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This manual is designed to provide oral practice supplementary to Section II of T.W. Clark's "Introduction to Nepali" (Cambridge, 1963). The 27 chapters contain dialogs, narrative descriptions, drills, exercises, suggestions for guided conversation practice, notes on the grammar and culture, and references to the grammatical analyses in Clark's text. Appended are two supplementary reading sections. With the exception of the grammar and cultural notes, the Nepali material is presented in Devanagari script. (AMM)

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A NEPALI CONVERSATION MANUAL

By

Ruth Laila Schmidt

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Note about transliteration

The Nepali exercises and other selections in this manual, have been presented, as far as was possible, in the Devanagari script. Due to technical difficulties this could not be done with Nepali words and sentences given as examples in Grammar Notes and Cultural Notes. These words have been given in an approximation, adapted to the typewriter, of the roman system of transcription used by Clark in Introduction to Nepali. This system is explained in the Introduction, page x, of that book.

I N T R O D U C T I O N

The purpose of this manual is to provide a collection of drills, exercises, and dialogues or narrative descriptions as a supplement to Section II of T. W. Clark's Introduction to Nepali (Cambridge, 1963). This grammar is well-known to students of Nepali as a valuable reference and teaching work; however, it contains no conversation practice. The Nepali Conversation Manual is intended to provide that conversation practice, as well as additional cultural and supplementary grammatical notes, where relevant.

A Nepali Conversation Manual is keyed to Introduction to Nepali. Chapter One of the manual corresponds to Chapter Two* of the grammar**. References to the grammatical analyses in Introduction to Nepali are provided in each chapter of the manual; and detailed grammatical notes are included only when the forms in question are introduced in an earlier chapter in the manual than they are in Clark's book. The grammatical terminology used is that devised by Clark.

The manual is divided into Part I and Part II. Part I consists mainly of conversation lessons. Beginning with Chapter Eleven, reading lessons are introduced. Chapters Eleven, Thirteen and Fifteen are reading lessons. Part II consists entirely of reading lessons but these differ from the reading lessons in Part I in that there are no auxiliary exercises or drills.

The typical format of a standard chapter (such as Chapters 2-18 excepting the reading lessons) is:

(A) Variation/Repetition Drill. The explanations for this drill are given in Chapter One. The purpose of the Variation/Repetition Drill is to introduce the vocabulary and grammatical structures found in (D) through repetition and pattern-practice, in such a way that the student assimilates much of the new material before encountering it in the form of a dialogue or narrative.

* In the manual itself, references to Introduction to Nepali are regularly distinguished from references to other sections of the manual by using the device of writing out the chapter number (e.g. "Chapter Four") for references to the manual but giving a numerical reference to Introduction to Nepali (e.g. "Chapter 4").

** Chapter One of Introduction to Nepali is limited to a presentation of noun and pronoun paradigms.

(B) Grammar Notes. The burden of grammatical analysis is, as was mentioned, left to Section II of Introduction to Nepali; but in some cases new material has been introduced. In particular, the information presented in the Grammar Notes and Cultural Notes in Chapter Seven (on the use of command or request forms which avoid a reference to status-cues) was based on the results of a questionnaire survey carried out in Kathmandu in 1967.

(C) Exercises. These are developed along the lines of standard transformation drills, pattern drills, question-and-answer drills, and so forth.

(D) Dialogue, or Narrative Description, depending on the nature of the subject matter being covered. Some subjects lent themselves well to presentation in the form of dialogues, whereas other subjects were better suited to a narrative presentation.

In addition, all chapters except Chapter One and reading lessons have a supplementary section, of which the format is:

(E) Variation/Repetition Drill

(F) Supplementary Dialogue or Narrative Description

Supplementary sections are designed to provide extra conversation practice for those students whose main interest in learning the language is to be able to speak it fluently. A supplementary section explores the same general subject as the main selection, but in some other context or aspect. In Chapter Ten, for example, there is a main selection containing a dialogue between a trekker and a farmer, in which the trekker asks for directions. The supplementary dialogue presents a conversation between another trekker, his porter, and the owner of a house where the trekker hopes to find lodging for the night.

Cultural Notes are provided after the main dialogue or narrative description in each chapter except in those few instances where the material covered explains itself. In general, the purpose of these notes is to provide the student with the additional non-linguistic information he needs in order to use his knowledge of Nepali effectively.

The vocabulary for each chapter is presented at the end of the chapter. The standard format as described here has been adjusted in the reading lessons in Part I; and in every lesson, extra drills or exercises, and notes, have been included where necessary, or omitted when it was felt that they were not needed. I feel strongly that it is of less importance to have all of the chapters the same length and in the same format, than to minimize unnecessary drudgery for the student.

* * * *

This manual, consisting as it does of 15 conversation lessons and 14 reading lessons, is intended to take longer than one year of average classroom work to finish. This makes it suitable for use in intensive language classes. However, for ordinary language classes it can be utilized in either of two ways:

1. Students whose main interest in learning Nepali is to be able to converse fluently on a variety of topics, may begin each lesson in the manual with (A) and proceed through to (F), referring to the grammatical analyses in Introduction to Nepali and studying the reading selections there for additional practice. Such students will want to concentrate on Chapters One through Eighteen (excepting the reading lessons) of the manual. The Grammar Notes in those chapters provide sufficient grammatical information to see a student through ordinary conversational situations. At a later point, when time permits, such a student can continue his study of the language by going back to the reading lessons.

2. Students who plan to devote several years to the study of the language, and have adequate time to familiarize themselves with Nepali literature and newspapers, as well as to learn how to speak the language, may use the manual purely as a supplement to their study of Introduction to Nepali by doing the exercises (C) and optionally also (A) and (D) of the corresponding chapters in the manual. Part II of the manual will be very useful to this type of student as it introduces reading selections which progress gradually to an advanced level.

Wherever it has been possible to do this within the design of the manual, the content (subject matter) of each chapter in the manual is related to that of the corresponding chapter in Introduction to Nepali. It is hoped thereby that the student will find this approach flexible enough to permit him to evolve his own learning techniques employing these two books.

* * * *

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The basic ideas for the development of this text emerged from several discussions between Franklin C. Southworth, Joan Mencher and myself during the winter of 1966. The development of these ideas into the present work was the responsibility of the principal investigator.

Ruth Laila Schmidt

June 1968

CHAPTER ONE

(A) Variation/Repetition Drill

Instructions: The student is to cover his page so that only the first column is visible. Each student taking one question, he will then read the question to the instructor and listen carefully to the response, then attempt to repeat as much of it as he remembers. The instructor will repeat the response as often as the student needs to hear it in order to repeat it correctly.

An alternative method, to be used when the instructor prefers that the student not read the question from the book, is: the instructor reads the question aloud before the class and asks them to repeat it as a group, until all the students are familiar with it. Then each student in turn asks the question of the instructor. After four students have taken turns, a new question will be reached, and the same method should be followed as with previous questions.

How to ask for the meaning of new words. Some of the responses may contain words which the student does not know. For example, if the student hears the word pasal and does not know it, he should first repeat it until he thinks he can pronounce it correctly, then ask for the meaning of it using the following question:

(pasal bhaneko ke ho?)

The breakdown of this question is:

पसल	"shop"
भनेको	"said"
के	"what (interrogative pronoun)"
हो	"is"

<u>Student</u>	<u>Instructor</u>	<u>Student</u>
I	II	III
1. यो के हो ?	यो टेबिल हो ।	यो टेबिल हो ।
यो के हो ?	यो किताप हो ।	यो किताप हो ।
यो के हो ?	यो कलम हो ।	यो कलम हो ।
यो के हो ?	यो अरन्वार हो ।	यो अरन्वार हो ।

2. त्यों के हो? त्यों इयाल हो। त्यों इयाल हो।
 त्यों के हो? त्यों ढोका हो। त्यों ढोका हो।
 त्यों के हो? त्यों मेच हो। त्यों मेच हो।
 त्यों के हो? त्यों बिजुली बत्ती हो। त्यों बिजुली बत्ती हो।
3. किताप कहाँ छ? यहाँ छ। यहाँ छ।
 किताप कहाँ छ? त्यहाँ छ। त्यहाँ छ।
 किताप कहाँ छ? टेबिलमा छ। टेबिलमा छ।
 किताप कहाँ छ? मेचमा छ। मेचमा छ।
4. तिमी कहाँ छौ? म यहाँ छु। म यहाँ छु।
 तिमी कहाँ छौ? म बाहिर छु। म बाहिर छु।
 तिमी कहाँ छौ? म क्लासमा छु। म क्लासमा छु।
 तिमी कहाँ छौ? म घरमा छु। म घरमा छु।
5. टेबिलमा के छ? किताप छ। किताप छ।
 टेबिलमा के छ? अरुबार छ। अरुबार छ।
 टेबिलमा के छ? कलम छ। कलम छ।
 टेबिलमा के छ? इस्टर छ। इस्टर छ।
- 6.* के तपाईसित इस्टर छ? छ, मेरो हातमा छ, मेरो हातमा छ।
 के तपाईसित किताप छ? छ, टेबिलमा छ। छ, टेबिलमा छ।
 के तपाईसित अरुबार छ, मेचमा छ। छ, मेचमा छ।
 के तपाईसित कलम छ? छैन। छैन।

* Four variations of the students question are presented here. It is suggested that the instructor develop this drill into regular conversational practice by picking up different items and asking mero hātmā ke cha; or by giving them to the student and asking him tāpāisita kitāp (akhbār etc.) cha?

(B) Grammar Notes. The difference between ho and cha.

In the exercises above, two different words meaning "is" have been used:

ho "is"

cha "is"

A third word, huncha, also meaning "is" will be discussed in Chapter Three. These three words are used for the most part in different contexts, and with different connotations.

ho is used in statements which (1) define something, e.g. tyo jhyāl ho, "That is a window".
(2) define the nature of something, e.g. mero kukur kālo ho "My dog is a black one"* (kukur = "dog").

cha is used in statements which (1) say that something exists, e.g. pāni cha "There's water"**, cheyna "There isn't (any)".
(2) locate something, e.g. kitāp mecmā cha, "The book is on the table".
(3) describe the (temporary) characteristics of something, e.g. dhokā banda cha, "The door is closed (banda = "closed")".

There is bound to be some overlapping in the use of these words. Compare:

yo kitāp rāmro cha

"This book is good."

yo kitāp rāmro ho

"This book is a good one (slightly emphatic)."

mero ghar pātanmā cha

"My house/home is in Patan (at present)."

mero ghar pātan ho

"My (ancestral) home is Patan."

As ho and cha connote different things, their use in similar contexts, or the use of one in a context where the other might have been expected (such as in Example (2), mero kukur kālo ho, occurs as a device for conveying a little extra information to the reader or listener — emphasis, the permanent nature of an arrangement, and so forth. The student cannot be provided with any cut-and-dried rules for making the correct choice in every case, but with practice he will begin to know from experience which word he should use.

* Introduction to Nepali, by T.W. Clark. Cambridge, W. Heffer and Sons Ltd., 1963. p. 133 (b).

** For this example and those in Grammar Notes, Chapter Three, I am indebted to the Peace Corps Nepali teaching materials of Mr. Randolph Carr, in which many of the points of definition listed here were first clarified.

Where to look it up.

Noun and pronoun paradigms: Introduction to Nepali*, Chapter 1, pp. 67-73

The paradigm cha: I.N., Ch. 3, pp. 79-81

The paradigm ho: I.N., Ch. 9, pp. 130-133

Numerals: I.N. pp. 72-73

Numeral classifiers: I.N. pp. 82

(C) Exercises

1. The sentences below state what a certain thing is. Respond to the instructor's statements by saying that the item mentioned is on the table.

	<u>Instructor</u>	<u>Student</u>
Ex.)	यो घेन्सिल हो ।	घेन्सिल टेबिलमा छ ।
	यो किताप हो ।	
	यो इस्टर हो ।	
	यो अरुबार हो ।	
	यो कलम हो ।	

2. Respond to the statements by saying that the item mentioned is closed (banda).

Ex.)	त्यो झ्याल हो ।	झ्याल बन्द छ ।
	त्यो ढोका हो ।	
	त्यो पसल हो ।	
	त्यो अफिस हो ।	
	त्यो स्कूल हो ।	

3. The following statements are affirmative. Make them negative, by changing cha to cheyna, and ho to hoina, whichever is applicable.

Ex.)	क्लासमा झ्याल छ ।	क्लासमा झ्याल छैन ।
	त्यो किताप मेरो हो ।	त्यो किताप मेरो होइन ।
	त्यो किताप राम्रो छ ।	
	यो पसल राम्रो हो ।	
	झ्याल र ढोका बन्दा छ ।	
	किताप टेबिलमा छ ।	

* Hereafter to be referred to by the abbreviation I.N.

(Exercise 3)

अरुबुवर यहाँ ढु ।

सुकुलडड डसल ढु ।

करनुड वनुड ढु ।

(D) Dialogue

a. डु डडडु कलडस डु ।

b. यहाँ कु कु ढु ?

a. यहाँ डुडुड डुडडल ढु, सुडुड डुकु डु, डुलु डुडुडल ढु,
र डसुलु डुडु ढु ।

b. डुलु डुडुडल डु कु ?

a. कुतडड ढु, कलड ढु, अरुबुवर ढु, डसुडर ढु ।

Questions

1. तडडडडडडु कलडसडु कु कु ढु ?

2. कुतडुडुड डुडडल ढु ?

3. कुतडुडुड डुडु ढु ?

4. डुडुडल डु कु ?

Vocabulary

कुतडड "book"

डुडु "chair"

कलड "pen"

डुडुडुडु वतुतु "electric light"

अरुबुवर "newspaper"

डसुडर "blackboard eraser"

डुडडल "window"

करनुड "electric current"

डुकु "door"

CHAPTER TWO

(A) Variation/Repetition Drill

The instructions for this type of drill are given in Chapter One, (A). The format of the drill is modified in that Column III (student's response) is not shown on the page. This has been done in order to provide space for the somewhat longer statements given in this chapter.

<u>Student</u>	<u>Instructor</u>
I	II
<p>1. तपाईंको घर कहाँ छ ? तपाईंको घर कहाँ छ ? तपाईंको घर कहाँ छ ? तपाईंको घर कहाँ छ ?</p>	<p>मेरो घर असनमा छ । मेरो घर कमल पोरवरीमा छ । मेरो घर महाबोधमा छ । मेरो घर पाटनमा छ ।</p>
<p>2. तपाईंको घर कहाँ हो ? तपाईंको घर कहाँ हो ? तपाईंको घर कहाँ हो ? तपाईंको घर कहाँ हो ?</p>	<p>मेरो घर काठमाँडौँ हो । मेरो घर पाटन हो । मेरो घर धूलिखेत हो । मेरो घर ईलाम हो ।</p>
<p>3. घर अधिल्लिखर के छ ? घर अधिल्लिखर के छ ? घर अधिल्लिखर के छ ? घर अधिल्लिखर के छ ?</p>	<p>घर अधिल्लिखर रुख छ । घर अधिल्लिखर देवल छ । घर अधिल्लिखर बाटो छ । घर अधिल्लिखर सानु चोक छ ।</p>
<p>4. सबभन्दा ठूलो कोठा कुन हो ? सबभन्दा ठूलो कोठा कुन हो ? सबभन्दा ठूलो कोठा कसको हो ? सबभन्दा ठूलो कोठा कसको हो ?</p>	<p>सबभन्दा ठूलो कोठा बैठक हो । सबभन्दा ठूलो कोठा भान्सा हो । सबभन्दा ठूलो कोठा दाईको हो । सबभन्दा ठूलो कोठा मेरो हो ।</p>

5. सबमन्दा ठूलो कोठा कुन हो? बैठक हो।
 सबमन्दा ठूलो कोठा कुन हो? भान्सा हो।
 सबमन्दा ठूलो कोठा कसको हो? दाईको।
 सबमन्दा ठूलो कोठा कसको हो? मेरो।

(B) Grammar Notes. Further note on the difference between ho and cha.

The student will remember from the previous chapter that ho sometimes occurs in contexts where cha might have been expected, and vice versa. The difference between the statements mero ghar patamā cha and mero ghar patan ho in (A), 1 and 2, is a good example of this.

The questions: tapāiko ghar kahā cha?

and: tapāiko ghar kahā ho?

have different connotations also. tapāiko ghar kahā cha? means "What is your address?" and tapāiko ghar kahā ho? means "Where are you from?". Because they ask for different kinds of information, they receive different kinds of answers.

The question sabbhandā thūlo kothā kun ho? is a request for identification. It indicates that the speaker wants to be able to distinguish it from the other rooms, as a point of information. One could also say, sabbhandā thūlo kothā kuncāhī cha* in which case one would want to know not only which room is largest, but where it is—he wants to locate and see it.

Where to look it up.

Comparison of adjectives: I.N. pp. 84-85

Number concord (agreement of subject with verb): I.N. p. 81

rahecha and rahenacha: I.N. p. 83

(C) Exercises

1. The questions which follow ask where certain things or people are. They are complete except for the correct form of the verb at the end of each question. Supply the form of cha which goes with the word at the beginning of the question.

Ex. In pasal kahā _____? supply cha, since pasal is singular.

In uniharū kahā _____? supply chan, since uniharū refers to persons, and is plural.

In timī kahā _____? supply chew, since chew goes with timī.

* cāhī is a particularizing particle. See I.N., p. 84

(Exercise 1)

भर्याङ्क कहाँ _____?	भाई कहाँ _____?
ढोका कहाँ _____?	हामीहरू कहाँ _____?
सानु चोक कहाँ _____?	तिमीहरू कहाँ _____?
त्यो कहाँ _____?	उनी* कहाँ _____?
तिनीहरू कहाँ _____?	बहिनी कहाँ _____?
तिमी कहाँ _____?	घर कहाँ _____?

Typical question types

There are several ways of turning statements into questions in Nepali. The simplest (and most frequent) is distinguished only by the rising intonation at the end of the question:

bhitra ko cha? "Is anyone inside?"

A question may be marked by ke:

yo ke ho? "What is this?"

ke yo nāspati ho? "Is this a nāspati**?"

Questions requiring a "yes" or "no" answer frequently have a cha ki cheyna structure:

tapāiko ghar thūlo cha ki cheyna? "Is your house large or not?"

Typical answers are:

bhitra ko cha? ma chu. "Is anyone inside?" "I am."

ke yo nāspati ho? ho, nāspati ho. "Is this a nāspati?" "Yes, it is."

ke yo nāspati ho? hoina, nāspati hoina. suntala ho. "Is this a nāspati?" "No, it's not a nāspati, it's an orange."

tapāiko ghar thūlo cha ki cheyna? thūlo cha. "Is your house large or small?" "It's large."

Note the tendency to repeat the verb in the answer, where English usage would prefer a simple "yes" or "no":

saharna pasal cha ki cheyna? "Are there any shops in the city?***"

*The pronoun unī, used without the plural suffix harū, is used by many speakers to mean "she"

**"pearapple"—a kind of fruit which has the taste of a pear and the texture of an apple. It is a member of the Rosaceae family.

***I.N., p. 84.

cha, dheray cha. "There are many."

tapāiko ghar thūlo cha ki cheyna? "Is your house large or not?"

ke yo kitāp tapāiko ho? "Is this book yours?"

hoīna, rāmko. "No, it's Ram's."

2. Answer the following questions affirmatively:

1. घर अधिल्लिर के चोक छ ?
2. तपाईको घर सानु छ कि छैन ?
3. यो सबभन्दा ठूलो कोठा छ कि छैन ?
4. घरमा के आठौटा कोठा छ ?

3. Answer the following questions negatively:

1. तपाईको घर कहाँ हो ; पाटन हो ?
2. होस्नो तलामा पाँचौटा कोठा छ कि छैन ?
3. स्वयम्भू जाने नाटोमा दरवार छ कि छैन ?
4. के यो तपाईको हो ?

4. Repeat the following sentences, changing any cha to rahecha and any cheyna to rahenacha.

1. यो गाउँमा धेरै पसल छैन ।
2. तपाईको घर ठूलो रहेछ ।
3. यहाँ धेरै रस्व छ ।
4. ढोका निकै होचो छ ।
5. भर्याड निकै ठाडो छ ।
6. तपाईको घरमा पूजा कोठा छैन ।

(D) Narrative Description:

हाम्रो घर पाटन हो । घर अधिल्लिर सानु चोक छ । घरको झ्याल र ढोका निकै होचो र सानु छ । घरको छिन्डीमा सान्साना दुइटा आँखे झ्याल मात्र छन । छिन्डीको एउटा कुनामा माथि जाने ठाडो भर्याड छ । भर्याड चडै पछि सानु मटान र तीनजोटा कोठा आउँछन । एउटा कोठा मेरो र रामुको, अर्को

कोठा ठूल्दाइको हो। सबै भन्दा ठूलो कोठा बैठक हो। माथिल्लो तलामा घनि मटान र तीनऔटा कोठा छन्। बुईगलमा भन्दा छे। बुईगलको एक कुनामा सानु पूजा कोठा छ।

Cultural Notes

The typical urban house in Kathmandu, Patan and Bhatgaon is a Newari house, and most of the terms designating the various parts of it have been borrowed from Newari (however, these borrowed terms are used somewhat differently by Nepali speakers than by Newaris). Such houses generally have four floors, or talā: a ground floor (the front of which is usually a shop), a first floor, a second floor, and topmost floor or buigal. Outside the main rooms on the first and second floor there are matāns—a sort of inside porch, which may be used for storage. The visitor will be invited into the baithak, or sitting room, generally to be found on the first floor. Traditional families will entertain foreign guests in the baithak; the foreigner should not expect to see other parts of the house.

The ground floor is not used by the family as living space; and therefore, guests arriving at the house do not usually knock at the door, but announce their presence by calling out to those inside, something on the order of bhitra ko cha? If the house happens to have a gate and a yard, visitors knock on the gate and wait for somebody to come and open it.

Questions. Give any suitable answer to the following questions.

1. घर आधिल्लि तर के छ ?
2. घरको झ्याल र ढोका होचो छ कि छैन ?
3. घरको छिंडीमा झ्याल छ कि छैन ?
4. भर्थाडः कस्तो छ ?
5. घरको कतिऔटा तला छ ?
6. सबभन्दा ठूलो कोठा कुनचाहिं छ ?
7. बुईगलमा के छ ?
8. दोस्तो तलामा के के छ ?

Make up answers to the questions formed in (C), Ex. 1, by the addition of a form of cha.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. तिम्रो घर कस्तो छ ?	ठूलो छ ।
तिम्रो घर कस्तो छ ?	निकै सानु छ ।
तिम्रो घर कस्तो छ ?	राम्रो छ ।
तिम्रो घर कस्तो छ ?	अमेरिकाको घर जस्तो छैन ।
2. कोठामा के छ ?	कोठामा मचटेबिल छ ।
कोठामा के छ ?	कोठामा दरान छ ।
कोठामा के छ ?	कोठामा दरान र टेबिल घडी छ ।
3. भुईमा के छ ?	सुकुल छ ।
भुईमा के छ ?	सुकुल र सतरजाँ छ ।
भुईमा के छ ?	सतरजाँ र गलैँचा छ ।
भुईमा के छ ?	गलैँचा र चकटी छ ।

(F) Supplementary Narrative

हाम्रो घरको बैठक अमेरिकी घरको जस्तो छैन । यहाँ मचटेबिल छैन । भुईमा सुकुल छ । सुकुल माथि सतरजाँ छ । सतरजाँ माथि गलैँचा र चकटी छ । कोठामा कुनामा दरान र टेबिल घडी पनि छ ।

Questions

Give any suitable answer to the following questions

1. नेपाली घर अमेरिकी घर जस्तो छ कि छैन ?
2. तपाईंको घरको बैठकमा मेचटेबिल छ कि छैन ?
3. त्यहाँ के के छ ?

Vocabulary

चोक	"courtyard (in the intersection of two city streets as well as in /a house)"
छिंडी	"ground level floor"
आँवे झ्याल	"small window for peeking (to admit a little light as well as to allow someone to peek out without being seen)"
भर्याङ	"staircase"
मटान	"a kind of inside porch located outside the main rooms"
बैठक	"sitting-room"
बुईगल	"topmost floor of the house (where the kitchen is located)"
भान्सा	"kitchen"
सुकुरा	"straw mat"
सतराँजा	"thin cotton rug (designed with stripes in contrasting colors)"
गलैँचा	"wool rug (thick wool rug of the Tibetan type)"
चकटी	"cotton pillow"
दराज	"large chest of drawers"
घडी	"clock"

CHAPTER THREE

(A) Variation/Repetition Drill

The instructions for this drill are the same as for the previous two chapters.

<u>Student</u>	<u>Instructor</u>
I	II
<p>1. उ बिहान कहाँ जान्छ ? उ बिहान कहाँ जान्छ ? उ बिहान कहाँ जान्छ ? उ बिहान कहाँ जान्छ ?</p>	<p>उ बिहान काममा जान्छ । उ बिहान स्कूल जान्छ । बाग्माते । टुँडिखेल ।</p>
<p>2. तपाईं बिहान कहाँ जानुहुन्छ ? तपाईं बिहान कहाँ जानुहुन्छ ? तपाईं बिहान कहाँ जानुहुन्छ ? तपाईं बिहान कहाँ जानुहुन्छ ?</p>	<p>दफ्तर जान्छु । घूमन जान्छु । पढाउन जान्छु । पसल जान्छु ।</p>
<p>3. त्यसपछि के गर्नुहुन्छ ? त्यसपछि के गर्नुहुन्छ ? त्यसपछि के गर्नुहुन्छ ? त्यसपछि के गर्नुहुन्छ ?</p>	<p>त्यसपछि म भात खान्छु । त्यसपछि म आफिसमा जान्छु । त्यसपछि म घर आउँछु । त्यसपछि म हुल्लन जान्छु ।</p>
<p>4.* घर फर्केपछि के गर्नुहुन्छ ? भात खाएपछि के गर्नुहुन्छ ? आराम गरेपछि के गर्नुहुन्छ ? काममा गएपछि के गर्नुहुन्छ ?</p>	<p>घर फर्केपछि म भात खान्छु । भात खाएपछि म अलि आराम गर्छु । आराम गरेपछि म काममा जान्छु । काममा गएपछि म घर आउँछु ।</p>

* This drill represents a departure from the usual format for variation/repetition drills, in that each new question contains a slight change from the previous one. However, the student will notice that the first two words in questions 2-4 are developed out of the last two words in responses 1-3. This drill can easily be used as a free conversation. See also (C), drill 3 for practice of this type.

5. उ काम गर्दै कि गर्दैँन ? गर्दै ।
 उ काम गर्दै कि गर्दैँन ? गर्दै, रामको होटलमा गर्दै ।
 उ काम गर्दै कि गर्दैँन ? गर्दैँन, घरमा बस्दै ।
 उ काम गर्दै कि गर्दैँन ? गर्दैँन, रोगी छ ।
6. तिमीहरू स्कूलबाट कति बजे फर्कन्छौ ? हामी तीन बजे फर्कन्छौ ।
 तिमीहरू स्कूलबाट कति बजे फर्कन्छौ ? हामी साढे तीन बजे फर्कन्छौ ।
 तिमीहरू स्कूलबाट कति बजे फर्कन्छौ ? हामी चार बजे फर्कन्छौ ।
 तिमीहरू स्कूलबाट कति बजे फर्कन्छौ ? हामी पाँच बजे फर्कन्छौ ।

(B) Grammar Notes

pachi. pachi, "after", has been used in two ways in this chapter. tyas-pachi, "after that", or "then" describes two consecutive actions. tyas- is actually the oblique form of tyo; it occurs before words like pachi and bhandā, and before suffixes like -ko and -mā.

pachi also occurs after the second perfect participle (gae, gare, khāe, etc.) and in this context it means "after going", "after doing", and "after eating".

Infinitives. In the sentence ma ghūmna jānchu or ma padhāuna jānchu, ghūmna and padhāuna are infinitives. When infinitives are used in a sentence to show purpose or direction, the -na ending is used. These words would be listed in the dictionary as ghūmnu and padhāunu.

huncha. In bihāna tīn cār klās samma huncha, "In the morning there are three or four classes", huncha means "is". huncha is very frequently used in this way to describe the general nature of a thing or things:

hiũ seto huncha "Snow is white".

rāmro padhera pās huncha "If one studies well one will pass".

pasal banda huncha "The shop is closed".

The meaning of pasal banda huncha overlaps somewhat with that of pasal banda cha but in general, pasal banda huncha indicates more that the shop is closed as a rule — either regularly, or that it has been closed for some time.

hunchan is the plural of huncha. As noted in I.N. p. 81, plural concord of the verb with the subject is generally restricted to cases where the subject refers to human beings.

