

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language, a voluntary vocal system of human communication, is the chief means of sharing thoughts and ideas. Language is the main identity for separating the humans from the rest of the animals. Language maintains the culture and civilization and transfers them on to generation for learning and preservation. It is also social institution, a part of human community making possible unity and cohesion in a group. Language also serves for the immediate expression of one's personality.

As a means of communication language varies in form along the span of time as well as across geographic and political boundaries. There are several languages spoken in the world even within a language, varieties are common. The same language spoken by a speaker does not parallel equally to the language spoken by another speaker. Even then same speaker shows variety in his speech from one context to another. The very fluid nature of human language is therefore, a creative prospect as well as challenging problem hovering to its speakers.

Each language is structured uniquely reflecting speech habit patterns of speakers. There are several languages spoken in the world thus, means that there are several speech patterns in use. The patterning is realized in sounds, letters, words and sentences. A community sharing a common language possesses a distinctly way of communication through language. It is through the language of the community that becomes able to socialized in the community language codes the culturally distinctive value patterns of a community and makes it easier for the speaker to realize them.

Language differs in the way they reflect the world, i.e. the way they codify the experiences of their speakers. The interest, needs, concerns and pre occupations of the speakers are all reflected in the structure of the language they speak. A concept may be codified using a single term in a language whereas the verb concept may be expressed by taking resort various terms in another language. The vocal sound in the language may not be present in another. So, is the case for the grammatical structures. Similarly, expressions realized through grammatical means in language may have lexical realization in another and the vice-versa. The degree of cultural difference among communities is reflected in the degree of linguistic difference in their languages.

Different social situations produce different kinds of language teaching contexts All language learning situations differ with the difference in teaching situations. the skills and abilities that good teacher bring to bear on language work differ according to the contexts . The teacher then need to be aware of the social dimension of language they are teaching. Not only this they also need to know thoroughly the language they are teaching as well as language to their students. For the second or foreign language teaching to be effective, it must into students language of home for which the teachers needs to be able to co-operate with the mother tongue of the students in order to make learning of the foreign language so smoothly.

1.1.1 Language

Language is a human species specific innate possession which distinguishes them from other animals. It is the divine gift of God. It appears to be the most important means of communication in social contexts it functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experiences. Human language as a system of systems includes phonemes morphemes, syntax and semantics. Listening and reading serve us to receive the information, therefore they are referred to as receptive skills. On the other hand speaking and writing are productive skills. We human beings naturally

acquire our mother tongue but we pay a conscious and planned effort to the learning of a second language.

Some of the definitions of language have been extracted as below:

1. Language is a system of arbitrary vocal symbols by means of which a social group co-operates (Block and Trager)
2. Language may be defined as a fundamental means of preserving, transmitting and continuous enriching the achievements of human cultural (M. Schalauch)

Language is a structured system of conventional arbitrary speech symbols used voluntarily as a shared means of communicating ideas, opinions, feeling, desires, thoughts and emotions between or among the people.

1.1.2 Languages in Nepal

Nepal is linguistically a diverse country. The varied culture and ethnic groups have given rise to various languages in use. According to the population census 2001, there are more than 92 languages spoken in Nepal with various dialects (CBS Report, 2001). Most of these languages belong to the Indo-European family. Some languages belong to the Tibeto-Burman family and other few languages belong to the language families other than these existing only in their spoken medium used by small groups of population. The multilingual scenario in Nepal has, thus, created a profound complexity in language planning and language teaching. An outline of languages in Nepal is given below (VBS, 2002).

1. Indo-European Family

The following languages belonging to this family are spoken in Nepal:

Nepali	Awadi	Tharu	Rajhushi
Danwar	Maghi	Marawadi	Kumal
Darai	Manjhi	Dengali	Bhojpuri
Mathili	Hindu/Urdu	Churei	

1.1.3 The English Language in Nepalese Context

The English language belongs to the west-Germanic group of proto-Germanic dialect of the Indo-European language family (Varshney, 2003). It is the native language of several European and American people. It is the most widely used the second language across language communities and the most widespread language of international communication. English is the Lingua-Franca across the national boundaries throughout the world. It is also the major language of international relation, media, travel and education. In other words, English is a global language. Nepal has also accepted it as the main international language.

English occupies a large part of the total curriculum in Nepalese Education. It exists as a major subject as well as a medium of instructions at various levels of schooling. Nepal has recognized English as a supporting factor in achieving the economic goals set for the century's over all development. Apart from this knowledge of English is also required to have specialized knowledge in various disciplines like science, education, commerce and humanities. Training and overseas study for higher students also require knowledge of English. In addition, the increasing use of English in Nepal is close linked to the development in technology, science and mass communication. Growth in commerce and industry also require information that is available mainly in English. English is also the required language in the field of civil aviation, tourism industry and diplomacy.

1.1.4 Importance of the English Language

English being a universal language has always been and always be medium of communication all over the world. It is a language that is spoken by the majority of the world population. English is one of the richest language of the world and has become the languages of science trade and commerce and negotiations. It just cannot be ignored if one is seeking higher education, so one will be able to reap huge benefits if this language is learnt properly. In this scientific word about sixty percent of worlds research is done in English and

the rest of others is done in other languages. So, it is necessary to know English or he will cut himself off from the world of knowledge.

It is an international language of business, diplomacy education, science and technology. Almost all the countries of the world have adopted English as an optional language. It is therefore very important to know about it. Almost all countries have included it in the course at schools and colleges. If we want to share our feeling to large number of people it is very necessary that we know English. English is widely used in the offices, which deal in foreign affairs. English has a rich literature. Many important and good book are written in English and many books from other language have translated in English with the knowledge of English language, We can explore the vast ocean of books without the knowledge of English language. We won't only miss the important knowledge from its literature but we will be missing large amount of news and views. We feel as if we are ignorant. It is a medium of international communication. With the advancement of science and with the popularity of computers English language is making its deeper importance day after day.

1.1.5 Dialect : A Short Introduction

A dialect is a variety of language according to time place and group of people. It is a user based variety of language spoken in one part of a country or a group of people belonging to a particular social class. According to Asher (1994:907) a dialect refers to the variety of speech based on geographical location and or social background. In other words regional, temporal and social variety within a single language which differs in grammar, pronunciation and vocabulary is recognized as a dialect. A dialect reflects the geographical origin and social background of the speaker of language. Dialect is a cover term which includes the following sub-verities:

a. Geographical Dialect

Geographical dialect also called regional dialect is the geographical variation of language. The dialect variety of language that reflects the geographical origin

of the speaker is geographical dialect which is generated due to the distance between speaker to speaker. Distance is caused by natural barriers such as mountain, rivers, so, it is obvious that distance is the most influential factor for regional variety. Thus, the greater the distance the greater is the difference in the use of language. The British American and Indian English are examples geographical dialect. It conveys information about person's geographical origin or informs which country or part of the country the speaker belongs to.

b. Social Dialect

The dialectal variety of language revealing the social background of the speaker is social dialect which is also named sociolect . To say in another word , variant of language according to social class /cast is socialist that shows the speaker or user belongs to this particular social group, caste or social background. Social background includes age , sex, education,color,prestige,income,occupation,religion,economic,occupation,religion,economic status etc.Baby English, black English white English and educated English are some Examples of social dialect.

c. Temporal Dialect.

The variant of language on the basic of time is temporal/historical dialect . To say it in other words, variety of language used at a particular stage of its historical development is temporal/historical dialect. Prakriti and pali in ancient India are the examples of temporal dialects.

Thus, dialect is such a variety of language that tells something about or identifies the speaker or user of language. It is user -based variety of language generated due to different social background and geographical origin of speaker i.e. it betrays the personality of the speaker .

1.1.6 The Nepali Language and its Dialect : A Short Introduction

The Nepali language is included within Indo-Aryan language family- 'Khas' is its prename. Most of the people are using it as a major language in Nepal.

According to census report 2001, fifty percent of people in Nepal are using it as L.I.. It is taken as standard language on which has the highest status in Nepalese community. It is usually based on the speech and writing. The Nepali language is used generally in the media and illiterate. It is also described in dictionaries and grammars. It is taught in schools and taught to the non-native speakers when they need and want to learn it. This language is spoken by many educated Nepalese. It is given more priority and used in its greater size. It has greater importance than other in the context of Nepal. It is selected as, prestigious one. It has its own writing system. It also involves in production of dictionaries and grammar book, spelling, style, manuals, punctuation and pronunciation, guide specialized glossaries and so on. Nepali language being standard language is used in every sector, governmental offices, formal and authentic as a unifying force for the state and as a lingua-franca throughout the kingdom.

According to Acharya (1994) Nepali has the dialect such as Darchureli, Baitadeli, Doteli, Bajhangli, Bajureli, Achhami, Humli, Sijali, Jumali, Mugali, Dolpali, Kalikote, Jajarkoti, Rukumeli, Salyani and Purbeli.

According to Nirmala (1995), Nepali has the dialects such as purbeli Gandakali, Bheri area. Dailekhi, Jajarkoti, Sijali, Achhami, Bajureli, Bajhangli, Doteli, Dadeldhureli, Baitadeli and Darchuleli.

According to Bhojrai Dhungel and Durga Parshad Dahal (2005: p. 18). The main dialects are introduced as follows:

A) Purbeli Dialect

Purbeli dialect is known as mountainous or 'Gorkhali' dialect. It is spoken from Dailekh to Illam. It is also spoken in India Burma and Malaya. Purbeli language is spoken in different dialect froms according to differ geography, Jumli, Gurung, Magarati, Newari, Tamang, Limbu and Kharsani, dialects are Purbeli dialects.

B) Majhali:

Majhali dialect includes Jumli or Sijali, Rajkoti and Asidarilly etc. It is know as central language of Nepal. People from Jumli, Humla to Mahakali use it.

C) Orpachhima

Achhami, Bajurel, Bajhangi dialects come under this dialect.

D) Majpachhima

People who live in Doti and Dadeldhura speak this dialect. Doteli and Dadedhurali dialects come under this dialect.

E) Parpachhima

Under this dialect, Baitadeli and darchureli are included.

1.1.7 Dialects in Rukumeli Language

The Nepali language, national language of Nepal belongs to Indo-Aryan language family 'Khasbhasa' is the ancient name of the Nepali language written in devanagari script. As Nepali is the standard language of Nepal. It is spread and all over the country. As it was transmitted from one place to another place, it borrowed the flavor of that particular place. So, the Nepali language spoken in one place became different. Due to the distance between speaker to speaker, Nepali has geographical varieties. Rukumeli is one of the most geographical varieties of the Nepali language spoken in Rukum district. Rukum is the far district of Nepal. It lies in the Mid-western development region. The population of Rukum district is almost 187816. There are 43 VDCs. Rukum district is supported to be divided into two part: western part and eastern part. According to part, there are different languages in existence. In the eastern part of Rukum " Kham-magaer" language is spoken. In the western part of Rukum district, Rukumeli dialect of Nepali language is spoken.

