

CHAPTER-I

INTRODUCTION

1.1 General Background

Although we cannot describe language precisely, it is an openly articulated fact that it is a means of communication, and among all the creatures, humans alone have the gift of the gab to use it. They communicate by means of speech, for which, they use sounds that have systematic patterns of order and meanings. Humans have been accustomed to follow this system of communication, which we say language, and moreover, there are many languages spoken in the world. Animals, just as humans, also have to communicate for survival, but their system of communication is far more limited when compared to human language. Even though some animals possess some of the features of human language, hundreds of studies have shown that they cannot use it; the reason behind this is that they do not have well developed brain and vocal organs as humans do. From this, it is clear that language is species specific, that is, specific to humans.

Although we cannot say exactly how many languages are spoken in the world, it has been reported that there are over 3,000 languages (Huxley, 1968: 6, Verma & Krishnaswami, 1998: 363), and English is one of them. It is believed that English originated in England, and belongs to the West Germanic sub-branch of the Indo-European family of languages (American Heritage Dictionary, 2000). It developed from Old English which was used by the Anglo-Saxons. Soon it spread to many of the British Isles and colonies of the British Empire.

English is often considered the most widely used language in the world. It is used as a link language in international communication, and therefore, has a dominant position in the world. It is the dominant language of the United Kingdom, the United States, Australia, Canada and many other countries. It is used a second and official language in several countries such as India, Hong Kong, Philippines, Singapore, South Africa, Ireland, New Zealand and so on. It is estimated that there are 300-500 million people who speak English as their first language. Moreover, it is the most widely taught language in the world. It has dominance in mass media, business, entertainment, diplomacy and the internet. It is used as an official language in the United Nations since its establishment in 1945. It is used as an official language in the European Union as well. In Nepal, It is taught as a compulsory subject from class One to Bachelor's Degree. It is Therefore, valuable to compare Nepali with such an important language.

Nepali is the official language of Nepal. It is an Indo-Aryan language. The Indo-Aryan language group includes some other South Asian languages as such as Hindi, Bengali, Gujarati, Marathi, etc. There are several other languages that are spoken under this group in Nepal. They include Maithili, Bhojpuri, Tharu, Awadi, Majhi, Danuwar, Rajbanshi and so on. Nepali, like many other indo-Aryan languages, is written in Devanagari script. It is believed that Nepali originated from Sanskrit, as many European languages originated from Latin.

According to the census 2001, Nepali is spoken by about 20 million people, and it is the mother tongue for about 11 million people. In addition to Nepal, it is spoken in the North East of India, particularly in

West Bangal and Sikkim. Considering this fact, the Indian constitution recognizes Nepali as a major language of India. Although Dzongkha is the official language of the nation, Nepali is widely spoken in Bhutan as well.

1.1.1 What is Semantics?

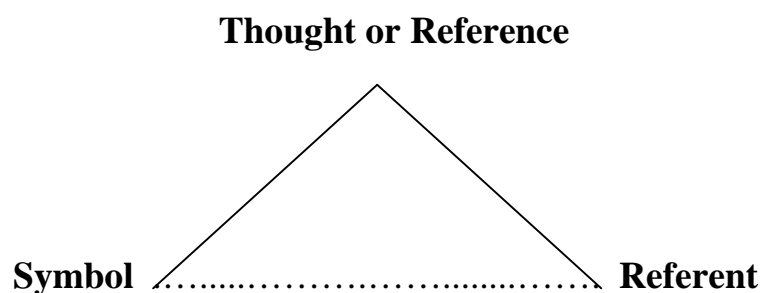
A language is generally studied in three levels: **phonology**, **grammar** and **semantics**. At phonological level, we study the sound system, and at grammatical level, we study the structure of word and sentence construction.

Traditionally the term **semantics** is defined as ‘the study of meaning’. Deutsch in his book **adventuring Among Words** (1961:16) defines ‘**semantics**’ as ‘the study of meaning’. Likewise Traporewala in his book **Elements of the Science of Language** (1962:81) defines semantics as ‘the science of meaning’. However, it is a notable fact that meaning is not only studied in language but in other forms of communication as well. For example, there is some sort of meaning in a bird’s song or in an artist’s painting, but their meaning is not studied in semantics. By semantics, we mean the study of meaning in language (Hurford and Heasley, 1983:1). **The New Colombia Encyclopedia** (1963) defines semantics as “in general, the study of the relationship between words and meanings”. Formerly meaning was studied under philosophy and logic. Since the ancient times, philosophers have grappled with the concept of meaning in language. Nowadays semantics has been a part of the linguistic study, but even philosophers have attempted to construct explanations of meaning in natural language (Kempson, 1977:11).

The explanation of relationship between words and what they refer to is the task of semantics. Traditionally it was believed that there is direct

connection between words and what they refer to. If we take the major word classes, nouns refer to objects or individuals, verbs refer to actions, adjectives refer to properties of individuals, and adverbs refer to properties of actions (Kempson, 1977:13). This type of treatment of meaning of words in terms of objects in the world or extensions is known as relationship of reference. However, the way of explaining the meaning of word in terms of reference is wrong. The reason is that the modern theory of arbitrariness claims that the relationship between words and their meaning is not natural but conventional. For example, the word ‘yawn’ implies the action of taking a deep breath with mouth wide open when one feels tired or bored. The relationship between the word ‘yawn’ and the meaning it implies is not natural. It is established by convention. Thus, there is not direct relationship between words and the things they refer to. This shows that there is a problem in explaining the meanings of words in terms of relationship of reference.

Ogden and Richards (1946) try to give solution to the problem of explaining the nature of word meaning. They try to explain the meanings of words in terms of the concepts in speaker’s or hearer’s mind. For this they present a triangle known as semiotic triangle.



The semiotic triangle is used to discuss the difference between objects, concepts, and symbols. The main point is that a symbolic representation of an object can never refer directly to objects, but only through concepts within the mind. In the above triangle 'symbol' is the linguistic item, the 'referent' is the thing the linguistic item refers to, and 'thought' is the concept which the speaker or hearer builds in his mind. The dotted line at the bottom of the triangle suggests an implied relationship between symbol and referent.