Where to look it up:

The simple indefinite tense: I.N., Chapter 3
The Second perfect participle: I.N., Chapter 20
Infinitives in -na : I.N., Chapter 11
Days of the week: I.N. p. 91.

(C) Exercises

1. The following questions ask what you, various members of the family, or other people customarily do during the morning. Answer by saying that you (they, etc.) do your (their) lessons (skūlko pāth).

Ex.) Q. तिमी बिहान के गर्छौ ?
A. म बिहान स्कूलको पाठ गर्छु ।

Note that the verb garchew in the question must be changed to garchu in the answer, to go with ma.

बिहान तपाईं के गर्नुहुन्छ ?
बिहान दिदी के गर्नुहुन्छ ?
बिहान कान्छा के गर्छ ?
बिहान तिमीहरू के गर्छौ ?
बिहान भाई र बहिनी के गर्छन ?
बिहान तपाईंको साथी के गर्छ ?

2. The following questions ask when you/other people come to class each day. Answer by saying that you/they come to class at 9:00, following the example of Exercise 1, above. In this exercise the complete questions will not be supplied. The student is expected to complete the sentences himself on the same pattern as the first sentence, and then answer them.

तिमी दिनहुँ क्लासमा कति बजे आउँछौ ?
(तपाईंहरू)
(दिदी र दाज्यू)
(कान्छा)
(मोतीशोभा)
(राम लाल)

(Exercises)

3. The following consist of two short sentences describing two actions linked by tyaspachi, "after that". Make the two sentences into one by replacing the tyaspachi with a second perfect participle and pachi construction. Note that if there is a pronoun in the second sentence it must be deleted.

Ex.) बिहान म भात खान्छु , त्यसपछि म स्कूल जान्छु

→ बिहान म भात खाएपछि स्कूल जान्छु ।

चार बजे म स्कूलबाट आउँछु , त्यसपछि म खाजा खान्छु ।

साँझ म घुम्न जान्छु , त्यसपछि म घर आउँछु ।

बिदाको दिन म बिहान घुम्न जान्छु , त्यसपछि म घरमा बस्छु ।

नोकर घरको काम गर्छ , त्यसपछि बजार जान्छु ।

बुवा आफिसबाट घर आउनुहुन्छ , त्यसपछि तमारबु खानुहुन्छ ।

आमा बिहान पशुपति जानुहुन्छ , त्यसपछि घर आएर भात

पकाउनुहुन्छ ।

(D) Narrative Description: म के गर्छु

बिहान छै बजेतिर हतारले कलेज जान्छु , त्यहाँ कहिले दुइ , कहिले तीन , कहिले चार क्लास सम्म हुन्छ । र त्यहाँबाट नौ , साढे नौ बजेतिर फर्कन्छु । अनि घरमा भात सात खान्छु र त्यसपछि दिउँसोको कलेजमा जान्छु । त्यहाँ क्लास सिध्द-पछि चार बन्छ । कहिले कहीँ पाँच पनि बन्छ । त्यहाँबाट घर जान्छु । अनि तयार भएर दुल्न निस्कन्छु , अनि साथी-हरू भेट हुन्छन, कुनाकानी गर्छौँ । र आठ नौ बजेतिर घर फर्कन्छु । त्यसो त कहिले कहीँ घर बाट निस्कँदिनँ । र पढ्नतिर लाग्छु । मेरो एउटा बानी छ , नपढेर म सुत्दिनँ ।

Cultural Notes

Nepalis in general eat two major meals a day: the first is eaten at about 9:00 a.m. and the second between 6:00 and 9:00 p.m. These are complete meals with rice, dāl (cooked lentils), vegetables and other condiments, and sometimes, meat.

In addition to this, many people also take morning tea (6:00-7:00 a.m.) and a snack, or khājā (3:00-5:00 p.m.). Frequently khājā is an occasion for a visit to a restaurant.

It can be seen from this that Nepalis are early risers. For some, the working day consists of an early morning session and an afternoon session. For others, it begins around 10:00 and ends at 4:00 p.m. A stroll along New Road is a popular recreation in the late afternoon. Many go to purchase the daily papers from India, which arrive at about 4:00 p.m. Of course, many go to New Road simply in the expectation that they will be able to meet their friends, who will also be strolling along New Road at that hour.

Questions

Give any suitable answer to the following questions.

1. बिहान तपाईं के गर्नुहुन्छ ?
2. त्यसपछि कहाँ जानुहुन्छ ?
3. दिउँसो के गर्नुहुन्छ ?
4. भात खाएपछि के गर्नुहुन्छ ?
5. तपाईं दिउँसो कुन जानुहुन्छ कि जानुहुन्न ?

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. तपाईं कस्तो चुरोमा पकाउनुहुन्छ ?	मट्टितेलको चुरोमा ।
तपाईं कस्तो चुरोमा पकाउनुहुन्छ ?	दाउरा बाल्ने चुरोमा ।
तपाईं कस्तो चुरोमा पकाउनुहुन्छ ?	बिजुरीको चुरोमा ।
तपाईं कस्तो चुरोमा पकाउनुहुन्छ ?	कस्तो चुरोमा ? जस्तो सबैको छ, त्यस्तै चुरोमा

- | | |
|----------------------------|--------------------|
| 2. के दाउरा यहाँ महँगो छ ? | महँगो छ । |
| के दाउरा यहाँ महँगो छ ? | अलि सस्तो छ । |
| के दाउरा यहाँ महँगो छ ? | धेरै नै महँगो छ । |
| के दाउरा यहाँ महँगो छ ? | सहरभन्दा सस्तो छ । |

Exercise

The following questions ask for a comparison between two things, or two methods of doing something, etc. Answer the question by saying that one of these things (methods) is better (bigger, easier). The answer will be determined partially by the nature of the question.

Ex.) A. काठमाँडौंको घर यहाँको घर भन्दा ठूलो हुन्छ ?

१. काठमाँडौंको घर ठूलो हुन्छ ।

1. के मट्टितेलको चूला दाउराको चूला भन्दा सस्तो पर्छ ?
2. के दाउराको चूला मट्टितेलको चूला भन्दा बढता फोहोर हुन्छ ?
3. के काठमाँडौंको सडक गाउँको सडक भन्दा सफा हुन्छ ?
4. के तपाईं म भन्दा बलियो हुनुहुन्छ ?

(F) Narrative Selection:

हाम्रो घर *

अस्ति देखि हाम्रो घरमा पनि मट्टितेलको चूलोमा मात पकाउँछन । दाउराले मात पकाउन ज्यादै फोहोर हुन्छ । आजकल दाउरा पनि महँगो छ । दाउराले

* Beginning with this narrative selection, the student will be introduced to a slightly different style of writing than that to which he has become accustomed. Though it may seem unfamiliar at first, it is a highly legible style and one which is more characteristic of Nepali handwriting than that which has been used so far. These styles will alternate for some time, with the more familiar handwriting being used in all exercises and drills until Chapter Nine. Typewritten Nepali will be introduced in Chapter Eleven.

(Narrative Selection)

भात पकाउन ज्यादै धुँत्रा हुन्छ। धुँत्रा जाने ठाउँ
कतै छैन। त्यसैले आमा दाउराको चूलो भन्दा
मट्टितेलको चूलो धेरै सजिलो हु मन्नुहुन्छ।

Questions

Supply a suitable answer to the following questions.

1. तपाईंको घरमा केमा पकाउनुहुन्छ ?
2. के यो दाउराको चूलोमा भन्दा सजिलो हुन्छ ?
3. के यसले धुँत्रा हुँदैन ?

Vocabulary

बिहान	"morning"	हतारले	"in a hurry"
काम	"work"	भात सात	"rice and things (<u>sāt</u> is an anukaran word)"
बाग्मति	the river Bagmati, in which people go to bathe (as in the Ganges)	दिउँसो	"afternoon"
टुँडिखेत	"the parade grounds"	सिद्धिनु	"to finish (I-stem)"
दफ्तर	"office"	धज्नु	"to strike (as of time, as well as of instruments)"
पढाउनु	"to teach"	तयार हुनु	"to get ready"
घुम्नु	"to stroll or roam about"	निस्कनु	"to come out of (a house)"
भात	"rice, meal"	साथी	"friend"
डुल्नु	"to go for a walk"	कुराकानी	"conversation"
फर्कनु	"to return"	बानी	"habit, custom"
आराम	"rest"	सुत्नु	"to lie down, go to sleep"
रोगी	"illness"		

CHAPTER FOUR

(A) Variation/Repetition Drill

The instructions for the drill are the same as for previous chapters. The format of the drill has been further modified in that the question (Column I, Student) is given only once in each set. The drill is to be done in the usual manner, with each question being asked by four students in turn.

<u>Student</u>	<u>Instructor</u>
I	II
1. हिजो बिहान तपाईं कीते बजे उठनभयो ?	म छ बजे उठें । म सात बजे उठें । म अबेर उठें । म अलि सवेरै उठें ।
2. त्यसपाछे के गर्नुभयो ?	त्यसपाछे मुख धुन गएँ । त्यसपाछे चिया खाएँ त्यसपाछे तरकारी किन्न गएँ । त्यसपाछे घर फर्के ।
3. दिउँसो तपाईंले के गर्नुभयो ?	दिउँसो म पढन थालें । दिउँसो म साथीहरूसँग धूमै । दिउँसो म चडगा उडाउन गएँ । दिउँसो म सुतेँ ।
4. कान्छे कहिले घर गयो ?	चार बजे गयो । भरबर गयो । आधिनै गयो । काम सकेपाछे गयो ।

5. तिमीहर बजारमा के गर्यो?

हामीले धेरै मात किन्यौं।
हामी जुत्ता पसलमा गर्यो।
हामीले नयाँ साडी हेर्न्यौं।
हामीले मसला किन्यौं।

6. पसलमा तिमीले के के किन्यौं?

मैले दुइ धानी आरु किनें।
मैले एक मोहरको चमसुर पालुङ्गे
र पाँच आनाको रायोको साम
किनें।
मैले दुइ पाउ गोलभेडा किनें।
मैले केही पाने किनिनें।

(B) Grammar Notes

The difference between thiyo and bhayo. The difference between thiyo and bhayo is not analogous to that between cha and ho. thiyo is the past tense of both cha and ho, and means "was" (See exercise 1 in (C)).

bhayo, however means "happened", "became", or turned into":

rāt paryo, ādhyāro bhayo "Night fell and it began to get dark".

pānī dhamilo bhayo "The water turned murky".

āber bhayo "It's late (= it's become late)".

-era as an alternative to pachi. Conjunctive participles (garera, khāera, kinera) behave in a sentence in much the same way as constructions with the second perfect participle and pachi (garepachi, khāepachi etc.).

Compare the following sentences:

dui pāu māsu kinera ghar pharkē "I bought two pāus of meat and returned home".

dui pāu māsu kinepachi ma ghar pharkē "After buying two pāus of meat I returned home".

In fact, these two constructions can usually be exchanged for each other in sentences (see Ex. 6 in this chapter).

Not all conjunctive participles behave like pachi constructions, however. In some contexts they indicate causality:

pānī parera ma tapāīkahā āuna sakinā "I could not come to your house because it rained".

(See Chapter Fourteen, Ex. 3 of this manual for practice in this use of the conjunctive participles.)

Conjunctive participles are also used adverbially:

jatan garera "carefully"

rājpath bhaera "via the Rajpath"

yaso garera "this way, like this"

masīn jatan garera boka hey, natra bigrincha! " Carry the machine carefully, otherwise it will break !"

ma rājpath bhaera kāthmā Dew āeko chu " I came to Kathmandu via the Rajpath."

yaso garera huncha? "Is it all right to do it this way?"

Idiomatic use of conjunctive participles is one of the distinctive characteristics of Nepali.

Idioms with lāgnu. In this chapter, two idioms with lāgnu occur:

malāī ... alchi lāgcha "I feel lazy ...".

ke tapāīlāī tamākhu khāna man lāgcha? "Do you like to smoke?"

lāgnu is a versatile verb, occurring in a variety of idioms with a wide range of meanings. The student should memorize these idioms as he encounters them. Note the accusative case in the sentence above: malāī, tapāīlāī.

Where to look it up.

The aorist perfect tense (garyo): I.N. Ch.5

The instrumental case (meyle): I.N. Ch. 1, Ch.5. See also chapters devoted to other tenses and participles for use of the instrumental case in these instances.

Conjunctive participles: regular use: I.N. Ch. 13

causal use: I.N. Ch.13, pp. 163-164

adverbial use: I.N. Ch.14

Idiomatic use of lāgcha and lāgyo: I.N. pp. 117-118.

(C) Exercises

1. The following questions ask what items you, other people, etc. purchased at the shop. Reply that you/they bought lasun, dhaniā ra maslā (garlic, dhanial and spices). Note the use of -le after the subject word here (because kinnu is transitive).

पसलमा तिमीले के के किन्यो ?

पसलमा दिदीले के के किनुभयो ?

पसलमा कान्छाले के के किन्यो ?

पसलमा लपाईको नोकरोले के के किन्यो ?

पसलमा माहिंतीले के के किन्यो ?

पसलमा मीराको आमाले के के किन्यो ?

(Exercises)

2. The following questions ask where you/others went this morning. Answer by saying that you/they went to school.

- आज बिहान भाई कहाँ गयो ?
आज बिहान उनीहर कहाँ गए ?
आज बिहान तिमि कहाँ गयो ?
आज बिहान दिदी कहाँ जानुभयो ?
आज बिहान कान्छा कहाँ गयो ?
आज बिहान बहिनी कहाँ गयो ?

3. The following questions ask what you/others did yesterday evening. Answer by saying that you/they went to see some friends.

- हिजो राति तपाईंले के गर्नुभयो ?
हिजो राति दाज्यूले के गर्नुभयो ?
हिजो राति मोतीशोभाले के के गर्यो ?
हिजो राति रामलालले के गर्यो ?
हिजो राति साहिलाले के गर्यो ?
हिजो राति कान्छाबाले के गर्नुभयो ?

4. The following questions ask whether or not you like certain pastimes. Respond negatively or affirmatively, as you please.

- के तपाईंलाई साइकल चढन मन लाग्छ ?
के तपाईंलाई तमारवु खान मन लाग्छ ?
के तपाईंलाई चडगा उडाउन मन लाग्छ ?
के तपाईंलाई भकुण्डो खेल्न मन लाग्छ ?
के तपाईंलाई नयाँ सडकमा घुम्न मन लाग्छ ?
के तपाईंलाई बैठकमा बसेर गफ गर्न मन लाग्छ ?

5. Replace the garepachi-type construction with a garera-type construction in the following sentences.

- Ex.) मैले मुख धोएपछि चिया खाएँ। → मैले मुख धोएर चिया खाएँ।
मैले उठेपछि मुख धोएँ।
कान्छा काम सकेपछि घर गयो।
रामुपाठ पढेपछि भकुण्डो खेल्न थाल्यो।
हामीहरु खाएपछि गफ गर्न थाल्यौं।

(Exercise 5)

दाज्यु तयार भरपाई नयाँ सडक जानुभयो।
मैले यो काम सकेपछि आराम गर्छु।
कोठा सफा गरेपछि नोकर तुगा धुन्छ।

6. In the sentences which follow, change cha and ho to thiyo.

किताप कहाँ छ ?
टेबिलमा अरुब्बार छ।
मसित कलम छ।
त्यो पसल राम्रो छ।
झ्याल र ढोका बन्द छ।
श्याम मेरो साथी हो।
सबभन्दा ठूलो कोठा कसको हो ?
ढोका निकै होचो छ।
यो काम राम्रो हो।
घर अघितिर चोक छ।

(D) Narrative Description:

विदाको दिन

अघिपछि भन्दा हिजो बिहान म अलि सबेरै
उठें। बुईगलमा मुख धुन जर्रं। एक दिन पछि आमा
ले चिया तयार पार्नु भयो। चिया खाएपछि तरकारी
किन्न जा भनेर आमाले भन्नुभयो। मलाई पसल जान
भनेपछि असाध्य अलिच्छि लाग्छ। सधैं स्कूलको
पाठ धेरै छ भनेर हलि दिन्दु। तर हिजो बिदा
को दिन थियो। फेरी घरमा तरकारी पकाउने
कुरा केही थिएन। दिदी र दाज्यु दुबैको
जाँन थियो। माइ बहिनी केटाकेटी हन्। पसल
जाने अरु केही थिएन, त्यसैले आफैँ जानु पर्यो।
कालिमाटी बाट बसन्तपुरको तरकारी पसल धेरै
टाढा त हैन। अझ बाइस्कूलमा त मन नजीक
पर्द। आफुलाई भने असाध्य अलिच्छि लाग्छ।

(Narrative Description)

बाइस्कल पदाडी मोला हालें आनि तरकारी दिन
जरें । एक मोहरको चमसुर पालुङ्गो, चार पाउ
आलु, एक सुक्को लसुन, पांच आनाको रायोको
साग, दस पैसाको धनियाँ र चार पाउ जौलमैडा
दिने । आनि काठमाडौंमा दुइ पाउ मासु
दिने घर फर्के । आमा तरकारी पकाउन
थाल्नु भयो ।

Cultural Notes

The Nepalese monetary system is a decimal one, the rupee being divided into 100 paisā*. In addition to the terms rūpiyā and paisā, however, there are several other terms in general usage:

mor (spelled mohar) = 50 paisā. The mor was originally the designation for Nepalese currency as opposed to that of British India.

sukā = 25 paisā:

ānā = 1/16th of a rupee. The term was borrowed from India (The Indian currency was originally divided into units of one sixteenth) and is still heard occasionally, mostly in the phrase pāc ānā (=20 paisā).

Formerly, Indian currency used to circulate side by side with Nepalese currency in Nepal, particularly in the Terai or in outlying hill areas. In recent years, however, the use of Nepalese currency for all commercial transactions has been enforced.

The following weights and measures are in common usage:

pāu: "one fourth" (of a ser)—a weight used to measure things such as vegetables and sugar.

dhārni: equal to a weight of three sers. Used to measure vegetables and meat.

māna: about half a ser or roughly a pound; used to measure rice, liquids.

kīlo: this is the European measure, used to weigh large quantities of solids in general.

tolā: used to weight very small quantities of things such as silver and gold, etc. 80 tolā = 1 ser.

* paisā may refer to "money" in general or to a single paisā-coin.

The ser itself is not used in Kathmandu; it is an Indian unit of measure and in Nepal it is used only in the Terai. Although the other measures are defined in terms of the ser, the ser itself is used only to measure liquids. It equals about two pounds in weight.

Questions

Give any suitable answer to the following questions* .

1. आज बिहान तपाईं कति बजे उठ्नुभयो ?
2. तपाईं उठेपछि के गर्नुभयो ?
3. तपाईंको घरदेखि तकारी पसल धेरै टाढा छ ?
4. तपाईंले पसलमा के के किन्नुभयो ?

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. तिमी कहाँ गयो ?	माघि गएँ। माघि भात खान गएँ। बाहिर गएँ। बाहिर खेल्न गएँ।
2. खाजा कसले कसले खायो ?	मैले खाएँ। बहिनीले खायो। कान्छाले खायो। दिदीले खानुभयो।

* By asking two or three consecutive questions of a single student, and adding his own questions, the instructor may develop this into a guided free conversation.

3. तिमी कहाँ गएर यो फल ल्यायौ ?
 बजारबाट ।
 पल्लो घरबाट ।
 तल बारीबाट ।
 कान्छीको पसराबाट ।
4. तपाईं कति बजे सुत्नुभयो ?
 नौ बजे सुतेँ ।
 साढे नौ बजे सुतेँ ।
 अबेर सुतेँ ।
 म चाँडै सुतेँ ।

(F) Supplementary Narrative: विदाको दिन

साढे दस बजे भात पाक्यो । हामी सबै जना भात खाएर
 साथै गयौं । भात खाएपछि बुवा तमाखु खान थलनुभयो । दुइ
 बजेपछि म साथीहरूसँग चडगा उडाउन गएँ । मलाई चडगा
 उडाउन असाध्य मन लाग्छ । चार बजे म घरमा खाजा खान
 आएँ । खाजा खाएर म साथीहरूसँग टुँडिखेलमा भकुण्डो खेल्न
 गएँ । साढे दस बजे सम्म हामीले भकुण्डो खेल्छौं अनि बेलुका
 घर आएँ । भात खात खाएर सबै जना एक दिन गफ गर्न बैठकमा
 गयौं । अनि नौ बजे सुत्न गएँ ।

Questions

Give any suitable answer to the following questions.

1. दिउँसो तपाईंले खाजा खाएपछि के गर्नुहुन्छ ?
2. तपाईं कति बजे सुत्नुहुन्छ ?

Vocabulary

उठ्नु	"to get up"
अबेर	"late"

बिदा	"holiday"
मुख	"mouth, face"
धुनु	"to wash"
चिया	"tea"
तरकारी	"vegetables (raw as well as cooked)"
पठनु	"to read, study"
सँग	"with (= सङ्ग. ; the latter is the spelling given in I.N.)"
पडंगा	"kite"
उडाउनु	"to fly (causative)"
भरस्वर	"just now, a moment ago"
काम सकेपछि	"after finishing (his) work"
माला	"goods, merchandise"
साडी	"sari (woman's garment)"
धानी	"a weight equal to three <u>sers</u> (see Cultural Notes)"
चमसुर पालुङगो	two typical Nepali greens. <u>camsur</u> and <u>pālungo</u> are frequently cooked and referred to together."
रायोको साग	"mustard greens"
किन्नु	"to buy"
मोहर, आना, पाउ, etc.:	see Cultural Notes
आप्यपछि	"generally, as a usual practice"
अरिछ् लाग्नु	"to feel lazy"
छलि दिनु	"to tell a lie, deceive"
झोसा	"cloth bag (the all-purpose bag in brightly colored stripes /with a shoulder strap)"
खाजा	"snack, tiffin"
भकुण्डो	"ball"
खेलनु	"to play"
ढुँडिखेल	The Tundikhel or parade grounds in the center of Kathmandu
गफ गनु	"to chat, converse"

CHAPTER FIVE

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. तपाईंसित आजको अरबबार छ ?	मसित छैन । मसित छ । छ । लिनुहोस । मसित छैन । त्यहाँ टेबिलमा हेर्नुहोस न ।
2. तपाईं कहाँ नेपाली जुत्ता छ ?	छैन । यहाँ पाइँदैन । हामी जुत्ता बेच्दैनौं । यहाँ पाइँदैन । मखनमा पाइन्छ । छ, हजुर । कस्तो जुत्ता चाहिन्छ ?
3. चिया कहाँ पाइन्छ ?	यहाँ पाइन्छ । आनुहोस न । त्यहाँ चिया पसलमा पाइन्छ । त्यहाँ होटलमा पाइन्छ । यहाँ चिया पसल छैन ।
4. तपाईंलाई के चाहिन्छ ?	मलाई छाता चाहिन्छ । मलाई कलम चाहिन्छ । मलाई राम्रो जुत्ता चाहिन्छ । मलाई एस्प्रो चाहिन्छ ।

I

5. यहाँबाट पहाड देखिन्छ कि
देखिंदैन ?

II

देखिन्छ !
देखिन्छ ! तर बरवामा देखिंदैन।
देखिंदैन। यहाँबाट टाढा छ।
यहाँबाट देखिंदैन। धानाबाट
देखिन्छ।

(B) Gram. r Notes

parcha. Idioms with parnu, like those with lāgnu, must be learned individually:

yaslāi kati parcha? "How much does this cost?"

yo sārī malāi man paryo "I like this sari."

Note the use of parcha/paryo in financial transactions.

pāideyna, cāhīdeyna, etc. The negative forms of the I-stems used in this chapter differ slightly from those given in Introduction to Nepali in that they contain a -dey- element. This does not mean that the forms in Introduction to Nepali are incorrect, but merely that the beginner is not likely to hear them at first, as they are used in rapid colloquial speech. What he will hear are their variant longer forms, which are therefore presented here. The longer forms mean the same as the shorter forms, but are used in somewhat slower speech. Some speakers use them in preference to the short forms.

Short Form

pāinna
cāhinna
dekhinna
suninna
sakinna
etc.

Long Form

pāideyna
cāhīdeyna
dekhīdeyna
sunīdeyna
sakīdeyna
etc.

Where to look it up.

Impersonal function of I-stem verbs (pāincha, pāideyna): I.N. Ch. 6

(C) Exercises

1. The following questions ask whether certain things can be obtained in your city. Give a suitable answer, following the pattern below:

Ex.) Q. के तपाईंको सहरमा छाता पाइन्छ ?

A. पाइन्छ (or: पाइँदैन)

(Exercise 1)

- के तपाईंको सहरमा असल जुत्ता पाइन्छ ?
के तपाईंको सहरमा राम्रो घडी पाइन्छ ?
के तपाईंको सहरमा टिनमा राखेको खाना पाइन्छ ?
के तपाईंको सहरमा बिदेशमा छापेको किताप पाइन्छ ?

2. The following questions ask what you can see from the window of your room. Give a suitable answer, using the same pattern given in Exercise 1.

- के तपाईंको कोठाको झ्यालबाट पहाड देखिन्छ ?
के तपाईंको कोठाको झ्यालबाट खोला देखिन्छ ?
के तपाईंको कोठाको झ्यालबाट ठूला ठूला घरहरू देखिन्छ ?
के तपाईंको कोठाको झ्यालबाट आकाश देखिन्छ ?

3. The following questions ask whether certain types of outside noises can be heard inside your room. Give a suitable answer.

- के तपाईंको कोठाबाट सडकको आवाज सुनिन्छ ?
के तपाईंको कोठाबाट पल्लो घरमा कुकुर भुँकेको सुनिन्छ ?
के तपाईंको कोठाबाट धारामा कराएको सुनिन्छ ?
के तपाईंको कोठाबाट सिनेमा हलमा बजाएको गीत सुनिन्छ ?

4. The following questions ask whether you need certain items. Give a suitable answer.

- के तपाईंलाई किताप चाहिएन्छ ?
के तपाईंलाई चुरोट चाहिएन्छ ?
के तपाईंलाई कागत चाहिएन्छ ?
के तपाईंलाई देखक्सी चाहिएन्छ ?

5. The following questions are aorist-perfect analogues of questions asked in exercises 1-4, or questions similar to those asked in Exercises 1-4. Give suitable answers.

- के पसलमा टिनमा राखेको खाना पाइयो ?
के भोटाहिटीमा अमेरिकामा छापेको किताप पाइयो ?
के हवाईजहाजको झ्यालबाट पहाड देखियो ?
के मखनमा असल जुत्ता पाइयो ?
के कोठाबाट सिनेमा हलमा हिजो बजाएको गाना सुनियो ?
देखक्सीको कति पैसा चाहियो ?
कितापहरूको कति पैसा चाहियो ?

(D) Dialogue

किताब पसलमा

- ग्राहक: तपाईं कहाँ भिरेन उन्को सानु नेपाली डिक्शनरी ह ?
- पसले: त्यो भिरेन उन्को डिक्शनरी ?
- ग्राहक: हो।
- पसले: अहो ! त्यो त पाइँदैन। हामी सित हैन।
- ग्राहक: उसो भए तपाईं कहाँ अरु कस्तो किसिमको डिक्शनरी पाइन्छ ?
- पसले: नेपाली अंग्रेजी कि अंग्रेजी नेपाली ?
- ग्राहक: नेपाली बाट अंग्रेजी।
- पसले: नेपाली अंग्रेजीमा त हामी कहाँ रेग्मीको नेपाली हिन्दी र अंग्रेजी डिक्शनरी ह। धेरै राम्रो ह।
- ग्राहक: खै ! हेर्न दिनुहोस् त।
(पसले डिक्शनरी झिक्छ र ग्राहकलाई हेर्न दिन्छ)
- ग्राहक: (धेरै शब्द हरिसके पछि) यो राम्रो जस्तो ह। यसलाई कति पर्छ ?
- पसले: ह: रूपैयाँ मात्रै।
- ग्राहक: उसो भए मलाई दिनुहोस् यो।

Cultural Notes

There are a number of libraries and book shops in Kathmandu, the main center for book stores being in Bhotahity. Paperbacks and Western novels are available in Damkala.

The Indian newspapers arrive each day in the late afternoon and are all sold from a little stand on New Road. Across the street from this stand the Nepali newspapers are available throughout the day.

Questions

Give any suitable answer to the following questions.

1. ग्रहाँको पसलमा के के पाइन्छ ?
2. तपाईंको कोठाको झ्यालबाट पहाड देखिन्छ कि देखिंदैन ?
3. तपाईंलाई के चाहिन्छ ?
4. के यहाँ नजीकै कितापको पसल छ ?
5. किताप पसलमा अरुबार पाइन्छ ?

