

## **CHAPTER- ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Language, a voluntary vocal system of human communication, is a versatile tool that people use to fulfill their needs. Language is basically used for communication. That is to say, it is a means of communication through which we express our feelings, imagination, thoughts and desires. Every normal human being acquires his/her first language without being explicitly taught. Animals do not acquire language, only human do. According to Sapir (1978,p.8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of a system of voluntarily produced symbols”. Language plays a significant role in the development, maintenance and transmission of human civilization, education, science and technology.

It is said that more than 6000 distinct languages exist in the world today. Among them, English is supposed to be wide- spread one to the rest because it is spoken by most of the people throughout the world. English is an international language and used as the language of politics, trade, commerce, industry and academic conference as well. It serves today as a lingua franca in many parts of the world. Most of the important books in the field of art, literature, religion and ethics, social and medical sciences, science and technology are written in English. So, it is an inevitable source of knowledge. Moreover, it is one of the six official languages of United Nations (UN). Thus, English is regarded as the world’s most prestigious and important language.

### **1.1.1 The English Language**

Actually speaking, appreciation of English is not just the result of the favour of tall-figured, white-skinned, blue-eyed and brown-haired people from the community where English is spoken as a native language. But rather it is the most widely used means of communication, and people of the world are deeply indebted to it for playing vital roles in the development of trade, transport and communication in the world. "The English language falls under Indo-European family and is spoken by about 350 million people in the world" (Yule, 1996, p.214). It is taught and learnt in over 100 countries such as Germany, China, Russia, Spain, Brazil, India and Nepal, to name only a few. Nearly half of the world's books of science and technology are written in the English language. It has gone deeply into the international domains of political life, business, safety, communication, entertainment, media and education. So, Nepal cannot be the exception of it.

English is the gate way to knowledge which has covered all affairs in human life. English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we all ourselves to be enveloped in the folds of dark curtain of ignorance.

Teaching English in Nepal was started for the first time at Durbar High School in 1854 AD. Now, it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from class one up to the bachelor's level whereas the English medium schools teach English right from the nursery level. The rapid

growth of English medium schools and their impact on society prove the importance of English in Nepal.

### **1.1.2 The Bhojpuri Language**

As far as the Bhojpuri language is concerned, it is one of the prominent living languages spoken in India and Nepal. These two South Asian countries have a long geographical and cultural similarity. As Bhojpuri has acquired its name, it is associated with Bhojpur that was a famous city in the remote past, however, it still exists as a village near the town of Baxar in Bihar. It had also been known as Bhojpuri in the past. Some local and lesser used names for this language are "Purbi Boli", "Eastern Speech" or just "Purbi Eastern". It has also been named as "Banarasi" after the city of Banaras or Bangarboli i.e. "the speech of Bangar" (Dixit, 1991, p. 18).

#### **1.1.2.1 Geographical Distribution of the Bhojpuri Language**

Apparently, the modern Bhojpuri-speaking community can be visualized politically split between the adjacent territories of Nepal and India. However, it exists as an integrated cultural entity mainly due to frequent regular interaction and cultural affinity between Bhojpuri speakers of the two nations. The very language is spoken in an area of at least 43,000 square miles (Shukla, 1981, p.3).

The Bhojpuri language is mainly spoken in the Indian territories of Uttar Pradesh and in the Nepalese Madhesi districts from Sarlahi in the east to Rupandehi in the West. Besides this, it is spoken in Morang and Sunsari districts and the Kathmandu valley of Nepal as well as in Purnia district of Bihar, Assam, Madhya Pradesh, Western Uttar Pradesh and Kolkata in India (Tiwari, 1960, p.17).

As per the Nepalese population census of 2001 (2058 B.S.), Bhojpuri is the third major language in Nepal. It secures the first position in Bara, Parsa and Rupandehi whereas second position in Sarlahi, Rautahat and Nawalparasi. Regarding the presence of the Bhojpuri speakers, there are a few districts, even less to count on fingers where Bhojpuri speakers have not reported their presence in the census (population census 2001, as cited in Yadav, 2001, p. 69).

There are 1,712,536 Bhojpurians living in Nepal. The number comprises 7.53% of the total population of Nepal (Thakur, 2006, p. 16).

### **1.1.2.2 Genetic Affiliation**

Genetic affiliation presents the systematic development of convergence of a language till date from a common proto-language. This is presented through a strammbaum. Different strammbaums came into light to present the genetic affiliation of the Indo-Aryan languages. Such classifications made by Hoernle (1880), Grierson (1903, 1931), Chatterjee (1926), Turner (1966) and Nigam (1974) are thought to be of great significance (as cited in Thakur 2006, p.3). Of them, the classification by Grierson (1903) is considered to be a more reasonable approach to the discussion of Bhojpuri. The classification has been shown below:

## **Indo-Aryan**

Grierson (1903, p.120)

(1903, p.120)

As shown in the figure, Grierson (1903) considers Bhojpuri a distinct Indo-Aryan language on its own. It is not like Hindi as the latter belongs to the central group of the Indo-Aryan language while the former is affiliated to its eastern group. It constitutes a subgroup with Maithili and Magahi and is linguistically nearer to Assamese, Bengali and Oriya than to its more contiguous languages, especially Hindi and Nepali.

### **1.1.2.3 Dialect of the Bhojpuri Language**

The Bhojpuri language has four regional dialects according to Tiwari(1960) :

#### **a) Northern Bhojpuri**

This dialect is spoken in the districts of Saran, Eastern Gorkhapur, Western Deoria, in the vicinity of the river Sarju and in Nepal. Northern Bhojpuri also comprises three western sub-dialects: Sarwaria in Basti district, Gorkhapuri in Gorkhpur and Madhesi in Champaran district.

#### **b) Southern Bhojpuri**

This dialect is spoken in and around Bhojpur. It is also spoken in the districts of Palamua and in the South Gangetic portion of the district Ghazipur.

#### **c) Western Bhojpuri**

The area where it is spoken consists of the districts of western Ghazipur South East of Mirzapur, Bauaras , Eastern , Jaunpur, Ajamgarh and Eastern Faizabad. This western Bhojpuri dialect sometimes refers to as Jaunpuri, Banarasi in Sonapari.

#### **d) Nagpuria Bhojpuri**

It is spoken in the areas south of the river Sone comprising part of Palamua and some parts of Ranchi . It is heavily affected by the

neighbouring languages named Bengali, Magahi, Chattisgarhi and Mundari.

According to Tiwari ( 1960) Bhojpuri speakers in Nepal speak northern dialect. Lohar (2006) has again classified the Bhojpuri speakers in Nepal in four dialects. According to him, west of Jamuni river up to whole Parsa district is central Bhojpuri, in Nawalparasi and Rupendehi, the western Bhojpuri, East Jamuni to Bakey in the East the "Mid Eastern" and east of Bankey up to Sarlahi the Eastern Bhojpuri . According to this classification, the researcher belongs to the central Bhojpuri dialect spoken in western Bara and Parsa districts in Nepal.

### **1.1.3 Introduction to Verb**

Verbs refer to words which: (a) occur as a part of the predicate of a sentence, (b) carry marks of categories such as tense, aspect, person, number and mood, (c) show an action or state. The most difficult part of any language is usually the part that deals with the verb. Learning a language is to a very large degree learning how to operate the verbal forms of that language. In English, for instance, the verb may indicate that an action takes place in a period preceding, but continuing right up to the present moment as well as simply in the past.

The English verbs can be classified as main and auxiliary, the auxiliaries being divided into primary and modal. The verbs of English may be classified in terms of the verb by which they are followed. Some of them are followed by the infinitive without to, some by the infinitive with to, some of them by the gerund form

and others by the past participle. The morphology of English verbs involves up to five distinct forms eg. a simple form, a singular form, a past form, a present participle (-ing) form and a past participle (-en) form. The following inventory of English verbs under eight different headings, technically speaking, ‘semantic field’ serve the basis for the study of their equivalent Bhojpuri verbs which were collected by the researcher.

Table No. 1  
Verbs related to the action of mouth, eye and hand

Say	Eat	Spit	Blink	Speak
Drink	Yawn	Lick	Whistle	Break

Table No. 2

Verbs related to movement

Climb	Fly	Jump	Rise	Spring
Drown	Sink	Immerse	Descend	Fall

Table No. 3

Verbs related to dress

Change	Tighten	Loosen	Dress	Bind
Cover	Knit	Colour	Sew	Wash

Table No.4

Verbs related to food items

Feed	Suck	Serve	Collect	Grind
Roll	Peel	Filter	Stir	Empty

Table No. 5

Verbs related to building

Fence	Saw	Wipe	Lock	Close
Open	Paint	Crumble	Crack	Erect



Table No. 6

Verbs related to Diseases and Treatment

Pain	Weaken	Recover	Treat	Bleed
Faint	Cough	Vomit	Fracture	Swell

Table No.7

Verbs related to wealth

Earn	Acquire	Deposit	Trade	Save
Borrow	Lend	Share	Manage	Open account

Table No. 8

Verbs related to geography and geology

Shine	Set	Rise	Flow	Thunder
Rain	Melt	Snow	Flood	Freeze

(Source: Lohar, 2005,pp. 80-115)

#### 1.1.4 A Brief Introduction to Semantics

Semantics is the study of meaning. The meaning of a word or sentence is not necessarily one and absolute but it is dependent on people and context. According to Crystal (1997, p.273):

Linguistics has often been viewed to have three levels i.e. phonology, syntax and semantics. Phonology deals with the sound system of a language. It studies speech sounds especially of a particular language. Syntax deals with the words and sentence construction and semantics is the study of meaning. When we use the word semantics, we mean semantics of language or meaning related to the use of language.

Hurford and Hensley, (1983 p. 27) define semantics as “the study of meaning in language”.

While talking about the different levels of language, we put phonology in the first layer followed by syntax and then semantics at the end. This shows that, semantics was the most neglected field in linguistics before 1900 A.D. The development of this level has been relatively recent and rapid. Linguists are taking serious interest in its various problems. The history of semantics goes back to the American Philosophical Association which introduced a paper, “Reflected meanings: a point in semantics” in 1894 and six years later in 1900, Breal’s book ‘Semantics’ appeared.

Commenting on the book Crystal, (1997,p.127) writes, “It is one of the earliest books on linguistics as we understand today, in that it treated semantics as the science of meaning and that it was not primarily concerned with the changes of meaning from a historical point of view”. According to Lyons (1997),“The meaning of a sentence is determined not only by the meaning of the words of which it is composed but also the grammatical structure” ( p.319). So, the fact is that two sentences can be composed of exactly the same words and yet differ in meaning. Meaning of an utterance depends not only on what is said but also on the intention of the speaker and interpretation of the hearer.

The study of meaning is an inseparable part of language study and difficult as well. Sometimes it creates ambiguity. So, the learners of second language may make mistakes while learning language. The meaning of the same word in one language can have more than one meaning and yet differ in another language. There may not be one to one correlation of meaning of words between two languages. There may be divergence and convergence of meaning, semantic overlapping or semantic inclusion of meaning of words in the two languages. There exist typical or language specific verb forms in the two languages which

make difference in meanings. Basnyat's view supports this complexity related to verb. According to Basnyat, (1999,p.39), "The semantic system of some English and Nepali verbs cause difficulty to Nepali speakers learning English (NSLE) and English speakers learning Nepali (ESLN)."

### **1.1.5 Contrastive Analysis**

Contrastive analysis is the systematic study of a pair of language with a view to identify their structural difference and similarities. Historically it has been used to establish languages genealogies. Contrastive analysis was used extensively in the field of second language acquisition (SLA) from 1950s to early 1960s, as a method of explaining why some features of a target language were more difficult to acquire than others.

Contrastive analysis (CA) is, thus, defined as the method of analyzing the structure of any two languages with a view to estimating the differential aspects of their system, irrespective of their genetic affinity or level of development. Contrastive analysis of two languages becomes useful when it adequately describes the sound structure and grammatical structure of two languages, with comparative statement, giving due emphasis to the compatible items in the two systems. It is assumed that learning of second language is facilitated wherever there are similarities between that language and mother tongue. Learning may be interfered when there are marked contrasts between mother tongue and second language (Nickle, 1971).

