dashai
गोर्खा दरवार	
gorkha darbaar	Gorkha palace
हजारौ	
hajaarau	in the thousands
हरेक वर्ष	
harek barsa	every year
जमरा	
jamaraa	Barley plant
जतित्यति	
jati ... tyati	as much as ... that much
जौ	
Jau	Barley
का = को	
kaa = ko	of, ‘s
काल रात्री	
kaal raatri	Black night
कलश	
kalash	Vase

केहि	
kehi	some
खोल्नु	
kholnu	to open
लगाउनु	
lagaauunu	to plant, to wear
लुगा	
lugaa	clothes
ल्याउनु	
lyaaunu	to bring
मागनु	
maagnu	to ask for, to pray for, to beg
मार्नु	
maarnu	to kill
माया	
maayaa	Love
महत्त्वपूर्ण	
mahatwa purna	Important
महिशासुर	
mahisaasur	Demon
मन्दिर	
mandir	Temple
मुख्य	
mukhya	main
नव दुर्गा देवी	
naba durgaa debi	Goddess of power
नदी	
nadi	River
नौ	
nau	the ninth
नव रात्री	
nawa raatri	Nine days Festival
नयाँ	
nayaa	new
पारीवारीक चाड	
paariwaarik chaaD	Family festival
पाउनु	
paaunu	to get
पहिलो	
philo	first
परदेश	
parades	Other country, abroad
परिवार	
pariwaar	Family
फुलपाती	
phulpaati	Flower
पिड खेल्नु	
ping khelnu	to swing
पुजा गर्नु	
pujaa garnu	to worship
पुरानो	

puraano	old
राजा	
raajaa	King
राख्नु	
raakhnu	to put
रावण	
raavan	demon
राम	
Ram	name of a god
रमाइलो गर्नु	
ramaailo garnu	to have a good time, to enjoy oneself
शाह	
saaha	Shah dynasty
सधैं	
sadhai	always
सम्झाउनु	
samjhhaunu	to remind
शुरु हुनु	
suru hunu	to start, to begin
टिका लगाउनु	
Tikaa lagaunu	to put 'Tikaa' on the forehead
यहि	
yahi	in this very place

Bhaai Tikaa (tihaar)

यो चाडलाइ तिहार र दिपावली पनि भनिन्छ । दिपावली भनेको बत्तिको चाड हो । यो नेपालीको दोस्रो ठुलो चाड हो । यो चाड फुल र बत्तिको हो । यो चाड पाँच दिन मनाइन्छ । यस लाइ यम पञ्चक पनि भनिन्छ ।

yo chaaD laai 'tihaar' ra 'dipaawali' pani bhaninchha.dipaawali bhaneko batti ko chaaD ho.yo Nepali ko dosro Thulo chaD ho.yo chaaD phul ra batti ko ho.

yo chaaD paach din manaainchha.yas laai 'yama panchak' pani bhaninchha.

काग तिहार - तिहार को पहिलो दिन काग पुजा गरिन्छ , किनभने काग यमराजको सुचना वाहक हो ।

kaag tihaar--tihaar ko pahilo din kaag pujaa garinchha, kinabhane kaag yamaraaj ko suchanaa baahak ho.

कुकुर तिहार - दोस्रो दिन कुकुर पुजा गरिन्छ किनभने कुकुर यमराजको ढोका पाले हो । कुकुर भैरव को पनि वाहन हो ।

kukur tihaar--dosro din kukur pujaa garinchha kinabhane kukur yamaraaj ko Dhokaa paale ho.kukur bhairab ko pani baahan ho.

लक्ष्मी पुजा - तेस्रो दिन विहान गाई पुजा र बेलुका लक्ष्मी पुजा गरिन्छ । लक्ष्मी पुजामा बेलुका पालामा धेरै बत्तिहरु बालिन्छ र घर भिलिमिली बनाइन्छ अनि स्वास्नीमान्छे र केटा केटीहरु घर घरमा गएर नाच गान गरेर भैलो र देउसी गाएर पैसा र उपहार माग्छन् । यो एकदम रमाइलो हुन्छ ।

laxmi pujaa-- tesro din bihaana gaai puja ra beluka lakchmi pujaa garinchha.laxmi pujaa maa belukaa paalaa ma dherai batti haru baalinchha ra ghar jhilimili banaainchha ani swaasnimanchhe ra keTaakeTi haru ghar ghar maa gaera, naach gaan garera bhailo ra deusi gaaera paisaa ra upahaar maagchhan.yo ekdam ramaailo hunchha.

मह पुजा - चौथो दिन विहान गोबरधन र गोरु पुजा गरिन्छ र बेलुका नेवार जातीहरुले मह पुजा गर्छन् । मह पुजामा उनीहरु आफ्नो शरीरलाई आफै पुजा गर्छन् । यसमा उनीहरुको ठुलो भोज हुन्छ । यो दिन नेवार हरूको नयाँ वर्ष पनि हो त्यसकारण उनीहरु अरु पनि धेरै कार्यक्रमहरु गर्छन् ।

mha pujaa--chautho din bihaana gobardhan ra goru pujaa garinchha ra belukaa newaar jaati haru le 'mha pujaa'garchhan.'mha pujaa maa uniharu aaphno sarir laai aaphai pujaa garchhan. yas ma uniharu ko Thulo bhoj hunchha. yo din newar haru ko nayaa barsa pani ho tyaskaaran uniharu aru pani dherai kaaryakram haru garchhan.

भाइ टिका - अनि अन्तिम पाँचौ दिन भाइ पुजा गरीन्छ । यो दिन दाजु भाइ हरू ले दिदी बहिनीको हात बाट टिका लगाउँछन् । उनीहरु एक अर्कोमा उपहार साँट्छन् । एक अर्कोको लामो जीवनको प्रार्थना गर्छन् ।

bhaai Tikaa--ani antim paachau din bhaai pujaa garinchha.yo din daaju bhaai haru le didi bahini ko haat baaTa Tikaa lagaauachhan.uniharu ek arko maa upahaar saaTchhan.ek arko ko laamo jiwana ko praarthanaa garchhan.

यो चाड एकदम रमाइलो चाड हो ।

yo chaaD ekdam ramaailo chaaD ho.

Vocabulary Tihaar:

आफै

aaphai one self

आफ्नो

aaphno Own

अन्तिम

antim Last

वाहन

baahan Vehicle

बत्ति बाल्नु

baatti baalnu to light

बत्ति

batti lamp

बेलुका	
belukaa	evening
भाइ	
bhaai	younger brother
भैलो / देउसी	
bhailo/deusi	blessing song
भैरव	
bhairab	name of a God
भन्नु	
bhannu	to tell, to call
भोज	
bhoj	Feast
चाड	
chaaD	Festival
चौथो	
chautho	fourth
दाजुभाइ	
daajubhaai	brothers
ढोका पाले	
Dhokaa paale	door watch man
दोस्रो	
dosro	second
एक अर्कोमा	
ek arkomaa	Each other
केटाकेटी	
keTaakeTi	Children
गाई	
gaai	Cow
गाउनु	
gaunu	to sing
घर घरमा जानु	
ghar ghar ma jaanu	to go from house to house
गोवर्धन	
gobardhan	cow dung
गोरु	
goru	ox
हात	
haat	hand
जाति	
Jaati	people, ethnic group
झिलमिल बनाउनु	
jhilmil banaaunu	to make lighting
काग	
kaag	Crow
कार्यक्रम	
kaaryakram	Program
कुकुर	
kukur	Dog
लक्ष्मी	
lakchhmi	goddess of wealth
माग्नु	

maagnu मनाउनु	to ask for, to pray for, to beg for
manaauunu मह पुजा	To celebrate
mha pujaa नाचगान गर्नु	Worship to own self
naachgaan garnu नयाँ वर्ष	to sing and dance
nayaa barsa पाँचौँ	New year
paachau पाला	fifth
paalaa पहिलो	clay pot for lights
pahilo पैसा माग्नु	First
paisaa maagnu फुल	to ask for money
phul प्रार्थना गर्नु	flower
praarthanaa garnu पुजा गर्नु	to pray
pujaa garnu सादनु	to worship
saaTnu शरीर	to exchange
sarir सुचना वाहक	Body
suchanaa baahak तेस्रो	Messenger
tesro टिका लगाउनु	third
Tikaa lagaauunu उपहार	to put or wear a Tikaa mark on the forehead
upahaar यम पञ्चक	Gift
yama panchak यमराज	Five days of god of death
yamaraaj	God of death

Haritaalikaa (Tij)

नेपालमा धेरै चाडपर्वहरु हिन्दुजम र बुद्धिजम सँग सम्बन्धित छन् ।

Nepal maa dherai chaaDparba haru Hinduism ra Buddhism sanga sambandhit chhan .

नेपालमा हरेक महिना एउटा न एउटा चाड आउँछ । तिज पनि महिलाहरुको सबभन्दा

Nepal maa harek mahinaa euTaa na euTaa chaaD aauchha'.tij' pani mahilaa haru ko sabbhandaa

ठुलो चाड हो । तिज भदौ महिनामा पर्छ । ईलिस क्यालेण्डर अनुसार यो चाड अगस्ट-सेप्टेम्बर
 Thulo chaaD ho'tij' bhadau mahinaa maa parchha. English calender anusaar yo chaaD Aug- Sep
 महिनामा पर्छ । यो चाड मा विवाहित स्वास्नीमान्छेहरु ले आफ्नो श्रीमानको
 mahinaa maa parchha. yo chaaD maa bibaahit swaasni maanchhe haru le aaphno srimaan ko
 लामो उमेरको लागी र अविवाहित ले आफ्नो हुनेवाला श्रीमान राम्रो पाउँनको लागि यो ब्रत
 laamo umer ko laagi ra abibaahit le aaphno hunewaala srimaan raamro paauna ko laagi yo brata
 लिन्छन् । नेपाली चलन अनुसार , यो चाड को दिन सबै स्वास्नीमान्छेहरु रातो लुगा
 linchhan. Nepali chalan anusaar, yo chaaD ko din sabai swaasnimaanchhe haru raato lugaa
 लगाउँछन् , विवाहित महिलाहरु विवाहमा लगाएको लुगा लगाउँछन् , धेरै पोते र
 lagaauchhan , bibaahit mahilaa haru bibaaha maa lagaaeko lugaa lagaauchhan, dherai pote ra
 गहनाहरु लगाउँछन् , अविवाहितहरु पनि रातो र अरु रङ्गको लुगा लगाउँछन् ।
 gahanaa haru lagaauchhan, abibaahit haru pani raato ra aru rang ko lugaa lagaauchhan.
 तीज को एक दिन अगाडि दर खाने भनिन्छ । त्यो दिन सबै महिलाहरु आफ्नो आमाको घर
 tij ko ek din agaaDi 'dar khaane' bhaninchha tyo din sabai mahilaa haru aaphno aamaa ko ghar
 जान्छन् । त्यहाँ विभिन्न किसिमको खानाहरु बनाउँछन् । राती सम्म खाना खान्छन्
 jaanchhan tyahaa bivinna kicim ko khaanaa haru banaaachhan,raati samma khaanaa khaanchhan
 र रमाइलो गर्छन् तर भोली पल्ट दिनभरी उनीहरु पानी पनि खाँदैनन् , मन्दिर जान्छन् ,
 ra ramaailo garchhan tara bholi palTa dinbhari uniharu paani pani khaadainan, mandir jaanchhan,
 शिवको पुजा गर्छन् , नाच गान गरेर रमाइलो गर्छन् । यो दिन महिलाहरु स्वतन्त्र
 shiva ko pujaa garchhan, naach gaan garera ramailo garchhan. Yo din mahila haru swatantra
 हुन्छन् । भोली पल्ट बीहान मात्र पुजा गरेर पानी र खाना खान्छन् । यो चाड हेर्न
 hunchhan. bholipalTa bihaana maatra pujaa garera Paani ra khaanaa khaanchhan.yo chaaD herna
 शिव मन्दिर जानु पर्छ ।
 shiva mandir jaanu parch.

Vocabulary Tij:

अविवाहित	
abibaahit	unmarried
अगाडि	
agaaDi	before, ago, in front of
अनुसार	
anusaar	According to
बनाउनु	
banaaunu	to prepare, to make, to build
भदौ	
bhadau	name of a Nepali month
भोलीपल्ट	
bholipalTa	the next day
विवाह	
bibaaha	Marriage
विवाहित	
bibaahit	Married
विभिन्न	
bivinna	different
ब्रत लिनु	
brata linu	to fast
चलन	
chalan	custom
दर खाने	

dar khaane दिनभरी	special eating day for women
dinbhari एउटा न एउटा	the whole day
euTaa na euTaa गहना	at least one
gahanaa हरेक	Ornament
harek हुनेवाला श्रीमान	Every
hunewaala srimaan किसीम	Future husband
kicim लगाउनु	Types
lagaauunu लुगा	to wear
lugaa महिला	clothes
mahilaa महिना	woman
mahinaa मन्दिर	Month
mandir नाचगान गर्नु	Temple
naachgaan garnu पाउनु	to sing and dance
paaunu पर्नु	to get
parnu पोते	to occur, to fall
pote पुजा गर्नु	beads
pujaa garnu राती	to worship
raati रातो	Night
raato रमाइलो गर्नु	Red
ramaailo garnu रङ्ग	to have a good time, to enjoy oneself
rang सबभन्दा ठुलो	Colour
sabbhandaa Thulo सम्बन्धित	Biggest
sambandhit स्वतन्त्र	Related to
swatantra उमेर	Free
umer	Age

Tibetan Losar:

यो तिबेतेन लोसार चाड बुद्धिजम सँग सम्बन्धित छ । यो लोसार बुद्धिजम धर्म मान्ने हरुको ठुलो चाड हो । लोसार भनेको नयाँ वर्ष हो । तिबेतेन क्यालेण्डर ले १२ वर्ष को चक्र मार्छ र यो जनावरको नामबाट हुन्छ । यो वर्ष (२००३) “वाटर सिप” वर्ष २१३० हो ।

yo ‘Tibeten losar’ chaaD Buddhism sanga sambandhit chha. yo ‘Losar’ Buddhism dharma maanne haru ko Thulo chaaD ho . losaar bhaneko ‘nayaa barsa’ ho. Tibetan calender le 12 barsa ko chakra maanchha ra yo janaawar ko naam baaTa hunchha. yo barsa (2003) Tibetan ‘Water sheep’ barsa 2130 ho.

यो चाड को तयारी , पुरानो वर्षको अन्तिम महिनाको अन्तिम तारीख को दिन सुरु हुन्छ । त्यो

yo chaaD ko tayaari, puraano barsa ko antim mahinaa ko antim taarikh ko din suru hunchha. tyo

दिन घर र घर को वारीपारी सबै सफा गरेर फोहर घर बाहिर फाल्नु पर्छ । राती मा

din ghar ra ghar ko waripari sabai saphaa garera phohor ghar baahira phaalnu parchha. raati maa paasta stid pakaunu parchha . tyasama nou misne bastu चाहिन्छ , तब सानो ,

‘ pasta stew’ pakaaunu parchha. tyasmaa kamti maa nau misne bastu chaahinchha, taba saano,

सानो , पीठोको भित्र नुन , खुर्सानी , कोइला , कपडा , चिनी आदि भरीन्छ र स्टीड मा

saano, piTho ko Dallo bhitra nun, khursaani, koilaa, kapaDaa, chini aadi bharinchha ra ‘stew maa misaainchha .

missaainchha.

जब राती त्यो स्टीड परिवार लाई बाँडिन्छ हरेक परिवार को सदस्य लाई त्यो पीठो को

jaba raati tyo ‘ Stew’ pariwaar laai baaDinchha harek pariwaar ko sadasya laai tyo piTho ko

डल्लो दिन्छन , कपडाले राम्रो मुटु सुचीत गर्छ , नुन ले तिखो जिब्रो सुचित गर्छ ,

Dallo diinchha, kapaDaa le raamro mutu suchit garchha, nun le tikho jibro suchit gaarchha,

कोइलाले कालो मुटु सुचित गर्छ , चिनी ले मिठो जिब्रो सुचित गर्छ इत्यादि ।

koilaa le kaalo muTu suchit garchha, chini le miTho jibro suchit garchha ityaadi.

लोसर को पहिलो दिन परिवारहरु ले एक अर्को लाई शुभ कामना दिन्छन । त्यो दिन परिवारको

losar ko pahilo din paribar haru le ek arko laai subha kaamanaa dinchhan . tyo din pariwaar ko

सबै सदस्य हरु ले नयाँ तिबेतेन लुगा लगाउछन ,

sabai sadasya haru le nayaa Tibetan lugaa lagaauchhan,

एक अर्को लाई र उपहार दिन्छन । जेठो ले कान्छो लाई पनि उपहार दिन्छन ।

ek arko laai silk scarves ra upahaar dinchhan jeTho le kaanchho laai pani upahaar dinchhan.

त्यो दिन केटा केटी हरुले जे गरे पनि ठुलो ले उनीहरुलाई गाली गर्नु हुन्न किनभने त्यो

tyo, din keTaakeTi haru le je gare pani Thulo le uniharu laai gaali garnu hunna kinabhane tyo

दिन जसरी जान्छ आउने वर्ष पनि त्यस्तै हुन्छ । यो दिन तिबेतेन र शेर्पा परिवार हरु

din jasari jaanchha aaune barsa pani tyastai hunchha. yo din Tibetan ra sherpa pariwaar haru

धेरै नाच्छन , गाउँछन भोज खाच्छन , पिउँछन र रमाइलो गर्छन् ।

dherai naachchhan, gaauchhan bhoj khaanchhan, piuchhan ra raamaailo garchhan.

लोसर को पहिलो दिन सबै आफ्नो परिवार को सदस्य को लागि , गुम्बा जानको लागि र

losar ko pahilo din sabai aaphno pariwaar ko sadasya ko laagi, gumbaa jaana ko laagi ra

धार्मिक गुरु हरु को लागि हो ।

dhaarmik guru haru ko laagi ho.

लोसर को दोस्रो दिन अरु नातेदार हरु , साथि हरु र छिमेकी हरु बाट उपहार लिन र दिन

losar ko dosro din aru naatedaar haru, saathi haru ra chhimeki haru baata upahaar lina ra dina

को लागि हो ।

ko laagi ho.

लोसर को तेस्रो दिन सबै काठमाण्डौ को तिबेतेन हरु बौद्धनाथ स्तुप जान्छन र बृद्ध

losar ko tesro din sabai KTM ko Tibetan haru ‘ Boudhanath stupa’ jaanchhan ra Buddha

भगवान लाई आगो चढाउछन । यो अरु सबै को लागि पनि हेर्न र भाग लिन एकदम
 bhagbaan laai aago chaDhaauchhan. yo aru sabai ko laagi pani herna ra bhaag lina ekdam
 रमाइलो दिन हो । अन्तिममा सबै जना ज्ञानी भगवान बुद्ध को प्रार्थना गर्छन र
 ramaailo din ho. antim maa sabai janaa gyaani bhagbaan Buddha ko praarthanaa garchhan ra
 आउने नयाँ वर्षको लागि वहाँलाई धन्यवाद दिन्छन ।
 aaune nayaa barsa ko laagi wahaalaai dhanyabaad dinchhan.
 यो चाड लगातार १५ दिन सम्म मनाइन्छ ।
 yo chaaD lagaataar 15 din (Full moon) samma manaainchha.

Vocabulary Losar:

आगो चढाउनु	
aago chaDhaaunu	Fire offerings
अन्तिम	
antim	the last
बाड्नु	
baaDnu	to Serve
बाहिर	
baahira	Outside
वर्ष	
barsa	Year
भाग लिनु	
bhaag linu	to participate
भगवान	
bhagabaan	God
भर्नु	
bharnu	to Fill
भित्र	
bhitra	Inside
भोज	
bhoj	Feast
चक्र	
chakra	Cycle
छिमेकी	
chhimeki	neighbor
चिनी	
chini	Sugar
धार्मिक गुरु	
dhaarmik guru	Religious teacher
धर्म	
dharma	Religion
दिन जसरी जान्छ	
din jasari jaanchha	The way the day goes
एक अर्को	
ek arko	each other
गाली गर्नु	
gaali garnu	to scold
गाउनु	
gaaunu	to sing
ज्ञानी	
gyaani	Enlightened
जब	

jaba जनावर	When
janaawar जे गरे पनि	animal
je gare pani जेठो	Whatever they do
jeTho जिब्रो	Elder
jibro कामना	Tongue
kaamanaa कान्छो	wish, desire
kaanchho कम्तिमा	Younger
kamtimaa कपडा	at least
kapaDaa खुर्सानी	cloth
khursaani कोइला	Chilly
koilaa लगातार	Coal
lagaataar मान्नु	continuously
maannu महिना	to follow, to believe in
mahinaa मनाउनु	Month
manaunu मिसाउनु	to celebrate, to hold a feast
misaaunu मिस्ने बस्तु	to mix
misne bastu मुटु	Ingredients
muTu नाच्नु	Heart
naachnu नातेदार	to dance
naatedaar नयाँ	relatives
nayaa नुन	New
nun पकाउनु	Salt
pakaunu फाल्नु	to cook
phaalnu फोहर	to throw
phohor पिठो को डल्लो	Dirt, dirty
piTho ko Dallo	Dough

पिउनु	
piunu	to drink
रमाइलो	
ramaailo	pleasant
प्रार्थना गर्नु	
praarthanaa garnu	to pray
पुरानो	
puraano	old
राती	
raati	Night
सदस्य	
sadasya	Member
सम्बन्धित	
sambandhit	Related
सँग	
sanga	With
सफा गर्नु	
saphaa garnu	to clean
शुभ	
subha	good, felicitous, happy
सुचित गर्नु	
suchit garnu	to indicate
शुरु हुनु	
suru hunu	to start, to begin
तारिख	
taarikh	date according to the western calendar
तब	
taba	Then
तयारी	
tayaari	Preparation
ठुलो	
Thulo	superior, elder, adult
तिखो	
tikho	Sharp
त्यस्तै	
tyastai	Like that
उपहार	
upahaar	Gift
वरिपरी	
waripaari	Around

GhoDejaatraa (The horse race Festival)

यो घाडे जात्रा चाड काठमाण्डौ शहर को नेवार जाती को ठुलो चाड हो । यस लाई
yo ‘ ghoDe Jaatraa’ chaaD Kathmandu sahar ko newaar jaati ko Thulo chaaD ho.yas laai ‘
पान्चाारे पनि भनिन्छ । उनीहरु यो चाड तिन दिन मनाउँछन । यो चाड मा उनीहरु
paanchaare’ pani bhaninchha.uniharu yo chaaD tin din manaauchhan.yo chaaD maa uniharu
आफ्नो परीवारहरु , साथि हरु नातेदारहरु लाई घर मा बोलाउँछन र ठुलो भोज
aaphno pariwaarharu, saathi haru naatedaar haru laai ghar maa bolaauchhan ra Thulo bhoj
गर्छन । त्यो दिन नेपाली आर्मी हरु ले टुडिखेलमा घोडा डौडाउँछन र अरु विभिन्न

garchhan.tyo din Nepali army haru le TuDikhel maa ghoDaa dauDaauchhan ra aru bivinna
कार्यक्रमहरु गर्छन् । यो कार्यक्रम हेर्न हाम्रो राजा र रानी पनि जान्छन् । यो दिन
kaaryakram haru garchhan. yo kaaryakram herna haamro rajaa ra raani pani jaanchhan.yo din
सरकारी कार्यालय र स्कूल हरु विदा हुन्छ ।
sarkaari kaaryaalaya ra school haru bidaa hunchha.