It is said that water changes in miles and language changes in 1 miles. In this way dialect of Nepali language in Rukum is different out of other regions throughout the kingdom. It is not totally different from standard Nepali. It is a bit different from standard Nepali. People who live there have their own words, pronunciation, structures and grammatical style. It has its own speakers. It is also similar to Salyan, Jajarkoti, Surkheti and Dangali dialects. People belonging to different geographical areas of Rukum district use Rukumeli dialect characterized by features in terms of vocabulary and pronunciation:

Table No 1

English	Rukumeli Dialect	Standard Nepali
Man	Mantha	Manish
Ox	Baltha	Goru
Boy	Chhotya	Keto

We can conclude that there are many differences from one language to another and from one dialect to another due to the geographical and social difference, cultural norms, values, sex, color, social status, religion, economic status and profession. Most of above qualities can be found in Rukumeli dialect.

1.1.8 Different between Rukumeli Dialect and Standard Nepal

Standard Nepal is a language which falls under the Indo-Aryan language family. It is a common language of Nepal and it has its own specific status. It is an authentic as well as official language throughout the kingdom of Nepal. Nepali language is being used in science technology art and literature and in communication media. This is use as lingua-franca in Nepal. It is being taught from grade one to bachelor's degree as compulsory subject and optional subject. Not only in Nepal but also in India (Sikkim, Asam, Dheradun, Darjiling, Banaras) it is being used as mother tongue. It is specially found in oral form and its has its own written system-similarly, Nepali is formal language and in every sector of governmental and non-governmental offices in Nepal. It has separate grammatical system and different vocabularies. It develops our nation proud and national unity. It is broad and general. It is

originated from the Indo-Aryan Bhasa and Khas Bhasa is its prename. Whereas Rulumeli dialect is an original speech and mother tongue of Rukumeli people specially living in Rukum district. This is one of the central dialect of the standard Nepali. Most of the scholars and other books have proved that is the origin of the Nepali language too because sijali khas is related to the Rukumeli in some vocabularies. This Rukumeli dialect is neither similar to standard variety of Nepali nor similar to other dialect of Nepali such as Doteli, Jumli, Achhami etc. It has not mostly accepted grammar and pronunciation system but some of the researches, local newspapers and magazines were published but without proper care or attention of the authorities, it is being rare one. This dialect covers the certain area, certain speakers and certain speech communities having different vocabularies, grammar and pronunciation. In the context of Nepali language, Rukumeli dialect has its own person, noun, pronoun, verb adverb, adjectives and tense forms etc. It was created due to geographical and social features and illiteracy.

1.1.9 Noun Phrase Structure in Rukumeli Dialect, English and Standard Nepali

Language can be studied from different points of view. The study of language basically consists of three aspects sustentative aspect, formal aspect and meaning aspect. Roughly speaking phonetics and phonology study the sustentative aspect of language. Grammar studies its formal aspect and semantic studies its meaning aspect. The study of these three aspect of language constitutes the core linguistics.

Crystal (1985) defines the noun phrase, the construction into which nouns most commonly enter and of which they are the head. In the noun phrase “The good book” and “My good friend” ‘book’ and ‘friend’ are the head words. In transformational grammar, a pronoun is regarded as a noun phrase because of its ability to replace other noun phrase. Different grammarians have tried to illustrate each bit of language structure. Quirk et. al (1985) have published a comprehensive grammar of the English language “In their book, they have

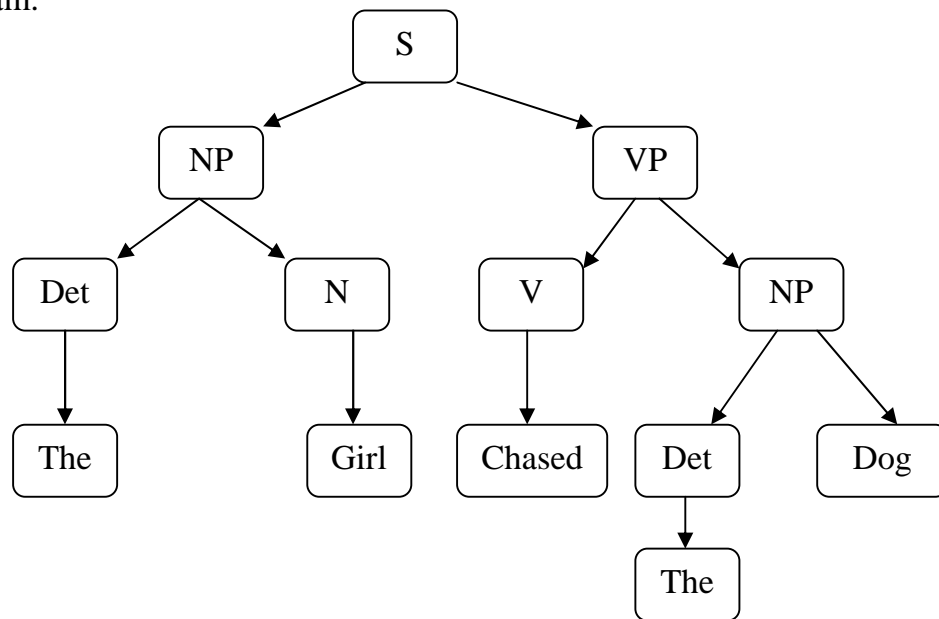
shown the relationship of NP with sentence. They have also discussed how noun phrase can be modified and placed in a sentence. Selling S. Harris has written 'structural linguistics and leech Geoffrey has written a "A communicative grammar of English" which are the great contribution in the field of English grammar. We can follow some Nepali grammar books to produce well formed sentence. Pokharel (1988) has written "A descriptive grammar of Nepali and an Analyzed corpus". Adhikari, (1993) has written 'sama samuyik Nepali vyaakaran'. Gautam has written 'Manak tatha Bistan Sidanta Ra Nepali Vakya Vayabastha, Kathmanud: Chiranjibi Ghimere. In his book he has discussed the head specifies and complement of the noun phrase. He has also shown the position of the noun phrase in a sentence. These grammar books are the great contribution in the field of Nepali language.

For any kind of comparison, we presuppose some common point of reference without such a point of reference. We shall have neither a justification or bringing two languages together nor a starting point. In order to characterize the notion linguistic description of a natural language, we need to distinguish two aspects of such description. That part which concern features common to all natural languages have noun phrase as the element of sentence analysis and that part which concerns features of the language which make it different from each other languages. Such as preposition in English and post position in Nepali language. The purpose of foreign language teaching have been primarily pragmatic and the theoretical questions involved in this have never been seriously considered. However if the theory of today is to provide the methodology to tomorrow. It is only right that we consider some of the theoretical aspect of such a comparison in order to have a more dependable methodology.

1.1.10 The English Noun Phrase

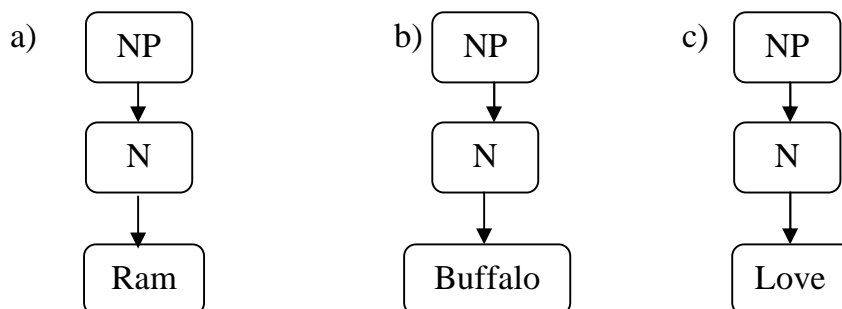
The words are grouped into successively larger grammatical units. Grouping words in this way constitutes. The structure of a sentence. Larger grammatical units forming a sentence are build around the lexical categories like noun, verb,

adjective, and preposition. These units are referred to as phrase. Thus we can have noun phrase, verb phrase, adjective phrase and prepositional phrase. In the sentence “The girl chased the dog” the first division produces a noun phrase ‘the girl’ and verb phrase ‘chased the dog’. The second division recognizes a verb ‘chased’ and another noun phrase ‘the dog’. The next division would produce combination of determiner (DET) and noun (N) (the girl) (the dog). This is the phrase structure of the sentence and it can be displayed as a tree diagram.

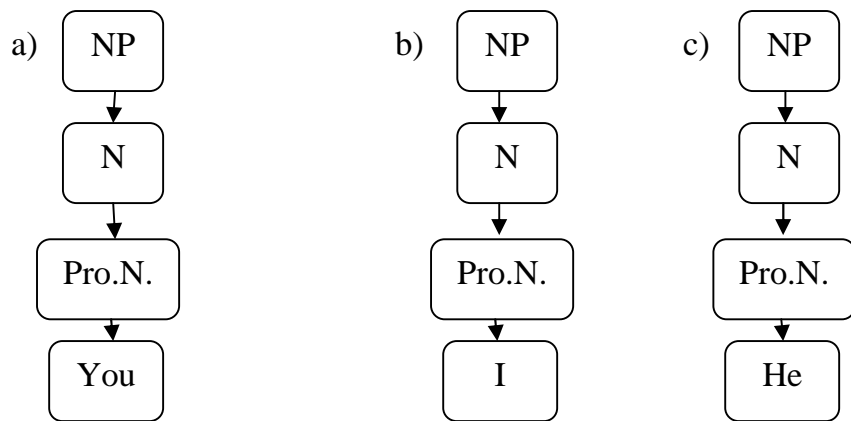


We can define the term noun phrase as a word or group of words functioning in sentence exactly like a noun, with a noun or pronoun as a head. The following examples illustrate the NP structures in English.