Guided Conversational Practice

Role-playing situation: "Bookstore". There are two ways this may be done: (A) The instructor taking the part of the proprietor of a bookstore, each student in turn pretends to be a customer asking for a book. (B) Two students in turn act out the purchase, one pretending to be the proprietor and the other pretending to be the customer.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. के चाहियो तपाईंलाई ?	मलाई डिक्शनरी चाहियो । मलाई गोरवापत्र चाहियो । तपाईं कहाँ रातो पेन्सिल छ ? तपाईं कहाँ नेपालको नक्शा छ ?
2. तपाईंले के खोजेको ?	मैले साथीको घर खोजेको । मैले जुताको पसल खोजेको । आजको राईजिङ नेपाल खोजेको । मैले हैन्डलूम साडी खोजेको ।

3. तपाईंलाई बजार जान मन पर्द ? मलाई बजार जान थोरै रमाइलो लाग्द ।
मलाई बजार जान अरिछ लाग्द ।
बिदाको दिन मन पर्द ।
मन पर्दैन, घरमा बस्न मन पर्द ।

(F) Supplementary Dialogue: लुगा पसलमा छिटको फरिया खोजेको ।

- पसले - के चाहियो तपाईंलाई ?
ग्राहक - तपाईं कहाँ फरिया छ ?
प - बस्नुहोस न । म तपाईंलाई राम्रो फरिया हेर्वाउँछु । यो हैन्डलूम साडी मन पर्छ ?
ग्रा - होइन, म त छिट खोजेको, तपाईं कहाँ छैन ?
प - अहँ ; छिट त छैन । छिट यता कतै पाइँदैन । मखनमा हेर्नु-होस ।

- ग्रा - तपाईं कहाँ छिटको फरिया छ ?
प - छ । बस्नुहोस (कपडा हेर्वाउँछ) ।
ग्रा - रबै ! राम्रो छ कि छैन ? चौडाई कति छ ?
प - हेर्नुहोस । चौडाई दुइ हतको छ ।
ग्रा - राम्रै रहेछ, मलाई तीन गज चाहियो ।
प - तीन गजले फरिया पुग्दैन, छ गज लाग्द ।
ग्रा - एउटा फरियालाई कति पर्द ?
प - पन्द्र रुपियाँ ।
ग्रा - त्यो एउटा फरिया दिनुहोस ।

Questions

The questions which follow are directed toward the girls in the class:

तपाईंलाई कस्तो साडी मन पर्छ, हैन्डसूम साडी कि छिटको फरिया?
कुन रंगको साडी चाहिन्छ तपाईंलाई ?
तपाईंलाई सानु बुढा भएको कि ठूलो बुढा भएको साडी चाहिन्छ ?

Vocabulary

आज	"today"
जुता	"shoe(s)"
बेच्नु	"to sell"
पाइन्छ	"is available", "one can get"
देखिन्छ	"can be seen, is/are visible"
चाहिन्छ	"is required" *
राम्रो	"nice, good, beautiful"
छाता	"umbrella"
एस्प्रो	"Aspro (a brand of aspirin sold in India and Nepal)"
पहाड	"mountain(s)"
बरवी	"monsoon season, rainy season"
टाढा	"far, distant"
छाना	"roof"
सहर	"city"
खोला	"river"
आकाश	"sky"
आवाज	"noise"
कुकुर	"dog"
भुँकनु	"to bark (dog)"
कराउनु	"to shout, cry out, scream"
धारा	"tap, faucet (public tap and also a tap in one's own house)"
पल्लो	"next, across the way"

* The approximate meaning of this and the previous two words are given here, but for a more accurate understanding of them, see I.N. pp. 107-108.

बजाउनु	"to play, beat (as musical instrument, etc.)"
गीत	"song"
गाजा	"song, music"
कागत	"paper"
चुरोट	"cigarette"
किसिम	"kind, type, variety"
ग्राहक	"customer"
शब्द	"word"
गोरखापत्र	<u>The Gorkhapatra</u> (the leading newspaper in Nepal)
रातो	"red"
खोज्नु	"to search, look for"
राईजिड. नेपाल	<u>The Rising Nepal</u> , (the leading English-language news- /paper in Nepal)
लुगा	"clothes"
छिट	a kind of cotton cloth woven and printed locally in Kathmandu.
फरिया	"sari" — especially the variety worn by hill women and farmer /women
देखाउनु	"to show"
हेर्नु	"to see"
चौडाई	"width", also "length" <u>gaj</u> may also mean "width", here, means /"yard"
दुइ हात	fabric is measured by Nepali women in terms of <u>hat</u> "hands"; one <u>hat</u> (measured from the elbow to the tips of the fingers) equals about eighteen inches

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. बजारको नाम के हो ?	बजारको नाम इन्द्रचोक हो। बजारको नाम मखन टोल हो। बजारको नाम भोटाहिटी हो। बजारको नाम असन टोल हो- पुरानै हो।
2. अन्नपूर्ण मन्दिरको अगाडी के पाइन्छ ?	धामला पाइन्छ। दाल पाइन्छ। धामला र चिउरा पाइन्छ। धामला र दाल थोक्रीमा राखेको पाइन्छ।
3. असनमा सबै कुरा कस्तो हुन्छ ?	सस्तो हुन्छ। राम्रो हुन्छ। ताजा र बेस हुन्छ। कहिले कहिले मिसेको पनि हुन्छ।
4. खाताको मोल पसलेले के भन्यो ?	पन्द्र रुपियाँ भन्यो। बीस रुपियाँ भन्यो तर मैले मोलतोल गरें। बीस रुपियाँ भन्यो तर मैले पन्द्र दिइँ। बीस रुपियाँ भन्यो तर मोलतोल गरेर पन्द्र रुपियाँमा दियो।

5. हिजो तपाईं स्कूलबाट कता
जानुभयो ?

म आफनु डेरा तिर लागें ।
म सिनेमा लागें ।
म अस्पताल लागें ।
म बजार लागें ।

(B) Grammar Notes

Idiomatic use of lāgnu (cont.). Note additional idioms with lāgnu in the following sentences:

ke yahā tapāīlāī ramāīlo lāgcha? "Do you like it here?"

malāī ciso lāgyo "I feel cold."

malāī garmī lāgyo "I feel warm."

In ma āphnu derā tira lāgē, lāgē means "started (toward)." One could also say: ma āphnu derā tira jāna lagē (same meaning).

For a discussion of this usage of lāgnu please refer to I.N. Ch. 7.

Where to look it up.

bhane to express open condition ("if"-sentences): I.N. Ch. 7
ki "whenever", I.N. Ch. 7

(C) Exercises

1. The following questions ask whether you like certain kinds of foods. Supply a suitable answer, using man parcna ("I like it") or man pardeyna ("I don't like it").

Note: The repeated elements in the questions are not written out after the first sentence. This device will be used whenever appropriate throughout the remainder of the manual.

के तपाईंलाई नेपाली खाना मन पर्द ?

(दाल भात)

(रायो को साग)

(बनेराको मासु)

(पीरो)

(चाडूनीज खान)

(Exercises)

2. The following questions ask whether you liked certain things or events. Supply a suitable answer, using man paryo, ("I liked it"), or man parena ("I didn't like it")

के हिजोको सिनेमा तपाईंलाई मन पर्यो ?
(त्यो जुता)
(हिजो पकाएको मासु)
(हिजोको जात्रा)

3. Supply a suitable yes-or-no answer to the following questions:

के तपाईंलाई अलिङ्ग लाग्छ ?
के यहाँ तपाईंलाई रमाइलो लाग्छ ?
के घाम तपाईंलाई रमाइलो लाग्छ ?
के तपाईंलाई डुल्न मन लाग्छ ?
के तपाईंलाई चिसो लाग्यो ?
के तपाईंलाई गमी लाग्यो ?

4. The following consist of two separate sentences with a contingent relationship to each other. Make these separate sentences into one if-sentence by adding bhane to the end of the first sentence and changing the verb into the appropriate form of the aorist perfect.

Ex.) पानी पर्दैन । म सिनेमा जान्छु । → पानी परेन भने म सिनेमा जान्छु ।

छाता महँगो छैन । म किन्छु ।
पसले बाहिर जान्छु । पसल बन्द हुन्छ ।
पसलले सेतो अनुहार देख्छु । अनि मोल बढाउँछु ।
कपडा राम्रो छ । म लिन्छु ।
तपाईंले अठार रुपियाँ दिनुहुन्छ । म छाता दिन्छु ।
भोलि बिदा हुन्छ । हामी पिकनिक जाँदौं ।
भोलि टिकट पाउँछु । सिनेमा जान्छु ।
भोलि पानी पर्छ । झेन जाँदैन ।
मैले बिदा पाउँछु । म कल्कत्त जान्छु ।
कान्छा ढीलो आउँछ । काम सकिन्छ ।

आज म काठमाँडौंको सबै भन्दा पुरानो बजार हेर्न गएँ / बजारको नाम असन टोल हो। असन टोलको चौबाटोमा अन्नपूर्णको मन्दिर देखेँ। मन्दिर राम्रो थियो। अन्नपूर्णको अगाडी चामल र दाल धोर्रोमा बेचन राखेको देखेँ। असनमा दिनमेल गर्न सहर बाहिरबाट धेरै मान्छे आउँछन् र। नेवार, पर्वते, बाहुन, सबै किसिमको मान्छे देखेँ। चौबाटोको एउटा कुनामा हलुवाइको पसल थियो। त्यहाँ खुन मिठो खानेकुरा पाइन्छ र। अर्को कुनामा टाउटा बेचन राखेको थियो। काठमाँडौंको अरू ठाउँमा भन्दा असनमा सबै कुरा सस्तो हुन्छ। तर सेतो अनुहार देख्यो भने पसलेले मोल बढाउँछ।

असन बाट इन्द्रचोकको बाटो लागेँ। त्यहाँ मैले कपडा र माँडाकुँडाको पसल देखेँ। त्यहाँ दाताको पसल पनि रहेछ। मलाई दाता जहरी थियो। दाता नेपाली रहेछ। एउटा अलि राम्रो दाताको मोल पसलेले बीस रुपैयाँ भन्थो। मैले पहिले तेर रुपैयाँ सम्म दिएँ। धेरै बेर सम्म मोलतोल गर्यौँ। आखिरमा पसलेले त्यो दाता अठार रुपैयाँमा दियो। दाता किनेर म आफ्नो डेर तिर लागेँ।

Cultural Notes

The main shopping areas in Kathmandu are Asan Tol, Indra Chowk, and New Road. Nepali style goods are to be found in Asan Tol and Indra Chowk, and bargaining is the rule. The steps of the

Taleju temple in Indra Chowk are well-known for the merchants of rugs, wool shawls and jackets, who customarily display their wares there. This is the place farmers and hill people come to sell their goods and make their purchases. Western style goods and imports are sold in New Road (and in Juddha Road) and in this area prices are usually fixed.

Other shopping areas are: Bhotahity (especially for books), the Fair Price Shop (vegetables and small household goods), and Maru Tol (vegetables and sweets), Makhan Tol (Nepali cloth, shoes), and Thahity (shoes).

Items of traditional Nepalese art and craftsmanship can be found in Patan and Bhatgaon as well as in Kathmandu. Anywhere but New Road, bargaining is the order of the day.

Questions

Supply any suitable answer to the following questions.

1. अन्नपूर्ण मन्दिर अगाडि के के थियो ?
2. असनटोलमा को को किनमेल गर्न आउँछ ?
3. इन्द्रचोकमा कुन कुन प्रकारका पसलहरू छन् ?

SUPPLEMENTARY SECTION

(E) Variation Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. उ राडी केले बुन्धे ?	हातैले बुन्धे । तानले बुन्धे । कलमा बुन्धे । कारखानामा गएर बुन्धे ।
2. उ पशमिना पनि बुन्धे कि ?	पशमिना बुन्धे । पशमिना बुँदैँन, सूती मात्र बुन्धे । बुँदैँन, ऊनी मात्र बुन्धे । पशमिना, ऊनी सूती सबै बुन्धे ।

3. राडी बुन्नलाई कति दिन लाग्छ? तानमा बुन्न एकै दिन मात्र लाग्छ।
 तानमा बुन्न त एकै दिनमा सकिन्छ।
 एकै दिनमा सकिन्छ : धागो बनाउनु, पिटनु, तानमा हाल्नु, सबै।
 राम्ररी बुने भने एकै दिनमा सकिन्छ।

(F) Dialogue: इन्द्रचोकमा राडी बेच्ने सितको कुरा

- क - ए, परिमना पनि बुनुहुन्छ तपाईं?
 ख - परिमना बुन्छु।
 क - यो राडी केले बुनुहुन्छ तपाईं? हातैले कि तानले?
 ख - तानले।
 क - ए! यो के सिस्टमले बुनिन्छ?
 ख - यो चाहिं पहिले तान लगायो, त्यो गलैँचा बुनेको जस्तो त हो नि।
 क - यहाँ चाहिं हाम्रो जाउलारवेलामा बुन्छन नि?
 ख - त्यहाँ पनि बुन्छ तल पाटनमा पनि त छ नि। भोटेहरले बुन्छन।
 क - कति दिन लाग्छ नि यो राडी एकजनालाई बुन्नलाई?
 ख - यो बुन्न त एकै दिनमा सकिन्छ। धागो बनाउनु, पिटन, तान हाल्नु सबै।
 क - सबै?
 ख - अँ; यो चाहिं ऊन अब रातोको रातै, सेतोको सेतै, कालोको कालै छुट्टायो। त्यहाँ बाट धोयो सुकायो। त्यहाँ बाट धनुले फिट्यो। पिउरी बनायो। त्यहाँ बाट धागो काट्यो।
 क - आफैले?

ख - आफैले , जहान सबैले गर्छ ।

क - अनि काँचो उन कहाँबाट ल्याउनु हुन्छ तपाईं ?

ख - गाउँ गाउँ बाट ।

Questions

Give any suitable answer to the following questions.

1. राडी बच्नेले राडी कसरी बुन्छ ?
2. राडी बुन्नलाई कति दिन लाग्छ ?

Vocabulary

पुरानो	"old, ancient"
चामल	"uncooked rice"
दाल	"lentils"
चिउरा	"beaten rice"
धाक्रो	"sack"
राख्नु	"to put, place"
सस्तो	"cheap"
ताजा	"fresh"
बेस	"good (of quality)"
मिस्नु	"to mix, adulterate"
मोल	"price"
मोलतोल	"bargaining"
चौबाटो	"crossroads"
मन्दिर	"temple"
किनमेल	"shopping"
पर्वते	"hill-folk"
ब्राह्मण	"Brahmin"
कुना	"corner"
हलुवाइ	"confectioner"

अनुहार	"face"
बढाउन	"to increase"
भाँडाकुँडा	"pots and pans"
जसरी	"necessary"
डेरा	"lodging (rented room)"
परिमन	"(wool) shawl"
बुन्नु	"to weave"
तान	"loom"
पिट्नु	"to beat, pound"
छुट्टाउन	"to separate"
धुनु	"to wash"
सुकाउन	"to dry"
धनु	"bow"
पिठरी	"a roll of cotton prepared for spinning thread"
धागो	"thread"
काँचो	"raw"

CHAPTER SEVEN

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. हजुरलाई के चाहियो ?	मलाई सफा रुमात ल्याइदेऊ। शेव गर्नलाई तातो पानी ल्याइदेऊ। तीनजनालाई कफी ल्याउने। मेरो गुगा तयार भएक कि छैन धोबी कहाँ भएर बुझिदेऊ।
2. बेलुकासाई के पकाऊँ ?	दाल भात भए हुन्छ। कुरवुरा काटेर भुटिदिनुहोस। सूप मात्र बनाईदिनुहोस। आज मेरो चारजना साथीहर आउँछन, आज मीठो खान बनाउनुहोस है।
3. म रसभरी ल्याउँ कि ? असाध्य राम्रो छ।	हुन्छ, ल्याऊ। पदैन, मलाई एक कप चिया ल्याइदेऊ। पदैन, अरु केहि मीठो छैन ? रसभरी मानै कति खाने, राबडी ल्याऊ।
4. अरु के ल्याऊँ ?	अरु पानी ल्याउ। अरु दुद कप चिया ल्याउ। बिरा ल्याउ। अरु केहि पदैन।

5. हजुरलाई के चाहियो ?

तीनजनालाई कफी ल्याउनुपर्यो।
शेव गर्नलाई तातो घानी ल्याइ-
दिनुपर्यो।

म बाहिर जान लागें, द्यक्सी
बोलाइदिनुपर्यो।

मनेजरलाई बोलाइदिनुपर्यो।

(B) Grammar Notes

Command and Request forms. Nepali has a variety of command and request forms: the three major types are the high grade honorific, the middle grade honorific, and the low grade honorific. (See Introduction to Nepali, Ch. 8). These three levels correspond to the pronouns tapāī, timī, and tā:

<u>tapāī</u> :	<u>garnuhos</u>
<u>timī</u> :	<u>gara</u>
<u>tā</u> :	<u>gar</u>

In addition to these three, two other forms of the verb are also used as request forms or imperatives:

1) The imperative in nū (garnū). This is a variant of the middle grade honorific gara. However, the use of the word timī in the same context as a garnū-type imperative is avoided, as garnū is regarded as slightly more polite than gara.

2) The infinitival participle. This is used as a more informal variant of garnuhos, or in contexts where the speaker feels that gara and garnū would not be polite enough, but that garnuhos would be unsuitable. garnū and garne are often interchangeable but garne is used more frequently.

Compound verbs in which the final component is a form of dinu. These will be referred to in this manual as "compound-type command forms" and "compound-type request forms". Compound command/request forms occur in high, middle and low grade honorific degrees:

Non-compound command/request forms

garnuhos

gara

gar

Compound command/request forms

garidinuho

garideū

garide

The compound version of a command or request form is regarded as more polite than the non-compound form of the same verb. The banāidinuho is slightly more polite than banāunuho, banāideū is slightly more polite than banāū, and so on. For example, if an employer gives an order to his servant asking him to perform some job or service, the use of gara or banāū in a context where garideū and banāideū would have been appropriate, is considered "rough".

(Note: Compound verbs are also known as absolute verbs and are treated in Introduction to Nepali, under that heading, in Chapters 24 and 25. The term "compound" here is reserved for those absolute verbs ending in a form of dinu, as it provides a convenient label for certain kinds of command and request forms. However, there is a variety of other types of absolute verbs which serve functions other than the one described above.)

Where to look it up.

The aorist injunctive tense (including command and request forms):

I.N., Chapter 8

The imperative in nū : I.N., p. 125

The infinitival participle: I.N. Chapter 18

Absolute verbs: I.N. Chapter 24.

(C) Exercises

1. The sentences which follow are: timī-type imperatives (middle grade honorific). All of these verbs are compound constructions (described above in the Grammar Notes. As the instructor reads each sentence the student is to respond by giving the non-compound-type command.

Ex.) Instructor: मलाई सफा रन्माल ल्याइदेऊ ।

Student: मलाई सफा रन्माल ल्याऊ ।

तल चिठी आयो भने यहाँ राखिदेऊ ।

कोठा अलि छिटै सफा गरिदेऊ है ।

मेरो गुगा तयार भएछ कि छैन घोबी कहाँ गएर बुझिदेऊ ।

आज खान अलि छिटो बनाइदेऊ ।

न्यू रोडमा गएर आजको खबरको कागत ल्याइदेऊ ।

इन्द्रचोकमा गएर एउटा राम्रो सस्तो छाता किनेर ल्याइ देऊ ।

आफ्नो वाक्स भित्र राखि देऊ ।

(Exercises)

2. The following sentences are non-compound type imperatives. Respond to the sentences by giving the compound forms.

कोठा अलि छिटै सफा गर न।
स्कूल जान अबेर भयो, छिटो गर।
के हेरेको? चाँडै जाउ न।
आजो सन्ध्या छैन बन न।
किन चुप बसेको केही कुरा गर न।
बस कहिले आउने हो एक पल्ट बुझि हेर।
त्यो कथा एक पल्ट फेरि हाल न।

3. The following sentences consist of tapāī-type request forms. Respond to the sentences by giving the infinitival participle.

Ex. Instructor: तीन जनालाई कफी ल्याउनुहोस।

Student: तीन जनालाई कफी ल्याउने।

घतै बस्नुहोस, बाहिर न जानुहोस।
आज माछा तार्नुहोस।
तलबाट मेरो कलम ल्याउनुहोस।
टेप रेकर्डर चाँडै पठाइ दिनुहोस।
दूध गरम गरेर थर्मसमा हाल्नुहोस।
न्यू रोडमा गएर आजको अरब्वार ल्याइ दिनुहोस।

4. The following sentences consist of infinitival participle requests. Respond with the tapāī-type (high grade honorific).

खाजा मेरो कोठामा ल्याइ दिने।
मनेजरलाई मेरो कोठामा पठाइ दिने।
आज दार भात मात्र बनाउने।
रातो मसी मेरो पेनमा हाल्ने।
डेरीमा गएर दूध ल्याउने।

(Exercises)

5. The following sentences consist of requests of the garnuparyo type. Respond to the instructor's statement by giving the tapai-type request form.

Ex.) Instructor: म बाहिर जान लागें, द्याक्स बोलाउनुपर्यो।

Student: म बाहिर जान लागें, द्याक्स बोलाउनुहोस।

शेभ गर्नलाई पानी ल्याउनुपर्यो।

फ्यूज चाँडै राख्नुपर्यो

यो फाइल पठाइ दिनुपर्यो।

गोर्खापत्र पठाइ दिनुपर्यो।

बालाई बोलाइ दिनुपर्यो।

यो कुरा आमालाई भन दिनुपर्यो।

कमिज राम्रि धुनुपर्यो

(D) Dialogue: होटलमा

पाहुना - ए! हरी!

बेयर - हजुर!

पा - चारजनालाई कफी ल्याउने।

(केही बेर बाहिर)

पा - हरी, हामी बाहिर जान लाग्यौं। हामी बाहिर गए बाहिर सबै झ्याल ढोका बन्द गरेर कोठामा फ्लिट धर्नु। लामखुट्टे चेरै भयो। अरु पिउने पानी पनि ल्याइद्वेऊ।

(उनीहरू जान तयार हुन्छन्)

बे - साव!

पा - के?

बे - कोठाको साँचो दिइएर जानुहुन्छ कि?

पा - ठीक भन्यौं।

Cultural Notes

It is evident from the grammar notes and exercises that there are quite a few ways to say "bring me a cup of tea" in Nepali. The choice of a particular construction depends on the circumstances and the person to whom one is speaking, so that in actual practice matters are not so complicated.

Several factors are relevant in choosing the proper form:

- A) Whether the person one is speaking to is normally addressed as timi or tapai - or whether neither timi nor tapai seem appropriate (Note: foreigners will not have occasion to use the low grade honorific ta nor its related verb forms).
- B) The status of the person speaking. In the case of a foreigner, the fact that he is a foreigner means that sometimes he is expected to use more formal constructions than a Nepali, as he does not belong to any of the well-defined family-type system of relationships that most Nepalis are part of.
- C) The degree of formality or informality of a given situation. All other things being equal, one uses a higher grade honorific to servants in the house of one's friends than to servants in one's own house; to colleagues at school or in the office than to the same people, while talking informally at home, and so on.

Some people have an ambiguous status in that they are addressed with middle-grade honorific forms like garchew, but receive request forms indicating a higher status, such as garnu or garne. The actual use of the pronoun timi to such an individual is generally avoided in these cases. Service personnel of a non-skilled level such as washermen and bearers tend to fall into this category. Skilled service personnel such as cooks and tailors will frequently be addressed with high-grade honorifics such as tapai, garnuhuncha, but receive the request form garne along with garnuhos. This sort of variation is characteristic of the Nepali language, and there are differences of opinion among Nepalis themselves as to which form to use on which occasion. For example, one person may use ta-type imperatives to his cook, another may use the infinitival participle (garne), and a third may use the tapai-type (particularly if the cook is a Brahmin and senior in age). The choice of a particular form tells us something not only about the age and status of the cook, but also a great deal about the employer: whether he is a Brahmin or Chetri, Newar, or person from the hills; and about his temperament- among Nepalis, people who differentiate between a wide range of imperative and request forms such as garibaksios*, garnuhos, gara, gar, tend to regard those who do not as "uncultured". People who do not make these speech distinctions, but tend to stick to forms such as garnuhos, garne and garnu (with an occasional gara) describe themselves as "frank and sincere" or "democratic in outlook".

* An absolute verb composed of the elements gari-and baksinu. The form given above is the request form, which is considered more polite than garnuhos. It corresponds in status to the word hajur. Other honorific absolute verbs are basibaksinu and hoibaksinu (See I.N. p. 271). There is a saying in Nepal that "wherever there is garibaksios, there is also ta" - i.e., in families among which the use of very high grade honorifics is common, the use of the low grade honorifics is common also.

Of course, culture plays a large role in these variations: Kathmandu-based Chetri families have traditionally paid greater attention to the distinctions in status reflected by use of such forms as garibaksios and gar, than people living in more remote areas. Language also has an effect: speakers of languages with a narrower range of request forms such as Newari or the Tibeto-Burman languages, are less likely to use a wide range of these forms when they are speaking Nepali.

Whatever the fundamental reasons for this may be, the foreigner when he begins to speak Nepali discovers that he has a choice of sorting people into middle and high grade categories, or avoiding this decision by the use of such devices as garne and garnuparcha. To a certain extent, the latter course of action can be encouraged, as the Nepalis do not expect a foreigner to be familiar with all of the Nepalese social categories. He should not, however, address his social equals or superiors with garne, etc. They should receive the high grade honorific, garnuhos.

Guided Conversational Practice

Explain to the bearer in a hotel (another student or the instructor may play this role) that you will be getting up at 6:00 a.m. tomorrow to catch the early morning plane to Simra. Tell him you will need to have tea brought to your room before 6:30. He may say that this is impossible; in that case ask him whether he can arrange to have a thermos flask filled with tea and brought to your room tonight.

SUPPLEMENTARY SECTION

(A) Variation/Repetition Drill

Student
I

Instructor
II

1. यो तरकारी पीरो छ ?

यो पीरो छैन साब ।
आलि आलि पीरो छ ।
एकदम पीरो छ, केही अरु तरकारी
खानुहोस न ।
पीरो छैन, तर योचाहिं लयार छैन ।

2. पिउने चीज चिसो के छ ?

फ्रिज बिगोको छ, चिसो त
दैन आज त साब।

चिसो त अरेन्ज स्क्वाश मात्रै छ।
टिनमा पिन्यापल ज्यूस छ, म
ल्याऊँ कि ?

चिसो त बियर, पिन्यापल ज्यूस
र अरेन्ज स्क्वाश छ साब।

(F) Supplementary Dialogue: रेस्टुराँमा

ग्राहक - रवै! मेनु हेरौं।

(बेयर ग्राहकलाई मेनु दिन्छ)

ग्रा - यो तरकारी पीरो छ ?

बे - अलि अलि पीरो छ। चाईनीज खान खानुहोस न, अलिकति
पनि पीरो दैन साब।

ग्रा - कुनचाहिं चाईनीज खान खाऊँ ?

बे - चाउ चाउ खुब मीठो छ साब। सबै टुरिस्टहरू यहाँ आएर
चाउ चाउ खान्छन।

ग्रा - उसो भए मलाई चाउ चाउ एक प्लेट* देऊ।

बे - अरु के ल्याऊँ साब ?

ग्रा - पिउने चीज चिसो के छ ?

बे - बियर, पिन्यापल ज्यूस, अरेन्ज स्क्वाश ...

ग्रा - मलाई एउटा बियर ल्याइदेऊ।

(खान सकेपछि)

ग्रा - बेयर बिल ल्याइदेऊ।

*Numbers describing items in containers do not occur with the qualifier
-autā: ek plet cāu cāu, ek glās pānī, etc.

बेयर - कफी नखाने साब ?
 ग्रा - पढैन, बिस ल्याड!
 बे - हवस।

Guided conversational Practice

Order a make-believe meal in a restaurant. The instructor may write a "menu" on the blackboard and recommend certain dishes to the "customer" or "customers".