Contrastive Analysis, as a branch of applied linguistics, compares languages to find out the similarities and differences between or among them and to predict the areas of difficulty in learning. The first language (L1) is known as mother tongue or native language or source language or filter language and second language (L2) is known as foreign language or target language or other language. The development of CA for foreign language teaching can be traced back to the American linguist C.C. Fries

who made the first clarion call for it. In his work "Teaching and Learning English as a foreign language" (1945), Fries quoted that " the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner".(1945,p. 259).

Robert Lado, in 1957, wrote a book entitled "Linguistics Across Culture" in which he has provided three underlying assumptions of CA , which have significant role in language teaching. They are as follows:

- a) Individuals tend to transfer the forms and meanings and distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak language ....and receptively when attempting to grasp and understand the language.
- b) In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.
- c) The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems and can better provide teaching for them (Lado, 1957, pp. 2-3).

CA has its great importance in language teaching. It has mainly two functions: Firstly, it predicts the tentative errors to be committed by the L2 learners and secondly, it explains the sources and reasons of the L2 learner's errors. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless the sources and types of errors committed by the learner's are found, a language teacher cannot impart knowledge to the learners. James (1980, p. 145) points out three pedagogical applications of CA. According to him, CA

has application in predicting and diagnosing a proportion of the L2 errors committed by learners with a common L1 and in the design of **testing instruments** for such learners.

The most important thing to remember by a language teacher is basic assumption behind CA. Lado's (1957) first assumption states that when we come in contact with an L2, our knowledge of L1 comes on the way: while learning an L2, some features are easier to learn and some are difficult because of the transfer of the old habits / knowledge. If old knowledge is similar to the new knowledge, there is positive transfer, which facilitates in learning an L2 but if old knowledge is different from the new knowledge, there is negative transfer, which interferes in learning an L2. In short, the more similarities between the two languages, the more difficult to learn. We can say that greater the similarities greater the ease, and greater the ease lesser the chances of errors and greater the differences, greater the difficulty and greater the difficulty, greater the chances of errors. CA has its significant contribution to the L2 teaching. It provides sound conceptual insights about language to a teacher. It helps the teacher to diagnose the level of difficulty and causes of the errors that learners commit.

## **1.2 Review of Related Literature**

Research is a scientific study made on a topic or a problem under some specified conditions. It is carried out on the foundation of previous study. The previous studies prove to be guidelines for the latter ones.

Grierson (1903), has carried out Linguistics Survey of India. In this work, he has presented almost all languages then being spoken in India with a very brief linguistic diversity due to changing social and communal context. The work is praiseworthy from the point of view of linguistics.

Shukla (1981), has discussed verbs in his Bhojpuri Grammar. This is the only Bhojpuri Grammar written on the basis of linguistics. In the introduction of the book, Shukla has shed light on the different dialects of the Bhojpuri language keeping in mind the origin, development, social situation, expansion and social foundation of the language. After the skelton grammar by Grierson, this is the grammar of Bhojopuri in its full dimension.

This grammar talks about the traditional division of the verbs, but does not talk about other new verbs. Thus, this study talks about some more cases which have not been discussed yet.

Sharma (1994), carried out research on " Situation of the Bhojpuri literature in Nepal". In this article, Sharma focuses on the current situation of the composition of literature of Bhojpuri in Nepal. However, the short article has also shed light on the sociolinguistic elements of origin, social surroundings, genetic feature and geographical spread of Bhojpuri in Nepal.

Acharya (1995), carried out research on " The Bhojpuri proverbs and idioms." He has begun a new step to transcribe the oral tradition of Bhojpuri presenting his book as a collection of proverbs , idioms, folk-sayings and so on. This is a praiseworthy work from sociolinguistic point of view to study the Bhojpuri folk literature.

Giri (1982), Bhusal (2001), Rai (2001) Joshi (2004) , Miya (2007) have carried out researches on comparative linguistic study of kinship terms of English and Nepali; English and Kumal; English, Nepali and Limbu; English and Newari; English and Urdu respectively. They have established the universal concept of kinship relation.

Yadava (2000), carried out research on " The Bhojpuri language". In his short article, Yadava has shed light on the origin, popularity and less known names, spread area, dialects, genetic affiliation and multilingualism among Bhojpuri speakers in short and sweet manner.

Mishra (2001), has written an article on " Bhojpuri in the global context". In it, Mishra has shed light on origin, spread language family, oral tradition, contact with other languages and changing feature of Bhojpuri.

Mehta (2004), carried out research on " A comparative study on subject-verb agreement in the Bhojpuri and English languages". His study concentrated on determining similarities and differences of subject -verb agreement in Bhojpuri and English language. In both the languages, verb agreement system is marked with tense. The subject-verb agreement with third person pronoun with respect to number is similar to both the languages. But with respect to gender and honorificity, subject-verb agreement in Bhojpuri is different from that in English. This research is limited to the area of Parsa districts only.

Lohar (2005), has presented a sociolinguistic survey of the Bhojpuri language in Nepal in his thesis entitled, "A sociolinguistic survey of the Bhojpuri language". The main objective of this survey is to shed light on the use of the Bhojpuri language, attitude of the native speakers towards Bhojpuri and similarities and differences in lexical and syntactic structure in Bhojpuri. This thesis also studies the variability in the Bhojpuri by its native speakers as per the difference in time, situation, geographical boundaries and communities and to collect materials of the Bhojpuri folk literature.

Adhikari (2006), has carried out research on " A semantic analysis of English and Nepali verbs." His study is intended to find out semantic equivalence, semantic overlapping, divergence and convergence and

semantic inclusion of the verbs of English and Nepali. The result shows that there are inherent differences in the semantic systems of Nepali and English verbs. Semantic equivalences are rare because of which it is very difficult to find one to one correlation of lexical items in any two languages. This factor contributes to learners difficulties in choosing the correct verb in every situation in the target language.

Limbu (2007), has carried out research on " A semantic analysis of English and Limbu verbs: A comparative study". His study has been centralized on establishing semantic equivalence, semantic overlapping, divergence and convergence and semantic inclusion of the verbs of English and Limbu languages. The result showed that out of 50 Limbu verbs equivalent to ten groups of English verbs, twenty four verbs have one to one correlation, fourteen verbs have the cases of divergences and convergences of meanings, six different verbs are overlapped within and across languages and twelve verbs reveal the cases of semantics inclusion across language. So, the focal finding of the research is that there are inherent differences in the semantic system of English and Limbu verbs.

Neupane (2007), has carried out research on "A study on code-mixing in the Bhojpuri language". In her research, she has found that English words were found to be used in large number in comparison to other linguistic units. Literate people could understand the meaning of English words they mixed while speaking their mother tongue but illiterate people could not understand and used them unconsciously. Frequency medium (F.M) radios mixed lots of English expressions. English words are found to be mixed in Bhojpuri songs (mostly modern songs) and also in other literary items like drama, story, essay, advertisement and so on.

Jaisawar (2007), carried out research on "Passivization in English and Bhojpuri". His study shows that passivization in English does not bear



one to one correspondence with Bhojpuri. It is because both languages have their own system of plasticization for interrogative and imperative sentences. The VP is passive inflexionally in Bhojpuri and phrasal in English. This research has not been carried out in all types of sentences but is based only on assertive, interrogative, and imperative sentences consisting of 60 Bhojpuri native speakers from Dakshin, Jhitkaiya and Basatpur of Bara district.

Yet, no single research has been carried out on the semantic analysis of Bhojpuri verbs and their comparison with those of English. As I am a Bhojpuri speaker, I am keenly interested to carry out the research on the mentioned topic. This study is a new endeavor and different from other studies.

### **1.3 Objectives of the Study**

The objectives of this research are as follows:

- a. to identify eighty Bhojpuri verbs, ten each from eight different groups, and to carry out the semantic analysis of those verbs along with the same number of English verbs in terms of:
  - i. one to one correlation of their meanings;
  - ii. divergence or convergence of meanings;
  - iii. semantic overlapping and
  - iv. semantic inclusion.
- b. to find out the differences between those verbs of the English and Bhojpuri languages.
- c. to recommend some pedagogical implications.

## **1.4 Significance of the Study**

This is the first analysis of English and Bhojpuri verbs and helps to predict the difficult areas that the Bhojpuri speakers learning English (BSLE) and English speakers learning Bhojpuri (ESLB) are likely to face. This study helps to find out the similarities and differences between the two languages and helps to use the appropriate words in the target language. Moreover, the finding of such study will be helpful to the course designers, teacher trainers, teachers, students, linguists, translators, lexicographers as well as the researchers.

## **1.5 Definitions of Specific Terms**

Some terms which are repeatedly used in this are defined here:

### **i. Convergence**

Convergence refers to a concept expressed by one verb in a language and is expressed by a number of verbs in the other language. It also refers to moving towards the same point where different meanings join together (Richards et al. 1999, p.84).

### **ii. Divergence**

The opposite of convergence is called divergence which follows a different direction or becomes different from a point.

### **iii) One to one Correlations**

The representation of semantic equivalence across language is called one to one correlation.

### **iv) Semantic Inclusion**

It refers to the word in one language having more extensive range of meaning than that of a word in another language.

### **v) Semantic Overlapping**

It refers to the range of meaning of a word in one language that coincides with the range of meaning of a word in another language.

## **CHAPTER- TWO**

### **METHODOLOGY**

This research adopted the following methodology to achieve the objectives.

#### **2.1 Source of Data**

The study made use of both primary and secondary sources of data equally.

##### **2.1.1 Primary Source**

The researcher himself, being a native speaker of Bhojpuri was the source for the Bhojpuri data. However, eighty native Bhojpuri speakers who were educated and adult were consulted and interviewed using unstructured tools to confirm and verify the data.

##### **2.1.2 Secondary Source**

For secondary sources, the researcher consulted theses, articles and reports conducted on semantic analysis. Similarly, he consulted different books written by Leech (1971, 1974), Shukla (1981) Basnyat (1991), Lyons (1995), Kempson (1997) and Yadava and Glover (1999), and Oxford Advanced Learner's Dictionary (6th. Ed.).

#### **2.2 Population of the Study**

The total population of the study were eighty native speakers (both male and female) of the Bhojpuri language who were educated and adult. They were of Bara and Parsa districts.

#### **2.3 Tools of Data Collection**

Unstructured interview, focused group discussion and observation were conducted as tools to collect data from various sources.

## **2.4 Procedure of Data Collection**

As a researcher, I personally met with some of the educated native speakers of the Bhojpuri language. Then, I requested and established friendly rapport with them to participate in interview and group discussion. I also observed some verbs uttered by them to collect authentic data.

## **2.5 Limitations of the Study**

- i. This study was limited to 80 verbs of English and Bhojpuri.
- ii. This study was based on the collection of data from the English and Bhojpuri languages only.
- iii. English verbs were grouped into eight categories and the analysis of these verbs was done, which is as follows:
  - a) Verbs related to the activity of mouth, eye and hand (10 verbs)
  - b) Verbs related to movement (10 verbs)
  - c) Verbs related to dress (10 verbs)
  - d) Verbs related to food items (10 verbs)
  - e) Verbs related to building (10 verbs)
  - f) Verbs related to diseases and treatment (10 verbs)
  - g) Verbs related to wealth (10 verbs)
  - h) Verbs related to geography and geology (10 verbs)
- iv) Idiomatic meanings of these verbs were not included in this study.
- v) Similarly, verb + particle with different verbs of these groups were not taken into consideration.
- vi) This study was largely related with the central dialect of the Bhojpuri language.

## CHAPTER- THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of collected data. Here, while analyzing the English and Bhojpuri verbs, they have been categorized into eight different verb groups. The grouped English and Bhojpuri verbs have been given into separate tables. All these verbs have also been tabulated with their likely contexts and their meanings have been analyzed in terms of whether there is any one to one correlation or divergence and convergence between them. Similarly, the analysis has also been done on the basis of whether there is any semantic inclusion or the semantic overlapping in them.