1.1.2 Semantic Overlapping

A second language learner needs to spend a lot of time learning words of the target language. A reason behind this is that generally semantic systems of two languages differ from one another. Some languages have a remarkable range and flexibility of vocabulary whereas some languages have far less words in their core vocabulary. Despite the fact that languages differ markedly in terms of the number of words in their vocabulary, speakers of such languages do not have to face difficulty when they want to say something. Nevertheless, we will find a remarkable difference between words of two different languages if we compare them in terms of the semantic features they carry. As each language classifies the physical world differently, it is very difficult to find equivalence in meanings carried by words of different languages. In most cases, the meaning of a word in one-language overlaps with that of another, and the case in which meanings of words from two different languages overlap is called *semantic overlapping*. Basnyat (1999:586-87) clarifies the concept of semantic overlapping by exemplifying the four words from English and Nepali. According to her, the meaning of Nepali verb '*Tachnu*' overlaps with that of the English verbs 'peel' and 'shell'. Similarly, the meaning of the English verb 'peel' overlaps with that of the

Nepali verbs ‘*tachnu*’ and ‘*chodaunu*’. If we analyze the meanings of these words, we will find that the English words ‘peel’ and ‘shell’ differ from one another. Similarly the Nepali verbs ‘*tachnu*’ and ‘*chodaunu*’ differ from one another.’ ‘Shell’ carries the feature [+ open] and [+ hard cover] whereas ‘peel’ does not. Similarly, the Nepali verb ‘*chodaunu*’ carries the feature [+ loose skin] and [+ with hand] whereas ‘*tachnu*’ does not.

In many cases one-to-one correspondence between words of two different languages is not possible, and semantic overlapping is likely to exist. In such cases a concept in one language can be expressed by a single term in one language, but the same concept to which it refers in another language can be expressed in two or more existing preferred terms that differ in their meaning. These preferred terms give the similar meaning at a quick glance, but they contrast in their meaning if we use them in contexts.

Dixon (1971: 436-471) analyzes the meanings of some Dyal uay and Guwal words. Dyal uay and Guwal are the languages spoken in North Queensland. He presents many examples in which Dyal uay and Guwal words overlap in their meanings. One of such examples is cited here.

Guwal

nudin

gunban

Dyal uay

dyal gan

Here the Guwal word *nudin* carries the feature ‘cut deeply’ whereas *gunban* carries the feature ‘cut less deeply’. But both of these words correspond to the Dyal uay word *dyal gan* which carries both the features. Therefore, the meaning of *dyal gan* in Dyal uay overlaps with *nudin* and *gunban* in Guwal.

Sprachen (2002) presents some examples of semantic overlapping. According to him, the English Language makes a distinction between 'blue' and 'green' but some languages do not. Therefore, the English words overlap in meaning with some words in these languages. Some examples are described as follows:

a) Japanese

The Japanese word '*ao*' can refer to either 'blue' or 'green'. Normally, people use '*ao*' for 'blue' and '*midori*' for 'green'. However, "*ao*" is used to describe certain vegetables and fruits, and name of the color of traffic light, 'green'. Again, for many other objects like green sweater, a green car, etc. the word "*midori*" is used. It shows that the English words 'blue' and 'green' overlap with the Japanese words "*ao*" and "*midori*". Similarly, the Japanese words '*ao*' and '*midori*' overlap with the English words 'blue' and 'green'.

b) Kurdish

In Kurdish the word "*si n*" (meaning 'blue') is also used for green things in nature like leaves, grass, etc. However, there is another word "*kesk*", which is used to refer to other green things. Thus on one hand the Kurdish word "*si n*" overlaps with the English words 'blue' and 'green' in meaning and on the other, the English word 'green' overlaps with the Kurdish words "*si n*" and "*kesk*" in meaning.

c) Chinese

Although modern Chinese makes distinction between 'blue' and 'green', another word "*q ng*" is also used which can refer to either 'blue' or 'green'. For example, the flag of the republic of China is described as having "*q ng*" *ti n*...etc. (blue sky...etc.), whereas "*q ng cai*" is the Chinese term

for 'green vegetable'. Thus, the Chinese word "*q ng*" overlaps with the English words 'blue' and 'green' in meaning.

d) Kazak

In Kazak the word "*kök*" is used for the color of the sky, the sea and green plants. There is another word "*jasâl*" which is used for the color of man-made green objects. So the Kazak word "*kök*" overlaps with the English words, blue and green in meaning. Likewise, the English word 'green' overlaps with the Kazak words "*kök*" and "*jasâl*" in meaning.

Thus in semantic overlapping, associations between words are neither equivalent nor hierarchical, yet the words are semantically or conceptually associated in such an extent that the link between them should be made explicit to the learners learning a second language.

Semantic overlapping is a fundamental challenge that is related to the issue of lexical choice. Second language learners have to face difficulty in using appropriate words in the target language. If the semantic systems of their native language and the target language do not meet, then they may come up with erroneous expressions. Therefore, if we carry out the comparative semantic description of the words that cause difficulty to those learners, they will be aware of the semantic differences and use appropriate words in the target language.

1.1.3 Componential Analysis

There are two main approaches of studying meanings of words in language. They are **Definitional Approach** and **Componential Analysis Approach** (Dixon, 1971). Between these two approaches, the latter has been extensively applied in semantic description of words. In this regard Basnyat in Yadava and Glover (1999: 583) says, "This type of analysis of

words in terms of distinctive semantic features will help explain the meanings of words more clearly and precisely than a conventional dictionary usually does”.

An explicit, clear and economical way of characterizing the relationship that holds among lexical items is componential analysis approach. As the name suggests, this refers to the process in which meaning of a lexical item is analyzed into its component parts, known as **semantic features** or **components**. This method of analyzing meaning of lexical items is also called **lexical decomposition** (Lyons, 1995), which holds that “the meaning of words are analyzed not as unitary concepts but as complexes made up of components of meaning which are themselves semantic primitives” (Kempson, 1977: 18). It means words do not have unitary meanings but are complexes of components, and to add something, components into which meanings of words are analyzed, are thought of as being logically independent from one another. To take a simple example, the word **boy** and **man** seem to have similar meanings. The distinction between these words can be made clear if they are analyzed as semantic complexes consisting of three components [HUMAN], [MALE], and [ADULT]. We extract from **boy** and **man** the common features [+HUMAN] and [+MALE], but from minute observation, we will find that **man** is characterized by the features [+ADULT] which **boy** lacks.