Vocabulary GhoDejaatraa:

भोज	
bhoj	Feast
विदा	
bidaa	holiday
विभिन्न	
bivinna	different
बोलाउनु	
bolaaunu	to call
डौडाउनु	
dauDaaunu	to make run, to race
घोडा	
ghoDaa	Horse
जाती	
jaati	people, ethnic group, caste
जात्रा	
jaatraa/chaad	Festival
कार्यालय	
kaaryaalaya	Office
कार्यक्रम	
kaaryakram	Program
मनाउनु	
manaaunu	to celebrate
नातेदार	
naatedaar	Relative
राजा	
raajaa	King
रानी	
raani	queen
शहर	
sahar	Town
सरकारी	
sarkaari	Governmental

HOMEWORK

Lesson 22 B

1 Memorise the learning contents of Lesson 22 B

2 Prepare the Task

*3 Translate these sentences or do number 8:

1. Dasain is the biggest festival in Nepal
2. Dasain is bigger than Tihar
3. Losar is the biggest festival for the Tibetans who follow Buddhism
4. People go to the temple of the goddess and worship
5. After they have worshipped at the temple, they go home to eat with their family
6. Those who follow Hindu religion don't celebrate Christmas
7. They didn't even go home for Dasain this year

4 Memorise the numerals 60 - 70

5 Learn Devanagari: ya, ra, la, wa

6 Read Lesson 7: Dialogue 2:

- १ट्याक्सी
२ जाने हो हजुर ?
१ हो, मलाईजानु छ ।
२ ए...यो कतातिर पर्छ मलाई थाहा छैन
१ धेरै टाढा छैन नजिक छ जाउ, म तपाईंलाई देखाउछु, सोभो जानुस अब मन्दिर बाट बायाँ तिर, फेरी सोभो जानुस दरबारको ठुलो सेतो ढोका आएपछि त्यसको अगाडी बायाँतिरजाने बाटो छ बाया मोढनुस....ल अब रोक्नुसआईपुग्यो धन्यवाद, कति रुपैया भयो ?
२ ५० रुपैया
१ लिनुस, जाउ है
२ हस

*7 Make sentences in the present continuous positive tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*8 Write a sentence for each of the following words/expressions:

- a. *bhandaa*
- i. *agaaDi*
- j. *anusaar*
- k. *waripari*
- l. *baahira*

LESSON 23

Cross cultural comparisons: Sanskritik bhinnataa

In this lesson you will learn to:

1 talk about family life

Nepali pariwaar ko jiwana kina gaaharo chha? /
Nepali family 's life why difficult it is
kinabhane Nepali pariwaar Thulo hunchha
because Nepali families big are

2 talk about social welfare

sarkaar baaTa subidhaa chha? /
government from facility is
chhaina, sabai aaphai garnu parchha
it isn't, all self do it is necessary

3 ask about qualities (how big, etc)

Nepali pariwaar kati Thulo hunchha? /
Nepali families how big are
10 dekhi 20 janaa samma ko hunchha
10 from 20 person to of are

4 ask about who is responsible for what

ghar ko kaam kase garchha ? /
house of work who agent marker does
dheraijaso swaasnimaanchhe haru le ghar ko kaam garchhan
mostly womens agent marker house of work do

5 finish a conversation

has ta
OK then

Culture:

Family life, social welfare, gender

Task:

Ask someone in the office

- ✓ how big their family is
- ✓ which relatives are living together
- ✓ who does the house work

Note down and bring back to class

Review:

Numerals: Memorise the numerals 70 - 80

Devanagari: Learn Devanagari: sibilants and glottal fricative: sa, sha, sa, ha
Read dialogue Lesson 8: dialogue

Language focus: **question/answer with why/because:** *kina/kinabhane*
self/own: *aaphai/aaphno*
asking for quality (how + adjective): *kati + adjective*
post positions: *baaTa; ...dekhi ...sama; (e)pachhi; sangai*
impersonal verb: it is necessary, must: *parchha*
agent marker: *le*
verb conjugation: present tense
classifier for people: *janaa*

Practice dialogue:

- A: How is family life in Nepal?
 B: It is hard
 A: Why?
 B: Because families are very big
 A: Who does the house work?
 B: Mostly the women do the house work
 A: Where do children over 18 years live?
 B: They live with their family
 A: Are there any government facilities?
 B: No, you must do everything yourself

Dialogue 1: Nepali family life

- नेपाली परिवारको जीवन कस्तो छ ?
 A Nepali pariwaar ko jiwan kasto chha ?
 नेपाली परिवारको जीवन अलिअलि गाहारा छ
 B Nepali pariwaar ko jiwan aliali gaahaaro chha
 किन ?
 A kina?
 किनभने, नेपाली परिवार ठुलो हुन्छ, सरकारबाट सुबिधा छैन, सबै आफै गर्नु पर्छ
 B kinabhane, Nepali pariwaar Thulo hunchha,sarkaar baaTa subidhaa chhaina ,sabai aaphai garnu parchha
 नेपाली परिवार कति ठुलो हुन्छ
 A Nepali pariwaar kati Thulo hunchha
 धेरैजसो १० देखि २० जना सम्मको हुन्छ
 B dheraijaso 10 dekhi 20 janaa samma ko hunchha
 सबै परिवार संगै बस्छन ?
 A sabai pariwaar sangai baschhan ?
 धेरैजसो सबै संगै बस्छन
 B dheraijaso sabai sangai baschhan
 घरको काम कसले गर्छ ?
 A ghar ko kaam kasle garchha ?
 धेरैजसो स्वास्नीमान्छेले घरको काम गर्छन, अनि लोग्नेमान्छेले बाहिरको काम
 B dheraijaso swaasnimaanchhe le ghar ko kaam garchhan,ani lognemaanchhe le baahira ko kaam
 १८ वर्ष पछि छोराछोरीहरु कहाँ बस्छन ?
 A 18 barsa pachhi chhoraachhori haru kahaa baschhan ?
 परिवारसंगै बस्छन ।

- B pariwaar sangai baschhan.
नेपालमा कर तिर्नु पर्छ ?
- A Nepal maa kar tirnu parchha ?
नेपालमा कर तिर्नु पर्छ तर सुबिधा पाईदैन
- B Nepal maa kar tirnu parchha tara subidhaa paaidaina.
ए...हस त धन्यवाद
- A e...has ta dhanyabaad.

Vocabulary 1

aaphai	आफै	one self
baahira	बाहिर	outside
basnu	बस्नु	to stay
dheraijaso	धेरैजसो	mostly
dubai	दुबै	both
gaahaaro	गाहारो	difficult
jiwan	जिवन	life
kar	कर	tax
lognemaanchhe	लोग्नेमान्छे	man
sabai	सबै	all
sangai	संगै	together
sarkaar	सरकार	government
subidhaa	सुबिधा	facility, amenities
swaasnimaanchhe	स्वास्नीमान्छे	woman
tirnu	तिर्नु	to pay

Dialogue 2: Comparing Nepali and Danish family life

- डेनिस परिवारको जीवन र नेपाली परिवारको जीवनमा के के भिन्नताहरु छन?
- A Danish pariwaar ko jiwan ra Nepali pariwaar ko jiwan
maa ke ke bhinnataa haru chhan ?
डेनिस परिवार सानो हुन्छ। नेपाली परिवार ठुलो हुन्छ।
- B - Danish pariwaar saano hunchha, Nepali pariwaar Thulo hunchha
डिकेमा लोग्नेमान्छे र स्वास्नीमान्छे दुबैले घरको काम गर्छन
- DK maa lognemaanchhe ra swaasnimaanchhe dubai le ghar ko kaam garchhan
तर नेपालमा धेरैजसो स्वास्नीमान्छेले मात्रै घरको काम गर्छन ।
tara Nepal maa dheraijaso swaasnimaanchhe le maatrai ghar ko kaam garchhan.
डिकेमा १८ वर्ष पछि छोराछोरीहरु एकलै बस्छन तर नेपालमा परिवारसंग बस्छन
- Dk maa 18 barsa pachhi chhoraachhori haru eklai baschhan tara Nepal maa pariwaar
sanga baschhan.
डिकेमा आम्दानीको ६० % कर तिर्नुपर्छ तर सबै सुबिधा सरकारले दिन्छ नेपालमा कर तिर्नु पर्छ तर सुबिधा छैन ।
- Dk maa aamdaani ko 60% kar tirnu parchha tara sabai subidhaa sarkaar le dinchha
Nepal maa kar tirnu parchha tara subidhaa chhaina.
हो.....डेनिस र नेपाली परिवारको जीवनमा धेरै भिन्नताहरु रहेछन
- A oh...Danish ra Nepali pariwaar ko jiwan maa dherai bhinnataa haru rahechhan.

Vocabulary 2

aamdaani	आम्दानी	income
----------	---------	--------

bhinnataa	भिन्नता	differences
dheraijaso	धेरैजसो	mostly
dubai	दुबै	both
eklai	एकलै	alone
jiwan	जीवन	life
kar	कर	tax
maatrai	मात्रै	only (with emphasis)
sabai	सबै	all
sarkaar	सरकार	government
subidhaa	सुबिधा	facility, amenities
tirnu	तिर्नु	to pay

HOMEWORK

Lesson 23

- 1 Memorise the learning contents of Lesson 23
- 2 Prepare the Tasks
- *3 Translate the following sentences or do number 8:
 - a) In Denmark I do the house work myself
 - b) How big is your house in Denmark?
 - c) Women in Nepal must live with their husband's parents
 - d) She bought flowers for her 3 sisters
 - e) After going to the shop, he worked outside from 3 to 5
 - f) Parents think that daughters don't need to go to school
 - g) Nepali men live with their own parents
- 4 Memorise the numerals 70 - 80
- 5 Learn Devanagari: sa, sha, sa, ha
- 6 Read Lesson 8: Dialogue:
 - १ नमस्ते, डाक्टर
 - २ नमस्ते, आउनुस, बस्नुस, तपाईंलाई के भयो ?
 - १ मलाई हिजो देखी धेरै पेट दुख्यो र अलिअलि टाउकोपनि दुख्यो ।
 - २ हिजो के के खाना खानु भयो ?
 - १ हिजो साथीसंग रेस्टुरेन्ट गए र त्यहा खाना खाए अनि राती देखीनै पेट दुख्यो ।
 - २ ए,.....काचो, सलाद पनि खानुभयो ?
 - १ हो, किन ठुलो होटलमा पनि काचो सलाद सफा हुदैन ?
 - २ मेरो बिचारमा हुदैन
 - १ अब के गर्ने ?
 - २ म तपाईंलाई औषधि दिन्छु, यो खानुस ठिक हुन्छ होला तर उमालेको पानी मात्र खानुस ।
 - १ ठिक छ तर, यो औषधिले निन्द्रा लाग्छ कि, मलाई अफिस जानु पर्छ
 - २ अलिअलि निन्द्रा लाग्छ तर धेरै निन्द्रा लाग्यो भने भोली आधा ट्याबलेट मात्र खानुस ।
 - १ हस म त्यसै गर्छु, धन्यवाद ।
- *7 Make sentences in the present continuous negative tense with:
 - 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *8 Write a sentence with each of the following words/expressions:
 - 1 *aaphai*
 - 2 *aaphno*
 - 3 *kati + adjective*
 - 4 *baaTa*
 - 5 *...dekhi ...samma*
 - 6 *(e)pachhi*
 - 7 *sangai*
 - 8 *le* (agent marker)

REVIEW 2

Lessons 20- 23

1 Review Lesson 23:

1 ***Learning contents:***

Pair work

2 ***2nd day dialogue:***

Pair work

3 ***Homework:***

Pair work

4 ***Listening:***

Whole class

2 Review Lessons 20-23:

1 ***Listening***

The teacher reads the listening texts from Lessons 20 - 22

Students listen

Checking for understanding

2 ***Speaking***

Role play:

Discussing differences between Denmark and Nepal

3 ***Numerals***

The teacher reads a random selection of numerals: 1-80

Students write down

Students check in pairs

4 ***Devanagari***

Pair work 1:

Students read the dialogues from Lessons 5-8, changing roles

Pair work 2:

Students take turns naming the letters they have learned using the wooden block letters or Devanagari poster

5 ***Listening/responding***

Task from Lesson 23

Lesson 24

Gender Issues: Laingik bisaya/prasanga

In this lesson you will learn to:

1 list actions in a sequence

9-10 class pugepachhi dherai keTi haru le school chhoDchhan
9-10 grade reach after many girls agent marker school they leave

2 answer 'why' questions with 'because'

kinabhane wahaa ko aamaa baa ko bichaar maa 9-10 class paDhepachhi pugchha
because their parents 's opinion in 9-10 grade study after it is enough

3 talk about the subject of a discussion

ke chhalphal gardaihunuhunchha?/
what discussion you are doing
yahaa mahila ra purus ko baarema chhalphal gardaichhau
here women and men about discussion we are doing

4 express agreement with somebody's opinion

mero bichaar maa pani yo samaan hunu parchha
my opinion in also this equal be it is necessary

5 change the focus of a topic with 'but what about..'

tara yahaa ni?
but here what about

6 express that something is not quite the way it should be

chha na ta chha, tara sanskriti anusaar pharak chha
is emphatic though is, but culture according to different it is

7 ask in what way things differ

kasari pharak chha?
how different it is = how is it different?

8 list actions in a temporal sequence

chhori bihaa garepachhi arko ghar maa jaane kaam siknu parchha
daughter wedding do after other home in go work learn it is necessary

9 ask how you can change something

yaslaai kasari samaan garne?
this to how equal make

10 express a wish to continue doing something at a later time

yo chhalphal ta ajhai bholi garnuparchha holaa
this discussion though further tomorrow make it is necessary maybe

11 talk about events in the past

dherai barsa pahile haamro desh maa pani mahilaa ko sthaan Thulo thiyo
many years ago our country in also women's status high it was

12 use 'of' (ko/kaa) with nouns in plural

tyo samaya kaa mahilaa haru ...
that time of women plural = women of that time

Culture:

Gender issues in Nepal

Task:

Ask someone in the office

- ✓ What differences there were in the upbringing of them and their sisters/brothers
- ✓ Whether they live with their own family, that of their spouse or without any parents
- ✓ Who does the cooking, shopping and other housework in their family
- ✓ (if talking to a man) whether his wife has an education and is working
- ✓ Whether they are bringing up their own sons and daughters on an equal basis

Review:

Numerals: 80 - 90

Devanagari: special conjunct characters: ksa, jna, sra, tta, tra, dya
Read dialogue 1: Lesson 9

Language focus: **verb conjugation:** passive: future, present continuous, past, injunctive ('let me/us')
post positions: 'according to': *anusaar*, 'about': *ko baaremaa*, 'for': *ko laagi*,
'after': *-e pachhi*, 'inside': *bhitra*, 'from': *baaTa*, 'outside': *baahira*
impersonal verb: *parchha*
composite nouns
agentive: *le*
'of' (ko) with plural nouns: *kaa*

Practice dialogue

- A: What are you discussing?
B: We are having a discussion about men and women
A: In my opinion they should be equal
B: I agree, but how can you make them equal?
A: That is a problem, because according to the culture they are different
B: But many years ago the status of women in Nepal was high
A: Yes, but now a days only the status of men in Nepal is high
B: Hm, there is a lot of work at home, I must go
A: We should talk more about this tomorrow

Dialogue 1: School attendance

- तपाईंको स्कूलमा कति जना केटा, कति जना केटी, पढ्छन ?
- A tapaai ko school maa kati janaaa keTaa, kati janaaa keTi, paDhchhan ?
१५० जना केटा र ५० जना केटी
- B 150 janaa keTaa ra 50 janaa keti.
किन केटी ५० जना मात्र ?
- A kina keTi 50 janaa maatra ?
९ /१० क्लास पुगेपछि धेरै केटीहरुले स्कूल छोड्छन
- B 9/10 class pugepachhi dherai keTi haru le school chhoDchhan
किन ?
- A kina ?
किनभने, उहाको आमा बा को बिचारमा ९ /१० क्लास पढेपछि पुग्छ
- B kinabhane, wahaa ko aamaa baa ko bichaar maa 9/10 class padhepachhi pugchha
किन ?
- A kina ?
छोरीको छिटो बिहे गर्न अनि छोरीलाई घरको काम सिकाउन
- B chhori ko chhiTo bihe garna ani chhori laai ghar ko kaam sikauna.
यो बिचार गाउँमा मात्र कि शहरमा पनि छ ?
- A yo bichaar gaau maa maatra ki sahar maa pani chha ?
गाउँमा अबै धेरै छ तर शहरमा आजभोली फरक छ
- B gaau maa ajhai dherai chha tara sahar maa aajabholi pharak chha.

Vocabulary dialogue 1

aajabholi	आजभोली	now a days
ajhai	अबै	still, even
bihe	बिहे	marriage
bihe garnu	बिहे गर्नु	to marry
chhiTo	छिटो	early, fast
chhoDnu	छोड्नु	to leave
gaau	गाउँ	village
paDhnu	पढ्नु	to study, to read
pharak	फरक	different
pugnu	पुग्नु	to reach, to be enough
sahar	शहर	town
sikaunu	सिकाउनु	to teach

Dialogue 2: Talking about gender related roles of men and women

A - a foreigner – is having a discussion about gender with some other people

B – a Nepali – joins the discussion

- नमस्ते दिदी , आउनुस , बस्नुस
- A Namaste didi, aaunus ,basnus.
नमस्ते , के छलफल गर्दैहुनुहुन्छ ?
- B namaste,ke chhalphal gaardaihunuhunchha?
यहाँ महिला र पुरुषको बारेमा छलफल गर्दैछौं, तपाइको विचार पनि भन्नुस न ।

- A yahaa mahila ra purusko baarema chhalphal gardaichhau, tapaa ko bichaar pani bhannus na meero vichar ma vikaash ko लागि महिला र पुरुष दुवै को भूमिका समान हुनु पर्छ ।
- B mero bichaar maa bikaas ko laagi mahilaa ra purus dubai ko bhumikaa samaan hunu parchha meero vichar ma pani , yo samaan hunu पर्छ , हाम्रो देश मा महिला र पुरुष को
- A mero bichaar maa pani, yo samaan hunu parchha, haamro desh maa mahilaa ra purus ko भूमिका समान छ तर यहाँ नि ?
bhumikaa samaan chha tara yahaa ni ?
छ न त छ तर संस्कृती अनुसार फरक छ ।
- B chha na ta chha tara sanskriti anusaar pharak chha कसरी फरक छ ?
- A kasari pharak chha?
हाम्रो देश मा छोरा र छोरी लाई हुर्काउने संस्कृती नै फरक छ , छोरी
- B haamro desh maa chhoraa ra chhori laai hurkaaune sanskriti nai pharak chha jastai; chhori विहा गरेपछि अर्को घरमा जाने काम सिक्नु पर्छ तर छोरा आफ्नो घर मा
bihaa garepachhi arko ghar maa jaane kaam siknu parchha tara chhoraa aaphno ghar maa बस्ने कामाउनु पर्छ त्यसकारण धेरै पढ्नु पर्छ । हेर्नुस , यो दुई फरक
basne kamaaunu parchha tyaskaaran dherai paDhnu parchha. hernus ,yo dui pharak भूमिका , महिलाको घर भित्र , पुरुषको भूमिका घर बाहिर अब यसलाई
bhumikaa.mahilaa ko bhumikaa ghar bhitra, purus ko bhumikaa ghar baahira aba yaslaai कसरी समान गर्ने ? यो हाम्रो अहिलेको समस्या हो । यसको लागि हामीहरूले हाम्रो
kasari samaan garne ? yo hamro ahile ko samasyaa ho.yasko laagi haamiharu le haamro सामाजिक ढाँचा मा नै परिवर्तन गर्नु पर्छ ।
saamaajik Dhaachaa maa nai pariwartan garnu parchha.
ओ ! कस्तो चाखलाग्दो कुरा , यो छलफल त अभै भोली गर्नुपर्छ होला
- A oh! kasto chaakhlaagdo kuraa, yo chhalphal ta ajhai bholi garnuparchha holaa हुन्छ , म भोली फेरि आउँला , आज घर मा धेरै काम छ , जाउँ है नमस्ते ।
- B hunchha, ma bholi pheri aaulaa, aaja ghar maa dherai kaam chha, jaau hai namaste.

Vocabulary, dialogue 2:

अभै	
ajhai	Still, further
अनुसार	
anusaar	According to
बाहिर	
baahira	Outside
भित्र	
bhitra	Inside
भूमिका	
bhumikaa	Role
विकाश	
bikaas	Development
चाखलाग्दो	
chaakhlaagdo	Interesting
छलफल गर्नु	
chhalphal garnu	to discuss
ढाँचा	
dhaachaa	Structure
दुवै	

dubai	both
घर	
ghar	House
हुर्काउनु	
hurkaaunu	to raise, to bring up
कमाउनु	
kamaaunu	to earn an income
महिला	
mahilaa	Woman
परिवर्तन	
pariwartan	change
पुरुष	
purus	Man
सामाजिक	
saamaajik	Social
समान	
samaan	Equal
संस्कृती	
sanskriti	Culture

Text: Gender Issues (Langik bibaad); a historical view

नेपाल एउटा गरीब र विकासशिल देश हो । आजभोलि देशमा सबैतिर विकाशको नारा छ ,
Nepal euTaa garib ra bikaashil desh ho.aajabholi desh maa sabai tira bikaas ko naaraa chha,
नेपालको विकाशको लागि धेरै देश हरु ले सहयोग दिदैछन तर यो विकाश पुरुष बाट
Nepal ko bikaas ko laagi dherai desh haru le sahayog didaichhan tara yo bikaas purus baaTa
मात्र सम्भव छैन , महिलाको पनि सहभागिता एकदम जरुरी छ । विकशित देशहरु
maatra sambhab chhaina, mahilaa ko pani sahabhaagitaa ekdam jaruri chha. bikasit desh haru
मा महिला र पुरुष को सहभागिता र अधिकार बराबर छ तर अविकसित देश हरुमा
maa mahila ra purus ko sahabhaagitaa ra adhikaar baraabar chha tara abikasit desh haru maa
महिला सहभागिता र अधिकार दुवै कम छ । त्यसकारण आज भोलि महिलाहरु को समान
mahilaa sahabhaagitaa ra adhikaar dubai kam chha.tyaskaaran aaja bholi mahilaa haru ko samaan
हक को लागि धेरै गैर सरकारी संस्था हरु ले विभिन्न चेतना जगाउने कार्यक्रम हरु
hak ko laagi dherai gair sarkaari sansthaa haru le bivinna chetanaa jagaaune kaaryakram haru
गदैछन । धेरै वर्ष पहिले हाम्रो देशमा पनि महिला को स्थान ठुलो थियो जस्तै :
gardaichhan.dherai barsa pahile haamro desh maa pani mahilaa ko sthaan Thulo thiyo jastai:
गार्गी , मैत्री , भृकुटी आदि । त्यो समयका महिलाहरु शिक्षित र राजनितिज्ञ थिए तर
Gaargi, maitri, Bhrikuti,aadi. tyo samaya kaa mahilaa haru sikchhit ra raajnitigya thie tara
विस्तारै समय परिवर्तन भयो , महिल हरु फेरी पछाडी भए तर आजभोलि फेरि
bistaarai samaya pariwartan bhayo,mahilaa haru pheri pachhaDi bhae tara aajabholi pheri
महिलाको विकाश , सहभागिता , चेतना र अधिकार को कुरा आउँदैछ । सबै महिलाहरु
mahilaa ko bikaas, sahabhaagitaa, chetanaa ra adhikar ko kuraa aaudaichha. sabai mahilaa haru
मा यो चेतना आउनु एकदम जरुरी छ किनभने चेतना नै विकाशको पाईला हो । महिला र
maa yo chetanaa aaunu ekdam jaruri chha kinabhane chetanaa nai bikaas ko paailaa ho.mahilaa ra
पुरुष दुवै ले संगै यो पाईला चाल्नु पर्छ अनि मात्र विकाश को काम सजिलो हुन्छ ।
purus dubai le sangai yo paailaa chaalnu parchha ani maatra bikaas ko kaam sajilo hunchha.

Vocabulary, text:

आदी	
aadi	etc
आजभोली	
aajabholi	Now a days
अबिकसित	
abikasit	under developed
अधिकार	
adhikaar	right
बराबर	
baraabar	equal
वर्ष	
barsa	Year
विभिन्न	
bibhinna	Different
विकाशशील	
bikaasshil	developing
विकशीत	
bikasit	developed
विस्तारै	
bistaarai	rather slowly
चेतना जगाउने	
chetanaa jagaaune	awareness raising
दुवै	
dubai	both
Gaargi, Maitri, Bhrikuti	3 famous Nepali women
गैर सरकारी संस्था	
gair sarkaari sanstha	NGO
गरीब	
garib	poor
जरुरी	
jaruri	Important
जस्तै	
jastai	such as
कार्यक्रम	
kaaryakram	Program
कम	
kam	less
महिला	
mahilaa	woman
नारा	
naaraa	slogan
पाईला चाल्नु	
paailaa chaalnu	to take steps
पाइला	
paailaa	step
पछाडि	
pachhaaDi	Back, behind
पहिले	
pahile	ago

परिवर्तन	
pariwartan	change
पुरुष	
purus	Man
राजनितिज्ञ	
raajnitigya	politician
सहभागिता	
sahabhaagitaa	Participation
सहयोग दिनु	
sahayog dinu	to support, to help
सजिलो	
sajilo	easy
समान हक	
samaan hak	equal rights
समय	
samaya	Time
सम्भव	
sambhab	Possible
सगैँ	
sangai	together (with)
शिक्षित	
sikchhit	Educated
स्थान	
sthaan	Status
तिर	
tira	direction

HOMEWORK

LESSON 24

- 1 Memorise the learning contents of Lesson 24
- 2 Prepare the Task
- *3 Translate these sentences or do number 8:
 1. The roles of men and women are not equal in many countries
 2. Some people think that only women should help their families
 3. In some developing countries women don't have to study
 4. In Denmark both men and women have to earn an income
 5. The status of men and women should be equal
 6. It is necessary to raise the awareness about gender issues of both men and women
 7. Parents think that daughters don't need to go to school
- 4 Memorise the numerals 80 - 90
- 5 Learn Devanagari: kchhya, sha, sra, tta, tra, dya
- 6 read dialogue 1: Lesson 9

- १ यो औषधि छ होला ?
- २ एकछिन, म हेर्छु
औषधी त छ तर धेरै छैन, तपाईंलाई कति वटा चाहिन्छ ?
- १ १० ट्याब्लेट
- २ मसँग १० ट्याब्लेट मात्र छ तर अरु भोली १० बजे आउछ
- १ ठिक छ, अहिले १० वटा लग्छु भोली फेरी आउला
- २ हस, लिनुस
- १ धन्यवाद

- *7 Make sentences in the present perfect positive tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

- *8 Write a sentence with each of the following words/expressions:

anusaar
ko baaremaa
ko lagi
-e pachhi
bhitra
baahira
parchha
kaa

LESSON 25

Nepal

In this lesson you will learn to:

- 1 talk about the geographical and administrative units of a country, occupations, population and ethnic groups**
- 2 ask whether somebody knows something**
tapaai laai thaahaa chha, Nepal maa kati anchal ra kati jillaaharu chhan?
you to knowledge is, Nepal in how many zones and how many districts there are
- 3 talk about divisions according to something**
haawaapaani anusaar Nepal laai kati bhaag maa baaDna sakinchha?
climate according to Nepal to how many parts in divided it can be
- 4 talk about occupation**
Nepal ko mukhya pesaa ke ho?
Nepal 's main occupation what is
- 5 talk about population**
Nepal ko janasankhya kati chha?
Nepal 's population how many is
- 6 compliment and thank someone for his/her knowledge**
Nepal ko baaremaa tapaailaai dherai kuraa thaahaa rahechha, dhanyabaad
Nepal about you to many things knowledge it appears, thanks
= I think you know a lot about Nepal, thanks
- 7 make comparisons**
KTM ko haawaapaani bhandaa DK ko haawaapaani pharak rahechha
KTM's climate compared to DK's climate different it seems
- 8 express an opinion**
tapaaiharu ko kaaryakram chaakhlaagdo chha jasto chha
your program interesting is like that is
=your program seems interesting

Culture:

Nepal's administrative and geographical units, occupations, population and ethnic groups

Task:

Ask someone in the office

- ✓ which zone and which district they come from
- ✓ whether that is himaali, pahaaDi or taraai part
- ✓ what the main occupation is there
- ✓ what the population is there

Review:

Numerals: Memorise the numerals: 90 - 100

Devanagari: Read dialogue: lesson 9

Language focus: **Expressions:** 'in your opinion ...?': *tapaai ko bichhaar maa ..*
'do you know ...?': *tapaailaai thaahaa chha ...*
'oh, it seems!': *rahechha*

'X seems good!': *X raamro chha jasto chha*

post positions: 'according to': *anusaar*, 'about': *ko baaremaa*, 'for': *ko laagi*,
'because of': *bhaekole*

verb conjugation: passive: V-*inchha*, future, alt. infinitive: V root + *-na*

modal verb: 'be able to': *saknu*

comparison: ...*bhandaa*

Practice dialogue

A: Do you know how many zones and districts there are in Nepal?

