CHAPTER ONE

INTRODUCTION

1.1   General Background

Language, being a voluntary vocal system of human communication, is one of the most important communication. Here, the term 'communication' refers to the exchange of message, information, and ideas. It should also be noticed that language is a means of communication only for human beings but it is not only means that is the human beings can communicate with. They can communicate without language through other modes of communication too. This implies that there are other modes of communication which might be used by human beings or other animals but language is only for human beings.

Other modes of communication are olfactory, gustatory, and tactile but these are not as developed as language. These are commonly used by animals in a large scale.

Language is a social phenomenon by which one can express his/her ideas, thoughts, feelings, desires, likes, and dislikes. Human beings are distinguished from all other species in this universe only because they possess a unique faculty of speech known as language. It is as inevitable mode of communication for human beings as basic requirements (food, shelters and clothes). It is species specific and species uniform possession of man. It is the great achievement of human civilization. Chomsky, (1957) defines language as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (p.13). In Sapir's words, "Language is purely a human and non- distinctive method of communication, ideas, emotions and desires by means of voluntarily produced symbols". Similarly, Hall (1968), defines language as "The institution whereby communicates and interacts with each others by means of habitually used oral auditory- arbitrary symbols" (p.158). Human language is not only vocal system of communication but also a written system in a script form. According to Wardhaugh (1986), from the

sociological point of view, "A language is what the members of particular society speak". We can compare two or more languages from sociological or structural points of view. There are innumerable languages in the world. Some of them have both spoken and written forms and others have only spoken form. Language is a social need that comes into existence after a long process of development in accordance with the necessity of human beings. Languages change in course of time. If they are out of the daily use they disappear from the society and turn into dead languages such as **Latin** and **Sanskrit**.

As in other countries of the world, English language teaching has a long history in Nepal. It was Rana Prime Minister Jung Bahadur Rana, in 1910 B.S., who introduced the English language in Nepal due to the influence of the education system in Britain. In the very beginning it was only for the royal families. Later on, it started to prevail over the country along with the establishment of schools, campuses and other institutions.

1.1.1 Importance of the English Language

English is an international language which is also known as the global language. It is the dominant language today. It is spoken all over the world as a lingua franca. It is one of the widely used West Germanic sub-branches of the Germanic branch of the Indo- European family.

According to the survey of the UNESCO, more than 60 countries of the world use English as an official language, about 160 million people listen to English radio programs and over 60 million children study English at the primary level. One third books of the world have been written in English and more than 350 million people of the world speak English as their native language. It has a great importance as being one of the languages of the UNO which plays the vital role for developing countries like Nepal. Countries that adopt the English language as the national language are far more ahead in trade, business and modern scientific technology. Therefore, the English language has become an indispensable source of knowledge for all. The English language has made the

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people know other cultures, religions, languages, arts, civilization, convention, and discoveries in a short period of time. English is the first language of the United Kingdom. At present, it is taught as a foreign language in over 100 countries and it is emerging in most of the countries as a chief foreign language to be taught in schools.

English has an immense influence on the education system of Nepal. It is taught and learnt as a compulsory subject from grade one to under graduate level and as an optional subject from secondary level to graduate level. Therefore, the vital importance of it can not be summarized in a page.

1.1.2   The Sociolinguistic Situation of Nepal

Nepal is a small, beautiful and landlocked country situated between two large countries namely China and India. It is a rich country in terms of linguistic diversity. According to the Population Census Report (2001), there are 92 languages identified as spoken in Nepal. Out of them, a very few languages have their own written scripts and others exist only in spoken form.

According to Kansakar (1999), all the languages spoken in Nepal fall under the following four language families**.**

1.1.2.1 The Indo - Aryan Family

Nepali	Urdu	Majhi
Rajbanshi	Kumal	Hindi
Maithili	Danuwar	English
Bhojpuri	Bengali	Mogahi
Tharu	Marwadi	Churati
Awadhi	Bajika	Darai

1.1.2.2 The Tibeto- Burman Family

Tamang	Tibeton	Barma
Newari	Jirel	Koche
Magar	Kagate	Gurung
Yholma	Lhomi	Limbu
Dura	Toto	Sherpa
Meche	Kham	Chepang
Pahari	Syang	Sunuwar
Lepcha/ Lepche	Morpha	Thami
Raji	Manangi	Dhimal
Hayu	Nar	Bhujel/ Khawas
Byansi	Raute	Rai Lgs (More than 33 languages)
Thakali	Ghale	
Chhantyal	Kaike	

1.1.2.3 The Austro- Asiatic/ Munda family

It includes only one language i.e. Sattar / Santhali which is spoken in Jhapa district of eastern part of Nepal.

1.1.2.4 The Dravidian Family

It includes only one language i.e. Jhangadh/Dhangdh which is spoken on the province of the Koshi river in the eastern part of Nepal.

Among the four language families mentioned above the Tibeto-Burman language family includes a large number of languages spoken in Nepal.

1.1.3 An Introduction to the Magar Language

Nepal is a rich country in terms of linguistic diversity. More than 92 languages are identified by Central Bureau of statistics (CBS, 2001). The Magar is the third largest ethnic group in Nepal. It is also the largest group among the indigenous nationalities. The language, used by the Magar is called Magar/Magarat which falls under the Tibeto- Burman language family.

The total population of the Magars has been registered to be 1,622,241 i.e. 7.14% of the total population and the Magar language is being used as the mother tongue by 770,116 i.e. 3.39% of the total population (CBS, 2001). Other remaining Magars speak 'kham' and 'Nepali'. But Lafa Magars (2050 B.S.) claim that the actual population of Magars is between 3,000000 to 3,500,000.

There are several controversial issues on the origin of Magars due to lack of sufficient and substantial evidences and accurate and chronological documents. It is believed that the Magars were first in Mid- hill of central part of Nepal and had slowly migrated to other parts in the country over a long period of time. Lower hilly region of Palpa district is considered to be Magars' residence from the very beginning and Magars scattered into central and western parts of Nepal.

The CBS (2001) shows that the Magar language speakers are increasing day by day. The Magar language speakers are originally found in the districts like Palpa, Tanahu, Syangja, Nawalparasi, Baglung, Gulmi, Arghakhanchi, Parbat, Udayapur , Salyan , Rukkum, Rolpa, Pyuthan, Dang, Surkhet , Dailekh, Nepalganj, Dolpa, Banke, Bardia. The Magar language speakers are also settling down in some parts of India: Darjaling, Deharadun, Sikkim, Gorkhapur. Bhutan, Burma, Singapore and the United Kingdom are other countries where the Magar language speakers are settling.

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Nowadays, the Magar language community has felt that they are backward in their literature; after all, they have their own distinct language, culture and religion. Therefore, they are proceeding ahead for developing their literature. As a result different journals, dictionaries, magazines and other reading materials are published in the Magar language today. Some documentary films in the Magar language also put its contribution in the development of the Magars and the Magar language. The Magars have different castes namely: Ale, Pun, Rana and Thapa, Other sub-castes of the Magar are Baral, Darlami, Gurjeli,Gaha, Hunjali, Hiski, Khapangi , Masrangi , Pata, Pulami, Phunjali , Rokka, Saru, Sinjali and Sijapati.

1.1.3.1 The Magar Language and its Dialects

The Magars have their own language called the 'Magarati'/Magari language. Magar, (1994) has grouped the Magar language basically into two groups, namely **Barah** and **Athar** Magarati languages. The **Athar Magarati** is divided into two dialects namely 'Kham' and 'Kaike' dialects. 'Kham dialect' is spoken by the Magars in western part of Rukum, Pyuthan, Baglung, Dailekh, Surkhet. Kaike dialect is spoken by especially Rokka Magar of Dolpa. Besides the dialects of the Magar language spoken in the specified regions, it spoken all over Nepal comes under 'Barah Magarat' language.

1.1.3.2 Script of the Magar Language

The Magar language has its own script named 'Akkha' script. This script was discovered by M.S. Thapa Magar. However, it is claimed that this script was freely being used by 'Lichchhavis' in Nepal. Only a few scholars and language experts have claimed over it and say that it was the Magars' ancient script. The sixth central conference of Magar Association held from 15-18 Phalgun, 2054 in Nawalparasi district at Hattikhor had authoritatively accepted 'Akkha' script as the Magar script.

1.1.4 An Introduction to the English Noun Phrase Structures

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

Crystal, (1985) defines the noun phrase as "The construction into which nouns commonly enter and of which they are the HEAD in the noun phrase" (83). In the noun phrase 'the good boy' and 'my black pen': 'boy' and 'pen' are the head words. Aarts and Aarts (1986) define noun phrase as "It is the characteristic of a noun phrase that it has a dominant member (the head) which can replace the entire phrase; a characteristic that the noun phrase shares with the adjective phrase and the adverb phrase" (61).

In the noun phrase 'medieval music ' and 'new books on linguistics': 'music' and 'books' are head words, nouns.

In Transformational Generative Grammar, a pronoun is regarded as a noun phrase because of its ability to replace other noun phrase. In the noun phrase 'the tall boy' and 'Ram' and 'Sita': 'He' and 'They' are noun phrases. Quirk, Greenbam, Leech and Svartvik (1985) have shown the relationship of noun phrases within a sentence. The noun phrase 'his wife' in the sentence 'His wife failed her driving test' is the subject whereas 'Jimmy' in 'Jimmy is the best student of his class' is subject attribute.

In summary, in the internal structure of the noun phrase , three functions can be distinguished: determiner, modifier and head, in the noun phrases 'his pretty wife' and 'a polar bear' : 'his' and 'a'   are determiner; 'pretty' and 'polar' are modifier and 'wife' and 'bear' are nouns, head.

1.1.4.1 The English Noun Phrase

The words are grouped into successively larger grammatical units. Grouping words in this way constitutes the structure of a sentence. Larger grammatical units forming a sentence are built around the lexical categories like noun, verb, adj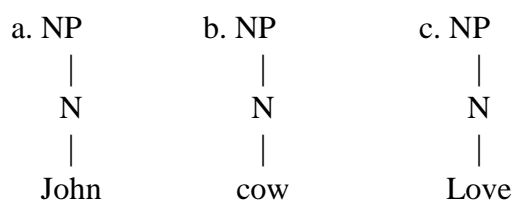ective and preposition. These units are referred to as phrases. Thus, we can have noun phrases, verb phrases, adjective phrases and prepositional phrases. In the sentence 'the boy ate a banana' , the first division produces a noun phrase 'the boy' and a verb phrase 'ate a banana'. The second division recognizes a verb 'ate' and another noun phrase 'a banana'. The next division would produce combination of determiner (DET) and noun (N) (the + boy), (a+ banana). This is the phrase structure of the sentence and it can be displayed as a tree diagram.

```
                         S
              NP                      VP
         det       N            V         NP
          |        |            |      det     N
         The      boy          ate      |      |
                                        a    banana
```
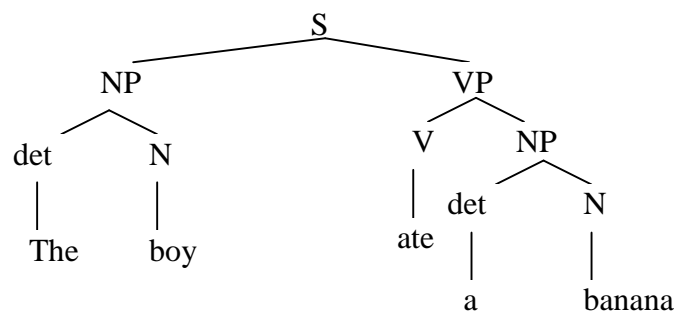
(Source: Yadav, 2004: 65).

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

i.   John, cow, love

```
    a. NP        b. NP        c. NP
       |            |            |
       N            N            N
       |            |            |
     John          cow         Love
```

Here, single noun is the NP.

ii.   You, they, he

a. NP   b. NP   c. NP
  | | |
  N   N   N
  | | |
Pro. N   Pro. N   Pro. N
  | | |
 You   they   he
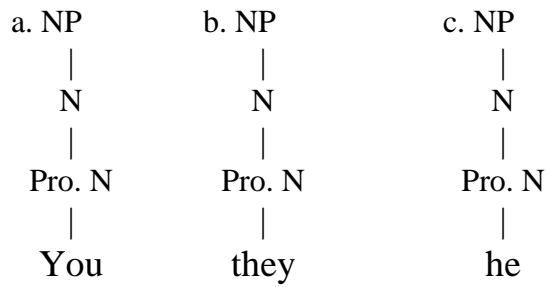
Here, single pronoun is the NP.

iii.   Sign   language, London street   guide

          NP   NP
         / \   / | \
        N   N   N   N   N
        | | | | |
      sign language   London street guide
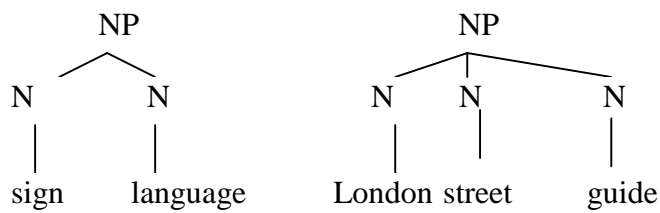
Here, the combination of two or three nouns is the NP.

iv.   the book,   his pen

a.   NP   b.   NP
        /   \   /   \
     det   N   det   N
      | | | |
     the   book   his   pen
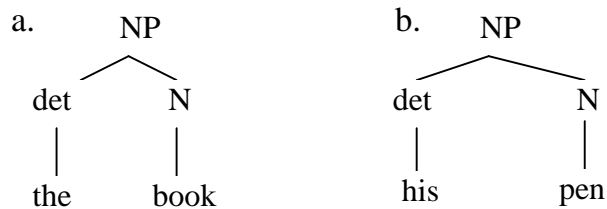
Here, the combination of determiner and noun is the NP.