Initially this approach of semantic description was used by anthropologists while seeking to give an account of various kinship terms in various cultures (Kempson, 1997: 18), and it has been indeed, applied most successfully to such terms (Dixon in Steinberg and Jakobovits, 1971: 440). However, this approach is no longer limited to kinship terms. It can be applied in many areas of vocabulary, and a number of studies have been accomplished following this approach.

There are some advantages and disadvantages of the componential approach. The main advantage of this approach is that we can break down word meaning into more basic units. Words having similar meanings can be related through the process of semantic description using some common semantic features. This approach can easily demonstrate the relationship that holds between synonyms, near synonyms and antonyms too. The main drawback of the componential analysis approach is that it cannot address the grammatical features of all the languages though such features form the core of a language. Another possible disadvantage of this approach is that it transfers burden from semantic explanation of word meaning to smaller components. Moreover it is not possible to classify all the words with [+] and [-] features.

1.2 Review of the Related Literature

So far, no research has been carried out about semantic overlapping between English and Nepali words in the Department of English Education. However, some researchers in and outside the department have tried to study some verbs from semantic perspective. Likewise some researches have been carried out to study meanings of various words in other countries. Some of them are as follows:

Dixon (1968) carried his Ph. D. research on the Dyirbal language of North Queensland (Dixon in Steinberg and Jakobovits, 1971: 436-471). According to him, every speaker of the Dyirbal has two distinct languages: Dyal uay and Guwal. In his study, he found that Dyal uay has identical phonology and almost exactly the same grammar as Guwal. However, it has entirely different vocabulary, that is, the two vocabularies are in a one-to-many correspondence: each Dyal uay word corresponds to one or more Guwal words. It shows that there are a

number of instances in which the meanings of the Dyal uay and Guwal words overlap.

Basnyat (1986) carried out her Ph. D. research on semantics of Nepali vocabulary. In her research report she classifies the Nepali verbs on the basis of semantic fields, and this was also the major target of her study. They are as follows:

- a. verbs of movement
- b. verbs of change of state
- c. verbs of impact
- d. verbs of verbal communication
- e. verbs of transference
- f. verbs of sense
- g. verbs of emotion
- h. verbs of intellection

This classification is based on semantic field, and therefore, has strong implication in the field of semantics.

Basnyat (1993) carried her postdoctoral research on some Nepali and English verbs (Yadava & Glover, 1999). The objective of the study was to establish semantic equivalence and overlapping between the Nepali and English verbs for the purpose of facilitating teaching and learning. In her study she grouped the verbs into six types on the basis of the nature of semantic correlation between the Nepali and English Verbs. one-to-one correlation of meaning of verbs of the two languages,

1. divergence or convergence of meanings of verbs in the two languages,
2. semantic overlapping,
3. semantic inclusion,
4. existence of typical or language specific verb forms, and
5. verb + particle forms.

From the study she found the vast difference in the semantic systems of the Nepali and English verbs.

Panta (2000) carried out a research on semantico syntactic classification of Nepali verbs. The objective of his study was to study and classify the Nepali verbs on the basis of syntactic and semantic analysis. In his study he found that time factor plays an important role in classification of verbs. He analyzes the Nepali verbs on the basis of time as:

- a. durative vs. punctual
- b. progressive aspect on verbs
- c. telic vs. atelic verbs
- d. verbs types and terminal points: achievement, active, accomplishment, stative.

Cortazi and Shen (2001) carried out a research on cross-linguistic awareness of cultural keywords by Chinese and English speakers. In their study they examined six Chinese terms which are among a handful of identifiable cultural keywords. The objective of the research was to see how native speakers of Chinese understand those keywords compared

with English-speaking learners of Chinese, and how English speakers who do not know Chinese understand their translations. From the study they found that meanings of the Chinese words and their common translations in English are interrelated and overlapping.

Limbu (2004) carried out a research on verbs of pre-cooking, cooking and consuming activities in English, Nepali, Newari, Limbu and Rai Bantawa. The objectives of the study were to prepare inventories of different types of verbs of pre-cooking, cooking and consuming activities in these languages; and to carry out semantic analysis, and compare and contrast semantic analysis of these verbs in these languages. In his study he found the least number of pre-cooking verbs in Newari and the least number of cooking verbs in Nepali. Likewise, he found the most number of pre-cooking, cooking and consuming verbs in English. Since he studied these verbs following the componential analysis approach, the study has strong implications in the field of semantics.

1.3. Objectives of the Study

The objectives of this study are as follows:

- a. to determine the English and Nepali verbs that are related to actions performed by different parts of the body
- b. to carry out semantic description of these verbs of both languages using componential analysis approach and definitional approach
- c. to compare and contrast the semantic description of these verbs in terms of semantic equivalence and overlapping
- d. to suggest some pedagogical implications

1.4. Significance of the Study

This study is significant because researches on semantics are rare in the Department of English Education. This reveals the meanings of some English and Nepali verbs, and helps to predict the difficult areas that the Nepali speakers learning English (NSLE) and English speakers learning Nepali (ESLN) are likely to face. Language teachers can focus on those areas in which the two languages are different. The study is useful to the language learners as such. It makes them aware of the similarities and differences between the two languages, and helps to use the appropriate words in the target language. Moreover, the findings of this study are beneficial to syllabus designers and textbook writers because they can gain a lot of information from this study.

CHAPTER-II

METHODOLOGY

2.1 Sources of Data and Population of the Study

This study is based primarily on primary sources. However, some secondary sources were also used for the study.

2.1.1. Primary Sources

The primary sources of data were the native speakers of both Nepali and English. The native speakers of English were from British Council, American Center and various tourist spots such as Patan, Kirtipur, Swayambhu and Dhankuta. The native speakers of Nepali were the citizens of Morang, Dhankuta and Terhathum districts. For this, the researcher visited Bahuni and Hoklabari VDCs of Morang, Dhankuta municipality of Dhankuta and Hamarjung and Fhakchamara VDCs of Terhathum.