B:

A: According to climate, how many parts is Nepal divided into?

B: 3 parts

A: What is the main occupation in Nepal?

B:

A: How big is Nepal's population?

B:

A: Nepal's population seems large

B: Yes Nepal's population is larger than Denmark's

A: Thanks for the information, it seems you know a lot

Dialogue 1: Units, population and occupations in Nepal

रोबिनजी, तपाईंको विचारमा नेपाल कस्तो छ ?

A Robin ji , tapaai ko bichhaar maa Nepal kasto chha ?

सानो छ तर राम्रो छ ।

B saano chha tara raamro chha.

तपाईंलाई थाहा छ, नेपालमा कति अंचल र कति जिल्लाहरु छन् ?

A tapaai laai thaahaa chha, Nepal maa kati anchal ra kati jillaaharu chhan?

चौध अंचल र पचहत्तर जिल्ला ।

B chaudha anchal ra pachahattar jillaa.

हावापानी अनुसार नेपाललाई कति भागमा बाड्न सकिन्छ ?

A haawaapaani anusaar Nepal laai kati bhaag maa baaDna sakinchha?

तिन भागमा, हिमाली भाग, पहाडी भाग, तराई भाग

B tin bhaag maa, himaali bhaag, pahaaDi bhaag, taraai bhaag.

नेपालको मुख्य पेशा के हो ?

A Nepal ko mukhya pesaa ke ho?

कृषि हो

B krishi ho

नेपालको जनसंख्या कति छ ?

A Nepal ko janasankhyaa kati chha?

- भन्डै दुई कराड
 B jhandai dui karoD
 हो....सानो देश तर धेरै मान्छे
 A oh...saano desh tara dherai maanchhe.
 हो
 B ho
 नेपालको बारेमा तपाईंलाई धेरै कुरा थाहा रहेछ, धन्यवाद
 A Nepal ko baaremaa tapaailaai dherai kuraa thaahaa rahechha, dhanyabaad

Vocabulary 1

anchal	अंचल	administrative zone
anusaar	अनुसार	according to
baaDnu	बाँड्नु	to divide
bhaag	भाग	part
haawaapaani	हावापानी	climate
himaali	हिमाली	mountain region
janasankhya	जनसंख्या	population
jhanDai	भण्डै	approximately
jillaa	जिल्ला	district
karoD	करोड	ten million
krisi	कृषि	agriculture
mukhya	मुख्य	main
pahaaDi	पहाडी	hilly region
peshaa	पेशा	occupation
taraai	तराई	Tera region

Dialogue 2: Ethnic groups

- म तपाईंलाई अरु केही सोध्न सक्छु ?
 A- ma tapaai laai aru kehi sodhna sakchhu?
 सोध्नुस न ।
 B- sodhnus na
 यो गाउँको जनसंख्या कति छ होला ?
 A- yo gaau ko janasankhya kati chha holaa?
 अन्दाजी १०००० जति होला ।
 B- andaaji 10000 jati holaa
 यो क्षेत्रमा कुनकुन जातीहरु बस्छन् ।
 A- yo chhetra maa kun kun jaati haru baschhan?
 सबै जाती छन जस्तै गुरुङ, मगर, लिम्बु, नेवार, क्षेत्री, ब्राम्हण, दमाई, कामी आदी
 B- sabai jaati chhan jastai gurung, magar, limbu, newaar, chhetri, braamhan damaai, kaami aadi
 त्यसो भए, तपाईंहरुको कार्यक्रम भित्र सबै जातीहरु छन होला ?
 A- tyasobhae, tapaai haru ko kaaryakram bhitra sabai jaatiharu chhan holaa?
 हो, सबै छन तर हाम्रो धेरैजसो कार्यक्रम गरिब जनजातीहरुको लागि छ
 B- ho, sabai chhan tara haamro dheraijaso kaaryakram garib janajaati haru ko laagi chha
 ठिक छ, तपाईंहरुको कार्यक्रम चाखलाग्दो छ, जस्तो छ, म पछि हेर्न आउला
 A- Thik chha, tapaaiharu ko kaaryakram chaakhlaagdo chha jasto chha, ma pachhi herna aaulaa
 धन्यवाद
 dhannyabaad

Vocabulary 2:

अन्दाजी	
andaaji	around
आदि	
aadi	etc.
भित्र	
bhitra	inside
चाखलागदो	
chaakhlaagdo	interesting
राम्रो छ जस्तो छ	
Raamro chha jasto chha	it seems interesting
छ जस्तो छ	
chha jasto chha	it seems like that
क्षेत्र	
chhetra	area
धेरैजसो	
dheraijaso	mostly, mainly
गरीब	
garib	poor
गुरुङ	
gurung etc	names of ethnic groups
जाती	
jaati	ethnic group, people
जनजाती	
janajaati	ethnic people
जनसंख्या	
janasankhya	population
जस्तै	
jastai	such as
जती	
jati	around
कार्यक्रम	
kaaryakram	program
मिठो छ जस्तो छ	
miTho chha jasto chha	it seems tasty
पछि	
pachhi	after, later
त्यसोभए	
tyasobhae	if that is so, in that case

*Dialogue 3: Comparing the weather in Denmark and Nepal

नेपालमा पनि कस्तो अध्यारो र चिसो हावा ...जस्तै

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

किन ?मा सधै यस्तै हुन्छ ?

B- Kina?DK maa sadhai yastai hunchha?

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

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

ओको हावापानी भन्दाको हावापानी फरक रहेछ

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

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

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

हुन्छ

hunchha

ए....किन चिसो हावा लाग्छ ?

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

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

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

नेपालमा हिमाल छ समुन्द्र छैन, होइन त

B- Nepal maa himal chha samudra chhaina,hoina ta

Vocabulary 3:

आधा

aadhaa half

अध्यारो

adhyaaro dark

किनभने

kinabhane because of

चिसो

chiso cold

धेरै जसो

dheraijaso mostly, mainly

हावा

haawaa wind

हावापानी

haawaapaani climate

हिउ पर्छ

hiu parchha it snows

हावा लाग्छ

haawaa laagchha the wind blows

जस्तै

jastai like, as

लामो

laamo long

सधैं

sadhai always

समुन्द्र

samudra sea, ocean

उज्यालो

ujyaalo bright

यस्तै

yastai like this

HOMEWORK

Lesson 25

1 Memorise the learning contents of Lesson 25

2 Prepare the Tasks

*3 Translate these sentences or do number 7:

- a) What is the nicest part of Nepal in your opinion?
- b) Do you know what the population of Denmark is?
- c) The hilly part of Nepal seems very pleasant
- d) According to the radio, it is very cold in Terai these days
- e) Because of the hot weather some people don't like Terai
- f) It is interesting to learn about Nepal's ethnic groups
- g) Nepal is much smaller than India
- h) Some flowers in Nepal can be eaten

4 Memorise the numerals: 90 - 100

5 Read Lesson 9: Dialogue 2:

- १ साहुजी, तपाईंको पसलमा राम्रो सुती कपडा पाइन्छ ?
२ सुती कपडा के को लागि ?
१ कुर्ता सुरुवालको लागि
२ हेर्नुस, धेरै राम्रो सुति कपडाहरु छन ।
१ ...यो मलाई राम्रो लाग्यो तर अलि पातलो रहेछ अलि बाक्लो देखाउनुस न
२ यो हेर्नुस, बाक्लो पनि राम्रो पनि छ ।
१ यो मिटरको कति ?
२ एक मिटरको ३०० रुपैया पर्छ ।
१ अलि महंगो भयो, घटाउनुस न
२ यो त सस्तो छ, कपडामा धेरै नाफा छैन, ठिक्कै छ २५० दिनुस
१ हुन्छ , दिनुस
२ ल लिनुस, धन्यवाद
१ धन्यवाद

*6 Make sentences in the present perfect negative tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*7 Make a sentence for each of the following words/expressions:

- a. *chha jasto chha*
- b. *anusaar*
- c. *ko baaremaa*
- d. *bhaekole*
- e. *V-inchha*
- f. *bhandaa*

LESSON 26

Occupations: Pesaa haru

In this lesson you will learn to

1 talk about ongoing actions

ke banaaudai hunuhunchha?

what are you making

2 talk about occupations

tapaaiko mukhya pesaa ke ho ?

your main occupation what it is

3 talk about differences

jaatigat pesaa ra aru pesaa maa ke pharak chha?

caste occupations and other occupations in what difference there is

4 talk about continuous actions which have been going on and are still going on

uniharu ko dherai pusta le yo kaam gardaiaaekaa chhan

their many generations agent this work they have been doing

5 talk about actions in a temporal sequence

sikera garchhan, tara anubhab kam hunchha.

learn and they do, but experience less it is

=They do (this work) after learning, but they have less experience

6 make un-real conditional prases

yahaa paaeko bhae sajilo hunthiyo/hunethiyo

here had gotten, easy it was = if we could get it here, it would be easier

7 make conditional phrases with 'if'

euTaa paangraa bigriyo bhane, moTar chaldaina

one wheel broke if, car doesn't function

8 list two consecutive actions

tapaailaai bheTera dherai khushi laagyo

you to met and very happy it felt = I am very happy to have met you

Culture: Castes, trades, occupations, training

Task:

- ✓ Ask someone at the office what their job is
- ✓ What their family's traditional occupation is
- ✓ How many years schooling they have
- ✓ Whether they would like another type of job
- ✓ (If talking to a man) whether his wife is working, and if so what job she has

Review:

Numerals: 1000, 10.000, 100.000, 1000.000

Devanagari: Read Lesson 9: dialogue 3

Language focus: **Verb conjugations:** present continuous, past, injunctive (let me), present perfect, past perfect, alternate infinitive: verb root + -na, present participle: verb root + -era

present perfect continuous: verb root + -dai+ -aaeko + conjugation ending

Post positions: baaTa, kaa (= ko), ko baaremaa, pachhi, bhane ('if')

Agent marker: le

Impersonal verbs: chaahinchha, paainchha

Present perfect progressive tense: garnu (has been working):

		<i>Positive</i>	<i>Negative</i>
<i>Singular</i>			
1. p. (I)	maile	gardai aaeko chhu	gardai aaeko chhaina
2. p. (you)	tapaaile	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. LOW(you)	timile	gardai aaeko chhau	gardai aaeko chhainau
3. p. (he/she)	wahaale	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (it)	usle/yole/tyole	gardai aaeko chha	gardai aaeko chhaina
<i>Plural</i>			
1. p. (we)	haami(haru)le	gardai aaekaa chhau	gardai aaekaa chhainau
2. p. (you)	tapaaiharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. low (you)	timiharule	gardai aaekaa chhau	gardai aaekaa chhainau
3. p. (they)	wahaaharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (they)	uniharule/yile/tile	gardai aaekaa chhan	gardai aaekaa chhainan

Practice dialogue

A: What is your main occupation?

B:

A: What is the difference between your occupation and caste occupations?

B: I work after having learned, they have been doing this work for many generations

A: Is your experience less then?

B: I don't think so

Dialogue 1: Occupations in Nepal

नेपालमा कति किसिमका पेशाहरु छन् ?

A Nepal maa kati kicim kaa pesaa haru chhan?

केहि जातिगत पेशाहरु र अरु धेरै पेशाहरु छन्

B kehi jaatigat pesaa haru ra aru dherai pesaa haru chhan

जातिगत पेशा र अरु पेशामा के फरक छ ?

A jaatigat pesaa ra aru pesaa maa ke pharak chha?

जातिगत पेशामा अनुभव धेरै हुन्छ

B jaatigat pesaa maa anubhab dherai hunchha

किन ?

A kina ?

किनभने उनीहरुको धेरै पुस्ताले यो काम गर्दैआएको हुन्छ, जस्तै कामी, सुनार, कुमाले, सार्की, दमै आदिको काम ।

B kinabhane uniharu ko dherai pustaa le yo kaam gardaiaaeko hunchha, jastai kaami, sunaar,

kumaale, saarki, damaai aadi ko kaam.

तर अरु पेशामा ?

A tara aru pesaa maa ?

सिकेर गर्छन तर अनुभव कम हुन्छ

B sikera garchhan tara anubhab kam hunchha.

Vocabulary 1

aadi	आदि	etc
anubhab	अनुभव	experience
damaai	दमाई	traditional tailor
jaatigat pesaa	जातिगत पेशा	caste occupation
jastai	जस्तै	such as
kaa = ko	का= को	of, 's
kaami	कामी	blacksmith
kam	कम	less
kehi	केहि	some
kicim	किसिम	type
kumaale	कुमाले	pottery maker
pesaa	पेशा	occupation
pustaa	पुस्ता	generation
saarki	सार्की	shoemaker
siknu	सिक्नु	to learn
sunaar	सुनार	goldsmith

Dialogue 2: Talking to a school girl

बहिनी , कहाँबाट आउनुभयो ?

A bahini, kahaa baaTa aaunubhayo?

म स्कूल बाट आउँदैछु ।

B ma school baaTa aaudaichhu

तपाइ कति क्लासमा पढ्नु हुन्छ ?

A tapaai kati class maa paDhnuhunchha ?

- म अहिले १० क्लासमा पढ्दै छु , आउने वर्ष एस एल सी दिन्छु ?
- B ma ahile 10 class maa paDhdaichhu, aaune barsa SLC dinchhu
तपाइको एस एल सी पछि पनि पढ्ने विचार छ ?
- A tapaai ko SLC pachhi pani paDhne bichaar chha?
हो , मेरो धेरै पढ्ने विचार छ किनभने महिला र पुरुष दुवै मोटरको दुइ पाइरा हुन । एउटा पाइरा बिग्रीयो भने मोटर चल्दैन , पुरुष को विकाशको लागि महिला को पनि विकाश चाहिन्छ । एउटा महिला शिक्षित भयो भने सबै परिवार शिक्षित हुन्छ त्यसकारण महिलाको लागि शिक्षा धेरै जरुरी छ ।
- B ho, mero dherai paDhne bichaar chha kinabhane mahilaa ra purus dubai moTar ko dui paangraa hun euTaa Paangraa bigriyo bhane moTar chaldaina, purus ko bikaas ko laagi mahilaa ko pani bikaas chaahinchha.euTaa mahilaa sikchhit bhayo bhane sabai pariwaar sikchhit hunchha tyaskaaran mahilaa ko laagi sikchhyaa dherai jaruri chha'
बहिनीले यो एकदम राम्रो कुरा गर्नु भयो । एस एल सी पछि तपाइको योजना के छ ?
- A bahini le yo ekdam raamro kuraa garnubhayo, SLC pachhi tapaai ko yojanaa ke chha ?
मलाइ गाउँको गरीब दाजु भाइ , दिदी बहिनी को सेवा गर्न , उनीहरुको लागि शिक्षा दिन , चेतना जगाउने काम गर्न एकदम मनपर्छ ।
- B malaai gaau ko garib daajubhaai,didibahini ko sewaa garna , uniharu laai sikchhyaa dina, chetanaa jagaaune kaam garna ekdam manparchha.
यो त निकै राम्रो विचार हो , तपाइलाई भेटेर धेरै खुशी लाग्यो , हस त बहिनी अहिले म जान्छु ।
- A yo ta nikai raamro bichaar ho,tapaai laai bheTera dherai khushi laagyo,has ta bahini ahile ma jaanchhu
हस , नमस्ते ।
- B has,namaste.

Vocabulary 2:

आउने वर्ष	
aaune barsa	the coming year
भने	
bhane	if
भेट्नु	
bheTnu	to meet
बिग्रीनु	
bigrinu	To break
चल्नु	
chalnu	to function, to move
चेतना जगाउने काम	
chetanaa jagaaune kaam	awareness raising work
दाजुभाइ	
daajubhaai	brothers
दुवै	
dubai	Both
गरीब	
garib	poor
जरुरी	
jaruri	Important
महिला	
mahilaa	Woman
मोटर	
moTar	Car
निकै	
nikai	very much

पाङ्ग्रा	Wheel
paangraa	
पढ्ने विचार	a wish or plan to study
paDhne bichaar	
पढ्नु	To study
paDhnu	
पुरुष	man
purus	
सेवा गर्नु	to help
sewaa garnu	
शिक्षित	Educated
sikchhit	
शिक्षा	Education
sikchhyaa	
त्यसकारण	therefore
tyaskaaran	
योजना	Plan
yojanaa	

*Dialogue 3: Talking with a pottery maker

- दाई के बनाउदै हुनुहुन्छ ?
- A daai, ke banaaudai hunuhunchha?
- म माटोको भाडा बनाउदैछु
- B ma maaTo ko bhaaDaa banaaudaichhu.
- तपाईंको मुख्य पेशा के हो ?
- A tapaaiko mukhya pesaa ke ho ?
- कुमाले
- B kumaale
- के के बनाउनुहुन्छ ?
- A ke ke banaaunuhunchha?
- गमला, गाग्री मकल, धेरै सामानहरु
- B gamalaa, gaagri, makal, dherai saamaan haru
- यो सामानहरु कहाँ बेच्नुहुन्छ ?
- A yo saamaan haru kahaa bechnu hunchha?
- भक्तपुर बजारमा र काठमाण्डौ बाट यहीं लिन आउछन ।
- B bhaktapur bazaar maa ra KTM baaTa yahi lina aauchhan
- तपाईंको छोराछोरी पनि यो काम सिक्छन ?
- A tapaaiko chhoraachhori pani yo kaam sikchhan?
- आजभोली कोही सिक्छन कोहि सिक्दैनन, तर यो हाम्रो जातिगत पेशा हो
- B aajabholi kahi sikchhan kahi sikdainan, tara yo haamro jaatigat pesaa ho.

Vocabulary 3

aajabholi	आज भोली	now a days
banaaunu	बनाउनु	to make
bechnu	बेच्नु	to sell
bhaaDaa	भाँडा	pot

gaagri	गाग्री	water pot
gamalaa	गमला	flower pot
jaatigat pesaa	जातीगत पेशा	caste occupation
kohi	कोही	some
kumaale	कुमाले	pottery maker
maaTo	माटो	soil, clay
makal	मकल	pot for cooking on a fire
mukhya	मुख्य	main
pesaa	पेशा	occupation
saamaan	सामान	things, goods
yahi	यहिं	right here, this place

*Dialogue 4: Talking with a farmer

मैले तपाईसंग कृषिको बारेमा धेरै राम्रो कुराहरु सुने अब अलिअलि समस्या

A- maile tapaai sanga krisi ko baaremaa dherai raamraa kuraa haru sune aba aliali samassyyaa
को बारेमा कुरा गरौ हुन्छ ?

ko Baaremaa kuraa garau hunchha?

हुन्छ नी

A- hunchha ni

तपाईहरु आफैँ खेती गर्नुहुन्छ ?

A- tapaaiharu aaphai kheti garnu hunchha?

हामी दुईजना मात्र छौ, कहिलेकाही अरु मान्छे पनि चाहिन्छ ।

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

किन तपाईको छोरा छोरी मद्दत गर्दैनन् ?

A- kina, tapaai ko chhoraa chhori maddat gardainan?

उनीहरुमा पढ्दैछन् ।

B- uniharu KTM maa paDhdaichhan

यता खेतको काम गर्न मान्छेहरु पाइन्छ ?

A- yahaa khet ko kaam garne maanchhe haru paainchha?

अलि गाहारो छ, आजभोली सबै काम खोज्न शहर जान्छन् ।

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

ए...यहाँ सिचाईको व्यवस्था कस्तो छ नी ?

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

सरकारी व्यवस्था छैन तर हामी गाउले मिलेर कुलो ल्याएका छौ ।

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

उन्नत बिउ, राम्रो मल कहाँ बाट ल्याउनु हुन्छ ?

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

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

B- KTM jaanu parchha,yahaa paaeko bhae sajilo hunthiyo

ओहो....यहा धेरै कुराको समस्या रहेछ ।

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

Vocabulary 4:

आजभोलि

aajabholi

these days

आफै

aaphai

one self

अब	
aba	now
मान्छे	
maanchhe	People
व्यवस्था	
byabasthaa	management
गाहारो	
gaahaaro	difficult
कृषी	
krishi	farming
सुन्नु	
sunnu	to listen, to hear
खेती गर्नु	
kheti garnu	work the fields
कहिलेकाँही	
kahilekaahi	sometimes
खेतको काम गर्ने मान्छे	
khet ko kaam garne maanchhe	field worker
खोज्नु	
khojnu	to find out, to search
कुलो	
kulo	canal, channel
कुरा	
kuraa	talk
ल्याउनु	
lyaaunu	to bring
मद्दत गर्नु	
maddat garnu	to help
मल	
mal	fertilizer
मिलेर	
milera	by joint effort
पाउनु	
paaunu	to get
शहर	
shahar	town
सरकारी	
sarkaari	governmental
सिचाई	
sichaai	irrigation
उन्नत बिउ	
unnat biu	improved seed

HOMEWORK

Lesson 26

- 1 Memorise the learning contents of Lesson 26
- 2 Prepare the Task
- *3 Translate the following sentences or do number 7:
 1. What is the difference between occupations in Denmark and Nepal?
 2. MS has been doing development work in Nepal for many years
 3. They work after studying, and then the experience comes
 4. If there was hot water every day, it would be nice
 5. If you go to Bhaktapur, you can buy pottery
 6. Drinking unboiled water, I got a stomach ache
 7. Many different types of pots are available at a potter's shop
- 4 Memorise the numerals: 1000, 10.000, 100.000, 1000.000
- 5 Read Lesson: 9, dialogue 3:

- १ नमस्ते
- २ नमस्ते, आउनुस के सिउने होला ?
- १ मेरो लागि एक जोर कुर्ता सुरुवाल सिईदिनुस न
- २ हुन्छ, कपडा कति ल्याउनुभयो ?
- १ साढे चार मिटर
- २ अलि थोरै ल्याउनुभयो, छ मिटर चाहिन्छ, तर आउनुस म नाप
- छ, कति लामो र कति खुकुलो चाहिन्छ ?
- १ मलाई धेरै लामो कुर्ता मनपर्दैन, ठिक्कैको लामो र बाउला अलि खुकुलो चाहिन्छ
- २ सुरुवाल नि ?
- १ सुरुवाल पनि धेरै ठुलो नबनाउनुस, सुरुवालको मोता अलि कसिएको बनाइदिनुस
- २ हुन्छ, एकहप्ता पछि आउनुस
- १ अलि छिटो दिन सक्नुहुन्न ?
- २ तपाईंलाई कहिले चाहिन्छ ?
- १ चार दिन पछि दिनुभयो भने राम्रो हुन्छ
- २ हुन्छ, आउनुस म कोशिस गर्छु
- १ धेरै धन्यवाद

- *6 Make sentences in the present perfect continuous tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

- *7 make a sentence for each of the following words/expressions:

- a) Verb root +era
- b) baaTa
- c) ko baaremaa
- d) pachhi
- e) bhane

Lesson 27

Administration: Prasaasan

In this lesson you will learn to:

- 1 talk about development needs**
yo gaau maa charpi chhaina?
this village in latrines there aren't
- 2 talk about reasons for lack of development**
charpi kina na-banaaunu bhaeko? /
latrines why have not built
haami dherai garib chhau, charpi banaauna sakdainau
we very poor we are, latrines build we can't
- 3 talk about government support in development**
gaau bikaas samiti le charpi banaauna maddat gardaina?
village development committee agent latrines build it doesn't help
- 4 talk about administrative responsibility**
ga. bi. sa. le kun kun kaam maa maddat garna sakchha? /
v. d. c. agent marker which which work in help it can
niji kaam ko laagi ga. bi. sa. le maddat gardaina,
private work for v. d. c. agent marker it doesn't help
saamuhik kaam ko laagi aliali maddat garna sakchha
community work for a little help it can
- 5 give a suggestion**
tyasobhae tapaaiharua charpi ko laagi sthaaniya sansthaa haru sanga maddat maagnus
if that is so, you latrines for local organizations with help ask!
- 6 agree to follow advice**
has, haami tyasai garchhau
OK, we like that we do
- 7 talk about applying for financial support**
haami sabai milera ga. bi. sa. maa charpi ko laagi nibedan dinu parchha
we all join and v. d. c. at latrines for application give it is necessary
= we should all join together and make an application at the v.d.c. for latrines
- 8 talk about budgets**
charpi ko laagi ga.bi.sa. sanga bajeT chha? /
latrines for v. d. c. with budget there is
=does the vdc have a budget for latrines?

gaau bikaas ko laagi raamro bajeT aauchha
village development for good budget it comes

9 talk about administrative responsibility for development

yo sabai gaau samiti ko uttardaaaitwa maa parchha,
this all village committee 's responsibility in it involves
= this is all part of the village committee's responsibilities
ji.bi.sa. laai sodhnu pardaina
district development committee to ask it is not neccessary

10 make a suggestion

jaaau ta nibedan dina
let's go then application make

12 describe one action taking place within the time of another action

ma Denmark basdaa, paani byabasthaapan maa kaam garthe
I Denmark live when, water management in work I used to do

13 describe a habitual action in the past

ma Denmark basdaa, paani byabasthaapan maa kaam garthe
I Denmark live when, water management in work I used to do

Culture: Administration, bureaucracy, politeness

Review:

Devanagari: Read dialogue: Lesson 5

Language focus: **verb conjugation:** present perfect, past, future, present continuous, past habitual, alternate infinitive : verb root + *-na*, present participle: verb root + *-era* (= 'and'), injunctive: verb root + *-u/-a*

Modal verb: *saknu*

Impersonal verb: *parchha*

Compound verb: verb root + *-i dinu*

Agent marker: *le*

Post positions: *ko laagi, sanga, baaremaa, (e)pachhi*

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

ma Denmark basdaa, paani byabasthaapan maa kaam garthe

I Denmark live when, water management in work I used to do

When I was living in DK, I used to work in water management

A time phrase ('when.../while...') is formed by adding *-daa(keri)* to the verb root.