v.   big stone, woolen white shirt

a.   NP   b.   NP
        /   \   / | \
      adj   N   adj. adj   N
       | | | | |
      big   stone   wollen white shirt
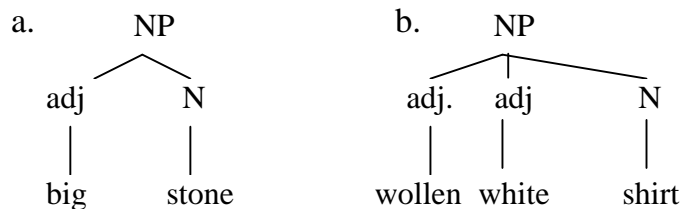
Here, the combination of adjective and noun is the NP.

vi.   a beautiful girl, a one eyed beautiful girl

a.
```
                NP
          ┌──────┼──────┐
        det      adj       N
         │        │        │
         a    beautiful   girl
```

b.
```
                NP
        ┌─────┬──┴──┬──────┐
      det    adj    adj      N
       │      │      │       │
       a  one eyed beautiful girl
```

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

vii.   a crow in the sky, the beautiful girl in the corner
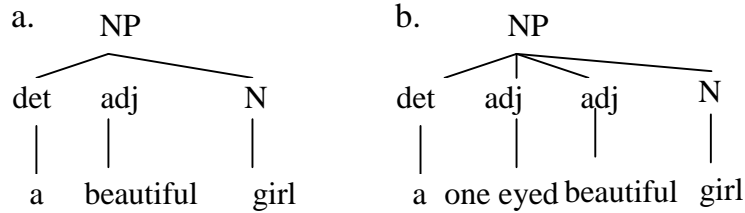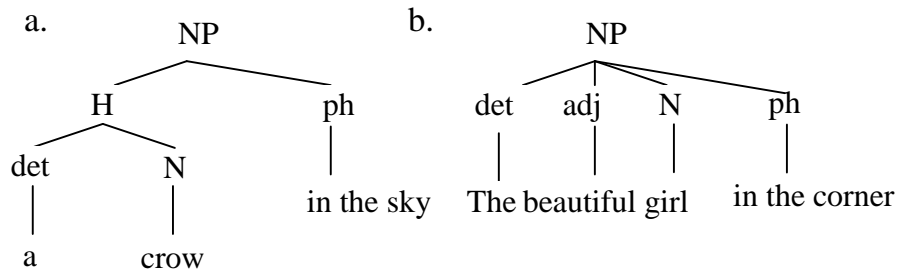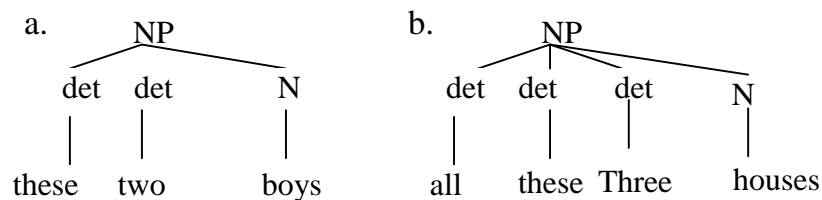
a.
```
                 NP
           ┌──────────┴────────┐
           H                    ph
       ┌───┴───┐                │
      det       N           in the sky
       │        │
       a      crow
```

b.
```
                  NP
         ┌─────┬──┴──┬──────────┐
        det   adj    N           ph
         │     │     │           │
        The beautiful girl   in the corner
```

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

viii.   These   two boys,   all these three houses

a.
```
               NP
          ┌─────┼──────┐
        det    det      N
         │      │       │
       these   two     boys
```

b.
```
                NP
         ┌────┬──┴──┬──────┐
        det  det   det      N
         │    │     │       │
        all these Three   houses
```

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

ix.   a big animal, a big old yellow bus.

a.
```
              NP
         ┌─────┼──────┐
       det    adj      N
        │      │       │
        a     big    animal
```

b.
```
               NP
        ┌───┬──┼──┬────┐
      det  adj adj adj   N
        │    │   │   │    │
        a   big old yellow bus
```
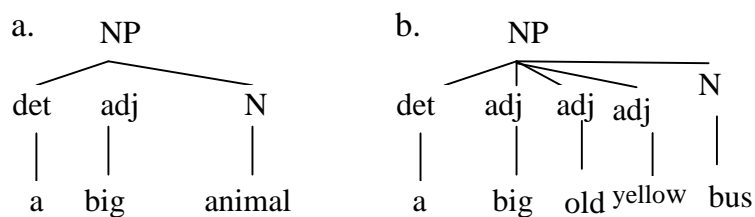
Here, the combination of determiner, adjective and noun is the NP.

x.   Some coffee and a cake and a bottle of wine

a.

```
                    NP
        ┌───────────┼──────────┐
        │           │           NP
       NP     Conj. NP.   Conj.
        │           │           │
  Some coffee   and  a cake   and   a bottle  of wine
```
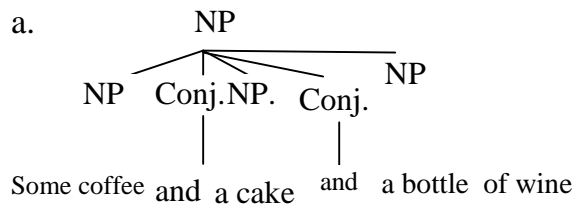
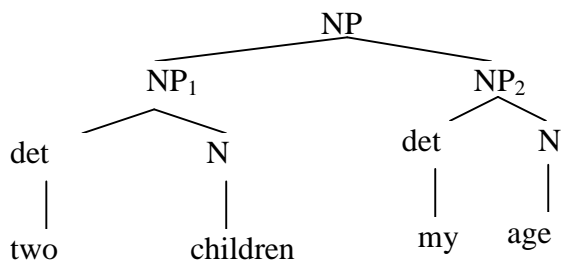Here,   the combination of NP, NP and NP is NP.

xi.   two children my age

```
                         NP
            ┌────────────────────────┐
          NP₁                       NP₂
        ┌───┴───┐               ┌────┴───┐
      det       N             det        N
        │       │               │        │
      two    children          my       age
```

Here, the combination of noun phrases is the NP.

xii.   The books on the table

```
                    NP
        ┌───────────────────────┐
        H                      Prep P
    ┌───┴───┐
  det       N
    │       │
  The     books                on the table
```
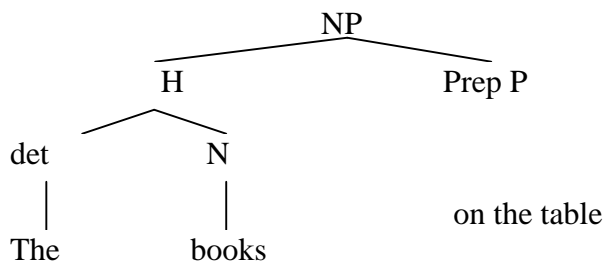
Here, the noun phrase is post modified by the prepositional phrase.

xiii.   My other two pens

```
                 NP
        ┌─────┬──────┬─────┐
      det    det    det     N
        │     │      │       │
       my   other   two    pens
```
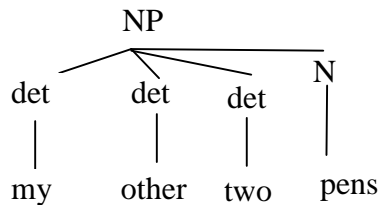
Here, noun phrase is premodified by upto three determiners.

xiv)   a famous city of Nepal

```
                        NP
            ┌───────────┼──────────┐
                                 Prep P
         det        adj      N
          │          │        │
          a       famous    city    of Nepal
```
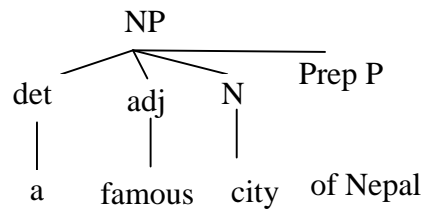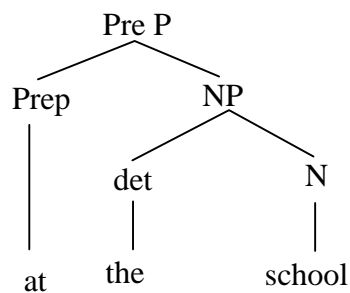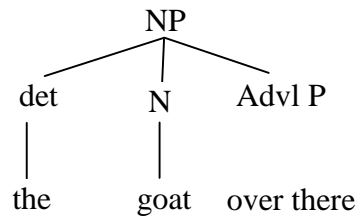
Here, noun premodified by adjective, determine and post modified by prepositional phrase is the NP.

xv.   at the school

```
                    Pre P
            ┌─────────┴─────────┐
         Prep                  NP
          │              ┌──────┴──────┐
                        det            N
          │              │             │
          at            the          school
```

Here, noun phrase is premodified by a preposition.

xvi.   the goat over there

```
                    NP
            ┌───────┼───────┐
         det       N      Advl P
          │        │
         the      goat   over there
```

Here, the noun phrase is post-modified by adverbial phrase.

xvii.   a book on story by Bhatrarai

```
                NP
        ┌──────┬────┬──────────┐
       det     N   Pre P     Prep P
        │      │
        a    book  on story  by Bhattarai
```
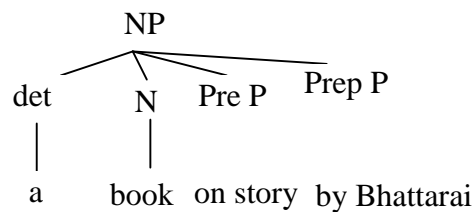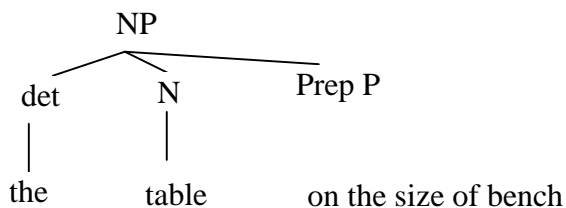
Here, noun phrase is post-modified by a prepositional phrase which is again postmodified by another prepositional phrase.
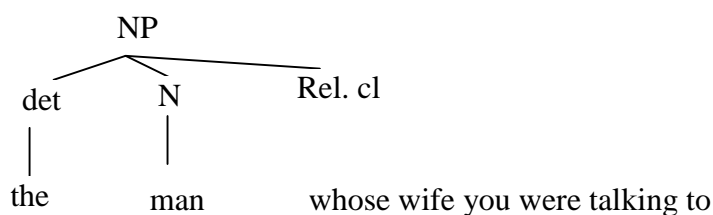
xviii.   a car that color

```
              NP
        ___/|\___
     det    N   det    adj
```
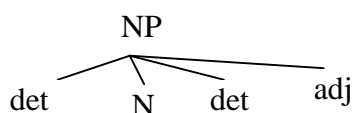
Here, a noun phrase is post modified by determiner and adjective

xix.   the table on the size of bench

```
              NP
        ___/\___
     det     N      Prep P
      |      |
     the    table   on the size of bench
```

Here, noun phrase is post modified by prepositional phrase.

xx.   the man whose wife you were talking to

```
              NP
        ___/_____
     det     N       Rel. cl
      |      |
     the    man      whose wife you were talking to
```

Here, the noun phrase is post modified by relative clause.

xxi.   a banana that you gave

```
              NP
        __/|\____
     det    N     Rel. cl
      |     |
      a    banana  that you gave
```
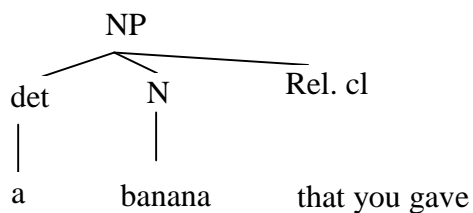
Here, the noun phrase is post modified by relative clause.

1.1.5 Contrastive Analysis and its Importance on Language Teaching

Contrastive analysis (CA) is defined as a scientific study of similarities and differences between languages. It is a branch of applied linguistics, which compares languages to find out the similarities and differences and then to predict the areas of difficulty in learning. The first language (L_1) is known as mother tongue or native language or source language or filter language and

second language (L$_2$) is known as foreign language or target language or other language. CA came into existence during the late 1940's and 50's, highly popularized during the 60's and its popularity declined during the 70's. 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 wrote "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".

Lado (1957), provided underlying assumptions of C.A. which have a significant role in language teaching.

> Individuals tend to transfer the form and meanings and distribution of forms and meaning 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. CA emphasizes on the following assumptions.
>
> i. In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.
>
> ii. 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 are and can better provide for teaching them.

CA has its great importance in language teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L$_2$ learners and secondly, it explains the sources and reasons of the L$_2$ learners ' 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 learners are identified, a language teacher can not impart knowledge to the learners. James (1980) 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 learner.

The most important things 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 L_2, our knowledge of L_1 comes on the way: while learning an L_2, some features are easier to learn and some are difficult because of the transfer of the old habits or knowledge. If old knowledge is similar to the new knowledge, there is a positive transfer which facilitates in learning an L_2 but if old knowledge is different from the new knowledge, there is a negative transfer, which interferes in learning an L_2. In brief, the more similarities between the two languages the more easier to learn and the more difference between the two language 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 the language, a teacher teaches. It helps the teacher to diagnose the level of difficulty and causes of the errors that learners commit.

1.2   Review of Related Literature

There are several comparative research works carried out to study several grammatical aspects on different languages such as Nepali, Magar, Gurung, Tharu, Maithili, Rai, Limbu, Newar, and English. Up to now, four research works on Noun phrase structures in various languages have been carried out which are reviewed below.

Adhikari (1993) in his book *'Samasamayik Nepali Vyakaran'* has gone to the extent of pointing out how nouns can be post modified as well. But he has placed much emphasis on the traditional categorization of nouns into different groups. Acharya (1991) has carried out a research and published a book entitled *"A Descriptive Grammar of Nepali and an Analyzed Corpus"'*. He has

not however, gone to the extent of describing the noun phrase elements in detail; he is rather limited to listing them.

Khadka, (2006) has carried out a research entitled *' Noun Phrase Structures in English and Nepali'.* The main purpose of this study was to identify the similarities and differences in the noun phrase structures in English and Nepali language.