2.1.2 Secondary Sources

The secondary sources of data for the study were the following materials:

-) monolingual dictionaries such as Oxford Advanced Learner's Dictionary (Seventh edition) and Nepali Brihat Shabdakosh (fifth edition)
-) some books such as Leech (1971, 1974), Steinberg and Jakobovits (1971), Palmer (1990, 1996), Lyons (1995), Kempson (1997) and Yadava & Glover (1999)

) some theses such as Basnyat (1986), Panta (2000) and Limbu (2004)

2.2 Sampling Procedure

The researcher selected 20 English native speakers and 50 Nepali native speakers using judgmental sampling procedure.

2.3 Research Tools

The researcher used unstructured interview as the tool for data collection from primary sources. He prepared an interview guide, and with the help of this, he conducted the interview.

2.4 Process of Data Collection

- i. At first, the researcher met each sampling unit and explained the purpose of the study.
- ii. Then he convinced them to take part in the study.
- iii. Then he conducted the interview with the help of a pre-prepared interview guide. At first he made lists of verbs in both languages himself. He used them in his own sentences. The native speakers checked and corrected them, provided more examples, and used them in sentences.
- iv. He collected required information and recorded the data using paper and pen.

For the collection of data of English, He researcher interviewed with the British and American people. Among them, eleven were British and nine were American. For the collection of data of Nepali, ten native speakers were taken from each village and municipality.

The distribution of population of both languages for each area is as follows:

| S.N. | Language | Place | No. of informants | Remarks |
|------|----------|-----------------|-------------------|----------|
| 1. | English | British Council | 5 | British |
| | | American Center | 5 | American |
| | | Patan | 4 | American |
| | | Kirtipur | 2 | British |
| | | Swayambhu | 2 | British |
| | | Dhankuta | 2 | British |
| 2. | Nepali | Bahuni | 10 | |
| | | Hoklabari | 10 | |
| | | Dhankuta | 10 | |
| | | Hamarjung | 10 | |
| | | Phakchamara | 10 | |
| | | Total | 70 | |

2.5 Limitations of the Study

- a) This study is based on collection of data from English and Nepali only.
- b) It studies only those verbs that are related to actions performed by different parts of the body. It is based on comparison of the verbs related to actions performed by the following parts:

) eyes and ears

) mouth nose and throat

) head and face

) limbs (hands, legs and their parts)

) the whole body

- c) The primary sources for the study were 20 English native speakers and 50 Nepali native speakers.
- d) The native speakers of Nepali were from three districts of eastern Nepal: Morang, Dhankuta and Terhathum. Therefore, this study is a comparison of the English language with Nepali used by people in eastern part of Nepal.

CHAPTER - III

ANALYSIS AND INTERPRETATION

At first, the English and Nepali verbs collected from the native speakers were listed separately. Then the meaning of each verb was analyzed following componential analysis approach. However, meanings of some verbs were also analyzed through definitions since componential analysis approach alone cannot analyze the meanings of all the verbs. After the analysis of the verbs, the verbs in one language were compared to those of another in terms of semantic equivalence and overlapping.

3.1 The English Verbs Related to Actions Performed by Different Parts of the Body

a. Eyes and ears

| S. N. | Verbs |
|-------|-----------|
| 1. | Look |
| 2. | Stare |
| 3. | Gaze |
| 4. | Glance |
| 5. | Glimpse |
| 6. | Watch |
| 7. | See |
| 8. | Shut |
| 9. | Twinkle |
| 10. | Blink |
| 11. | Wink |
| 12. | Peep |
| 13. | Spy on |
| 14. | Listen |
| 15. | Eavesdrop |
| 16. | Hear |

b. Mouth, nose and throat

| S. N. | Verbs |
|------------------|-------------------------|
| 1. | Smell |
| 2. | Scent |
| 3. | Breathe |
| 4. | Sigh |
| 5. | Puff |
| 6. | Sneeze |
| 7. | Yawn |
| 8. | Speak |
| 9. | Talk |
| 10 | Say |
| 11. | Tell |
| 12. | Shout |
| 13. | Thunder |
| 14. | Scream |
| 15. | Cry out |
| 16. | Yell (out, in) |
| 17. | Whisper |
| 18. | Whistle |
| 19. | Spit |
| 20. | Belch out |
| 21. | Vomit |
| 22. | Retch |
| 23. | Salivate |
| 24. | Dribble |
| 25. | Drool |
| 26. | Suck |
| 27. | Lick |
| 28. | Sip (at) |
| 29 | Chew (on, at , through) |
| 30 | Masticate |
| 31 | Bite |
| 32 | Gnaw |
| 33 | Crunch |
| 34 | Cough |
| 35 | Hiccough |
| 36 | Burp |
| 37 | Belch |
| 38 | Snore |

| | |
|----|---------|
| 39 | Eat |
| 40 | Munch |
| 41 | Have |
| 42 | Take |
| 43 | Drink |
| 44 | Smoke |
| 45 | Gulp |
| 46 | Swallow |

c. Head and face

| SN | Verbs |
|----|-----------------|
| 1 | Stand (on head) |
| 2 | Head |
| 3 | Bow |
| 4 | Laugh |
| 5 | Smile |
| 6 | Grin |
| 7 | Smirk |
| 8 | Sneer |
| 9 | Frown |
| 10 | Grimace |
| 11 | Cry |
| 12 | Weep |
| 13 | Sob |
| 14 | Whimper |

d. Limbs (hands, legs and their parts)

| S. N. | Verbs |
|----------|--------|
| 1. | Touch |
| 2. | Brush |
| 3. | Stroke |
| 4. | Pluck |
| 5. | Pick |
| 6. | Slap |
| 7. | Hit |
| 8. | Beat |
| 9. | Smash |

| | |
|-----|----------------------|
| 10. | Pull |
| 11. | Stretch |
| 12. | Draw |
| 13. | Drag |
| 14. | Haul |
| 15. | Tow |
| 16. | Trail |
| 17. | Uproot |
| 18. | Push |
| 19. | Throw |
| 20. | Cast |
| 21. | Lift (sb./sth.(up)) |
| 22. | Raise |
| 23. | Pick (sb./sth. up) |
| 24. | Open |
| 25. | Close |
| 26. | Shut |
| 27. | Catch |
| 28. | Hold |
| 29. | Grab |
| 30. | Seize |
| 31. | Tear |
| 32. | Split |
| 33. | Rend |
| 34. | Break |
| 35. | Smash |
| 36. | Keep |
| 37. | Put |
| 38. | Join |
| 39. | Connect |
| 40. | Attach |
| 41. | Fasten |
| 42. | Clap |
| 43. | Squeeze (out) |
| 44. | Wring |