The time phrase is followed by the main clause

Past habitual tense: garnu (used to work):

<i>Singular</i>		<i>Positive</i>	<i>Negative</i>
1. p. (I)	ma	garthe	gardinathe
2. p. (you)	tapaaai	garnuhunthyo	garnuhunnathyo
2. p. low (you)	timi	garthyau	gardainathyo
3. p. (he/she)	wahaa	garnuhunthyo	garnuhunnathyo
3. p. low (it)	u/yo/tyo	garthyau	gardainathyo
<i>Plural</i>			
1. p. (we)	haami(haru)	garthyau	gardainathyo
2. p. (you)	tapaaiharua	garnuhunthyo	garnuhunnathyo
2. p. low (you)	timiharu	garthyau	gardainathyo
3. p. (they)	wahaaharu	garnuhunthyo	garnuhunnathyo
3. p. low (they)	uniharu/yi/ti	garthe	gardinathe

Practice dialogue

- A: Why are there no latrines in this village?
 B: We are poor therefore we can't build latrines
 A: Can't the v.d.c. help to build latrines?
 B: The v.d.c. doesn't help with private work
 A: Which work can the v.d.c. help with?
 B: It can only help with community work
 A: In that case, ask for help from local organizations

Dialogue 1: Development responsibilities

- यो गाउँ मा चर्पी छैन ?
 A- yo gaau maa charpi chhaina ?
 छैन
 B chhaina
 किन नबनाउनु भएको ?
 A kina nabanaaunu bhaeko?
 हामी धेरै गरीब छौ, चर्पी बनाउन सक्दैनौ ।
 B haami dherai garib chhau, charpi banaauna sakdainau
 यो गाउँको गाउँ विकास समितिले चर्पी बनाउन मद्दत गर्दैन ?
 A yo gaau ko gaau bikaas samiti le charpi banaauna maddat gardaina?
 निजि काम को लागि गा.वि.स. ले मद्दत गर्दैन , तर सामुहिक कामको लागि अलि अलि मद्दत गर्न सक्छ ।
 B niji kaam ko laagi ga.bi.sa. le maddat gardaina, tara saamuhik kaam ko laagi aliali maddat garna sakchha
 गाउँ विकास समितिले कुन , कुन काम गर्न मद्दत गर्न सक्छ ?
 A gaau bikaas samiti le kun, kun kaam garna maddat garna sakchha?
 मुख्य स्कूल , बाटो , विजुली र पानी को लागि मद्दत दिन्छ ।
 B mukhya school, baaTo, bijuli ra paani ko laagi maddat dinchha
 एत्यसोभए तपाइहरु चर्पीको लागि स्थानिय संस्थाहरु सँग मद्दत मागनुस ।
 A e...tyasobhae tapaiharu charpi ko laagi sthaaniya sansthaa haru sanga maddat maagnus
 हस ..हामी त्यसै गछौ ।
 B has.. haami tyasai garchhau

Vocabulary 1

बाटो , बाटा	
baaTo, baaTaa	road, roads
बनाउनु	
banaaunu	to make
विजुली	
bijuli	electricity
चर्पी	
charpi	latrine
गाउँ विकास समिति	
gaau bikaas samiti	village development committee
गरीब	
garib	poor
मद्दत गर्नु	
maddat garnu	to help
मागनु	
maagnu	to ask for
मुख्य	
mukhya	main
निजी	
niji	private
सामुहिक	
saamuhik	community
संस्था	
sansthaa	organization
स्थानिय	
sthaaniya	local

Dialogue 2: More development responsibilities

साथीहरु , यो गाउँमा खानेपानी छैन , पानी लिन धेरै टाढा जानु पर्छ । हामी सबै मिलेर गाउँ विकास समिति मा खाने पानीको लागि निवेदन दिनु पर्छ ।

- A saathiharu, yo gaau maa khaane paani chhaina, paani lina dherai TaaDhaa jaanu parchha haami sabai milera gaau bikaas samiti maa khaane paani ko laagi nibedan dinu parchha हुन्छ नी हामी सबै तयार छौं तर यसको लागि गाउँ विकास समिति सँग बजेट छ र ?
- B hunchha ni haami sabai tayaar chhau tara yasko laagi gaau bikaas samiti sangha bajeT chha ra? किन नहुनु , अहिले सबै गाउँमा गाउँ विकासको लागि राम्रो बजेट आउछ जस्तै पानी, विजुली ल्याउने,स्कुल को छात्रा हाल्ने यो सबै गाउँ समितीको उत्तरदायित्वमा पर्छ । डि.डि.सी लाई सोध्नु पर्दैन ।
- A kina nahunu, ahile sabai gaau maa gaau bikaas ko laagi raamro bajeT aauchha jastai paani, bijuli lyaaune, school ko chhaanaa haalne yo sabai gaau samiti ko uttardaaaitwa maa parchha d.d.c. laai sodhnu pardaina एसजिलो रहेछ , जाउँ त निवेदन दिन ।
- B e..... sajilo rahechha, jaaau ta nibedan dina

Vocabulary 2

बजेट

bajeT छाना	budget
chhaanaa गाउँ विकास समिति	roof
gaau bikaas samiti हाल्नु	village development committee
haalnu डि डि सी	to fix
d.d.c. लिनु	district development committee
linu ल्याउनु	to take
lyaaunu मिल्नु	to bring
milnu निवेदन दिनु	to join together
nibedan dinu टाढा	to give an application
TaaDhaa तयार छ	far
tayaar chha उत्तरदायित्व	it is ready
uttardaaitwa	responsibility

Dialogue 3: Water management in village areas

यो गाउँमा पानी को व्यवस्था कस्तो छ?

A- yo gaaau maa paani ko byabasthaa kasto chha?

ठिकै छ, सरकारी धारामा पानी एकदम थोरै समय आउछ तर यो गाउँमा धेरै

B- Thikai chha,sarkaaari dhaaraa maa paani ekdam thorai samaya aauchha tara yo gaau maa dherai
टयुवेल धाराहरु छन ।

tyuwel dhaaraa haru chhan

खेतीको लागि पानी पुग्छ ?

A- kheti ko laagi paani pugchha?

जाडो मौषम मा पुग्छ तर गर्मीमा अलिअलि समस्या छ ।

B- jaaDo mausam maa pugchha tara garmi maa aliali samasyaa chha

मबस्दामा काम गर्थे, मैले त्यहा दुई वर्ष काम गरे , यो

A- ma dk basdaa ' water management' maa kaam garthe,maile tyahaa dui barsa kaam gare,yo
बारेमा मलाई राम्रो अनुभव छ

baaremaa malaai raamro anubhab chha

ए..यहा त अरु गाउँमा धेरै पानीको समस्या छ....त्यसोभए पानी व्यवस्थापन

B- e.. yahaa ta aru gaau maa dherai paani ko samasyaa chha,.tyasobhae' paani byabasthaapan'
को लागी तपाईं हामीहरुलाई मद्दत गर्न सक्नुहुन्छ ?

ko laagi tapaaai haami harulaai maddat garna saknuhunchha?

हो, किन नसक्नु, म फर्के पछि यो बारेमा छलफल गरौला

A- ho, kina nasaknu, ma pharke pachhi yo baaremaa chhalphal garaulaa
हस ।

B- has

Vocabulary 3:

अनुभव	
anubhab	experience
व्यवस्थापन	
byabasthaapan	management
छलफल गर्नु	
chhalphal garnu	to discuss
धारा	
dhaaraa	tap
जाडो	
jaaDo	cold
खेती	
kheti	farming
किन नसक्नु ?	
kina na-saknu	why can't you?
मौसम	
mausam	weather
फर्कनु	
pharkanu	to return
पुग्नु	
pugnu	to be enough
सक्नु	
saknu	to be able to, can
समस्या	
samasyaa	problem
समय	
samaya	time
सरकारी	
sarkaari	governmental
थोरै	
thorai	a little, few
टुवेल	
Tyuwel	hand pump

Lesson 27

Homework

1 Memorize the learning contents of Lesson 27

*2 Translate the following sentences or do number 5:

- a) When I was staying in Kathmandu, I was learning Nepali
- b) They make an application and build latrines
- c) Let's all join together and build a school for this village
- d) Please make an application for the v.d.c. for me!
- e) A DW can help you write an application
- f) It is necessary to talk about the water management in this area

3 Read Lesson 5: dialogue 2

- १ हरिजी नमस्ते
२ नमस्ते
१ म तपाईंलाई केही सोध्न चाहन्छु ।
२ ठिक छ , सोध्नुस न
१ तपाईं बिहान देखि बेलुका सम्म के के काम गर्नुहुन्छ ?
२ म बिहान पहिले अफिस खोल्छु, त्यसपछि सबै कोठाहरु सफा गर्छु, पानी उमालेर थर्मस र फिल्टरमा राख्छु
अनि त्यसपछि बजार जान्छु र अफिसको लागि सामानहरु ल्याउँछु
१ दिउसो मा नी ?
२ दिउसो मा अरु कामहरु गर्छु, र बेलुका फेरी अफिस सफा गर्नु पर्छ
१ ओ, तपाईंको धेरै काम रहेछ ।

*4 Make sentences in the future tense with:

- 1 I
2 you
3 it
4 we
5 they (low)

*5 Make a sentence with each of the following words/expressions/structures:

verb root + *-era* (= 'and')

saknu

verb root + *-daa* (while)

-i dinu

ko laagi

sanga

baaremaa

(e)pachhi

REVIEW 3

Lessons 24- 27

1 Review Lesson 27:

1 ***Learning contents:***

Pair work

2 ***2nd day dialogue:***

Pair work

3 ***Homework:***

Pair work

4 ***Listening:***

Whole class

2 Review Lessons 24-27:

1 ***Listening***

The teacher reads the listening texts from Lessons 24 - 26

Students listen

Checking for understanding

2 ***Speaking***

Role play:

Discussion about gender issues

3 ***Numerals***

A regular game of Bingo is played

4 ***Devanagari***

Pair work 1:

Students read the dialogues from Lesson 9, changing roles

Pair work 2:

Students take turns naming the letters they have learned using the wooden block letters or Devanagari poster

5 ***Listening/responding***

Students are asked by someone at the office for their opinion of the roles of women in Nepal

LESSON 28

Bureaucracy: Adhikaari prathaa

In this lesson you will learn to

1 explain what a word means

'bureaucracy' bhaneko nepali maa 'adhikaari prathaa' ho
bureaucracy said Nepali in 'adhikaari prathaa' it is
= bureaucracy means 'adhikaari prathaa' in Nepali

2 express that some action is done for the purpose of something else

yaslaai haTaauna haamiharu le yo 'adhikaari prathaa' laai paribartan garnu parchha
this to remove we agent this bureaucracy to change it is necessary
= in order to remove this we must change this bureaucracy

3 talk about bureaucracy

sarkaari kaaryaalaya maa kaam kina Dhilo hunchha?
governmental office in work why slow it is

4 provide a list of reasons for something

tyahaa dherai kaaran haru chhan jaastai: X,Y, ityaadi
there many reasons are such as: X, Y, etc.

5 ask for someone's opinion

tapaai ko bichhaar maa
your opinion in ...

6 inquire about the possibility of doing something

yas laai sudhaar garna sakinchha?
this for improve can it be = can this be improved?

7 enumerate a list of actions

raamro talab dine, taalim dine, uttardaaaitwa haru baaDne
good salary give, training give, responsibilities share

8 express how results can be achieved from some action

kaam ko prakriyaa chhoTo banaaune, ani kaam chhiTo hunchha
work's process short make, then work fast it is

9 express agreement with somebody

ekdam raamro bichhaar
extremely good opinion

- 10 ask for what reason someone has come**
 ke kaam le aaunubhayo
what work instrumental marker did you come
- 11 talk with a bureaucrat about the progress of an administrative case**
 yo kaam bhayo ki bhaena holaa heridinu hunchha ki? /
this work became or didn't become maybe, you look for me or
 = Will you please check for me whether this work was done or not?
 khai, yo kaam mero antargat parena, u ...tyo koThaa maa jaanus!
well, this work my responsibility did not involve, it .. that room in please go
- 12 make a guarded reply**
khai, yo kaam mero antargat parena
well, this work my responsibility didn't involve
- 13 say you don't quite understand something**
 kuraa raamro bujhiena
thing well it was not understood
- 14 express surprise about something**
 nibedan ta aaipug-e-chha
application though it appears it has arrived
- 15 talk about the need for further paper work**
 arko euTaa nibedan paThaauna bhanidinus!
another one application send please tell for me
- 16 ask whether somebody knows something**
 tapaa laai thaahaa chha?
you to knowledge it is
- 17 ask someone for help**
 maddat garna saknuhunchha ki?
help do you can or

Culture:

Bureaucracy (where, why, how to deal with it)

Review:

Devanagari: Read Lesson 2: dialogue 2

Language focus: **verb conjugations:** passive, past, present and past unconjugated, past perfect, verb root +-echha: 'it appears that'

interrogatives

conjunctions: ('then'): *ani, tyaskaaran* ('therefore')

superlative: (*sababhandaa*)

modal verb: *saknu* 'to be able to'

impersonal verb: *parchha*

instrumental: *le*

compound verb: *-i dinu*

composite nouns

postpositions: *bichmaa* ('between'), *sangha* ('with'), *baaTa* ('from')

Practice dialogues

1

A: Can bureaucracy be improved upon?

B: In my opinion it can be improved

A: How?

B: If you give good salaries and training, then the work will be quick

A: That is a good idea

2

A: Good morning, why have you come?

B: I turned in an application, can you see for me whether that is finished (=became)?

A: I'll see for you. It is not. Something wasn't understood well, you must write another application

B: Can you help me?

A: Well, I can't, because this work isn't (=didn't involve) my responsibility

B: Where do I go, do you know?

A: Go over there

Text 1: Reasons for bureaucracy in Nepal

ब्युरोक्रयासी भनेको नेपालीमा अधिकार प्रथा हो । नेपालको सबै ठाउँमा यो अधिकार प्रथा छ , तर सरकारी कार्यालयहरूमा यो अझै धेरै छ । आज हाम्रो देशमा धेरै समस्याहरू छन् , जस्तै अहिलेको सबैभन्दा ठुलो माओवादी समस्या । यो समस्या हाम्रो देशमा किन आयो ? यो ठुलो प्रश्न छ किनभने मेरो विचारमा धनी र गरीबको विचमा धेरै ठुलो फासला भयो , धनी मान्छे धेरै धनी , गरीब मान्छे धेरै गरीब भए, त्यसकारण यो समस्या देशमा आयो, अब यसलाई हटाउन हामीहरूले यो अधिकार प्रथा लाई परिवर्तन गर्नु पर्छ ।

'bureaucracy' bhaneko nepali maa 'adhikaari prathaa' ho.Nepal ko sabai Thaaui maa yo 'adhikaari prathaa' chha, tara sarkaaari kaaryaalaya haru maa yo ajhai dherai chha. aaja haamro dhesh maa dherai samasyaa haru chhan, jastai ahileko sababhandaa Thulo 'maaobaadi samasyaa'. yo samasyaa haamro desh maa kina aayo? yo Thulo prasna chha, kinabhane mero bichaar maa dhani ra garib ko bichmaa dherai Thulo phaasalaa bhayo, dhani maanchhe dherai dhani, garib maanchhe dherai garib bhae, tyaskaaran yo samasyaa desh maa aayo, aba yaslaai haTaauna haamiharui le yo ' adhikaari prathaa' laai paribartan garnu parchha.

Vocabulary: text 1

आज

aaja

today

अधिकार प्रथा

adhikaari prathaa

Bureaucracy

अहिले

ahile

now

अझै

ajhai

even, still

विचमा	
bichmaa	Between
धनी	
dhani	Rich
गरीब	
garib	Poor
हटाउनु	
haTaaunu	to remove
जस्तै	
jastai	such as
माओवादी	
maaobaadi	Maoism
परिवर्तन गर्नु	
paribartan garnu	to change
फासला	
phaasalaa	Gap
प्रश्न	
prasna	question
सबै	
sabai	all
समस्या	
samasyaa	Problem
सरकारी कार्यालय	
sarkaari kaaryaalaya	Government office
ठाउँ	
Thaau	Place

Dialogue 1: Ways of eliminating bureaucracy in Nepal

सरकारी कार्यालयमा काम किन ढिलो हुन्छ ?

A sarkaari kaaryaalaya maa kaam kina Dhilo hunchha?

त्यहाँ धेरै कारणहरू छन्

B tyahaa dherai kaaran haru chhan -:

उत्तरदाईत्वको कमि

- uttardaaaitwa ko kami

थोरै तलब

- thorai talab

स्थायी जागीर

- sthaai jaagir

तालिमको कमि

- taalim ko kami

लामो प्रक्रिया

- laamo prakriyaa.

तह व्यवस्था इत्यादी

- taha byabasthaa ityaadi.

तपाईंको विचारमा यसलाई सुधार गर्न सकिन्छ ?

A tapaai ko bichaar maa yas laai sudhaar garna sakinchha?

सकिन्छ

- B sakinchha
कसरि ?
- A kasari?
कामको प्रक्रिया छोटो बनाउने, राम्रो तलब दिने, तालिम दिने, उत्तरदाईत्वहरु बाड्ने अनि काम छिटो हुन्छ
- B kaam ko prakriyaa chhoTo banaaune, raamro talaab dine, taalim dine, uttardaaitwa haru baaDne,
ani kaam chhiTo hunchha.
एकदम राम्रो बिचार
- A ekdam raamro bichaar.

Vocabulary dialogue 1

baadnu	बाड्नु	to share, to divide
banaaunu	बनाउनु	to make
byabasthaa	ब्यवस्था	system
chhiTo	छिटो	fast, early
chhoTo	छोटो	short
Dhilo	ढिलो	slow, late
ityaadi	इत्यादी	e.t.c.
jaagir	जागीर	job, employment
kaaran	कारण	reason
kaaryaalaya	कार्यालय	office
kami	कमि	lack
laamo	लामो	long
prakriyaa	प्रक्रिया	process
sarkaari	सरकारी	governmental
sthaai	स्थायी	permanent
sudhaar garnu	सुधार गर्नु	to improve
taalim	तालिम	training
taha	तह	hierarchy
talab	तलब	salary
thorai	थोरै	little, few
uttardaaitwa	उत्तरदाईत्व	responsibility

Dialogue 2: A visit to the office for work permits

- नमस्ते
- A namaste
नमस्ते , के काम ले आउनुभयो ?
- B namaste, ke kaam le aaunubhayo?
म एम एस नेपालको कर्मचारी हुँ , हाम्रो डी डब्लु को समय बढाउनको लागि सभेदारी
- A ma MS Nepal ko karmachaari hu, haamro DW ko samaya baDhaauna ko laagi saajhedaari
संस्थाबाट एउटा निवेदन यहाँ पठाएको थियो , त्यो काम भयो कि भएन होला हेरीदिनु हुन्छ कि ?
sansthaa baaTa euTaa nibedan yahaa paThaaeko thiyo, tyo kaam bhayo ki bhaena holaa
heridinu hunchha ki?
खै , यो काम मेरो अन्तर्गत परेन , उ ...त्यो कोठामा जानुस ।
- B khai, yo kaam mero antargat parena, u...tyo koThaa maa jaanus
हसनमस्तेहाम्रो एउटा डी डब्लुको फाइल आइपुग्यो कि हेरीदिनुस न ।
- A has.namaste.....haamro euTaa DW ko nibedan ko file aaipugyo ki heridinus na
हस , बस्नुस एकछिनतपाइको निवेदन त आइपुगेछ , तर कुरा राम्रो बुझिएन ,

- C has, basnus ekchhin.....tapaai ko nibedan ta aaipugechha, tara kuraa raamro bujhiena,
त्यसकारण अर्को एउटा निवेदन पठाउन भनिदिनुस , जस्तै कहाँ काम गर्ने , कति वर्ष भयो आएको , अब कति
महिना के कामको लागि बस्ने , इत्यादि ।
tyaskaaran arko euTaa nibedan paThaauna bhanidinus, jastai kahaa kaam garne, kati barsa
bhayo aaeko, aba kati mahinaa ke kaam ko laagi basne, ityaadi.
हस , यी सबै कुरा मा पि ओ लाई भनिदिन्छु , वहाँ ले खबर गर्नु हुन्छ ।
- A has, yi sabai kuraa ma PO laai bhanidinchhu, wahaa le khabar garnu hunchha.

Vocabulary 2:

आइपुगेछ	
aaipugechha	it appears to have arrived
आइपुगनु	
aaipugnu	to arrive
अन्तरगत	
antargat	responsibility
बढाउनु	
baDhaaunu	to extend, to increase
फाइल	
file	file
इत्यादि	
ityaadi	etc.
जस्तै	
jastai	such as
कर्मचारी	
karmachaari	staff
खबर गर्नु	
khabar garnu	to inform
खै / खोइ	
khai/khoi	well....
कोठा	
koThaa	room
निवेदन	
nibedan	application
पर्नु	
parnu	to involve
पठाउनु	
paThaaunu	to send
साझेदारी	
saajhedaari	partnership
समय	
samaya	time
त्यसकारण	
tyaskaaran	therefore
यी	
yi = plural form of yo	these

*Dialogue 3: A visit to the police station

नमस्ते , मेरो केहि सामान हरायो , यो सुचना दिने ठाउँ कहाँ छ , तपाइलाई थाहा छ ?

- A namaste, mero kehi saamaan haraayo, yo suchanaa dine Thaaau kahaa chha , tapaai laai thaahaa chha ?
यहि हो , बस्नुस न , के हरायो ?
- B yahi ho, bhannus na, ke haraayo ?
हेर्नुस न , हिजो म परिवार सँग स्वम्भु घुम्न गएको थिएँ , मेरो खल्लीवाट पर्स नै हरायो , पाकेट मारेछ ।
- A hernus na, hijo ma pariwaar sangha swayambu ghumna gaeko thie, mero khalti baaTa purse nai haraayo, pockeT maarechha
पर्समा के के थियो ?
- B purse maa ke ke thiyo?
रुपैयाँ धेरै थिएन , तर मेरो पासपोर्ट , जरुरी कागज पत्र , साँचो थियो । के गर्ने धेरै समस्या छ , मदत गर्न सक्नुहुन्छ कि ?
- A rupiyaa dherai thiena, tara mero pasport, jaruri kaagaj patra, saacho thiyo. ke garne, dherai samasyaa chha, maddat garna saknuhunchha ki ?
हुन्छ , हामी कोशिश गर्छौं । तपाइको नाम , ठेगाना , फोन नं. , सबै दिनुस ।
- B hunchha , haami kosis garchhau. tapaai ko naam , Thegaanaa, Phone no,sabai lekhidinus.
हस , म लेखिदिन्छु , धन्यवाद ।
- A has, ma lekhidinchhu, dhannyabaad.

Vocabulary dialogue 3:

घुम्नु	
ghumnu	to stroll, to walk around
हराउनु	
haraaunu	to get lost, to disappear
जरुरी	
jaruri	Important
कागजपत्र	
kaagajpatra	papers
खल्ली	
khalti	Pocket
कोशिश गर्नु	
kosis garnu	to try
लेख्नु	
lekhnu	to write
नै	
nai	emphatic particle
परिवार	
pariwaar	Family
पाकेट मारेछ	
pockeT maarechha	it appears that somebody picked my pocket
पाकेट मानु	
pockeT maarnu	to pick someone's pocket
साँचो	
saacho	keys
सामान	
saamaan	Thing
संग	
sangha /sanga	With
सुचना	
suchanaa	Information
ठाउँ	
Thaaau	Place

ठेगाना
Thegaanaa
यहीं
yahi

Address
right here

HOMEWORK

Lesson 28

- 1 Memorise the learning contents of Lesson 28
- *2 Translate the following sentences or do number 5 or 6 :
1. What is the biggest problem in Nepal at the moment?
 2. Please tell your friend from me to go to the information place
 3. Bureaucracy can be improved on, but it is slow and difficult
 4. Who can help me with this application?
 5. My keys got lost yesterday in a taxi, therefore I have to stay with a friend
 6. There is a big gap between rich countries and poor countries
- 3 Read Lesson 2: dialogue 2
- | | |
|---|---------------------------------|
| १ | आउने शुक्रबार के गर्ने |
| २ | पाठ रिभ्यु गर्ने अनि बाहिर जाने |
| १ | रिभ्यु कहिले गर्ने |
| २ | विहान |
| १ | लन्च खान बाहिर जाने हो ? |
| २ | होइन, लन्च पछि बाहिर जाने |
| १ | कहा जाने ? |
| २ | काठमाण्डौ |
| १ | कसरी जाने ? |
| २ | गाडीमा |
| १ | एकदम राम्रो |
- *4 Make sentences in the past perfect positive tense with:
- 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *5 Make a sentence for each of the following words/expressions:
- a) *sababhandaa*
 - b) *saknu*
 - c) *parchha*
 - d) *-i dinu*
 - e) *baaTa*
 - f) *bichmaa*
 - g) *sangha*

LESSON 29

शहरी समस्या ।

City Problems: Sahari samassyya

Environment, Water & Electricity: Baataawaran, paani ra bijuli

In this lesson you will learn to:

- 1** **informally ask someone what's up**
ke chha?
what is it
- 2** **talk about why things are the way they are**
aajabholi kina yasto bhaeko?
these days why like this has become
- 3** **express agreement**
ekdam Thik kuraa garnubhayo
extremely good talk you did
- 4** **talk about regular occurrence**
haptaa maa tin din dui ghanTaa maatra paani aauchha
week in 3 days 2 hours only water comes
- 5** **ask why things are in a certain way**
kina holaa tyasto ?
why perhaps like that
- 6** **make clauses with 'even though'**
paani na-aa-etaapani paisaa tirnu parchha ?
water not come even though, money pay is it necessary
- 7** **ask and answer questions with 'why' and 'because'**
belaa belaa maa kina bijuli jaanchha? /
time time in why electricity it goes
=why does the electricity disappear from time to time?
kinabhane bijuli utpaadan pugdaina
because electricity production it is not sufficient

Culture: Environment, health

Task: Ask someone at the office

- what they do with their garbage
- whether they recycle anything
- whether they make compost
- whether they have any health problems caused by pollution

Review:

Devanagari: Read: Lesson 1

Language focus: **verb conjugation:** present tense, present continuous, unconjugated past, imperative, passive
 alternate infinitive: verb root + *-na*
 participle + *-ra*
modal verb: *parchha* 'it is necessary'
'even though' clause: (*na-*)verb root + *-etaapani*
post positions: *baaTa, baahek, pachhi, ko laagi*
instrumental: *le*
compound verb: verb root + *-i dinu*
'impersonal' verb: *chaahinchha* (it is needed)
agent marker: *le*
composite noun: verb root + *-ne* + noun

Practice dialogues

1

- A: What's up?
 B: These days the air in Kathmandu is not good, why has it become like this?
 A: There are many people and many old cars, therefore the city is dirty, and the air is bad
 B: What can be done?
 A: The government must help clean up the city
 B: That sounds good

2

- A: Water comes only 4 days a week for 2 hours, why is it like that?
 B: Because the water management in this city is not good
 A: Even though the water doesn't come, is it necessary to pay?
 B: Yes, you must pay every month

3

- A: Why does the electricity disappear from time to time?
 B: Because the electricity production is not sufficient
 A: Can other countries not help?
 B: India helps, but the electricity is very expensive

Dialogue 1: The environment of Kathmandu

- के छ भाई, संचै छ ?
 A ke chha bhaai, sanchai chha?
 आजभोली काठमाण्डौमा सबै विरामी, म पनि हस्पिटलबाट आएको
 B aajabholi KTM maa sabai biraami, ma pani hospital baaTa aaeko
 किन ?
 A kina ?
 के गर्ने, काठमाण्डौको वातावरणनै दुषित छ ।
 B ke garne , KTM ko baataawaran nai dusit chha
 आजभोली किन यस्तो भएको ?
 A aajabholi kina yasto bhaeko?
 मान्छेले घरमात्र बनाउछन रुख रोपदैनन अनि के गर्ने ?