Vocabulary

सफा	"clean"
रन्माल	"handkerchief", "towel"
तातो	"hot"
लुगा	"clothes"
धोबी	"washerman"
कुरवरा	"chicken"
काटन	"to cut, slaughter (an animal)"
भुटनु	"to roast"
रसभरी	a kind of sweet dish
राबडी	another kind of sweet dish
बाहिर	"outside"
लामखट्टे	"mosquitoes"
धेरै	"many"
पिउने	"drinking (as of water, etc.)"
साँचो	"key"
पीरो	"hot (in the sense of "spicy")"
बिग्रिनु	"to be broken (I-stem)"
मीठो	"good (of food)"

CHAPTER EIGHT

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. यो असन टोल हो?	होइन, अलिकति माथि* जानुहोस। होइन, यो इन्द्रचोक हो। अलि- कति माथि जानुहोस। ठीक भन्नुभयो। होइन, तपाईं मतवन पुग्नुभएछ।
2. के तपाईंलाई थाहा छ, २४० नम्बर कहाँ होला ?	रुनै, थाहा छैन। थाहा छैन, मान्छेको नाम भन्दिनुहोस न। कुन्नि, उ त्यो गलि भित्र होला। थाहा छैन, यो हाम्रो घर २०६ नम्बर हो।
3. यो टोलमा श्रेष्ठ ज्यू बस्नु- हुन्छ कि ?	यहाँ त धेरै श्रेष्ठहरू छन्। कुन्याहिलाई रोज्नुभएको ? यहाँ श्रेष्ठ कोही छैन।** कुन्नि, त्यहाँ सेतो घरमा श्रेष्ठहरू बस्छन्। म यो टोलको होइनै, त्यो पसलमा सोध्नुहोस न।

* māthi, here, means "ahead (north)", tala is "ahead (south)"

** A rather rude answer. See Cultural Notes.

4. कृष्ण मान श्रेष्ठ ज्यू को घर
कुन हो तपाईंलाई थाहा छ?

रुवै, थाहा छैन।

कृष्ण मान श्रेष्ठ ? यहाँ कृष्ण
मान श्रेष्ठ भन्ने कोही छैन,
बसन्तपुर तिर होला कि।

त्यहाँ भित्र. चोकमा बस्नुहुन्छ।
त्यो नीलो पर्दा भएको घरमा
बस्नुहुन्छ।

(B) Grammar Notes

The imperfect tense. In the supplementary section of this chapter the word boldeychu occurs. This word is in the imperfect tense (see I.N. Ch. 27) and means "I am speaking". Contrast this with bolchu, which means "I speak".

Some contrasting pairs:

u māsu khāncha "He eats meat".

abasamma khādeycha "He is(still) eating".

āūdeychu ! "I'm coming !" (response to a knock on the door)

bholi ma tapāīkahā āūchu "I'll come to your house tomorrow".

Another way of saying "I am speaking" is boliraheko chu (I.N. Ch.25). Sometimes a construction of an infinitive and lāgnu is also used to show a similar meaning, for example:

timi kahā jāna lāgekew? "Where are you going?"

ādhyāro huna lāgyo "It's getting dark" (this is the present-tense analogue to ādhyāro bhayo in Chapter Four.

Note that the -na form of the infinitive is used and that the form of lāgnu is generally either a first perfect participle or in the aorist perfect tense.

Where to look it up.

The paradigm ho: I.N. Ch.9.

(C) Exercises: Review Exercises

1. The following sentences state what a certain thing is or certain things are. Respond to the instructor's statements by saying that this thing or these things is/are in the shop across the street.

<u>Instructor</u>	<u>Student</u>
Ex.) यो मसला हो। यो चामल र दाल हो। यो नेपाली जुता हो। यो नेपाली टोपी हो। यो सस्तो धाता हो। यो भाँडाकुँडा हो।	मसला पल्लो पसलमा छ।

2. The following questions ask where certain things are. Answer by saying that they are on New Road.

Ex.) सिनेमा हल कहाँ छ ? मेडिकल हल कहाँ छ ? धारवा स्टोर कहाँ छ ? नेपाल कफी हाउस कहाँ छ ? अरुवार पसल कहाँ छ ? जुद्ध शालिक कहाँ छ ?	सिनेमा हल नयाँ सडकमा छ।
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3. The Definitions Bee. Directions: this exercise is designed to be conducted as a "bee" with members of the class divided into teams, competing against each other.

The procedure is as follows: various items, such as a book, pen, chair, etc. as well as photographs of objects and people, should be brought into the classroom. The instructor or a student points to various items, photographs, or to other members of the class or even to himself. The students should respond by defining the object or identifying the person.

For purposes of illustration, Column I, below, contains words or phrases representing the thing or person the instructor (or leader) points to. Column II contains the pattern for the students' responses. This presentation is only intended to serve as a guide, the instructor should develop the actual exercise out of the props available.

I	II
किताप	त्यो किताप हो।
मेच	त्यो मेच हो।
बिला र जान	तिनीहरू बिला र जान हुन्।
म	तपाईं मास्टर हुनुहुन्छ।
तपाईंहरू	हामी विद्यार्थी हौं।

(D) Dialogue:

मखनमा घर खोज्दा

- जिम : यो मखन टोल हो ?
हरि : अहं, होइन, अलिकति पर जानुहोस् ।
जिम : यो मखन टोल हो ?
राम : हो, ठीक मनु भयो ।
जिम : तपाईंले पंचायत सन्त्रालयमा काम गर्ने कृष्णमान श्रेष्ठज्यूलाई चिनु भएको छ ?
शिव : चिनेको छु ।
जिम : श्रेष्ठज्यू कहाँ बस्नुहुन्छ तपाईंलाई थाहा छ ?
भरत : ज! त्यो चुरोट पसलमा गएर सोध्नुहोस्, देखाइदिन्छ ।
जिम : कृष्णमान श्रेष्ठज्यूको घर कुन हो, तपाईं थाहा छ ?
बुद्ध : यो भित्रको जल्लिमा जानुहोस्, बायाँ तिरको तेस्रो सेतो घर कृष्णमान ज्यूको घर हो ।

Cultural Notes

Kathmandu, like all Newari towns, is divided into tols. In regard to these tols, G.S. Nepali states that "The Newar settlement is...marked by the residential compactness in relation to caste, though it is in flux in Kathmandu town. Each caste or group lives in its own tole and more often than not the tole is named after it."* This custom is due to, or reinforced by, the Newari social customs and ties, which make it difficult to fulfill mutual obligations unless one lives in proximity to one's caste fellows.

* G.S. Nepali, The Newars (United Asia Publications, 1965), p. 55.

(Cultural Notes)

Due to this residential pattern, certain last names predominate in certain tols, while other last names predominate in others. Therefore, if one is looking for a particular address and person, it is essential to know the complete name of the individual in order to find him. House numbers are not always written on the buildings, and locating a certain house is generally a question of trial and error.

The second response in Drill 3 in the Repetition/Variation Drill is a rather rude response which the stranger should not encounter unless he has lost his way and does not know the full name of the person he is looking for. The speaker feels slightly insulted and is telling him, in essence, "You're in the wrong tol!" If the foreigner were to initiate the conversation by asking for the full name, as he does in Drill 4, he would not receive this response even if he were in the wrong tol.

Questions

Give any suitable answer to the following questions;

1. तपाईं कहाँ वसनुहुन्छ ?
2. तपाईंको बुवा आमा कहाँ वसनुहुन्छ ?
3. तपाईंको धेगाना के हो ?

Guided Conversational Practice

Role-playing situation: "Asking for directions". Each student in turn is to take the part of a stranger asking for directions to a specific place. Suggested places are: The Central Post Office, Swayambhunath Stupa, The Coronation Hotel and the Foreign Office in Singha Darbar.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. यो पानोरामा होटल हो ?	हो, पानोरामा होटल हो। पानोरामा होटल होइन। हजुरले राड. नम्बर डायल गर्नभएछ। हो, पानोरामा होटल हो। तपाईं कहाँबाट बोल्नुभयो ? पानोरामा होटल हो, तपाईंलाई के चाहियो ?

2. यो आर-एन-ए-सी अफिस
हो?

3. तपाईं कहाँबाट बोल्नुभयो ?

4. मलाई राम बहादुर दिनुहोस
न।

हो, हजुर, यो आर-एन-ए-
सी हो।

होइन, तपाईंले राड. नम्बर डायल
गर्नुभएछ।

आर-एन-ए-सी अफिस हो।
तपाईंलाई के चाहियो ?

आर-एन-ए-सी अफिस हो।
तपाईंलाई कुन सेक्सन चाहियो ?

न्यू रोड बाट बोल्दैछु।

एक सौ पचानब्बे बाट बोल्दैछु।

एरोडोमबाट बोल्दैछु। राम
बहादुरलाई दिनुहोस न।

म थानाबाट बोल्दैछु। रुम नम्बर
पन्द्रको मान्छेलाई बोलाइदिनुहोस
न।

राम बहादुर यहाँ हुनुहुन्न।

वहाँलाई एक छिन फुर्सत दिन।

राम बहादुर बाहिर जानुभयो।

माथि जानुभएछ, म बोलाइ-
दिन्छु।

Grammar Note. In the conversations above, the phrase tapāile rān nambar dāyal garnubhaecha occurs several times. This is the second perfect tense, discussed in Chapter 22 of Introduction to Nepali. At this point it is necessary only to mention that this kind of construction, like rahecha, occurs only when the facts in question have only just been brought to the attention of the speaker. In the telephone conversation, the speaker did not know until he heard the inquiry that a wrong number had been dialed. Similarly, in (A), Drill 1, tapāi makhan pugnuhaecha indicates that the speaker is slightly surprised that the stranger is looking for Asan Tol, not Makhan Tol.

(F) Dialogue:

टेलीफोनमा कुराकानी

- म - के यो डाक्टर श्रेष्ठको घर हो ?
श्रीमती श्रेष्ठ - हो, तपाईं को बोलनुभएको ?
म - म बिलि जोन्ज बोलुदैछु । मलाई जरूरी काम छ ।
एक चोटी वहाँलाई दिनुहोस न ।
श्रीमती श्रेष्ठ - अहिले त वहाँ हुनुहुन्न ।
म - कहिले आउनुहुन्छ ?
श्रीमती श्रेष्ठ - रवै, धेरैगना छैन । तपाईंलाई के काम थियो ?
म - वहाँ आउनुभएपछि दुइ सय आठ बाट फोन
श्रीमती श्रेष्ठ - गरेको थियो भन्दिनुहोला ।
हवस ।

Guided Conversational Practice

Role-playing situation: Telephone Conversation. The members of the class should pretend to call each other up on the telephone. Names supplied in the guided conversational practice selection in the main part of this chapter may also be used.

Vocabulary

पुग्नु "to reach, arrive"

थाहा "knowledge" malāi thāhā cha, "I know"

भन्दिनुहोस, भन्दिनुहोला abbreviated form of the absolutive verb
bhanidinu (both forms high grade honorific)

कुनै "who knows?", "search me!"

गाली "lane"

भित्र "inside"

बस्नु "to stay, live"

सोध्नु "to ask"

भन्नु "to tell"

खोज्दा	"searching for"
पर्दा	"curtain"
पर	"over there", "on the other side"
मन्त्रालय	"ministry" <u>pancāyāt mantrālay</u> , "Panchayat Ministry"
चिन्न	"to know (in the sense of "recognize")"
बायाँ	"left (direction)"
थाना	police station
फर्सत	"leisure"; <u>slī phursat cheyna</u> , "he's busy just now"
थेगाना	"address" —sometimes used with the same meaning as <u>thāhā</u>
आउनुभरपादि	some speakers would say <u>āepachi</u> . Compare with the use of the high grade honorific form of the infinitival participle (Grammar Notes, Chapter Ten)

CHAPTER NINE

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. ए दाई, *पलान्चोक यहाँबाट कति टाका छ ?	पलान्चोक यहाँबाट तिन कोस छ। पलान्चोक यहाँबाट डेढ माइल होला। आधा माइल जति होला। ऊ, पर त्यति उकालो त हो।
2. यो बाटो कहाँ जान्छु ? पलान्चोक ?	हो, यो बाटो पलान्चोक जान्छु। हो, यो पलान्चोक जाने बाटो हो। यो पलान्चोक जाने बाटो हो। तपाईं कहाँ जान लाग्नु भएको ? यो मूलबाटो होइन, कहीं जाँदै न।

* e dāī, or e dājyū, is the accepted way of addressing a strange man in most areas of Nepal. However, in certain areas of easternmost Nepal people object to this. Limbus and Thakalis in particular should be addressed as subbā. In western Nepal, dājyū and didī are the proper terms of address for strangers, dājyū of course when speaking to men, and didī when speaking to women.

3. बाटो उकालो द ?

बाटो उकालो नै द ।
बाटो उकालो दैन ,
ओ हालो द ।
पहिले उकालो द , अनि
ओ हालो ।
उकालो द , तर सजिलै ।

4. यहाँको सबभन्दा रमाइलो
ठाउँ कुन हो ?

माथि, देवीपानमा ।
माथि देवीपानमा, त्यहाँबाट
संसार देखिन्छ ।
माथि पुगे पछि रमाइलो
ठाउँ द ।
सबै ठाउँ रमाइलो द ।

(B) Grammar Notes

hola. hola is the aorist future tense of hunu, meaning "will be". It is frequently used to mean "maybe", or to convey an impression that the speaker is not absolutely sure of what he is saying:

palāncok yahābāta tīn kos holā "Palanchok must be three kos from here."
mero bhāi bholi āucha holā "I think my brother's coming tomorrow".

Compare:

palāncok yahābāta tīn kos cha "Palanchok is three kos from here".
mero bhāi bholi āucha "My brother's coming tomorrow".

hūdeyna. On p. 139 of Introduction to Nepali the following sentence is given as an example for the occurrence of hunna:

bahunle lasun khāna hunna re "They say that Brahmins are not permitted to eat garlic".

The foreigner is unlikely to hear the hunna in such sentences until he achieves a high level of fluency in the language. When speaking to him, Nepalis will tend to speak somewhat slowly, and in doing so they will employ an alternative form of hunna, hūdeyna:

bahunle lasun khāna hūdeyna re (same meaning)

This kind of alternation also occurs with I-stems as noted in Chapter 5.

Where to look it up.

Infinitives ending in -na and -nu: I.N., Ch. 10, p. 138

Idiomatic use of infinitive in -na with huncha or hunna (hūdeyna) I.N.Ch.10

Infinitive in -na with saknu and pāunu: I.N. Ch. 10, pp.140-142 and p.139.

(C) Exercises

The following questions ask whether certain actions are permitted or not. Using your own judgement, answer huncha, "it's all right", or hūdeyna, "it won't do".

Ex.) Q. म पशुपतिमा जान हुन्छ ?

A. हुँदैन।

के बालाज्यूमा नुहाउनु हुन्छ ?

के रत्न पार्कमा डुल्न हुन्छ ?

के गोकर्णमा शिकार गर्ने हुन्छ ?

के आज मास खान हुन्छ ?

के कृष्ण मन्दिर भित्र जान हुन्छ ?

2. The following questions ask whether you are capable of performing certain actions. Give a suitable answer.

Ex.) Q. के तपाईं सगरमाथा चढन सक्नुहुन्छ ?

A. म सगरमाथा चढन सकिदैन।

के तपाईं चश्मा नलागाएर हेर्न सक्नुहुन्छ ?

के तपाईं यहाँबाट एकलौ घर फर्कन सक्नुहुन्छ ?

के तपाईं यो साइकल हाँकेन सक्नुहुन्छ ?

के तपाईं आज बेलुका मकहाँ आउन सक्नुहुन्छ ?

के तपाईं नेपाली बोल्न सक्नुहुन्छ ?

के तपाईं धराराबाट हाम फाल्न सक्नुहुन्छ ?

(Exercises)

3. The following questions ask whether certain things are within the realm of possibility or not. Answer by saying sakincha "one can", or "it's possible", or sakinna (sakideyha) "one can't", "it's not possible".

Ex. Q. के मान्छे खाना पाइएन भने काम गर्न सकिन्छ ?

A. काम गर्न सकिँदैन (सकिन्न)।

के यो कैमराले कोठाभित्र फोटो लिन सकिन्छ ?

के पढेर मात्र जाँचमा पास गर्न सकिन्छ ?

के बिहानै हिंडेर गए भने साँझतिर धुलीखेल पुग्न सकिन्छ ?

4. The following questions ask whether certain actions are feasible. Supply a suitable answer. Note: if these exercises are being used for a large class it is possible to lengthen exercises 3 and 4 for asking each question in turn of each member of the class.

Ex. Q. के तिमी कलेज जान पाउँछौ ?

A. कलेज जान पाउँछु।

आई यस सी पास गरेर मात्र बिदेशमा जान पाउँछौ ?

तपाईंको बिचारमा यस वाली जगति पाउनुहुन्छ कि पाउनुहुन्न ?

5. The following statements represent possible answers to the questions in drills 2 and 4. Rephrase the statements, changing ma to tapāi and making the corresponding change in the verb at the end of the sentence.

Ex.) म सगरमाथा चढन सकिँदैन → तपाईं सगरमाथा चढन सक्नुहुन्न।

म चश्मा नलागाएर हेर्न सकिँदैन।

म यो साइकल हाँक्न सकिँदैन।

म नेपाली बोल्न सक्छु।

म आई यस सी पास गरेर मात्र बिदेशमा जान पाउँदिनै।

(D) Dialogue: धुलीखेलो एउटा पिया पसलमा

पल्लान्चोक जाने निदेशी: ए दाई, पल्लान्चोक यहाँ बाट कति टाढा छ ?

दिसान: पल्लान्चोक पल्लान्चोक यहाँ बाट तिन फीस छ।

(Dialogue)

- विदेशी : तिन कोस ? बाटो उकालो द ?
किसान : बाटो उकालो द , बाटो उकालो नै द ।
विदेशी : यो धुलीखेलको सबभन्दा रमाइलो ठाउँ
कुन हो ?
किसान : देवीघानमा , माघि देवीघानमा ।
विदेशी : त्यो देवीघान भनेको के हो र ?
किसान : भगवतीको मन्दिर हो र भगवती द त्यहाँ ।
विदेशी : त्यहाँबाट रमाइलो देखिन्छ , होइन ?
किसान : त्यहाँबाट ! त्यहाँ गएर हेरे पछि संसार
देखिन्छ ।
विदेशी : फति टाढा द यहाँबाट ?
किसान : आधा माइल जति होला , आधा माइल ।
विदेशी : त्यो डाँडामा होइन ?
किसान : हो , त्यही डाँडामा ।

Cultural Notes

Local public transport in Kathmandu is handled by taxis, jeep-taxis, buses, and rickshaws. The buses, all of which leave from Shahid Gate (near the Central Post Office) ply mostly between Kathmandu and the outlying suburbs or between Kathmandu and Patan (see also Chapter Twenty-three for a note on buses).

Transport within the more crowded streets of Kathmandu is mostly a function of foot or cycle rickshaw. The rate for a cycle rickshaw is never fixed, and it is up to the customer to ascertain the usual fare and bargain for it. Generally the rickshaw wallah demands a higher rate from foreigners, whom he does not expect to be familiar with the local rates. Bargaining is an art for the rickshaw wallah—but usually an acquired skill, at best, for the foreigner. However, use of Nepali in this context will help.

Taxis are of two types—those with meters and those without. The procedure commonly followed is to determine whether the taxi has a meter or not and if it does not, to initiate the bargaining process. Taxis without meters are likely to demand excessive fares.

Guided Conversational Practice

Pretend that on a sightseeing trip to Banepa you have walked out of town along a path which is said to lead to a little village having an unusually nice temple. Ask the instructor for directions for getting to that village, and find out how far you will have to walk.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. कहाँ जाने काजी ?	डिल्ली बजार पुलीस सेन्ट्री नेर। बागबजार, करोनेशन होटल। सिंह दरबार। लाजिमपाट, पीस रेस्टुराँ।
2. पुलीस सेन्ट्री नेर जान कति अन्धौ ?	तीन रूपियाँ हजुर। पाँच मोहर हजुर। दिनुहोसन! पाँच मोहर हजुर! हजुरले हेरेर दिनुहोस न।
3. के कुरा गरेको ? तीन रूपि- याँ बढता भयो।	त्यति घाटि त हुँदै न हजुर। कहाँ हुन्छ र हजुर ? त्यत्रो लामो बाटो छ। हजुरलाई चार रूपियाँ अन्न पर्ने थियो। अरन्ले भए, पाँच रूपियाँ अन्धयो होला।

५. केको तीन रूपियाँ ? दुइ
रूपियाँ दिन्छु, त।

दुइ रूपियाँ त भएन काजी।
पाँच मोहर दिनुहोस काजी।
भएन काजी। बजार भाउ
हेर्नुहोस न।

दुइ रूपियाँ त हुँदै हुँदैन, हजुर-
लाई पाल्नु मन छैन।

(F) Dialogue:

रिक्शावाला र ग्राहक

ग्राहक - ए रिक्शा ! खाली छ ?

रिक्शा वाला - हो हजुर ! काँ जाने ?

ग्रा. - डिल्ली बजार।

रि.वा. - त ! सवारी होस, हजुर।

ग्रा. - पुलीस सेन्टरी नेर जान कति भन्छौ ?

रि.वा. - दिनुहोस । तीन रूपियाँ हजुर।

ग्रा. - आम्मै ! के कुरा गरेको तीन रूपियाँमा त टधाकसी चढ्छु नि।

रि.वा. - कँ* हुन्छ र हजुर ! त्यत्रो लामो बाटो छ, फेरि उकालो ओह्ला-
लो। त्यति घाँट त हुँदैन।

ग्रा. - केही सामान छैन। अनि केको तीन रूपियाँ ? त ! त ! दुइ रूपि-
याँ दिन्छु, त।

रि.वा. - दुइ रूपियाँ त भएन काजी ! बजार भाउ पनि हेर्नुहोस न,
रूपियाँ मानो चामल खाएर कसरी काम गर्ने ? त त, पाँच
मोहर दिनुहोस। राज होस।

* = kahā

(Dialogue)

ग्रा. - होइन, कस्तो चिप्लो कुरा गरेको छ तिमी त, तौ, हिंड्हा
भने हिंड दुइ रूपियाँमा, नत्र म गएँ।

रि. वा. - पाँच मोहर त घट्दैन काजी।

ग्रा. - त त, हिंड, तिमीहरू सित कसैले सकोस।

रि. वा. - त बसिबकस्योस। काँ नेर काजी?

ग्रा. - डिल्ली बजार पुगीस चौकी नेर।

Vocabulary

उकालो "steep (up)"

ओह्नालो "steep (down)"

देवीयान "temple of a goddess"

सँसार "the world"

माइल ~ कोस differences are reckoned in miles as well as in kos. A kos is about two miles.

Note: the farmer's speech style is characterized by a great deal of repetition. In some cases this is just typical of the individual, but it may also be due to the fact that the farmer is speaking with a foreigner, and presumes that he finds it difficult to understand.

ट्याक्सी चढ्छु "I (can) ride in a taxi"

घटि "less"

बजार भाउ "market rate"

रूपियाँ मानो चामल खाएर कसरी काम गर्ने "How can a person get the strength to work on the rice that that much money would buy (that is, only a mana for a rupee)?"

राज होस a highly honorific equivalent of basnuhos.

काजी an honorific term of address for Chetris (like bāje for Brahmins and sāb for foreigners. However, it is used by the rickshaw wallah for any clean, well-dressed Nepali.

चिप्लो कुरा "flattery"

म गएँ "I'm leaving (use of the aorist perfect to emphasize that the action indicated is going to take place immediately)"

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. के यो बाटो घान्चोक जान्द?	घान्चोक जाने बाटो हो। हो, घान्चोक जाने बाटो हो। तपाईं कहाँ जान लाग्नुभएको? यो बाटो घान्चोक जाँदैन, अर्घो बाटो लाग्नुहोस्। ऊ यो पल्लो बाटो बाट जानुहोस्। हो, तर घान्चोक टाढै छ; आज पुग्नु सक्नुहुन्न।
2. के घान्चोक यहाँबाट निकै टाढा छ?	धेरै टाढा छ। टाढा हैन एक कोस जति छ। टाढै छ। तिन, घण्टा जति लाग्छ। घान्चोक यो पनि हो। तपाईं लाई कसकहाँ जानु छ?
3. तपाईं कहाँ जान लाग्नुभएको?	घान्चोक। लामजुङ बाट आएको; म पोखरा जान लागेको। फुन्दा जान लागेको। फुन्दा बाट आएको; म घान्चोक मर पोखरा जाने।

4. कहाँ बाट आउनु भएको ? पोखरा बाट ।
धिरान बाट आएको हजूर ।
आज धिरान बाट आएको ;
कुन्दा जान लागेको ।
कुन्दा बाट आएको ;
पोखरा जाने ।
5. घान्चोक किन लाग्नु भएको ? त्यसै घुम्न, फिर्न ।
म मेरो साथी भेट्न आएको ।
म यहाँको स्कूलमा पढाउन
आएको ।
प्रधान पंच सित भेट्न
जान लागेको ।

Grammar Notes

First perfect participles. First perfect participles have a multitude of uses, and no fewer than three chapters (15, 16 and 17) are devoted to them in Introduction to Nepali. Most of these uses will not be taken up here. There is one type of first perfect participle, however, which occurs so frequently, particularly in contexts of travel and transportation, that it cannot be left until a later chapter. This is the first perfect participle used as the main verb in a sentence.

For example, in the sentence u kahābāta āyo, āeko can be substituted with very little change in meaning: u kahābāta āeko "Where did he come from, where has he come from?"

This use of the first perfect participle is very frequent in questions; and in questions with the verbs āunu and jānu in certain contexts, their use is almost obligatory. For example, when one meets someone walking along a trail and asks "Where have you come from?", the question is tapāī kahābāta āunubhaeko?, not tapāī kahābāta āunubhayo? āunubhayo would not be misunderstood here, but it simply is not idiomatic.

(Grammar Notes)

Infinitival participles. Similarly, infinitival participles may also occur as main verbs in the sentence. In this case, an infinitival participle corresponds most closely to the simple indefinite tense in meaning: bholi jāne re means the same as bholi jāncha re, "He says he's going tomorrow." Again, the occurrence of infinitival participles in contexts of travel and transportation is especially frequent.

The formation of both first perfect participles and infinitival participles is discussed in Introduction to Nepali, Chapters 15 and 18, respectively. Note that both participles have high grade honorific forms:

gareko: garnubhaeko

garne: garnuhune

The high grade honorific form of the infinitival participle (garnuhune) occurs much less often than the high grade honorific form of the first perfect participle (garnubhaeko). It is perfectly all right to say tapāī yahā kahile pharkane? "When are you coming back here?", even though in point of rule, pharkanuhune should be used with tapāī. A Nepali might say tapāī yahā kahile pharkane? and if asked to repeat the sentence, change it to tapāī yahā kahile pharkanuhune? the second time.

The use of a form such as gareko or gaeko with tapāī, however, is not acceptable.

Where to look it up.

First perfect participles: I.N., Ch. 15

Infinitival participles: I.N., Ch. 18

Infinitives in -nu with parnu: I.N. Ch. 11, pp. 146-147

-na with lāgnu: I.N. Ch. 11, pp. 147-148

-na with dīnu, thānu, and chodnu: I.N. Ch. 11, pp. 148-150

(C) Exercises

1. A. The following questions ask where you/other people are going. Answer by saying that you/they are going to the bazaar.

Ex.) १. तिमी कहाँ जान लागेको ?

A. म बजार जान लागेको ।

दिदी कहाँ जान लाग्नुभएको ?

कान्छा कहाँ जान लाग्नुभएको ?

तपाईं कहाँ जान लाग्नुभएको ?

भाई कहाँ जान लागेको ?

नोकर कहाँ जान लागेको ?

मोतीशोभा कहाँ जान लागेको ?

राम लाल कहाँ जान लागेको ?

(Exercises)

1.B. Vary this by saying that you/they are going to buy shoes.

2. Change the aorist perfect tense (garyo) to the first perfect participle (gareko) in the sentences which follow:

Ex.) तपाईं कहाँबाट आउनुभयो? → तपाईं कहाँबाट आउनुभएको?

बा अफिसबाट फर्कनुभयो।

आज मास्टरले राम्रो पढाउनुभयो।

बाले आमालाई बोलाउनभयो।

हेइमास्टरले वहाँ सित फोनमा कुरा गर्नुभयो।

हाम्रो विषयमा वहाँ प्रधान पंचलाई भनाइनुभयो।

3. Change the simple indefinite tense (garcha) to the infinitival participle (garne) in the sentences which follow. Note that in this case idiomatic usage may prefer to add ho to the infinitival participle.

Ex.) के यो बाटो पलान्चोक जान्छ? → के यो पलान्चोक जाने बाटो हो?

के यो नौकर राम्रो काम गर्छ?

के हस्ता मोटरले पनि काम दिन्छ?

के मेरो छोरो राम्ररी पढ्छ?

4. The following are aorist-injunctive middle grade honorific commands (gara, lyāu). Change them to garnuparcha-type requests (See Grammar and Cultural Notes, Chapter Seven).