#### 3.1 Verbs Related to the Action of Mouth, Eye and Hand

Verbs in this group refer to the verbs that represent the activities performed with different parts of human body. The verbs in this category of both languages are shown in the following table:

**Table No. 1**

	English	Bhojpuri
Verbs related to the activity of mouth, eye and hand	Say	/kah/bat $\bar{a}$ w/
	Eat	/kh $\bar{a}$ /
	Spit	/thuk-phekeke/ugleke/
	Blink	/papani-malk $\bar{a}$ weke/pucheke/
	Speak	/bol/
	Drink	Pieke/
	Yawn	/jamh $\bar{a}$ i-kareke/
	Lick	/c $\bar{a}$ t/
	Whistle	/siti-baj $\bar{a}$ w/susk $\bar{a}$ ri-p $\bar{a}$ r/
	Break	/toreke/tuteke/phoreke/

### 3.1.1 The Verb Say

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	I have to say something.	Say	/kah/
2.	Say about the accident.	Say	/bat $\bar{a}$ w/
3.	I will say this for them.	Say	/kah/

These above contexts represent cases of meaning inclusion of verbs across languages. For example, English verb **say** generally means / **kah**/ in Bhojpuri but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb **say** has more extensive range than that covered by the Bhojpuri verb / **kah**/. In contexts 1 and 3 both **say** and / **kah**/ share their meaning and are semantically equivalent but in context 2 /**kah**/ is not appropriate. Bhojpuriya uses other verbs like / **bat  $\bar{a}$  w**/ to refer to the concept while English continues to use the verb **say** in all contexts. In such cases, learners find it difficult to know where the equivalence between verbs in the two languages exist and where they stop to exist.

### 3.1.2 The Verb Eat

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Gita eats rice.	eat	/ kh $\bar{a}$ /
2.	I do not eat meat.	eat	/ kh $\bar{a}$ /
3.	She eats like a horse.	eat	/ kh $\bar{a}$ /

These contexts show one to one correlation of meanings between English and Bhojpuri verbs. Therefore, there is semantic equivalence between English verb **eat** and Bhojpuri verb / **kh  $\bar{a}$**  /. In such cases, the learners find little or no difficulty.

### 3.1.3 The Verb Spit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He coughed and spat.	Spit	/thuk-phekeke /
2.	He spat in his face.	Spit	/thuk-phekeke/
3.	The criminal spat out the truth.	Spit	/ugleke/

The verbs and their contexts show the case of semantic inclusion between English and Bhojpuriya verbs. The range of meaning covered by English verb **spit** has more extensive range than that covered by the Bhojpuri verbs /**thuk-phekeke** /. In the above examples, in contexts 1 and 2 **spit** and / **thuk- phekeke**/ share their meanings and are semantically equivalent but in context 3 /**thuk-phekeke** / is not appropriate.

Bhojpuriya uses other verb /**ugleke**/ to refer to this concept while English uses the verb **spit** in all these contexts. In such cases, learners find it more difficult to know where equivalence between verbs in two language exists and where they cease to exist.

### 3.1.4 The Verb Blink

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He blinked in the sunlight.	blink	/papani-malk <sup>ā</sup> weke/
2.	The warning light blinked.	blink	/jhilmil <sup>ā</sup> t <sup>ā</sup> /
3.	Sita bravely blinked back her tears.	blink	/p <sup>ū</sup> cheke/

These verbs and their contexts reveal the divergence and convergence of meanings between English and Bhojpuri verbs. Here , the meaning of English verb **blink** diverges into three different meanings represented by three different Bhojpuri verbs /**papani-malk<sup>ā</sup> weke**/;/**jhilmil<sup>ā</sup> t<sup>ā</sup>** /and / **pucheke**/ is the case of divergence from the English perspective and all these three meanings represented by three different Bhojpuri verbs

converge into one meaning expressed by the verb **blink** in English is an instance of convergence of meaning from the Bhojpuri perspective.

### 3.1.5 The Verb Speak

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	I have spoken to the manager about it.	speak	/bol/
2.	Can I speak with you for a minute?	speak	/bol/
3.	She spoke in favour of new rule.	speak	/bol/

### 3.1.6 The Verb Drink

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Would you like to drink?	drink	/pieke/
2.	Do not drink and drive.	drink	/pieke/
3.	Excess drinking alcohol is bad for health.	drink	/pieke/

### 3.1.7 The Verb Yawn

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Bhojpuri</u>
1	He stood up and yawned.	yawn	/jamh ā i-kareke/
2.	A crevasse yawned at their feet.	yawn	/jamh ā i-kareke/

### 3.1.8 The Verb Lick

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She licked the spoon clean.	lick	/c ā t/
2.	Do not lick his boots	lick	/c ā t/
3.	Flames were licking the curtain	lick	/c ā t/

These contexts reveal the cases of one to one correlation of meaning between English and Bhojpuri verbs. This shows the semantic equivalence between English and Bhojpuri verbs **speak** and **/bol/** in first



group, **drink** and /pieke/ in second group, **yawn** and /jamhā i-kareke/ in the third group and **lick** and /cā t/ in the fourth group respectively. In such cases, learners of both languages encounter little or no difficulty in the acquisition of these types of verbs.

The English and Bhojpuri verbs used in contexts 3.1.1 and 3.1.5 show semantic overlapping of meaning.

<b>Say</b>	<b>/kah/</b>
<b>Speak</b>	<b>/bol/</b>

When the range of meaning of a verb in one language overlaps with the range of meaning of a verb in another language we have a case of semantic overlapping. In the above contexts, the meaning of English verb **say** overlaps with the meaning of Bhojpuri verbs /kah/ and /bol/ and the Bhojpuri verb /kah/ in turn overlaps with the English verbs **say** and **speak**.

### 3.1.9 The Verb Whistle

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The referee whistled for a foul.	whistle	/siti-bajā w/
2.	The crowd whistled as the player came on to the field.	whistle	/suskā ri-pā r/
3.	He whistled at the girl.	whistle	/suskā ri-pā r/

### 3.1.10 The Verb Break

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	All the window broke with the force of the blast.	break	/tuteke/
2.	My watch has broken.	break	/tuteke/

- |   |       |            |
|---|-------|------------|
| 3. The dog bit me but did not break the skin. | break | /k̄a teke/ |
| 4. He was breaking the speed limit            | break | /toreke/   |
| 5. Let's break for lunch.                     | break | /rukeke/   |

The above mentioned contexts disclose the semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by English verb **whistle** has more extensive range than that covered by the Bhojpuri verb/susk̄a ri-p̄a r/. In the above example, contexts 1 and 3 share their meaning and are semantically equivalent but in context 1/susk̄a ri-p̄a r/. is not appropriate. Bhojpuriya uses other verbs like /siti-baj̄a w/ to refer to this concept while English uses the verb **whistle** in all these contexts.

In the other contexts, the range of meaning covered by English verb **break** has more extensive range than that covered by the Bhojpuri verb /tuteke/. In the above example, contexts 1 and 2 share their meanings and are semantically equivalent but in contexts 3,4 and 5 /tuteke/ is not appropriate. Bhojpuriya uses other verbs like /k̄a teke/, /toreke/ and /rukeke/ to refer to these concepts while English uses the verb **break** in these contexts.

In such cases, learners find it more difficult to know where equivalence between verbs in the two languages exist and where they cease to exist.

### 3.2 Verbs Related to Movement

The verbs in this group refers to the changing position which may be either towards higher position or lower position or forward or backward position. The verbs of both languages are mentioned in the following table:

**Table No. 2**

Verbs Related to movement	English	Bhojpuri
	Climb	/carh/
	Fly	/ud/ud-gail/bī t- gail /patā - gail/
	Jump	/kud/phā n/nā gh/
	Rise	/uth/badh/ugal/
	Spring	/jhamt/
	Drown	/dub/
	Sink	/dub/
	Immerse	/dubā weke/
	Descend	/utareke/
	Fall	/gir/

### 3.2.1 The Verb Climb

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She climbed up the stairs.	climb	/carh/
2.	I climbed through the window.	climb	/carh/
3.	Can you climb down?	climb	/utar/
4.	The dollar has been climbing all week.	climb	/badh/
5.	The team has climbed to fourth in the league.	climb	/badh/

These above contexts show the case of semantic inclusion between English and Bhojpuriya verbs. The range of meaning covered by the English verb **climb** has more extensive range than that covered by the Bhojpuri verb /**carh**/.

So, /**carh**/ constitutes parts of the range of **climb**. In contexts 1 and 2, both **climb** and /**carh**/ share their meanings and are semantically equivalent but in contexts 3,4 and 5 /**carh**/ is not appropriate. Bhojpuriya uses other verbs like /**utar**/ and /**badh**/ to refer to these concepts while English speakers use the verb **climb** in all these contexts.

In such cases, learners find it more difficult to know where equivalence between verbs exist and where they cease to exist.

### 3.2.2 The Verb Fly

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	A bird flew overhead.	fly	/ud/
2.	An aeroplane flew for Paris.	fly	/ ud /
3.	Balloons flew in the sky.	fly	/ ud /
4.	The time went quickly.	fly	/ bī t-gail/
5.	The kite is flying in the sky.	fly	/patā -gail/

The verbs and their contexts show the case of semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by English verb **fly** has more extensive range than that covered by the Bhojpuri verbs. In the above contexts 1, 2, 3 **fly** and /ud/ share their meaning and are semantically equivalent but in contexts 4 and 5 other Bhojpuri verbs like / bī t-gail/ and /patā -gail/ are used to refer to the concept of **fly**. In such cases, learners find it difficult to know where equivalence exist and where they do not.

### 3.2.3 The Verb Jump

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He jumps to touch the ceiling.	jump	/kud/
2.	Bijay jumps over the wall.	jump	/ phā n/
3.	They jump over the fence.	jump	/ nā gh/

The above contexts show the reality that there is the case of divergence and convergence of meaning between English and Bhojpuri verbs. From the English perspective, it is the case of divergence as the meaning

expressed by English verb **jump** diverges into three different verbs in Bhojpuri. On the other hand, it shows the case of convergence from the Bhojpuri perspective because the meaning expressed by different Bhojpuri verbs merge into one meaning in English.

### 3.2.4 The Verb Rise

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Hari rises from his bed.	rise	/uth/
2.	The price rises.	rise	/ badh/
3.	The sun rises in the east.	rise	/ ugal/

These contexts show the case of divergence and convergence of meanings between English and Bhojpuri verbs. From English perspective, it is the case of divergence because the meanings expressed by the English verb **rise** diverges into three meanings expressed by three different verbs in Bhojpuri. With these types of verbs, learners face difficulty in using the appropriate verbs in the target language.

### 3.2.5 The Verb Spring

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Everyone sprang to their feet when the principal walked in.	spring	/jhamt/
2.	He turned off the alarm and sprang out of bed.	spring	/ jhamt /
3.	The cat crouched ready to spring.	spring	/ jhamt /

### 3.2.6 The Verb Drown

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Two children were drowned after falling in the river.	drown	/dub /

- |   |       |        |
|---|-------|--------|
| 2. They had drowned the unwanted kittens. | drown | /dub / |
| 3. The fruit was drowned in cream.        | drown | /dub / |

### 3.2.7 The Verb Sink

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The ship sank to the bottom of the sea.	sink	/dub /
2.	We are sinking.	sink	/ dub/
3.	The wheels started to sink in the mud.	sink	/ dub/
4.	The sun was sinking in the west.	sink	/ dub/

These contexts show one to one correlation of meanings between English and Bhojpuri verbs. This shows the semantic equivalence between English and Bhojpuri verbs **spring** and / **jhamt/**; **drown** and /**dub/**; **sink** and /**dub/** respectively. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

### 3.2.8 The Verb Immerse

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	They immersed the plant in water.	immerse	/dub ā weke /
2.	Immerse the mug in the tank and withdraw water.	immerse	/dub ā weke /
3.	She immersed herself in her work.	immerse	/dub ā weke /

The above contexts show the one to one correlation of meanings between English verb **immerse** and Bhojpuri verb / **dub ā weke/**. This represents the cases of semantic equivalence across languages and learners find little or no difficulty.