Raika (2007) has carried out a research entitled *'Negative and Interrogative Transformation in the English and Magar Languages: A Comparative Study*. The main objectives of his study were to identify the process of negative and interrogative transformation in the Magar language and compare and contrast the concerned processes of the Magar language with that of the English language. The result showed that: (a) In the Magar language the prefix 'm ' is the negative marker which is placed before the main verb in all tense except continuous tense (b) Yes/ No question is formed by using rising intonation in the statement sentence in the Magar language. The same Yes/ No question can also be formed by placing the element 'h ' which refers to 'what' , in the beginning of the sentence without changing the order of the other constituents in the sentence. (c) the equivalent of English wh- word in the Magar language in most of the cases occurs after the subject and also at the beginning of the sentences when they function as subjects.

Thapa, (2007) has carried out a research work *'Case in English and Magar'* : *A Comparative Study*. The main objective of his study was (i) to determine and describe cases in the Magar language. (ii) to find out similarities and differences between English and Magar cases the result shows that : (a) Despite the common cases found in the Magar and English languages, they have different case markers. (b) The Magar language is a tripartite of language where arguments S, A and P are treated differently but English is a nominative accusative type of language where arguments S and A are treated as the same and P differently an the other hand. (c) The Magar language makes honorific non-honorific distinction with pronominal whereas English language makes definite indefinite distinctions.

So far, no comparative study has been carried out to find out the similarities and differences between English and Magar Noun phrase structure systems. Therefore, the researcher is interested to identify and describe noun phrase structure system in the Magar language and to compare and contrast it with that of English.

1.3   Objectives of the Study

This study had the following objectives :

1.   To identify the noun phrase structures of the Magar language.

2.   To find out the similarities and differences between the noun phrase structures in Magar and English.

3.   To suggest some pedagogical implications.

1.4   Significance of the Study

This study will be a valuable work for the department itself in the sense that no research work has been carried out yet on the topic 'Noun phrase structure in English and Magar'. This study will be basically helpful for the future researcher who is interested to conduct the intensive study either on the noun phrase structures in any language or on any topic in the Magar language. This study will be beneficial to the language teachers, Magar community, languages experts, linguists, syllabus designers, text book writers, and grammarians. This study makes similarities between two language makes the target language learning easy and vice-versa.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to carry out the research in order to fulfil the objectives.

2.1 Sources of Data

The required data to carry out research were collected from both primary and secondary sources.

2.1.1 Primary Sources

Forty eight native speakers of the Magar language of Kawasoti and Shivamandir VDCs of Nawalparasi district were the primary source from whom the researcher elicited the required data for the research work.

2.1.2 Secondary sources

For the secondary sources of data, the researcher consulted different book, journals, theses. Some of them are: Aarts and Aarts (1983), G.R.&A. Bhattarai (2000), Bhandari (2005), Chomsky (1957), Celce-Murcia and Larsen Freeman, (1993), Adhikari (1993), Fillmore (1968), Fillmore (1971), Lyons (1968), Quirk et al. (1985), Whaley (1997), Yadav (2004), and Magar (2054).

2.2 Population of the Study

The population of the study consisted of only forty eight Magar native speakers of Kawasoti and Shivamandir VDCs of Nawalparasi district.

2.3 Sampling Procedure

The researcher selected the population /informants through judgemental sampling design under non- random sampling to collect the primary data. Twenty-four informants, age group of 20-50, were taken from each VDC. The informants were divided into three strata age groups of 20-30, 30-40, and 40-50. The number of male and female informants were equal in the each stratum.

2.4   Research Tools

The only one tool for collecting the data were the questionnaire consisted of situations requiring the respondents to provide the noun phrase structure in the Magar language (See appendix III).

2.5   Process of Data Collection

The researcher visited Kawasoti and Shivamandir VDCs and met the native speakers of the Magar language. Then, he established a good rapport with them. Making them know about the research work, he conducted interview according to the prepared interview questionnaire schedule. Simultaneously, he kept records of the responses revealed by them on paper using roman transliteration of Devanagari script. The researcher verified the elicited data from them after the interview in terms of accuracy and correctness/appropriateness with the help of their co-operation. The questionnaires were collected by the researcher himself.

2.6   Limitations of the Study

The present research work had the following limitations:

i.   The study was limited to forty eight Magar native speakers of Kawasoti and Shivamandir VDCs in Nawalparasi district.

ii. The study was limited to noun phrase structures.

iii. Only simple past, simple present and present perfect tense sentences were compared and analyzed.

iv. The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the selected informants by the researcher in his research field. The data has been analyzed descriptively with the help of the tables and illustrations. After the analysis of the data, the similarities and differences are mentioned with illustrations. Hence, this chapter consists of two parts: identification and analysis of the noun phrase structure in the Magar language and similarities and differences between the Magar and English noun phrase structure system.

3.1   Identification and Analysis of the Noun Phrase Structures in the Magar Language

3.1.1 Noun Phrase Structure in Magar

A Magar noun phrase consists of an obligatory head like an English one. The head of the noun phrase should not necessarily be a noun. It can be a pro-forms or adjective too. e.g.

<u>padam-ei</u>   gwa#   cele.

<u>a#se</u>   gwa#   cele.

<u>ha#bhya#</u>   gwa#   cele.

In Magar language noun, pronoun, numeral and adjective can play the role of head in a noun phrase.

The following examples illustrate the 'a#rmin pada#wali' NP structures in Magar.

(i) bauja4, di

a.
```
     NP
      |
      N
      |
   bauja#
      |
    (boy)
```

b.
```
     NP
      |
      N
      |
      di
      |
   (water)
```

(ii) a4se, ka4n, na4_, isai

a.
```
      NP
       |
       N
       |
    N. Pro
       |
     a#se
       |
      (he)
```

b.
```
      NP
       |
       N
       |
    N. Pro
       |
     ka#n
       |
      (we)
```

c.
```
      NP
       |
       N
       |
    N. Pro
       |
     na#N
       |
     (you)
```

d.
```
      NP
       |
       N
       |
    N. Pro
       |
      isai
       |
     (this)
```
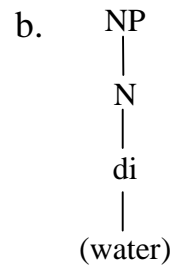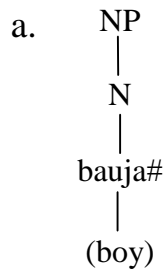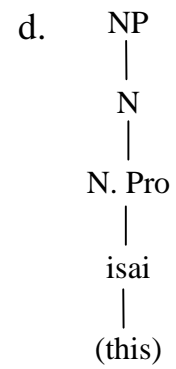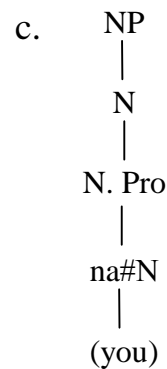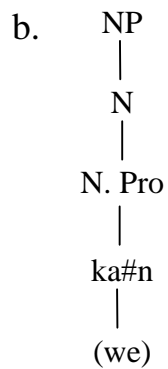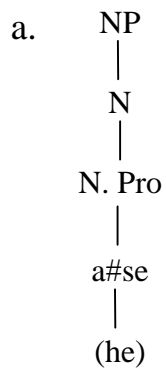
Here, single pronoun is NP.

(iii) na4m samiti, renja4 la4fa4

a.
```
            NP
          /    \
        N        N
        |        |
      na#m     shamiti
        |        |
    (jungle)  (committee)
```

b.
```
            NP
          /    \
        N        N
        |        |
     renja#    la#fa#
        |        |
     (girl)   (friend)
```

(iv) isai lhu_, hose bharmin

a.
```
            NP
          /    \
       Det       N
        |        |
      isai      lhun
        |        |
     (this)   (stone)
```

b.
```
            NP
          /    \
       Det       N
        |        |
      hose    bharmin
        |        |
     (that)    (man)
```
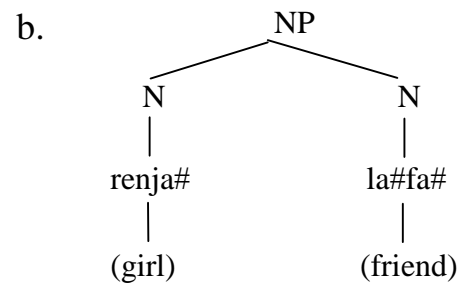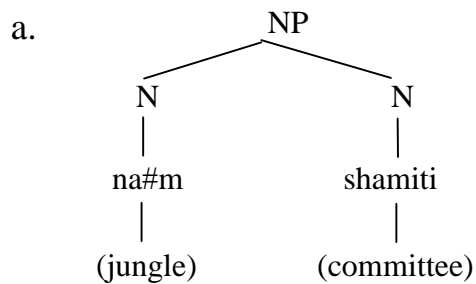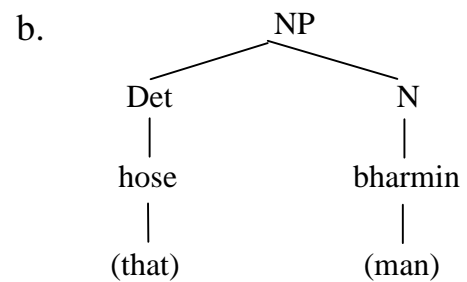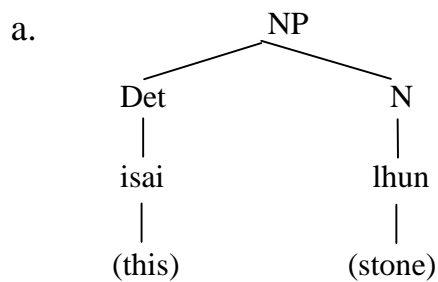
Here, the combination of determiner and noun is the NP.

(v) badhako im, seca maraca gwa4

a.
```
              NP
            /    \
         Adj      N
          |       |
       badhako    im
          |       |
        (big)  (house)
```

b.
```
                 NP
              /   |   \
          Adj    Adj    N
           |      |     |
         seca  maraca  gwaa
           |      |     |
     (beautiful)(small)(hen)
```
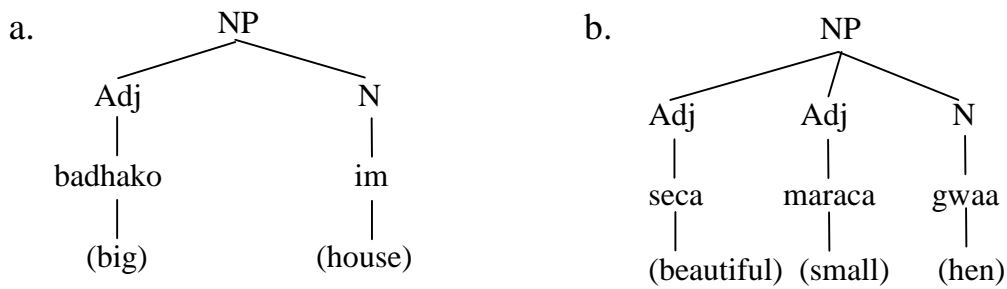
Here, the combination of adjective and noun is the NP.

(vi) yisai bada4ko lhu_

```
                NP
             /   |   \
          Det   Adj    N
           |     |     |
         yisai bada#ko lhun
           |     |     |
         (the) (big) (stone)
```
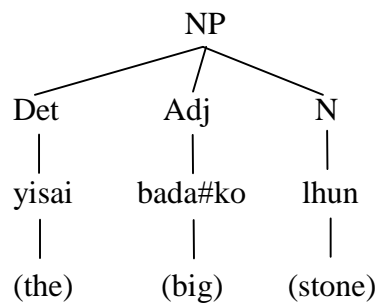
Here, the combination of determiner, adjective and noun is the NP.

(vii) namasa-u sinsya4

```
                NP
             /      \
        Prep P        N
           |          |
       namasa-u    sinsya#
           |          |
     (in the sky)  (fruit)
```
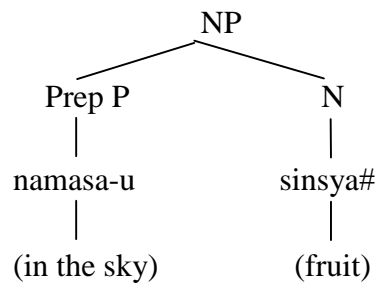
Here, the combination of prepositional phrase and noun is the NP.

(viii) ka4t bada4ko ba4jyu barca haji

```
                       NP
            /      /     |     \      \
         Det    Adj    Adj    Adj     N
          |      |      |      |       |
        ka#t  bada#ko ba#jyu barca    haji
          |      |      |      |       |
         (a)   (big)  (old) (yellow) (bus)
```
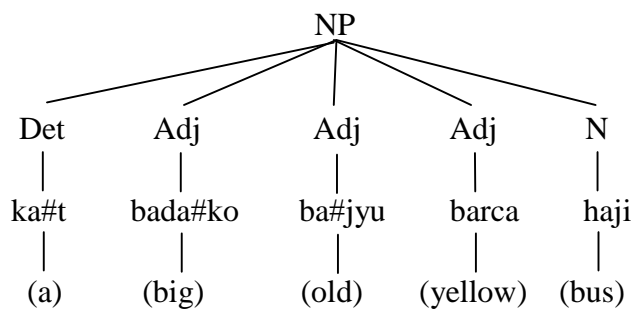
Here, the combination of determiner, adjectives and noun is the NP.

(ix) apara4**dh anusandha**4**n a**4**yog**

```
                    NP
          ┌─────────┼─────────┐
          N         N         N
          │         │         │
       apara#dh  anusandhan  a#yog
          │         │         │
       criminal investigation commission
```
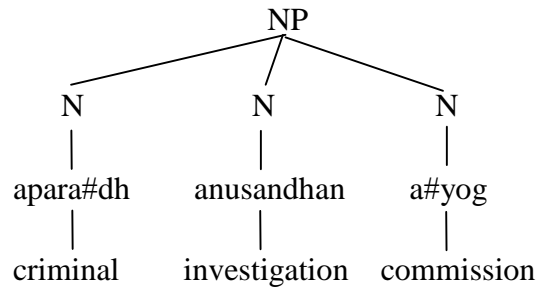
Here, the combination of nouns is the NP.