Ex.) मेरो लागि एउटा ट्याक्सी ल्याऊ → मेरो लागि एउटा ट्याक्सी ल्याउनुपर्छ।

मलाई यहाँ काम छ उता गएर फोन गर।

अफिसबाट आजको गजेट ल्याऊ।

बस्नु इच्छा छ भने राम्ररी काम गर।

मलाई जुत्ता किन्नलाई पैसा देऊ।

राम बिरामी छ, हेर्न जाऊ।

(Exercises)

5. The following questions ask whether you/others have finished your study of Nepali. Reply that you/they are not finishing it, on the contrary, you have only just begun it.

Ex.) Q. के तपाईंले नेपाली पढन छोडनुभयो ?

A. छोडिनँ, नेपाली पढन पो थालें।

(तपाईंको साथी)

(तपाईंको देब्रे तिर बस्ने बियाथी)

(Continue the drill by substituting the names of those in the class.)

(D) Dialogue: घान्चोक जाने बाटोमा

बिदेशी - यो बाटो कहाँ जान्छु हँ ? घान्चोक ?

नेपाली - हो, घान्चोक जाने बाटो हो।

वि - के निकै टाढा छ ?

ने - हो। धेरै टाढा छ। तपाईं कहाँ जान लाग्नुभएको ?

वि - घान्चोक।

ने - कहाँबाट आउनुभएको ?

वि - पोखराबाट।

ने - घान्चोक किन लाग्नुभएको ?

वि - त्यसै प्युमन फिर्न।

ने - तपाईं पोखरामा के गर्नुहुन्छ ?

वि - म मेरो साथी भेट्न आएको।

ने - तौ त। जाऊँ है त।

Cultural Notes

Travel outside the Kathmandu Valley in Nepal generally means travel either by plane, helicopter, or foot, or trekking. Nepalis have no specific word for trekking, however—travel by foot simply being the accepted means of getting from one place to another. There are trails suitable for travel by horseback in some areas, and in the Terai there are roads, though these are frequently mere jeep tracks. The Nepalese Government, with the help of foreign aid, has embarked on an ambitious program of roadbuilding which has already made some areas for more ac-

cessible than they were formerly (see Chapters Thirteen and Twenty-three of this manual); but most mountain areas must still be reached by foot or helicopter.

Certain rules of etiquette govern trekking: when a trekker meets another person on the trail (bāto) he is frequently asked where he is going and where he came from. He is supposed to provide answers to these inquiries. Often he is asked the purpose of his travel; he can simply answer tyasey ghūmna phirna "just hiking for the fun of it," if he wishes.

In large villages situated at the end of a day's journey, there is generally someone who is accustomed to providing travellers a place to stay for the night (bās basne thāū). He may also supply meals (gās), or depending on local custom and the general availability of foodstuffs, the traveller may be required to carry his own provisions. It is wise to make inquiries about a specific area in advance. The correct phrase for asking for a place to stay is bās basne thāū kahā pāincha?

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
1. बास पाइन्छ कि आज राती हजुर ?	पाइन्छ । पाइन्छ, किन नपाउने ? कतिजना छौ ? कतिजनालाई चाहियो ?
2. गाँस पनि पाइन्छ कि ?	हो, गाँस पनि पाइन्छ । गाँस पनि पाइन्छ । कतिजना छौ ? बास पनि पाइन्छ, गाँस पनि पाइन्छ । कतिजना छौ ? आफैले पकाउनुपर्छ ।
3. कहाँबाट हो ?	धिरानबाट आएको हजुर । आज धिरानबाट आएको हजुर । थाकेर हैरान भएँ । पोखराबाट आएको हजुर । कुन्धा बाट आएको हजुर ।

4. सर्जाम के छ ?

राम्रै छ ।

राम्रै छ । सबजना आस बस्छन ।
हजुरलाई के के चाहियो ? सबै ठीक
गर्दिन्छु ।

सबै जोरजाम गर्दिन्छु ।

(F) Supplementary Dialogue: बास बस्ने ठाउँ

भरिया - ए , हजुर , भित्र को छ ?

पर पट्टी - म छु

भ. - बास पाइन्छ कि आज राती हजुर ?

प.प. - पाइन्छ , किन नपाउने ?

भ. - गाँस पनि पाइन्छ ?

प.प. - बास पनि पाइन्छ , गाँस पनि पाइन्छ । कतिजना छौ ?

भ. - दुई जना , हजुर - एउटा मातिक - २ म ।

प.प. - कहाँबाट हो ?

भ. - आज थिरानबाट आएको हजुर । थाकेर हैरान भएँ ।

बस्नुपर्यो । तपाईंको घर राम्रो होस ।

प.प. - आउनुहोस , बस्नुहोस , बन्दोबस्त गरूँगा नि ।

भ. - सर्जाम के छ ?

प.प. - राम्रै छ । सबजना आस बस्छन ।

(घर हेरेपछि)

भ. - लौ साव , पल्लो घर त एकदम राम्रो रहेछ ।

बटुवा - ठीक छ त सुत्ने ठाउँ ?

भ. - मैले हेरेँ , सुत्ने बस्ने ठ्याक्क छ ।

(Dialogue)

ब० - खान् पीन ?

भ० - खान् पीन पनि , चिया सिया पनि पाइन्छ ।

(बटुवा घर सम्म जान्छ र कुरा गर्छ)

ब० - ए साहुजी , कस्तो छ ? तपाईंकाहाँ चिया खाऊँ भनेर आएको।

घ०प० - आउनुहोस न । तपाईंको नै भरिया हो ?

ब० - हो , मेरो नै भरिया हो ।

Guided Conversational Practice

Role-playing situation: Trekking. A. Pretend that you are lost and ask the instructor how to find the right road to Ghanchook. B. Pretend that you need lodging for the night. Ask the instructor whether it will be available in his house.

Vocabulary

भरिया	"porter"
घर पट्टी	"house owner, house holder (<u>pattī</u> = party, side)"
बास	" a place to stay for the night (compare <u>derā</u> , hired room)
बास बस्नु	"to spend the night while travelling"
सर्जाम	"arrangements"
ठ्याक्क	"all right, in order (term used by porters)"
खान् पीन्	"meals (slang)"
चिया सिया	"tea, etc. (compare <u>bhāt sāt</u>) "
साहुजी	an honorific term of address for shopkeepers or for those who engage in business in general.
बटुवा	traveller (one who goes along a <u>bato</u>)"
बन्दोबस्त	"arrangements"

CHAPTER ELEVEN

Note to the student: beginning with this chapter, conversationally oriented reading selections will be interspersed with the conversational units, wherever the subject matter lends itself to such a presentation and there are no new grammatical concepts to be introduced. Students who are interested in learning to read Nepali as well as to speak it may conveniently begin their reading practice at this point. Exercises or drills are provided after each reading selection. New words are given in the vocabularies; in addition, the student may wish to consult one of the following dictionaries:

M. P. Regmi: Nepali-Hindi-Agreji Kōś (Kṛṣṇakumārī Devī, Vārāṇasī)

R. L. Turner: Nepali Dictionary (Routledge & Kegan Paul Ltd., London)

Bālacandra Śarmā: Nepali Śabda-Koś (Royal Nepal Academy, Kathmandu)

Students who wish to limit their study to attaining fluency in the spoken language may skip these reading selections (Chapters 11, 13, and 15).

(A) Reading Selection: मेरो इच्छा ?

मेरो डाक्टर बन्ने ठूलो इच्छा छ । हाम्रो देशमा^२ डाक्टरी पढ्ने कुनै ठाउँ छैन । भारत अथवा अरु देशमा पढ्न जानुपर्छ । डाक्टरी पढ्नलाई हरेक बर्ष बिदेशबाट^३ छात्रवृत्ति^४ आउँछ । मेरो पनि दुइ बर्ष पछि छात्रवृत्ति पाएर बिदेश जाने विचार^५ छ ।

म अहिले दसौं कक्षामा^६ पढ्छु । यस पाली माघमा हाम्रो हाई स्कूलको फाइनल जौच हुन्छ । यसलाई यस यल सी को जौच^७ भन्छन । यस यल सी पास गरे पछि म दुई बर्ष त्रिचन्द्र कलेजमा बिज्ञान^८ पढ्छु । बिज्ञान पढ्न ज्यादा गाह्रो छ । किनकि बिद्यार्थीहरु धेरै छन तर बिज्ञान कलेज दुइ तीनौटा मात्र छ । त्यसैले अहिले देखिने^९ जौचमा राम्रो डिभिजन^{१०} ल्याउन धेरै मिहनत गर्नुपर्छ । खास गरि बिज्ञान हिसाब,^{११} र अंग्रेजीमा राम्रो नम्बर ल्याउनुपर्छ । अनि मात्र बिज्ञान कलेजमा भर्ना हुन^{१२} पाइन्छ ।

दुइ बर्ष कलेजमा पढे पछि डाक्टरी पढ्नको निम्ति छात्रवृत्ति पाइन्छ । दुइ बर्षको कलेजलाई आई यस्सी^{१३} भनिन्छ । अहिले यस यल सी भन्दा अझ धेरै मिहनत गर्नुपर्छ नर डिभिजन आउँदैन । मलाई छात्रवृत्ति पाएर अमेरिकामा पढ्न जान असाध्य मन लाग्छ, तर अमेरिकाबाट डाक्टरी पढ्न कुनै किसिमको छात्रवृत्ति आउँदैन । अमेरिका जान पाइएन भने म भारतमा जान्छु । भारतमा डाक्टरी पास गर्नलाई पाँच बर्ष लाग्छ ।

तर त्यो पछिको कुरा हो । मुख्य कुरा त मैले अहिले यस यल सीमा र
आई यसीमा ज्यादा मिल्नत गर्नुपर्छ ।

(B) Variation/Repetition Drill

Note: The following drill is designed to provide additional conversational practice on the same subject as the reading selection. However, if the students find the reading selection difficult at first, it may optionally be done before the reading selection is begun, in order to provide a gradual introduction to the new material. Drill 2 is longer than usual; it is designed to be developed into a free conversation, after the students memorize the names for different academic subjects.

<u>Student</u>	<u>Instructor</u>
I	II
१. तपाईं कुन कलेजमा पढ्नुहुन्छ ?	म त्रिचन्द्र कलेजमा पढ्छु । म कलेज अफ एडुकेशनमा पढ्छु । म पद्म कन्या कलेजमा पढ्छु । म त्रिभुवन विश्वविद्यालय कलेजमा पढ्छु ।
२. तपाईं के के विषय लिनुभएको छ ?	म बिज्ञान पढ्छु । म राजनीतिशास्त्रमा १४ पढ्छु । म गणित १५ पढ्छु । म नेपाली पढ्छु । म इतिहास १६ पढ्छु । म संस्कृत १७ पढ्छु । म अर्थशास्त्र १८ नागरिकशास्त्र, र गृहबिज्ञान १९ पढ्छु* । म गृहबिज्ञान र मनोबिज्ञान २० पढ्छु ।
३. तपाईं विज्ञान किन पढ्न लाग्नु भएको ?	मेरो डाक्टर बन्ने इच्छा छ । मेरो इन्जिनयर बन्ने इच्छा छ । छात्रवृत्ति लिएर बाहिर जाने इच्छा छ । बिज्ञान पढेपछि चाँडै जमीन पाइन्छ ।

*Normally a student in a college studies several subjects. The last two sentences in this drill represent the course load of a student for the I.A. and B.A. degrees, respectively, in Padma Kanya College for Girls (see Cultural Notes).

Vocabulary

१. इच्छा "wish, ambition"
२. देश "country"
३. बिदेश "(a) foreign country, abroad"
४. छात्रवृत्ति "fellowship"
५. विचार "thought, opinion"
६. कक्षा "class"
७. जाँच "examination"
८. बिज्ञान "science"
९. अहिले देखिने "from now on"
१०. डिभिजन The Nepali equivalent of "grades, marks" . A first division /equals an "A".
११. हिसाब "arithmetic, mathematics"
१२. भर्ना हुनु "to get admission, enroll"
१३. आई यस्सी "I.Sc. = Intermediate in Science (a degree)"
१४. राजनीतिशास्त्र "political science"
१५. गणित "mathematics"
१६. इतिहास "history"
१७. संस्कृति "Sanskrit"
१८. अर्थशास्त्र "economics"
१९. गृहबिज्ञान "home science"
२०. मनोबिज्ञान "psychology"

(C) Cultural Notes

The S.L.C. referred to in this chapter is the "School Leaving Certificate", equivalent to a high school diploma. There are a number of colleges and one university in Nepal; they award degrees such as the I.A. (Intermediate in Arts (a two-year degree like the American A.A. degree), I.Sc., B.A., M.A., M.Sc., and so forth. Lately Tribhuvan University also offers the Ph.D.

Some Nepali academic idioms and their American-English equivalents:

<u>Nepali</u>	<u>English</u>
Graduate student	Undergraduate student
Postgraduate student	Graduate student
<u>jãc dinu</u>	To take an exam, appear in an exam
<u>jãc linu</u>	To give or administer an exam
Division, class	Grades, marks

The teaching staff of an academic institution consists of lecturers, professors, and senior professors. Lecturers have less teaching experience than professors; they will, however, refer to themselves as professors.

(D) Grammar Notes

padhna lāgnubhaeko. In the question tapāī bigyān kina padhna lāgnubhaeko (Drill 3, above), the meaning of padhna lāgnubhaeko is "are you studying". The literal meaning is "have you begun to study". However, this construction of the infinitive in -na with lāgnu is frequently used to describe an action going on at the time of speaking. Compare the following sentences:

ādhyāro huna lāgyo "It's getting dark."

tapāī kahā jāna lāgnubhaeko? "Where are you going?"

timī tyahā ke garna lāgekew? "What are you doing there?"

Where to look it up.

Infinitive in -na expressing purpose: I.N., Ch. 12.
with lāī: I.N. pp. 155-156

Questions

Give any suitable answer to the following questions:

१. आफनो पढाई सकेपछि तपाईले के गर्न बिचार गर्नुभएको छ ?
२. तपाईको फाइदाल जौच कहिले हुन्छ ?
३. तपाईले केको जौच दिने ?

CHAPTER TWELVE

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
(१) बाजे! आज राती के पकाउने ?	आलु तारदिए हुन्छ ? आज खीर पकाए देऊ ? अलिकति माछा बाँकि छ, त्यहि पकाए हुन्छ ? दाल भात पकाए हुन्छ ?
(२) बजार गर्न कति पैसा चाहियो ?	पैसा चाहिँदैन, सबै थोक छ । पाँच आना भए पुग्छ । दुइ रुपियाँ दिनुहोस न, भोलि पर्सा बजार जान पाउँदैन । चामल पनि सिध्दिन लाग्यो, दस रुपियाँ दिनुहोस न ।
(३) के बजारमा राम्रो दूध पाइन्छ ?	पाइन्छ, डेरीमा जानुपर्छ । राम्रो त पाइँदैन । पाइँदैन, मिल्क पाउडर किन्नुपर्छ । अहिले त पाइँदैन, भोलि बिहान पाइन्छ ।

Grammar Notes

The second perfect participle. Compare the following sets of sentences:

ālū tārđiē bhane huncha? "Will it be all right if I fry potatoes?"

ālū tārđie huncha? (same meaning as the sentence above)

The second perfect participle may sometimes take the place of an aorist-perfect + bhane construction in an if-sentence, without any change in meaning. tārđiē, in the first sentence, is an abbreviated form of the compound verb tārđinu (aorist perfect, first person singular); tārđie in the second sentence is a second perfect participle.

See Introduction to Nepali, Chapter 21, for a discussion of the formation of the second perfect participle and its use in conditional sentences.

"while". In the dialogue in (D) the following sentence occurs:

tārđā dherēy tel hālera na tārnuhoīā "While frying (it) don't put
in too much oil."

The meaning of the sentence would have been the same if kheri had been added to tārdā:

tārdā kheri dheray tel hālera na tārnuholā

The various ways of expressing "while" by use of the imperfect participle and kheri are taken up in Introduction to Nepali, Chapter 26.

Where to look it up.

Conjunctive participles in -era, -ī, ikana: I.N. Ch. 13

(C) Exercises

1. The following consist of two short clauses describing two actions linked by ani "and then". Make the two sentences into one by replacing the ani with a conjunctive participle of the garera-type. Note that if there is a pronoun in the second clause it must be deleted.

Ex.) मैले मसला हालें अनि माछा तेलमा तारदिएँ → मैले मसला हालेर माछा तेलमा तारदिएँ।

मासु सानसानु काटेँ अनि तेलमा तारदिएँ।

मैले माछा तेलमा तारें अनि पानी हालें।

भान्देले सबै चीज मिलायो अनि चाहिंदो पिठो हाल्यो।

भान्देले चाहिंदो पिठो हाल्यो अनि मुस्न लाग्यो।

म स्कूल गएँ अनि फिताप ल्याएँ।

म सिनेमा जान्छु अनि घर फर्कन्छु।

राम काठमाडौँ गयो अनि अड्डा जान्छ।

भोलि बिहानै उठ्छु अनि पशुपति जान्छु।

2. A. The following questions ask what you/other people are doing (garna लागेको). Answer by saying that you/they are making pāu rotī (pāu rotī banāuna लागेको).

तिमी के गर्न लागेको ?

तपाईं के गर्न लाग्नुभएको ?

दिदी के गर्न लाग्नुभएको ?

भान्दा के गर्न लागेको ?

भान्दे के गर्न लागेको ?

(Exercises)

2.B. Vary this by saying that you/they are cooking rice (bhāt pakāuna lāgeko), frying fish (mācha tārna lāgeko), or roasting a wild bear (banel polna lāgeko).

3. Finish the following sentences from the list of phrases given at the bottom of the page.

Ex.) म घर जाँदाखेरि → म घर जाँदाखेरि एउटा साथीलाई भेटें।

or

म घर जाँदाखेरि पानी पर्ने लाग्यो

म नेपाल आउँदाखेरि

म फुटबल खेल्दाखेरि

आज स्कूल जाँदाखेरि

तिम््रो आमा कहाँ जाँदा खेरि

हरी सुत्दा खेरि

हिजो स्वयम्भु जाँदा खेरि

4. Finish the following sentences from the list of phrases given at the bottom of the page, in the same manner as with Exercise 3.

म फुटबल खेल्दा

म घर फर्कदा

तपाईंको चिठी पाउँदा

छात्रहरुले क्लासमा बस्दा

भोलि माइत जाँदा

नेपालमा बस्दा

घसपालि पोखराबाट आउँदा

गएको वर्ष मदेश जाँदा

Phrase List

एउटा साथीलाई भेटनु।

पानी पर्ने लाग्नु

मेरो कलम हराउनु

त्यो मकल लिएर जानु

निन्द्रामा कुरा गर्नु

आनन्दकुटी जानु

चुरोट न खानु

खुश हुनु

ट्राँजिस्टर लिएर जानु

नेपाली बोल्नु पर्नु

सुन्तला ल्याइदिनु

आम खान पाउनु

Guided Conversational Practice

Describe something that happened to you (A) while en route to class
(B) while returning home yesterday
(C) shopping
(D) while on your last holiday

(D) Dialogue: भान्दे सित

म - बाजे ! आज राती के पकाउने ?

बाजे - अलिकति माछा बाँकि छ , त्यही पकाए हुँदैन ?

म - दुइ जनालाई पुग्छ कि ?

बाजे - पुग्छ !

म - ठीक छ , उसो भए रस राखी पकाउनु होस । अलिकति प्याज , लसुन , अदुवा र मसला ससला पहिले तेलमा तारेर अनि माछा काटेर बेशार र मसला ससला हालेर तार्नु होस । तर माछा स्यान स्यानो गरेर न काट्नु होस ! तपाईं जहिले पानी स्यानो गरेर काट्नुहुन्छ । तार्दा धेरै तेल हालेर न तार्नु होला । माछा तारे पछि अलिकति नून र कागतिको रस हाल्नु होस । अनि माछामा रस पुग्ने गरेर पानी हाली आधा प्यण्ड्य जति पकाउनु होस । बुझ्नुभयो ?

बाजे - हजुर ! बझें !

म - सम्झनु होस है ! धेरै तेल न हाल्नु होला नि ।

Cultural Notes

A cook is usually an indispensable part of the household of a foreigner in Nepal, though he would not be so indispensable in a Nepali household. The reason for this is that his usefulness is not confined to his actual cooking duties—he also goes to the bazaar, shops, and bargains with all the various suppliers of goods and services upon which the household depends. Generally he receives a sum of money at regular intervals in order to make these purchases, and is called upon to account for his expenditures in general terms. The employer will find it helpful to have some knowledge of current rates and prices, nevertheless.

An experienced cook will know how to fix European or American dishes in addition to Nepali ones, and may be able to speak English as well, but not all cooks arrive with these credentials. The dialogues in this chapter represent the actual style employed by Nepalis when describing to each other how a certain dish is prepared.

Among Nepalis, the custom of hiring Brahmins as cooks is widespread because of the fact that the members of all castes may eat the food which Brahmins cook. The cook in the dialogue above is referred to as baje which is a title of respect for Brahmins. In this case his employer uses high grade honorifics when speaking to him. This practice varies—see the Cultural Notes, Chapter Seven.

Guided Conversational Practice

Each student is asked to give a demonstration of how his favorite recipe is prepared. The various terms used in the preparation of food are listed below.

पकाउनु	"to cook"
उमाल्नु, उसिनु	"to boil"
तार्नु	"to fry"
पोल्नु	"to roast"
सेकाउन	"to bake"
हाल्नु	"to pour"
मिलाउनु	"to mix"

SUPPLEMENTARY SECTION

(E) Supplementary Reading Selection : दुइटा पाउ रोटी बनाउने तरीका *

- ३ कप मन तातो पानी
- ३ सानु चम्चा ईस्ट
- १ ठूलो चम्चा नून
- ३ तीन ठूलो चम्चा चीनी
- १ फुल
- ४ ठूलो चम्चा दूध

पहिले मन तातो पानीमा ईस्ट हाली २० मिनेट राख्नु।

* This is, of course, a recipe in Nepali—a rare item as Nepalis do not use recipes except for exotic items like Western-type bread. It shows the style employed for describing methods of preparing food.

(Supplementary Reading Selection)

ईस्ट फुलेपादि चीनी नून तेल दूध सबै चीज मिलाई चाहिंदो
पिठो हाली मुस्नु । र सारो भएपादि २० मिनेट गरम ठाउँमा
राखेर फुलेपादि फेरी मुस्नु । र साँचोमा हाली फुलेपादि ३५० को
अभनमा सेकाउनु ।

रबीर	"rice pudding"
माछा	"fish"
बाँकि	"remaining"
शोक	"things, items, goods"
अड्डा	"office"
माइत जानु	"to return to the parental home for a visit (of a /married woman)"
मदेश	"Terai"
हराउनु	"to lose"
निन्द्रा	"sleep, dreams"
मकल	"an earthen pot for containing red hot coals (for warmth in /winter)"
आम	"mango"
प्याज	"onion"
अदुवा	"ginger"
नतार्नुहोला	= <u>na tarnuhos</u> (slightly more polite); cf also <u>hānuholā</u>
कागति	"lemon"
चम्चा	"spoon"
फुल	"egg" (sounds the same as फूल , "flower")
फुल्नु	"to rise (of bread), blossom"
ईस्ट	"yeast"
चाहिंदो	"as much as necessary"
मुस्नु	"knead"
सारो	"hard, stiff"
साँचो	"rectangular pan for baking bread (also means <u>key</u>)"

CHAPTER THIRTEEN

(A) Reading Selection : त्रिभुवन राज पथमा

त्रिभुवन राज पथमा थानकोट भन्ने ठाउँ छ । त्यो राज पथ भएर ? काठमाडौं आउने जाने मान्छेले थानकोटमा आफ्नो पासपोर्ट देखाउनुपर्छ । त्यहाँ पासपोर्ट जाँचने सरकारी आफिस छ । आफ्नो मोटर गाडी पनि रोक्नु पर्छ र अर्को एउटा चेकपोस्टमा मोटर गाडी को नम्बर दर्ता गराउनुपर्छ ।

म अहिले चौथो चोटी थानकोट को बाटो आएको हुँ । त्यसैले सरकारी आफिसरले मलाई चिन्थो । उसले मलाई सोध्यो "तपाईं अस्तित्व पनि यता आउनभएको थियो, होइन त ? " अनि उसले सधैं जसो मेरो पासपोर्ट नम्बर र विसा नम्बर उतायो । उसले मलाई म पीसकोर भोलेन्टिएर हुँ कि भनेर सोध्यो । र म औलो उनमुलनमा काम गर्छ उसलाई सम्झाएँ । भैले नेपाली बोलेको जसले सुन्छन उनीहरु मलाई सधैं म पीसकोर भोलेन्टिएर हुँ भन्ने सम्झन्छन ।

(B) Variation/Repetition Drill

Note: The instructor should use a map of Nepal, with an inset of the Kathmandu valley, as an aid in this drill. The drill is designed to be developed into guided conversational practice.

<u>Student</u>	<u>Instructor</u>
I	II
<p>यसलाई त्रिभुवन राज पथ भन्छ । यो बाटोमा जाँदा कुन कुन ठाउँ पर्छ ?</p> <p>यसलाई के भन्छ ?</p>	<p>थानकोट यतै पर्छ । दामन यतै पर्छ । हेटौडा यतै पर्छ । बीरगंज यतै पर्छ ।</p> <p>यसलाई त्रिभुवन राज पथ भन्छ । यसलाई हिमालय पर्वत भन्छ । यसलाई काठमाडौं उपत्यका भन्छ । यसलाई तराई भन्छ ।</p>

यो काठमाडौं उपत्यका हो ।

यहाँ पाटन भन्ने ठाउँ छ ।

यहाँ गोदावरी भन्ने ठाउँ छ ।

यहाँ भादगाउँ भन्ने ठाउँ छ ।

यहाँ बोधनाथ भन्ने ठाउँ छ ।

Vocabulary

- १ राज पथ भएर "via the Rajpath (see section D, below)"
२ दर्ता गर्नु , "to register", "enter something in a register"
दर्ता गराउनु "to supply information to a second person who registers it"
३ उतारनु here: "to take down" ; also: "to pull out, unload, evacuate"
४ सम्झाउनु "to explain (causative of samjhanu)"

(C) Cultural Notes

Travel in Nepal has already been described at some length in Chapters Nine and Ten. This chapter describes a situation related to motor travel by road, which in Nepal is fairly well limited to that along the Tribhuvan Rajpath, as that is the route between India and Nepal. Buses also ply along the Rapti Road and the Araniko Rajmarg* but these carry mainly passengers travelling from one local point to another

(D) Grammar Notes

rājpath bhaera. The adverbial use of conjunctive participles in two-word phrases such as rājpath bhaera was described in Chapter Four of this manual, and is discussed at length in Introduction to Nepali as noted below. "via" in Nepali is always translated by bhaera.

Where to look it up.

Conjunctive participles: I.N. Ch. 14

bhanera in indirect speech: I.N. Ch. 14, pp. 171-173

re: I.N. Ch. 14, p. 173

*At the time of this writing this had only recently been designated as the official name of the road, which was formerly known as the Kathmandu-Kodari highway. It was not possible for this writer to ascertain the official English spelling; in Nepali it is written अरनिको राजमार्ग .

Questions

Give any suitable answer to the following questions.

१. थान्कोट कता छ ?
२. भादगाउँ कता छ ?
३. त्रिभुवन राजपथ भएर काठमाँडौ आउने बाटो कहाँबाट शुरु हुन्छ ?

CHAPTER FOURTEEN

(A) Variation/Repetition Drill

	<u>Student</u>	<u>Instructor</u>
	I	II
1.	तपाईं यहाँ आएको कति दिन भयो ?	भर्खर एक साता भयो। धेरै दिन भयो म पुरानो भइसकेको हु। हिजो मात्र आएको। म आजकल यहीं हु।
2.	के काममा आउनु भएको ?	म पीसकोरमा आएको हु। म दात्रवृत्तिमा आएको हु। नेपाली बारेमा म अध्ययन गर्न आएको हुं। म दूरिस्ट हुं। म यू. एस. एड. मा काम गर्दु।
3.	तपाईं एकलै आउनु भएको कि तपाईं परिवार सहित ?	म एकलै आएको हु। अहू साथीहरू पनि छन्। जहान र दोरादोरी पनि छन्।* वहा पनि आउनु भएको छ।**

*"My wife and children are also (here)."

**"My husband has come also."

Nepalis do not say "my wife", "my husband". The terms given above are the ones most commonly used. "Family" (parivār) generally means "spouse and children".