i) *Ram, buffalo, love*

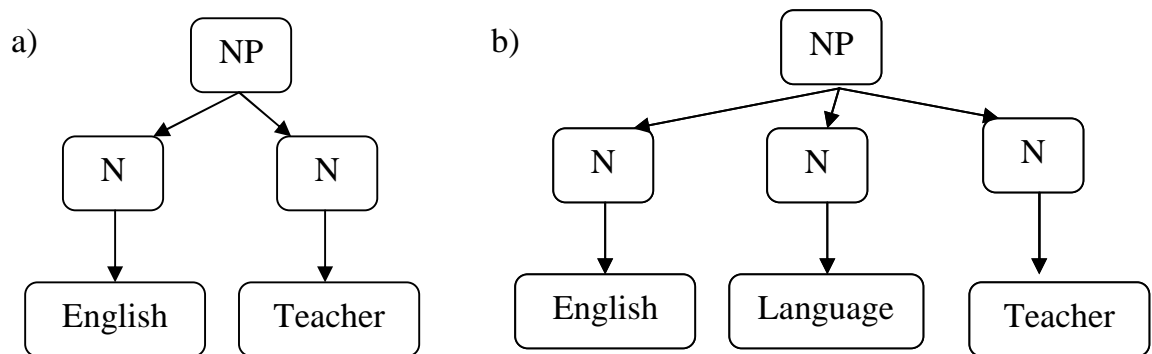


ii) I, you, she



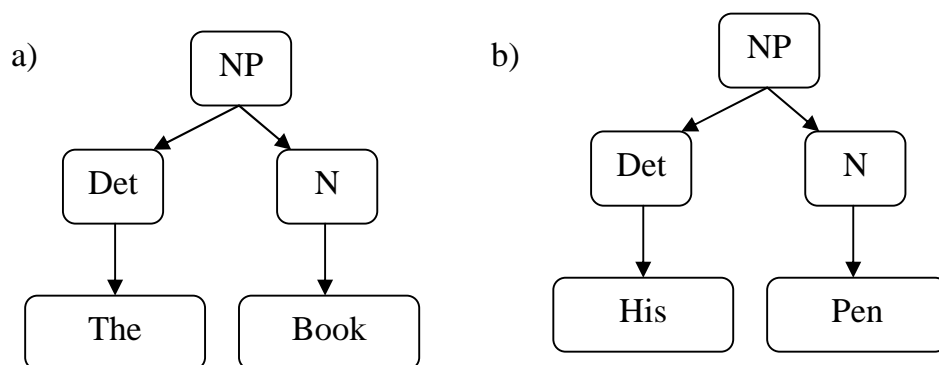
Here, single noun or pronoun is the NP.

iii) English teacher, English language teacher



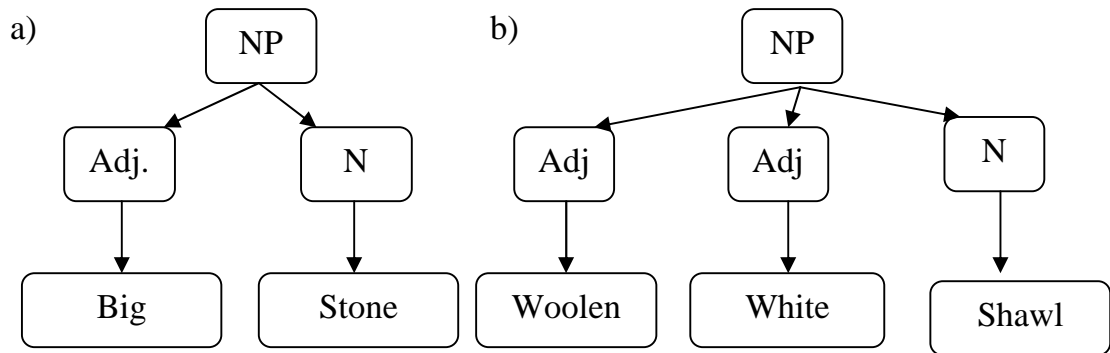
Here the combination of two or three nouns is the NP.

iv) The book, his pen



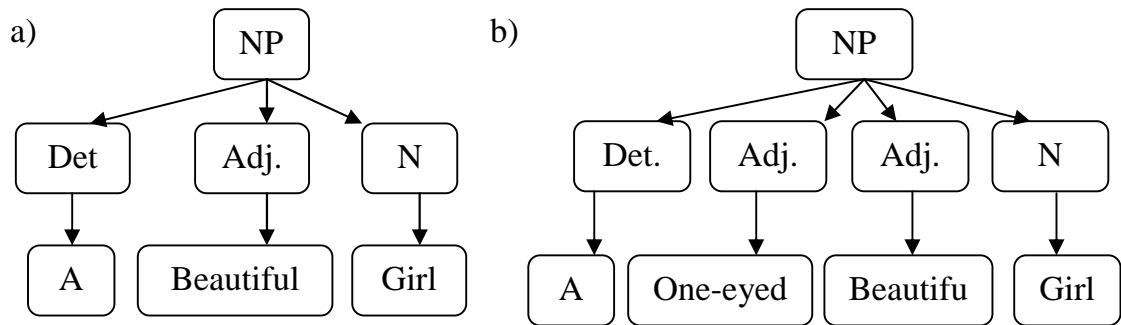
Here, the combination of determiner and noun is the NP.

v) Big stone, woolen white shawl



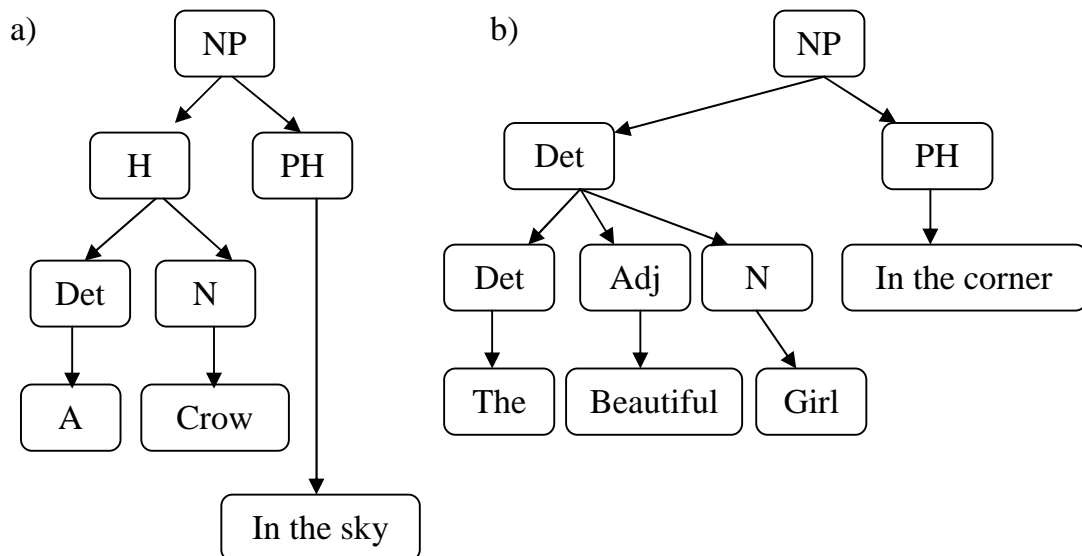
Here, the combination of adjective and noun is the NP.

vi) Beautiful girl, a one-eyed beautiful girl.



Here, the combination of determiner, adjective and noun is the NP.

vii) A crow in the sky, the beautiful girl in the corner.



Here, the combination of head and phrase in the NP. Head includes determiner noun and adjective and phrase includes preposition and NP.

1.1.11 The Nepali Noun Phrase and the Noun Phrase in Rukumeli Dialect

The phrase is termed as padwali in Nepali language and shavda samuha in Rukumeli dialect. Yadave, (1992) has discussed the following phrases in the Nepali language:

- a) Naam padaawali/ shavda samuha (Noun Phrase)
- b) Kriyaa padaawali / Shavda samuha (Verb Phrase)
- c) Kriyavishasana padaawali / Shavda samuha (Adverb phrase)
- d) Parasthanik padaawali/Sharda samuha (Prepositional Phrase)
- e) Vishasana padaawali/ Shavda samuha (Adjective Phrase)

in sentences, noun phrases and verb phrases are obligotary and adverbial phrases, prepositional phrases and adverbial phrases are optional.

A Nepali now phrases consists of on obligotary head like an English one. The head of the now phrase shouldn't necessarily be a how; it can be pronoun or adjective.

Eg:

The Nepali: Ram carraa maarcha.

Caraa maarcha

Papile carraa march

The Rukumel Dialect:

Rammya calla maarcha

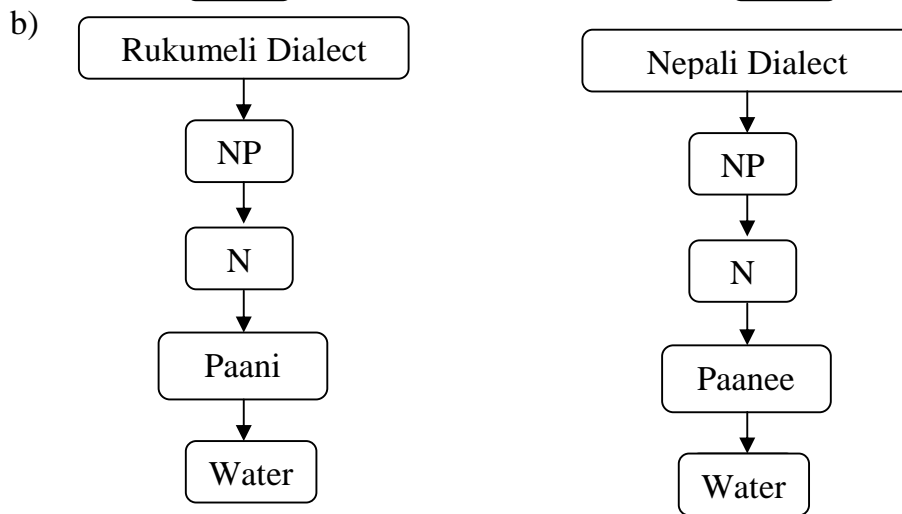
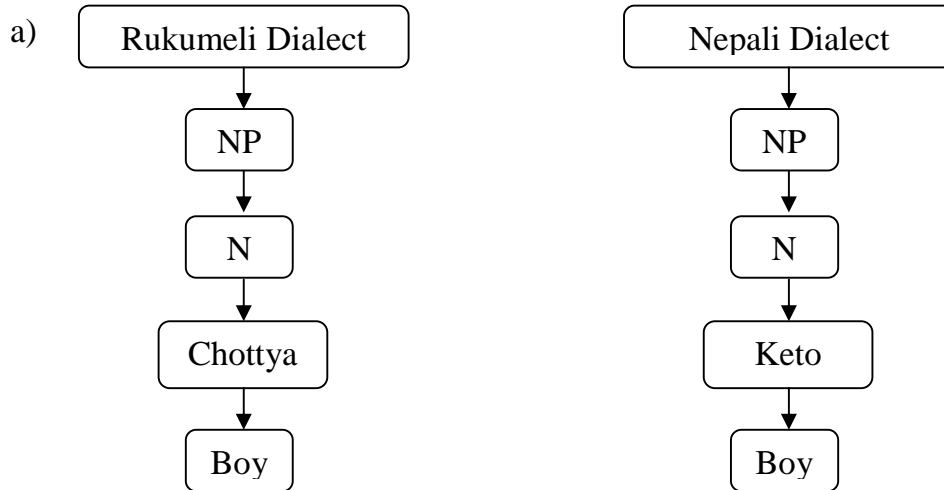
Ule calla maracha