- B maanchhe le ghar maatra banaauchhan rukh ropdainen ani ke garne?
हो, यो त काठमाण्डौ ठुलो समस्या छ ।
- A ho, yo ta KTM maa Thulo samasyaa chha
दिनदिनै मान्छे बढदैछ, अनि फोहरपनि बढदैछ ।
- B dindinai maanchhe baDhdaichhan ani phohar pani baDhdaichha
हो, पुरानो गाडीको धुवाले सास फेर्न गाह्रो हुन्छ, अनि टाउको दुख्छ आखा दुख्छ
- A ho, puraano gaaDi ko dhuwaale saas pherna gaahaaro hunchha, ani Taauko dukhchha aakhaa
दुख्छहा.
अब सरकार र हामी सबैले चेतना जागाउनु पर्छ।
- B aba sarkaar ra haami sabai le chetanaa jagaaunu parchha
एकदम ठिक कुरा गर्नुभयो, सफा वातावरणनै राम्रो स्वास्थ्य हो ।
- A ekdam Thik kuraa garnubhayo, saphaa baataawaran nai raamro swaastha ho.

Vocabulary 1

aajabholi	आजभोली	now a days
aakhaa	आँखा	eyes
baataawaran	वातावरण	environment
baDhnu	बढनु	to increase, to grow
banaaunu	बनाउनु	to build
biraami	बिरामी	sick
chetanaa	चेतना	awareness
dhuwaa	धुवा	exhaust, smoke
dindinai	दिनदिनै	daily
dusit	दुषित	polluted
gaaDi	गाडि	car
gaahaaro	गाहारो	difficult
ityaadi	इत्यादी	e. t. c.
jagaaunu	जागाउनु	to raise
nai	नाई	emphatic particle
phohar	फोहर	dirty
puraano	पुरानो	old
ropnu	रोप्नु	to plant
rukh	रुख	tree
saas phernu	सास फेर्नु	to breathe
samasyaa	समस्या	problem
saphaa	सफा	clean
sarkaar	सरकार	government
swaastha	स्वास्थ्य	health
ta	त	as for, though, but, however
Taauko	टाउको	head

Dialogue 2: Garbage

- ए भाई, यो फोहर किन बाटोमा फालेको ?
- A e bhaai, yo phohar kina baaTo maa phaaleko ?
के गर्ने फाल्ने ठाउँ छैन
- B ke garne phaalne Thaa chhaina
हेर्नुस, यो कागज सबै जलाई दिनुस

- A hernus, yo kaagaj sabai jalaai dinus
अनि अरु तरकारीको बोक्राहरु के गर्ने ?
- B ani aru tarkaari ko bokraa haru ke garne?
कम्पोष्ट मल आफै बनाउने
- A campost mal aaphai banaaune
यो कसरी बनाउने हो ? मलाई सिकाईदिनुस न
- B yo kasari banaaune ho? malaai sikaaidinus na
यो त एकदम सजिलोछ, घरकोएउटा कुनामा एउटा एक डेढ फिटको खाडल खन्नुस अनि
- A yo ta ekdam sajilo chha, ghar ko euTaa kunaa maa euTaa ek DeDh fit ko khaalDo khannus ani
प्लास्टिक बाहेक अरु सबै फाल्ने चिजविजहरु जस्तै तरकारीको बोक्राहरु, घाँसपात सबै
plastic baahek aru sabai phaaline chijbij haru jastai tarkaari ko bokraa haru, ghaas paat, sabai
त्यो खाल्डोमा हाल्नुस र माटोले पुरीदिनुस, १० /१५ दिन पछि खनेर हेर्नुस राम्रो मल तयार हुन्छ
tyo khaalDo maa haalnus ra maaTo le puri dinus, 10 /15 din pachhi khanera hernus raamro mal
tayaar hunchha
यो मल के के को लागि राम्रो हुन्छ ?
- B yo mal ke ke ko laagi raamro hunchha?
तरकारीहरु, फलफुल आदी, आजभोली यसलाई परमाकल्चर भनिन्छ ।
- A tarkaariharu , phulharu aadi, aajabholi yaslaai' parmaculture 'bhaninchha,
यसमा रासायनिक मल को प्रयोग गरिदैन
yasmaa raasaayanik mal ko prayog garidaina
ए...यो त राम्रो कुरा हो, हस धन्यवाद
- B e...yo ta raamro kuraa ho, has dhannyabaad

Vocabulary 2

आदि	
aadi	etc.
आजभोलि	
aajabholi	these days
आफै	
aaphai	one self
बाटो	
baaTo	road, street
बाहेक	
baahek	except for
बनाउनु	
banaaunu	to make, to prepare
बोक्रा	
bokraa	peels
डेढ	
DeDha	One and half
फिट	
fit	foot, feet
घर	
ghar	house
घाँसपात	

ghaaspaat	grass and leaves
हालु	
haalnu	to pour
जलाउनु	
jalaauunu	to burn
जस्तै	
jastai	such as
कागज	
kaagaj	paper
खाल्डी	
khaalDo	ditch
खन्नु	
khannu	to dig
कुना	
kunaa	corner
मल	
mal	fertilizer, manure
माटो	
maaTo	dirt, soil
फालिने चिजबिज	
phaaline chijbij	things you throw out, garbage
फाल्नु	
phaalnu	to throw
फोहर	
phohar	garbage, dirty
फुल	
phul	flower
प्रयोग गर्नु	
prayog garnu	to use
पुर्नु	
purnu	to cover
रासायनिक	
raasaayanik	chemical
सबै	
saabai	all
सजिलो	
sajilo	easy
सिकाउनु	
sikaaunu	to teach
तयार हुनु	
tayaar hunu	to be ready
ठाउ	
Thaau	place
यसमा	
yasmaa	in this

Dialogue 3: Water management in towns

बहिनी तपाईंको धारामा पानी आउछ ?

- A bahini tapaai ko dhaaraa maa paani aauchha?
हप्तामा तीन दिन दुई घटामात्र आउछ
- B haptaa maa tin din dui ghanTaa maatra aauchha
मेरो क्षेत्रमा त पानी नै आउदैन
- A mero chhetra maa ta paani nai aaudaina
किन होला त्यस्तो ?
- B kina holaa tyasto ?
हाम्रो प्रशासनको व्यवस्थापन ठिक छैन, के गर्ने
- A haamro prasaasan ko byabasthaapan Thik chhaina, ke garne
पानी नआएपनि पैसा तिर्नु पर्छ ?
- B paani naaetaapani paisaa tirnu parchha ?
खोई, पानी आएतापनि नआएतापनि हरेक महिना पैसा तिर्नु पर्छ
- A khoi, paani aetaapani naaetaapani harek mahina paisaa tirnu parchha
अनि पानी कहा बाट ल्याउनु हुन्छ ?
- B ani paani kahaa baaTa lyaaunu hunchha ?
हैन्डपम्प बाट, के गर्ने, पानी मिठो छैन
- A hand pump baaTa, ke garne, paani miTho chhaina

Vocabulary 3

byabasthaapan	व्यवस्थापन	management
chhetra	क्षेत्र	area
dhaaraa	धारा	tap
-etaapani	एतापनी	even if
ghanTaa	घण्टा	hour
hapta	हप्ता	week
harek mahinaa	हरेक महिना	every month
khoi	खोई	well...
lyaaunu	ल्याउनु	to bring
nai	नै	emphatic particle
prasaasan	प्रशासन	administration
ta	त	but, though, however
tirnu	तिर्नु	to pay
tyasto	त्यस्तो	like that

Dialogue 4: Electricity

- बेला बेलामा किन बिजुली जान्छ
belaa belaa maa kina bijuli jaanchha
किनभने बिजुली उत्पादन पुग्दैन
- B kinabhane bijuli utpaadan pugdaina
किन नेपाल जलश्रोतको धनि देश होईन र ?
- A kina Nepal jalasrot ko dhani desh hoina ra ?
हो श्रोत त छ, तर श्रोत परिचालन गर्न धेरै पैसा चाहिन्छ
- B ho srot ta chha, tara srot parichaalan garna dherai paisaa chaahinchha
अरु देश हरुले मद्दत गर्दैनन ?
- A aru desh haru le maddat gardainan?
गर्छन तर बिजुली भन धेरै महगो हुन्छ
- B garchhan tara bijuli jhan dherai mahango hunchha

- कसरी ?
A kasari ?
ऋण तिर्नु पर्छ
B rin tirnu parchha.

Vocabulary 4

belaa belaa maa	बेलाबेलामा	from time to time
bijuli	बिजुली	electricity
dhani	धनी	rich
jalasrot	जलश्रोत	water resources
jhan dherai	भन् धेरै	much more
maddat gaarnu	मद्दत गर्नु	to help
parichaalan garnu	परिचालन गर्नु	to mobilize
pugnu	पुग्नु	to be enough
rin tirnu	ऋण तिर्नु	to pay a loan
srot	स्रोत	resources
utpaadan	उत्पादन	production

HOMEWORK

Lesson 29

- 1 Memorise the learning contents of Lesson 29
- 2 Prepare the Task
- *3 Translate the following sentences or do number 6:
 - a) It is necessary to clean up Kathmandu, I think
 - b) Even though he doesn't live in a village, he makes compost himself
 - c) A lot of garbage can be seen in the streets of Kathmandu
 - d) She eats everything except for fish
 - e) After living in Kathmandu, Denmark seems to be a very clean country
 - f) There are no places for garbage in this area
 - g) You can buy very nice writing paper in the shops in Kathmandu
 - h) Templos run on electricity or gas, therefore they are good for the environment
- 4 Read Lesson 1: dialogue 2

१ राम जी
२ हजुर
१ यो तपाईंको किताब हो ?
२ हो ।
१ मेरो किताब कहाँ छ , त्यहा छ ?
२ तपाईंको किताब मेचमा छ ।
१ ए, त्यो मेरो किताब हो, दिनुस ।
२ लिनुस ।
१ धन्यवाद

- *5 Make sentences in the past perfect negative tense with:
 - 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *6 Make a sentence for each of the following words/expressions:
 - a. (na-)verb root + -etaapani (even though)
 - b. baaTa
 - c. baahek
 - d. pacchi
 - e. -i dinu
 - f. chaahinchha
 - g. verb root + -ne + noun (composite noun)

LESSON 30

Foreign Aid: Baidesik sahayog

In this lesson you will learn to:

1 talk about knowledge of foreign aid

tapaailaai bideshi sahayog ko baarema thaahaa chha? /
you to foreign aid about knowledge there is
aliali suneko chhu
a little I have heard

2 talk about utilisation of foreign aid

Nepal maa yo sahayog raamro upabhog bhaeko chha?
Nepal in this aid well it has been utilised

3 express uncertainty in terms of answering a question

khoi, yo prasna ali gaahaaro chha
Well, this question a little difficult it is

4 ask someone to say what is on his/her mind

tapaai ko bichaar bhannus na
your opinion please say emphatic

5 express an unreal conditional situation

sabai upabhog bhaeko bhae, Nepal maa dherai bikaas hunthiyo
all if it had been utilised, Nepal in much development there was
= if it had all been utilised, there would be a lot of development in Nepal

6 talk about the objectives of foreign aid

bidesi sahayog ko mukhya uddhesya ke ho?
foreign aid of main objective what it is

7 talk about ways of giving aid

yo sahayog kasari garinchha?
this aid how it is done

8 talk about the benefit of something for someone

yas baaTa Nepal laai phaaidaa chha?
this from Nepal to benefit there is

9 express agreement with someone

kuraa Thik ho
talk OK it is

Culture:

Development, North-South issues

Task:

Ask someone at the office

- ✓ how he/she feels about foreign aid
- ✓ what foreign aid should be used for

Note down and bring back to class

Review:

Devanagari: read Lesson 1: dialogue 3

Language focus: **verb conjugation:** present and past perfect, past, passive

impersonal verb: parchha

post positions: ko baaremaa; dwaaraa; baaTa

composite nouns: verb root + ne + noun (dine sahayog)

unreal conditional clause (if ...): 1st. clause: verb root + eko + bhae
2nd. clause: verb in the past tense

interrogative: kasari

verb which is associated with possessive: ... ko bhar parnu

Practice dialogue

- A: In your opinion, how is foreign aid?
B: I think it is good, but it has not been utilized well in Nepal
A: I don't understand
B: If it had been utilized well, there would be more development in Nepal
A: Why is there less development in Nepal?
B: Well, this question is difficult
A: Is there not a benefit from foreign aid in Nepal?
B: Well there is, but Nepal has many problems and its development is very slow

Dialogue 1: Talking about foreign aid

- नमस्ते
A namaste
नमस्ते, तपाईंलाई विदेशी सहयोग को बारेमा थाहा छ?
B namaste, tapaaailai bideshi sahayog ko baarema thaahaa chha ?
अलिअलि सुनेको छु
A aliali suneko chhu
तपाईंको विचारमा विदेशी सहयोग के हो ?
B tapaa ko bichaar maa bideshi sahayog ke ho ?
धनी देशहरूले गरिब देशहरूलाई दिने सहयोग ।
A dhani desh haru le garib desh haru laai dine sahayog.
नेपालमा यो सहयोग राम्रो उपयोग भएको छ?
B Nepal maa yo sahayog raamro upayog bhaeko chha?
खोई, यो प्रश्न अलि गाह्यारो छ,
A khoi, yo prasna ali gaahaaro chha,
तपाईंको विचार भन्नुस न
B tapaa ko bichaar bhannus na
मेरो विचारमा, अलिअलि मात्र उपयोग भएको छ
A mero bichaar maa, aliali maatra upayog bhaeko chha
किन ?

- B kina?
किनभने सबै उपभोग भएको भए नेपालमा धेरै बिकास हुन्थियो
- A kinabhane sabai upayog bhaeko bhae Nepal maa dherai bikaas hunthiyo.
कुरा ठिक हो।
- B kuraa Thik ho.

Vocabulary 1

bideshi sahayog	विदेशी सहयोग	foreign aid
bikaas	बिकास	development
dhani	धनी	rich
gaahaaro	गाहारो	difficult
garib	गरिब	poor
khoi	खोई	an expression of doubt ('well)
prasna	प्रश्न	question
sahayog	सहयोग	help, aid, support
sunnu	सुन्नु	to hear
upayog hunu	उपयोग हुनु	to be utilized

Dialogue 2: Talking about different ways of giving aid

- विदेशी सहयोगको मुख्य उद्देश्य के हो?
- A bideshi sahayog ko mukhya uddhesya ke ho ?
अबिकसित देशहरुको बिकास
- B abikasit desh haru ko bikaas
यो सहयोग कसरी गरिन्छ ?
- A yo sahayog kasari garinchha?
प्रविधिक बिज्ञ, तालिमहरु, छात्रवृत्ति, र पैसा द्वारा गरिन्छ
- B praabidhik bigya, taalim haru, chhatra britti, ra paisaa dwaaraa garinchha.
यसबाट नेपाललाई फाईदा छ ?
- A yas baata Nepal laai phaaidaa chha?
मेरो बिचारमा, धेरै फाईदा छ तर अलि बेफाईदा पनि छ
- B mero bichaar maa ,dherai phaaidaa chha tara aliali befaaidaa pani chha
किन बेफाईदा छ ?
- A kina bephaaidaa chha?
किनभने सधैं अर्को देशको भर पर्नु पर्छ
- B kina bhane sadhai arko desh ko bhar parnu parchha

Vocabulary 2

abikasit	अबिकसित	underdeveloped
bephaaidaa	बेफाईदा	not benefit, not profit, disadvantage
bhar parnu	भर पर्नु	to depend
bigya	बिज्ञ	specialist
chhaatra britti	छात्रवृत्ति	scholarship
dwaaraa	द्वारा	through, by
mukhya	मुख्य	main
phaaidaa	फाईदा	benefit, profit
praabidhik	प्रविधिक	technical

sadhai
taalim
uddhesya

सधैँ
तालिम
उद्देश्य

always
training
objective

HOMEWORK

Lesson 30

1 Memorise the learning contents of Lesson 30

2 Prepare the Task

*3 Translate the following sentences or do number 6:

1. What is your opinion of foreign aid?
2. The main objective of foreign aid is the development of poor countries
3. There is a big difference between poor and rich countries
4. Funding for Danish development work comes from taxes
5. Foreign aid is both beneficial and not beneficial to developing countries
6. Many countries give aid to Nepal and other developing countries

4 Read Lesson 1: Dialogue 3:

- १ पिटरजी, कलम दिनुस ।
२ फेरि भन्नुस, मैले बुझिन
१ कलम दिनुस
२ लिनुस

*5 Make sentences in the past habitual positive tense with:

- 1 I
- 2 you
- 3 it
- 4 we
- 5 they (low)

*6 Make a sentence for each of the following words/expressions:

- 1 *ko baaremaa*
- 2 *dwaaraa*
- 3 *baata*
- 4 unreal conditional clause (if ...): 1st. clause: verb root + eko + bhae
2nd. clause: verb in the past tense
- 5 *kasari*
- 6 *kina/kinabhane*
- 7 *bhar parnu*

LESSON 31

Cooking: Paakya saastra (khaanaa pakaai)

In this lesson you will learn to:

1 talk about cooking and recipies

Nepali khaanaa kasari banaaune?

Nepali food how cook

2 talk about learning

tapaai kun kun Nepali khaanaa banauna siknuhunchha?

you which which Nepali food cook you learn

3 express instrumentality

daal laai paani le dhunos

lentils to water instrumental wash

= wash the lentils with water

4 talk about unspecified amounts

taato paani kati chaahinchha pressure cooker maa haalnus

hot water how much it is needed pressure cooker in pour

= pour as much hot water as is needed into the pressure cooker

5 talk about cooking techniques

gas maa raakhidinus

gas on put for it

6 qualify mass amounts

fry pan maa alikati ghiu haalnus

frying pan on a little amount butter pour

7 list actions in a sequence

ghiu taatepachhi tyasmaa aliali jiraa haalera taarnus

butter heat after that in a little cumin seed pour-and fry

8 ask for further directions

tyaspachhi ke garne?

that after what do

9 express the fact that something is done in the same way as something else

momo ko laagi roTi ko jastai piTho musnos

momo for bread's same as flour knead

=for the momos, knead the dough as you did for the bread

Culture:

Food, eating, cooking, entertaining, invitations, guest/host roles

Task:

Ask someone at the office which dishes

- ✓ he/she usually prepares and why
- ✓ he/she especially likes to prepare and why
- ✓ he/she prepares for guests and why

Note down and bring back to class

Review:

Language focus: **interrogative:** kasari
verb conjugations: participle, alternate infinitive, infinitive
compound verb: verb root + idinu
instrumental: noun + le
post positions: (e)pachhi; ko laagi; bhitra
qualifying mass amounts: alikati
composite nouns: verb root + ne + noun

Practice dialogue

- A: How do you make boiled potatoes?
B: You wash the potatoes with water, then you pour the potatoes and as much water as is needed in the pressure cooker, then you put it on the gas
A: What do you do after that?
B: After 15 minutes you can eat the potatoes
A: And what about carrots?
B: Make them like the potatoes, but boiling time is only 10 minutes
A: Thank you for the interesting information

Dialogue: Three recipies for Nepali dishes

नेपाली खाना कसरी बनाउने ?

A Nepali khaanaa kasari banaaune ?

तपाईं कुन नेपाली खाना बनाउन सिक्नु हुन्छ ?

B tapaai kun kun Nepali khaanaa banauna siknu hunchha?

दाल, रोटी, अचार र मो मो

A daal, roTi, achaar ra momo

ठिक छ, दाललाई पानीले धुनोस्, अनि तातो पानी कति चाहिन्छ प्रेशरकुकरमा हाल्नुस्, अनि दाल त्यो पानीमा हाल्नुस्, अनि नुन, अदुवा, बेसार र अलिअलि घिउ हाल्नुस्, अनि ग्यासमा राख्नुस्। दस मिनेट पछि त्यो भिक्नुस्, र फ्राई प्यानमा अलिकति घिउ हाल्नुस्, घिउ तातेपछि अलि जिरा, प्याज, लसुन, हालेर तार्नुस्, अनि त्यो दालमा हाल्नुस्। एकदम मिठो दाल तयार हुन्छ।

B Thik chha, daal laai paani le dhunos, ani taato paani kati chaahinchha presser cooker maa haalnu, ani daal tyo paani maa haalnu, ani nun, adhuwaa, besaar ra alaiali ghiu haalnu, ani gas maa raakhidinu. das minut pachhi tyo jhiknu, ra fry pan maa alikati ghiu haalnu, ghiu taatepachhi tyasmaa aliali jiraa, pyaaj, lasun, haalera taarnu, ani tyo daal maa haalidinu. ekdam miTho daal tayaar hunchha.

रोटीको लागि गहुँको पिठो लिनुस् अनि पानी हाल्नुस् र मुछ्नुस्, मुछ्नेपछि आधा घण्टा राख्नुस्, त्यसपछि बेल्नुस्, र तावामा हाल्नुस्। एक दुई पटक फर्काउनुस्, रोटी फुल्छ अनि तयार हुन्छ।

roTi ko laagi gahu ko piTho linu ani paani haalnu ra musnu, musepachhi aadhaa ghanTaa raakhnu, tyaspachhi belnu, ra taawaa maa haalnu. ek, dui paTak pharkaaunu, roTi phulchha ani tayaar hunchha.

अचार धेरै किसिमको हुन्छ। गोलभेंडाको अचारको लागि पहिले गोलभेंडा काटनुस, अनि लसुन, अदुवा, धनिया सानो सानो टुक्रा काटनुस, त्यसपछि फ्राईप्यानमा अलिकति तेल हाल्नुस, अनि लसुन र अदुवा एकछिन भूटनुस, अनि गोलभेंडा हाल्नुस, अनि नुन, बेसार हालेर १० मिनट पकाउनुस । अचार तयार हुन्छ ।

achaar dherai kicim ko hunchha. golbheDaa ko achar ko laagi pahile golbheDaa kaaTnus, ani lasun, adhuwaa, dhaniyaa saano saano tukraa kaaTnus, tyaspachhi frypan maa alikati tel haalnus, ani lasun ra adhuwaa ekchhin bhuTnus, ani golbheDaa haalnus, ani nun, besaar, haalera 10 minut pakaaunus. achar tayaar hunchha.

मोमोको लागि राटीको जस्तै पिठो मुछनुस, एकछिन राख्नुस, अनि मोमोको लागि तरकारी कि मासु एकदम सानो टुक्रा काटनुस, र पकाउनुस, अनि पिठोको रोटी बेल्लुस, त्यो राटीलाई एउटा सानो ग्लासले गोलो टुक्रा बनाउनुस, अनि त्यसमा त्यो तरकारी की मासु राख्नुस, र त्यसलाई रोटीले छोप्नुस, अनि त्यो मोमोको गोलालाई मोमो पकाउने भाडो भित्र राख्नुस, अनि विकौले छोपी दिनुस, १५ / २० मिनटमा मोमो तयार हुन्छ ।

momo ko laagi roTi ko jastai piTho muchnos, ekchhin raakhnos, ani momo ko laagi tarkaari ki maasu ekdam saano Tukraa kaaTnus, ra pakaaunos, ani piTho ko roTi belnus, tyo roTi laai euTaa saano glass le golo Tukraa banaaunos, ani tyasmaa tyo tarkaari ki maasu raakhnus, ra tyas laai roTi le chhopnus, ani tyo momo ko golaa laai momo pakaaune bhaaDo bhitra raakhnus, ani birko le chhopi dinus, 15 / 20 mineT maa momo tayaar hunchha

हो....यो त धेरै काम रहेछ, तर म सिक्छु

A oh....yo ta dherai kaam rahechha, tara ma sikchhu.