(x)   bhatra4**iau kathau postak**

```
                    NP
          ┌─────────┼─────────┐
         det        det        N
          │          │         │
      bhatra#iau   kathau    postak
      by Bhattarai on story    book
```
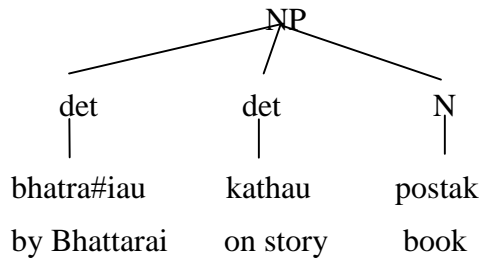
'The book on story by Bhattarai'

Here, noun is premodified by prepositional phase, which in turn premodified by another prepositional phrase in the NP.

(xi)   tebulau postak

```
                NP
          ┌─────┴─────┐
        Pre P         N
          │           │
       tebulau      Postak
       on table      book
```
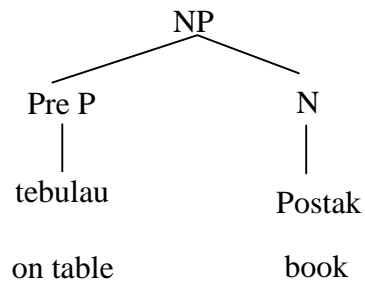
'the book on the table.'

(xii)   _au aru nhis rikma4ko

```
                    NP
         ┌───────┬────┴────┬──────┐
        det     det      det      N
         │       │        │       │
        Nau     aru      nhis   rikma#ko

         my     other    two     pens
```
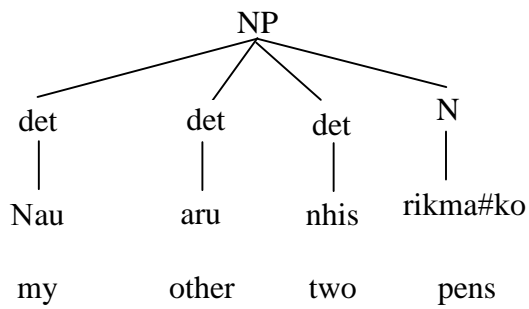
Here, a noun is premodified by three determiners.

(xiii)   nepalau parsidda shahar

```
                    NP
         ┌──────────┼──────────┐
        det        adj.         N
         │          │           │
       nepalau   parsidda     shahar

      of Nepal    famous       city
```
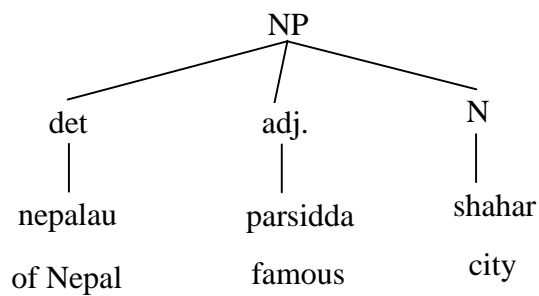
Here, noun phrase is premodified by determiner and adjective.

(xiii)   ima4_

```
              NP
         ┌────┴────┐
         N        Prep
         │          │
         im        a#N

        home        at
```
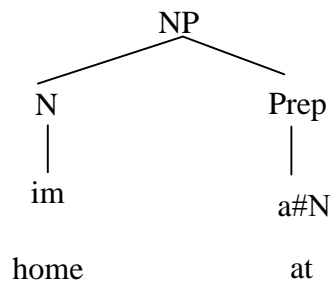
Here, the noun is post modified by a preposition.

(xiv)   ohola4_au rha4

```
               NP
         ┌─────┴─────┐
       advl. p        N
         │            │
      oholα#Nau      rha#

      over there    the goat
```
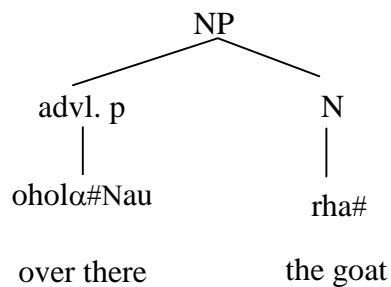
Here, noun phrase is postmodified by adverbial phrase.

(xv) hose ra_au haji 4

```
                    NP
          _____/ |  _____
         /          |           \
       det         adj.          N
        |           |            |
       hose       raNau         haji
       that       color          car
```
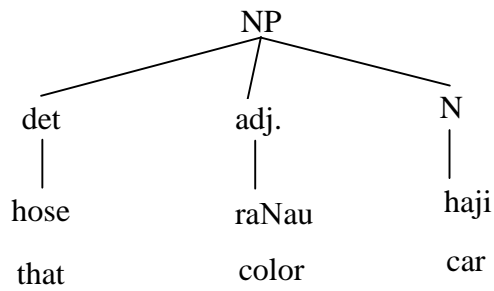
Here, a noun is premodified by adjective which in turn premodified by a determiner.

(xvi)   benacu a4**ka**4**rau tebul**

```
                    NP
          _____/ |  _____
         /          |           \
       det         det           N
        |           |            |
      bencau     a#ka#rau       tebul
     of bench    on the size    table
```
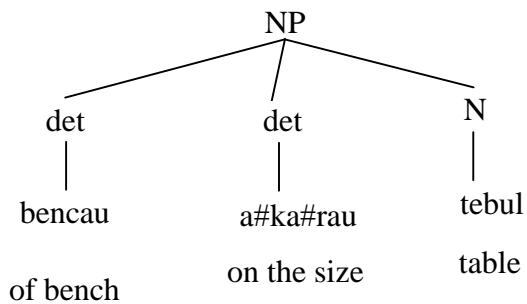
Here, noun phrase is premodified by prepositional phrase which in turn premodified by another prepositional phrase.

(xvii) hose bharmi_ a4**seka**4**t basya**4**fal jya**4**le**

```
                    NP
          _____/ |  _____
         /          |           \
       det          N          Rel. cl
        |           |             |
      hose        barmiN    a#seka#t basya#fal jya#le
       the         man        who eats an apple
```
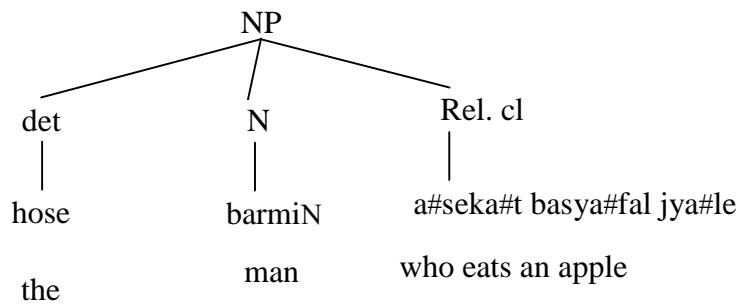
Here, noun phrase is post modified by relative clause.

We can mention the specifier of Magar noun phrase into three categories. They are:

  (i) Qualitative Specifier
       a. Size: large, huge, small, big
       b. Nationality: Nepali, Chinese, Indian
       c. Age: old, young
       d. Color: red, green, violet
       e. Substance: silk, wooden, woolen
       f. Shape: round, rectangular, square
       g. Properties: expensive, cheap
       h. Time: seasonal, past, next
       i. Nature: good, bad, peace
       j. Test: sweet, salty
       k. Material: golden, sandy
  (ii) Comparative Specifier: Woman like Sita, King like Birendra
  (iii) Nominative Specifier: Thapa Rame, Majhi Makhan.

3.1.2 Types of the Head of Magar Noun Phrase

A Magar noun phrase consists of an obligatory head.

Magar

1.

a. pat□t□at□an <u>basya#fal-ko</u>

b. nis <u>rha#-ko</u>

In the above examples basya#falko 'apples' and rha#ko 'goats' are noun heads.

The structures of the above examples of noun head can be shown in the following tree diagrams.

In Magar: N

a.   NP   b.   NP
            | |
           N   N
           | |
     basya#fal   rha#
      (apples)   (goat)
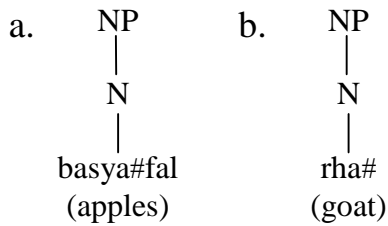
The head of a Magar noun phrase should not necessarily be a noun. It can be a pronoun/pro-form too.

Magar: Pro. N
2.
a. <u>Na#</u> d☐a
b. <u>a#cyu</u> d☐a

In the above examples Na# 'I' and a#cyu 'he' are the head nouns. They can be shown in this way.

In Magar: Pro. N

a.   NP   b.   NP
           | |
           N   N
           | |
      Pro. N   Pro. N
          | |
       na#   a#cyu
       (I)   (He)
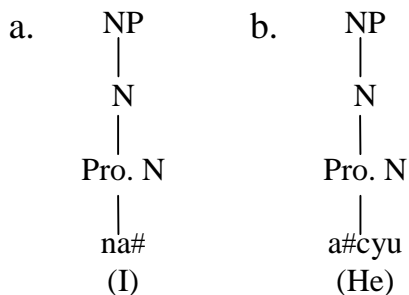
The head of a noun phrase in Magar has to do with adjectives. Though one of the functions of an adjective is to modify the head noun, it may play the role of head noun too.

Magar: Adj.
3.
a. <u>d☐ukhapa#ca</u> d☐usle d☐usca.

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

b. <u>d☐ukhapa#ca</u> bharmi-ke d☐usle dusca

In Magar: Adj + N

```
              NP
           /      \
        Adj        N
         |         |
    dukhapa#ca   bharmi
      (poor)    (people)
```
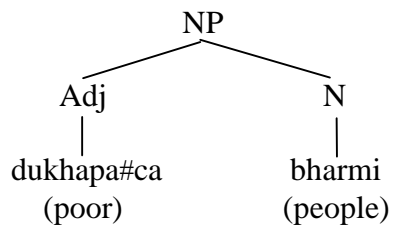
Here, the adjective modifies the head of the NP.

The head of Magar noun phrase can also be realized by a numeral too.

Magar: Numeral

4.

a. <u>yisahiko nis</u> jããc paas ja#ta#

An alternative way to express (4a) would be:

b. <u>yisahiko nis</u> sipa#ya#ko jããc pa#s ja#ta#.

3.2 Comparison Between the Head of Noun Phrase in Magar and English

A Magar noun phrase consists of an obligatory head, like an English one.

Magar	**English**
1.	
a. pat□t□at□an <u>basya#fal-ko</u>	Many <u>apples</u>
b. nis <u>rha#-ko</u>	Two <u>goats</u>

In the above examples basya#falko 'apples' and rha#ko 'goats' are noun heads.

The structures of the above examples of noun head can be shown in the following tree diagrams.

In Magar: N   **In English: N**

a.   NP   b.   NP   a.   NP   b.   NP
      | | | |
      N   N   N   N

basya#fal   rha#   (apple)   (goat)
(apples)   (goat)

The head of a Magar noun phrase should not necessarily be a noun. It can be a pronoun/pro-form too.

Magar: Pro. N   **English: Pro. N**
2.
a. <u>Na#</u> d□a   <u>I</u> am also
b. <u>a#cyu</u> d□a   <u>He</u> also

In the above examples na# 'I' and a#cyu 'he' are the head nouns. They can be shown in this way.

In Magar: Pro. N   **In English: Pro. N**

a.   NP   b.   NP   a.   NP   b.   NP
      | | | |
      N   N   N   N
      | | | |
   Pro. N   Pro. N   Pro. N   Pro. N

    Na#   a#cyu   (I)   (He)
    (I)   (He)

The head of a noun phrase in Magar has to do with adjectives. Though one of the functions of an adjective is to modify the head noun, it may play the role of head noun too.

Magar: Adj.   **English: Adj.**
3.
a. <u>d□ukhapa#ca</u> d□usle d□usca.   <u>Poor</u> needs help
                                                   The poor needs help.
   An alternative way to express (3a) would be:
b. <u>d□ukhapa#ca</u> bharmi-ke d□usle dusca   <u>Poor</u> people needs help
                                                   The poor people needs help.

In Magar: Adj + N   **In English: Adj + N**

```
              NP                                        NP
            /    \                                   /   |   \
         Adj      N                              Det    Adj    N
          |       |                               |      |     |
    dukhapa#ca   bharmi                         (the)  (poor) (people)
      (poor)    (people)
```
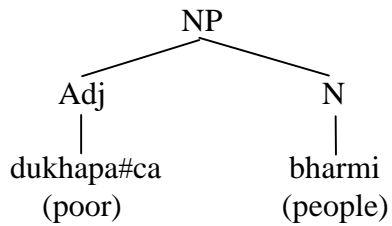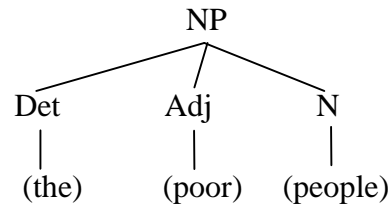
Here, the adjective modifies the head of the NP. Unlike English, Magar does not require the precedence of adjectives by a definite determiner.

The head of Magar noun phrase can also be realized by a numeral too. But they must be preceded by determiner in English.

Magar: Numeral   **English: Numeral**

4.

a. <u>yisahiko nis</u> jããc pa#s ja#ta#   These two exam pass (PAST)

                                                 <u>These two</u> passed the exam.

An alternative way to express (4a) would be:

b. <u>yisahiko nis</u> sipa#ya#ko jããc pa#s ja#ta#.   These two students exam
pass

                                   (Past)

                                   <u>These two</u> students passed the exam.