Papile calla maarcha

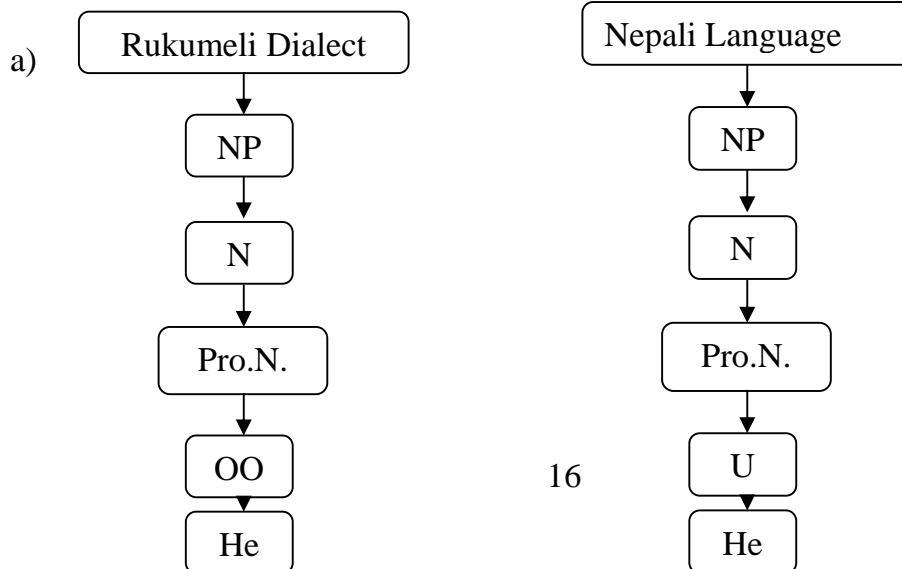
In Nepali language and Rukumeli dialect noun pronoun and adjective can play the role of head in a noun phrase.

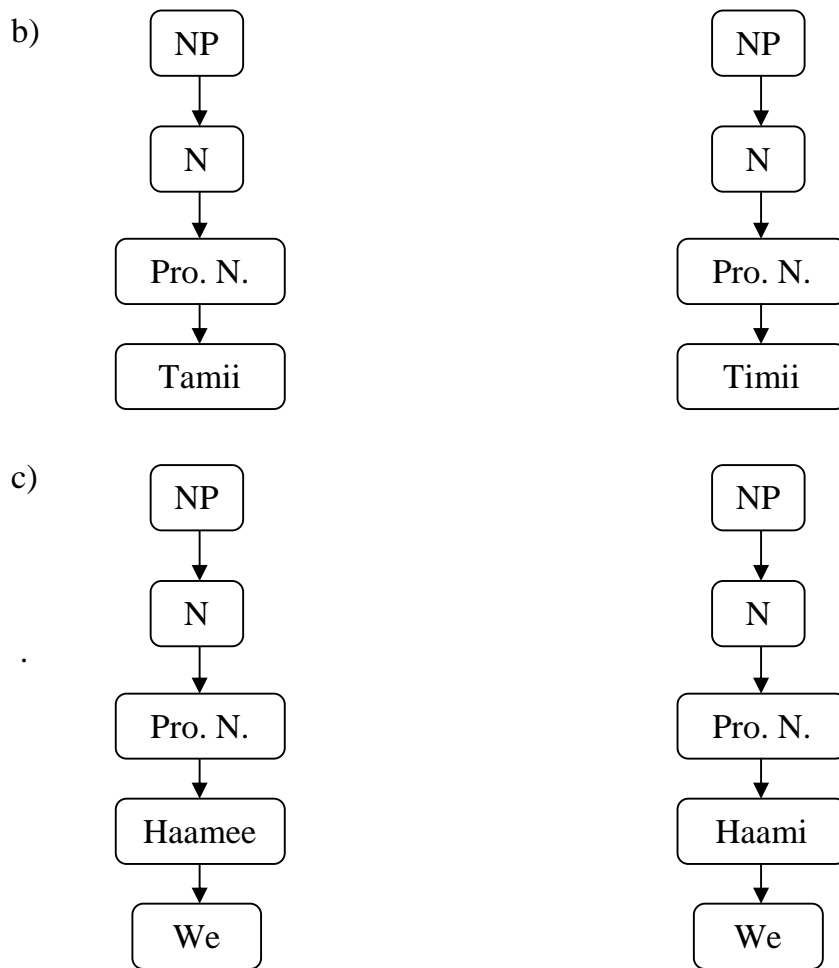
The following examples illustrate the naam padaawali/ shavda samuha (NP) structures in Nepali and Rukumeli dialect.

i) Keto, paanii



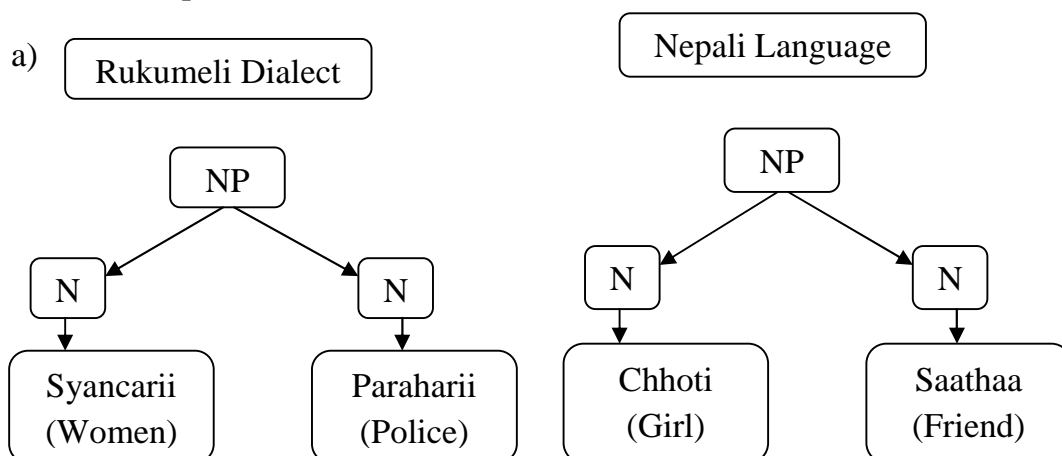
ii) U, timi, haami





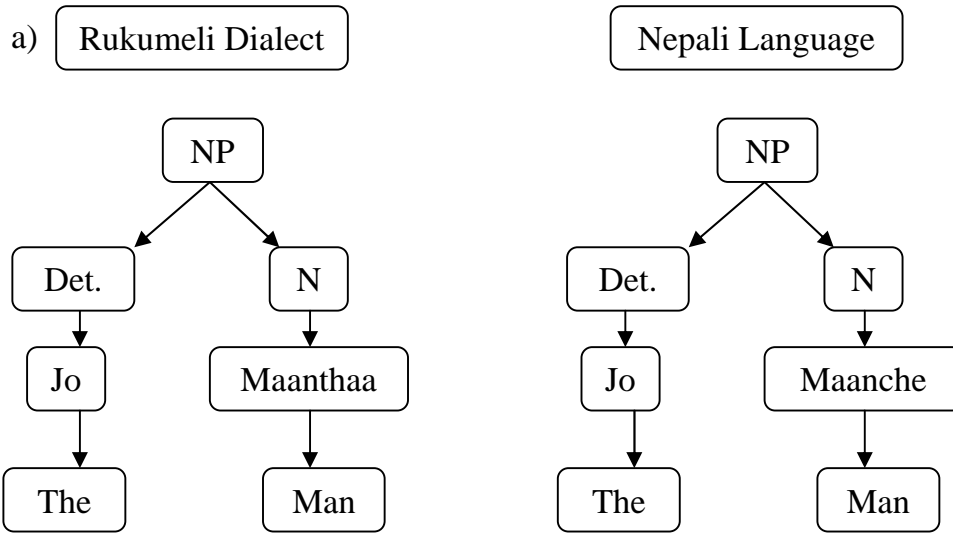
Here single noun or pronoun is the NP.

iii) Mahilaa prahari, ketii saathii



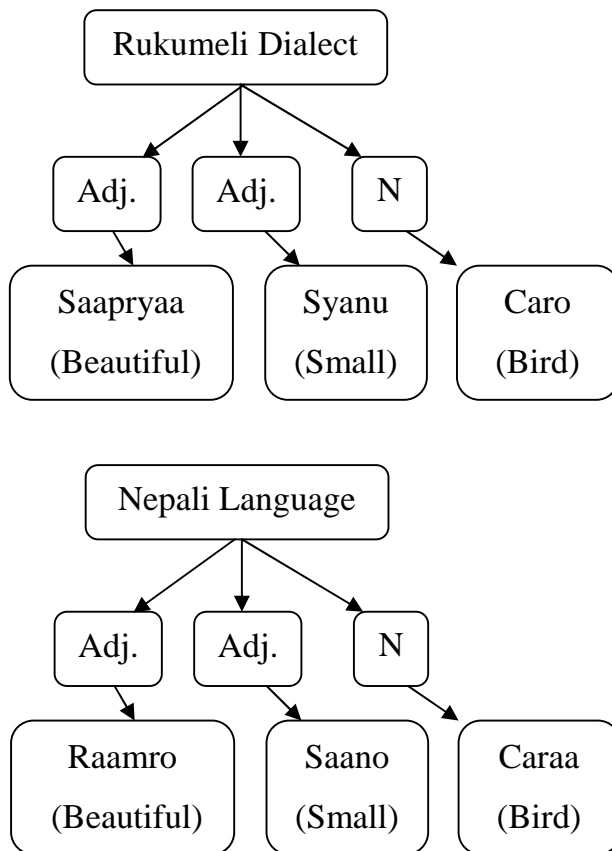
Here, the combination of two nouns is the NP.