| | |
|-----|-----------|
| 45. | Blend |
| 46. | Knead |
| 47. | Clean |
| 48. | Wash (up) |
| 49. | Brush |
| 50. | Scrub |
| 51. | Rub |
| 52. | Massage |
| 53. | Scratch |
| 54. | Pinch |
| 55. | Peel |
| 56. | Shell |
| 57. | Stand |
| 58. | Step on |
| 59. | Step |
| 60. | Walk |
| 61. | Stroll |
| 62. | Run |
| 63. | Jog |
| 64. | Sprint |
| 65. | Dart |
| 66. | Shoot |
| 67. | Kick |
| 68. | Strike |
| 69. | Jump |
| 70. | Spring |
| 71. | Bounce |
| 72. | Kneel |
| 73. | Crawl |

e. The whole body

| S. N. | Verbs |
|-------|----------|
| 1 | Shake |
| 2 | Tremble |
| 3 | Shiver |
| 4 | Perspire |
| 5 | Sweat |
| 6 | Move |
| 7 | Dance |

3.2 The Nepali Verbs Related to Actions Performed by Different Parts of the Body

a. Eyes and ears

| S. N. | Verbs |
|-------|-------|
| 1 | → |
| 2 | ↔ |
| 3 | ↔ |
| 4 | ↔ |
| 5 | ↔ |
| 6 | ↔ |
| 7 | ↔ |
| 8 | ↔ |

b. Mouth, nose and throat

| S. N. | Verbs |
|-------|-------|
| 1. | ↔ |
| 2. | ↔ |
| 3. | ↔ |
| 4. | ↔ |
| 5. | ↔ |
| 6. | ↔ |
| 7. | ↔ |
| 8. | ↔ |

| | |
|-----|----------------------|
| 9. | └┘ ၵၵၵၵၵၵ |
| 10. | ၵၵၵ ၵၵၵၵၵၵ |
| 11. | ၵၵၵ ၵၵၵၵၵၵ |
| 12. | ၵၵၵ ၵၵၵၵၵၵ |
| 13. | ၵၵၵ ၵၵၵၵၵၵ |
| 14. | └┘ ၵၵၵၵၵၵ |
| 15. | ၵၵၵ ၵၵၵၵၵၵ |
| 16. | ၵၵၵ ၵၵၵၵၵၵ |
| 17. | ၵၵၵ ၵၵၵၵၵၵ |
| 18. | ၵၵၵ ၵၵၵၵၵၵ (t^yr^ε^) |
| 19. | ၵၵၵၵၵၵ |
| 20. | ၵၵၵၵၵၵ |
| 21. | ၵၵၵ ၵၵၵၵၵၵ |
| 22. | ၵၵၵ ၵၵၵၵၵၵ |
| 23. | ၵၵၵၵၵၵ |
| 24. | └┘ ၵၵၵၵၵၵ |
| 25. | ၵၵၵၵၵၵ ၵၵၵၵၵၵ |
| 26. | ၵၵၵ ၵၵၵၵၵၵ |
| 27. | └┘ ၵၵၵၵၵၵ |
| 28. | └┘ ၵၵၵၵၵၵ |
| 29. | └┘ ၵၵၵၵၵၵ |
| 30. | ၵၵၵ ၵၵၵၵၵၵ |
| 31. | └┘ ၵၵၵၵၵၵ ၵၵၵၵၵၵ |
| 32. | ၵၵၵ ၵၵၵၵၵၵ |

c. Head and face

| S.N. | Verbs |
|------|---------------|
| 1 | ၵၵၵၵၵၵ |
| 2 | ၵၵၵၵၵၵ |
| 3 | ၵၵၵၵၵၵ |
| 4 | ၵၵၵၵၵၵ |
| 5 | ၵၵၵၵၵၵ ၵၵၵၵၵၵ |
| 6 | ၵၵၵၵၵၵ |

d. Limbs (hands, legs and their parts)

| S. N. | Verbs |
|----------|--------------|
| 1. | Ṛ-Δ=Δ |
| 2. | ∃Δ↑∃Δ↑∃ ṢΔ=Δ |
| 3. | ∅↔=Δ |
| 4. | Ṛ ΩṢΔ=Δ |
| 5. | ←Δ∅=Δ |
| 6. | -Ṣ⇒=Δ |
| 7. | ∅⇒=Δ |
| 8. | ∅ ⇒ṢΔ=Δ |
| 9. | ↑-ṢṢ∅=Δ |
| 10. | Δ-Ṣ-Ṣ=Δ |
| 11. | ∅-Ṣ=Δ |
| 12. | ↔⇒ ṢΔ=Δ |
| 13. | -Δ∅ Ṣ=Δ |
| 14. | ΔṢṢ←=Δ |
| 15. | Δ∅-ṢΔ=Δ |
| 16. | ←-Ṣ-Ṣ=Δ |
| 17. | Δ↑-Ṣ∅=Δ |
| 18. | Ṣ ⇒Ṣ ↑ ∅=Δ |
| 19. | ↔ ←∅=Δ |
| 20. | ∃ ↑ṢΔ=Δ |
| 21. | Ṣ Ṣ∅=Δ |
| 22. | ṢΔΔṢΔ=Δ |
| 23. | ∅Ṣ-Ṣ=Δ |
| 24. | ↔⇒Δ∅Δ=Δ |
| 25. | ∅Ω=Δ |
| 26. | Ṣ-ṢṢ=Δ |
| 27. | ←-ṢΩ=Δ |
| 28. | ∅←-Ṣ-Ṣ=Δ |
| 29. | ⇒Ṣ∅=Δ |
| 30. | ↑ΔṢ ⇒=Δ |
| 31. | Ω-Δ=Δ |
| 32. | ↑Ṣ<⇒=Δ |
| 33. | ↑ṢΩ=Δ |
| 34. | ↑Ṣ=Δ |
| 35. | ←-Ṣ∅ ṢΔ=Δ |