Vocabulary

achaar	अचार	pickles
aadhaa	आधा	half
aduwaa	अदुवा	ginger
alikai	अलिकति	a little
belnu	बेल्लु	to roll
besaar	बेसार	tumari
bhaaDo	भाँडो	pot
bhitra	भित्र	inside
bhuTnu	भुट्नु	to roast
birko	बिकौ	cover
chhopnu	छोप्नु	to cover
dhaniyaa	धनिया	coriander
dhunu	धुनु	to wash
gahu ko piTho	गहुँको पिठो	wheat flour
ghanTaa	घण्टा	hour
ghiu	घिउ	butter
golbheDaa	गोलभेंडा	tomato
golo, golaa	गोलो / गोला	circle, circles
haalnu	हाल्नु	to pour
jhiknu	झिक्नु	to take out
jiraa	जीरा	cumin seed
kaaTnu	काट्नु	to cut
lasun	लसुन	garlic
muchnu	मुछ्नु	to knead
nun	नुन	salt
pakaaunus	पकाउनुस	Please cook

paTak	पटक	time(s)
pharkaaunu	फर्काउनु	to turn over
phulnu	फुल्नु	to puff up, to become filled with air
piTho	पिठो	flour
pyaaj	प्याज	onion
raakhnu	राख्नु	to put
taarnu	तार्नु	to fry
taatnu	तात्नु	to heat
taawaa	तावा	frying pan
tayaar hunu	तयार हुनु	to be ready
tel	तेल	oil
Tukraa	टुक्रा	piece

HOMEWORK

Lesson 31

- 1 Memorize the learning contents of Lesson 31
- 2 Prepare the Task
- *3 Translate the following sentences or do number 5:
 - a) Some people make bread using milk
 - b) How do you make yoghurt?
 - c) You boil milk and leave it for a day in a warm place, then the yoghurt is ready
 - d) Is it necessary to put in a little old yoghurt also maybe?
 - e) You put the old yoghurt in after you have boiled the milk
 - f) Please teach me how to make bread using a frying pan!
 - g) There is a little bit of butter inside momos
- *4 Make sentences in the past habitual negative tense with:
 - 1 I
 - 2 you
 - 3 it
 - 4 we
 - 5 they (low)
- *5 Make a sentence with each of the following words/expressions/structures:
 - 1 *kasari*
 - 2 *verb root + idinu*
 - 3 *(e)pachhi*
 - 4 *ko laagi*

- 5 *bhitra*
- 6 *alikasi*
- 7 verb root + *era*
- 8 verb root + *nos*

REVIEW 4

Lessons 28-31

1 **Review Lesson 31:**

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

2 **Review Lessons 28-31:**

- 1 ***Listening***
 The teacher reads the listening texts from Lessons 28 - 30
 Students listen
 Checking for understanding
- 2 ***Speaking***
 Role play:
 Discussion about foreign aid (Lesson 30)
- 3 ***Numerals***
 A regular game of Bingo is played
- 4 ***Devanagari***
 Pair work 1:
 Students read some of the dialogues from Lessons 1- 9, changing roles
 Pair work 2:
 Students take turns naming the letters they have learned using the wooden block letters or Devanagari poster
- 5 ***Listening/responding***
 The task from Lesson 31

Dialogues for 2nd day

A's version

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

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

In case you have problems:

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

In case B has problems:

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

Lesson 16

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

2

A: Ask B where his/her partner organization is

A: Answer and ask B when his/her partner organization was established

A: Answer and ask B what the main objectives of his/her partner organization are

A: Answer and ask B what his/her work entails

A: Answer

Lesson 17

1

A: Ask B whether s/he has an account in a Nepali bank

A: Answer and ask B which bank s/he uses

A: Answer and ask B if his/her bank is close to his/her office

A: Answer and ask B if his/her bank is large or small

A: Reply

2

A: Reply and return the question

A: Reply and return the question

A: Reply and ask how long it takes for a letter to reach Denmark from Kathmandu

A: Reply

3

A: Ask B if s/he has bought any medicine in Nepal

A: Answer and ask what was wrong with B

A: Ask how B thinks Nepali medicine is

A: Reply

Lesson 18

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 whether s/he has worked in Denmark
A: Answer and ask B which job s/he had in Denmark
A: Answer and ask for how long s/he worked there
A: Reply

Lesson 19

1

A: Ask B whether s/he has heard that the office is closed tomorrow
A: Give some reason
A: Reply

2

A: Answer in the affirmative and ask why
A: Tell B that you will do that. Ask B what the important information is

Lesson 20

1

A: Reply
A: Reply
A: Reply
A: Reply
A: Reply and explain why

2

A: Ask B which types of public transportation s/he has used in Nepal
A: Reply. If B has not used any public transportation in Nepal, ask him/her why not
A: Reply

Lesson 21

1

A: Ask B whether s/he believes in a religion
A: Answer and ask which religion s/he believes in
A: Answer and ask B where s/he worships
A: Reply

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 and return the question

Lesson 22 A

1

A: Reply
A: Reply

Continue the discussion keeping to the topic of contemporary Nepali politics

2

A: Ask B when the constitution was put into practice in Denmark

A: Comment if necessary, and ask B how important the queen's decision is in Denmark

A: Comment if necessary

Continue the discussion keeping to the topic of the political system in Denmark

Lesson 22 B

1

A: Answer and elaborate

A: Answer

2

A: Ask B which Danish festivals are official holidays (bidaa)

A: Ask B why we celebrate Christmas and Easter

A: Ask B how s/he celebrates at New Year

A: Answer and ask B whether s/he has celebrated any Nepali festivals

A: Answer

Lesson 23

1

A: Ask B how big his/her family is

A: Answer and ask B who his/her family consists of

A: Answer and ask who B lives with

A: Answer and ask who does the housework

A: Answer and ask B how old s/he was when s/he started living alone

A: Answer and ask B whether s/he gets any facilities from the government

A: Answer and ask B whether s/he pays taxes

A: Reply

2

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply

A: Reply and return the question

3

A: Ask B whether s/he is married

A: Reply and ask B how old s/he was when she got married (if s/he is married, otherwise skip this question)

A: Reply and ask how old people are in Denmark when they get married

A: Ask B whether it is the same in the cities and villages

Lesson 24

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

2

A: Ask B how many years s/he went to school

A: Answer and ask B how many years you have to go to school in Denmark

A: Ask B what the biggest exam in Denmark is

A: Ask B after how many years that exam is
 A: Ask B whether boys go to school longer than girls in Denmark
 A: Make a reply
 2
 A: Reply and return the question
 A: Reply
 A: Reply
 A: Reply
 A: Reply and ask B why s/he asked you that question

Lesson 25

1
 A: Ask B what s/he thinks of Denmark
 A: Answer and ask B whether s/he knows how many districts ('amter/kommuner') there are in Denmark
 A: Reply if it is necessary. Ask B what the main occupation in Denmark is
 A: Ask B what the population in Denmark is
 A: Make a comment about the size of Denmark and its population
 2
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 3
 A: Ask B which month s/he likes most in Denmark
 A: Answer and Ask B why s/he likes this month the best
 A: Answer and ask B whether there is monsoon in Denmark

Lesson 26

1
 A: Reply and return the question
 A: Reply and return the question
 A: Reply and return the question
 2
 A: Ask B if there are caste occupations in Denmark
 A: Ask B how you get a job/occupation in Denmark

Lesson 27

1
 A: Ask B who helps in building schools in Denmark
 A: Ask B if the local government also helps with private work
 A: Ask B what other responsibilities the local government has
 A: Ask A who helps with hospitals
 A: Ask B where the funding for all this work comes from
 A: Make a comment about the system in Denmark
 2
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply
 A: Reply

Lesson 28

A: Answer
A: Answer
A: Answer
A: Answer

Lesson 29

1

A: Ask B what s/he thinks of the environment in Kathmandu
A: Answer and ask B why Kathmandu's environment is like this
A: Answer and ask what B thinks might be done about it
A: Answer and ask B how the environment in Copenhagen is
A: Answer and ask B whether s/he has any health problems caused by the bad environment
A: Reply

2

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

3

A: Ask B whether there is always electricity and water in Denmark
A: Ask B where s/he gets water from
A: Ask B who is responsible for electricity and water in Denmark
A: Ask B where the money comes from
A: Ask B when you have to pay the bills for water and electricity
A: Ask whether water and electricity is expensive in Denmark
A: Ask B where the electricity comes from in Denmark
A: Ask B whether Denmark can produce its own electricity
A: Ask B how the water resources are in Denmark
A: Ask whether Denmark has to pay loans to other countries
A: Make a comment about natural resources in Denmark

Lesson 30

1

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

2

A: Ask B what people in Denmark think about foreign aid in general
A: Ask B where the money for foreign aid comes from in Denmark
A: Ask B how people in Denmark feel about their tax money being spent on foreign aid

Lesson 31

1

A: Ask B what s/he thinks of his/her own cooking
A: Answer and ask B whether s/he likes to cook
A: Answer and ask B whether s/he can cook foreign food
A: Answer and ask B which country's food s/he thinks is the tastiest
A: Ask B what s/he thinks of Nepali and Danish food
A: Answer and ask whether B would want to learn to cook Nepali food
A: Answer and ask B why s/he wants or doesn't want to learn to cook Nepali food
A: Ask B which kinds of food s/he is going to eat in Nepal
A: Ask B where s/he buys food in Nepal and in Denmark
A: Answer and ask B who does the cooking for him/her in Denmark and in Nepal

A: Reply
2
A: Explain the various steps to B
3
A: Ask B to teach you to cook something (think of a simple dish yourself)
A: Thank B

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 16

1

- B: Ask A where s/he has been
B: Answer and ask A what his/her partner organization is called
B: Answer and ask A how s/he feels about his/her partner organization
B: Answer and ask A how many people work in his/her office
B: Answer

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 17

1

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

2

- B: Ask A if s/he writes letters
B: Answer and ask if s/he has been to a post office
B: Answer and ask how much postage is needed for a letter to Denmark
B: Reply and ask how long it takes for a letter to reach Kathmandu from Denmark

3

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

Lesson 18

1

- B: Ask A what house work s/he does
B: Answer and ask A how many times a day s/he prepares food
B: Answer and ask A how many times a week s/he washes clothes
B: Answer and ask A how many times a week s/he cleans the house
B: Answer and ask A whether s/he knows how to cook Nepali food
B: Answer and ask A how many times a week s/he buys food
B: Reply

2

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

Lesson 19

1

- B: Reply and ask why
B: Ask who told A the news
B: Thank A for the information

2

- B: Ask A if s/he will talk to your friend C today
B: Reply and ask A to tell your friend C that you have some important information for him/her
B: Tell A and thank him/her

Lesson 20

1

- B: Ask A which means of transportation there are in Denmark
B: Ask A why there are no Tempos in Denmark
B: Ask A how the public transportation system is in Denmark
B: Ask A how the roads are in Denmark
B: Ask A whether there are many accidents on the roads in Denmark

2

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

Lesson 21

1

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

2

- B: Ask A which Danish festival s/he thinks is the most important
B: Answer and ask A why s/he thinks this festival is the most important
B: Answer and ask A what s/he does at this festival
B: Answer and ask A what s/he eats at this festival
B: Answer and ask A with whom s/he celebrates this festival
B: Reply

Lesson 22 A

1

- B: Ask A whether s/he knows the names of some political parties in Nepal
B: Comment if necessary, and ask A which party/parties is/are in power at the moment in Nepal
B: Comment if necessary

Continue the discussion keeping to the topic of contemporary Nepali politics

2

B: Reply

B: Reply

Continue the discussion keeping to the topic of the political system in Denmark

Lesson 22 B

1

B: Ask A whether all people in Denmark adhere to Christianity

B: Ask A which Islamic festival is the biggest

B: Ask A how people celebrate this festival

2

B: Answer

B: Answer

B: Answer and return the question

B: Answer and return the question

Lesson 23

1

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

B: Reply and return the question

2

B: Ask A how big families are in Denmark

B: Ask who works outside the home in Denmark

B: Ask if children work in Denmark

B: Ask at what age children are allowed to work in Denmark

B: Ask what types of jobs children have in Denmark

B: Ask how many hours a week children work in Denmark

B: Ask what teachers and parents think of children working in Denmark

B: Ask why children in Denmark want to work

B: Ask how the children's salaries are in Denmark

B: Ask whether A worked when she was a child

B: Reply

3

B: Reply and return the question

B: Reply and return the question

B: Reply

B: Reply

Lesson 24

1

B: Ask A whether s/he thinks that the roles of men and women are equal in Denmark

B: Answer and ask A why s/he feels the way s/he does about this question

B: Answer and ask A whether this should be changed

B: Answer and ask A how s/he thinks this can be changed (if it should be changed)

B: Answer and ask A whether the roles of men and women are equal in his/her parents' case

B: Reply

2

- B: Reply and return the question
B: Reply
B: Reply
B: Reply
B: Reply and ask A why s/he asked you that question

Lesson 25

1

- B: Reply and return the question
B: Reply (if you don't know, then ask A whether s/he knows)
B: Reply
B: Reply
B: Respond

2

- B: Ask A which ethnic groups live in Denmark
B: Ask A what the largest non-Danish ethnic group in Denmark is
B: Ask A whether there are organizations for the different ethnic groups
B: Ask A where the funding for ethnic group work comes from
B: Ask A what types of programs there are
B: Ask A if different ethnic groups is a problem in Denmark
B: Ask whether the different ethnic groups in Denmark fight

3

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

Lesson 26

1

- B: Ask A what his/her occupation is
B: Answer and ask A how long s/he went to school
B: Answer and ask if s/he has a lot of experience doing his/her job
B: Answer

2

- B: Reply
B: Reply

Lesson 27

1

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

2

- B: Ask A with whom/where you make an application for work as a DW
B: Ask A how long it takes from when you apply to when you go out to work
B: Ask A who pays a DW's salary
B: Ask A in which countries Danes work as DWs
B: Ask how many development organizations there are in Denmark
B: Ask A how old people are when they work as DWs
B: Ask A where you learn about available DW jobs

Lesson 28

- B: Ask A whether there is bureaucracy in Denmark also
B: Comment if you don't agree and ask A what the biggest problem (in general) in Denmark is
B: Comment if you don't agree and ask A why this problem arose in Denmark
B: Comment if you don't agree and ask A what can be done to change the situation
B: Comment if you don't agree

Lesson 29

1

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

2

- B: Ask A whether there are areas for garbage in Copenhagen
B: Ask A whether s/he makes compost in Denmark
B: Answer and ask A why s/he does or doesn't
B: Ask A whether s/he burns paper
B: Answer and ask why A does or doesn't burn paper
B: Reply

3

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

Lesson 30

1

- B: Ask A what s/he thinks about foreign aid
B: Answer and ask A what s/he thinks about foreign aid in Nepal
B: Ask A whether s/he thinks there are any aspects of foreign aid that are not beneficial to the developing countries (e.g. Nepal)
B: Answer and ask A how foreign aid (e.g. in Nepal) could be better
B: Answer

2

- B: Answer
B: Answer
B: Answer

Lesson 31

1

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

2

B: Ask A to teach you to cook something (think of a simple dish yourself)
B: Thank A

3

B: Explain the various steps to A

LISTENING TEXTS

नेपा लको बारेमा

Nepal ko baaremaa

नेपाल एउटा सानो र राम्रो देश हो । हावापानी अनुसार यसलाई तिन भागमा बाड्न सकिन्छ , हिमाली भाग , पहाडी भाग , तराई भाग । हिमाली भाग मा हिउँ पर्छ , पहाडी भागमा ठिकैको मौसम हुन्छ अनि तराई भागमा धेरै गर्मी हुन्छ ।

Nepal euTaa saano ra ramaailo desh ho.Haawaapaani anusaar yaslaai tin bhaag maa baaDna sakinchha, himaali bhaag, pahaaDi bhaag, taraai bhaag.Himaali bhaag maa hui parchha ra dheai jaaDo hunchha, pahaaDi bhaag maa Thikai ko mausam hunchha ani taraai bhaag maa dherai garmmi hunchha.

नेपालमा १४ अञ्चल र ७५ जिल्ला हरु छन् । नेपालको मुख्य पेशा कृषी हो । यहाँको जनसंख्या दुई करोड भन्दा पनि धेरै छ । हिमाली भाग मा धेरै खेती हुदैन , त्यहाँ को जनसंख्या पनि कम छ , त्यहाँको मानिस हरु जनावर हरु पाल्छन , त्यहाँ को जीवन अलि गाह्रो छ , पहाडी भाग मा अरु खेती (मकै, कोदो, आलु , तरकारी) राम्रो हुन्छ तर धान खेती धेरै राम्रो हुदैन , तराई भाग मा सबै खेती राम्रो हुन्छ त्यसकारण तराई लाई नेपालको अन्न भण्डार भनिन्छ ।

Nepal maa 14 anchal ra 75 jillaa haru chhan.Nepal ko mukhya pesaa krishi ho.Yahaa ko janasankhyaa dui karod bhandaa pani dherai chha.Himaali bhaag maa dherai kheti hudaina, tyahaa ko janasankhyaa pani kam chha, tyahaa ko maanis haru janaawar haru paalchhan, tyahaa ko jiwani ali gaahaaro chha, pahaaDi bhaag maa aru kheti{makai, kodo, aalu, tarkaari,} raamro hunchha tara dhaan kheti dherai raamro hudaina, taraai bhaag maa sabai kheti raamro hunchha tyaskaaran taraai laai Nepal ko anna bhanDaar bhaninchha.

नेपालको हिमाली जीवन र पहाडी जीवन धेरै गाह्रो छ किनभने त्यहाँ राम्रो खेती हुदैन तर काम धेरै गर्नु पर्छ , अस्पताल छैन इत्यादि । त्यसकारण आजभोलि सबै मान्छे हरु तराई कि काठमाण्डौ आउँदैछन । उनीहरुको विचारमा यहाँ जीवन सजिलो हुन्छ किनभने स्कुल छ अस्पताल छ काम पाइन्छ । तर मेरो विचारमा यहाँको जीवन पनि सजिलो छैन । यहाँ मान्छे धेरै छन् तर एक अर्कोमा मदत छैन , धारा छ तर पानी छैन । अस्पताल छ तर राम्रो उपचार छैन , ठुलो घरहरु छन तर सफा हावा छैन , के गर्ने ? जीवन यस्तै छ ।

Nepal ko Himali jiwani ra pahaaDi jiwani dherai gaarho chha kinabhane tyahaa raamro kheti hudaina tara kaam dherai garnu parchha school chhaina , aspataal chhaina

ityaadi tyaskaaran aajabholi sabai maanchhe haru taraai ki kaThmandu
aadaichhan. uniharu ko bichhaar maa yahaa jiwana sajilo hunchha kinabhan school chha
aspatal chha kaam paainchha tara mero bichhaar ma yahaa ko jiwana pani sajilo chhaina
yahaa maanchhe dherai chhan tara ek arko maa maddat chhaina, dhaaraa chha tara paani
chhaina aspatial chha tara raamro upachhaar chhaina, Thulo ghar haru chhan tara saphaa
haawaa chhaina, ke garne? Jiwana yastai chha

मेरो विचार मा सबै ठाउँमा समस्याहरु छन तर समस्याहरु फरक फरक छन ।

Mero bichhaar maa sabai Thaaun maa samasyaa haru chhan tara samasyaa haru
pharak pharak chhan.

Karmachaari tantra

नेपाल मा २०/२२ वटा मन्त्रालयहरु छन् । यी मन्त्रालयहरुमा धेरै किसिमका कर्मचारीहरु छन् । केहि कर्मचारी धेरै अनुभवी छन् , केहि कर्मचारी इमान्दार पनि छन् । तर पनि सबै कर्मचारीहरु उस्तै छैनन् । सबैको विचारमा सरकारी कार्यालयमा काम ढिलो हुन्छ किन ? किनभने यसको धेरै कारणहरु छन् , जस्तै : कामको लामो प्रकृया , उत्तरदायित्वको कमी , थोरै तलब , तालिमको कमी , स्थायी जागिर , तह व्यवस्थापन इत्यादि । यी सबै कारणहरुले काम ढिलो हुन्छ ।

Nepal maa 20/22 waTaa manTraalaya haru chhan . Yi mantraalaya haru maa dherai kicim kaa karmachaari haru chhan. Kehi karmachaari dherai anubhabi chhan, kahi karmachaari imaandaar pani chhan tara pani sabai karmachaari haru ustai chhainan. Sabai ko bichhaar maa sarkaari kaaryaalaya maa kaam Dhilo hunchha kina ? kinabhane yasko dherai kaaran haru chhan, jastai: kaam ko laamo prakriyaa, uttardaaaitwa ko kami, thorai talab, taalim ko kami, sthaai jaagir, taha byabasthaa ityaadi. Yi sabai kaaran haru le kaam Dhilo hunchha.

यसलाई सुधार गर्न हामीहरुले सबभन्दा पहिले कामको प्रकृया छोटो बनाउनु पर्छ , कर्मचारीहरुलाई राम्रो तलब दिनु पर्छ , अनि नयाँ , नयाँ तालिम पनि दिनु पर्छ , कामको उत्तरदायित्व हरु पनि एक अर्कोमा बाड्नु पर्छ अनि मात्र काम छिटो हुन्छ ।

yaslaai sudhaar garna haami haru le sabbhandaa pahile kaam ko prakriyaa chhoto banaaunu parchha, karmachaari haru laai raamro talab dinu parchha, ani nayaa, nayaa, taalim haru pani dinu parchha, kaam ko uttardaaaitwa haru pani ek arko maa baadnu parchha ani maatra kaam chhiTo hunchha.

काठमाण्डौको वातावरण

Kathmandu ko baataawaran

आजभोलि काठमाण्डौको वातावरण दिनदिनै दुषित हुदैछ , दिनदिनै मान्छेहरु बढ्दैछन् , गाडीहरु बढ्दैछन् अनि फोहर पनि बढ्दैछ । मानिसहरुले घर मात्र बनाउँछन् रुख रोप्दैनन् , गाडी चलाउँछन् तर राम्रो मर्मत गर्न सक्दैनन् फोहरलाई जलाउन कि पुर्न सकिन्छ तर यो फोहर जथाभावी फैलिदिन्छन् अनि के गर्ने ? यसकारण आजभोलि सबै ठाउँमा फोहर , धुवा , सबै जना विरामी , वातावरण राम्रो छैन ।

aajabholi kathmandu ko baataawaran didinai dusit hudaichha, dindinai maanchhe haru baDhdaichhan, gaadhi haru baDhdai chha ani phohor pani baDhdaichha. maanis haru le ghar maatra banaauchhan rukh ropdainan, gaaDi chalaauchhan tara raamro

marmat garna sakdainan, phohar laai jalauna ki purna sakinchha tara yo phohar jathaabhaabi phaalidinchhan ani ke garne? yaskaaran aajabholi sabai Thaa maa phohor , dhuwaa, sabaijanaa biraami, baataawaran raamro chhaina.

गाउँ भन्दा शहर धेरै फोहर छ किनभने शहर मा हामीहरु धेरै प्लास्टिक को प्रयोग गर्छौं र यहाँ गाडीको धुवा धेरै छ अनि हरियो रुख विरुवा थोरै छ र काठमाण्डौ को पिउने पानी पनि सफा छैन त्यसकारण यहाँ धेरै मान्छे हरु विरामी हुन्छन ।

gaau bhandaa sahar dherai phohar chha kinabhane sahar maa haamiharu dherai plastic ko prayog garchhau ra yahaa gaaDi ko dhuwaa dherai chha ani hariyo rukh biruwaa thorai chha ra kathmandu ko piune paani pani saphaa chhaina tyaskaaran yahaa dherai maanchhe haru birami hunchhan.

काठमाण्डौ को वातावरण सुन्दर बनाउन हामी सबै ले आफ्नो घर अगाडी रुख हरु रोप्नु पर्छ , फोहर लाई जलाइदिने या पुरी दिनु पर्छ , गाडी हरुको दुषित धुवा रोक्न को लागि सरकार बाट कडा नियम बनाउनु पर्छ , यी सबै कुरा हरु गर्न सक्थौं भने मात्र हाम्रो वातावरण सफा हुन्छ । यो सरकार बाट मात्र सम्भव छैन , यसको लागि सबै ले चेतना जगाउनु पर्छ ।

kathmandu ko baataawaran sundar banaauna haami sabai le aaphno ghar agaaDi rukh haru ropne parchha, phohar laai jalaaidine yaa puri dinu parchha, gaaDi haru ko dusit dhuwaa rokna ko laagi sarkaar baaTa kaDaa niyam banaaunu parchha,yi sabai kuraa haru garna sakyau bhane maatra haamro baataawaran saphaa hunchha.yo sarkaar baaTa maatra sambhab chhaina, yasko laagi sabai le chetanaa jagaaunu parchha.

विदेशी सहयोग

Bideshi sahayog

विदेशी सहयोग भनेको धनी देश ले गरीब देश लाई दिने सहयोग हो । सहयोग विभिन्न प्रकारका हुन्छन जस्तै : पैसाको सहयोग , प्राविधिक सहयोग , डी डब्लुको सहयोग , सामानहरुको सहयोग , तालिमहरुको सहयोग इत्यादि । हाम्रो देश मा पनि धेरै बर्ष अघि देखी प्रशस्त विदेशी सहयोग हरु आएका छन तर यी सहयोगहरु हाम्रो देशमा राम्रो सँग प्रयोग भयौ कि भएन यो एउटा ठुलो प्रश्न छ ?

bidesi sahayog bhaneko dhani desh le gariab desh laai dine sahayog ho.sahayog bibhinna prakaar kaa hunchhan jastai; paisaa ko sahayog, praabidhik sahayog, DW ko sahayog, saamaan haru ko sahayog , taalim haru ko sahayog ityaadi.haamro desh maa pani dherai barsa aghi dekhi prasasta bideshi sahayog haru aaekaa chhan tara yi sahayog haru haamro desh maa raamro sanga prayog bhayo ki bhaena yo euTaa Thulo prasna chha?

यदि यी सबै सहयोग हरु हाम्रो देशमा सहि प्रयोग भएको भए नेपाल मा धेरै विकाश हुन्थ्यो ।

yadi yi sabai sahayog haru haamro desh maa sahi prayog bhaeko bhae Nepal maa dherai bikaas hunthiyo.