### 3.2.9 The Verb Descend

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The helicopter started to descend.	descend	/ utareke /
2.	Hari descends from the bus.	descend	/ utareke /
3.	The bell descended over his head.	descend	/ gir/
4.	She descended the stairs slowly.	descend	/ utareke /

The above contexts show the semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by the English verb **descend** has more extensive range than that covered by the Bhojpuri verbs/ **utareke**/. In the above examples, in contexts 1, 2 and 4 both **descend** and /**utareke**/ share their meanings and are semantically equivalent but in context 3 / **utareke**/ is not appropriate. Bhojpuriya uses other verb like / **gir**/ to refer to this concept while English uses the verb **descend** in all these contexts.

### 3.2.10 The Verb Fall

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The bomb fell in Japan.	fall	/ gir /
2.	He fell down.	fall	/ gir /
3.	Dry leaves fall from tree.	fall	/ gir/
4.	Several of the books had fallen onto the floor.	fall	/ gir/

These contexts show one to one correlation of meanings between English and Bhojpuri verbs. There is semantic equivalence between English verb **fall** and Bhojpuri verb /**gir**/. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

### 3.3 Verbs Related to Dress

In this group those verbs have been included which refer to the dress worn by human beings. The verbs in both the languages have been mentioned in the following table:

**Table No. 3**

	English	Bhojpuri
Verbs Related to dress	Change	/ badl/
	Tighten	/kaseke/
	Loosen	/dhil ā -kar/
	Dress	/lug ā -penh/lug ā -penh ā weke/ saph ā -kareke/
	Bind	/b ā nh/majbur-ban ā weke/
	Cover	/lapet/chop/pha ī l-gail/
	Knit	/b ī n/jodeke/
	Colour	/ra eke/laj ā eke/asar-kareke/
	Sew	/s ī eke/lag ā weke/mil ā weke/
	Wash	/dhoeke/

#### 3.3.1 The Verb Change

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Fame has changed him.	change	/badl /
2.	The lights changed from red to green.	change	/ badl /
3.	Can I change my dress?	change	/ badl /

These contexts show the one to one correlation of meanings between English and Bhojpuri verbs **change** and **/badl/** respectively . This shows the semantic equivalence between English and Bhojpuri verbs. Here, the learners find little or no difficulty in learning these types of verbs.

#### 3.3.2 The Verb Tighten

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She tightened the rope.	tighten	/ kaseke /



2. Laws on gambling have tightened up recently. tighten / kaskeke/

3. Hari wants to tighten his dress. tighten / kaskeke /

The above contexts show the one to one correlation of meanings between English and Bhojpuri verbs **tighten** and / **kaseke**/ respectively. This shows the semantic equivalence across two languages.

### 3.3.3 The Verb Loosen

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He loosened his grip and let her go.	loosen	/dhilā -kar/
2.	Loosen my dress.	loosen	/dhilā -kar/
3.	First loosen the nuts then take off the wheel.	loosen	/dhilā -kar/

The contexts reveal the fact that there is one to one correlation between English and Bhojpuri verbs. This shows the semantic equivalence between English and Bhojpuri verbs **loosen** and / **dhilā -kar**/.

### 3.3.4 The Verb Dress

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	I dressed quickly for party.	dress	/lugā -Penh /
2	Get up and get dressed!	dress	/lugā -Penh /
3.	She dresses many of celebrities.	dress	/lugā -Penhaweke/
4.	The nurse will dress the wound for you.	dress	/saphā -kareke /

### 3.3.5 The Verb Bind

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	They bound his hands together.	bind	/bā nh /
2.	She bound up his wounds.	bind	/bā nh /

3. He had been bound to secrecy. bind / majbur-ban<sup>ā</sup> weke/

These above contexts represent cases of meaning inclusion of verbs across languages. For example, English verb **dress** generally means /lug<sup>ā</sup> -penh/ but this verb cannot refer to concept in all contexts. In contexts 1 and 2 both **dress** and /lug<sup>ā</sup> -penh/ share their meanings and are semantically equivalent but in contexts 3 and 4, Bhojpuriya uses other verbs /lug<sup>ā</sup> -penh<sup>ā</sup> weke/, /saph<sup>ā</sup> -kareke/ to refer to the concept while English continues to use the verb **dress** in these contexts.

In other group, the English verb **bind** generally means / b<sup>ā</sup> nh/ but this verb cannot refer to concept in all contexts. The range of meaning covered by the English verb **bind** has more extensive range than that covered by the Bhojpuri verb / b<sup>ā</sup> nh/. In contexts 1 and 2 both **bind** and /b<sup>ā</sup> nh/ share their meaning and are semantically equivalent but in context 3 Bhojpuriya uses other verb / majbur- ban<sup>ā</sup> weke/ to refer the concept while English continues to use the verbs **bind** in all these contexts.

In such cases, learners find it difficult to know where equivalence between verbs in the two languages exist and where they stop to exist.

### 3.3.6 The Verb Cover

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Cover the carpet.	cover	/ lapet /
2.	Do not cover your face.	cover	/ chop
3.	The flood covered the whole area.	cover	/ pha <sup>ī</sup> l-gail /

### 3.3.7 The Verb Knit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She is knitting a shawl for the baby.	knit	/ bīn/
2.	Society is knit together by belief.	knit	/ jodeke/

These contexts show the cases of divergence and convergence of meanings between English and Bhojpuri verbs. The meaning expressed by the English verb **cover** diverges into three meanings represented by three verbs/ **lapet**/, /**chop**/ and / **phaīl-gail**/. Similarly, three Bhojpuri meanings expressed by three verbs merge into one meaning expressed by the English verb **cover**.

In another group, the meanings expressed by English verb **knit** diverges into two meanings represented by two verbs/ **bīn**/ and /**jodeke**/ in Bhojpuri. Similarly, two Bhojpuri meanings expressed by two verbs merge into one meaning expressed by the English verb **knit**. With these types of verbs, English learners are found to face difficulty in using appropriate verb in Bhojpuri language.

### 3.3.8 The Verb Colour

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The children love to colour.	colour	/ ra eke/
2.	She was coloured at his remarks.	colour	/ lajā eke/
3.	This incident coloured her whole life.	colour	/asar-kareke/

### 3.3.9 The Verb Sew

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	My mother taught me how to sew.	sew	/ sī eke /
2.	Can you sew a button?	sew	/lagā weke/

3. He took long time to sew up the deal.      sew      /mil<sup>̄</sup>a weke/

These contexts show the divergence and convergence of meanings between English and Bhojpuri verbs. The meaning expressed by English verb **colour** diverges into three meaning represented by three different verbs /**ra eke**/, /**laj<sup>̄</sup>a eke**/ and /**asar-kareke**/ in Bhojpuri. In the other group, the meaning expressed by English verb **sew** diverges into three meaning represented by three different verbs/ **s<sup>̄</sup>i eke**/, /**lag<sup>̄</sup>a weke**/ and /**mil<sup>̄</sup>a weke**/. With these types of cases, the English learners learning Bhojpuri find difficulty in choosing appropriate verb in proper contexts.

The English and Bhojpuri verbs used in contexts 3.7 and 3.9 have semantic overlapping. Let us look at the following pair of verbs in English and Bhojpuri.

**Knit**                      /**b<sup>̄</sup>in**/

**Sew**                      /**s<sup>̄</sup>i eke**/

When we look at a glance at these pairs of verbs, they appear as an absolute overlapping but on closer look they are not. In these pairs, the meaning of English verb **knit** overlaps with the meaning of **sew** within language. On the other hand, the case of two Bhojpuri verbs is also the same. The Bhojpuri verbs / **b<sup>̄</sup>in**/ and /**s<sup>̄</sup>i eke**/ overlap with each other within language as they both refer 'to knit cloth'. And they overlap with English verbs **knit** and **sew** across the languages in general. But in their specific sense, they are contrasted with each other. The Bhojpuri verb/**b<sup>̄</sup>in**/ is used to denote 'to knit something with needle and hand' and on the other hand /**s<sup>̄</sup>i eke**/ refers 'to stitch with machine and needle'. As a result of these complicated semantic overlapping across languages, it is very difficult for the learners of both languages to use the correct verbs in all contexts.

### 3.3.10 The Verb Wash

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Wash the fruit before eating.	wash	/ dhoeke /
2.	Flood washed away the house.	wash	/ dhoeke /
3.	Your sins will not be washed.	wash	/ dhoeke /

The above contexts show the one to one correlation of meaning between English verb **wash** and Bhojpuri verb **/dhoeke/**. This is the case of semantic equivalence across languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

### 3.4 Verbs Related to Food Items

In this group those verbs have been included which refer to the food products. The verbs in both the languages have been mentioned in the followed table:

**Table No. 4**

	English	Bhojpuri
Verbs related to food items	Feed	/khi ā w/
	Suck	/c s/
	Serve	/paroseke/jy ā d ā -hokheke/
	Collect	/j ā m ā -hoekeke/bicheke/li ā weke/
	Grind	/pis/cb ā eweke/ragdeke/
	Roll	/beleke/lapteke/c ā leke/
	Peel	/chil/
	Filter	/ch ā n/ ā weke/ch ā neke/
	Stir	/cal ā w/mil ā w/
	Empty	/kh ā li-kar/

#### 3.4.1 The Verb Feed

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Have you feed the guest?	feed	/ khi ā w/
2.	Feed the plant once a week.	feed	/ khi ā w/
3.	They have a large family to feed.	feed	/ khi ā w/

### 3.4.2 The Verb Suck

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The baby sucked milk from mother's breast.	suck	/c s/
2.	Stop sucking your thumb.	suck	/c s/
3.	He was sucking juice through a straw.	suck	/c s/

These contexts reveal the fact that there is one to one correlation of meanings between English and Bhojpuri verbs. This shows semantic equivalence between English and Bhojpuri verbs **feed** and /**khi ā w**/, **suck** and /c s/ respectively. In such cases, the learners of both languages are found to have little or no difficulty in learning these types of verbs.

### 3.4.3 The Verb Serve

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Breakfast is served between 7 and 10 am.	serve	/ paroseke /
2.	Shall I serve now?	serve	/ paroseke /
3.	This dish will serve four hungry people.	serve	/jy ā d ā - hokheke/

The above mentioned contexts disclose the semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by the English verb **serve** has more extensive range than that covered by the Bhojpuri verb / **paroseke**/ but / **paroseke**/ doesn't include all the meanings of **serve**. Therefore, /**paroseke**/ constitutes only part of the range of **serve**. In the above example, in contexts 1 and 2 both **serve** and /**paroseke**/ share their meanings and are semantically equivalent but in contexts 3 /**paroseke**/ is not appropriate Bhojpuria uses others verb / **jy ā d ā -hokheke**/ to refer to the concept while English uses the verb **serve** in all these contexts.

### 3.4.4 The Verb Collect

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Samples were collected from 200 items.	collect	/ bicheke /
2.	A crowd began to collect in front of the embassy.	collect	/jam ā -hokheke/
3.	She has gone to collect her son from school.	collect	/li ā weke /

### 3.4.5 The Verb Grind

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The flour is ground using traditional methods.	grind	/ pis /
2.	The animal grinds food with its teeth.	grind	/cb ā weke/
3.	He ground his cigarette into the ash.	grind	/ ragdeke /

### 4.4.6 The Verb Roll

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He rolled the bread on plain surface.	roll	/ beleke /
2.	He rolled himself up in the blanket.	roll	/ lapteke/
3.	The car began to roll down the hill.	roll	/caleke/

These above mentioned contexts show the cases of divergence and convergence of meanings between English and Bhojpuri verbs. The meaning of English verb **collect** diverges into three different meanings represented by three Bhojpuri verbs and three Bhojpuri verbs converge into one English verb **collect**.

In other group, the other English verb **grind** diverges into three different meaning represented by three Bhojpuri verbs /pis/, /cb ā weke/ and

**/ragdeke/** and these three Bhojpuri verbs converge into one English verb **grind**.

In another group, the English verb **roll** diverges into three different meaning represented by Bhojpuri verbs **/beleke/**, **/lapteke/** and **/caleke/** and these Bhojpuri verbs converge into one English verb **roll**. In such cases, English learners find difficulty in learning such types of verbs.