iv) Jo maanche



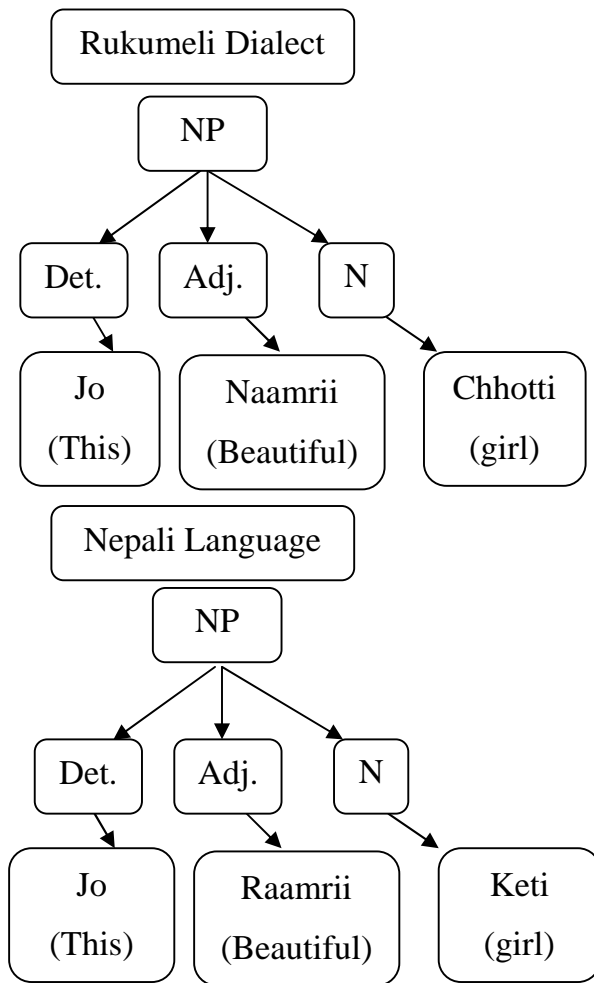
Here, the combination of determiner and noun is the NP.

v) Raamro saano caraa



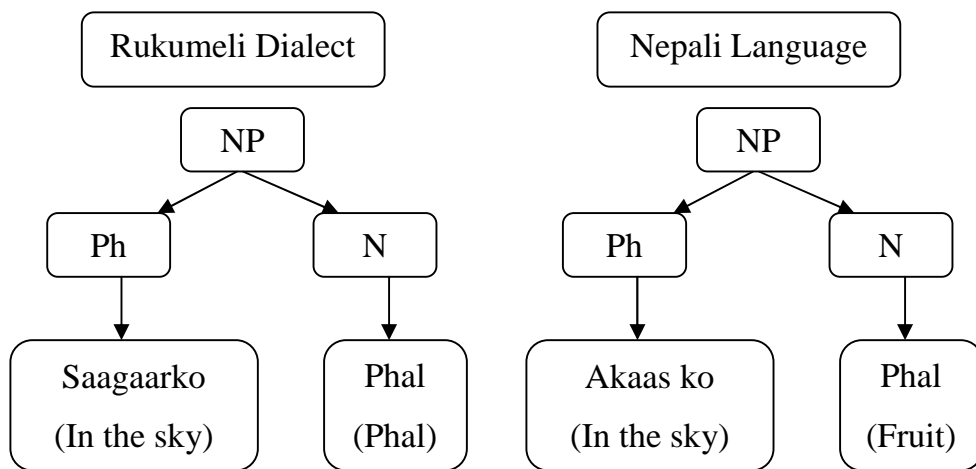
Here, the combination of adjective and noun is the NP.

vi) Yo raamrii keti



Here , the combination of determiner, adjective and noun is the NP.

vii) Akaas ko phal



Hare, the combination of phrase and noun is the NP.

In Nepalese context, the chief languages for instruction are English and Nepali where as in Rukumeli dialect, English and standard Nepali are the chief means of instruction, as a result of which we find some similarities among English, Nepali and Rukumeli dialect. So, it has increased in importance both from pedagogical and linguistic perspectives.

1.2 Review of the Related Literature

Here are some research works on linguistic comparative study among different languages spoken in Nepal, e.g.: Rai, Tharu, Gurung etc. and English in the department of English language education. The related literature to the present study are as follows:

Adhikari (2001) has carried out a research entitled case realization in English and Nepali: A comparative study: The comparison of case realization in English and Nepali has been done mainly from three angles” semantic role, syntactic function and morph syntactic form.

Purna Bahadur Khadka (2006) has carried out research on Noun phrase structure in English and Nepali. He wanted to find out similarities and differences between English and Nepali noun phrase structure.

Rishi Ram Sharma (2007) has carried out research on noun phrase structure in English and Tharu to find similarities and differences between the noun phrase structure of English and Tharu language.

Dr. hemangaraj Adhikari has in the grammar ‘samasaamuyik Nepali vyaakaran, gone to the extent of pointing out how nouns can be post modified as well. But he has placed much emphasis on the traditional categorization of nouns into different groups. A relatively comprehensive study has been made by jayaraj Acharya in a Descriptive grammar of nepali and Analyzed corpus (1991). He has not ; however gone to the extent of describing the noun phrase elements in detail he is rather limited to listing them.

Bhandhari (2002) has in her M.Ed . thesis studied ‘Affixation in english and Nepali : A comparative study. She has compared and contrasted affixation in English and Nepali languages. She has listed some points of similarities and differences between two languages.

Kattel (2001) has carried out a research extitled “A comparative study on terms of address used by English and Nepali speakers ‘This study has compared and contrasted the terms of address in English and Nepali.

Bhattarai (2001) has, in his M.Ed. thesis studied case in English and Nepali comparatively. He has mentioned the similarties and differences between the English and Nepali case system and to identify the major morphological and syntactic features of cases in bothe the language.

1.3 Objective of the Study

This study has the following objectives.

- i) To compare the noun phrase structures of English, Nepali and Rukumeli dialect.
- ii) To find out the similarities and differences among them.
- iii) To point out the pedogogical implication of the study.

1.4 Significance of the Study

This research particularly deals with the comparison of Rukumeli dialect, English and standard Nepali noun phrase structures. The comparative study deals with the similarities and differences among them. My assumption is that similarities among the English, Nepali and Rukumeli dialect make the target languages learning easy. This study will be beneficial to the students and teachers of English Nepali and Rukumeli dialect. Similarly linguist researchs, textbook writers, especially for those who are involved in teaching and learning English and Nepali language.

CHAPTER-TWO

METHODOLOGY

2.1 Source of Data

Both primary and secondary sources of data have been utilized while undergoing the study.

2.1.1 Primary Source of Data

The primary sources of data were the Rukumeli dialect speakers. The data elicited through questionnaire prepared in advance for taking face to face interview with the informants. The data collected through the questionnaire were the exclusive data for determining the Rukumeli dialect's noun phrase structure. The informants were selected on stratified random basis from Aathbiskot, Magma and Banfikot VDC's of Rukum district.

2.1.2 Secondary Sources of Data

For the secondary source of data different books related to English and Nepali grammar and general linguistics were consulted and referred to for English noun phrase. The researcher has made heavy use of such pivotal books Quirk et. al. (1985) Mureia and Larsen Freeman (1999), Leech (1982). The different books, journals, magazines, theses etc. Were secondary sources of data. The sources utilized directly have been duly quoted in the respective places and other sources have been existed in the references.

2.2 Population of the Study

In order to derive the data 90 native speakers of Rukumeli dialect were selected on stratified random basis, 30 each from Aathbiskot, Magma and Banfikot VDCs in Rukum district.

2.3 Sample Population of the Study

The total sample was 90 Rukumeli dialect speaker above 15 years of age, who were taken from Aathbiskot, Magma and Banfikot VDCs of Rukum. The total population was divided into the three groups ie. Illiterate, literate and educated.

Those who were unable to read and write were considered as illiterate and the people having academic qualification below S.L.C. level were considered as literate. The people with academic qualification above S.L.C. were assumed to be educated speakers. The researcher used the stratified random sampling procedure to sample the population.

2.5 Tools of Data Collection

Questionnaires prepared in advance were used in order to elicit the data for noun phrase of Rukumeli dialect. The questionnaire was piloted before administering to the sample population. The educated people belonging of Rukumeli dialect native background were sent the questionnaire to be filled in by themselves where the illiterate informants were interviewed by the researcher himself and filled in the questionnaires.

The data for English and Nepali noun phrase were obtained from secondary sources.

2.6 Limitations of the Study

The study had the following limitations:

- i) The study was limited to the selected VDCs viz Aathbiskot, Magma and Banfikot of Rukum district.
- ii) The study was only limited on noun phrase used in selected area with reference to English and Nepali.
- iii) It was also limited to 90 informants and within 3 groups of illiterate, literate and educated people of above 15 age.
- iv) The study mainly concentrated to pinpoint similarities and differences among English, Nepali and Rukumeli NP structure.
- v) The study compares the NP structure of English, Nepali and Rukumeli dialect in terms of their head nominalization and modification.

CHAPTER-THREE

ANALYSIS INTERPRETATION AND PRESENTATION OF DATA

3.1 Noun Phrase

This chapter deals with the concept of noun phrase and the types of the head of Nepali language and Rukumeli dialect noun phrase properties of the head in relation with gender, number and case are discussed in brief with examples.

3.2 Definition of Noun Phrase

The noun phrase is a word or group of words functioning in a sentence exactly like a noun, with a noun or pronoun as HEAD (Quirk et. al. 1973). A noun phrase is also defined as a group of words which acts as the subject, complement or object of a clause or as the object of a preposition. The definition which is given by quirk et. al. is too narrow to include some adjectives in English and Nepali which acts as noun heads. We therefore would include certain adjectives which act as head nouns in English, Nepali and Rukumeli dialect into noun phrase.

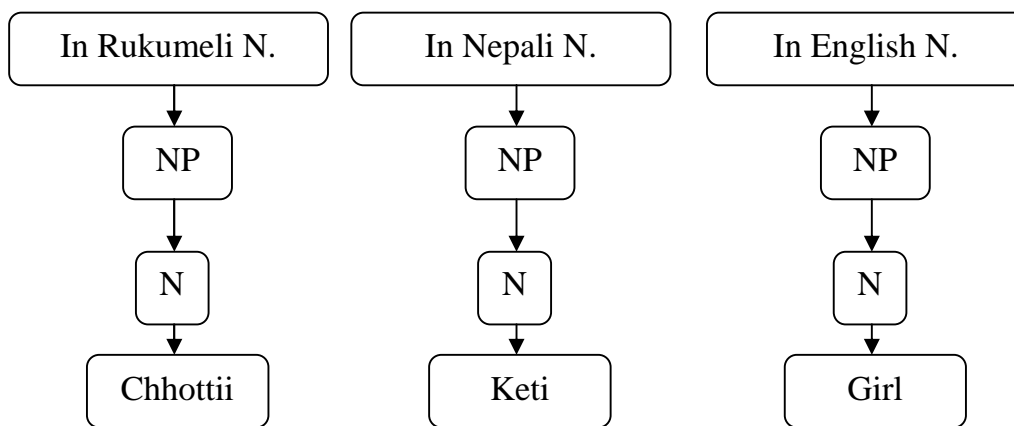
3.3 The Types of the Head of Noun Phrase

Rukumeli dialect's noun phrase consists of an obligatory head, like English and Nepali noun phrase.