नेपाली खाना

Nepali khaanaa

नेपाली खाना धेरै प्रकारका छन जस्तै दाल , भात , ढिडो , रोटी , तरकारी , अचार । यो नेपाली हरु को दिनदिनै को खाना हो तर यो वाहेक अरु धेरै खाना हरु छन जस्तै सेल , अर्सा , अनरसा , ढकनी , खीर , पुरी , मालपुवा , हलुवा ,

जेरी , स्वारी , लालमोहन , रसवरी ,पुरानदाना , वारा , चटामरी यी चाडपर्वका विदेशी खाना हरु हुन । यस बाहेक गाउँहरुमा दिनदिनै घरमा बनाउन सकिने खाना हुन मकै , भटमास , चिउरा , सुथुनी, पिडालु इत्यादि । यी सबै खाना हरु हामी घर मै बनाउन सक्छौ तर आजभोलि नेपाली हरु लाई अरु देश को फरक फरक खाना हरु पनि खान मनपर्छ जस्तै : मोमो , चाउमिन , डोसा इडली , समोसा , पकौडा इत्यादि ।

Nepali khaana dherai prakaar kaa chhan jastai daal, bhaat, DhiDo,roTi,tarkaari, achar yo nepali haru ko dindinai ko khaanaa ho tara yo baahek pani aru dherai khaanaa haru chhan jastai sel,arsaa,anarsaa,Dhakani, khir, puri, maalpuwaa, haluwaa,,jeri swaari,laalmohan,rasbari phurandaanaa, baaraa, chaTaamari yomari yi chaaDparba kaa bisesh khaanaa haru hun yas baahek gaauharu maa dindinai ghar maa banaauna sakine khaanaa hun makai, bhaTmaas, chiuraa, suThuni, piDaalu,ityaadi. yi sabai khaanaa haru haami ghar mai banaauna sakchhau tara aajabholi nepali haru laai aru desh ko pharak pharak khaanaa haru pani khaana manparchha jastai; momo, chaauchaau, dosaa iDli, samosaa, pakauDaa ityaadi.

नेपालमा विभिन्न जाती हरु छन , सबै जाती हरुको विशेष चाडपर्वहरु छन र सबै चाडपर्व अनुसार को विदेशी खाना हरु पनि छन , यो धेरै चाखलाग्दो छ ।

Nepal ma bibhinna jaati haru chhan, sabai jaati haru ko bisesh chaaDparba haru chhan ra sabai chaaDparba anusaar ko bisesh khaanaa haru pani chhan, yo dherai chaakhlaagdo chha.

मेरो सानो गाउँ

Mero saano gaau

यो सानो गाउँ को नाम खोटाङ हो , यो गाउँ सगरमाथा अञ्चलमा पर्छ । यो गाउँ काठमाण्डौ बाट धेरै टाढा छ । हवाईजहाजमा ४५ मिनेट जती लाग्छ । त्यसपछि हिड्दा १०/१२ घण्टा जति लाग्छ । त्यहाँ मोटर बाटो छैन तराई बाट हिडेर जाँदा तिन दिन लाग्छ , धेरै हिड्नु पर्छ तर त्यो सानो गाउँ धेरै रमाइलो छ ।

Yo saano gaau ko naam khoTang ho, yo gaau sagarmaathaa anchal maa parchha.yo gaau Ktm baaTa dherai TaaDhaa chha. Hawaai jahaaj maa 45 mineT jati laagchha

tyaspachhi hiDdaa 10/12 ghanTaa jati laagchha. tyahaa jaane moTar baaTo chhaina taraai baaTa hiDera jaadaa 3 din laagchha, dherai hiDnu parchha tara tyo saano gaau dherai ramaailo chha.

त्यो गाउँ बाट वरीपरी हरियो डाडा र सेतो सगरमाथा हिमाल देखीन्छ , त्यहाँ को हावापानी पनि एकदम राम्रो छ । त्यो गाउँमा एउटा सानो हस्पिटल , एउटा सरकारी स्कूल र सानो बजार पनि छ ।

tyo gaau baaTa waripari hariyo DaaDaa ra seto sagarmaathaa himal dekhinchha, tyahaa ko haawaapaani pani ekdam raamro chha.tyo gaau maa euTaa saano hospital, euTaa sarkaari school ra saano bajaar pani chha.

त्यहाँ कुनैपनि स्थानिय संस्था हरु छैनन् । यो गाउँ धेरै पिछ्छाडिएको छ । अहिले सम्म पनि त्यहाँ विजुली छैन , बाटो छैन , चेतना जगाउने कुनैपनि कार्यक्रम छैन , सबै समानहरु धेरै महँगो छ किनभने सबै समान बोकेर ल्याउनु पर्छ , त्यहाँ को मानिस हरु को जिवन एकदम गाह्रो छ , त्यसकारण सबै मानिस हरु विस्तारै , तराई तिर जादैछन ।

tyahaa kunaipani sthaaniya sansthaa haru chhainan. yo gaau dherai pichhaDieko chha kinabhane ahile samma pani tyahaa bijuli chhaina, baaTo chhaina, chetanaa jagaaune kunaipani kaaryakram chhaina,sabai saamaan haru dherai mahango chhan kinabhane sabai saamaan bokera lyaaunu parchha, tyahaa ko maanis haru ko jivan ekdam gaahaaro chha, tyaskaaran sabai maanis haru bistaarai, bistaarai, taraai tira jaadaichhan.

नेपालमा धेरै यस्तै गाउँ हरु छन । गाउँ को विकाश हुदैन भने देशको पनि विकाश हुदैन

। धेरै जसो गाउँहरु मा गा.वि.स. को प्रशासन राम्रो छैन किनभने उनीहरु सगँ राम्रो

योजना छैन त्यसकारण सबै काम हरु धेरै ढिलो हुन्छ ।

Nepal maa dherai yastai gaau haru chhan. Gaau ko bikaas hudaina bhanesh ko pani bikaas hudaina. Dheraijaso gaau haru maa gaa.bi.sa. ko prasaasan raamro chhaina kinabhane uniharu sanga raamro yojanaa chhaina tyaskaaran sabai kaam haru Dherai Dhilo hunchha.

फरक सं स्कृती वि चका भि न्ताह रु Pharak sanskriti bich kaa bhinnataaharu

नेपाली परीवारको जीवन र डेनीस परीवारको जीवन मा धेरै भिन्नता हरु छन । जस्तै : नेपाली परीवार ठुलो हुन्छ , सबै परीवार सँगै बस्छन , घरको काम स्वास्नीमान्छे ले गर्छन , छोरा छोरी हरु सधैं आमा , बा सँगै बस्छन , तर डी. के. मा परीवार सानो हुन्छ घरको काम महिला पुरुष दुबै ले गर्छन , छोरा छोरी हरु १८ वर्ष भएपछि एकलै बस्छन ।

Nepali pariwaar ko jiwan ra Danish pariwaarko jiwan maa dherai bhinnataa haru chhan.jastai:nepali pariwaar Thulo hunchha, sabai pariwaar sangai baschhan, ghar ko kaam swaasnimaanchhe le garchhan,choraa chhori haru sadhai aamaa, baa sangai baschhan, tara DK maa pariwaar saano hunchha ghar ko kaam mahilaa ra purus dubai le garchhan, chhoraa chhori haru 18 barsa bhaepachhi eklai baschhan.

डी.के.मा ६०% कर तिर्नु पर्छ तर सरकार बाट सबै सुविधा छ जस्तै : शिक्षा , औषधी ,

अस्पताल , बुढा बढीको लागि बस्ने ठाउँ इत्यादि । नेपालमा कर तिर्नु पर्छ तर सुविधा

छैन । सबै आफै गर्नु पर्छ । जिवन सजिलो छैन ।

DK maa 60% kar tirnu parchha tara sarkaar baaTa sabai subidhaa chha.jastai: sikchhyaa, ausadhi, aspataal, buDhaa buDhi ko laagi basne Thaaui ityaadi,Nepal maa kar tirnu parchha tara subidhaa chhaina.sabai aaphai garnu parchha.'jiwan sajilo chhaina'

नेपालमा अझै पनि थोरै केटी हरु शिक्षित छन किनभने विभिन्न कारणहरु ले उनीहरु धेरै शिक्षा लिन सक्दैनन जस्तै : गरीब , चेतनाको कमि , छिटो विहे इत्यादि तर विकशीत देश हरु मा यस्तो समस्या हरु छैनन तर त्यहाँ अर्को समस्या हरु छन जस्तै पारपाचुके , एकलोपन , शिक्षा रोक्ने समस्या , रोजगारी इत्यादि ।

Nepal maa ajhai pani thorai keTi haru sikchhit chhan kinabhane bibhinna kaaran haru le uniharu dherai sikchhyaa lina sakdainan jastai: garibi, chetanaa ko kami, chhiTo bihe ityaadi tara bikasit desh haru maa yasto samasyaa haru chhainan tara tyahaa arko

samasyaa haru chhan jastai paarpaachuke, eklopan, sikchyaa rokne samasyaa, rojgaari ityaadi.

Ps dlxgfsf] eld0f Ek mahinaa ko bhraman:-

हाम्रो साभेदार संस्थाको भ्रमण धेरै रमाइलो थियो । किनभने साभेदार संस्थामा हामीहरु ले नयाँ साथी हरु भेट्यौ , काम को कुरा गर्यौ , घर हेर्यौ , एकदम राम्रो भयो ।

Haamro saajhedaar sansthaa ko bhraman dherai ramaailo thiyo. Kinabhane saajgedaar sansthaa maa haamiharu le nayaa saathi haru bheTyau, kaam ko kuraa garyau, ghar heryau, ekdam ramaailo bhayo.

मेरो संस्था गरीब र सुविधा विहिन को लागि काम गर्छ । यो मलाई एकदम राम्रो लाग्यो । म यो संस्थामा केहि वर्ष काम गर्छु । हाम्रो काम गर्ने क्षेत्र ठुलो छ । हामी ५ गा.वि.स. मा काम गर्छौ , एक गा.वि.स.मा महिला समुह सँग काम गर्छौ , उनीहरु लाई तालिम दिन्छौ , अर्को गा.वि.स.मा केटा केटी हरु सँग , उनी हरु लाई राम्रो शिक्षा दिन्छौ । अर्को गा.वि.स. मा जनवकालतको लागि काम गर्छौ , अर्कोमा सुचनाको लागि र अर्को मा सामुदायिक विकाशको लागि काम गर्छौ । यी काम हरु एकदम चाखलाग्दो छन् ।

Mero sansthaa garib ra subidhaabihin ko laagi kaam garchha. Yo malaai ekdam raamro laagyo. ma yo sansthaa maa kehi barsa kaam garchhu. Haamro kaam garne chhetra Thulo chha. haami 5 gaa.bi. sa maa kaam garchhau, ek gaa.bi. sa. maa mahilaa samuha sanga kaam garchhau, uniharu laai taalim dinchhau, arko gaa. Bi. sa maa keTaakeTi haru sanga, uniharu laai raamro sikchhyaa dinchhau arko gaa. Bi. sa.maa janawakaalat ko laagi kaam garchhau, arko maa suchanaa ko laagi ra arko maa saamudaaik bikaas ko laagi kaam garchhau. Yi kaam haru ekdam chaakhlaagdo chhan.

म नेपालमा केहि कुरा दिन्छु पनि केहि कुरा लिन्छु पनि ।
Ma Nepal maa kehi kuraa dinchhu pani kehi kuraa linchhu pani.

पेशाहरु

Peshaaharu:-

नेपाल एउटा सबै जाती हरु को फुलवारी हो । जाती अनुसार पेशा पनि फरक फरक छन , केहि जातिगत पेशा हरु र केहि अरु पेशा हरु छन । आजभोलि केहि जातिगत पेशा हरु अरु मान्छे हरु ले पनि सिक्दैछन जस्तै :- लुगा सिउने , जुत्ता बनाउने , फलामको काम गर्ने , भाडा बनाउने आदि इत्यादि जातिगत पेशा को मान्छे हरु पनि अरु काम सिक्दैछन , शिक्षाको काम , कार्यालयको काम तर धेरै थोरै ।

Nepal euTaa sabai jaati haru ko phullbari ho.jaati anusaar peshaa haru pani pharak pharak chhan, kehi jaatigat peshaa haru ra kehi aru peshaa haru chhan.aajabholi kehi jaatigat peshaa haru aru maanchhe haru le pani sikdaichhan jastai:- lugaa siune, juttaa banaaune, phalaam ko kaam garne, bhaaDaa banaaune aadi tyastai jaatigat peshaa ko maanchhe haru pani aru kaam sikdaichhan, sikchhyaa ko kaam, kaaryaalaya ko kaam tara dherai thorai.

आजभोलि जातिगत पेशा कोहि सिक्छन कोहि सिक्दैनन किनभने मान्छे लाई परीवर्तन चाहिन्छ , केटा केटी हरु स्कूल जान्छन धेरै पढ्छन भने उनीहरु लाई जातिगत पेशा मनपर्दैन , उनीहरु लाई डाक्टर , इन्जिनियर , प्रोफेसर हुन मनपर्छ ।

Aajabholi jaatigat peshaa kahi sikchhan kahi sikdainan kinabhane maanchhe laai pariwartan chaahinchha, keTaakeTi haru school jaanchhan dherai paDhchhan bhane uniharu laai jaatigat peshaa manpardaina, uniharu laai Doctor, engineer, prophesar huna manparchha.

आजभोलि जातिगत पेशा र अरु पेशा दुबै को एउटा समस्या छ । उनीहरुको केटाकेटी हरु स्कूल जान्छन पढ्छन तर धेरै शिक्षा लिन सक्दैनन भने फेरी उनीहरु लाई आफ्ना जातिगत पेशा मा फर्कन मनपर्दैन किनभने उनीहरु को विचार मा लुगा सिउने , खेती गर्ने , यी सबै सानो काम हरु हुन तर उनीहरुको शिक्षा धेरै छैन भने ठुलो काम पनि पाउँदैनन् अनि यता पनि छैन उता पनि छैन । यो आजभोलिको समस्या हो ।

Aajabholi jaatigat peshaa ra aru peshaa dubai ko euTaa samasyaa chha uniharu ko keTaakeTi haru school jaanchhan paDhchhan tara dherai sichhyaa lina sakdainan bhane pheri uniharu laai aaphno jaatigat peshaa maa pharkana manpardaina kinabhane uniharu ko bichhaar maa lugaa siune, kheti garne, yi sabai saano kaam haru hun tara uniharu ko sikchhyaa dherai chhaina bhane Thulo kaam pani paaudainan ani yataa pani chhaina utaa pani chhaina . yo aajabholi ko samasyaa ho.

एम एस को बारेमा

MS ko baarema

मेरो संस्थाको नाम एम एस हो । यो भनेकोहो । यो संस्था १९८६ मा स्थापना भयो । यसको कार्यालय काठमाण्डौ जिल्ला मा छ ।

Mero Sansthaa ko naam MS ho. Yo bhaneko DAIC ho yo Sansthaa 1986 maa Sthaapanaa bhayo yasko kaaryaalaya KTM jilla maa chha.

यो संस्था ले गाउँको गरीब र सुविधाविहिन समुदाय हरु को लागि काम गर्छ । यसले वचत लगानी कार्यक्रम लाई पनि जोड दिन्छ । यसले लक्षित समुहको सामाजिक र आर्थिक पक्ष लाई माथि उठाउन सहयोग गर्छ ।

Yo Sansthaa le gaau ko garib ra Subidhaabihin Samudaaya haru ko laagi kaam garchha. Yasle bachat lagaani kaaryakaram laai pani jod dinchha. Yasle lakchhi Samuha ko Saamaajik ra aarthik Pakchhya laai maathi uThaana Sahayog garchha.

यातायात को बारेमा

Yaataayaat ko baaremaa

नेपाल एउटा सानो देश हो । यो देश को हावापानी पनि ठाउँ अनुसार फरक फरक छ । हिमाली क्षेत्र मा धेरै जाडो हुन्छ , पहाडी क्षेत्र मा राम्रो हावापानी हुन्छ र तराई क्षेत्रमा धेरै गर्मी हुन्छ । यस्तै यातायातको साधन हरु पनि फरक फरक छन् ।

Nepal euTaa saano desh ho. yo desh ko haawaapaani pani Thaau anusaar pharak pharak chha. himaali chhetra maa dherai jaaDo hunchha, pahaaDi chhetra maa raamro haawaapaani hunchha ra taraai chhetra maa dherai garmi hunchha. Yastai yaataayaat ko saadhan haru pani pharak pharak chhan.

हिमाली क्षेत्र मा यातायातको साधन घोडा , खच्चर , र भरीया मात्र छन् ।

Himaali chhetra maa yaataayaat ko saadhan ghoDaa, khachchar, ra bhariyaa maatra chhan.

पहाडी क्षेत्र मा धेरै यातायातको साधनहरु छन जस्तै : बस , गाडी , हवाईजहाज , ट्याक्सी , टेम्पो , साइकल आदि । तर केहि ठाउँमा धेरै साधनहरु छन केहि ठाउँ मा थोरै साधन हरु छन ।

PahaaDi chhetra maa dherai yaataayaat ko saadhan haru chhan jastai:- bus, gaaDhi, hawaaijahaaj, Taxi, Tempo, saaikal, aadi tara kehi Thaaau maa dherai saadhan haru chhan kehi Thaaau maa thorai saadhan haru chhan.

तराई क्षेत्र मा यातायात को साधन हरु धेरै छन किनभने त्यहाँ को बाटो हरु राम्रो र फराकिलो छन , त्यसकारण त्यहाँ धेरै रिक्सा साइकल र गाडा हरु छन ।

Taraai chhetra maa yaataayaat ko saadhan haru dherai chhan kinabhane tyahaa ko baaTo haru raamro ra pharaakilo chhan, tyaskaaran tyahaa dherai riksaa saaikal ra gaaDhaa haru chhan.

नेपालमा समुद्र छैन । यहाँ नदि र खोला हरु मात्र छन । त्यसकारण यहाँ पानीजहाज छैन डुङ्गा मात्र छ ।

Nepal maa samudra chhaina yahaa nadi ra kholaa haru maatra chhan tyaskaaran yahaa paani jahaaj chhaina Dungaa maatra chha.

नेपालमा एउटा सानो ट्रेन जनकपुरमा छ इन्डीया बोर्डर जानको लागि मात्र ।

Nepal maa euTaa saanoTrain Janakpur maa chha India boarder jaana ko laagi maatra.

नेपालको बाटो हरु साँगुरो भएको ले बेला बेलामा दुर्घटना हुन्छ । त्यसकारण नेपालमा बस्दा गाडी विस्तारै हाक्नु पर्छ ।

Nepal ko baaTo haru saanguro bhaekole belaa belaa maa durghaTanaa hunchha tyaskaaran
Nepal maa basdaa gaadi bistaarai haaknu parchha.

नेपालको चाड पर्व हरु

Nepal ko chaad parba haru

नेपालमा फरक फरक जाती हरु छन । जाती अनुसार धर्म हरु पनि फरक फरक छन । तर नेपालमा अहिले सम्मै धर्मको लागि भगडा छैन । यहाँ हिन्दु हरु मन्दिर मा पुजा गर्छन , बुद्धिष्ट हरु गुम्बा जान्छन , इसाई हरु गिर्जाघर जान्छन र प्रार्थना गर्छन । सबै नेपाली हरु सबै धर्म लाई आदर गर्छन ।

Nepal maa pharak pharak jaati haru chhan, jaati anusaar dharma haru pani pharak pharak chhan tara Nepal maa ahile samma dharma ko laagi jhagaDaa chhaina. Yahaa hindu haru' mandir' maa pujaa garchhan, buddhisT haru 'gumbaa' jaanchhan ra praarthanaa garchhan, muslim haru

‘masjid ‘jaanchhan ra praarthanaa garchhan, issi haru’ girjaaghar’ jaanchhan ra praarthanaa garchhan. Sabai nepali haru sabai dharma laai aadar garchhan.

नेपालको राष्ट्रिय चाडपर्व दशै र तिहार हो । त्यसबाहेक बुद्धिष्ट हरु को लोसार , थारुहरुको माघी , इसाईहरुको क्रिष्मस ठुलो चाड हरु हुन । सबै चाड हरु फरक फरक र रमाइला छन ।

Nepal ko raastriya chaaDparba dasai ra tihaar ho.tyasbaahek buddhisT haru ko losaar thaaaru haru ko maaghi issi haru ko crismas Thula chaaD haru hun. Sabai chaaD haru pharak pharak ra ramaailaa chhan.

नेपालको चालचलन हरु

Nepal ko chaalchalan haru

नेपालमा बच्चा जन्मेपछि ६ दिन मा छैटी गरिन्छ । ११ दिन मा न्वारन गरिन्छ । न्वारन भनेको नयाँ बच्चा लाई नाम दिने दिन हो अनि ६ महिना पछि पास्नी गर्नु पर्छ , पास्नी भनेको नयाँ बच्चालाई भात खुवाउने दिन हो । त्यसपछि केटाको लागि ब्रतबन्ध गरिन्छ र केटीको लागि गुफा राखिन्छ , अनि त्यसपछि विहा को समय आउँछ । गाउँ मा छिटो विहा गर्छन तर शहरमा ढिलो गर्छन ।

Nepal maa bachaa janmepachhi 6 din maa chhaiTi gaarinchha. 11 din maa nwaaraan garinchha.nwaaraan bhaneko nayaa bachaa laai naam dine din ho ani 6 mahinaa pachhi poaasni garnu parchha, paasni bhaneko nayaa bachaaa laai bhaat khuwaaune din ho tyaspachhi keTaa ko laagi ‘ bratabanda’ garinchha ra keti ko laagi ‘ guphaa’ raakhinchha, ani tyaspachhi bihaa ko samaya aauchha. Gaau maa chhiTo bihaa garchhan tara sahar maa Dhilo garchhan

नेपालमा आफ्नो मान्छे मरेपछि १३ दिन जुठो बस्नु पर्छ । छोरा ले आमा बा को लागि १ वर्ष सेतो लुगा लगाउनु पर्छ , छोरी ले १३ दिन मात्र जुठो मा बस्नु पर्छ । श्रीमतीले श्रीमानको लागि पनि १ वर्ष जुठो मा बस्नु पर्छ । के गर्ने नेपालमा धेरै चालचलनहरु छन ।

Nepal maa aaphno maanchhe marepachhi 13 din juTho maa basnu parchha. Chhoraa le aaamaa baa ko laagi 1 barsa seto lugaa lagaunu parchha, chhuri le 13 din maatra juTho maa basnu parchha.srimati le srimaan ko laagi pani 1 barsa juTho maa basnu parchha. Ke garne Nepal maa dherai chaalchalan haru chhan.

महिला र पुरुषको भूमिका

Mahilaa ra Purus Ko Bhumika

नेपाल एउटा अविकसित देश हो , देश विकाश गर्नको लागि महिला र पुरुष दुवै को भूमिका समान हुनुपर्छ , महिला सहभागिता छैन भने पुरुष बाट मात्र विकाश सम्भव छैन , एउटा महिला शिक्षित छ भने सबै परिवार हरु शिक्षित हुन्छन ।

Nepal euta abikaasit desh ho, desh bikash garna ko laagi mahilaa ra Purus dubai ko bhumika samaan hunuParchha, mahilaa Sahabhaagita chain bhane Purus baaTa maatra bikaas Sambhab chhaina, eutaa mahilaa sikchhit chha bhane sabai pariwaar haru sikchhit hunchhan.

गाउँ मा अझै छोरा लाई धेरै शिक्षा दिने छारी लाई घरको काम सिकाउने गरिन्छ , यसलाई कसरी समान गर्ने यो नै आजको समस्या हो ?

Gaau maa ajhai chhoraa laai dherai sikchhyaa dine chhori laai ghar ko kaam sikaane garinchha, yaslaai kasari samaan garne yo nai aaja ko samasya ho?

आज भोलि धेरै गैर सरकारी संस्था हरु ले गाउँ मा विभिन्न चेतना जगाउने कार्यक्रम हरु गर्दैछन , यो एकदम जरुरी छ किनभने चेतना नै विकाशको पाइला हो , महिला र पुरुष दुवैले यो पाइला सँगै चाल्नु पर्छ अनि मात्र विकाश सम्भव हुन्छ ।

aaja bholi dherai gair sarkaari sansthaa haru le gaau maa bivinna chetnaa jagaaune kaaryakaram haru gardaichhan, yo ekdam jaruri chha kinabhane chetanaa nai bikaas ko paaila ho, mahilaa ra Purus dubai le yo paaila sangai chaalnu Parchha ani maatra bikaas sambhab hunchha.

आजभोलि सबै ठाउँमा , महिला विकाश, महिला सहभागिता र महिला अधिकार को कुरा आउँदैछ , यसको लागि हामी हरु ले हाम्रो सामाजिक ढाँचामा परिवर्तन गर्नुपर्छ ।

Aajabholi sabai thau maa, mahilaa bikaas mahilaa sahabhaagita, ra mahilaa adhikaar ko kuraa aadaichha, yasko laagi haami haru le haamro saamaajik Dhaachaa maa pariwartan garnuparchha

आमा लाई सा नो चिठी Aamaa laai saano chiThi

अहिले म नेपालमा बस्छु , मेरो परिवार डि.के. मा बस्नुहुन्छ , धेरै दिन भयो डि.के. बाट मेरो परिवारको चिठी आएन किन होला , मलाई अलि दख लाग्यो ।

ahile ma Nepal maa baschhu, mero pariwaar DK maa basnuhunchha, dherai din bhayo DK baata mero Pariwaar ko chithi aaena kina holaa; malaai aliali dhkha laagyo

आज म, मेरो आमा लाई एउटा चिठी लेख्छु , नेपालको बारेमा । नेपाल एउटा सानो रमाइलो देश हो , म तराईमा काम गर्छु । मेरो जिल्ला को नाम कपिलबस्तु हो । यो जिल्ला बुद्ध को जन्म ठाउँ हो । यो ठाउँ एकदम रमाइलो छ । मे , जुन मा यहाँ धेरै गर्मी हुन्छ ।

aaja ma, mero aamaa laai eutaa chithi lekchhu, Nepal ko baaremaa. Nepal eutaa saano ramaailo desh ho, ma

‘taraai’ maa kaam garchhu mero jillaa ko naam ‘Kapilvastu’ ho yo jilla ‘buddha’ ko ‘janma Thaaui’ ho. Yo thaaui ekdama ramailo chha may jun maa yahaa dherai garmi hunchha.