### 3.4.7 The Verb Peel

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Have you peeled the potatoes?	peel	/chil /
2.	He was peeling an orange.	peel	/chil/
3.	She has peeled some bananas.	peel	/chil/

The aforementioned verbs and their contexts reveal that there is one to one correlation of meaning between English and Bhojpuri verbs. The English verb **peel** and Bhojpuri verb **/chil/** shows semantic equivalence between two languages.

### 3.4.8 The Verb Filter

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	All drinking water must be filtered.	filter	/ chā n /
2.	Sunlight filtered in through curtains.	filter	/ ā weke/
3.	The test match used to filter out players.	filter	/ chā neke /

The verbs and their contexts reveal the cases of divergence and convergence of meanings between English and Bhojpuri verbs. From English perspective, it is an instance of divergence because the meaning expressed by English verb **filter** diverges into three different Bhojpuri meanings and it is case of convergence from Bhojpuri perspective.



### 3.4.9 The Verb Stir

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Stir the tea.	stir	/cal ā w /
2.	Stir milk until the sugar is dissolved.	stir	/cal ā w/
3.	The vegetables were stired into the rice while it was hot.	stir	/mil ā w /

The verbs and their contexts show that there is semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by the English verb **stir** has more extensive range than that covered by the Bhojpuri verb /cal ā w /In the above examples, in contexts 1 and 2 both **stir** and /cal ā w /share their meanings and are semantically equivalent but in context 3 Bhojpuria uses other verbs /**mil** ā w/ to refer to the concept while English speakers continue to use the verb **stir** in all these contexts. In such cases, learners find it more difficult to know where equivalence between verbs in the two languages exist and where they cease to exist.

### 3.4.10 The Verb Empty

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She emptied the water out of the bucket.	empty	/ kh ā li-kar /
2.	He emptied all the furniture from the room.	empty	/ kh ā li-kar/
3.	Many factories emptied their wastes into the river.	empty	/ kh ā li-kar/

Verbs in this group have one to one correlation of meanings between English and Bhojpuri verbs. That is, these represent cases of semantic equivalence between English verb **empty** and /**kh** ā **li-kar**/ Bhojpuri. In

such cases, the learners of both the languages have little or no difficulty in learning these types of verbs.

### 3.5 Verbs Related to Building

The verbs in this category of both languages are presented in the following table:

**Table No. 5**

Verbs Related to building	English	Bhojpuri
	Fence	//ghereke/
	Saw	/cir/
	Wipe	/Poch/
	Lock	/tā lā -mā r/band-kar/break-mā r/
	Close	/band-kar/
	Open	/khol/
	Paint	/poteke/
	Crumble	/dhaheke/
	Crack	/cihukeke/
	Erect	/kharā -kar/

#### 3.5.1 The Verb Fence

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	His house is fenced with barbed wire.	fence	/ ghereke /
2.	Fence the building so that stray dogs may not enter.	fence	/ ghereke/

### 3.5.2 The Verb Saw

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The carpenter saws wood for building material.	saw	/cir/
2	They saw a branch into plank.	saw	/cir/
3	We sawed the dead branches of the tree.	saw	/cir/

The aforementioned verbs and their contexts of both groups reveal that there is one to one correlation of meanings between English and Bhojpuri verbs. In context one, the verbs **fence** and /**ghereke**/ and **saw** and /**cir**/ are of context two which show semantic equivalence of verbs between the two languages.

### 3.5.3 The Verb Wipe

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She wiped the ground with brush.	wipe	/poch/
2	He wiped his hands on a clean towel.	wipe	/poch/
3	She wiped the sweat from her forehead.	wipe	/poch/

Verb in this group have one to one correlation between English and Bhojpuri verbs. That is, these represent cases of semantic equivalence across languages.

### 3.5.4 The Verb Lock

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He locked the house for safety.	lock	/tā lā -mā r/ /
2	She locked her money in the safe.	lock	/band-kar/
3	I locked myself in the room.	lock	/tā lā -mā r/
4	The brakes locked and the car skidded.	lock	/break- mā r /

The above verbs and their contexts show the case of semantic inclusion of verbs across languages. The range of meaning covered by English verb **lock** has more extensive range than that covered by Bhojpuri verb /t̄ā l̄ā - m̄ā r/ and this Bhojpuri verb doesn't include all the meaning of **lock**. In the contexts, 1 and 3 share their meanings and are semantically equivalent but in contexts 2 and 4 Bhojpuria uses other verbs like /**band-kar**/ and /**break-m̄ā r**/ to refer the concept while English continues to use the same verb **lock**.

### 3.5.5 The Verb Close

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She closed the gate behind her.	close	/band-kar /
2.	Would you mind if I closed window?	close	/ band-kar/
3.	The doors open and close automatically.	close	/ band-kar /

The verbs and their contexts show one to one correlation of meaning between English verb **close** and Bhojpuri verb /**band-kar**/. This shows the semantic equivalence of verbs between two languages.

The third semantic overlapping we find on the verbs **lock** and **close**. They are

<u>English</u>	<u>Bhojpuri</u>
<b>Lock</b>	/t̄ā l̄ā -m̄ā r/
<b>Close</b>	/band-kar/

Here the meaning of English verb **lock** overlaps with the meaning of **close** within the language. On the other hand, /t̄ā l̄ā -m̄ā r/ and /**band-kar**/ have also the similar case. And their semantic difference is that English verb **lock** refers 'to close with lock' and **close** refers 'to shut'. Bhojpuri verbs /t̄ā l̄ā -m̄ā r/ refers 'to close' and /**band-kar**/ also refers

'to close'. Although they have such semantic differences in specific sense, they overlap each other in common.

### 3.5.6 The Verb Open

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Hari opened the door of the house.	open	/khol /
2.	Shall I open another bottle?	open	/ khol /
3.	Open your books at page no. 45.	open	/ khol /
4.	When will China open border to Nepal? Open		/ khol /

### 3.5.7 The Verb Paint

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The walls were painted yellow.	paint	/poteke /
2.	Slogans had been painted on the wall.	paint	/ poteke /
3.	We have decided to have the house painted.	paint	/ poteke /

### 3.5.8 The Verb Crumble

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The wall of the house is crumbling away.	crumble	/dhaheke/
2.	The empire finally crumbled into dust.	crumble	/dhaheke /

### 3.5.9 The Verb Erect

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Bhojpuri</u>
1	Stand and keep your head erect.	erect	/khā rā -kar /
2.	The church was erected in 1920 AD.	erect	/khā rā -kar /
3.	Police had to erect barriers to keep crowds back.	erect	/khā rā -kar /

The above verbs and their contexts in four different groups all reveal the case of one to one correlation of meaning between English and Bhojpuri verbs. In the first group, verbs **open** and /**kh**/; second group **paint** and /**poteke**/; third group /**crumble**/ and /**dhaheke**/ and fourth group /**erect**/ and /**kh ā r ā -kar** /respectively. These are the cases of semantic equivalence across languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs

### 3.5.10 The Verb Crack

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	This pot cracked badly.	crack	/cihukeke /
2.	The wall of the house cracked.	crack	/ cihukeke /
3.	My glass cracked.	crack	/ cihukeke /
4.	The car screen cracked yesterday.	crack	/ cihukeke /

The verbs and their contexts show one to one correlation of meaning between English and Bhojpuri verbs **crack** and /**cihukeke**/ respectively. This shows the semantic equivalence of verbs between two languages.

### 3.6 Verbs Related to Diseases and Treatment

The verbs in this category of both languages are presented in the following table:

**Table No. 6**

Verbs Related to diseases and treatment	English	Bhojpuri
	Pain	/ dukhaeke/
	Weaken	/kamjor-hoeke/
	Treat	/il ā j-kar/
	Bleed	/lah -baheke/
	Faint	/behos-hoeke/
	Cough	/Khokheke/
	Vomit	/ok ā eke/
	Fracture	/tuteke/
	Swell	/phuleke/ badheke/modeke/
	Recover	/bem ā ri-chuteke/mileke/hos- weke/w ā pasi-kareke/

### 3.6.1 The Verb Pain

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The wound still pains sometimes.	pain	/dukhaeke /
2.	She was deeply pained by the accusation.	pain	/ dukhaeke /
3.	It pains me to see you like this.	pain	/ dukhaeke /

### 3.6.2 The Verb Weaken

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He has been weakened because of long disease.	weaken	/kamjor-hoeke/
2.	The team has been weaken because of injury.	weaken	/kamjor-hoeke/
3.	Fasting will weaken your health.	weaken	/kamjor-hoeke/

The verbs and their contexts of both group show one to one correlation of meaning between English and Bhojpuri verbs: **pain** and /**dukheke**/ in the first group and **weaken** and /**kamjor-hoeke**/ in the second. This shows the semantic equivalence of verbs between two languages.

### 3.6.3 The Verb Recover

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Bhojpuri</u>
1	He is still recovering from his operation.	recover	/bem̄ ā ri-chuteke/
2	Six bodies were recovered near the accident.	recover	/mileke/
3	It took her sometimes to recover consciousness.	recover	/hos- ā weke/
4	The team recovered its lead in. the second half /	recover	w̄ ā pasi-kareke/

These contexts show the divergence and convergence of meaning between English and Bhojpuri verbs. From English perspective, it is the case of divergence because the meaning expressed by the English verb **recover** diverges into four meaning expressed by four different verbs in Bhojpuri and it is the case of convergence from Bhojpuri perspective.

### 3.6.4 The Verb Treat

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She was treated for sunstroke.	treat	/il̄ ā j-kar/
2	The disease is treated with medicine and diet.	treat	/ il̄ ā j-kar /
3	The hospital treated forty cases of malaria last year.	treat	/ il̄ ā j-kar /

### 3.6.5 The Verb Bleed

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	My finger is bleeding.	bleed	/lah -baheke/
2	She slowly bleed to death.	bleed	/ lah -baheke/
3	He was bleeding from gash on his head.	bleed	/ lah -baheke/



### 3.6.6 The Verb Faint

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Suddenly the woman in front of me fainted.	faint	/behos-hoeke/
2	I almost fainted when she told me about my brother death.	faint	/behos-hoeke/

### 3.6.7 The Verb Cough

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Bhojpuri</u>
1.	I couldn't stop coughing.	cough	/khokheke/
2.	Sometimes she coughed noisily.	cough	/ khokheke /
3.	Don't cough like an asthma patient.	cough	/ khokheke /

### 3.6.8 The Verb Vomit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The smell made her want to vomit.	vomit	/ok <sub>a</sub> eke/
2.	He had vomited up his supper.	vomit	/ok <sub>a</sub> eke/
3.	The injured man was vomiting blood.	vomit	/ok <sub>a</sub> eke/

### 3.6.9 The Verb Fracture

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	His leg fractured in two places.	fracture	/tuteke/
2.	She fell and fractured her skull.	fracture	/tuteke/
3.	The party would fracture and split.	fracture	/tuteke/

The above verbs and their contexts in six different groups show the cases of one to one correlation of meaning between English and Bhojpuri verbs. In the first group verbs **treat** and /il<sub>a</sub> j-kar/; the second group **bleed** and /lah -baheke/; the third group **faint** and /behos-hoeke/; the fourth

groups **cough** and /**khokheke**/; the fifth group **vomit** and /**okā eke**/ and sixth group **fracture** and /**tuteke**/ respectively. These are the case of semantic equivalence across languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

### 3.6.10 The Verb Swell

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Her arms swell up when the bee stung her.	swell	/phuleke/
2.	Membership has swelled to over 2000.	swell	/ badheke /
3.	The wind swelled the sails.	swell	/ modeke /

The above contexts show the divergence and convergence of meaning between English and Bhojpuri verbs. The meaning expressed by English verb **swell** diverges into /**phuleke**/, / **badheke**/ and /**modeke**/ in Bhojpuri and these Bhojpuri verbs merge into one English meaning **swell**.