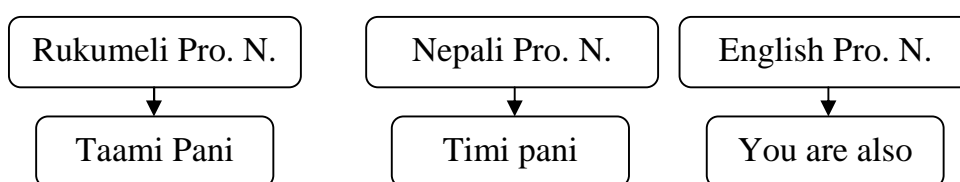
Rukumali dialect	Nepali	English
Kunaki chotti	Kunaki keti	The girl in the corner.

In the above example 'chotti', 'keti', 'girl' are noun heads.

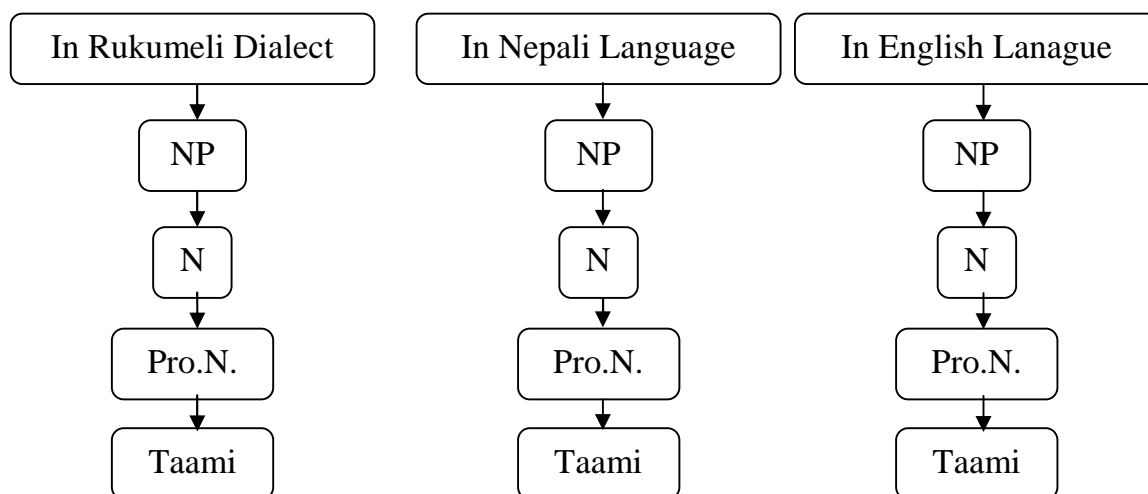
The structure of the above example of noun head can be shown in the following tree diagrams.



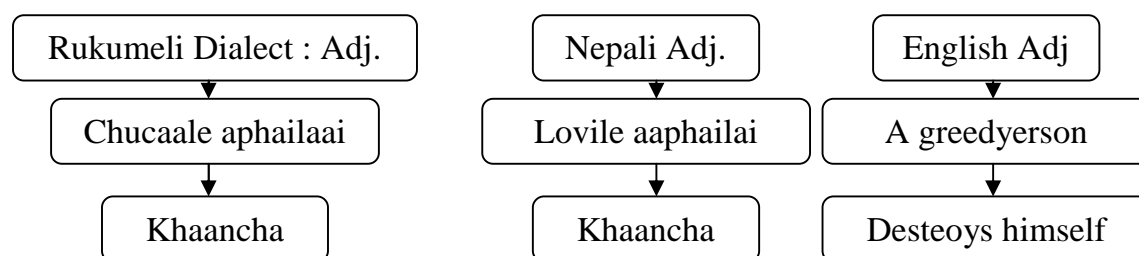
The head of the noun phrase should not necessarily be a noun proper, it can be pronoun, too.



In the above example taami, timi and you are the heads of noun phrase, They can be shown in this way:

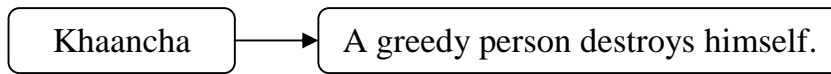


The last category of the head of Rukumeli and Nepali noun phrase have to do with adjectives. Through one of the functions of an adjective is to modify the head it may play the role of the letter itself.

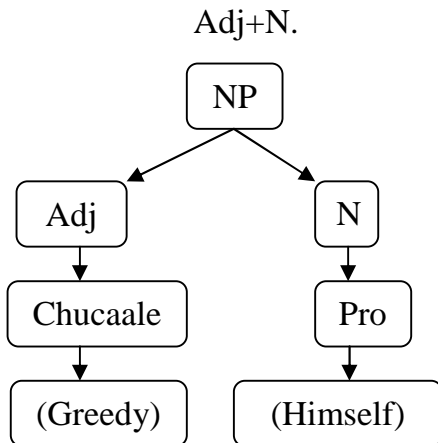


An alternative way to express (3a) would be.

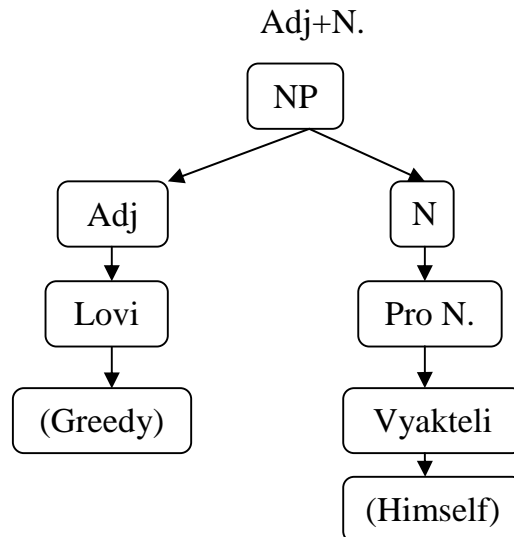
Chucaa vyaktile aphailai



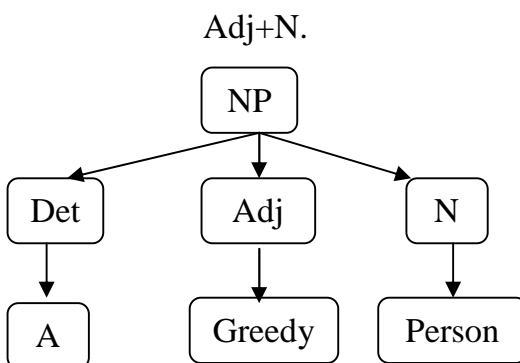
In Rukumeli Dialect:



In Nepali:



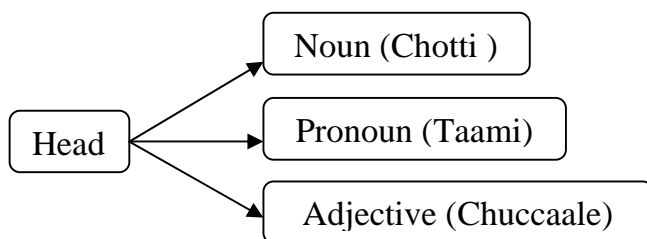
In English:



Here, the adjectives modifies the head of the NP.

A singular Rukumeli adjectives functioning as noun phrase head cannot generally be translated into English by using adjectival nominal head without bringing about change in number. Therefore a noun such as 'person' is added as in (3a). But in Rukumeli and Nepali such nominalization is not a common phenomenon. Only a limited number of words such as 'chuco' lovi 'greedy' act as nominal heads. Unlike English, Rukumeli and Nepali don't require the precedence of adjectives by a definite determiners.

The types of Rukumeli dilect can be summarized by the following table.



3.4 Gender

Common Nouns

In Rukumeli dialect nouns are referred to as masculine or feminine on the basis of natural gender. In English system, gender is dependent upon the biological category sex.

- | | | |
|------|---------------|-----------------|
| 4.a. | Chottya | aayo (Rukumeli) |
| | Keto | Aay (Nepali) |
| | Boy | Came (English) |
| | “A boy came” | |
| | “A boy came” | |
| b. | Chotti | aaii (Rukumeli) |
| | Keti | aaii (Nepali) |
| | Girl | came (English) |
| | “A girl came” | |

The above examples show that there are different names of the same age group of males and females. Moreover, the choice of the verb has differed with the change in the gender of the noun.

If a noun does not belong to any of the two sexes it follows masculine concord.

(5) a. Catani pirocha. (Rukumeli dialect)

Achaar piro cha. (Nepali)

‘The pickle is peppery’

In the above example, the choice of the verb form ‘Cha’ is same as the one for masculine nouns.

Personal nouns can be divided into three types in respect of masculine-feminine structural relationship.

- i. Morphologically related nouns.

- ii. Morphologically unrelated nouns.
- iii. Partly related nouns.
- i. Morphological related nouns
 - i. chottya- chotti
keto-keti
'boy'- 'girl'
 - b) Lakhaya- Lakhehi
Choro-chori
'son' – 'daughter'
 - ii. Byaulo-byauli
dulahaa-dulahi
'bridegroom' - 'bride'

In the above examples of Rukumeli and Nepali noun, the feminine nouns characterized by the presence of I ending as opposed to masculine nouns which have – o/aa ending.

- ii) Morphologically unrelated nouns
 - a) Poi-joi
Longe- swaasni
Husband-wife
 - b) Babaa-ayaa
Baa-aamaa
Father- mother
 - c) Lakhyaa-Bhyari
Choro-buhaari
Son-daughter in law

The above examples show that there is no relationship between certain masculine and feminine nouns as there are fundamental different words for masculine and feminine reference.

iii) Partly related nouns

a) Lunchoro-Syancari

Lognemanche-swasnimanche

‘man’ – ‘woman’

b) Kanchabaajyaa-kanchibajei

Saanaabaaje-saanibajyai

‘small father in law’ – ‘small mother in law’

In the above examples, we see that either the first or the second part of the noun is responsible for gender distinction.

No distinction is made in terms of gender if the noun is non human, at least in the selection of verb form.

6) a. Caallo aayo

Kukhuro aayo

‘Cock/hen came’

‘A cock / hen came’

b. Baalla Caarcha

Goru caarcha

‘An ox grazes’

c. Dingo caarcha, dingo caarchin

Gaai caarcha, gai caarchin

‘A cow grazes’

‘gaai caarcha’ is not acceptable in standard Nepali and Rukumeli dialect.