4. तपाईं कति वर्षको उनुभयो? म पच्चीस वर्षको भएँ।
 म तीस वर्षको भएँ।
 म उनतीस वर्षको भएँ।
 म सततीस वर्षको भएँ।

(B) Grammar Notes

The constructions of garekole/gareko hunāle discussed in this chapter come under the heading of the first perfect participle, but they are dealt with in Chapter 16 of Introduction to Nepali, rather than Chapter 15. This discussion can be found on pp. 186-189.

The first perfect tense (gareko cha) and the first preterite tense (gareko thiyo) are taken up in Chapter 17. Note that first perfect participles tend to occur alone (without cha, etc.) in questions, whereas the first perfect tense characteristically occurs in statements:

timīle kām siddhiekō? "Have you finished the work?"

sabey siddhiekō chu "I've finished it all."

Where to look it up:

First perfect participle (gareko-type): I.N. Ch. 17

First perfect participle (gareko-type): cha and thiyo: I.N. Ch. 17.

(C) Exercises

1. Change the aorist perfect tense (garyo-type) to the first perfect participle (gareko-type) in the sentences which follow.

हिजो बिहान तपाईं कति वजे उठनुभयो ?

त्यसपछि के गर्नुभयो ?

कान्छा कहिले घर गयो ?

तिमीले बजारमा के गर्नुभयो ?

पसलमा तिमीले के के किन्यौ ?

यो फल कस्तो स्वादो ?

(Exercises)

2. The following sentences describe situations in which there is a "because" element represented by a phrase of the gareko hunāle-type. Change this phrase into a phrase of the simple gareko-type, noting that the meaning of the sentence does not substantially change.*

मेरो खलिमा पैसा नभएको हुनाले मैले अरुबार किन्न सकिनँ ।
आज तिमी स्कूल नआएको हुनाले मास्टर बाजे रिसाउनुभयो ।
मैले सबै किताप पढेको हुनाले सजिलै सँग जाँचमा पास भएँ ।
पानी परेको हुनाले समयमा अड्डा पग्न सकिनँ ।
हवाई जहाज बिघेको हुनाले म हिजो पोरबरा जान सकिनँ ।
बाढी आएको हुनाले म पारी स्कूलमा आज गइनँ ।

3. The following sentences describe situations in which the "because" element is represented by a phrase of the gareko hunāle-type; change this phrase into a conjunctive participle (garera-type), noting that the meaning of the sentence does not substantially change.

पानी परेको हुनाले म तपाईं कहाँ आउन सकिनँ ।
आज तिमी स्कूल नआएको हुनाले मास्टर बाजे रिसाउनुभयो ।
हिजो एक बजे सम्म काम गरेको हुनाले आज म पशुपति जान सकिनँ ।
धरमा बिहा भएको हुनाले पढन सकिनँ ।
राम धनि भएको हुनाले फुर्ति गर्दै ।
हिजो स्कूलको साँसृतिक प्रोग्राम भएको हुनाले आज स्कूलमा बिदा
चीनियाकाजी गरीब भएको हुनाले त्यस्तो कोठामा बसेको छु ।^{छु ।}

*See pp. 186-187 of Introduction to Nepali for a discussion of this.

(Exercises)

4. The following consist of questions in which the main verb is a first perfect participle (gareko-type). Answer all the questions affirmatively, changing the first perfect participle to a verb phrase in the first perfect tense (gareko cha, etc.).

Ex.) तपाईं यहाँ एकलै आउनुभएको? हो, एकलै आएको छु।
तपाईंले किताप पढनुभएको?
गोकरले सबै काम सिद्धिएको?
आमाले खान पकाउनुभएको?
तपाईंले छात्रवृत्ति पाउनुभएको?
उनीहरू थानकोट पुगेको कि नपुगेको?
तिमीले हिजो आएको मान्छेलाई चिनेको?
यो किताप मकहाँ तिमिले पढाएको?
तपाईं पशुपति जान लाग्नुभएको?
यो फोटो विजयले खिचेको?
औषधीको शीशी च्यान्तिले फुटालेको?

5. Answer all the questions in Exercise 4 negatively.

Ex.) तपाईं यहाँ एकलै आउनुभएको? होइन, एकलै आएको छैन।

6. The following questions ask whether you/others went to the movies the other day. Reply that you/they did not, you went to Godavari.

Ex.) अस्ति तपाईं सिनेमा जानुभएको? होइन, गोदावरी गएको
थिएँ।
अस्ति तपाईंको साथीहरू सिनेमा
गएको?
(कान्छाबा)
(दाज्यू)
(राम लाल)
(तिमी)

7. Reply simply that you/they did not go to the movies.

Ex.) अस्ति तपाईं सिनेमा जानुभएको? होइन, सिनेमा गएको थिएँन

(D) Dialogue : काठमाडौंको एउटा पसलमा

- पसले - तपाईं नेपाली राम्रो बोल्नुहुन्छ । तपाईं यहाँ कहिले आउनुभयो ?
अमेरिकन - म यहाँ चार महीना अघि आएको हुँ ।
प - के काममा आउनुभएको, तपाईं पीस कोरमा आउनुभएको त होइन ?
अ - होइन, म छत्रबृत्तिमा आएको । म नेपाल बारे अध्ययन गर्न आएको हुँ ।
प - ओहो ! कति राम्रो ! । तपाईंलाई नेपाल कस्तो लाग्यो ?
अ - मलाई यो देश असाध्य मन पर्छ । तपाईंको देश धेरै राम्रो छ ।
प - हो, हाम्रो देश धेरै राम्रो छ । तपाईं एकलै आउनुभएको कि तपाईंको परिवार सहित ?
अ - म एकलै आएको छु ।
प - तपाईंले बिहा गर्नुभएको छैन ?
अ - अहो, अहिलेसम्म त छैन ।
प - तपाईं कति बर्को हुनुभयो ?
अ - म पच्चीस बर्को भएँ ।
प - मलाई भन्नुहोसन्, बिहा गरेको मानिसलाई अमेरिकामा तपाईंहरु कसरि चिन्नुहुन्छ ?
अ - बिहा गरेको मान्छेले आफ्नु देब्रे हाथ को साँहिली औंलामा चेटो सुनको औंठी लगाएको हुन्छ ।
प - चेटो सुनको औंठी ! ए उसो भए तपाईंहरु त्यसरी चिन्न सक्नुहुन्छ ।

Cultural Notes

The conversation which this young man has with a shopkeeper who is a stranger to him is a typical one, both in respect to the remarks with which it begins and the type of questions the shopkeeper asks. Questions which might be regarded as unduly personal in Europe or America are considered perfectly routine in Nepal, and the foreigner should be prepared to give information about such things as his age, his work, his relatives in America and his marital status. Usually he will be asked whether he likes Nepal; Nepalis as a rule feel a strong attachment to their country and appreciate it when foreigners also show enthusiasm for it.

Guided Conversational Practice

Each student should ask some other member of the class: his or her age, the type of work or study he is engaged in, and whether he has come to Nepal (or other appropriate place) alone or with his family. If he has come alone, ask whether his family has remained at home; if he is unmarried, inquire about his father, mother, brothers and sisters. If the individual has come with his family ask how many children there are and what their ages are.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. तपाईंलाई के के चाहियो ?	मैले पातलो सेतो टाइप पेपर खोजेको । मैले पातलो सेतो टाइप पेपर र एसलाई बाह्रोआट खाम खोजेको । मैले कार्बन पेपर खोजेको । मैले कार्बन पेपर , पातलो सेतो टाइप पेपर र बाह्रोआट मिलने खाम खोजेको ।
२. यति माल यस्तो सानु खाम* मा अटाउँछ र ?	अटाएन । अटाएन , एउटा अलि ठूलो चाहिं चाहियो । अटाउँछ । अलि यस्मा राख्नुहोस र अलि हातमा लिनु होस

(F) Dialogue: स्टेशनरी पसलमा

- पसले - तपाईंलाई के के चाहियो ?
- ग्राहक - मैले सय पाता जति फूलस्क्रेप साइजको पातलो सेते टाइप पेपर खोजेको । जति
एक दर्जन कार्बन पेपर । र बाह्रोआट ग्रीटिंग कार्ड र एसलाई मिने बाह्रोआट
खाम । छ भने एउटा स्केल पनि दिनुहोस ।
- पसले - किन न हुने ? तपाईंले भन्नुभएको सब थोक छ । लिनुहोस.... अरु पनि केही
चाहिएको छ कि... ए ! टाइप पेपर एसमा अटाएन । (अरु काम गर्ने
मानिसलाई) छवै मलाई त्यो फूलको ठूलो खाम देऊ त ।
- काम गर्ने - छवै , यता दिनुहोस त , मै हालि दिन्छु । यति यो ठूलो चाहिं मा र अरु
त्यसमा , हुँदैन त हजुर ?
- ग्राहक - हुन्छ

* khām may refer either to an envelope or to a paper bag.

Vocabulary

कात्रवृत्तिमा	"on a fellowship"
अध्ययन	"study, research"
परिवार	"family (but see footnotes, p. 90)"
साहित	"along with"
विहा	"marriage" — the shopkeeper pronounces it <u>byā</u> .
मानिस ~ मान्दे	(used interchangeably)
बाढी	"flood"
पारी	"on the other side of (esp. a river)"
फुटालनु	"to break"
साँहिली औंला	"fourth finger"; the names of the fingers are:
	thumb: बुढी औंला
	index finger: चोरी औंला
	middle finger: साँहिली औंला
	fourth finger: साँहिली औंला
	little finger: कान्दी औंला

This terminology is accounted for by citing a jingle:

Little finger: "दशौँ आयो" "Dasain is here"

Fourth finger: "खाउँला पिउँला" "We'll feast and drink"

Middle finger: "कहाँ पाउँला?" "Where'll we get it?"

Index finger: "चोरी ल्याउँला" "I'll steal it"

Thumb: "थलेरी दाजी, म त कुहै नसुंला" "Shame on you, you good-for-nothing; I shall not have anything to do with this!"

चेप्टो "flat"

औंठी "ring" capto āw̄thi = "plain ring"

लाउनु ~ लगाउनु (used interchangeably)

फूलस्केप "legal size"

स्केल "ruler"

अटाउनु "to fit into"

(A) Reading Selection: नब्बे सालको भुईचालो

नयाँ सडक नेपालको सबै भन्दा राम्रो सडक हो । यहाँ ठूला ठूला घरहरू र पसलहरू छन् । यहाँ हर वरत धेरै मानिसहरू र मोटरहरू आउने जाने गर्छन् । यो सडक बारे एउटा रमाइलो कुरा छ । ई. सम्बत ^१ १९३४ भन्दा अघि, जुद्ध शमशेरको शासन कालमा ^२, यस ठाउँमा ठूलाठूला घरहरू थिएनन् । आज कल पाटनमा भएको जस्तो साना घरहरू मात्र थिए । जुद्ध शमशेर प्रधान मन्त्रि ^३ भएको दुई वर्ष पछि १९९० सालमा याने १९३४ को १५ जनवरीको दिन नेपालमा ठूलो भुईचालो ^४ आएको थियो । काठमाडौंमा त्यसले निकै क्षति ^५ गरे । अहिले नयाँ सडक भएको ठाउँमा पूरा ध्वस्त भएको ^६ थियो । र त्यसलाई फेरि बनाउन भनेर जुद्ध शमशेरले जसले नयाँ सडकमा घर बनाउँछ त्यसलाई खर्चको ^७ पचास प्रतिशत ^८ ऋण ^९ दिने व्यवस्था ^{१०} गरे । धेरै मानिसहरूले घर बनाउन ऋण लिए । आज कल देखिने ठूला ठूला घरहरू र पसलहरू त्यसै बेला बनेका हुन् । केहि वर्ष पछि जुद्ध शमशेरले सबै मानिसहरूलाई बोलाए र कसैले पनि घर बनाउन लिएको ऋण तिर्नु पर्दैन भनेर घोषणा गरे ^{११} । त्यस बेलामा उनले मानिसहरूलाई घर बनाउन दिएको ऋण दानको रूपमा ^{१२} थियो । त्यसैले यस किसिमबाट धेरै मानिस धनि ^{१३} भए रे ।

(B) Exercise

The following exercise consists of sets of two short sentences. Make a single sentence out of each set by turning the first sentence into an adjectival clause (see the example and Introduction to Nepali, Ch. 6).

Ex.) हिनजो एउटा मान्छे आयो ।
मैले मान्छेलाई किताप दिएँ ।

→ मैले हिनजो आएको मान्छेलाई किताप दिएँ ।

१. माहिलीले माछा पकायो ।
माछा खुब मिठो थियो ।
२. कान्छाले कफी ल्यायो ।
कफी टेबिलमा छ ।
३. रामले गीत गायो ।
गीत खुबै रसिलो ^{१४} थियो ।
४. हिनजो रेडिओमा तिम्रो कथा आयो ।
कथा निकै रमाइलो थियो ।

५. रामले ट्रांजिस्टर रेडिओ पठायो ।
रेडिओ ठूलो छ ।
६. मैले तिमिले भनेको किताप ल्याएँ ।
किताप पढ्दा ठीकै लाग्यो ।

Vocabulary

१. ई.सम्बत isbī sambat "the Christian era, A.D."
 २. शासन कालमा "(during) the time (of) the administration (of)..."
 ३. प्रधान मन्त्रि "prime minister"
 ४. भुईँचालो "earthquake"
 ५. क्षति "loss, destruction"
 ६. ध्वस्त "destruction (specifically that caused by an earthquake)"
 ७. खर्च "expense"
 ८. प्रतिशत "percent"
 ९. ऋण "loan"
 १०. व्यवस्था "arrangement"
 ११. घोषणा गर्नु "to address, make an address"
 १२. दानको रूपमा "just like a gift"
 १३. धनि "rich"
 १४. रसिलो "sweet, melodious"
 १५. पठाउनु "to send"

Questions

Answer the following questions.

१. न्यू रोड कता छ ?
 २. नम्बे सालको भुईँचालोले कुन कुन ठाउँ क्षति भयो ?
 ३. घरहरू फेरि बनाउनको निम्ति के व्यवस्था गरिएको थियो ?

Where to look it up.

The first perfect participle in adjectival clauses (corresponding to the English relative pronouns or adverbs: I.N. pp. 185-186).

CHAPTER SIXTEEN

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
(१) त्यहाँ धारामा पानी छैन, कहिले आउँछ ?	अहिले आउँछ । अहिले आइहाल्छ । धारा बनाउन लागेको छ । आज त के आउँछ होला । भरे आफ पनि खूबे आयो ।
(२) धारा बनाइ सियो ?	धारा बनेको छैन । धारा बन्दैछ । कारीगरु भोलि मात्रै आउँछ । आज अबेर भइसियो, भोलि मात्रै सिध्याउँछ ।
(३) धारा बनाउन लागेको ?	होइन, पानी सफा छ कि छैन हेरेको । हो, तर चौडे बन्छ । हो, आज त हजुरलाई अर्को धारामा जानुपर्ला । आज यो धारा बन्दैन ।

(B) Grammar Notes

Absolutive verbs with hālnu. Compare the following sentences:

ahile āūchu "I'm coming now."

ahile āihālchu "I'm coming right back," "I'll be there this instant."

ma ciyā khānchu "I'll drink the tea."

ma ciyā khāihālchu "I'll finish off the tea."

The use of hālnu implies emphasis.

Verbal constructions indicating action in progress at the time of speaking (the so-called present continuous etc.). The student by now has become familiar with such statements as ma thānābāta boldeychu

"I'm calling from the Police Station," and ma... parkhiraheko chu "I'm waiting...." It is clear that there exists more than one way of describing an action or motion going on during the time of speaking. One can either say ma kām gariraheko chu, or ma kām gardeychu; and both mean "I am working," but the implications are different. In the first case, the implication is that the speaker is busy with the work at the very moment of speaking; in the second, that he is working but hasn't finished yet.

To a certain extent, the use of one construction or another depends on the nature of the question which elicits an answer in the present continuous or imperfect tenses: the question, "When are you going to Patan?" might bring the answer: ma roj pātan gairahaeko chu "I'm going to Patan every day!" and the question "What are you doing in that bus?" the answer, ma pātan jādeychu.

Where to look it up.

First perfect tense (present continuous): I.N. Ch. 25

Imperfect tense: I.N. Ch. 27

Absolutive verbs with hānu: I.N. pp. 268-269

(C) Exercises

1. Make the following substitutions, as shown in the example below:

Ex.) म (eating dāl-bhāt) हूँ → म दाल भात खाइरहेको हुँ ।
 (reading a book)
 (looking at a wool rug)
 (drinking tea)
 (taking an examination)
 (fixing the tap)
 (frying fish)
 (driving a car*)
 (purchasing 100 sheets of paper and 50 envelopes)
 (telling a story**)
 (cooking vegetables)
 (riding a bicycle)
 (bargaining with the shopkeeper)
 (washing clothes)
 (writing a letter)
 (smoking)

1.A. Substitute timī for ma and go through the exercise again.

2. Make the following substitutions as shown in the example below. Note that these verbs behave differently than the ones in the exercise above.

Ex.) म (sitting in a chair) हुँ → म मेचमा बसेको हुँ ।
 (looking for a house in Makhan Tol)
 (know how to write Nepali)
 (recognize your friend)

* मोटर हाँक्नु

** कथा हाल्नु

2.A. Substitute tapāī for ma and go through the drill again.

3. Change the simple indefinite (āūchu) to the absolute verb with hālnu (āihālnu) in the sentences which follow.

पानी चाँडै आउँछ ।
हामी बजारबाट अहिले आउँछौं ।
मेरो घरबाट आज मान्छे आउँछ ।
यो काम रामले भोली गर्छ ।
चार बजे डाक्टर आउँछ ।
मलाई यो पाठ आउँछ ।
लक्ष्मी मलाई भेट्न एरोइम आउँछ ।

4. Answer all of the following questions negatively, repeating the entire sentence.

के दिदी मात पकाइरहेको छ ?
के तिमि जाँच दिइरहेको छौ ?
के तपाईंको साथी नेपाली पढिरहेको छ ?
के कारीगरहरू धारा बनाइरहेको छ ?
के थोबी लुगाहरू थोइरहेको छ ?
के वा अड्डा जानुभएको छ ?
के हिजोको घटना स्वर कागतमा छापेको छ ?
के आजको विदेशी स्वर कागत आएको छ ?
के तिमिले वहाँलाई चिनेको छौ ?

(D) Dialogue: (धारा बिगेको बेलामा)

म - हरी त्यहाँ धारामा पानी छैन, कहिले आँउछ ?
हरी - अहिले आईहाल्ल, त्यहाँ तल धारो बनाउन लागेको छ ।

(केही बेर पछि)

म - हरी, धारो क्यो ? म अहिले सम्म पनि पानी आँउछ कि भनेर पछिरहेको छु ।
हरी - अहिले आँउछ, आईहाल्ल ।

(Dialogue)

म - होइन ! अब त म अरु पखिन सकिने , मलाई फन्ड मिनट पछि बाहिर जानु छ ।

हरी - उसो भए , चाख्खि भने , बाटिनमा ल्याउ ?

म - ल त ल्याउ ।

Guided Conversational Practice

"Nepali Charades". This game is to be played in the same manner as any game of charades, with one student pantomiming some particular action, and the other students guessing what he is doing. Both the other students' questions and any hints the pantomimer may give, however, must be in Nepali.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. ओहो ! फेरी बिजुली गयो ! तपाईंसित टर्च छ ?	छ । तर बैटरी सिधियो । छ । तर कता राखेको थाहा पनि छैन । त्यो फूलो दराजमा छ । टर्च छैन । मेनबत्ती छ ।

(F) Supplementary Dialogue: बिजुली निभेको बेलामा

म - ओहो ! फेरी बिजुली निभ्यो ! दिदी , तपाईंसित मेनबत्ती छ ?

दिदी - छैन त थियो , छवे कता राखेको छ , कता ? त्यहीँ दराजमा हेर त ।

म - ठुटो मात्रै रहेछ । (हेरे पछि)

दिदी - पख त मैले त्यहीँ माथिल्लो खण्डमा एउटा देखेँ जस्तो लागेको थियो (हेरे पछि)
छवे , यहीँ पनि छैन ।

म - दिदी बरिँत आयो !

CHAPTER SEVENTEEN

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. शुक्रवार सम्म मेरो एउटा ब्लाउज सिद्ध दिने हो ?	हवस सिद्ध दिउँला । अहिले अलि फुर्सत छैन शुक्रवार सम्म दिन सकिदैन । एक साता पछि मात्र दिन सक्छु !
२. कस्तो डिजाईनको गर्ने ?	यो तस्वीर जस्तो बनाउनु छ । यो ब्लाउज बराबर बनाउने । म तपाईंलाई नमूना बनाएर देखाइ दिन्छु । तपाईंसित क्याटलोग छ भने म हेरु ?
३. ब्लाउज कति लामो गर्ने ?	यति सम्म गर्न हुन्छ । तस्वीरमा भएको ब्लाउज जस्तो त्यति लामो बनाउने । अठार इन्च लामो बनाउने ।
४. तपाईंसित कपडा छ कि ?	मसित छ , लिनुहोस । कपडा किन्नु पर्छ । कति गज चाहियो ? धरमा छ । म भोलि बित्तन तपाईंलाई दिन्छु ।

(B) Grammar Notes

In Drill 1, in the first response we hear:

havas, sii diũlā.

sii diũlā is an absolutive verb, with diũlā in the aorist future tense.

Other aorist future verbs:

bholi ma tyo kitāp padhũlā "I'll read that book tomorrow."

āja becdeyna, bholi becũlā "Not today, I'll sell it tomorrow."

In addition to the aorist future tense, the student has so far encountered

two other tenses indicating future action:

ma tyo kitāp padhnechu "I will read that book."

ma tyo kitāp padhchu "I'll read that book."

padhnechu is in the infinitival future tense, and padhchu is the familiar simple indefinite tense. Of the three of these, the aorist future implies that the action mentioned is slightly less likely to take place, than is implied by the other two. In other words, if someone says ma bholi tapāikahā āulā there is less of a chance that he will actually show up than if he says ma bholi tapāikahā āūchu or ma bholi tapāikahā āunechu.

Where to look it up.

The infinitival future tense: I.N. Ch. 19

The infinitival participle + gari: I.N. pp. 209-210

The aorist future tense: I.N. Ch. 20

(C) Exercises

1. Change the simple indefinite tense (garcha, garnuhuncha) to the infinitival participle (garne) in the sentences which follow:

सूजीकारले ब्लाउज कहिले दिन्छ रे ?
शक्रवार सम्म मेरो एउटा ब्लाउज सिइ दिनुहुन्छ ?
आज हाम्रो गाउँमा पंचायतको सभा हुन्छ ।
तपाईं चाँडै आफ्नो डेरा जानुहुन्छ ।
आज रेडियोमा चर्को खबर आउँछ ।
भोली बिहान पानी पर्छ ।

2. Change the aorist future tense (garlā etc.) to the simple indefinite tense (garcha) in the sentences which follow:

Ex.) हंस ब्लाउज बनाइदिउँता → हंस । ब्लाउज बनाइदिन्छु ।

अहिले मसित पैसा छैन । भोली दिउँता ।
हजुर म बन्दोबस्त गरूँता ।
पस्तो जोबा काम मै गरूँता ।
म भरे पनि आइ दिउँता ।
हामी मिली यो काम गरूँता ।
भोली तपाईंको कुरा मन्त्री ज्यूलाई भन दिउँता ।

3. Change the simple indefinite tense '(garcha)' to the aorist future (garlā) in the sentences which follow:

म तपाईंलाई नमुना बनाएर देखाइदिन्छु ।
 म कपडा भोली बिहान दिन्छु ।
 हवस । म ब्लाउज सिई दिन्छु ।
 धोबी भोली सबै लुगा दिन्छ रे ।
 ब्लाउज बनाउनलाई कति कपडा चाहिन्छ ?
 आज हजुरलाई अर्को धारामा जानुपर्छ ।

4. The following questions ask when you/other people are coming to Nepal . Reply that you/they will be coming very soon, using the aorist future tense in your answer.

Ex.) तिमी नेपाल कहिले आउने? म चाँडै आउँला ।
 (बिल)
 (बिता र जान)

(Substitute the names of various members of the class)

(D) Dialogue: (सूजिकार सित)

म - हलो ! तपाईंलाई त काम थुप्रो^१ छ जसतो छ नि !
 सूजिकार - दशैं^२ सम्म हामीलाई फुर्सत^२ छैन ।
 म - शुक्रबार सम्म मेरो एउटा ब्लाउज सिई दिने हो ?
 सू - शुक्रबार सम्म ... हवस सिईदिउँला । कस्तो डिजाईन^३ को गर्ने ?
 म - छवै कस्तो डिजाईन भन्ने^४ ? तर म तपाईंलाई नमुना^५ बनाएर देखाई दिन्छु ।
 यस्तो लामो स्लीभमा यस्तो कफ भएको बनाउने । नेक सादा होस । अनि पछिस्तिर जिप राख्ने ।
 सू - हवस बनाईदिन्छु । छवै नापुं^६ । ब्लाउज कति लामो गर्ने ... यति सम्म गर्ने ?
 म - अहो छोटो भयो । एक इन्च^७ जति लामो गर्नुहोस । अनि कुम र पिठ्यूमा^८ फिट हुने गरी बनाउनुहोस^८, मेरो पिठ्यू अलि चौडा^९ छ ।
 सू - छवै कपडा दिनुहोस त ? ठिक छ, शुक्रबार आउनुहोस त ।
 म - धन्यवाद !

Cultural Notes

This chapter presents conversations with a sūjikār (tailor) and a dhobī (washerman). So far as terms of address and request forms are concerned,

these individuals are in an intermediate position between timī and tapāī. The sūjikār holds a status superior to that of the dhobī. Generally he is addressed as tapāī, but request forms may be either of the garnuhos-type or of the garne-type. Note the use of compound forms here: banāidine, etc.

The dhobī is addressed as timī, but more usually one avoids using pronouns in the conversation. Note that in the conversation given in the supplementary section the customer says kati dimmā dinchew, but istri lagāunuparyo and arūcāhī dhune.

Note also that English loan words are frequent in the tailor's vocabulary. This is particularly the case with tailors who are accustomed to making Western-style clothes, whether they may happen to know English or not. Usually he knows enough English to communicate with his foreign customers; the dhobī's knowledge of English, however, is sure to be more rudimentary.

The common procedure followed when giving cloth to a tailor to be made into a garment, is to also provide a picture of the garment desired, or better still, a garment which already fits and which the tailor can copy.

Dhobīs wash and dry the clothes out of doors and are consequently at the mercy of the weather. During the monsoon season this usually means delays for the customer. When giving clothes to a dhobī to wash, one usually makes a list of the clothes and settles the rate in advance.

Guided Conversational Practice

Role playing situation: Getting a Suit Made. Each student in turn is to pretend that he is giving instructions to a sūjikār for getting a suit or dress made. The instructor may play the part of the tailor, asking questions about the style, etc.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. यी लुगा धुनुपर्यो ?	यी लुगा धुने । यी लुगा धुने र यी लुगाहरमा इररी लगाउनुपर्यो । यसलाई मात्रै इररी लगाउनुपर्यो । यसलाई मात्रै धुनुपर्यो

२. कति दिनमा दिन्छौ ?

दुइ दिनमा दिन्छु
यसरी पानी परेको छ । दुइ दिनमा दिउँला ।
यसरी पानी परेको छ । पर्सा बेलुका दिन हुन्छ
कि ?
भोलि साँझ दिन्छु , हुन्छ ?

३. कति ओटा भयो ?

दुइटा रुमाल , तीनओटा अनडरवेयर र
तीनओटा कमिज ।
दुइटा रुमाल , तीनओटा अनडरवेयर ,
तीनओटा गन्जी र चारओटा कमिज ।
चारओटा कमिज , चार जोर मोजा , र
तीनओटा अनडरवेयर ।
दुइटा फ्रक र एउटा सूती साडी ।

(F) Supplementary Dialogue:

धोबी सित

- ग्राहक - यी लुगाहरु धुने र यी लुगाहरुमा हस्तरी लगाउनु पर्यो ।
धोबी - यो त सफा छ मेम साहिब ?
ग्रा - हो । यिनीहरुमा हस्तरी लगाउनु पर्यो । तर अरु चाहिं धुने । बस्यो ?
कति दिनमा दिन्छौ ?
धो - छवै , मेम साहिब दुई दिनमा दिन्छु । हुन्न ?
ग्रा - दुइ दिन ?
धो - हिजै देखि यसरी पानी परेको छ । लुगा कसरी सुकाउनु ?
ग्रा - ल त , दुइ दिनमा ल्याउनु तर त्यो हस्तरी गर्ने चाहिं भोलि बेलुका ल्याऊ
धो - हस कति ओटा भयो ?
ग्रा - दुइटा रुमाल ...
धो - दुइटा रुमाल ... तीनौटा कमिज , चार जोर मोजा , तीनौटा अनडरवेयर ,
तीनौटा गन्जी र एउटा सूती सारी ।
ग्रा - अरु चाहिं हस्तरी लगाउने , तीनौटा ब्लाउज र एउटा फ्रक ।
धो - ब्यू तीनौटा ब्लाउज र एउटा फ्रक ।

ग्रा - कति पैसा लाग्छ ?