### 3.7 Verbs Related to Wealth

The verbs in this category of both languages are shown in the following table:

**Table No.7**

	English	Bhojpuri
Verbs Related wealth	Earn	/ kamā eke/
	Acquire	/arjeke/
	Deposit	/jā mā -kar/
	Trade	/bepā r-kar /
	Save	/ bacā weke/
	Borrow	/udhā r-leweke /
	Lend	/udhā r-deweke/kareke/
	Share	/bakharā -lagā w/ ā dā n-pradā n-kar/
	Manage	/bandobast-kareke/kā m-calaili/wasme-kar/
	Open account	/khā tā -khol /

### 3.7.1 The Verb Earn

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He earns about Rs. 5000 a month.	earn	/kam ā eke/
2.	All my children are earning now.	earn	/kam ā eke/
3.	I have earned respect as a teacher.	earn	/kam ā eke/

### 3.7.2 The Verb Acquire

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	She has acquired a good knowledge of English.	acquire	/arjeke/
2.	He has acquired a lot of wealth.	acquire	/ arjeke /
3.	I have acquired a computer.	acquire	/ arjeke /

### 3.7.3 The Verb Deposit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	He has deposited millions in Swiss bank.	deposit	/j ā m ā -kar/
2.	The flood deposited sand in the field.	deposit	/j ā m ā -kar/
3.	She deposited a pile of books on my desk.	deposit	/j ā m ā -kar/

### 3.7.4 The Verb Trade

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Our products are traded worldwide.	trade	/bep ā r-kar/
2.	The company has now stopped trading.	trade	/ bep ā r-kar /
3.	They traded as 'Walkers and Son'.	Trade	/ bep ā r-kar /

### 3.7.5 The Verb Save

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	I am not very good at saving.	save	/bac ā weke/
2.	We have saved up to go to Australia.	save	/ bac ā weke/
3.	You saved my life.	save	/ bac ā weke/
4.	We will save some for tomorrow.	Save	/ bac ā weke/

### 3.7.6 The Verb Borrow

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Can I borrow your umbrella?	borrow	/udh ā r-leweke/
2.	She borrowed Rs. 500 from her.	borrow	/udh ā r-leweke/

The above verbs and their contexts in six different groups reveal the case of one to one correlation of meanings between English and Bhojpuri verbs. In the first group, **earn** and /**kam ā eke**/; the second group **acquire** and /**arjeke**/; the third group **deposit** and /**j ā m ā -kar**/ the fourth group **trade** and /**bep ā r-kar**/ the fifth group **save** and /**bac ā weke**/ and the sixth group **borrow** and / **udh ā r-leweke**/ respectively. These are the cases of semantic equivalence across languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

The English and Bhojpuri verbs used in above two contexts i.e. 3.7.1 and 3.7.2 have semantic overlapping. Let us look at the following pair of verbs in English and Bhojpuri.

<u>English</u>	<u>Bhojpuri</u>
<b>Earn</b>	/ <b>km ā eke</b> /
<b>Acquire</b>	/ <b>arjeke</b> /

When we look at a glance at these pairs of verbs, they appear as an absolute overlapping but on closer look they are not. In these pairs, the meaning of English verbs **earn** and **acquire** overlaps with the meaning of Bhojpuri verbs/ **kam ā eke/** and **/arjeke/** within and across languages. On the other hand, the case of Bhojpuri verb is also the same. But in their specific sense, they are contrasted with each other. The Bhojpuri verb **/kam ā eke/** refers to 'to earn wealth' and on the other hand **/arjeke/** is used to denote 'to achieve knowledge etc'. Because of these complicated semantic overlapping across languages, it is very difficult for the learners of both languages to use the correct verbs in all contexts.

### 3.7.7. The Verb Lend

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Can you lend me your car?	lend	/udh ā r-deweke/
2.	They refused to lend us money.	lend	/ udh ā r-deweke /
3.	I was happy to lend support to a good cause.	lend	/ kareke /

### 3.7.8 The Verb Share

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Rita shared her money among her children.	share	/bakhar ā -lag ā w/
2.	Ram shares a house with other children.	share	/ bakhar ā -lag ā w /
3.	We should share information with others.	share	/ ā d ā n-prad ā n-kar/

The above mentioned contexts in two groups disclose the semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by English verb **lend** has more extensive range than that covered by the Bhojpuri verb **/ udh ā r-deweke /**. In the above example, in contexts 1 and 2 both **lend** and **/udh ā r-deweke/** share their meanings

but in context 3 Bhojpuriya uses other verb like/**kareke**/ to refer to the concept while English speakers use the verb **lend** in all these contexts.

In the second group, the range of meaning covered by English verb **share** has more extensive range than that covered by the Bhojpuri verb /**bakhar ā -lag ā w**/ but this verb doesn't include all the meanings of **share**. In contexts, 1 and 2 both **share** and /**bakhar ā -lag ā w**/ share their meaning and are semantically equivalent but in context 3 Bhojpuriya uses other verb /**ā d ā n-prad ā n-kar**/ to refer to the concept while English uses the verb **share** in all contexts. In such cases, learners find it more difficult to know where equivalence between verbs in the two language exist and where they cease to exist.

### 3.7.9 The Verb Manage

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	Can you manage another piece of cake?	manage	/bandobast-kareke/
2.	How did you manage without a car?	manage	/kam-calaili /
3.	I will try to manage the disobedient child.	manage	/ wasme-kar /

These contexts show the divergence and convergence of meanings between English and Bhojpuri verbs. From English perspective, it is the case of divergence because the meaning expressed by English verb **manage** diverges into three meanings expressed by three different verbs in Bhojpuri and it is the case of convergence from Bhojpuri perspective.

### 3.7.10 The Verb Open Account

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The campus has opened account for every lecturers.	open account	/kh ā t ā -khol

2. The batsman opened account by hitting four. open account /khā tā -khol /

3. Ronaldo opened account by striking a goal. open account /khā tā -khol /

The verbs and their contexts show one to one correlation of meaning between English and Bhojpuri verbs **open account** and /khā tā -**khol**/respectively. This shows the semantic equivalence between two languages.

### 3.8 Verbs Related to Geography and Geology

The verbs in this group of both languages are shown in the following table:

**Table No.8**

	English	Bhojpuri
Verbs Related to geography and geology	Shine	/camkeke/dekhā weke/
	Set	/dubeke/milā weke/kā dā -hokeke
	Rise	/ugeke/nikleke/utheke/badheke/
	Flow	/baheke/nikleke/
	Thunder	/tadakeke/g njeke/
	Rain	/barseke/
	Melt	/paghī leke/
	Snow	/baraph-gireke/
	Flood	/bā dh-ā weke/
	Freeze	/jameke/

#### 3.8.1 The Verb Shine

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The sun shone brightly in a cloudless sky.	shine	/ camkeke /
2.	Her eyes were shining with excitement.	shine	/ camkeke /

3. He shone the flashlight in the darkness. shine /dekhā weke /
4. He shined shoes to make money. shine /camkā weke/

These contexts show the case of semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by the English verb **shine** has more extensive range than the Bhojpuri verb /**camkeke**/. In contexts 1, 2 and 4 both **shine** and /**camkeke**/ share their meanings and are semantically equivalent but in context 3 /**camkeke**/ is not appropriate. So, Bhojpuriya uses other verbs /**dekhā weke**/ to refer to the concept while English speakers continues to use the same verb **shine** in all contexts.

### 3.8.2 The Verb Set

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The sun sets in the west.	set	/dubeke /
2.	Set the alarm for 7 o'clock.	set	/milā weke /
3.	The glue had set hard.	set	/kā dā -hokeke/

### 3.8.3 The Verb Rise

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The sun rises in the east.	rise	/ugeke /
2.	Smoke was rising from the chimney.	rise	/nikleke /
3.	They rose from the table.	rise	/utheke /
4.	The price of gas rose.	rise	/badheke/

The above contexts in two groups show the divergence and convergence of meaning between English and Bhojpuri verbs. The meaning expressed by English verb **set** diverges into three different meaning expressed by three different verbs /**dubeke**/, /**milā weke**/ and /**kā dā -hokeke**/ and it is an example of convergence from Bhojpuri perspective.



In the other group, the English verb **rise** diverges into four different meanings expressed by four different verbs /**ugeke**/, /**nikleke**/, **utheke**/ and /**badheke**/ and these four Bhojpuri verbs converge into one meaning represented by one English verb **rise**.

### 3.8.4 The Verb Flow

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	The rivers flow down into the ocean.	flow	/baheke /
2	The tears began to flow from her eyes.	flow	/ baheke /
3	Election result flowed in throughout the night.	flow	/ nikleke /

The verbs and their context show the case of semantic inclusion between English and Bhojpuri verbs. The range of meaning covered by English verb **flow** has more extensive range than that covered by the Bhojpuri verb/**baheke**/. The verb /**baheke**/ doesn't include all the meaning of **flow**. In contexts 1 and 2 both **flow** and /**baheke**/ share their meanings and are semantically equivalent but in context 3 /**baheke**/ is not appropriate. Bhojpuria uses other verb /**nikleke**/ to refer to the concept while English uses the verb **flow** in all these contexts. In such cases, learners find it difficult to know where equivalence between verbs in two languages exist and where they ceases to exist.

### 3.8.5 The Verb Thunder

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1	It thundered all night yesterday.	thunder	/tadakeke /
2	A voice thundered in my ear.	thunder	/ g njeke//

These contexts show the divergence and convergence of meaning between English and Bhojpuri verbs. The meaning expressed by English verb **thunder** diverges into two meanings represented by two different

verb /**tadakeke**/ and /**g njeke**/ in Bhojpuri. With these types of cases, the English learners learning Bhojpuri find difficulty in choosing appropriate verb in proper contexts.

### 3.8.6. The Verb Rain

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Is it raining ?	rain	/barseke /
2.	Bombs rained on the city 's street.	rain	/ barseke /

### 3.8.7 The Verb Melt

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The sun had melted the snow.	melt	/paghī leke/
2.	The snow showed no sign of melting.	melt	/paghī leke/

### 3.8.8 The Verb Snow

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	It has been snowing heavily all day.	snow	/baraph-gireke/
2.	It snowed for three days without stopping.	snow	/baraph-gireke /

### 3.8.9 The Verb Flood

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The village floods when it rains heavily.	flood	/bā dh-ā weke/
2.	The river flooded the whole village.	flood	/bā dh-ā weke/

### 3.8.10 The Verb Freeze

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Water freezes at 0° c.	freeze	/jameke/

2. The cold weather has frozen the ground. freeze /jameke/

3. It is so cold that the river has frozen. freeze /jameke/

The above verbs and their contexts in five different groups all reveal the cases of one to one correlation of meaning between and Bhojpuri verbs.

In the first group, the verbs **rain** and /**baseke**/; the second group **melt** and /**pagh̄i leke**/; the third group **snow** and /**baraph-gireke**/; the fourth group

**flood** and /**b̄a dh-̄a weke**/and fifth group **freeze** and /**jameke**/

respectively show semantic equivalence of verbs between the two

languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

## CHAPTER- FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter is categorized into two parts viz; findings and recommendations. After analyzing and interpreting the data, some findings are derived. Similarly, some recommendations have also been suggested on the basis of the research.

#### 4.1 Findings

As this study aimed to find the equivalence between English and Bhojpuri verbs, the researcher has investigated eight groups of targeted Bhojpuri verbs and carried out the semantic analysis on the basis of four different criteria: one to one correlation, divergence and convergence, semantic overlapping and semantic inclusion. The major findings of the research are stated as follows:

1. The researcher has identified eighty Bhojpuri verbs which are equivalent to same number of English verbs which belong to eight different groups.
2. The comparison shows that out of eighty verbs of both languages, forty-seven verbs have one to one correlation between English and Bhojpuri verbs which represent the cases of semantics equivalence across languages.