Some nouns are common to both the genders . Unlike English, Nepali and Rukumeli nouns take either masculine or-feminine form of the verb depending on whether they are masculine nouns or not. But in neutral gender (sky, for example) the concord is always masculine. Eg:

Dangdar	paauna
Dushman	Daaktar
Paahuna	Satru
Doctor	Guest
Enemy	

There is no one-to-one correspondence between personal dual genders in English, Nepali and Rukumeli dialect ‘if teacher’, for example, has a personal dual gender master shiksak ‘teacher’ is mostly used to refer to male teachers only. Some nouns like kawi ‘poet’, lekhak ‘writer’ etc. are used to refer either to both the genders or to males only. Sometimes we use gender markers for clarification.

Lunchoro-prabakta	Syancaari-parabakta
Purasprawaktaa	Mahila-prawaktaa
Spokesman	Spokeswoman
Lunchora adhikrit	Syancaari-adhikrit
Purus-adhikrit	mahila-adhikrit
‘Male officer’	‘Female officer’ etc.

English noun like ‘baby’ can be treated as falling midway between personal and non-personal noun for allowing for the choice of pronouns ‘s / he or ‘it’ according to whether we are interested in gender distinction nor is there any system for pronouns demanding separate pronouns for personal and non-personal reference excepting the honorific pronoun forms which are purely personal, there is no possibility for a noun to lie intermediate between personal and non-personal categories of nouns. However there are nouns which can be used of both the genders, eg ‘kerati’ ‘nanni’ ‘palauro’ ‘shishu’ etc. In this case we can have lakhya aayo, naani aayo, palauro aayo, shishu aayo. From these examples it becomes clear that though the reference is masculine or feminine, the subject verb agreement is in line with masculine concord.

As regards collective nouns, there is no gender distinction and the verb is always in accordance with masculine concord.

7) basthak naamrai calyo

Sabhaa raamrari calyo

‘The meeting ran smoothly’.

In English, when one has a special concern with some higher animals s/he may observe them with gender distinction.

Masculine

Lion

Stallion

Feminine

Lioness

mare etc.

In Nepali also there is no such distinction in general, but one's special concern with such animals may lead to gender distinction.

Masculine

Baagh

Tiger

Mattaana

Male elephant

Ghoddaa

Stallion

Feminine

Baghini

tigress

Dhoi

Female elephant

Ghodi

Mare etc.

Name of countries have different genders depending on their use. These types of distinction depend on whether we are treating a country as an inanimate geographical unit or a political unit.

8) a. looking at the map, gopi showed me a small country called Nepal. I found stranger.

b. Nepal has good relation with her neighbours.

In Nepali / Rukumeli culture, we treat country like 'Nepal' as feminine only when we think of it as our motherland.

Eg. Nepal jyale shraap dina sakchin.

Nepal aamaale shraap dina sakchin.

'Nepal, the motherland may curse us'.

Proper Nouns

In Rukumeli and Nepali proper names of person are sensitive to gender.

Generally there are different groups of names for males and females. The gender of a person name may be predicated by noting the masculine markers like bahadur, bahadur, jethaju, raj, nidhi, nath, prashad etc. as opposed to

feminine markers like dewi, kumara etc. In absence of such markers, the ultimate resource for gender distinction is the verb.

Eg.

- 9) a. Durgya Gallyo (Masc)
 Durgaa Maryo (Masc)
 Durgaa Died.
- b. Durgaa Gali (fem.)
 Durgaa Mari (fem.)
 Durga Died.

Pronouns

Pronouns in Rukumeli dialect belong indirectly to the gender of the nouns they replace, but are not inflected for gender. Below is a chart showing the level of respect marked by the Rukumeli pronouns.

	Level of Respect	Singular	Plural
Second person	Low grade honorific	Too	Timiru
	Mid grade honorific	Tami	Tamiharu
	High grade honorific	Tamai	Tamaiharu
		Hajur	Hajurharu
		Yahaan	Yahaaharu
	Royal honorific	Mausuph	Mausuphharu
		Sarkaar	Sarkaarharu
Third Person	Low grade honorific	Yo	Yi, yini (haru)
		U	Uneru
		Tyo	Ti, tineru
	Mid grade honorific	Yi, yini	Yineru
		Ti, tini	Tineru
	High grade honorific	Hayan	Hayanru
	Royal honorific	Mausp	Hayanru
		Sarkaar	Sarkaarharu

Figure 2: Level of respect in Rukumeli pronouns.

The above table shows that irregularity in pluralization occurs if the pronouns are low grade honorific except mu, ma 'I' which does not have any level of respect. And the plural suffix-haru is obligatory expect for haami, with which it is optional and for the inflected forms yin, tin, of 'yo', 'tyo' and 'uni'

respectively. The plural suffix haru is also dropped in genitive inflection of haami, i.e. haamro.

Regular pronouns, on the other hand, are termed so simply because the addition of the plural suffix-haru is sufficient enough for pluralization.

For the first person no level of respect is recognized. The first person pronoun ma ‘I’ becomes haami (haru) ‘we’ in plural. Though ma refers to the addresser only, the first person plural pronoun haami and its variant possessive forms haamro, hameruko etc. can also be used to be non-inclusive in reference). In such a reference either the level of respect is recognized to be equal to that of tamai ‘you’ or the use is a polite one.

(10) yahaan haamro jaggaa kati chha?

Here our land how much is?

‘How much land do you have here?’

This example illustrates how the first person plural pronoun haami may become or act like a second person pronoun too. In Nepal and Rukumeli opposed to English.

The gender of Nepali and Rukumeli dialects pronoun, unlike that of an English pronoun, is expressed by the verb form it takes.

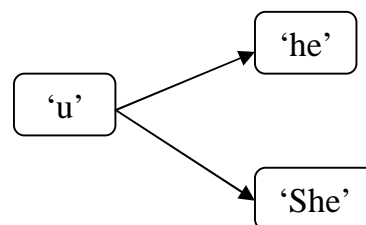
11) a. U aayo

He came

‘He came’

b. U aaii

‘She came’



But this rule is not always observed. For example, the first person pronoun takes the same verb form irrespective of its masculine or feminine reference.

12) Mu aaen

‘I came’

In this example (12) mu, ma ‘I’ may be male or female.

Blurring of Gender Distinction

The effect of pluralization on the gender of the pronoun as it leads to the blurring of gender distinction. This holds true of the verb forms they choose.

13) Uneru aae (masc and fem.)

Uniharu aae (masc. and fem.)

‘They came’

In the above examples uneru, uniharu ‘they’ may refer to either males or females or both. Even at the level of verb, gender distinction is blurred, when the pronoun belongs to the categories high grade honorific and royal honorific.

14) a. baba / jya kubela aaunubho (masc. / fem.)

Baa/ aama abelaa aaunubhayo (masc. / fem.)

‘Father/ mother came late’

b. hyan jhokinu bhaeko thiyo

Wahaan risaaunu bhaeko thiyo

He/she angry be had been

‘He/she wash angry’

Indefinite Reference

For indefinite reference, masculine gender is preferred in Nepali and Rukumeli dialect except when the reference is meant to be relatively more definite.

15) Kya jarmyo (masc. and fem.)

Ke janmyo? (masc. and fem.)

What born?

What's the gender of baby?

What is evident from the above Nepali and Rukumeli dialects unmarked at the pronoun level and is identified by reference to the verb from unlike it, English does have no gender distinction at any level. In a relatively more definite reference even the indefinite pronoun may go with the feminine verb form.

16) Kaaj garna ko aai?

Kaam garna ko aai?

Work to do who came

'Which woman came to work?'

Adjectives

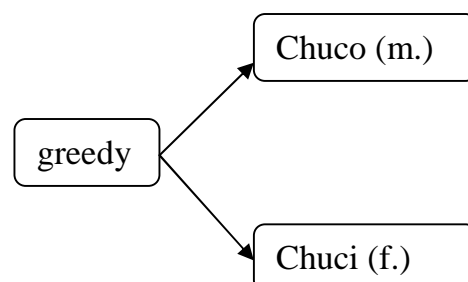
Not all the adjectives in Rukumeli dialect and Nepali can play the role of nominal head. Adjectives like chhuco, 'lovi', 'greedy' 'cattu' 'baatho' 'clever' 'cature' 'chattu' 'quick-witted', 'kapti' 'dusta' 'wicked' can sometimes substitute the nouns they can modify but those like namro, as 'good' 'ghinlagdo' 'kharaab' 'bad' etc. can not. Out of the noun substituting category of adjectives, some are inflected for gender whereas other show gender distinction only in the choice of the verb provided they have subjective position. There is no rule to describe why certain adjectives can be inflected number and others not.

17) a. Chucaale kya bhanchha

Lovile ke bhanchha

Greedy- by what says c (m.)

'What does the greedy man say?'



b. Chucile kya bhanche?

(f.)

Lovinile ke bhanche.

Greedy-by what says

What does the greedy women say?

c. Caaturele dukha diyo

Chattule dukule dukha diyo

Quick witted-by trouble gave

‘The quick witted person gave trouble’

Like in Rukumeli dialect and Nepali, we find adjectives acting as noun phrase in English too, which is evident from the following example:

18) The wise look to the wiser for advice.

Infinitival and gerundial heads are not marked by gender distinction, but they are to follow masculine gender from syntactic point of view, i.e. in the choice of the verb form.

19) a. Parnu aawashyak choa

Padhnu aawashyak chha

To read necessary is

‘Reading is necessary’.

Or

b. Praile kaida dincha

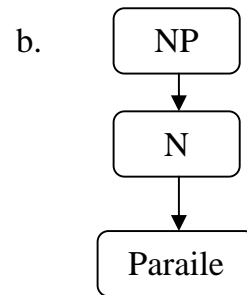
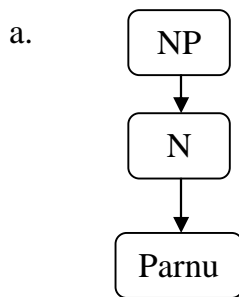
Padhaaile phaaidaa dincha

Reading-by advance gives

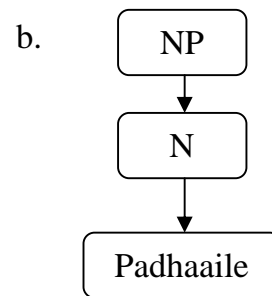
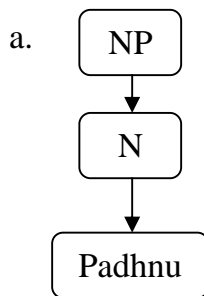
Reading gives profit.

In the above examples ‘parnu’, ‘padhnu’ (To read) is infinitival head and ‘paraile’, ‘padhaaile’ (Reading) is gerundive head of the NP.