धो - कति लाग्छ अब, एउटा कमिजको चालिस पैसा, सारी को एक रुपैयाँ । र अरु सबै को एउटालाई चालीस को दरले लाग्छ । अनि छडरी गरेको चाहिँ पच्चीस पैसाको दरले लाग्छ। होटलको बिलमा सबै हिसाब गरेर दिन्छ ।

Guided Conversation Practice

Role playing situation: Getting One's Clothes Washed. Each student in turn is to pretend that he is giving the dhobi a number of clothes for washing and/or ironing. Another student may take the part of the dhobi, counting the "clothes" and quoting a charge for his work.

Vocabulary

सिउनु	"to sew, stitch"
तस्वीर	" picture"
बराबर	" equal, the same as"
नमूना	"design, pattern, model"

Dialogue (D) Footnotes

¹ a great deal of

² leisure, free time

³ English loan words are frequent in the tailor's vocabulary

⁴ that is to say, the customer does not have a blouse already made up which the tailor could copy.

⁵ "model", i.e., picture of the blouse

⁶ "May I take the measurements?"

⁷ "between the shoulders"

⁸ when a direct request is to be made, the high grade honorific form is employed; with indirect requests, the infinitival participle is used.

⁹ "My back is broad"; English usage would say "My shoulders are broad".

इस्त्री लगाउनु	"to iron"
कमिज	"shirt"
मोजा	"sock(s)"
गन्जी	"undershirt"

CHAPTER EIGHTEEN

(A) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. अमेरिका पठाउने चिठीमा कतिको टिकट लाग्छ ?	छवे तौल हरौ। मामूली चिठीमा एक रुपियाँ अस्सी पैसा को टिकट लाग्छ। यति तौललाई दुइ रुपियाँ पचास पैसा लाग्छ। मामूली चिठी हो कि रजिस्टरी ?
२. यो चिठी यहीं रजिस्टरी गर्ने हो दाई ?	होइन, उते जानुहोस। रजिस्टरी अहिले बन्द छ। भोली बिहान आउनुहोस। हो, तपाईंले टिकट वसुमयो ? हो, यता दिनुहोस।

(B) Where to look it up.

Infinitival participle + bittikey I.N. p. 117
saknesamma: I.N. p. 117

(C) Exercises

1. The following sentences consist of tapāi-type requests (high grade honorifics). Respond to the sentences by giving the garnuholā construction.

Ex.) Instructor: यतै वस्नुहोस।

Student: यतै वस्नुहोला।

आज माघा तार्नुहोस।

मनेजरलाई मेरो कोठामा पठाइ दिनुहोस।

लल बाटा मेरो कलम ल्याउनुहोस।

टेप रेकर्डर चाँडै पठाइ दिनुहोस।

न्यू रोड गएर आजको अरुबार ल्याइ दिनुहोस।

2. Add saknesamma to the following sentences.

Ex.) उ चाँडै घर दगुर्न लाग्यो → उ सक्नेसम्म चाँडै घर दगुर्न लाग्यो।

शान्तिले स्वीटर छुन्न लाग्यो।
विदेशी सित कुरा गर्दा दियो न बाल्नु होला।
पहाडमा जाँदा भारी बढता न लिनु होला।
वहाँको छोराले पाठ गर्न लाग्यो।
झाडभरले कार तेज हाँक्न लाग्यो।

3. Replace the conjunctive participle (garera) in the following sentences with a construction consisting of an infinitival participle + bittikay:

Ex.) उसले भनेको सुनेर हामीले तुरन्त जाने पक्का गर्यौं।
→ उसले भनेको सुन्नेबित्तकै हामीले तुरन्त जाने पक्का गर्यौं।

दिदी हाँसेर भाउज्यू रिमाउनुभयो।
पास भएको सुनेर दाई उफ्रिन थाल्नुभयो।
पुलीस आएको हेरेर बगलीमारा भाग्यो।
आकाशमा प्लेन आएको हेरेर मलाई घरको सम्झना भयो।
बलेलाई हेरेर मलाई पलान्चोक को याद आउँछ।
मास्टर आएको सुनेर विद्यार्थी पढ्न थाले।

(D) Dialogue: (हलाक घरमा)

आ - अमेरिका पठाउने चिठीमा कतिको टिकट लाग्छ बहिनी ?

टि.क - मामूली कि रजिस्टरी।

आ - रजिस्टर्ड।

टि.क. - रजिस्टर्ड लेटर लाई त तीन रुपियाँ को टिकट लाग्छ। छवे तौल हेरुं? ए ठीक छ ल। टिकट दिऊँ ?

आ - दिनुहोस।

टि.क - ल लिनुहोस। फिर्ति रसीद र टिकट को पैसा कटाएर बाँकी ...

(Dialogue)

आ - रू, पुग्यो । धन्यवाद । यो टिकट टैस पानी कहाँ पाइन्छ ?

टि.क. - अँ त्यहाँ नेरी छ । बरु रसीद रजिस्टरी गर्ने ठाउँमा स्वीच गराउनु होला ।

आ - ए । धन्यवाद

(रजिस्टरी गएपछि)

आ - यो चिठी यहाँ रजिस्टरी गर्ने हो दाई ?

र.क. - हो टिकट टैसुभयो ? छवै दिनुहोस । अ, तपाईंको यहाँ रसीदमा पुरा
ढेगाना लेखनुहोस ।

आ - ए भएन छ । छवै दिनुहोसत । भयो अब त ?

र.क. - अँ, भयो ल ।

आ - यो रजिस्टरी कति दिनमा फुछ ?

र.क. - त्यसै सात दिनमा फुछ । अनि तपाईंको यो फिर्ति रसिद तपाईंको ढेगानामा
आई हाल छ नि । अनि त थाहा भइ हाल छ नि । ल रसिद लिनुहोस ।

आ - धन्यवाद

Guided Conversational Practice

Pretend that you are sending two rolls of film from Nepal to England, and ask the registry clerk (this role to be played by the instructor) how much it will cost and how you should fill out the receipt.

SUPPLEMENTARY SECTION

(E) Variation/Repetition Drill

<u>Student</u>	<u>Instructor</u>
I	II
१. ए दाई, यो आफैको कति पैसा छ ?	एउटाको तीस पैसा फछ । कुनचाहिँ, यो ठूलो कि सानु ? यो ठूलो चाहिँ लाई एउटाको चालीस पैसा फछ । यो त माएदा हो । एउटाको तपाईंलाई चालीस पैसा फछ ।

२. चालीस पैसा त महंगो भयो

चालीस पैसा घटि त दिदैन काजी !
एक मोहरको लिनुभयो तीनौट दिन्छु ।
सुते काजी बजार भाउ नै ये हो ।
काजीलाई भएर यतिमा दिएको , अरुलाई
मोहरको दुइटा दिएँ ।

३. सुत्तला कसरी दिछौ नि ?

रुपियाँको छओटा ।
मोहरको पाँचओटा ।
एउटाको पाँच आना ।
सुका को दुइटा ।

(F) Supplementary Dialogue: फलफूल पसले र ग्राहक

ग्रा - ह! दाई; यो आँपको कति पैसा छ ?

प - कुन्थाहिं, यो ठूलो कि सानु ?

ग्रा - त्यो परको स्थानो चाहिं ।

प - त्यो त माल्दा हो । एउटाको तपाईंलाई चालीस पैसा पर्छ ।

ग्रा - कस्तो महंगो ! माल्दा त हो कि ?

प - त तपाईंले के आँप चिन्नुहुन्छ काजी ! खासा देशि माल्दा
हो । धेरै मीठो छ । खाएर त हेर्नुहोस , न मीठो भए पैसा
लिने छैन । चिनी ! छ चिनी !

ग्रा - ल ! ल ! बुझें, तर चालीस पैसा त महंगो भयो । भैंगो,
२५ पैसामा दिने भए देऊ ।

प - चालीस पैसा घटि त दिदैन काजी ।

ग्रा - लौ ! लौ ! चारओटा देऊ । अनि सुत्तला कसरी दिन्छौ नि ?

प - रुपियाँको छओटा ।

ग्रा - छओटा ! ओहो ! गालभेडा कसरी नि ?

प - एक रुपियाँ बीस पैसा थानि ।

ग्रा - गालभेडा राम्रै जस्तो छ । तर आले महंगो भयो । एक
रुपियाँ थानि दिने हो ?

प- रब्वै काजी त कस्तो मान्छे ल लौमानुहोस । बीस पैसा के त कुरा हो नि ।

Guided Conversational Practice

Pretend that you are buying fruits or vegetables. Bargain with the shop-keeper (instructor).

Vocabulary

मामूली	"ordinary"
तौल	"weight"
टाँस्नु	"to stick on, affix"
टेगाना	"address"
भाउज्यू	"sister in law"
उफ्रिनु	"to jump with joy"
बगतीभारा	"pickpocket"
सम्झना	"memory"
याद आउनु	"to remember"
माल्दा	"a special variety of mango"
गोलभेंडा	"tomato"
भैगो	"never mind"

PART II

Reading Selections

CHAPTER NINETEEN

(A) Dialogue : पहाडको घरमा

(म र मेरो एउटा अमरिकी साथी मेरो पहाडको घरमा गयो)

- म - छवे ! बोगुं आमा । वहाँ^१ मेरो साथी हुनुहुन्छ । पहाड हेर्न आउनुमएको ।
बुवा छवे नि ?
- आमा - खेतमा रोपाईको मेलो छ , त्यहाँ^२ जानुमएको^३ होला ।
- म - ए ! दाज्यू भाउजू पनि वहाँ^४ त होला नि ?
- आ - वहाँ^५ गएका^६ उन ।
- म - भाई बहिनीहरु त स्कूल होइन ?
- आ - हो ! काकालाई त शहरमै भेटिस होला ?
- म - भेटे । मुद्दाको तारीख लिन बाँकि नै थियो^७ , अब भौली पर्सा तिर आउनुहोला ।
- आ - मोही खाने बाबु ? गर्मी भो होला , यत्रो उकालो !
- म - हक्स , खाउँ न अमीलो त छैन त होला नि ?
- आ - अहं एकदम मीठो छ । आजेको हो । छवे चिउरा सिधिएको छ । मके धान्छस भने ल्याउँ कि ?
- म - हक्स , ल्याउनुहोस बरु अलि ताते
- आ - ल त , एक छिन पखेसि ।
- म - ऊ ! स्कूलका भुराहरु पनि आए । ल ए ! रामे यहाँ दाज्यूलाई नमस्ते गर ल ।
कति पढिस ? यो मेरो सानु^८ भाई हो । लक्ष्मी छवे नि ?
- भाई - आउँदैहुनुहुन्छ ।
- म - ऊ ! आई त्यो मेरो बहिनी^९ हो । यो सानु केटो चाहिँ^{१०} मेरो काकाको छोरो हो । ल जाउँ ल ! भित्र आमाले मके भुटिसनुमो ।
- आ - अचार केको खाने बाबु ? काकाको ल्याऊँ ।
- म - भए ल्याउनुहोस न ! ल त खाऊँ साथी । अब बुवाहरु त निकै साँझ परे पछि मात्रै आउनुहुन्छ होला । भरे भात खाने बेला तिर । रोपाईको बेला अबेर सम्म काम हुन्छ । फेरी गाउँ तिर खेताला सेताला पनि भन्नु पर्ला । ऊ बरु हाम्रो घर्ती कान्छो आयो । गाई भेंसी ले र । त्यो यस्तै गोठालो काम गर्छ । यस्का तीन पुस्ता देखि हाम्रै घरमा छन रे । बुझ्नुमो ?

Note. The speaker represented by the pronoun ma in this selection is a student from a village in East No. 1, not far from Dhulikhel. The reader will notice a slight difference between this young man's speech and that of a Nepali speaker born in Kathmandu.
All of the spellings in this selection have been standardized to agree

with those in Introduction to Nepali. The footnotes below give the spellings in their original form. It should be noted that the student was spelling the words in the same way that he pronounces them.

Due to the use of numbered footnotes for presentation of these variant spellings, it was not possible to present the vocabulary in the form of footnotes in this chapter. The new words have been presented at the end of the chapter, in the same order as they occur in the dialogue.

१ उहाँ	६ गाका
२ ती	७ थ्यो
३ जानुमा	८ स्थानो
४ उहाँ	९ बेन्ती
५ उई	१० चै

Cultural Notes

In this chapter, an American is invited by a Nepali student to visit his village in the mountainous area of East No. 1. The village, which is described at length in the next chapter, is of course an agricultural settlement. In order to reach it, it is necessary to travel by foot.

A somewhat greater degree of informality prevails in these surroundings than in Kathmandu. To begin with, the Gorkhali house style which is found here is of a simple one-storey design, and the question of specific functions of the various parts of the house does not arise. Nevertheless, the foreigner should not expect to be invited into the kitchen.

Where to look it up.

Aorist future tense: I.N., Ch. 20

hola and aorist perfect (garyo) or first perfect participle (gareko)

= garyo hola, gareko hola; to express probability: I.N. pp. 227-228

Infinitive and hola (garnuhola) as polite request: I.N. pp. 228-229

Aorist future and jasto: I.N. p.229

Vocabulary

रोपाईको मेलो	"paddy-transplanting bee", i.e. cooperative effort at the time of transplanting the rice.
काका	"father's younger brother"
मोही	a kind of "lassi", i.e. a cooling beverage made by mixing curds and water.
हक्स	"okay" pronounced <u>haus</u> .

चिउरा

"beaten rice" which persons of different castes may eat together without offending any of the caste interdining rules (and which is therefore kept on hand for guests).

भुराहरु

"school-children"

दाज्युलाई

(in line 15), the speaker is referring to the guest.

कौका

"cucumber"

खेताला सेताले

"fieldworkers and farmhands" -- cf. bhāt-sāt, etc.

गोठालो काम

"the job of grazing the cattle"

पुस्ता

"generation"

(A) Reading Selection:

एउटा पहाडी गाउँ

(अमिरिकी साथीलाई मैले एक दिन मेरो गाउँ देखाउन लगे)

निकै थानुभयो स्यारे ! एक छिन यहाँ ठाँटी डाँडाको^१ चिसो हवामा बिसाउँ^२ । कसो ? त हामीले तलबाट देखेको स्कूलको घर यही त हो नी ! हेनु होस कति ठूलो छ । यस भेकमा^३ यही मात्र एउटा हाई स्कूल भएको हुनाले यहाँ वरी परी सबै गाउँबाट विद्यार्थीहरु पढ्न भनेर आउँछन । यो गाउँमा हुलाक पनि छ । ऊ त्यही सानु साइन बोर्ड भएको ढुंगाको घर । हो ! त्यही घर हुलाक घर हो । एउटा कोठामा सहकारी उपभोक्ता समिति^४, कोअपरेटिभ स्टोर स्या ! उ त्यो परको ठूलो रुखमुनिको देवीको मन्दिर हो । त्यहाँ बर्षिनै जात्रा पनि लाग्छ ।

यो गाउँमा खास गरी भोटे, बाहुनहरुको नै बस्ती हो । गाउँ भरि गरि पुगनपुग आठ सय^५ जति घर होलान । पहिले त यो गाउँमा भोटेहरु मात्र थिए रे । यहाँ भोटे राजा नै राब्य पनि गथ्यो^६ रे । पछि बाहुनहरु आएर बसे ।

सबैको पुगनपुग आफ्नै खेत बारी छ । ती सेतो कमेरा^७ लिपेका^८ घर छन नि --- ती चाहिं यहाँका भोटेहरुको घर हो । र रातो माटो र गोबर अनि माथि कमेराले पातेको^९ घर चाहिं बाहुन बाजेहरुको, त, बुझुभयो होला, वरी परीका अरु गाउँ जस्तै यो गाउँको पनि मुख्य जीबिकाको^{१०} आधार^{११} खेती किसान नै हो । गाउँको सयकडा सय मानिस घुमाई फिराई^{१२} खेती बारीमा भर पर्छन^{१३} । कि त आफ्नो खेत बारी आफै गर्छन, कि अर्कालाई ज्यालामा^{१४} गराउँछन वा अर्काको ज्याला गरी खान्छन ।

त्यो उत्तर पूर्वीतिर हरियो फाँट^{१५} छ नि, हो । त्यो चाहिं यो गाउँ र त्यो पारी डाँडाको गाउँ दुवैका मानिसहरुको बेशी खेत^{१६} हो । यहाँ क्वामा^{१७} धान र हिउँदतिर^{१८} गहुँ^{१९} रोप्छन । त्यो खोलाको पानीले पाले सित^{२०} खेतमा पानी पटाउँछन^{२१} । अनि त्यो खेतको फाँटको बियमा पिपलको चौतारा^{२२} भएको चउर छ नि हो ! त्यहाँ चाहिं गाई गोरु र भैसी बाख्राहरु चराउँछन ।

केटाकेटीहरू बिहानै सवेरै भात खाने बित्तिकै गाई गोरु लेजान्छन । अनि साँझातेर माहरे फर्किन्छन । अ, त्यसपछि त्यो रातो पाटोहरू^{२२} भएको बारीमा चाहिं उनीहरू काँ अगाडी मकै कोखो^{२३} आदि उब्जाउँछन । यहाँ भट्मास केराउ सिमी बोडी मासहरू^{२४} पनि निकै उब्जिन्छ^{२५} । साग सब्जी जस्तै, फर्सी^{२६}, काँको, मूला^{२७}, सागहरू --- रायो, चम्सुर, लासुन इत्यादि पनि निकै हुन्छ । मान्छेहरू माछा मासु पनि खान्छन । गाउँउमा भोटेहरू निकै कुखरा पालछन र जाड रक्सी पनि खान्छन ।

यो गाउँ त्यस्तै करीब पाँच हजार फिट जति अरुको ठाउँमा भएको हुनाले यहाँको हवापानी पनि निकै राम्रो छ । यहाँ भोटेहरूले बुनेको पटुका^{१८} र सेतो कपडाहरू निकै राम्रो र बलियो हुन्छन । आज कल गाउँका धेरै मानिसहरू तल बाटोमा पनि काम गर्न शर्छन^{२९} । त्यसैले आजकल गाउँमा सबै मान्छेहरू रसिला भरिला^{३०} र केही चेतन शील^{३१} पनि हुँदै आएको कुरा म तपाईंलाई बिस्तारले भोली पर्सी देखाउँला । ल अहिले, ऊ त्यो मेरो घर तिर जाउँ ।

(B) Where to look it up.

The second perfect participle: I.N., Ch. 21

The second perfect participle in "if" sentences: I.N., pp. 235-236

The second perfect participle + pani: I.N., pp. 236-237

The second perfect participle + pachi, dekhi, and samma

Vocabulary

Note. The ethnic group (Tamangs) living side by side with the Brahmins in Phalate are referred to locally as "Bhote". This is, however, an insulting term to Nepalis. It has been retained in this selection because to change it would have resulted in an artificiality—the people of Phalate, in Phalate, are called bahun ra bhote—but it should not be used as a term of reference by a foreigner.

- 1 the name of the ridge
- 2 to rest while climbing hills (pūrbiyā word used by porters and walkers)
- 3 area
- 4 Consumer's Cooperative Society
- 5 approximately eight hundred
- 6 white clay
- 7 covered or plastered with
- 8 covered or plastered with (syn. with līpekā)
- 9 livelihood
- 10 base

(Vocabulary)

- 11 directly or indirectly
- 12 depends upon
- 13 jyālā = wage
- 14 flat or level land
- 15 beṣi khet = valley, i.e. paddy, field
- 16 during the monsoon
- 17 during, toward, winter
- 18 wheat
- 19 by turns
- 20 irrigate
- 21 a raised platform built of stone, in the middle of which one or two large trees have been planted and grown; they provide travellers with a place to put down their loads and rest.
- 22 terraced plots of land
- 23 millet (a staple ingredient of jād)
- 24 all different kinds of beans (bhatmās, kerāu, etc.)
- 25 grow (I-stem)
- 26 pumpkin (pumpkin-greens are a kind of sāg; sāg = edible greens)
- 27 radishes
- 28 a kind of long cloth wrapped around the waist
- 29 go down (Phalote is in the hills, whereas the road runs through the gorge of the Kosi River); see Cultural Notes, Chapter Twenty-three.
- 30 prosperous
- 31 sophisticated, aware of the world outside the village

(A) Reading Selection: बिजयपुर

नेपाल संगठित ^१ देश हुनु भन्दा पहिले बिजयपुर भने एउटा राज्य ^२ थियो । बिजयपुर त्यस देशको राजधानीको ^३ नाउँ थियो । त्यस बिजयपुर राज्यको नाउँ बिजयपुर कसरी भयो भन्ने बारे केही किंबदन्ती ^४ प्रसिद्ध ^५ छन ।

पौराणिक ^६ कालमा कुरु ^७ वंश ^८ पाण्डवहरू ^९ बनवास ^{१०} जाँदा सोही ^{११} ठूलो बिजयपुर भने राज्यमा आइपुगेछन । त्यस बेला त्यो ठाउँमा रुद्राक्ष ^{१२} जनाको ^{१३} ठूलो जंगल थियो रे । त्यसैले त्यस ठाउँलाई मानिसहरू तीर्थ ^{१४} मान्थे । पाण्डवहरू त्यहाँ आइपुगेपछि धर्म हुने हुनाले त्यस ठाउँमा यज्ञ गर्ने ^{१५} निधो गरेछन । यज्ञ गर्न भनेर खानेको खाल्डो ^{१६} (बेदी) ^{१७} धेरै ठूलो थियो रे । यज्ञ सिद्धिएपछि त्यो खाल्डो (बेदी) पुग्ने कुरा भएछ । अनि दाज्यू-भाईमा सबै भन्दा बलिया भिमसेनलाई नै त्यो काम गर्न अरुले अह्नाएछन ^{१८} । भिमसेनले पनि एक झोला माटो ल्याएर त्यो खाल्डोलाई पुरिदिएछन । तर बलिया भिमसेनले झोलामा ल्याएको माटो पनि धेरै रहेछ । त्यसैले खाल्डो पुरिएर पनि त्यहाँ एउटा ठूलो ढिस्को ^{१९} भएछ रे ।

संस्कृतमा यज्ञ गर्न बनाएको खाल्डोलाई बेदी भन हुनाले यो बेदीपुरको ढिस्कोलाई बेदीपुर भन थाले रे किनभने " पूर " भनेको सहर हो । पछि बेदीपुरबाट बिग्राएर ^{२०} बिजयपुर भने नाउँ भएको हो भनेर मानिसहरू भन्छन

र अर्को एउटा ऐतिहासिक ^{२१} कथा पनि यस बारे भन्छन । पाल्पाका राजा मुकुन्दसेनका छोरा - नातीमा एकजनाले देशहरू विजय गर्दै ^{२२} गर्दै ^{२३} यहाँ बिजयपुर सम्म आइपुगेछन । विजय गरेर त्यहाँ सम्म आइपुगेको हुनाले त्यस ठाउँलाई विजयपुर भनेको हो भनेर पनि भन्छन ।

त्यस्तै मुकुन्दसेनकै छोरा-नाती एकजना वंजयसेन भन्ने थिए रे । र तिनले त्यस ठाउँलाई जितेर राज्य गरेकोले विजयपुर भनेको भन्ने पनि धेरै छन ।

वास्तवमा पश्चिम नेपाल पाल्पामा पनि एउटा विजयपुर भने ठाउँ छ । त्यस्तै पाल्पाको बिजयपुर र यो धराननेरको बिजयपुर दुवै ठाउँमा एकै किसिमको कालीको मन्दिर भएको हुनाले मानिसहरू यस कुरामा केही सत्यता छ कि भनेर शंका गर्छन ।

Cultural Notes

The above kimbadantīs, or legends, give several versions of the origin of Bijaypur, a town two miles east of Dharan in eastern Nepal. Bijaypur was an important center in the times of the Kiranti kings. The Raja of Bijaypur was the last of this dynasty.

Where to look it up.

The second perfect tense: I.N., Ch. 22

The second preterite tense: I.N., Ch. 22

The second perfect tense used in the main clauses of complex sentences, with bhaneko ta in the subordinate clauses: I.N., pp. 247-248

Vocabulary

- 1 united, unified
- 2 kingdom
- 3 capital city
- 4 legends
- 5 famous
- 6 ancient
- 7 the Kuru Dynasty
- 8 the five Pandava brothers
- 9 exile in the forest
- 10 that (= tyo, uhī)
- 11 rudrakṣ seeds or fruit (used for medicinal purposes; necklaces made of rudrakṣ nuts are supposed to effect cures in many ailments)
- 12 a place of pilgrimage
- 13 to make a sacrifice
- 14 excavation, ditch
- 15 altar for sacrifice
- 16 they ordered
- 17 hillock or bank of earth
- 18 here: corrupted
- 19 historical. An aitihāsik kathā is distinguished by the Nepalese from a kimbadantī. The latter are merely legends but the former are considered to have a core of truth in them.
- 20 conquering one country after another

(A) Reading Selection: जंग बहादुर

१८१७ ई. मा बाल नर सिंह की कान्छी स्वास्नीबाट जन्मेका जंग बहादुर त्यति खेरको नेपालमा शक्ति - शाली ^१ व्यक्ति ^२ भए र उनको पाला ^३ देखि राणा परिवार नेपालको राजनीतिमा बलियो भएको थियो । उनले नै श्री ^४ सुरेन्द्र विक्रमबाट आफ्नो खानदानमा पौरिक ^५ प्रधान मन्त्रित्व ^६ पाउने शाही ^७ लाल मोहर ^८ लिएका थियो । उनको जीवन सम्बन्धी धेरै रमाइला कथाहरु प्रचलित ^९ छन । उनी बडा सुरा ^{१०} बहादुर र चलाख ^{१०} पनि थिए । तर उनि पढे लेखेका भने थिएनन ।

(१) उनी जब आठ बर्षको उमेरका थिए, आफ्नो पिताको लागि कसिराखेको ^{११} घोडामा सहसा ^{१२} चढी घोडा दौडाएछन् ^{१३} । यस भन्दा पहिले उनले कहिले पनि घोडा चढेका थिएनन । तैपनि दौडेर तबेलामा गई न अडिन्जेल ^{१४} घोडाको पिठयुमा उनी शान्ति सित अडिबसेछन् ^{१५} ।

त्यस्तै अर्को एक दिन त्यस्तै उमेरमा बगेचामा ^{१६} गएको बेलामा उनले एउटा सर्प ^{१७} देखेछन । र उनले एकाएक त्यस सर्पलाई हातमा ली खेलौना ^{१८} जस्तो खेलाउँदै आफ्नो बाबु आमालाई देखाउन भनी गएछन् । सर्पले पनि उनको हात सबै बेरिदिएको ^{१९} थियो । उनी आफ्नो बहादुरी देखाउन भनी बाबु आमा नेर गएका सानु जंग बहादुरलाई त्यस्तो हालतमा ^{२०} देखेर उनका बाबु आमाहरु समेत डराएछन् । तर जंग बहादुर भने डराएका थिएनन् । अनि बल ^{२१} सर्पलाई जंग बहादुरबाट छुटाएछन् ^{२२} ।

(२) जब जंग बहादुर जवान थिए त्यति खेर युवराज सुरेन्द्र ^{२३} उनलाई अनेक किसिमका बहादुरी कामहरु गर्न अह्राइरहन्थो ^{२४} । यस्तै गरी एक दिन सँग घुमिरहेको बेलामा युवराज सुरेन्द्रले जंग बहादुरलाई धराराबाट ^{२५} हाम फाल्न ^{२६} अह्राए । भनेको न माने युवराज रिसाउने हुँदा उनलाई खुशी पार्न जंग बहादुर धराराबाट हाम फाल्न राजी भए ^{२७} ।

अनि उनी त चलाख थिए नै । त्यसैले त्यति अग्लो धराराबाट हाम फाल्न उनले एउटा बलियो छाता बनाउन लगाए त्यसरी हवाको दबावबाट ^{२८} नभत्किने ^{२९}

बलियो छाता बनाउन लगाएर त्यही छाता लिएर उनी धराराबाट हाम फाले र यसरी युवराज सुरेन्द्रलाई खुशी पारे भने कथा प्रचलित छ ।

Where to look it up.