Here , out of forty- seven Bhojpuri verbs which show semantic equivalence with the English verbs, twelve Bhojpuri verbs are the homonymic verbs which carry the different literal meanings as their contexts. These homonymic verbs are / **khā** /, /**pieke**/, /**dhoeke**/, /**c s**/, /**chil**/, /**ghereke**/, /**band-kar**/, /**cihukeke**/, /**ilā j- kar**/ /**tuteke**/ and / **jameke**/. These twelve verbs do not have semantic equivalences in specific sense or except the contexts given in the above analysis (chapter

3). For instance, the Bhojpuri verb / **ilā j-kar**/ is equivalent with English verb **treat** in its general meaning but in its specific sense, it is not, as the Bhojpuri verb / **ilā j-kar**/ denotes both ‘ **to treat** ‘ and ‘ **to punish**’.

3. In this study, out of eighty verbs, seventeen verbs have revealed the cases of divergence and convergence of meanings across languages. Here, the seventeen English verbs have the case of divergence and all the Bhojpuri verbs have the case of convergence.

4. Out of eighty verbs, sixteen verbs reveal the case of semantic inclusion of verbs across languages. In such cases, learners find it much difficult to know where equivalence between verbs in the two languages exist and where they cease to exist. From the research it is found that, English verbs have more extensive range of coverage than that of the Bhojpuri verbs as they include all the meanings of Bhojpuri verbs whereas Bhojpuri verbs cover only part of the range of English verbs.

5. In this research, out of eighty verbs, eight different verbs are found to be overlapped in their meanings within and across languages. For example, the English verb **say** overlaps with Bhojpuri verbs / **kah**/ and /**bol**/ across languages. Similarly, Bhojpuri verb /**kah**/ overlaps with /**bol**/ in meaning within language and overlaps with **say** and **speak** English verbs across languages. Other English verbs: **knit** and **sew** with Bhojpuri verbs /**bīn**/ and /**sīeke**/; **lock** and **close** with /**tālā -mā r**/ and /**band-kar**/ and **earn** and **acquire** with /**kamā ke**/ and /**arjeke**/ respectively. They overlaps with each other within and across languages but absolute overlapping in both the languages is not found as they have typical semantic difference on their closer look. They have very much complicated overlapping of meanings.

It is almost impossible to find absolute similarity between two languages as similarity and disparity are found to be the inseparable factors in two languages. So, the main findings of the research is that there are inherent differences in the semantic systems of English and Bhojpuri verbs.

Semantic equivalences are rare because of which it is very difficult to find out one to one correlation of lexical items in any two languages. This factor contributes to learners difficulties in choosing the correct verb in every situation in the target language. Mother tongue interference causes the main hindrance in target language learning. These all factors cause an abstract linguistic differences between English and Bhojpuri verbs.

## **4.2 Recommendations**

As this comparative study shows the similarities and differences between the two languages, the pedagogy must be concentrated on the points where the two languages differ. This study is highly helpful to the native speakers of Bhojpuri who are learning English as a target language and the native speakers of English who are learning Bhojpuri as their target languages. The learners of both target languages are likely to commit mistakes in the areas where there are the cases of not having semantic equivalences.

Thus , attention should be given where there are semantic overlappings, semantic inclusions, divergence and convergence. On the basis of the findings the following recommendations have been made:

### **4.2.1 Bhojpuri Speakers who are learning English (BSLE)**

a) In case of one to one correlation of the meaning of Bhojpuri verbs with the English verbs, BSLE may encounter little or no difficulty in learning English verbs and similar is the case in the condition of divergence and convergence also because all the seventeen Bhojpuri verbs in this study

have the case of convergence to the English verb where they ( BSLE) can use the single verb ( **rise**) as the base for many verbs.

b) In the case of semantic overlapping of verbs , learner should be aware of the precise meanings of the verbs and their typical semantic differences. If not, they may have wrong choice of the verbs as given in the following example,

a) \*She sawed grass with knife.( cut)

b) \*Ram earned knowledge. (acquire)

c) \*He knit shirt with tailor.(sew)

c) As the English verbs have more extensive range of meaning coverage than that of the Bhojpuri verbs, BSLE may find easy to learn English verbs but they may face difficulty on findings the state of their equivalences as there is no certainty of their equivalences.

#### **4.2.2 English speakers who opt for learning the Bhojpuri language ( ESLB)**

a) Learners of both languages find little or no difficulty to learn the verbs in the case of one to one correlation but if there is the presence of more homonymic verbs in the Bhojpuri language in comparison to the English verbs. For example,

i) dhoeke

(wash)

iii) tuteke

(break)

ii) chil

(peel)

iv) cihukeke

(crack)

In such cases, ESLB are found to face difficulty in using the Bhojpuri verbs correctly.

b) As all the verbs ( out of seventeen) diverges into different meanings represented by different verbs in the Bhojpuri language, ESLB may face

difficulty in learning Bhojpuri verbs as they are not aware of semantic differences found in Bhojpuri verbs.

c) In the case of semantic overlappings of verbs, learners should be aware of the precise meanings of the verbs and their typical semantic differences. If not, they may have wrong choice of the verbs.

d) In the case of meaning inclusion, ESLB may find it much difficult to know where equivalence between verbs in two languages exist and where they cease to exist because they may use the Bhojpuri verbs as the base form and use it consistently in all contexts as it dose not cover the whole range of meaning of English verb and are not semantically equivalent with the English verb in all the contexts result errorness expressions. For example ,

a) \* /Samay ud-gail/                                      instead of /bī-t-gail/  
time went

e. Language learning is a complex process of learning vocabulary, structures, functions as well as their pronunciations. The most important property of language is vocabulary learning. Since verbs are the core parts of the linguistic expressions, they must be presented and taught in full contexts but not in isolation. In such condition , the course designers, textbook writers as well as the teachers and the learners must be aware of the similarities and differences of the areas of two languages to select, teach and learn the appropriate verbs which suit to the level and the standard of the learners.

Comparative semantic study also has implication in the field of translation. While maintaining equivalence between the source language and target language text, a translator should be aware of semantic overlapping which can sometimes create problems. Therefore , the translator has to have a wide knowledge of the semantic system of both source language and target language text.



Since this research is limited to only eighty verbs of each language, it does not provide comprehensiveness of verbs in Bhojpuri and English languages. So, a more comprehensive and reliable work of study needs to be carried out increasing the number and types of verbs.

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**APPENDICES**  
**APPENDIX-I**

**ROMAN TRANSLITERATION OF DEVANAGARI SCRIPT**  
Based on Turner's (1931). Nepali Alphabet and Diacritic marks.

Nepali Alphabet	Romon Transliteration	Nepali Alphabet	Roman Transliteration
अ	A	ञ्	nration
आ	$\bar{a}$	ट्	t
इ	I	ठ्	th
ई	$\bar{i}$	ड्	d
उ	U	ढ्	dh
ऊ	$\bar{u}$	ण्	n
ऋ	R	त्	T
ए	E	थ्	th
ऐ	Ai	द्	d
ओ	O	ध्	dh
औ	Au	न्	n
अँ	am, an	क्ष्	p
अं	$\tilde{a}$	फ्	ph
:	H	ब्	b
क्	K	भ्	bh
ख्	Kh	म्	m
ग्	G	इ	y
घ्	Gh	र्	r
ङ्	N	ल्	l
च्	C	व्	w/v
छ्	Ch	न्	S
ज्	J	ष्	S
झ्	Jh	स्	S
		ह	h

Note: ..... in this study, ' ' and 'g' have been used instead of Turner's 'n' and 'g'.

## APPENDIX-II

### CATEGORIES OF THE ENGLISH VERBS

#### GROUP -A

Verbs related to the action of mouth, eye and hand

Say	Eat	Spit	Blink	Speak
Drink	Yawn	Lick	Whistle	Break

#### GROUP -B

Verbs related to movement

Climb	Fly	Jump	Rise	Spring
Drown	Sink	Immerse	Descend	Fall

#### GROUP -C

Verbs related to dress

Change	Tighten	Loosen	Dress	Bind
Cover	Knit	Colour	Sew	Wash

#### GROUP -D

Verbs related to food items

Feed	Suck	Serve	Collect	Grind
Roll	Peel	Filter	Stir	Empty

#### GROUP -E

Verbs related to building

Fence	Saw	Wipe	Lock	Close
Open	Paint	Crumble	Crack	Erect

## **GROUP -F**

Verbs related to diseases and treatment

Pain	Weaken	Recover	Treat	Bleed
Faint	Cough	Vomit	Fracture	Swell

## **GROUP -G**

Verbs related to wealth

Earn	Acquire	Deposit	Trade	Save
Borrow	Lend	Share	Manage	Open account

## **GROUP -H**

Verbs related to geography and geology

Shine	Set	Rise	Flow	Thunder
Rain	Melt	Snow	Flood	Freeze

**APPENDIX-III**  
**CATEGORIES OF THE BHOJPURI VERBS**  
**GROUP -A**

Verbs related to the action of mouth, eye and hand

/kah/bat ā w/
/kh ā /
/thuk-phekeke/ugleke/
/papani-malk ā weke/pucheke/
/bol/
Pieke/
/jamh ā i-kareke/
/c ā t/
/siti-baj ā w/susk ā ri-p ā r/
/toreke/tuteke/phoreke/

**GROUP -B**

Verbs related to movement

/ carh/
/ud/ud-gail/bī t- gail /pat ā -gail/
/kud/ph ā n/n ā gh/
/uth/badh/ugal/
/jhamt/
/dub/
/dub/
/dub ā weke/
/utareke/
/gir/



## GROUP-C

### Verbs related to dress

/ badl/
/kaseke/
/dhil ā -kar/
/lug ā -penh/lug ā -penh ā weke/saph ā -kareke/
/b ā nh/majbur-ban ā weke/
/lapet/chop/pha i l-gail/
/b i n/jodeke/
/ra eke/laj ā eke/asar-kareke/
/s i eke/lag ā weke/mil ā weke/
/dhoeke/

## GROUP-D

### Verbs related to food items

/khi ā w/
/c s/
/paroseke/jy ā d ā -hokheke/
/j ā m ā -hoekeke/bicheke/li ā weke/
/pis/cb ā eweke/ragdeke/
/beleke/lapteke/c ā leke/
/chil/
/ch ā n/ ā weke/ch ā neke/
/cal ā w/mil ā w/
/kh ā li-kar/

## GROUP-E

### Verbs related to building

//ghereke/
/cir/
/Poch/
/t ā l ā -m ā r/band-kar/break-m ā r/
/band-kar/
/khol/
/poteke/
/dhaheke/
/cihukeke/
/khar ā -kar/

### GROUP-F

#### Verbs related to diseases and treatment

/ dukhaeke/
/kamjor-hoeke/
/il ā j-kar/
/lah -baheke/
/behos-hoeke/
/Khokheke/
/ok ā eke/
/tuteke/
/phuleke/ badheke/modeke/
/bem ā ri-chuteke/mileke/hos-weke/w ā pasi-kareke/

### GROUP-G

#### Verbs related wealth

/ kam ā eke/
/arjeke/
/j ā m ā -kar/
/bep ā r-kar /
/ bac ā weke/
/udh ā r-leweke /
/udh ā r-deweke/kareke/
/bakhar ā -lag ā w/ ā d ā n-prad ā n-kar/
/bandobast-kareke/k ā m-calaili/wasme-kar/
/kh ā t ā -khol /

### GROUP-H

#### Verbs related to geography and geology

/camkeke/dekh ā weke/
/dubeke/mil ā weke/k ā d ā -hokeke
/ugeke/nikleke/utheke/badheke/
/baheke/nikleke/
/tadakeke/g njeke/
/barseke/
/pagh ī leke/
/baraph-gireke/
/b ā dh- ā weke/
/jameke/

**APPENDIX-IV**  
**CATEGORIES OF ENGLISH AND BHOJPURI VERBS**  
**GROUP-A**

	English	Bhojpuri
Verbs related to the action of mouth, eye and hand	Say	/kah/bat ā w/
	Eat	/kh ā /
	Spit	/thuk-phekeke/ugleke/
	Blink	/papani-malk ā weke/pucheke/
	Speak	/bol/
	Drink	Pieke/
	Yawn	/jamh ā i-kareke/
	Lick	/c ā t/
	Whistle	/siti-baj ā w/susk ā ri-p ā r/
	Break	/toreke/tuteke/phoreke/