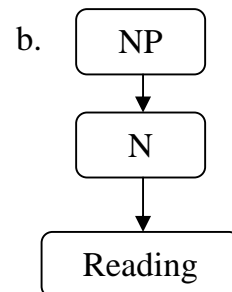
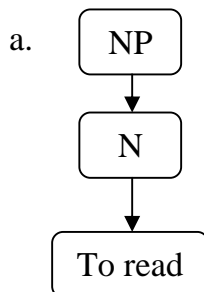
In Rukumeli dialect: Infinitival/Gerundive



In Nepali: Infinitival/Gerundive



In English: Infinitival / Gerundive



3.4.2 Number

Rukumeli and Nepali common nouns can be divided into two categories: countable and uncountable. Countable nouns can be made into plural by attaching *haru* at the end and can be preceded by *ek wataa/janaa*. One in singular and by plural cardinal numerals like *dui watta / janna* (two), *tin wataa/ janna* (three) etc. in plural. Whereas uncountable nouns do not take *haru* at the end nor are they preceded by cardinal numerals. The inflectional suffix is required if it is necessitated by the semantic purport (Acharya, 1993).

20) a. Mantha galcha

Maanish marcha (sing.)

‘Man dies’

b. Manthaharu galchan

Manisharu marchan (plu.)

‘Men die’

The plural marker *haru* is optional in many cases. (20 b), for instance, could be equally acceptable even if the plural suffix *haru* at the end of *maanish* is dropped.

21) Sangi aae

Saathi aae

‘A friend (s) came’.

This ambiguity is removed by contextual reference alone.

Singular nouns ending with the sound ‘o’ have their allomorphs with the sound ‘aa’ at the end: (Acharya, 1993).

Singular

Plural

Doko	Doka
‘Basket’	‘Baskets’
Lato	Lataa
‘Son’	‘Sons’ etc.

Words of foreign origin may not undergo such change:

Rediyo	Rediyoharu
‘Radio’	‘Radioes’
Kampeutar	Lampeutarharu
‘Computer’	‘Computers’

Hypernyms like ‘animal’, ‘flower’ are not inflected for number in Nepali they occur in such definitional statements:

22) Dinga lachimi hun

Gaai janaawar hun

Cows animal are

‘Cows are animals’ .

In (22) lachimi and janaawar can not be made into janaawarharu though the word janaawar itself does not deny pluralization as it accepts the plural suffix-haru in other contexts. Countable nouns with the feature (+human) are preceded by jaana whereas those with the feature (-human) are preceded by the classifier wattaa.

Eg.

In Rukumeli dialect	In Nepali	In English
Tin janaa chottayaa	tin janaa ketaa	there boys

Tinowattaa kallaa tin wataaa keraa three bananas

Though this rule is observed in many cases, there are instances when it is violated.

23) Paacota khetaali aae

Paanca wati khetaali aae

Five classifier (fem) workers came

‘Five female workers came’.

In example like ‘caroti’, caar (wati) ‘lakhyani (not caar janaa lakhyani) also by the occurrence of the feminine classifier oti the possibility for ota to occur with human beings is justified.

There is no one to one correspondence between countable nouns in English and those in Nepali and Rukumeli dialect many uncountable noun in English are easily susceptible to count ability in Nepal, et. ‘roto’, ‘bread’ etc. On the otherhand, like in English, in Nepal and Rukumeli also uncountable nouns can be treated as countable, but this is very much limited to the sense of kinds.

24) Bicaarharuko sangaalo janamanca padhundos

Opinion of collection janmanch read

‘Read the collection of opinions janamanch’

Like in English, singular nouns may sometimes be used to refer to their corresponding mass nouns.

25) Maile caalloo khaaeo (eutaa caalo)

Maile kukhuro khaaeo (eutaa kukhoro)

I-by cock ate

‘I ate cock’

If a noun does not have the subjective position in the sentence, the number may not be clear.

26) Bhaaile laththo kinyo

Bhaaile latthi kinyo

Small brother stick bought

‘My younger brother brought (a) stick (s).

Collective nouns may take singular or plural concord according as the reference is to one collection or collection.

27) a. Uddhaar samitile naamro kaj garyo (sing)

Uddhaar samitile raamro kaam garyo (sing)

‘The rescue committee did well.

c. Uddhar samiti (haru) le naamro kaj gare (pl)

Uddhar samiti (haru) le raamro kaam gare (pl)

Rescue committees-by good work did

The resale committee did well.

Other collective nouns like ‘jhopo’ ‘jhuppo’ ‘bunch’ ‘bhari’ ‘bito’ ‘bundle’ etc. become ‘jhopa’ ‘jhuppa and bitta with-haru at the end of each.

Proper Nouns

There is no system of pluralizing a proper noun in Nepal. But when such pluralizing takes place the meaning is slightly altered.

28) Ramyaru aae.

Raamharu aae

Rams came

‘Ram and others came’.

Note the jya ‘mother’ ‘jyaru’ ‘mothers’ etc. also have similar connotations as ramyaru.

The choice of the verb form is similar to that in the case of plural common nouns. Plural names of places are either taken as plural or made into singular when they are used in Nepali and Rukumeli dialect.

Rukumeli Dialect	Nepali	English
Netharlyand	Nedarlyand	Netherlands
Malthip	Maaldip	Maldives

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CHAPTER-FOUR

FINDINGS AND RECOMMENDATION

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Appendix – III

Interview Schedule

This interview schedule is prepared in accordance with research work on noun phrase structure in Rukumeli dialect. English and standardised Nepali. A comparative study for M.Ed. thesis in English education under guidance of Mr. Bashudev Karki. I hope your invaluable co-operation will be a great contribution to complete this research work.

Thank you

Researcher

Thal Bir Oli

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Occupation: Farming

VDC: Magma

Academic Qualification: SLC

Age : 30 yrs

Sex : Male

How do you say the following sentences in Rukumeli dialect?

1. The girl chased the dog. केटीले कुकुर लखेटी

.....

2. A boy came. केटो आयो ।

.....

3. The pickle is peppery. अचार पिरो छ ।

.....

4. Cow grazes. गाई चर्छ ।

.....
5. A cock came. कुखुरो आयो ।

.....
6. OX grazes. गोरु चर्छ ।

.....
7. The meeting ran smoothly. सभा राम्ररी चल्यो ।

.....
8. I came. म आए ।

.....
9. They came. उनिहरु आए ।

.....
10. Mother came late. आमा अबेला आउनु भो ।

.....
11. Father was angry. वा रिसाउनु भएको थियो ।

.....
12. Which woman came to work? काम गर्न को आई ?

.....
13. Reading gives profit. पढाईले फाईदा दिन्छ ।

.....
14. Man dies. मानिस मर्छ ।

.....
15. Cows are animals. गाईहरु जनावर हुन् ।
.....

16. Three boys came. तिन जना केटा आए ।
.....

17. Two girls came. दुइ जना केटी आए ।
.....

18. Three bananas. तिनवटा केरा ।
.....

19. I ate hen. मैले कुखुरो खाए ।
.....

20. Brother bought stick. भाईले लठ्ठी किन्यो ।
.....

21. Ram and others came. रामहरु आए ।
.....

22. Ram beat the boy. रामले केटालाई पिट्यो ।
.....

23. Umesh felt hungry. उमेशलाई भोक लाग्यो ।
.....

24. His house is far. उसको घर टाढा छ ।

.....
25. The deaf eats rice. बहिरो भात खान्छ ।

.....
26. He finished teaching. उनले पढाई सके ।

.....
27. For Ram to dance is amazing. राम नाच्नु अचम्म हो ।

.....
28. He eats fast. उ छिटो खान्छ ।

.....
29. Some child. कुनै बच्चा ।

.....
30. A student was seeking you. एउटा विद्यार्थी तपाईंलाई खोज्दै थियो ।

.....
31. They will show me a movie. तिनीहरूले मलाई चलचित्र देखाउने छन् ।

.....
32. He bought a book yesterday. उसले हिजो एउटा किताब किन्यो ।

.....
33. You can listen this song on the radio. तिमि यो गित रेडियोमा सुन्न सक्छौ ।

.....
34. Football player. फुटबल खेलाडी ।

.....
35. A small white woolen sweater. सानो सेतो उनि सुइटर ।
.....

36. A man walking on the road side. सडकको किनारामा हिडीरहेको मान्छे ।
.....

37. Reading a poem, girl looked me. कविता पढी ।
.....

38. Only I became unsuccessful. ममात्र असफल भए ।
.....

40. Durga died दुर्गा मरी ।
.....

41. Nepal, the motherland may curse us. नेपाल आमाले हामीलाई सराप्न
सकिन्छन् ।
.....

42. Spokesman. पुरुष प्रवक्ता ।
.....

43. Spokeswoman. महिला प्रवक्ता ।
.....

44. Teacher came. शिक्षक आए ।
.....

45. My husband is teacher. मेरो लोग्ने शिक्षक हुनुहुन्छ ।

.....
46. My mother went out. मेरो आमा बाहिर जानुभो ।

.....
47. Bridegroom- bride दुलाहा - दुलही ।

.....
48. Choro-chori. छोरो-छोरी ।

.....
49. Doctor treats. डाक्टरले उपचार गर्छ ।

.....
50. Men die. मानिसहरु मर्छन् ।
.....

APPENDIX : II

**Questionnaire for the native speakers of Rukumeli Dialect of Nepali
Language**

Dear Informants,

This questionnaire has been prepared to draw informatin for the research work entitled “Noun Phrase Strucuter in Rukumeli Dialect, English and Standard Nepali: A Comparative Study”. In this set of questionnaire, my aim is to collect information about native Rukumeli nouns.

I eagerly wait for your kind co-operation.

Sincerely yours

Thal Bir Oli

M.Ed. Second Year

Date : 2067/05/22

Surkhet Campus (Education)

Name : Dill Bahadur Gharti

Address : Banfikot-3, Rukum

Age : 29

Mother Tongue : Rukumeli, Dialect

Occupation : Business

Qualification : I.A.

Please, how do you tell the following phrases and sentences in Rukumeli language.

1. The girl chased the dog. केटीले कुकुर लखेटी ।

.....

2. A boy came. केटो आयो ।

.....
3. The pickle is peppery. अचार पीरो छ ।

.....
4. Cow grazes. गाई चर्छ ।

.....
5. A cock came. कुखुरो आयो ।

.....
6. OX grazes. गोरु चर्छ ।

.....
7. The meeting ran smoothly. सभा राम्ररी चल्यो ।

.....
8. I came. म आए ।

.....
9. They came. उनीहरु आए ।

.....
10. Mother came late. आमा अबेला आउनु भो ।

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