The types of a Magar noun head can be summarized by the following table.

```
                              Noun (rha#, basya#fal)

                              Pronoun (na#, a#cyu)
          Head
                              Adjective (dukhapa#ca, kukhapa#wa)

                              Numeral (ka#t, Nhis)
```
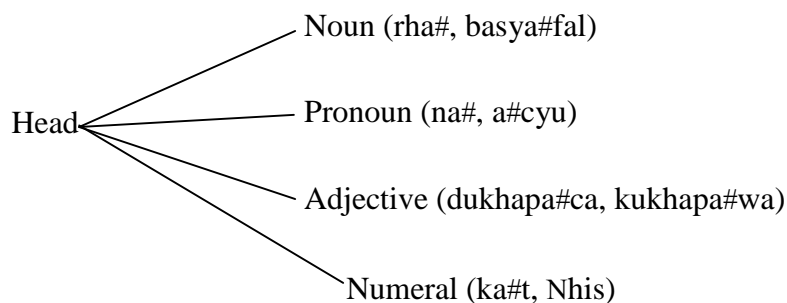
3.3 Similarities and Differences between the Magar and English Noun Phrase Structure System

3.3.1 Similar Noun Phrase Structure in Magar and English

Table No. 1

Similar noun phrase structures in the Magar and English language

English	Magar
1. John, cow, love	1. bauja#,di
2. you, they, he, she, I	2. na#ku, hoseko, a#se, Na#
3. sign language, London street guide	3. na#m samiti, renja# lafa#, apara#dh anusandha#n a#yog
4. the book, his pen	4. isai lhuN, hose bharmiN
5. big stone, woolen white shirt	5. bada#ko im, seca ma#rca gwa#
6. a beautiful girl a one eyed beautiful girl	6. isai bada#ko lhuN
7. these two boys all these three houses	7. isihoko nhis bauja#ko, dhaliN isihoko som imko
8. a big animal a big old yellow bus	8. ka#t karaNca sutho, ka#t bada#ko bajyu barca haji
9. some coffee, a cake and a banana	9. ikuca co, ka#t sata#p da ka#t moca#
10. my other two pens	10. Nau aru nhis rikmako

From the above table we can conclude that noun phrase can be realized in similar structures in Magar and English. Noun phrase can be an uninflected lexical noun. For example bauja#, di, na#ku etc. in the Magar language. Noun phrase can be postmodified by noun phrase upto twice in Magar as in English. For example 'na#m samiti', 'apara#dh anusandha#n a#yog'. Noun phrase can be expanded upto three determiners in pre-modification in both languages. For example, 'ka#t karaNca sutho', 'ka#t bada#ko bajyu barca haji', 'Nau aru nhis rikma#ko'. etc.

3.3.2 Different Noun Phrase Structure in Magar and English

Table No. 2

Different noun phrase structure in Magar and English

English	Magar
1. a crow in the sky	1. namasau sinsya#
2. two children my age	2. Nau umerau nhis ja#ha#ko
3. the books on the table	3. tebulau postak
4. a famous city of Nepal	4. nepalau parsidda shahar
5. at the school	5. ima#N
6. the goat over there	6. ohola#Nau rha#
7. a book on story by Bhattarai	7. bhatra#iau kathau postak
8. a car that color	8. hose raNau haji
9. the table on the size of bench	9. bencau a#karau tebul
10. the man whose wife you were talking to	10. hose bharmiN a#seka#t basya#fal jya#le

From the above table we can conclude that a noun phrase post-modified by prepositional phrase has become a noun phrase post-modified by prepositional phrase in the Magar language. They can be shown in this way. For example,

```
          English                        Magar
1. a crow in the sky            namasau      sinsya#
                                   |            |
                                in the sky     fruit
                                'fruit in the sky'
2. two children my age          Nau umerau nhis  ja#ha#ko
                                  |      |     |      |
                                my     age   two children
                                'two children my age'
3. the books on the table       tebulau postak
                                   |        |
                                on table  book
                                'the book on the table'
4. a famous city of Nepal       nepalau   parsidda   shahar
                                   |          |          |
```

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                  of Nepal   famous   city

                  'a famous city of Nepal'

5. at the school   ima#N

                   |

                  home at

                  'at home'

6. the goat over there   ohola#Nau   rha#

                    | |

                  over there goat

                  'the goat over there'

7. a book on story by Bhattarai   bhatra#iau   kathau   postak

                    | | |

                  by Bhattarai on story book

                  'a book on story by Bhattarai'

8. a car that color   hose raNau haji

                    | | |

                  that color   car

                  'a car that color'

9. the table on the size of bench   bencau   a#karau   tebul

                    | | |

                  of bench   on the size   table

                  'the table on the size of bench'

The third person singular personal pronouns are marked for gender (Mas/Fem) in English but they are unmarked in the Magar language. For example,

     a#se ka#jus ja#tle (Mas.)

     He works.

     a#se ka#jus ja#tle. (Fem.)

     She works

     This fact can be shown vividly in the table 3.

Table No. 3

The third person singular personal pronouns in English

Person	Case	Number
		Singular
3rd person	subject	Masculine: he
		Feminine : she
	Object	Masculine: him
		Feminine : her

Table No. 4

The third person singular personal pronouns in Magar

Person	Case	Number
		Singular
3rd person	subject	Masculine: a#se
		Feminine : a#se
	Object	Masculine: a#seke
		Feminine : a#seke

From the above table we can conclude that the third person singular personal pronouns are unmarked in the Magar language. They can be understood only in the context. For example,

    a#se wa#pa# a#le. (Mas.)

    a#se ma#pa# a#le. (Fem.)

From the above example the third person singular personal pronoun can be understood on the basis of only gender marker noun wa#pa# and ma#pa#.

3.4   Modification

This sub chapter is divided into two sections. The first section deals with the pre-modification of a noun phrase whereas the second section deals with the post modification of the same.

3.4.1 Premodification

A Magar noun head can be pre-modified by the following items:

- Determiners
- Quantifiers
- Nouns
- Adjectives
- Clauses
- Participles

(i)   Determiners

A simple noun phrase is a noun or a noun with a determiner. Below are given a pair of sentences with a simple noun phrase in each case. If the noun phrase (in 5a) has a single noun, there is a noun with a determiner in the next i.e. in (5b)

5. a.   ja#ha#   ra#p-ke   suruja#ta#.

      child   to weep   began

      'The child began to weep.

  b.   <u>kucei</u>   <u>ja#ha#</u>   ra#pmanena   lea#.

      some   child   weeping   was

      'Some child was weeping.'

The structures of the above examples can be shown in the following tree diagrams:
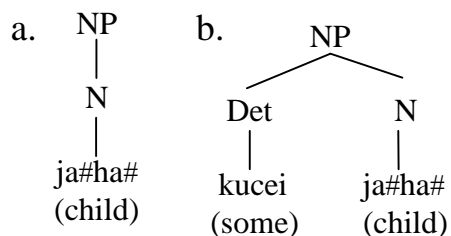
In Magar: Det + N   **In English: Det + N**
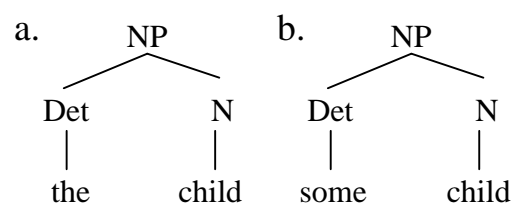
In (5b) kucei 'some' acts as an indefinite determiner. Determiners, in Magar, can be looked upon from different angles. Let us consider the degree of definiteness and its occurrence first.

6. a. <u>ka#t</u>   <u>sipraya#-ei</u>   na#kunke   sodhyamanena lea#.

     one/a   student-by   you-to   asking   was
     'A student was asking you.'

   b. <u>ka#jus</u>   ma#lena   jya#ke   ma#-ca#nle
      work   without   eat to   not-do
      'We do not eat without work.'

   c. hoseko-ei   na#ke (ka#t)   <u>rikma#</u>   ya#hake
      a#le
      they-by   me to (a)   <u>pen</u>   will   give
      'They will give me a pen.'

An analysis of the above examples reveals that in (6a) shows a 'ka#t' correspondence for indefinite reference (6b) a 'ka#t' correspondence between Magar and English for definite reference, whereas (6c) points to the fact that the occurrence of the determiners like 'ka#t' and 'a' is not always beyond ambiguity. In (6c) like the reference could be indefinite or non definite in its sense. But the ambiguity can be overcome by restoring to the negative transformation of the same.

7.   hoseko-ei   Na#ke   calcitra   da#NaNke   ma#lema#N
      They-by   me to   movie   show   will not
      'They will not show me movie.'

The transformation clarifies how 'a movie' is concerned with generic reference and yet its equivalent in Magar drops the indefinite marker 'ka#t'.

Sometimes ka#t 'a' correspondence becomes obligatory. This is so when 'ka#t' functions as a quantifier.

8.   a#s-ei   pihin   <u>ka#t</u>   <u>postak</u>   ya#ha#

           He-by   yesterday   a   book   gave

           'He gave <u>a book</u> yesterday.'

For both the non-definite 'a' and the definite 'the' there is a phonologically zero determiner in Magar.

9. a.   na#tak   ma#seca   lea#.

        the play   bad   turned out

        'The play turned out to be bad.'

   b.   na#N   isai   git   rediyoa#N   seke   sakdisle.

        you   this   song   radio-on   listen   can

        'You can listen this song on radio.'

ii)   Quantifiers

In Magar, quantifier like: lagbhag, irkuja#, idik, uddam, aghorai, dhaliN, nhisai, thaimathai etc. can precede a noun. We can have the following examples:

10.   <u>lagbhag</u>   niscu   jana#-ei   ka#jus   ja#ta#.

        almost   twenty   people-by   work   did

        'Almost twenty people worked.'

11.   a#se-i   <u>ikuca#</u>   <u>cho</u>   jya#.

        he-by   a little   rice   ate

        'He ate a little rice.'

12.   <u>ikucha#</u>   basya#falko   jeu.

        some   apples   eat

        'Eat some apples.'

The NP structures of the above examples can be shown in the following tree diagrams.

In Magar: Quant. + N

a.
```
                NP
             /      \
        Quant        N
          |          |
       lagbhag   niscu jana#
          |          |
        almost   twenty people
```

b.
```
                NP
             /      \
        Quant        N
          |          |
       ikuca#       cho
          |          |
       a little     rice
```

c.
```
                NP
             /      \
        Quant        N
          |          |
       ikuca#    bosyafalko
          |          |
        some       apples
```

In English: Quant. + N

a.
```
                NP
             /      \
        Quant        N
          |          |
       almost   twenty people
```

b.
```
                NP
             /      \
        Quant        N
          |          |
       a little     rice
```

c.
```
                NP
             /      \
        Quant        N
          |          |
        some       apples
```
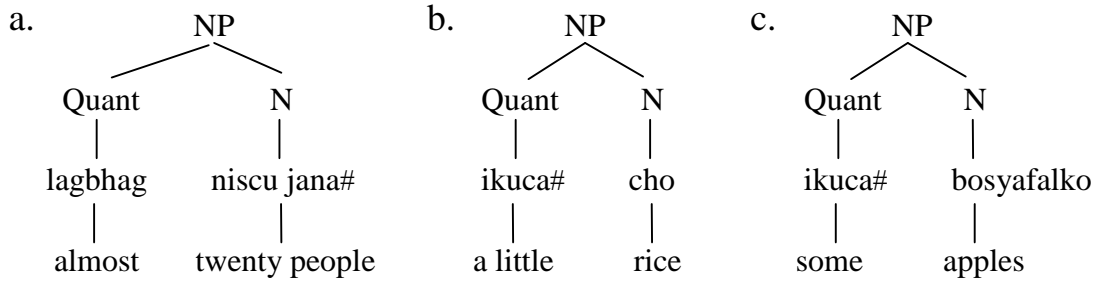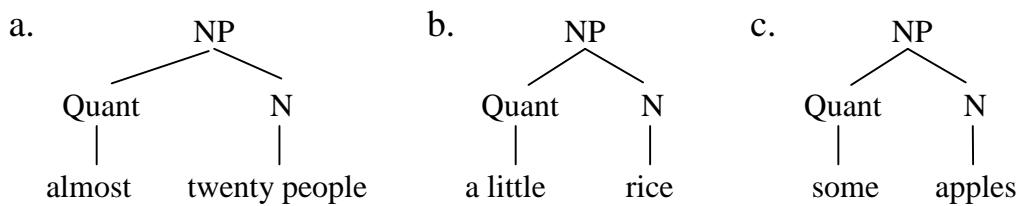
In Magar: Det + Adj + Adj + Adj + N/Det + Adj + Adj + N/Det + intens + Adj + Adj + N

a.
```
                    NP
           /      |      |      \
         Adj    Adj    Adj      N
          |      |      |       |
       maraca  boca   uni    switar
          |      |      |       |
       (small) (white) (wollen) (sweater)
```

b.
```
                    NP
           /      |      |      \
         Det    Adj    Adj      N
          |      |      |       |
        ka#t   sehca  gya#ca  basya#fal
          |      |      |       |
         (a)   (nice)  (red)   (apple)
```

c.
```
                      NP
          /     |      |       |      \
        Det  intens   Adj     Adj      N
         |     |       |       |       |
       ka#t  adhik   sehca   pahadi  jilla#
         |     |       |       |       |
       (one) (very) (beautiful) (hilly) (district)
```
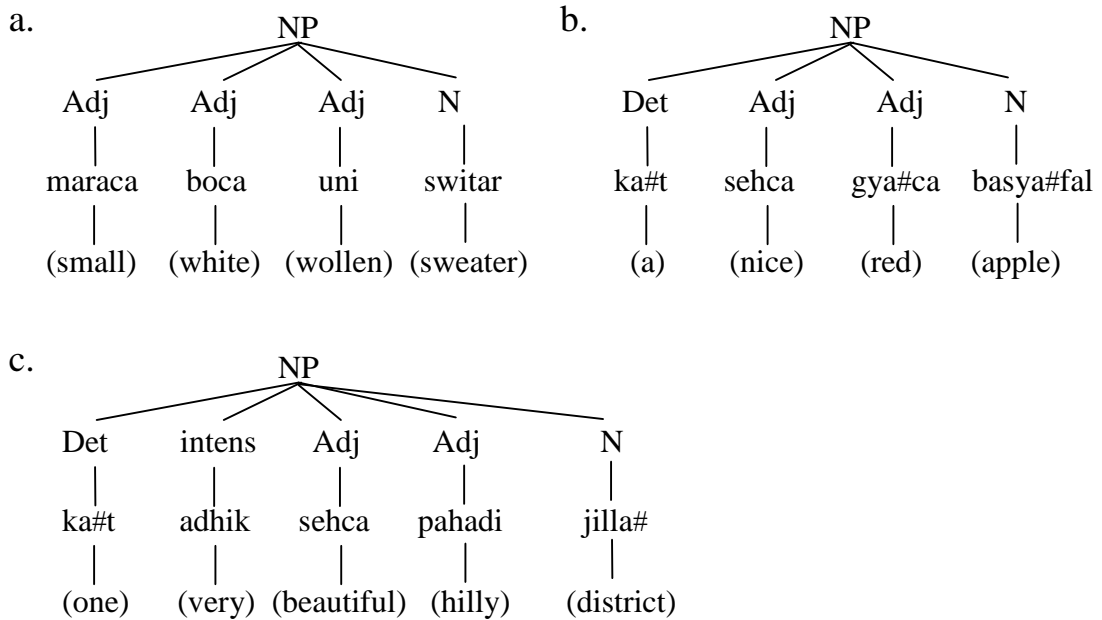
In English: Det + Adj + Adj + Adj + N/Det + Adj + Adj + N/Det + intens + Adj + Adj + N