म जे.ए.एस.सी. मा काम गर्छु , यो संस्थाले गाउँ को गरीब समुदाय हरुको लागि काम गर्छ , यो संस्थाले सुबिधाविहिन समुदाय हरु लाई माथि उठाउन सहयोग गर्छ । मलाई यो काम धेरै मनपर्छ । त्यसकारण म यो संस्थामा २ वर्ष काम गर्छु ।

Ma ‘JASC’ maa kaam garchhu, yo sansthaa le gaau ko garib samudaaya haru ko laagii kaam garchh, yo sansthaa le subidhaa bihin samudaaya haru laai maathi uThaauna sahyog garchha. Malaai yo kaam dherai manparyo tyaskaaran ma yo sansthaa maa 2 basa kaam garchhu.

हस आमा , आज लाई यति ।

Has aamaaa, aaja laai yati.

काम गर्ने दिदीको बारेमा Kaam garne didi ko baaremaa

हिजो म एउटा साथीको घर गएँ । त्यहाँ हाम्रो बैठक थियो , बैठक पछि हामी ले लन्च खायौं , खाना एकदम मिठो थियो । मलाई अँग्रेजी र चाइनिज खाना भन्दा इन्डियन र नेपाली खाना मन पर्छ । खाना खाएपछि म छिटो घर गएँ किनभने मेरो घर मा आज एक जना दिदी काम को लागि आउनुहुन्छ , वहाँ लाई म सोध्छु

, खाना पकाउन , लुगा धुन , घर सफा गर्न आउँछ कि आउँदैन , वहाँलाई यो काम आउँछ भने सुरु गर्नु हुन्छ ।

Hijo ma euTaa saathi ko ghar gae tyahaa haamro baithak thiyo, baaithak paachhi haami le lunch khaayau, khaanaa ekdam mitho thiyo malaai angreji ra chaaunij khaana bhandaa Indian ra Nepali khaanaa manParchha. Khaanaa khaapachhi ma chhiTo ghar gae kinabhane mero ghar maa aaja ek janaa didi kaam ko laagi aaunuhunchha, wahaa laai ma sodhchhu, khaanaa Pakaauna, lugaa dhuna, ghar Saphaa garna aauchha ki aaudaina, wahaalaai yo kaam aauchha bhane suru garnu hanchha.

आज मेरो घर मा एक जना दिदी काम को लागि आउनुहुन्छ वहाँलाई मेरो साथि ले पठाउनु भयो । वहाँ धेरै किसिम को खाना बनाउन सक्नुहुन्छ रे , वहाँले २ वर्ष विदेशीको घरमा काम गर्नुभयो । त्यसकारण वहाँ लाई फरक, फरक, खाना हरु पकाउन आउँछ रे । मलाई अँग्रेजी र चीनीयाँ खाना भन्दा इन्डियन र नेपाली खाना एक दम मनपर्छ ।

Aaja mero ghar maa ek jaana didi kaam ko laagi aaunuhunchha wahaalaai mero saathi le pathaau bhayo, wahaa dherai kicim ko Khaanaa haru banaauna saknuhunchha re, wahaale 2 barsa bideshi ko ghar maa kaam garnubhayo tyaskaran wahaa laai Pharak, Pharak kahaanaa haru Pakaauna aauchha re. Maalaai angreji ra chinile khaanaa bhandaa Indian ra Nepali khaanaa ekdam manparchha.

दिदी मेरो घर मा काम गर्न आउनुहुन्छ भने मलाई धेरै खुशी लाग्छ , किनभने मेरो घर मा धेरै काम छ , खाना पकाउने , लुगा धुने , कोठा हरु सफा गर्ने र किनमेल गर्ने त्यसपछि विजुली र पानी को बिल तिर्न विजुली अफिस र पानी अफिस जाने , ओ, कति धेरै काम छ होइन ?

‘Didi’ mero ghar maa kaamgarna aaunuhunchha bhane malaai dherai khushi laagchha, kinabhane mero ghar maa dherai kaam chha, khaanaa Pakaaune, luga dhune, koThaa haru saphaa garne ra kinmel garne tyaspachhi, bijuli ra paani ko bile tirna bijuli office ra paani office jaane, oh; katti dherai kaam chha hoina?

संस्थागत भ्रमण

Sansthaagat bhraman

एक महिना अगाडि हामीहरु आफ्नो आफ्नो साभेदार संस्था हेर्न गएका थियौं । यो संस्था हरु फरक फरक जिल्लामा थियो , यो यात्रा धेरै रमाइलो भयो । हामी सबै लाई आफ्नो आफ्नो संस्था राम्रो लाग्यो ।

Ek mahina agaadi haamiharu aaphno, aaphno Saajhedaar Sansthaa herna gaekaa thiyau. Yo Sansthaa haru Pharak, Pharak jilla maa thiyo, yo yaatraa dherai ramaaila bhayo. Haami, Sabai laai aaphno, aaphno, Sansthaa raamro laagyo.

नेपाली भाषा धेरै संस्थामा बोलिन्छ तर केही ह संस्थाहरू मा अरु भाषा पनि बोलिन्छ । हाम्रो केहि संस्थाको साथीहरुलाई इङलिस बोल्न एकदम मनपर्छ त्यसकारण हामीहरु ले इङलिस र नेपाली अलि अलि बोल्छौं , तर नेपाली सिक्न एकदम जरुरी छ ।

Nepali bhaasaa dherai Sansthaa maa bolinchha tara kehi Sansthaa haru maa aru bhaasaa Pani, bolinchha, haamro kehi Sansthaa ko Saathi haru laai 'English' bolna ekdam manparchha tyaskaaran haamiharu le English ra nepali aliali bolyau, tara nepali Sikna ekdam jaruri chha.

हाम्रो परियोजनामा , नेपाली बोल्ने मान्छे हरु धेरै रहेछन । एक महीना को भ्रमण पछि हामीहरु मुल्यांकन बैठक को लागि आयौं त्यसपछि अब हामीहरुले अरु नेपाली भाषा सिक्न कोशिस गर्नु पर्छ ।

Haamro Pariyojanaa maa, nepali bolne maanchhe haru dherai rahechhan. Ek mahinaa ko bhraman Pachhi haamiharu mullyaan kan baiThak ko laagi aayau tyaspachhi aba haamiharu le aru Nepali bhaasaa Sikna kosis garnu parchha.

चाड को बारे मा ChhaD ko baaremaa

नेपाल धेरै चाड पर्वको देश हो । दशैं र तिहार यहाँको राष्ट्रिय चाड हो , त्यसबाहेक माघी , लोसर , घोडेजात्रा , क्रिष्मस , यी सबै ठुला चाड हरु हुन ।

Nepal dherai ChhaD parba haru ko desh ho, dasai ra tihaar yahaako raasTriya 'ChhaD' ho, tyasbaahek maaghi, losaar, ghoDejaatraa, crismas, yi sabai Thulaa ChhaD haru hun.

सबै चाड हरु मा परिवार हरु एकै ठाउँमा जम्मा हुन्छन , प्रदेश गएको हरु पनि घर आउँछन , एक अर्को मा माया बाँड्छन र रमाइलो गर्छन , अनि धेरै मिठो खाना खान्छन ।

Sabai ChaaD haru maa Pariwaar haru ekai Thaaau maa jammaa hunchhan, Pardes gaeko haru pani ghar aauchhan, ek arko maa maaya baaDchhan ra ramaailo garchhan, ani dherai mitho khaanaa khanchhan.

केटा केटी को लागि यी सबै चाड पर्व हरु धेरै रमाइला हुन्छन किनभने उनीहरु नयाँ लुगा लगाउँछन मिठो खाना खान्छन , साथी हरु भेट्छन पिड खेल्छन इत्यादि ।

KeTaa KrTi haru ko laagi yi Sabai ChaaD Parba haru dherai ramaailaa hunchhan kinabhane uniharu nayaa lugaa lagaauchhan mitho khaanaa khanchhan, saathi haru bheTchhan Ping khelchhan ityaadi.

चाड पर्व हरु मा केहि कुरा हरु पनि छन , केहि नरमाइलो कुरा हरु पनि छन जस्तै :-

राम्रो कुराहरु :- साथीहरु भेट्ने , परिवार हरु भेट्ने , मान्छेहरु धेरै काम गर्छन भने केहि आराम पनि चाहिन्छ , त्यसकारण कहिले काँही चाड पर्व ठिक छ ।

ChaaD parba haru maa kehi raamro kura haru Pani chhan, kehi naraamro kura haru pani chhan jastai:

raamro kura haru:- Saathi haru bhetne, Pariwaar haru bhetne, maanchheharu dherai kaam garchhan bhane kahi aaraam Pani Chaahinchha, tyaskaaran kahile kaahi ‘ChaaD Parba’ thik chha.

तर नराम्रो कुरा हरु पनि छन :- गरीब मान्छे हरु को लागि कहिले काहि चाड पर्व अलि अलि समस्या पनि छ किनभने चाडपर्व को लागि धेरै पैसा चाहिन्छ । पैसा छैन भने के गर्ने :

Tara naraamro kuraa haru pani chhan:- garib maanchhe haru ko laagi kahile kaahi ‘ChaaD Parba’ aliali ‘Samassyya’ Pani chha kinabhane ChaaDParba ko laagi dherai Paisaa chaahinchha Paisaa Chhaina bhane ke garne:

मेरो विचार मा, चाड पर्व हरु धेरै महँगो हुन्छ त्यसकारण यसलाई हामीहरु ले छोटो र सस्तो बनाउनु पर्छ होला ।

Mero bichhaar maa, chaaD Parba haru dherai ‘mahango’ hunchhan tyaskaaran yaslaai haamihuru le chhoTo ra Sasto banaaunu Parchha holaa.

Verbs

Nepali - English

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

khojnu	to find out, to search
kholnu	to open
khulnu	to open
kinmel garnu	to shop
kinnu	to buy
kosis garnu	to try
kuraa garnu	to talk
laagnu	to feel
laagu garnu	to implement
laaunu	to wear
lagaauunu	to wear, to plant, to apply
lagnu	to take along
lekhnu	to write
linu	to take
lyaaunu	to bring
maajhnu	to clean
maaph garnu	to forgive, to excuse
maddat garnu	to help (small things)
man parnu	to like
marmat garnu	to repair
moDnu	to turn
naachnu	to dance
naapnu	to measure
paalnu	to raise (kids, animals)
paaunu	to get, to have, to find, to receive
paDhaaunu	to teach
paDhnu	to study
paani parnu	to rain
pharkanu	to return
phohor garnu	to make dirty
pisaab garnu	to urinate
prayog garnu	to use
pugnu	to reach
purnu	to cover, to put
raakhnu	to put
roknu	to stop
sahayog garnu	to support, to help (big things)
saknu	to be able to, can
sapanaa dekhnu	to dream
saphaa garnu	to clean
siddhinu	to finish
sikaaunu	to teach
siknu	to learn
siunu	to sew
sodhnu	to ask
sunnu	to listen
suru garnu	to start
sutnu	to sleep
swikaar garnu	to agree
thaalnu	to start
tirnu	to pay
uDnu	to fly
umaalnu	to boil

Verbs

English - Nepali

to agree	swikaar garnu
to arrive	aaipugnu
to ask	sodhnu
to be able to, can	saknu
to be afraid	Daraaunu
to be	hunu
to boil	umaalnu
to bring	lyaaunu
to buy	kinnu
to call	bolaaunu
to clean	maajhnu
to clean	saphaa garnu
to close	banda garnu
to come	aaunu
to count	gannu
to cover, to put	puynu
to cut	kaaTnu
to dance	naachnu
to depend	bhar parnu
to dig	khannu
to discuss	chhalphal garnu
to do	garnu
to dream	sapanaa dekhnu
to drive (ex car)	haaknu
to earn	kamaaunu
to eat	khaanu
to feel	laagnu
to find out, to search	khajnu
to finish	siddhinu
to fly	uDnu
to forget	birsanu
to forgive, to excuse	maaph garnu
to get, to have, to find, to receive	paaunu
to give	dinu
to go	jaanu
to help (small things)	maddat garnu
to hope	aashaa garnu
to hurt	dukhnu
to implement	laagu garnu
to improve, to increase, to grow	baDhnu
to increase	baDhaaunu
to know (technical things)	jaannu
to know, to recognize	chinnu
to laugh	haasnu
to learn	siknu
to like	man parnu
to listen	sunnu
to look after, to take care	herbichaar garnu
to lower, to subtract	ghaTaaunu
to make dirty	phohor garnu

to make laugh	hasaaunu
to make, to prepare	banaaunu
to measure	naapnu
to meet	bheTnu
to milk	duudh duhunu
to need	chaahinu
to open	kholnu
to open	khulnu
to pay	tirnu
to play	khelnu
to plough	jotnu
to put	raakhnu
to put, to pour	haalnu
to rain	paani parnu
to raise (kids, animals)	paalnu
to reach	pugnu
to repair	marmat garnu
to rest	aaraam garnu
to return	pharkanu
to run	dauDanu
to say, to tell	bhannu
to see	hernu
to see, to look, to watch	dekhnu
to sew	siunu
to shit	disaa garnu
to shop	kinmel garnu
to show	dekhaaunu
to sing	gaaunu
to sit, to stay, to live	basnu
to sleep	sutnu
to speak	bolnu
to start	suru garnu
to start	thaalnu
to stop	roknu
to study	paDhnu
to support, to help (big things)	sahayog garnu
to take along	lagnu
to take	linu
to talk	kuraa garnu
to teach	paDhaaunu
to teach	sikaaunu
to think	bichaar garnu
to touch	chhunu
to try	koshis garnu
to turn	moDnu
to understand	bujhnu
to urinate	pisaab garnu
to use	prayog garnu
to walk	hiDnu
to want	chaahanu
to wear	laaunu
to wear, to plant, to apply	lagaunu
to work	kaam garnu
to write	lekhnu

Basic Language Training: Part Two

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
najik	near Summit Hotel Bagmati naajik chha Summit Hotel is near Bagmati
bhandaa	than Patan bhandaa Kathmandu Thulo chha Kathmandu is bigger than Patan
le	by The agentive case marker for the subject of transitive verbs in the past tense. Peter le chhiya banaaunubhayo Peter made tea The instrumental case marker for a thing used for some action.

Umaaleko paani le chhiya banaaunu parchha
You must make tea using boiled water

The causative case marker for subjects of causative verbs

Yo ausadhi le nindraa laagchha

This medicine makes you sleepy

agaaDi in front of

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

Aghi 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 Thaaau 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 Momo ko golaa laai momo pakaaune bhaaDo bhitra raakhnus

Put the momo balls into the the momo cooking pot

sentence structure

Questions with interrogatives

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

sentence structure

Declaratives & questions without interrogatives

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

Language focus

From BLT 1 & 2

Lesson 1

Possessive pronouns:

	<i>Singular</i>	<i>Plural</i>
1. person	Mero My, mine	Haamro Our, ours
2. person	Tapaaiko Your, yours	Tapaaiharuko Your, yours
2. person LOW for children	Timro Your, yours	Timiharuko Your, yours
3. person	Wahaako His, her, hers	Wahaaharuko Their, theirs
3. person LOW for things, children and animals, and for people not present	Usko/yasko/tyasko Its, his, her, hers	Uniharuko Their, theirs

Identification verb:

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

Existence/location verb:

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

The difference between description and 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)

Interrogatives:

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

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

Possessive: ko (of, 's):

Peter **ko** desh Denmark ho

Peter's country Denmark is

Possessive is marked by adding *-ko* to the noun/pronoun

Note: mero, hamro, usko, timro

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

MS-Nepal Kathmandu **maa** chha

MS-Nepal Kathmandu in is MS-Nepal is in Kathmandu

Post positions are like prepositions, but they follow the word they 'belong' to:

English/Danish: **on** the table

Nepali: the table **on** = tebul **maa**

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

kalam **dinus** (= di + nus)

pen give Please give me the pen

The imperative is formed by adding *-nus* to the verb root

This form is the polite form of the imperative used with people addressed as *tapaai*

The negative version of the imperative is formed by prefixing *na-* to the imperative:

kalam **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:

Tabul maa 5 waTaa kitaab chha

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

Lesson 2

Time:

A: Lunch **kati** **baje** hunchha?

Lunch how many strokes it is

What time is lunch?

B: **12 baje**

12 o'clock

At 12 o'clock

Kati baje... = Hvad tid er X?

12 baje = Kl. 12

A: Ahile **kati** **bajyo?**

Now how many did it strike

What time is it now?

B: **12 bajyo**

12 it struck

It is 12 o'clock

Kati bajyo = Hvad er klokken?

12 bajyo = Klokken er 12

Interrogative 'how': kasari:

Kasari jaane?

How go

How are we going?

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

Unconjugated verbs: verb root + -ne:

Kahaa **jaane?**

Where go = where are you/we going?

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

Lesson 3

Impersonal verbs: *manparchha* & *chaahinchha*:

Malaai keraa **manparchha/manpardaina**

I to banana please/displease I like/dislike bananas

Wahaalaai daal **chaahinchha/chaahidaina**

He to daal is needed/isn't needed He needs/doesn't need daal

Impersonal verbs are always in the 3rd. person singular. The subject is the thing 'liked' or 'needed'. The person 'liking' or 'needing' something is in the oblique case (*laai*)

Chaahinchha/chaahidaina is actually the passive form of a verb

Pronouns:

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

Experiencer of impersonal verbs: + *laai*:

Tapaai-**laai** ke manparchha?

You -to what it pleases

Experiencer + postpos. Subject Verb What do you like?

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

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

Description verb: *chha*:

Yo syaau guliyo **chha**

This apple sweet it is

Subject Predicate Description verb

Adjective

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

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

Identification verb: *ho*:

Yo syaau **ho**

This apple it is

Subject Predicate Identification verb

Noun

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

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

Adverbs:

Syaau **aliali** amilo chha

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

The adverb *aliali* is placed before the adjective

Lesson 4*Classifier for people: janaa:*

Mero dui janaa chhori chha

My 2 people daughters exist (I) have two daughters

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

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

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

Note:

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

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

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

Lesson 5

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

	Positive	Negative
Singular		

1. p.(I)	ma	garchhu	gardina
2.p.(you)	tapaai	garnuhunchha	garnuhunna
2.p.LOW (you)	timi	garchhau	gardainau
3.p. (he/she)	wahaa	garnuhunchha	garnuhunna
3.p. low (it, this, that)	u/yo/tyo	garchha	gardaina
Plural			
1. p.(we)	hami(haru)	garchhau	gardainau
2. p.(you)	tapaaiharu	garnuhunchha	garnuhunna
2.p.LOW(you)	timiharu	garchhau	gardainau
3. p.(they)	wahaaharu	garnuhunchha	garnuhunna
3.p.Low(they)	uniharu	garchhan	gardainan

Infinitive: verb root + na:

Ma tapaai laai kehi **sodhna** chaahanchhu

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

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

Modal verb: chaahanu (want):

Ma tapaai laai kehi **sodhna chaahanchhu**

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

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

The emphatic particle: na

sodhnus **na**

ask *emphatic particle* = just ask!

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

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

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

morning from evening to from morning to evening

office**ko lagi** saamaanharu

office for things things for the office

Mero lagi

My forFor my use, for me

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

tyas**pachhi** Thermos maa raakchhu

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

Participle: verb root + e + ra:

Paani **umaalera** Thermos maa raakhchhu
water boiled and thermos in I put

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

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

The -ra is actually the word 'and'

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

office saphaa garnu **parchha**

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

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

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

Malaai/maile Nepaali paDnu 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

Diuo aru kaam**haru** garchhu

Afternoon other work I do

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

Lesson 6

Verb expressing universal fact: hunchha:

haatti Thulo **hunchha**

Elephant big is elephants are big

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

A: raamro chha? Is that good?

B: **has/hunchha/hudaina** Yes, indeed/Yes, OK, No, it is not OK

Post position: ko baaremaa:

Nepal **ko baaremaa** meeting chha

Nepal's about meeting there is There is a meeting about Nepal

Composite nouns: verb root + -ne + noun:

aaune mahinaa

Coming month

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

Ordinal numbers

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

Lesson 7

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

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

Asking permission: Verb root + u + hai:

aau hai?

come OK? May I come in?

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

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

Verb + postposition: Verb root + e + pachhi:

Khaa-e-pachhi paDhnu parchha

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

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

Composite nouns: Verb root + ne + noun:

Jaa-ne baaTo

Go road road

Khaa-ne tebul

Eat table dining table

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

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

ma sanga/sita kalam chha

I with pen exists I have a pen with me

But:

mero chhora chha

my son exists I have a son

Lesson 8

Verb conjugation past tense:garnu (did)

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

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

tapaai **le** ke garnu bhayo?

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

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

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

Verb for feeling pain: dukhnu:

mero peT **dukhyo**

my stomach hurt (past tense) My stomach hurts

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

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

Verb for other feelings: laagnu:

Malaai nindraa **laagyo**

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

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

The verb *laagnu* is an impersonal verb

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

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

Past participle: verb root + eko:

umaleko 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

Lesson 9

Verb conjugation: *future tense (will do)*:

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

Both...and: *X pani Y pani*:

Yo raamro **pani** sasto **pani** chha

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

Pani follows the words that are linked in this way

Qualification of an adjective: *Adj. + -ai*:

Thikai chha

OK'ish it is It is all right

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

Further qualification of an adjective: *Thikai ko + adj*:

Yo tarkaari **Thikai ko piro** 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 **siidinu** na

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

Please sew a set of kurta suruwal for me

-i dinu may be added to any verb root for the purpose of making an imperative or a request more polite. *dinu* means 'to give', and the compound verb is often translated as 'please do this for me/him, etc'

Conditional clauses: *Verb in the past tense + bhane*:

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

four days after you gave if, good it is

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

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

Lesson 10

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

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

Verb conjugation: passive: verb root + inchha:

Seto himaal **dekh-inchha**

White mountains are seen

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

Comparative: post position: bhandaa:

tyo suntala **bhandaa** yo guliyo chha
that orange compared with this sweet is

This orange is sweeter than that one

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

Superlative: sab(ai)bhandaa:

Yo mahiina **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

Lesson 11

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

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

Modal verb: parchha:

maile tapaa 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

Lesson 12

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 jaanchhan

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

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

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

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

Yahaa **paaeko bhae**, sajilo hunthiyo

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

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

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

Lesson 13

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

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

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

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

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

I had heard that village schools were not good

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

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

Timi school **jaana laageko** ho?

You school go have been about to is it You were about to go to school, right?

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

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

Jaau!

Go!

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

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

Lesson 15

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

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

MS about hear get-while happy I felt, thanks

I am very happy to have heard about MS, thanks

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

Demonstratives, adverbs, interrogatives, relative pronouns and negatives

See appendix for a combined chart!

Demonstratives and adverbs:

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

Interrogatives, relative pronouns & negatives:

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

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

Lesson 19

Particle denoting second hand knowledge/reported speech: re:

Maathi jaanus **re**

Up go 'reported' S/he said that you should go up

The particle *re* can be added to the end of a statement indicating that the content of the statement is reported speech or second hand information for the present speaker

Lesson 22

Relative clause

parades gaeko haru pani ghar aauchhan

abroad gone plural also home they come those **who have gone abroad** also return home

A relative clause is constructed by using the present or past participle to qualify a noun or a plural marker. There is no use of relative pronouns (who, which, etc.). The relative construction immediately precedes the word which it qualifies

Lesson 26

Present perfect progressive tense: garnu (has been working):

		<i>Positive</i>	<i>Negative</i>
Singular			
1. p. (I)	maile	gardai aaeko chhu	gardai aaeko chhaina
2. p. (you)	tapaaile	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. LOW(you)	timile	gardai aaeko chhau	gardai aaeko chhainau
3. p. (he/she)	wahaale	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (it)	usle/yole/tyole	gardai aaeko chha	gardai aaeko chhaina
Plural			
1. p. (we)	haami(haru)le	gardai aaekaa chhau	gardai aaekaa chhainau
2. p. (you)	tapaaiharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
2. p. low (you)	timiharule	gardai aaekaa chhau	gardai aaekaa chhainau
3. p. (they)	wahaaharule	gardai aaunu bhaeko chha	gardai aaunu bhaeko chhaina
3. p. low (they)	uniharule/yile/tile	gardai aaekaa chhan	gardai aaekaa chhainan

Lesson 27

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

Ma Denmark basdaa, paani byabasthaapan maa kaam garthe

I Denmark live when, water management in work I used to do

When I was living in DK, I used to work in water management

A time phrase ('when.../while....') is formed by adding -daa(keri) to the verb root.

The time phrase is followed by the main clause

Past habitual tense: garnu (used to work):

Singular		<i>Positive</i>	<i>Negative</i>
1. p. (I)	maile	garthe	gardinathe
2. p. (you)	tapaaile	garnuhunthy	garnuhunnathy
2. p. low(you)	timile	garthyau	gardainathyau
3. p. (he/she)	wahaale	garnuhunthy	garnuhunnathy
3. p. low (it)	usle/yole/tyole	garthy	gardainathy
Plural			
1. p. (we)	haami(haru)le	garthyau	gardainathyau
2. p. (you)	tapaaiharule	garnuhunthy	garnuhunnathy
2. p. low (you)	timiharule	garthyau	gardainathyau
3. p. (they)	wahaaharule	garnuhunthy	garnuhunnathy
3. p. low (they)	uniharule/yile/tile	garthe	gardainathe

Verb tenses: positive

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

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

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

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

<i>uniharu(le)</i>	gardainan	gardai chhainan	garenan	gardainathe	gardai thienan	garekaa chhainan	garekaa thienan
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Verb tenses: positive and negative

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

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

Verb endings: positive & negative

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

	dainan	chhan/ chhainan	enan	he/nathe	thie/thienan	chhan/ chhainan	thie/ thienan	
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Interrogatives, relative pronouns, negatives, demonstratives & adverbs

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

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

kaslaai, jaslaai, etc

kasle, jasle, etc

NUMERALS

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

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