**GROUP-B**

	English	Bhojpuri
Verbs related to movement	Climb	/ carh/
	Fly	/ud/ud-gail/b ī t- gail /pat ā -gail/
	Jump	/kud/ph ā n/n ā gh/
	Rise	/uth/badh/ugal/
	Spring	/jhamt/
	Drown	/dub/
	Sink	/dub/
	Immerse	/dub ā weke/
	Descend	/utareke/
	Fall	/gir/

**GROUP-C**

	English	Bhojpuri
Verbs Related to dress	Change	/ badl/
	Tighten	/kaseke/
	Loosen	/dhil ā -kar/
	Dress	/lug ā -penh/lug ā -penh ā weke/ saph ā -kareke/
	Bind	/b ā nh/majbur-ban ā weke/
	Cover	/lapet/chop/pha ī l-gail/
	Knit	/b ī n/jodeke/
	Colour	/ra eke/laj ā eke/asar-kareke/
	Sew	/s ī eke/lag ā weke/mil ā weke/
	Wash	/dhoeke/

### GROUP-D

	English	Bhojpuri
Verbs related to food items	Feed	/khi ā w/
	Suck	/c s/
	Serve	/paroseke/jy ā d ā -hokheke/
	Collect	/j ā m ā -hoekeke/bicheke/li ā weke/
	Grind	/pis/cb ā eweke/ragdeke/
	Roll	/beleke/lapteke/c ā leke/
	Peel	/chil/
	Filter	/ch ā n/ ā weke/ch ā neke/
	Stir	/cal ā w/mil ā w/
	Empty	/kh ā li-kar/

### GROUP-E

	English	Bhojpuri
Verbs Related to building	Fence	//ghereke/
	Saw	/cir/
	Wipe	/Poch/
	Lock	/t ā l ā -m ā r/band-kar/break-m ā r/
	Close	/band-kar/
	Open	/khol/
	Paint	/poteke/
	Crumble	/dhaheke/
	Crack	/cihukeke/
	Erect	/khar ā -kar/

### GROUP-F

	English	Bhojpuri	
Verbs Related to diseases and treatment	Pain	/ dukhaeke/	
	Weaken	/kamjor-hoeke/	
	Treat	/il ā j-kar/	
	Bleed	/lah -baheke/	
	Faint	/behos-hoeke/	
	Cough	/Khokheke/	
	Vomit	/ok ā eke/	
	Fracture	/tuteke/	
	Swell	/phuleke/ badheke/modeke/	
	Recover	/bem ā ri-chuteke/mileke/hos-weke/w ā pasi-kareke/	

### GROUP-G

	English	Bhojpuri
Verbs Related wealth	Earn	/kam <sup>a</sup> eke/
	Acquire	/arjeke/
	Deposit	/j <sup>a</sup> m <sup>a</sup> -kar/
	Trade	/bep <sup>a</sup> r-kar /
	Save	/bac <sup>a</sup> weke/
	Borrow	/udh <sup>a</sup> r-leweke /
	Lend	/udh <sup>a</sup> r-deweke/kareke/
	Share	/bakhar <sup>a</sup> -lag <sup>a</sup> w/ <sup>a</sup> d <sup>a</sup> n- prad <sup>a</sup> n-kar/
	Manage	/bandobast-kareke/k <sup>a</sup> m- calaili/wasme-kar/
	Open account	/kh <sup>a</sup> t <sup>a</sup> -khol /

### GROUP-H

	English	Bhojpuri
Verbs Related to geography and geology	Shine	/camkeke/dekh <sup>a</sup> weke/
	Set	/dubeke/mil <sup>a</sup> weke/k <sup>a</sup> d <sup>a</sup> -hokeke
	Rise	/ugeke/nikleke/utheke/badheke/
	Flow	/baheke/nikleke/
	Thunder	/tadakeke/g njeke/
	Rain	/barseke/
	Melt	/pagh <sup>i</sup> leke/
	Snow	/baraph-gireke/
	Flood	/b <sup>a</sup> dh- <sup>a</sup> weke/
	Freeze	/jameke/

**APPENDIX- V**  
**QUESTIONNAIRE**

This questionnaire is prepared for the native speakers of the Bhojpuri Language. It is prepared in accordance with research work on "**A Semantic Analysis of English and Bhojpuri Verbs**" for the thesis of M.Ed. in English Education under the guidance of Dr. Anjan Bhattarai.

I surely hope you all help me to fulfill these matters.

**Sanjay Patel**  
**Tribhuvan University**  
**Kirtipur, Kathmandu**

**Name:**

**Address:**

**Sex:**

**Age:**

Fill in the blanks with suitable (equivalent) Bhojpuri verbs:

**1. The Verb Say**

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	I have to say something.	say	.....
2.	Say about the accident.	say	.....
3.	I will say this for them.	say	.....

**2. The Verb Eat**

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Gita eats rice.	eat	.....
2.	I do not eat meat.	eat	.....
3.	She eats like a horse.	eat	.....

### 3. The Verb Spit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He coughed and spat.	spit	.....
2.	He spat in his face.	spit	.....
3.	The criminal spat out the truth.	spit	.....

### 4. The Verb Blink

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He blinked in the sunlight.	blink	.....
2.	The warning light blinked.	blink	.....
3.	Sita bravely blinked back her tears.	blink	.....

### 5. The Verb Speak

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	I have spoken to the manager about it.	speak	.....
2.	Can I speak with you for a minute?	speak	.....
3.	She spoke in favour of new rule.	speak	.....

### 6. The Verb Climb

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She climbed up the stairs.	climb	.....
2.	I climbed through the window.	climb	.....
3.	Can you climb down?	climb	.....

## 7. The Verb Jump

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He jumps to touch the ceiling.	jump	.....
2.	Bijay jumps over the wall.	jump	.....
3.	They jump over the fence	jump	.....

## 8. The Verb Rise

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Hari rises from his bed.	rise	.....
2.	The price rises.	rise	.....
3.	The sun rises in the east.	rise	.....

## 9. The Verb Immerse

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	They immersed the plant in water.	immerse	.....
2.	Immerse the mug in the tank and withdraw water.	immerse	.....
3.	She immersed herself in her work.	immerse	.....

## 10. The Verb Fall

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The bomb fell in Japan	fall	.....
2.	He fell down.	fall	.....
3.	Dry leaves fall from tree.	fall	.....



### 11. The Verb Change

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Fame has changed him.	change	.....
2.	The lights changed from red to green.	change	.....
3.	Can I change my dress?	change	.....

### 12 The Verb Tighten

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She tightened the rope.	tighten	.....
2.	Laws on gambling have tightened up recently.	tighten	.....
3.	Hari wants to tighten his dress.	tighten	.....

### 13. The Verb Loosen

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He loosened his grip and let her go.	loosen	.....
2.	Loosen my dress.	loosen	.....
3.	First loosen the nuts then take off the wheel.	loosen	.....

### 14. The Verb Bind

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	They bound his hands together.	bind	.....
2.	She bound up his wounds.	bind	.....
3.	He had been bound to secrecy.	bind	.....

### 15. The Verb Cover

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Cover the carpet.	cover	.....
2.	Do not cover your face.	cover	.....
3.	The flood covered the whole area	cover	.....

### 16. The Verb Feed

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Have you feed the guest?	feed	.....
2.	Feed the plant once a week.	feed	.....
3.	They have a large family to feed	feed	.....

### 17. The Verb Suck

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The baby sucked milk from mother's breast.	suck	.....
2.	Stop sucking your thumb.	suck	.....
3.	He was sucking juice through a straw.	suck	.....

### 18. The Verb Serve

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Breakfast is served between 7 and 10 am.	serve	.....
2.	Shall I serve now?	serve	.....
3.	This dish will serve four hungry people.	serve	.....

## 19. The Verb Roll

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He rolled the bread on plain surface.	roll	.....
2.	He rolled himself up in the blanket.	roll	.....
3.	The car began to roll down the hill.	roll	.....

## 20. The Verb Peel

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Have you peeled the potatoes?	peel	.....
2.	He was peeling an orange.	peel	.....
3.	She has peeled some bananas.	peel	.....

## 21. The Verb Saw

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The carpenter saws wood for building material.	saw	.....
2.	They saw a branch into plank.	saw	.....
3.	We sawed the dead branches of the tree.	saw	.....

## 22. The Verb Wipe

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She wiped the ground with brush.	wipe	.....
2.	He wiped his hands on a clean towel.	wipe	.....
3.	She wiped the sweat from her forehead.	wipe	.....

### 23. The Verb Close

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She closed the gate behind her.	close	.....
2.	Would you mind if I close window?	close	.....
3.	The doors open and close automatically.	close	.....

### 24. The Verb Paint

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The walls were painted yellow.	paint	.....
2.	Slogans had been painted on the wall.	paint	.....
3.	We have decided to have the house painted.	paint	.....

### 25. The Verb Open

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Hari opened the door of the house.	open	.....
2.	Shall I open another bottle?	open	.....
3.	Open your books at page no. 45.	open	.....

### 26. The Verb Bleed

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	My finger is bleeding.	bleed	.....
2.	She slowly bled to death.	bleed	.....
3.	He was bleeding from gash on his head.	bleed	.....

## 27. The Verb Cough

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	I couldn't stop coughing.	cough	.....
2.	Sometimes she coughed noisily.	cough	.....
3.	Don't cough like an asthma patient.	cough	.....

## 28. The Vomit

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	The smell made her want to vomit.	vomit	.....
2.	He had vomited up his supper.	vomit	.....
3.	The injured man was vomiting blood.	vomit	.....

## 29. The Verb Fracture

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	His leg fractured in two places.	fracture	.....
2.	She fell and fractured her skull.	fracture	.....
3.	The party would fracture and split.	fracture	.....

## 30. The Verb Swell

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	Her arms swell up when the bee stung her.	swell	.....
2.	Membership has swelled to over 2000.	swell	.....
3.	The wind swelled the sails.	swell	.....

### 31. The Verb Earn

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He earns about Rs. 5000 a month.	earn	.....
2.	All my children are earning now.	earn	.....
3.	I have earned respect as a teacher.	earn	.....

### 32. The Verb Acquire

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	She has acquired a good knowledge of English	acquire	.....
2.	He has acquired a lot of wealth.	acquire	.....
3.	. I have acquired a computer.	acquire	.....

### 33. The Verb Deposit

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	He has deposited millions in Swiss bank.	deposit	.....
2.	The flood deposited sand in the field.	deposit	.....
3.	She deposited a pile of books on my desk.	deposit	.....

### 34. The Verb Trade

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Our products are traded worldwide.	trade	.....
2.	The company has now stopped trading.	trade	.....
3.	They traded as 'Walkers and Son'.	trade	.....

### 35. The Verb Save

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	I am not very good at saving.	save	.....
2.	We have saved up to go to Australia.	save	.....
3.	You saved my life.	save	.....
4.	We will save some for tomorrow.	save	

### 36. The Verb Set

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The sun sets in the west.	set	.....
2.	Set the alarm for 7 o'clock.	set	.....
3.	The glue had set hard.	set	.....

### 37. The Verb Flow

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	The rivers flow down into the ocean.	flow	.....
2.	The tears began to flow from her eyes.	flow	.....
3.	Election result flowed in throughout the night.	flow	.....

### 38. The Verb Freeze

<u>S.N.</u>	<u>Contexts</u>	<u>English</u>	<u>Bhojpuri</u>
1.	Water freezes at 0° c.	freeze	.....
2.	The cold weather has frozen the ground.	freeze	.....
3.	It is so cold that the river has frozen.	freeze	.....

### 39. The Verb Flood

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	The village floods when it rains heavily.	flood	.....
2.	The river flooded the whole village.	flood	.....

### 40. The Verb Melt

<b><u>S.N.</u></b>	<b><u>Contexts</u></b>	<b><u>English</u></b>	<b><u>Bhojpuri</u></b>
1.	The sun had melted the snow.	melt	.....
2.	The snow showed no sign of melting.	melt	.....