a.

```
                NP
      ┌──────┬──┴──┬──────┐
    Adj     Adj   Adj    Adj
     |       |     |      |
   small   white wollen sweater
```

b.

```
                NP
      ┌──────┬──┴──┬──────┐
    Det     Adj   Adj     N
     |       |     |      |
     a      nice   red   apple
```

c.

```
                 NP
      ┌──────┬───┴──┬──────┐
    Det   intens  Adj    Adj      N
     |       |     |      |       |
    One    very beautiful hilly district
```
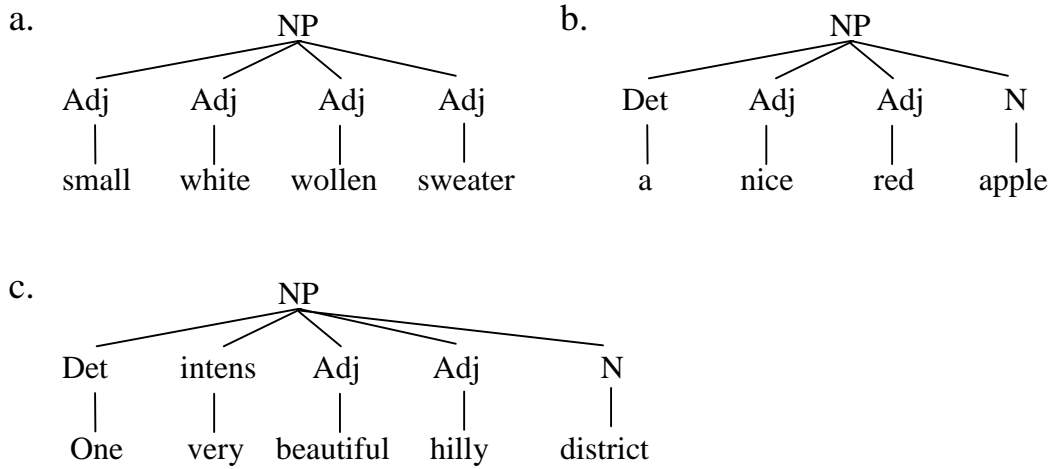
iii)   Nouns

Like English, Magar allows pre-modification of nouns by nouns.

13. a.   hari   <u>kampyutar</u>   kotha#N   le.

hari   computer   room in   is

'Hari is in <u>computer room</u>.'

b.   ra#mya   (ka#t)   <u>phutbal</u>   <u>khela#di</u>   a#le.

ram   (a)   football   player   is

'Ram is a <u>football player</u>.'

Lets look at the structure of the above examples.

In Magar: N + N

a.

```
           NP
        ┌──┴──┐
        N     N
        |     |
    kampyutar kotha#
        |      |
   (computer) (room)
```

b.

```
           NP
        ┌──┴──┐
        N     N
        |     |
     phutbal khela#di
        |      |
   (football) (player)
```

In English: N + N

a.

```
        NP
       /  \
      N    N
      |    |
  computer room
```

b.

```
        NP
       /  \
      N    N
      |    |
  football player
```
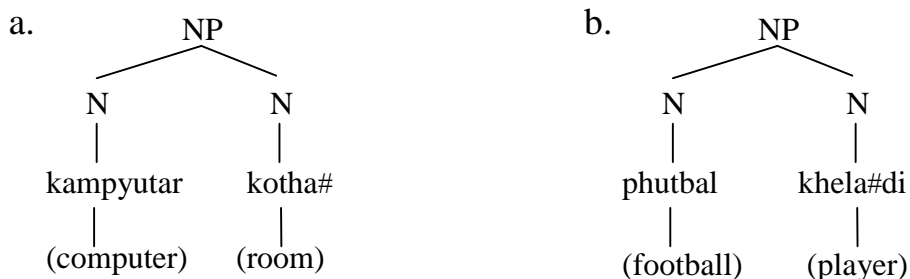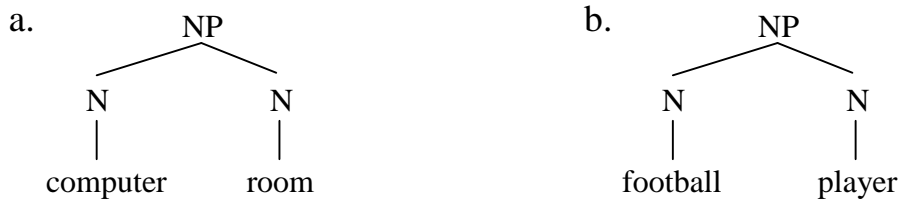
In the above examples (13a) and (13b) 'kampyuter' and 'phutbal' are the modifiers of 'kotha#' and 'khela#di' respectively.

iv)   Adjectives

In Magar noun phrase, adjectives may occur on modifying items. As modifiers, they normally precede the head of a noun phrase.

14 a.   Nai   <u>birhica</u>   sutho   manpardislea#N.

         I   black   cat   like

         'I like a <u>black</u> cat.'

When there are more adjectives than one of the usual order of occurrence is: Qualitative adjectives + color adjectives + classifying adjectives.

15. a. ma#rca   bohoca   uni   switar
        <u>small</u>   <u>white</u> <u>woolen</u> sweater
        'A <u>small</u> <u>white</u> <u>woolen</u> sweater'
    b. ka#t   <u>sehca</u> <u>gya#ca</u>   basya#fal
        a   nice   red   apple
        'A <u>nice</u> <u>red</u> apple'
    c. ka#t   adhik   <u>sehca</u>   <u>paha#di</u>   jilla#
        a   very   beautiful   hilly   district
        'A very <u>beautiful</u> <u>hilly</u> district'

The above examples (15 a,b,c) show that there is much in common between Magar and English adjectives in terms of order in a group and the above mentioned rule is mostly followed by both the languages in question. Alternative form occur only for emphasis in the Magar language.

16.   ka#t   <u>ghumti</u>   <u>bohca</u>   kotha#

        A   square   white   room

        'A square white room'

Sometimes adjectives may follow a noun in both the languages. Unlike English, Magar allows post-modification of nouns only in informal contexts. For example, ra#mya# <u>chucho</u>, 'Ram the <u>greedy</u>', syamya# <u>alchi</u>, 'shyam the <u>lazy</u>' etc.

v) Clauses

There is much parallel between Magar and English in respect of the adjectival modification of a noun head. But when a clause modifies a noun, we find opposite tendencies in the two languages. In Magar, a noun head is liable to be premodified in most cases, whereas in English clausal premodification is not acceptable.

17. a.   <u>basya#falko</u>   <u>jya#ca</u>   bharmiN   Nai   ma#cindisle.

        apples   eaten   man   I-by   not recognize

        'I didn't recognize the man <u>who is eating apples</u>.

b.   <u>satakau</u>   <u>kina#ra#n</u>   <u>khercai</u>   bharmi.

        road-of   side-on   running   man

        'A man <u>running on the road side</u>.'

vi) Participles

A Magar noun head can be modified by several types of participle constructions. They can be categorized into three groups: present participle, past participles and agentive participles.

(a) Present participle

18. a. Nai   hose   kabita#   padhiskai   renja#-ei

        manparle.

        I(ERG)   that   poem   reading   girl-to   like

        'I like the girl who is reading a poem.'

b. Nai   hose   kabita#   padhiskai   bauja#k-ei   manpara#ila#N.

I(ERG)   that   poem   reading   boy-to   like

'I like the boy who is reading a poem.'

(b)   Past participle

19.   ra#m-ei   iskul   nuai   renja#-ke   ka#t   rikma# ya#ha#.

Ram (ERG)   school   going   girl-to   a   pen   gave

'Ram gave a pen to a girl who is going to school.'

(c)   Agentive participle

20.   kabita#   padhiskai   renja#-ei   Na#ke   Nosa#.

poem   reading   girl-by   me   looked

'Reading a poem, girl looked me.'

In the above example, the agentive participle is used to signify continuous action.

3.3.2 Post-Modification (ca, da, ca#hi, ka#t, matrai)

A Magar noun phrase may include limiter such as da 'also', matrai 'only', ca 'also', cha#hi, etc. as post-modifiers of a noun phrase.

21. a.   isai   rikma#   <u>matrai</u>   seca   le.

this   pen   <u>only</u>   fine   is

'<u>Only</u> this pen is fine.'

b.   ra#mya#   <u>matrai</u>   phelcha#na#.

ram   <u>only</u>   failed

'<u>Only</u>, Ram failed the exam.'

c.   na#   <u>da</u>   co   jya#la#N.

I   <u>also</u>   rice   eat

'I <u>also</u> eat rice.'

The above examples show that both English and Magar may take limiters as parts of the noun phrase.

Like in English, clausal post-modification of a noun is found in Magar too. In clausal post modification of a Magar noun the ki- clause comes between the abstract noun and the predicate.

22. Nai   dele   <u>ki</u>   a#sei   seca   bharmiN   a#le.

     I   say   <u>that</u>   he   good   man   is

     'I say <u>that</u> he is a good man.'

The above example shows that both English and Magar prescribe the same slot for the clausal modification of a noun.

Relative pronouns: kuska#t, a#seika#t, jo, jun, jas, etc. are attached with the noun phrase in the modifying clause.

23. a. pradipei   <u>kuska#t</u>   lhwa#   hosei   rikma   seca   lea#.

     pradip-by   <u>which</u>   bought   that   pen   good   is

     'Pradip bought <u>a pen</u> <u>which</u> was very beautiful.

b.   nai   <u>kuske</u>   ya#ta#   a#se   ra#mya#   a#le.

     I-by   <u>who</u>   called   he   ra#m   is

     'I called <u>whom</u> he is Ram.'

On the basis of analysis and interpretation, we can sum up by stating that there are two kinds of noun phrase structures both in Magar and English. They are simple noun phrase consisting of only head and a determiner and complex noun phrase consisting of pre-modifiers preceding the head and post modifiers following the head. Noun, pronoun, adjective and numeral play the role of head in the noun phrase in both languages. The complex noun phrase consists of pre-modifiers and post modifiers. In both languages, noun head can be pre-modified by determiners, quantifiers, nouns, adjectives, clauses and participles and post-modified by limiters, clauses and participles.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1   Findings

On the basis of analysis and interpretation, this research came up with the following similarities and differences between the compared languages as the findings. The noun phrase structures in the Magar found in this study have been presented below.

Table No. 5

ha#bya#, thebya#, bauja#, di, a#se, ka#n, na#N, isai, na#m, samiti, renja# la#fa#, isai lhuN, hose bharmiN, badha#ko im, seca ma#rca gwa#, yisai bada#ko lhuN, namasau sinsya#, ka#t badako ba#jyu barca haji, apara#dh anusandha#n a#yog, bhatra#iau kathau postak, tebulau postak, Nau aru nhis rikma#ko, nepa#lau parsidda shahar, ima#N, ohola#Nau rha#, hose raNau haji, bencau a#ka#ra#u tebul, hose bharmiN a#seka#t basya#fal jya#le

We can list similar and different noun phrase structure of Magar under this study. They can be presented below:

Table No. 6

The list of similar Magar Noun Phrase Structure for English

1	ba#buja, a#se, ka#n, na#N
2	renja# la#fa, phutbal geskebharmiN
3	apara#dh anusandhan a#yog
4	ma#rca boca uni switar
5	ka#t adhik sehca paha#di jilla#
6	Na# da
7	badha#ko im
8	kat bada#ko ba#jyu barca haji
9	Nau aru nhis rikma#ko
10	hose bharmiN a#seka#t basya#fal jya#le
11	lagbhag niscu jana#

Table No.7

The list of different Magar Noun Phrase Structure for English

1	basya#falko jya#ca bharmiN
2	satakau kinara#N khercai bharmiN
3	iskul nuai renja#
4	ramya# matrai
5	namasau sinsya#
6	bhatraiu kathau postak
7	tebulau postak
8	nepalau parsidda shahar
9	ima#N
10	ohola#Nau rha#
11	hose raNau haji
12	bencau a#ka#rau tebul

4.1.1 Similarities

a. Regarding the essential constituent of a noun phrase head, the two languages in question are found to have similar heads, as both of them accept the four types: noun, pronoun, numeral and adjective.

	Magar	**English**
(i)	galaamo <u>baujaa</u>	<u>The boy</u> at the door.
(ii)	<u>naa</u> da	<u>I</u> also.
(iii)	<u>dukhapaaca</u> dusle dusca	<u>The poor</u> needs help.
(iv)	<u>yisihoko nis</u> jaac paas jaataa	<u>These two</u> passed the exam.

b. Both in English and Magar, pre-modification and post-modification of noun is acceptable.

	Magar		**English**
(v)	dhalin <u>mocako</u>	pre-modification	Many <u>bananas</u>

(vi)　　na# da　　　　　　　　post-modification　　　I also

c.　There is much parallel between Magar and English in respect of the adjectival modification of a noun head.