Simple preterite tense (garthyo "he used to do"): I.N., Chapter 23

Conditional sentences: I.N., pp. 257-258

The infinitival preterite tense (also "used to"): I.N., pp.258-259.

Vocabulary

- 1 politically powerful
- 2 person, individual
- 3 here: "time" in the sense of "in the life and times of..."
- 4 hereditary
- 5 prime ministership
- 6 royal
- 7 Red Seal (of the Crown)
- 8 popular
- 9 courageous (synonymous with bahādur)
- 10 shrewd
- 11 which had been saddled (for his father)
- 12 suddenly
- 13 galloped away (on); daudāunu is the causative of dagurnu "to run" and means "to race, cause to run"
- 14 until (the horse) stopped
- 15 kept his seat
- 16 a small garden
- 17 snake
- 18 toy
- 19 was wrapped around
- 20 in such a situation (hālat = "state of affairs, condition")
- 21 with great difficulty
- 22 they freed (his hand from the snake)
- 23 Crown Prince Surendra
- 24 used to command him (to)...
- 25 the Dharara, a tall tower in Kathmandu also known as Bhimsen Tower

(Vocabulary)

26 to jump from a height

27 he agreed

28 air pressure (dabāunu , "to press down on")

29 not-to-be-broken

(A) Reading Selection: धूलिखेल सम्मको बस यात्रा

होस्टलबाट हतार ^१ हतार गरी निस्कँदा * पनि सात बजिसकेछ । अझै घरमा लोजाने सरसामानको ^२ किनमेल गर्ने त बाँकी नै थियो । इन्द्रचोकमा हतारसित भाई-बहिनीलाई भनेर थोरै ^३ चिज-विज किनें । भोटहिटीको मुखेबाट ठूलो लामो सुन्तला रँगको बस रत्न पार्क ^४ बस स्टपमा टाढेबाट टड्काले ^५ चिनियो ^६ । बस स्टपनेर पुग्दा नपुग्दै आठ बजिहाल्यो । हतारिएर बस भित्र पसें । तर बसमा त धेरै मानिस रहेनछन । ड्राइवर कन्डक्टर पनि भित्र देखिनै । बस भित्र मैले चिनेका एकजना अमिरिकी स्वयम सेवक पनि रहेछन । उनी धूलिखेल हाई स्कूलमा पढाउँछन । मेरो उनीसित उही परिचय ^७ भएको हो । त्यसैले उनीसित भलाकुसारी ^८ गर्न लागे । उनी पनि दसैको निम्तोमा ^९ मात्र धूलिखेलमै जान लागेका रहेछन । मैले पनि उनलाई दसै मान्न आफ्नो घर आउने निम्तो दिएँ । उनी राजी भए ^{१०} । एततिकैमा बस कन्डक्टर पनि आयो र टिकट बेच्न थाल्यो । हामी दुवैले धूलिखेल सम्मको टिकट काट्यौं । अमिरिकी स्वयम सेवकले राम्रो नेपाली बोलेको देखेर कन्डक्टर मात्र होइन बस भित्रका सबै यात्री दँग परे ^{११} । हामी संगै एकजना बूढा प्रधान पछि ज्यू हुनुहुँदो रहेछ । प्रधान पछि ज्यू बडो चाख मानिकन अमिरिकी स्वयम सेवक संग कुरा गर्न थाल्नुभयो ।

धूलिखेल त एक छिनमै आइपुगे जस्तो लाग्यो । त्यसपछि अमिरिकी साथीसित बिदा भएर म र प्रधान पछि ज्यू बिस्तार बिस्तारै उकालो चढ्यौं र आफ्नो आफ्नो बाटोतिर लाग्यौं ।

Cultural Notes

Dhulikhel is a medium-size town in East No. 1. It lies on the first ridge after Banepa, which is situated in the next valley travelling northeast from Kathmandu. Until recent times there was no public motor transport to Dhulikhel, but now the Araniko Rajmarg* has opened this area to regular bus routes. Those living in outlying villages still must make part of the journey by foot, however.

The buses between Banepa, Dhulikhel and Kathmandu leave every few hours from a place opposite Ratna Park. They travel via Bhatgaon and the trip is well worth while for sightseers.

* At the time of this writing this had only recently been made the official name of the road, which was formerly known as the Kathmandu-Kodari highway. It was not possible for this writer to ascertain the official English spelling; in Nepali it is written अरनिको राजमार्ग.

Where to look it up.

Absolute participle (gari) : I.N. Ch. 24
Absolute verbs: with saknu: I.N. pp. 266-267
 with dinu: I.N. pp. 267-268
 with hālnu: I.N. pp. 268-269

Vocabulary

- 1 hurry
- 2 things, items, stuff--sarsāmānko kinnel would equal "shopping list"
- 3 a few
- 4 Ratna Park: a small park named after Her Majesty Queen Ratna, located at the end of the Tundikhel
- 5 clearly, distinctly
- 6 was visible (I-stem)
- 7 acquaintance
- 8 inquiries as to health and well-being
- 9 invitation
- 10 he agreed
- 11 were astonished

CHAPTER TWENTY-FOUR

(A) Reading Selection: गाइ जात्रा

नेपालको गाइ जात्रा भने बडो अनौठोको हुँदो * रहेछ । मेले गए साल भाद्रमा खुब रमाइलो सँगै यो जात्रा हेर्ने मौका पाएको थिए ।

यो जात्रामा तपाईंले बिहान सबेरै देखि शहरका बाटभरी मानिसहरूलाई रंग बिरंगी लुगा लगाएर हिंडिरहेको देख्नुहुनेछ । गत ^१ साल मरेका मानिसको आत्मालाई शान्ति मिलोस भनी यो जात्राको चलन चलिरहेको हो भनेर मानिसहरू विश्वास गर्छन । यो जात्रा धेरै पहिले देखि यसै गरी भइरहेको छ । जात्राको दिन कोही बौलाहा ^२ जस्तो, कोही जोगी ^३ जस्तो भएर धेरै मानिसहरू बाटमा हिंडिरहेका हुन्छन् । धेरैजसो गाइ भएर, त्यस साल मान्छे मरेको प्रत्येक ^४ घरबाट मानिसहरू निस्किरहेका देखिन्छन् । गाइ बन्नेहरूले पेरुंगोको ^५ टोपी लगाएको हुन्छ । त्यो टोपीको एकापट्टि ^६ गाइको मूर्ति ^७ र अर्कोपट्टि गणेशको मूर्ति बनाएको हुन्छ । फेरि एउटा लामो पटुका भुईँमा लतादे ^८ हिंडिरहेको हुन्छ ।

तर बौलाहा बन्नेहरू भने बडो रमाइलो सँगै हँस्यौली ^९ गर्दै जिस्किरहेका देखिन्छन । यिनीहरू बाटमा हिंडिरहेको बेला बडो रमाइलो हुन्छ । मानिसहरूले पनि यिनीहरूको कुरा चाख ^{१०} लिएर सुन्छन । सबै मानिस यिनीहरूलाई ध्यानले ^{११} हरिरेहेको र सुनिरहेको तपाईं देख्नुहुनेछ ।

अनि गाइ जात्रामा बिभिन्न ^{१२} रूपमा हिंड्ने यस्ता मानिसहरूलाई बाटो बाटोमा अनेक चीजहरू दिइरहेको पनि देखिन्छ ।

यो जात्रा नेपाल खाडोमा नेवारहरू बीच धेरै पहिले देखि चलिरहेको छ । यो जात्राले मरेका मानिसको आत्मालाई स्वर्ग ^{१३} पुऱ्याउने ^{१४} विश्वास अझै पनि त्यस्तै पनि छँदै छ ** ।

* See I.N. P. 291 for an explanation of this.

** See I.N. p. for a discussion of constructions such as chādey cha.

Cultural Notes

This description of Gai jatra is largely self-explanatory. It is basically a Newar festival. Dor Bahadur Bista says in this regard: "All families of which one or more members died during the preceding year send decorated cows to round the city. Those who cannot afford the actual cow may employ a small boy to wear colourful dresses and a basket covered with painted papers on his head to represent the cow. This is done to help the dead members of the family to enter the gates of heaven...Morning sees the "cows" through the city streets, and later in the afternoon some people come out in varying costumes to act as clowns, criticising or mimicking the social, political or individual peculiarities of the society of certain people, and amuse the thousands of spectators gathered for the occasion along the streets."**

Where to look it up.

Continuous and frequentative (= habitual) aspects of absolute verbs (gariraheko, garirahanthyo, etc.): I.N. Chapter 25.

Vocabulary

- 1 the past year (a Sanskrit loan word)
- 2 madmen
- 3 yogis, ascetics
- 4 every
- 5 a kind of flat bamboo basket
- 6 on one side
- 7 image
- 8 dragging
- 9 jokes
- 10 interest; cākh liera "avidly"
- 11 attentively
- 12 various
- 13 heaven, paradise
- 14 to cause to reach

** People of Nepal, by Dor Bahadur Bista, p. 24. Published by the Department of Publicity, Ministry of Information and Broadcasting, His Majesty's Government of Nepal. 1967.

CHAPTER TWENTY-FIVE

(A) Reading Selection: दशैं

- क - दशैंमा घरमा हुनु पनि आवश्यकै ? सम्झिन्छ ।
- ख - विधार्थिहरूको निमित्त दशैं भन्दा * के भो र ?
- क - होइन, दशैंमा घरमा न हुने हो भने माता पिताहरूलाई उति रमाइलो लाग्दैन । र अरु आउने ईष्ट मित्र^२ पनि हँसिला^३ खुशिला^४ रहँदैनन् । त्यसो भएर यही हुनु आवश्यकै छ । दशैं आखिर चाड^५ पनि ठूलो भै हारियो नि ।
- ख - यसलाई कर्ण दिन भरी पखेरि आउँछ^६ र अनि खुशियाली^७ मनाउन सक्छो ।
- क - हँ साथी तपाईंहरू दशैंमा के के गर्नुहुन्छ भन्नुस त ।
- ख - दशैंमा हामीहरूको विशेष गरेर कार्य^८ त केही हुँदैन । तैपनि नव दुर्गा शुरु भए देखि मानिसहरू अरु काम काज^९ बाट छुट्टी लिएर दशैंमा खुशियाली मनाउने तर्फ बाट^{१०} घरलाई सजिसजाउ पार्नु^{११}, यता उति बाट्यहरू साफ सुघर पार्ने काम, र दशैंमा खाने चीजहरू बनाउने पट्टि धेरै नै व्यस्त भैरहिन्छ । अरु बस विशेष काम त त्यस्तै हो । अरु सप्तमि^{१२} भए पछि त्यही ठूलो रमाइलो हुन्छ । बाजाहरू^{१३} बजाउँछन्^{१४} नाचगान^{१५} पनि हुन्छ । एउटा बली बेदीमा बोकोहरू^{१६} काटिने र अष्टमिको दिन^{१७} क्षत्रिहरूको चाड भन्छन् । त्यसमा क्षत्रिहरूका घर घरमा एकजुट^{१८} खसी बोको काटिन्छन् । र नवमीको दिनमा^{१९} बाहुनहरूले खसी काट्छन् । दशमिको दिन टीका - टाला^{२०} हरू लगाए, अनि बेलुकि ईष्ट मित्रहरूको आउनु जानुको घर घरमा भीड खचाखच^{२१} भरिएको हुन्छ । टीका लगाउनेको तौती^{२२} र प्रसाद दिनेको^{२३} तौती, बडा रमाइलो चालले^{२४} मनाइन्छ । म सम्झिन्छु^{२५}, तपाईंहरूको पनि यस्तै नै गरी मनाइन्छ होला यो चाड ।

Cultural Notes.

The festival of Dasain, or Durga Puja, is the most important of all Nepali festivals. It is celebrated for two weeks during October and during this time most government offices are closed.

The Dasain described in this chapter takes place in Pokhara, in East No. Three. The description was transcribed from a recording made by two students at Prithvi Narayan College. The Nepali spoken is typical of Pokhara.

* = bhaneko. The variant spellings in this selection have not been changed to agree with the standard spellings. Variations in spelling are a characteristic of Nepali to which the student must eventually become accustomed. Footnotes will be supplied only in those cases where the variant spelling would give rise to confusion.

Every family must sacrifice a goat during Dasain. On the 10th day or Tika Day, junior members of the family come to receive tika (a mixture of rice, curds and pink color, placed on the forehead) from their elders, and employees and servants come to receive it from their employers. All those who come to receive tika must also receive something to eat--usually goat curry and ciura.

Where to look it up.

Imperfect participle (gardā, gardey): I.N. Chapter 26

Imperfect participle in "while" constructions: I.N. pp.286-289

gardā-nagardey-type constructions meaning "had scarcely...when":
I.N. p.290

Months of the year: I.N. p. 109.

Vocabulary

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- 1 an absolute must
- 2 relatives and friends, "kith and kin"
- 3 smiling
- 4 happy
- 5 festival
- 6 ="comes but once a year"
- 7 joyfully
- 8 = kam, work
- 9 also = kam
- 10 ...taraf bāta, in order to
- 11 to clean nicely
- 12 here: the seventh day of the Dasain festival
- 13 musical instruments
- 14 they play
- 15 dancing and singing
- 16 boko = the goat for sacrifice, balī bedī = the place for sacrifice
- 17 the eighth day of the Dasain festival (also the day of the Phulpati Procession in Kathmandu)
- 18 = ek ek autā, i.e., one goat for every house
- 19 the ninth day of the Dasain festival
- 20 tikā-tālā is defined in the Nepali śabda-koś as tikā lāune kām, or the ritual of putting on the tikā.

- 21 packed to capacity
22 line
23 (food must be given to those who come to take tīkā)
24 cāi = tarīka, method, manner
25 an I-stem, meaning here "to think or understand"; samjhanchu means "I remember"

(A) Dialogue: भरिया ?

- यात्री - ए, दाई!
- भरिया - हजूर!
- यात्री - एउटा भारी ^२ त्यहाँ घान्चोक सम्म लैजानु पर्ने थियो, तिमी जान्छौ कि जाँदैना ?
- भरिया - हजूर जान त जान्छे ^३, अब हामी दुःखी गरीब दरिद्र ^४ त्यस्तै — पैसा कति दिनुहुन्छ हजूर ?
- यात्री - भारी त थोरै ^५ ने छ धेरै गहुँगो ^६ पनि छैन क्यारे! हलुंगो ^७ ने छ अब गहुँगो भारी छैन। अब तिमी कति भन्छौ त्यही पनि — पैसा ?
- भरिया - अब कतिभन्नु हजूर! अरि बाटुली जौर ^८ सम्म, धिरान ^९ बाट बाटुली चौर सम्म, दस रुपियाँ दिएका थिए, अस्तिका साबले। अब यहाँबाट आज भरे सम्म कति सम्म दिनुहुन्छ हजुरले ?
- यात्री - मैले फुद्र रुपियाँ सम्म दिन्छु। तिम्रो चित्त बुझ ^{१०} भने लैजाऊ। त्यहाँ भदा बढता — अब भारी गहुँगो पनि छैन र घान्चोक धेरै टढा पनि छैन यहाँबाट
- भरिया - फुद्र रुपियाँ न भनोस न, अलिकति बढाउनुोस।
- यात्री - फुद्र रुपियाँ भदा बढता न भन, किनभने भारी गह्रै ^{११} छैन हलुका छ। फेरि बाटो पनि टढा छैन। तिमीलाई बरु ^{१२} चिया सम्म खान दिन्छु।
- भरिया - एउटा जडौली ^{१३} सम्म दिनुहोला है ?
- यात्री - जडौली धेरै राम्रो त छैन, अलि फँटि फाटेको ^{१४} छ क्यारे। गह्रै हुन्छ भनेर मैले कपडा पनि ल्याइने ^{१५}। फाटेको एउटा त्यही मात्रै दिन सक्छु। अरु बढता त छैन।
- भरिया - अब नाँगे सुतेर तपाईंको दया ^{१६} भने पनि जे होस, मलाई खर्च पनि म ...अलि बाटो खर्च...
- यात्री - खर्च त हेर मैले भारीमा चामल ^{१७} बोकाएर लिएर गएको छैन। चामल किन्नु पर्छ मलाई त। अब चामल किन्ने डँडाट ^{१८} पनि के गर्ने—अब तिमीलाई फुद्र रुपियाँ पनि दिइ हाले त्यहाँ भदा बढता मैले कति बढाऊँ भन त तिमीले नै ? फेरि धेरै टढाको बाटो होइन। ल लैजाऊ।
- भरिया - अँ, बसूँ भने आधा दिन बियो ^{१९}। चुरोट सम्म त दिनुहोला ?
- यात्री - चुरोट त म खान्न हेर! मैले खाने भए मैले खाँदाखेरि दिइ हाल्थे। त्यसै हुनाले चुराट त दिन्न।
- भरिया - जे भए नि अब लगेँ ल!
- यात्री - चिया सम्म दिने भएँ ल तिमीलाई।

भरिया - ल हिंङ्ने बेला २० !
यात्री - ल !ल!हिंड!

Note

This selection consists of a conversation between a porter and a man with a pack (bhari) travelling from Pokhara to Ghanchook (about a day's walk). The dialogue is typical of such negotiations.

Where to look it up.

The imperfect tense: I.N. Ch. 27

The imperfect preterite tense: I.N. Ch. 27

Vocabulary

- 1 porter
- 2 pack
- 3 "of course I'm going"
- 4 "miserable, poor and penniless"
- 5 light, little
- 6 heavy
- 7 light
- 8 a place name
- 9 also a place name
- 10 if you agree
- 11 heavy, difficult
- 12 however
- 13 second-hand item of clothing
- 14 torn
- 15 "Thinking that it would be heavy, I didn't bring (many) clothes"
- 16 kindness
- 17 uncooked rice
- 18 extra work, trouble, pains
- 19 the aorist perfect is used here for emphasis : "if we stay here (any longer) the day will be half gone"
- 20 time to leave!

CHAPTER TWENTY-SEVEN

(A) Reading Selection: बनेपाको बाटोमा एउटा बूढो सितको कुरा *

- यात्री - होइन, तपाईं के कामले आउनभो ?
 बूढा - मेरो यो भूमि सुधार ? मुद्दा परेको रहेछ ।
 या - भूमि सुधारमा मुद्दा परिरहेछ ! किन ?
 बू - यो फलाफिटको खेतको । अघि मैले बाज्या पालामा ^२ कति गरि ^३ खाइ
 आइराख्या थें ^४ । पुर्खको ^५ पालाको । उहिले बाजेले दिएका थिए
 सजिया ^६ गराएर राखी छोडेको थियो ।
 या - अनि ऐल्ले ^७ तारीख ^८ थियो त ?
 बू - बैसाख ७ गते फछ्योटी ^९ दिए । जितियो । ^{१०} अहिले दर्ता ^{११} पनि सारेर
 ल्याएँ । रसिद प्रमाण ^{१२} पनि सारेर ल्याएँ । कही दिन बसेर बलाबल ^{१३}
 गर्दा खेरि मैले पघा लाउने ^{१४} सकिने । घरि उहाँ गो भन्छ घरि कहीं ^{१५}
 गो ^{१६} भन्छ । त्यहीँबाट उहाँ गएर बुझ्दा ^{१७}, रसिद खाजेर पघा लाएर ^{१८}
 ल्याएँ ।
 या - अरु छोराहरुको के छ ?
 बू - खेत सेत रोप्न आ थ्यो ^{१९}, अहिले पढ्न गयो ।
 या - हिजो आयो ? ^{२०}
 बू - अँ ।
 या - अहिले जाउँ हवै ^{२१} त ?
 बू - हुन्छ ।

* This conversation was recorded between a farmer of East #1 and a young student from his own village. The two of them had met on the road to Kathmandu and were exchanging news.

The farmer speaks in a dialect typical of East #1. The idiosyncrasies of this dialect have been retained in the reading selection.

Where to look it up.

The imperfect participle + ko, ma: I.N. pp. 306-307

gardey gardeyna-type phrases indicating refusal: I.N. p. 307

gardey garchu-type phrases indicating continuous action: I.N. p. 307

Instrumental case (-le) and the imperfect participle meaning "on account of": I.N. p. 308

Imperfect participle + pani = "although": I.N. p. 308

Months of the year: I.N. p. 109

Vocabulary

- 1 "Land-Reform"
- 2 since the time of our forefathers
- 3 working hard
- 4 were continuously consuming (i.e. using)
- 5 ancestors
- 6 more correctly sājhā, "common property"
- 7 = ahile
- 8 date (of the court case)
- 9 decision
- 10 we won (I-stem, aorist perfect)
- 11 registration
- 12 certifying (i.e. official) receipt (rasid)
- 13 trying everything (lit. "using force against force")
- 14 to tie a hobblestick to—i.e., get the upper hand over the situation the speaker is, of course, a farmer.
- 15 ghari = sometimes; ghari...uhā...ghari kahā means "first there, then somewhere else"
- 16 = gayo
- 17 going and finding out
- 18 "I got hold of it and brought it back"
- 19 = āeko thiyo
- 20 The student is on his way to Kathmandu, whereas the farmer is on his way to the village. Therefore, the student says that the farmer's sons came to Kathmandu, but from the farmer's viewpoint they went there.
- 21 = hey

घटौ कर्ण

त्यो दोबाटोमा तीन खुट्टा बनाएर राखेको हरियो घौंस नरकट हो । यरारी नरकटलाई तीन खुट्टा बनाएर ठड्याए पछि त्यहाँ बीचमा घटौ कर्ण को तस्वीर वा मूर्ति राख्छन । घटौ कर्ण भनेको एउटा राक्षस हो । घटौ कर्ण भने राक्षसले यहाँ पहिले खुबै दुःख दिएको थियो । त्यस कारणले यहाँका मानिश्हरुले त्यो घटौ कर्ण राक्षसलाई, यसै गरी मारेका हुनाले अहिले सम्म हरेक कर्ण त्यसको मृतुको समझना गर्छन र खुशी मनाउँछन ।

यो खास गरी यहाँको नेवारहरुको चाड हो । यस पर्वमा बिहान सबेरै घटौ कर्णको मूर्ति भएको नरकट दोबाटोमा ठड्याएर राख्छन र जगात गर्छन^१ । अनि केटकेटीहरु, ठूला मानिश्हरु पनि बाटो हिंडनेहरु सित पैसा माग्छन । बाटो हिंडने मानिश्हरुले पनि, त्यो दुष्ट राक्षस बाट छुटकारा पाएकोले खुशि साथ धेर थोर^२ पैसा दिन्छन । र सौझमा त्यस घटौ कर्ण बनाएको नरकटलाई सबैले मिली घिसादै बागमति आदि नदिमा लगेर पोलेर मिलाई दिन्छन ।

^१ जगात गर्नु "to ask for money at the time of the Ghanta Karna festival"

^२ धेर थोर "much or little"

SUPPLEMENTARY READING SELECTION II

काठमाँडौं का केहि मन्दिर

(१) स्वयम्भूनाथ चैत्य

काठमाँडौं को कुनै भागमा आईपुगे पनि पश्चिमतिरको डाँडा बाट हेरिरहेको स्वयम्भूनाथ चैत्य जस्तै पनि देख्छ । टाढा बाट हेर्दा हरियो जंगलको बीचमा रहेको स्वयम्भूको मन्दिर असाध्यै राम्रो देखिन्छ । जुन जुन बेला आगस्तक यस चैत्यको नजीक पुग्छ त्यस बेला यसको कलात्मक बनोटले उसलाई खुशी दिन्छ । केहि सिद्धि उक्ले पछि यस चैत्यमा पुग्निन्छ । तर स्वयम्भूका चारैतिरका कलात्मक आँखा अगाडि हुने बित्तिकै जस्तै पनि थकाई बिर्सिन्छ ।

यो मन्दिर करीब २४,०० वर्ष पुरानो हो भन्ने विश्वास गरिन्छ । यसको वास्तुकला स्तूप शैलीको हो । यस्तो शैलीको स्तूप तिब्बत र एशियाका धेरै बौद्ध मार्ग देशमा पनि पाइन्छ । सँगै एउटा पैगोडा वास्तुकलाको हिन्दू देविको मन्दिर पनि छ । यस चैत्यका वरिपरि घुमिरहने बाँदरहरु पनि यस ठाँउका शोभा हुन ।

यस मन्दिरको उत्पत्ति बारे एउटा रमाइलो किंबदन्ति छ । मञ्जुश्रीले आफ्नो खड्गले चौभार कटुवाल दहको^१ डाँडो काटी, काठमाँडौंलाई दह बाट उफ्र्यका बनाए । तर आजकाल स्वयम्भू चैत्य भएको ठाउँमा रहेको तलाउ भने तलाउ नै रह्यो । पानी गएन । उनी त्यहि तलाउमा एउटा कमलको फूलमा बसेका स्वयम्भू भगवान प्रकट भए^२ । यसरी स्वयम्भूको उत्पत्ति भयो ।

^१ दह : "lake"

^२ प्रकट हुनु : "to spring forth (from)"

(२) कृष्ण मन्दिर

पाटन दरबार सवापरमा देखिने पल्लो छेऊको कलात्मक ढुंगे^१मन्दिर कृष्ण मन्दिर हो। पैगोडा बास्तुकलाका मन्दिर र दरबारले भरिएको ठाउँमा त्यो आफ्नै ढुंगको^२मन्दिर टढे बाट टडकाले चिनिन्छ। यस मन्दिरको मुख्य विशेषता के हो त भनें, ढुंगे ढुंगाले बनेको छ। र यसमा प्रयोग गरिएका हरेक टुक्रा ढुंगामा कलात्मक काम गरिएको छ। यस मन्दिरको वरिपरि प्रसिद्ध हिन्दु ग्रन्थ रामायण र महाभारतका विभिन्न दृष्यहरू अंकित गरिएका छन। ती दृष्य हेरे त्यसै कथा थाहा हुन सक्छ। यो मन्दिरमा नेपाली कला र शिल्पको^३भरमार छ। यस्का एक्काईसओटा गजुर^४ असाध्यै कलात्मक र राम्रा छन्।

कृष्ण मन्दिरको अगाडि एउटा ढुंगको अग्लो खम्बामा सुनको रँगको एउटा विशाल गरुडको मूर्ति छ। हात जोडेर मन्दिर तिर फर्किएको गरुड ज्यादै आकर्षक देखिन्छ। गरुड भनेको स्वर्गको चरो हो। गरुडलाई विष्णु भगवानको बाहन^५ पनि भनिन्छ। कृष्ण पनि विष्णुको एक अवतार भएकोलेनै यहाँ गरुड राखिएको हो।

यो मन्दिर त्यति पुरानो होइन। पाटनका मल्ल राजा सिद्धि नर सिंह मल्लले यो मन्दिर बनाउन लगाएका हुन। त्यस्तै तीन सय वर्ग जति अधि बनेको हो।

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| १ ढुंगे | "stone (adj.)" |
| २ ढुंग | "style" |
| ३ शिल्प | "sculpture" |
| ४ गजुर | "dome, minaret, tower" |
| ५ बाहन | "vehicle" or "car" |

(३) पशुपति नाथ

बागमति नदिको पबित किनारमा रहेको पशुपति नाथको मन्दिर प्रत्येक हिन्दुको लागि धेरै महत्व पुर्ण छ । ठूलो जंगलले घेरिएको यो ठाउँमा हजारौं स्नानसाना मन्दिरहरू छन् । हरेक बिहान पबित स्नानको लागि हजारौं मानिसहरू यहाँ आउँछन् । ज्ञान कुनै धार्मिक पर्वको दिनमा त यहाँ ठूलो भीड हुन्छ । देश बिदेश बाट लाखौं मानिस आउँछन् जान्छन् ।

यस बागमति नदिमा एकातिर मान्छे पोल्ने ठाउँ पनि छन् । प्राय गरि मान्छे पोलेको पनि देखिन्छ । अनि यहाँ जहाँ पनि बाँदर नै तपाईंको अगाडि हुन्छ । यहाँ धेरै बाँदर छन् ।

यो शिव मन्दिर पशुपति को उत्पति बारे धेरै किसिमका किंबदन्तिहरू छन् । सबैको भनाईको मतलब के छ भनें यस ठाउँमा शंकर आफ्नो इच्छा अनुसार ज्योतिको रूप धारण गरि उत्पति भए र अझ सम्म पनि पशुपति नाथको रूपमा यहाँ छन् ।

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| १ महत्व पूर्ण | "great, major, important" |
| २ धारण गर्नु | "to assume" |
| ३ उत्पति हुनु | "to be born or come into existence" |