> ka#t　bada#ko　　pa#ko　　　barca　　　haji
>
> a　　big　　　　old　　　　yellow　　　bus
>
> 'A big old yellow bus.'

d.　All Magar nouns take –ko suffix as the plural suffix which is often redundant when the number is understood through the verb form. In the English system of pluralization also use of the plural suffix (i.e. –s, -es) after nouns is a common phenomenon in most cases.

> basya#fal – basya#falko,　　im – im<u>ko</u>
>
> apple – apples,　　　　　　house – houses

e.　Both in the Magar and English language, determiner is attached to the left of its head noun as the pre modifier.

Magar	**English**
(vii)　ka#t <u>cihca</u> bauja#	<u>black</u> boy
	'a <u>black</u> boy'
(viii)　ka#t <u>gha#nca</u> rehnja#	<u>tall</u> girl
	'a <u>tall</u> girl'

f.　Both in English and Magar, premodification of noun which is turn premodification of another noun is acceptable.

Magar	**English**
i) renja lafa	i) girl friend
ii) apara#dh anusandha#n a#yog	ii) criminal investigation commission
iii) landan la#m postak	iii) London street guide
iv) magar saNketik dhut	iv) Magar sign language

4.1.2　Differences

a.　In English, the roles and relation of the constituents in a sentence are expressed through word order. The prepositions in English are post-

positions in Magar prepositions occur before noun and post position after it. Moreover, English prepositions are free morpheme but Magar post positions are bound inflections. E.g.

	Magar	**English**
(i)	Nepa#lo ha#n	The capital of Nepal.
(ii)	Aase im-a#n le	He is at home.

b. In English, complement follows their heads but in Magar complements precede their heads. In other words, English is a head initial language whereas Magar is a head final one. E.g.

	Magar	**English**
(i)	bauja#e moca# jya#	The boy ate a banana.

c. In English complements are attached to the right but vice-versa is true in Magar. So, English is right branching language where as Magar is left branching one. E.g.

	Magar	**English**
(i)	dhuto postak	The book about language.

d. English is regular as well as irregular in terms of marking pluralization of nouns but Magar is regular one. i.e.

Magar	**English**
bauja# – bauja#ko	boy – boys
sutho – suthoko	cat – cats
ja#ha# – ja#ha#ko	child – children
bheda# – bheda#ko	sheep – sheep

e. The basic underlying word order in English is s-v-o pattern whereas Magar is s-o-v one. i.e.

Magar	**English**

(i)   na#   co   jya#la#n.   I eat rice.

       I   rice   eat

f. The third person singular masculine and feminine personal pronouns are
    marked for gender in English but this system does not exist in Magar.

    Magar   **English**

(i)   a#se (Mas.)   He (Mas.)

(ii)   a#se (Fem.)   She (Fem.)

g. Adverbial post modification of noun phrase in English is adverbial pre-
    modification in Magar.

    Magar   **English**

    i) ohola#No rha#   i) the goat over there

    ii) kabita# padhiskai renja#   ii) the girl reading a poem

    iii) basya#fal jya#ca bharmiN   iii) the man who eats an
    apple   apple

    iv) satakau kinara#N khercai bharmiN   iv) the man running on the
                                           road side

h. Prepositional pre modification of noun phrase in Magar is post-
    positional post-modification of noun phrase in English

    Magar   **English**

    i) namasu sinsya#   i) the fruit in the sky

    ii) bhatraiau kathau postak   ii) the book on story by Bhattarai

    iii) tebulau postak   iii) a book on the table

    iv) nepalau parsidda shahar   iv) a famous city of Nepal.

4.2   Recommendations

The goal of language teaching is to develop the learners' knowledge and skills
which enable them to play certain roles in another language community, to turn
them into performers in the target language, to give them a communicative

competence. Language teachers do not teach language, they teach a particular realization or manifestation of human languages. It can be achieved through its use, the formation and speaking rules of the target language (Corder, 1973). The main aim of this research study is to identify the noun phrase structures in the Magar language and find out similarities and differences between the noun phrases of Magar and English. There would be no problems in the areas where the two languages are similar but the target languages create difficulty in learning them. Therefore, teaching should be focused on the areas of difficulty.

On the basis of the findings of the present study some recommendations are suggested below:

4.2.1 Recommendations for Magar speakers Learning English

1. The EFL Magar speakers learning English have to master the word order in English sentence. English is an SVO pattern language. They should know that the word order in Magar is violated in English.

2. The EFL Magar speakers learning English have to know that the Magar post position is preposition in English. Moreover the preposition in English are free morphemes as well.

3. The EFL Magar speaker learning English have to understand about the position of relative clause with respect to the head noun. i.e. the noun being modified. Moreover, they should be clear that English relative clause follow the head noun.

4. The EFL Magar speakers learning English should make clear concept that relative clauses are marked in English for example 'who.'

5. The EFL Magar speakers learning English should know that the third person singular personal pronouns are marked for gender in English.

6. The EFL Magar speakers learning English should know that complements follow their head in English.

7. The EFL Magar speakers learning English should know that English complements are attached to the right of its head.

8. The EFL Magar speakers learning English should know that there is regular as well as irregular system for noun pluralization.

9. The EFL Magar speakers learning English should know that English is an article language which lacks in Magar. They should be clear about the English articles (i.e. definite 'the', indefinite 'a/an', unstressed 'some' as well as the use of no article at all) are part of a larger system of reference and determination.

4.2.2 Recommendation for English Speakers Learning Magar

1. The MFL English speakers learning the Magar have to master the word order of Magar sentence. They should know that the Magar is an SOV pattern language. They should be clear that the rule of word order. Of English is violeted in the Magar.

2. The MFL English speakers learning the Magar have to know that English prepositions are post position in the Magar. Moreover, the post positions in the Magar are found in bound inflections.

3. The MFL English speakers learning the Magar have to make a clear concept about the position of relative clause with respect to the head noun. i.e. the noun being modifier. The Magar relative clause precede the head noun. Learners who are learning this language will have to grasp this fundamental ordering differences.

4. The MFL English speakers learning the Magar should understand that the Magars use the particles in the place of English marked relative clause (i.e. who) itself to mark its restrictive function.

5. The MFL English speakers learning the Magar should know that the third person singular personal pronoun are unmarked for gender in the Magar.

6. The MFL English speakers learning the Magar should know that there is regular system in pluralization of a noun in the Magar.

7. The MFL English speakers learning the Magar should know that the Magar complements are attached to the left of its head.

8. The MFL English speakers learning the Magar should know that complement precede their head.

9. The MFL English speakers learning the Magar should know that the Magar is no article language. If the Magar uses an article like morphemes they have their own different meaning in the comparison of English article.

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APPENDIX-I

Roman Translation of Devangiri Script

(Based on Turners, 1931). (Nepali Alphabet and Diacritic Marks)

अ	a	क्	k	द्	d
आ	ā	ख्	kh	ध्	dh
इ	i	ग्	g	न्	n
ई	u	घ्	gh	प्	p
उ	ū	ङ्	ṅ	फ्	ph
ऊ	e	च्	c	ब्	b
ए	ai	छ्	ch	भ्	bh
ऐ	o	ज्	j	म्	m
ओ	au/ou	झ्	jh	य्	y
ओ	aṅ, am	ञ्	ñ	र्	r
अ	ã	ट्	ṭ	ल्	l
अं	a	ठ्	ṭh	व्	w/v
अ	ḥ	ड्	ḍ	श्	ṡ
:	~	ढ्	ḍh	ष्	ṣ
ॱ		ण्	ṇ	स्	s
		त्	t	ह्	h
		थ्	th		

Note: The traditional letters क्ष, त्र and are treated as conjunct letter,

e.g. क्ष = ks, ksh, kch; त्र = tr, and ज्ञ = gn gy.

Devanagari, Alphabets used for Magar Phonemes (or sound units) and their equivalent Roman translation.

Vowels:

a. Simple Vowels			b. Breathy Vowels		
S.N.	Devanagari	Roman Equivalent	S.N.	Devanagari	Roman Equivalent
1.	अ	a	1.	अ	a
2.	आ	$\bar{a}$	2.	आ	ą̄
3.	ई	$\bar{i}$	3.	ई	Ị̄
4.	ऊ	$\bar{u}$	4.	ऊ	ẹ
5.	ए	e	5.	ए	ọ
6.	ऐ	ai	6.	ओ	
7.	ओ	o			
8.	औ	au			

Consonants

S.N.	Devanagari	Roman Equivalent	S.N.	Devanagari	Roman Equivalent	S.N.	Devanagari	Roman Equivalent
1.	क	k	11	ठ	th	21	र	r
2.	ख	kh	12	ड	d	22	ल	l
3.	ग	g	13	ढ	dh	23	व	w
4.	घ	gh	14	न	n	24	स	s
5.	ङ	ṅ	15	प	p	25	ह	h
6.	च	c	16	फ	ph			
7.	छ	ch	17	ब	b			
8.	ज	j	18	भ	bh			
9.	झ	jh	19	म	m			
10.	ट	t	20	य	y			

B.   Breathy Constants

26. ङ ṅ   27. न ṇ   28. म ṃ   29. य ẏ   30. र ṛ   31. ल ḷ   32. व ẉ

This interview questionnaires has been prepared to draw the information for the research work entitled 'noun phrase structure in magar and English' which is being carried out under study the guidance of professor Dr.Govinda Raj Bhattarai ,central department of English Language Education, faculty of Education, T.U., Kirtipur. The researcher hopes that your co- operation will be a great contribution to this research work.

Thank You

Name (opt) :   **Amar Bahadur Thapa**

VDC:

Sex:

How do you say the following sentences in Magar ?

1.   He writes a letter. उसले चिट्ठी लेख्छ ।

2.   She works very hard. तीनले कडा परिश्रम गर्छिन् ।

3.   They drink water. तिनहिरुले पानी पिउँछन्।

4.   The teacher punished him. शिक्षकले उसलाई सजाय दियो ।

5.   That is mine. त्यो मेरो हो ।

6.   John is a teacher. जोहन शिक्षक हो ।

7.   I gave Hari a pen. मैले हरिलाई कलम दिएँ ।

8.   She writes a book. तीनले किताव लेखिछन् ।

9.   I eat rice मैले भात खान्छु ।

10.   Water freezes at 0°C. पानी 0 डिग्री सेन्टिग्रेटमा जम्छ ।

11.   This is good news. यो राम्रो समाचार हो ।

12.   The books on the table are mine. टेबुलको किताव मेरा हुन् ।

13.   I ate many apples. मैले धेरै स्याउ खाएँ ।

14.   The children passed the exam. केटाकेटीहरुले परीक्षा पास गरे ।

15.   There are three sheep. त्यहाँ तीनवटा भेडा छन् ।

16.   He bought two oxen. उसले दुईवटा साढे किन्यो ।

17.   The last two boys are the players. पछ्छाडिका दुईवटा केटाहरु खेलाडी हुन् ।

18.   My other two pens are expensive. मेरा अरु दुइवटा कलमहरु महंगा छन् ।

19. Both his two goats died. उसको दुवै बाखा मरे ।

20. All these three houses are mine. सबै यी तीनवटा घरहरु मेरा हुन ।

21. He gave me another pen. उसले मलाई अर्को कलम दियो ।

22. These books are expensive. यी किताबहरु महंगा छन् ।

23. This is a very black man. यो धेरै कालो मान्छे हो ।

24. That is interesting news. त्यो एउटा चाख लागदो समचार छ ।

25. The tall black man in the corner is my son.कुनाको अग्लो कालो मान्छे मेरो छोरो हो ।

26. Pokhara is a famous city of Nepal. पोखरा नेपलको प्रसिद्ध शहर हो ।

27. Raj is the man of the match. राज प्रतियागीताको नायक हो ।

28. The capital of Nepal is Kathmandu. नेपालको राजधानी काठमाण्डौं हो ।

29. We need two kilo's of sugar. हामीलाई दुईकिलो चिनी चाहिन्छ ।

30. All the children are Magars. सबै केटाकेटीहरु मगर हुन् ।

31. All these expensive cars are in the market. सबै ती महंगा कारहरु बजारमा छन् ।

32. This is a big old yellow bus. यो ठूलो पुरानो पहेंलो बस हो ।

33. She wears an orange and white colour shirt. तीनले सुन्तला सेतो रंगको कमीज लगाउँछिन् ।

34. He works at home. उसले घरमा काम गर्छ ।

35. I live in Kathmandu. म काठमाण्डौंमा बस्छु ।

36. The poor needs help. गरीबलाई सहयोग चाहिन्छ ।

37. The rich helped the poor. धनीले गरीबलाई मद्दत गर्छन् ।

38. The Nepalese can win the game. नेपालीले प्रतियोगिता जित्न सक्छ ।

39. These two passed the exam. यी दुईले परीक्षा पास गरे ।

40. I stay at my uncle's. म काकाको मा बस्छु ।

41. He teaches the sign languages. उसले सांकेतिक भाषा पढाउँछ ।

42. This is a weather chart. यो मौसम तालीका हो ।

43. The capital city is very far. राजधानी शहर टाढा छ ।

44. This is a London street guide. यो लण्डन गल्ली निर्देशिका हो ।

45. The police car killed him. प्रहरी कारले उसलाई मार्यो ।

46. I ate milk and meat diet. मैले दुध र भात को भोजन खाएँ ।

47. He has passed a dog's life. उसले कुकुरको जिन्दगी बिताएको छ ।

48. The goat over there is mine. त्यहाँका बाख्रा मेरा हुन् ।

49. The boy outside the room is my son. कोठाबाहिरको केटो मेरो छोरो हो ।

50. This is a book on story by professor Bhattarai. यो प्रो. भट्टराईको कथाको किताव हो ।

51. The book in the bag on the table is mine. टेबलको झोलाको किताव मेरो हो ।

52. The girls your age are the teachers. तपाँईका उमेरका केटीहरु शिक्षीका हुन् ।

53. A car that colour is mine. त्यो रंगको कार मेरो हो ।

54. Dang is the valley the size of Kathmandu. दाङ काठमाडौंको आकारको उपत्यका हो ।

55. The table on the size of bench is big. बेन्चको आकारको टेबुल ठूलो छ ।

56. Two children my age passed the exam. मेरो उमेरको दुइवटा बच्चाहरुले परीक्षा पास गरे ।

57. Krishna my best friend plays a volley ball. मेरो उत्तम साथी कृष्ण भलिबल खेल्छ ।

58. Hari's brother, a very rich man, has a car. धेरै धनी मान्छे हरीको भाईसँग कार छ ।

59. The man whose wife you were talking is a teacher . जसको श्रीमतिसँग कुरा गरिरहनु भएको थियो त्यो मान्छे शिक्षक हो ।

60. I ate a banana that you gave. तपाँइले दिएको केरा मैले खाँए ।

61. The girls saw them. केटीहरुले तिनीहरुलाई देखे ।

62. Ram is Sita's husband. राम सीताको श्रीमान् हो ।

63. These men are the teachers. यी मानिसहरु शिक्षकहरु हुन् ।

64. The very old man works at home. त्यो धरै बुढो मान्छेले घरमा काम गर्छ ।

65. The boys eat lunch in the city. केटाले शहरमा नास्ता खानछ ।

66. All three died. सबै तीन जना मान्छे मरे ।

67. This is a rice and maize food. यो मकै र चामलको खाना हो ।

68. He is a jungle committee head. ऊ जंगल समितिको प्रमुख हो ।

69. I received a bread and butter letter. मैले सबै चीज पाएँ ।

70. They took some tea ,a cake and a bottle of wine .तिनीहिरुले केही चिया केक र एक बोतल अल्कोहल लिए ।

71. The father came. बुवा आउनु भयो ।

72. The mother came. आमा आउनु भयो ।

73. They came . आमा र बुवा आउनुभयो ।

74. The father and mother came . बुवा र आमाहरु आउनुभयो ।

75. That this book is expensive surprise me. कि, यो किताव महंगो छ भन्नेकुराले मलाई दंग पार्‍यो ।

76. Having breakfast on bed is bad habit. विस्तारामा खाना खानु नराम्रो बानी हो ।

77. The book that I need is linguistics. मलाई चाहिएको किताब भाषाविज्ञान हो ।

78. My father does not believe that he is a teacher. ऊ शिक्षक हो भन्ने कुरा मेरो बुवालाई विश्वास छैन् ।

79. The matter who is a leader is a problematic. नेता को हुन् भन्ने कुरा समस्यामुलक छ ।

80. I came here the day before he died. म ऊ मर्नुभन्दा अघिल्लो दिन त्यहाँ आएँ ।

81. Someone called you. कोही मान्छेले तिमीलाई बोलायो ।

82. I gave a pen to somebody. मैले कोही मान्छेलाई एउटा कलम दिएँ ।

83. Thirteen is an interesting age. तेह्रौं बसन्त एउटा चाख लाग्दो उमेर हो ।

84. He married in thirteen. ऊसले तेह्र वर्षमा बिहे ग-यो ।

85. The first received a pen. पहिलो व्यक्तिले कलम पायो ।

86. We met the second. हामीले दोश्रो व्यक्तिलाई भेट्यौं ।

87. She cut herself. तिनी आफैलाई काटिन् ।

88. He did homework himself. ऊ आफैले गृहकार्य गर्‍यो ।

89. This is an extremely difficult problem. यो एउटा धेरै गाह्रो समस्या हो ।

90. A poem book, I cannot read well. एउटा कविताको किताब म राम्रोसँग पढ्न सक्दिन ।

This interview questionnaires has been prepared to draw the information for the research work entitled 'noun phrase structure in Magar and English' which is being carried out under study the guidance of professor Dr.Govinda Raj Bhattarai ,central department of English Language Education, faculty of Education, T.U., Kirtipur. The researcher hopes that your co- operation will be a great contribution to this research work.

Thank You

Name (opt): **AMAR BAHADUR THAPA**

VDC:-

Sex:-

How do you say the following sentences in Magar?

01. He writes a   letter. उसले चिट्ठी लेख्छ ।

……………………………………………………………………………….

02. She   works very hard. तीनले कडा परिश्रम गछिन् ।

……………………………………………………………………………

03. They drink water. तिनहिरुले पानी पिउँछन् ।

……………………………………………………………………………….

04. The teacher punished   him. शिक्षकले उसलाई सजाय दियो ।

………………………………………………………………………………

05. that is mine. त्यो मेरो हो ।

………………………………………………………………………………

06. John is a teacher. जोहन शिक्षक हो ।

………………………………………………………………………………

07. I gave Hari a pen. मैले हरिलाई कलम दिएँ ।

……………………………………………………………………………………….

08. She writes a book. तीनले किताव लेख्छिन् ।

………………………………………………………………………………

09. I eat rice मैले भात खान्छु ।

…………………………………………………………………………………..

10. Water freezes at 0°C. पानी 0 डिग्री सेन्टिग्रेटमा जम्छ ।

………………………………………………………………………

11. This is good news. यो राम्रो समाचार हो ।

………………………………………………………………………

12. The books on the table are mine. टेबुलको किताव मेरा हुन् ।

………………………………………………………………………

13. I ate many apples. मैले धेरै स्याउ खाएँ ।

………………………………………………………………………

14. The children passed the exam. केटाकेटीहरुले परीक्षा पास गरे ।

………………………………………………………………………

15. There are three sheep. त्यहाँ तीनवटा भेडा छन् ।

………………………………………………………………………

16. He bought two oxen. उसले दुईवटा साढे किन्यो ।

………………………………………………………………………

17. The last two boys are the players. पछाडिका दुईवटा केटाहरु खेलाडी हुन् ।

………………………………………………………………………

18. My other two pens are expensive. मेरा अरु दुइवटा कलमहरु महंगा छन् ।

………………………………………………………………………

19. Both his two goats died. उसको दुवै बाखा मरे ।

………………………………………………………………………

20. All these three houses are mine. सवै यी तीनवटा घरहरु मेरा हुन ।

………………………………………………………………………

21. He gave me another pen. उसले मलाई अर्को कलम दियो ।

………………………………………………………………………

22. These books are expensive. यी किताबहरु महंगा छन् ।

………………………………………………………………………

23. This is a very black man. यो धेरै कालो मान्छे हो ।

………………………………………………………………………

24. that is interesting news. त्यो एउटा चाख लागदो समचार छ ।

………………………………………………………………………

25. The tall black man in the corner is my son. कुनाको अग्लो कालो मान्छे मेरो छोरो हो ।

…………………………………………………………………………………

26. Pokhara is a famous city of Nepal. पोखरा नेपलको प्रसिद्ध शहर हो ।

…………………………………………………………………………………

27. Raj is   the man of the match. राज प्रतियागीताको नायक हो ।

…………………………………………………………………………………

28. The capital of Nepal is Kathmandu. नेपालको राजधानी काठमाण्डौं हो ।

…………………………………………………………………………………

29. We need two kilo's of sugar. हामीलाई दुईकिलो चिनी चाहिन्छ ।

…………………………………………………………………………………

30. All the children are Magars. सबै केटाकेटीहरु मगर हुन् ।

…………………………………………………………………………………

31. All these   expensive cars are in the market. सबै ती महंगा कारहरु बजारमा छन् ।

…………………………………………………………………………………

32.   This is a big old yellow bus. यो ठूलो पुरानो पहेंलो बस हो ।

…………………………………………………………………………………

33 She wears an orange and white colour shirt. तीनले सुन्तला सेतो रंगको कमीज लगाउँछिन् ।

…………………………………………………………………………………

34.   He works at home. उसले घरमा काम गर्छ ।

…………………………………………………………………………………

35. I live in Kathmandu. म काठमाण्डौंमा बस्छु ।

…………………………………………………………………………………

36. The poor needs help. गरीबलाई सहयोग चाहिन्छ ।

…………………………………………………………………………………

37. The rich helped the poor. धनीले गरीबलाई मद्दत गर्छन् ।

…………………………………………………………………………………

38. The Nepalese   can   win the game. नेपालीले प्रतियोगिता जित्न सक्छ ।

…………………………………………………………………………………

39. These two passed the exam. यी दुईले परीक्षा पास गरे ।

………………………………………………………

40. I stay at my uncle's. म काकाको मा बस्छु ।

………………………………………………………

41. He teaches the sign languages. उसले सांकेतिक भाषा पढाउँछ ।

………………………………………………………

42. This is a weather chart. यो मौसम तालीका हो ।

………………………………………………………

43. The capital city is very far. राजधानी शहर टाढा छ ।

………………………………………………………

44. This is a London street guide. यो लण्डन गल्ली निर्देशिका हो ।

………………………………………………………

45. The police car killed him. प्रहरी कारले उसलाई मार्‍यो ।

………………………………………………………

46. I ate milk and meat diet. मैले दुध र भात को भोजन खाएँ ।

………………………………………………………

47. He has passed a dog's life. उसले कुकुरको जिन्दगी बिताएको छ ।

………………………………………………………

48. The goat over there is mine. त्यहाँका बाख्रा मेरा हुन् ।

………………………………………………………

49. The boy outside the room is my son. कोठाबाहिरको केटो मेरो छोरो हो ।

………………………………………………………

50. This is a book on story by professor Bhattarai. यो प्रो. भट्टराईको कथाको
    किताव हो ।

………………………………………………………

51. The book in the bag on the table is mine. टेबलको झोलाको किताव मेरो हो ।

………………………………………………………

52. The girls your age are the teachers. तपाँईका उमेरका केटीहरु शिक्षीका हुन् ।

………………………………………………………

53. A car that colour is mine. त्यो रंगको कार मेरो हो ।

………………………………………………………

51. Dang is the valley the size of Kathmandu. दाङ काठमाडौंको आकारको उपत्यका हो ।

……………………………………………………………………………………

55. The table on the size of bench is big. बेन्चको आकारको टेबुल ठूलो छ ।

……………………………………………………………………………………

56. Two children my age passed the exam. मेरो उमेरको दुइवटा बच्चाहरुले परीक्षा पास गरे ।

……………………………………………………………………………………

57. Krishna my best friend plays a volley ball. मेरो उत्तम साथी कृष्ण भलिबल खेल्छ ।

……………………………………………………………………………………

58. Hari's brother, a very rich man, has a car. धेरै धनी मान्छे हरीको भाईसँग कार छ ।

……………………………………………………………………………………

59. The man whose wife you were talking is a teacher . जसको श्रीमतिसँग कुरा गरिरहनु भएको थियो त्यो मान्छे शिक्षक हो ।

……………………………………………………………………………………

60. I ate a banana that you gave. तपाँइले दिएको केरा मैले खाँए ।

……………………………………………………………………………………

61. The girls saw them. केटीहरुले तिनीहरुलाई देखे ।

……………………………………………………………………………………

62. Ram is Sita's husband. राम सीताको श्रीमान् हो ।

……………………………………………………………………………………

63. These men are the teachers. यी मानिसहरु शिक्षकहरु हुन् ।

……………………………………………………………………………………

64. The very old man works at home. त्यो धेरै बुढो मान्छेले घरमा काम गर्छ ।

……………………………………………………………………………………

65. The boys eat lunch in the city. केटाले शहरमा नास्ता खानछ ।

……………………………………………………………………………………

66. All three died. सबै तीन जना मान्छे मरे ।

……………………………………………………………………………………

67. This is a rice and maize food. यो मकै र चामलको खाना हो ।

…………………………………………………………………………

68. He is a jungle committee head. ऊ जंगल समितिको प्रमुख हो ।

…………………………………………………………………………

69. I received a bread and butter letter. मैले सबै चीज पाएँ ।

…………………………………………………………………………

70.They took some tea ,a cake and a bottle of wine .तिनीहिरुले केही चिया केक र एक बोतल अल्कोहल लिए ।

…………………………………………………………………………

71. The father came. बुवा आउनु भयो ।

…………………………………………………………………………

72. The mother came. आमा आउनु भयो ।

…………………………………………………………………………

73. They came . आमा र बुवा आउनुभयो ।

…………………………………………………………………………

74. The father and mother came . बुवा र आमाहरु आउनुभयो ।

…………………………………………………………………………

75. That this book is expensive surprise me. कि, यो किताव महंगो छ भन्नेकुराले मलाई दंग पार्यो ।

…………………………………………………………………………

76. Having breakfast on bed is bad habit. विस्तारामा खाना खानु नराम्रो बानी हो ।

…………………………………………………………………………

77. The book that I need is linguistics. मलाई चाहिएको किताब भाषाविज्ञान हो ।

…………………………………………………………………………

78. My father does not believe that he is a teacher. ऊ शिक्षक हो भन्ने कुरा मेरो बुवालाई विश्वास छैन् ।

…………………………………………………………………………

79. The matter who is a leader is a problematic. नेता को हुन् भन्ने कुरा समस्यामुलक छ ।

…………………………………………………………………………

80. I came here the day before he died. म ऊ मर्नुभन्दा अघिल्लो दिन त्यहाँ आएँ ।

………………………………………………………………………………

81. Someone called you. कोही मान्छेले तिमीलाई बोलायो ।

………………………………………………………………………………

82. I gave a pen to somebody. मैले कोही मान्छेलाई एउटा कलम दिएँ ।

………………………………………………………………………………

83. Thirteen is an interesting age. तेह्रौं बसन्त एउटा चाख लाग्दो उमेर हो ।

………………………………………………………………………………

84. He married in thirteen. ऊसले तेह्र वर्षमा बिहे ग-यो ।

………………………………………………………………………………

85. The first received a pen. पहिलो व्यक्तिले कलम पायो ।

………………………………………………………………………………

86. We met the second. हामीले दोश्रो व्यक्तिलाई भेट्यौं ।

………………………………………………………………………………

87. She cut herself. तिनी आफैलाई काटिन् ।

………………………………………………………………………………

88. He did homework himself. ऊ आफैले गृहकार्य गर्यो ।

………………………………………………………………………………

89. This is an extremely difficult problem. यो एउटा धेरै गाह्रो समस्या हो ।

………………………………………………………………………………

90. A poem book, I cannot read well. एउटा कविताको किताव म राम्रोसँग पढ्न सक्दिन ।

………………………………………………………………………………