| | |
|-----|--|
| 36. | $\neg \vdash \Rightarrow \exists \Delta = \Delta$ |
| 37. | $\exists \neg \vdash \neg \Delta$ |
| 38. | $\exists \neg \vdash \neg \Delta$ |
| 39. | $\exists \neg \vdash \neg \Delta$ |
| 40. | $\exists \neg \vdash \neg \Delta = \Delta$ |
| 41. | $\exists \neg \vdash \neg \Delta = \Delta$ |
| 42. | $\Delta \nabla \vdash \Delta$ |
| 43. | $\exists \neg \vdash \Delta$ |
| 44. | $\neg \Delta \leftarrow \neg \vdash \Delta$ |
| 45. | $\neg \Delta \Omega \vdash \Delta$ |
| 46. | $\neg \Delta \Omega \vdash \Delta$ |
| 47. | $\Omega \vdash \Delta \Omega \vdash \Delta$ |
| 48. | $\neg \exists \Rightarrow \Delta$ |
| 49. | $\Delta \Leftrightarrow \exists \vdash \Delta$ |
| 50. | $\neg \exists \uparrow \mid \Leftrightarrow \exists \leftarrow \Delta$ |
| 51. | $\Rightarrow \exists \uparrow \rightarrow \Delta$ |
| 52. | $\uparrow \neg \Delta \Omega \mid \exists \neg \vdash \Delta$ |
| 53. | $\exists \uparrow \neg \exists \mid \exists \neg \vdash \Delta$ |

e. The whole body

| S. N. | Verbs |
|----------|--|
| 1. | $\neg \exists \uparrow \vdash \Delta$ |
| 2. | $\neg \exists \leftarrow \vdash \Delta$ |
| 3. | $\exists \mid \exists \neg \vdash \Delta$ |
| 4. | $\exists \neg \exists \mid \exists \neg \vdash \Delta$ |
| 5. | $\Rightarrow \exists \neg \vdash \Delta$ |

3.3 Semantic Description

Here meanings of the English and Nepali verbs have been analyzed through componential analysis.

3.3.1 Semantic Description of the English Verbs

| Part | Verb | Semantic features | | | | | | | | | | | | | | | | | | |
|-------------|-------------------|-------------------|------|-------------------------|-----|-----------|-----|----|-----------|-----|-------|-----|-------------|-------|-----------|------|-------------|----------|---------|------|
| | | Motion | | Position of the eye/ear | | Rel./send | | | Rec./take | | F. D. | | Try to take | | Take time | | Manner | | Express | Del. |
| Eyes & ears | | Nor | Fast | Op. | Cl. | S | St. | L. | S. | St. | | S. | St. | short | Long | Sec. | attentively | Surprise | | |
| Eyes | Look ¹ | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | |
| | Stare | - | - | + | - | - | - | - | - | - | - | - | + | - | + | - | - | - | + | |
| | Gaze | - | - | + | - | - | + | - | - | - | - | - | - | - | + | - | - | + | - | |
| | Glance (glimpse) | - | - | + | - | - | + | - | - | - | - | - | + | + | - | - | - | - | - | + |
| | Watch | - | - | + | - | - | - | - | - | - | - | - | + | + | + | - | + | - | + | |
| | See ² | - | - | + | - | - | - | - | - | - | + | - | - | - | + | + | - | - | + | + |
| | Shut | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | +/- |
| | Twinkle | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | + | - | - | - |
| | Blink | + | + | + | + | - | - | - | - | - | + | +/- | - | - | - | - | - | - | - | + |
| | Peep (spy on) | - | - | + | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | + |
| Wink | + | - | + | + | - | - | - | - | - | + | - | - | +/- | - | - | - | - | - | + | |
| Ears | Listen | - | - | + | - | - | - | - | - | - | - | + | - | + | + | - | +/- | - | + | |
| | Eavesdrop | - | - | + | - | - | - | - | + | - | - | + | - | + | + | + | - | - | + | |
| | Hear | - | - | + | - | - | - | - | + | - | - | - | - | + | + | - | - | - | +/- | |

Note: The verbs with numbers will be defined in section 3.3.3.

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|---------------------|-------------------|------|----------|-----|-----------|----|------|----|----|--------------------|--------|----|----|----|---------------------|----------|-----------|---------|------|------|---------|--------|---------|---------|--------|--------|------|
| | | Motion | | Position | | Rel./send | | | | | Rec./Take/Discover | | | | | Vol. and type of S. | | | | Feel | | Express | | | | | | Del. |
| | | No. r. | Fast | Opp. | Cl. | S. | L. | Sol. | A. | C. | L. | So. l. | A. | G. | F. | S. n. | N. o. r. | Hi. pitch | Lou. d. | Soft | Irt. | Bor. | An. g. | Pai. n. | Fea. r. | Ex. c. | Sa. d. | |
| Nose | Smell ¹ | - | - | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Scents ² | - | - | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Breathe | - | - | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Sigh | - | - | + | - | + | - | - | + | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | + | - |
| | Puff | - | - | + | - | + | - | - | + | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | + | - |
| Mouth + Nose | Sneeze | + | - | + | + | + | - | - | + | - | - | - | + | - | - | - | - | + | - | - | + | - | - | - | - | - | - | |
| Mouth | Yawn | + | - | + | + | + | - | - | + | - | - | - | + | - | - | - | + | - | - | - | - | + | - | - | - | - | - | |
| | Speak ³ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | |
| | Talk ⁴ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | |
| | Say ⁵ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | |
| | Tell ⁶ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | |
| | Shout | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | + | + | + | |
| | thunder | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | + | - | - | - | + | |
| | scream | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | + | + | + | - | |
| | Cry out | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | + | - | - | |
| Yell (out, in) | + | - | + | + | + | - | - | - | - | - | - | - | - | + | - | - | - | + | - | - | - | + | + | - | + | - | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|-------------------------------------|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Whimper | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | + | - | - | - | - |
| | Whistle | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | + | + | + | - | - | - | - | - | - | - | - | + |
| | spit | + | - | + | - | + | + | + | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + |
| | Belch out | + | - | + | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | vomit | + | - | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - |
| | Retch | + | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - |
| | Salivate (dribble) | + | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | (drool) | + | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Suck ⁷ | + | - | + | + | + | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + |
| | | | | | | | /- | | | | | | | | | | / | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sip (at) ⁸ | + | - | + | - | + | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | |
| Tongue | Lick | + | - | + | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | |
| Teeth | Chew (on, at, through) ⁹ | + | - | + | + | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | |
| | (masticate) | + | - | + | + | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | |
| | Bite ¹⁰ | + | - | + | + | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | |
| | Gnaw ¹¹ | + | - | + | + | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | |
| | Crunch ¹² | + | - | + | + | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|------------------------------|-------------------|----------|----------|----|----------|---|-----|---|---|-------------------|-----|---|---|---|-------------------|-----|----------|------------------|----------|-----|---------|-----|----------|----------|-----|---------|--------------|-------------|---|------|--------------|---|
| | | Motion | | Position | | Rel/Send | | | | | Rec/Take/Discover | | | | | Vol. & Type of S. | | | | Feel | | Express | | | | | | D e l. | Suffer from | | | | |
| | | Nor | Fas t | Opt | Cl | S. | L | Sol | A | G | L | Sol | A | G | F | Sm | Nor | Lou d | Hi. pitc h | Sof t | Irt | Bor | Ang | Pai n | Fea r | Exc | Sa d | | A ff | | Cold | Sor. Thr. | |
| Mout h + Throa t | Cough | + | - | + | + | + | + | - | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - |
| | Hiccoug h | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - |
| | Burp (belch) | + | - | + | - | + | - | - | - | + | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Snore | + | - | + | - | + | - | - | - | + | - | - | - | + | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Mout h | Eat ¹³ | + | - | + | + | +/- | - | - | - | - | - | + | - | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | |
| | Munch ¹⁴ | + | - | + | + | + | - | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | |
| | Have (take) ¹⁵ | + | - | + | + | +/- | - | - | - | - | + | + | - | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | |
| | Dirnk ¹⁶ | + | - | + | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | |
| | Smoke | + | - | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | |
| Gulp ¹⁷ | + | - | + | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | | |
| Throa t | Sallow | + | - | + | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | | |

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | |
|---------------|-----------------|-------------------|----------------------|------|-------|---|------------------|--------|-------------------|----|------|------|-----|--------------------|--------|------|----------------------|---------|------|------|-------------|----------------|--------------|--------|
| | | Motion | Position of the body | | | | Rec./Take | | Rel./give/produce | | | | | Express | | | | | | | Other signs | | | Manner |
| Head and face | | | body | | Mouth | | Load of the body | blsing | S. | L. | blow | hap. | sad | Pleasure / respect | cont. | ang. | Worry / deep thought | disgust | pain | fear | Wrinkle on | Eye brows Tog. | Twisted exp. | silly |
| | | Up r. | Leaned | O.P. | C.I. | | | | | | | | | To O.S. | others | | | | | | | | | |
| Head | Stand (on head) | - | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | head | + | + | + | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | bow | + | - | + | - | - | - | + | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - |
| Face | Laugh | + | - | - | + | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - |
| | Smile | + | - | - | - | + | - | - | - | - | - | + | - | - | + | + | - | - | - | - | - | - | - | - |
| | grin | + | - | - | + | - | - | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - |
| | Smirk | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Sneer | + | - | - | - | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - |
| | Frown | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | + | + | - |
| Face + eye | Grimace | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | + | - |
| | Cry (weep) | + | - | - | + | + | - | - | +/- | + | - | - | + | - | - | - | - | - | - | + | + | - | - | - |
| | Sob | + | - | - | + | - | - | - | + | + | - | - | + | - | - | - | - | - | - | + | + | - | - | - |
| | Whimper | + | - | - | + | + | - | - | +/- | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - |

| Part | Verb | Semantic features | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|-------------------|-------------------|-----|----------------|------------|---------------|--------|----------------|------------|------|--------------------|-----------|-------------------------|----------|--|----------|-------|---------------|------------------|--------|------------|------------|-------------|----------|-------|---|
| | | Make | | Bring obj. (s) | | | | | | | Separate into pcs. | | Move away obj. for O.S. | | Bring close to sb. sth. with out space | | | | Keep in the hand | Manner | | | | | | |
| Limbs | | Op. | Cl. | To g. | Tow. O.S. | | | | | High | Low on surf | Thin obj. | Thi k/h ard obj. | On surf. | On A. | On Surf. | On A. | Han d in mot. | Pr ess | | With force | Sud denl y | Repea tedly | Ligh tly | De l. | |
| | | | | | Fro m surf | From bel surf | Pla nt | Feat her/ hair | From plant | | | | | | | | | | | | | | | | | |
| Hands (fingers) | Touch | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | +/- | +/- | |
| | Brush | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | + | + | |
| | Stroke | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | + | - | - | - | - | - | + | + | |
| | Pluck | - | - | - | - | - | - | + | + | - | - | - | - | - | - | + | - | - | - | - | - | +/- | - | - | +/- | + |
| | Pick | - | - | - | + | - | - | - | + | + | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + | |
| Palm+ fingers | Slap | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | + | |
| | Hit | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | + | |
| hand(s) | Beat | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | + | - | + | |
| | Smash | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | + | - | - | - | + | |
| | Pull ¹ | + | + | - | + | + | + | - | - | - | - | - | - | - | + | - | - | - | - | + | +/- | - | - | - | + | |
| | Stretch | + | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | + | |
| | Draw ² | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | +/- | - | - | - | + |
| | Drag ³ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | +/- | - | - | - | + |
| | Haul ⁴ | - | - | - | + | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | + | +/- | - | - | - | + |
| Tow ⁵ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | +/- | - | - | - | + | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|---|
| Trail ⁶ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | + | +/- | - | - | - | + |
| uproot | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | + | - | - | - | + | + | - | - | - | + |
| Push | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | +/- | - | - | - | + |
| Throw | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | +/- | - | - | - | + |
| Cast | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | + | - | - | - | + |
| Lift sth/sb (up)(Raise) | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | + | + | - | - | + | - | - | - | + | + |
| Pick sth/sb up | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | + | + | - | - | + | - | - | - | + | + |
| Open | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | - | - | + | + |
| Close (Shut) | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | - | - | + | + |
| Catch ⁷ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | + | + | - | - | + | + |
| Hold ⁸ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | + | + | - | - | + | + |
| Grab (seize) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | + | + | + | - | - | + |
| Tear | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | - | - | - | - | + | - | - | + | + |
| Split (Rend) | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | + | - | - | - | - | + | - | - | - | + |
| Beak | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | + | - | - | - | - | + | - | - | - | - |
| Keep (Put) | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + |
| Join ⁹ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + |
| Connect ⁹ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + |
| Attach ⁹ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + |
| Fasten ¹⁰ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | + | + |
| Clap | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | + | - | + | - | + |

| Part | Verb | Semantic features | | | | | | | | | | | | | |
|-----------------------|-------------------------|-------------------|-----------|----------|--------------|------|-----------------|------------|--------------|---------------------------------------|---------------|------------|----------|---------|------|
| | | Press | Use water | | | Rem. | Loose | | | Bring close to sth./sb. without space | | Manner | | | |
| Limbs | | | | | | | | | | | | | | | |
| Hands | | | to clean | | Mix randomly | L. | Skin of | | Shell/Shucks | On surf. | Hands in mot. | With force | Suddenly | Lightly | Del. |
| Hands+ fingers | | | Use brush | Use soap | | | Animal s/humans | Veg./fruit | | | | | | | |
| | Squeeze ¹¹ | + | - | - | - | +/- | - | - | - | + | - | - | - | + | + |
| | Wring ¹² | + | - | - | - | + | - | - | - | + | - | + | - | + | + |
| | knead ¹³ | - | - | - | + | - | - | - | - | + | + | - | - | + | - |
| | Clean ¹⁴ | - | + | + | - | - | - | - | - | + | + | - | - | - | + |
| | Wash (up) ¹⁵ | - | + | + | - | - | - | - | - | + | + | - | - | - | + |
| | Brush ¹⁶ | - | + | - | - | - | - | - | - | + | + | - | - | - | + |
| | Scrub ¹⁷ | - | + | + | - | - | - | - | - | + | + | - | - | - | + |
| | Rub ¹⁸ | + | - | - | - | - | - | - | - | + | + | - | - | - | - |
| Massage ¹⁹ | + | - | - | - | - | - | - | - | + | + | - | - | - | - | |
| Nails | Scratch ²⁰ | + | - | - | - | - | + | - | - | + | + | + | + | + | +/- |
| | Pinch ²¹ | + | - | - | - | - | - | - | - | + | - | + | - | - | + |
| | Peel | - | - | - | - | - | - | + | - | + | + | - | - | + | + |
| | Shell | - | - | - | - | - | - | + | + | + | + | - | - | + | + |
| | Shuck | - | - | - | - | - | - | - | - | + | + | - | - | + | + |

| Part | Verb | Semantic features | | | | | | | | | | | | | | |
|-------------|----------------------|-------------------|------|----------------------|------|-----------------------------------|------------|----------------|-------------------------|--------------------|---------|----------|-----------|------|------------|---|
| | | Motion | | Position of the body | | Bring close to sth. without space | | Move away obj. | Put foot (feet) on obj. | Foot on the ground | | | Go | | Cross sth. | |
| Limbs | | Nor. | Fast | Upr. | Bent | gently | with force | | | | No foot | One foot | Both feet | High | Low | |
| | | | | | | | in sports | others | | | | | | | | |
| Legs | Stand | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - |
| | Step on | - | - | + | - | - | - | - | - | + | - | + | + | - | - | - |
| | Step | + | - | + | - | - | - | - | - | - | - | + | + | - | - | - |
| | Walk ²² | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - |
| | Stroll ²³ | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - |
| | Run ²⁴ | - | + | - | - | - | - | - | - | - | + | + | - | - | - | - |
| | Jog ²⁵ | + | - | - | - | - | - | - | - | - | + | + | - | - | - | - |
| | Sprint ²⁶ | - | + | - | - | - | - | - | - | - | + | + | - | - | - | - |
| | Dart | - | + | - | - | - | - | - | - | - | + | + | - | - | - | - |
| | Kick ²⁷ | + | - | - | - | - | + | + | +/- | - | - | + | - | - | - | - |
| | Shoot ²⁸ | + | - | - | - | - | + | - | + | - | - | + | - | - | - | - |
| | Strike ²⁹ | + | - | - | - | - | + | + | +/- | - | - | + | - | - | - | - |
| | Jump ³⁰ | + | - | - | - | - | - | - | - | - | + | - | - | + | + | + |
| | Spring ³¹ | + | - | - | - | - | - | - | - | - | + | - | - | + | - | - |
| | Bounce | + | - | - | - | - | - | - | - | - | + | - | - | + | + | - |
| Knees | Kneel | - | - | - | - | - | - | - | - | - | - | + | - | - | - | |
| Hands+knees | crawl | + | - | - | + | - | - | - | - | - | - | + | + | - | - | |

| Part | Verb | Semantic features | | | | | | | | | | | |
|----------------|------------------|-------------------|------|------|------|------|----------|------|-----------------------|----------------|-----------------|------|---|
| | | Motion | | Feel | | | | Rel. | With systematic steps | within a place | across a places | Del. | |
| The whole body | | Nor. | Fast | Cold | Hot. | Fear | Weakness | L. | | | | | |
| | | | | | | | | | through skin | | | | |
| | Shake (tremble) | - | + | + | - | + | + | - | - | | + | - | - |
| | Shiver | - | + | + | - | + | - | - | - | | + | - | - |
| | Perspire (sweat) | - | - | - | + | - | - | - | - | | + | - | - |
| | Move | + | - | - | - | - | - | - | + | - | + | + | + |
| | Dance | + | - | - | - | - | - | - | + | + | - | + | + |

3.3.2 Semantic Description of the Nepali Verbs

| Part | Verb | Semantic features | | | | | | | | | | | | | | | |
|-------------|--------------|-------------------|------|---------------------|-----|-----------|-----|----|-----------|-----|----|------|-------------|-----|----------|------|---|
| | | Motion | | Position of eye/ear | | Rel./send | | | Rec./take | | | F.D. | Try to take | | Manner | Del. | |
| Eyes & ears | | Nor. | Fast | Op. | Cl. | S. | St. | L. | S. | St. | L. | | S. | St. | secretly | | |
| Eyes | →३=Δ | - | - | + | - | - | - | - | - | +/- | - | - | - | - | - | + | |
| | ΩN→=Δ | - | - | + | - | - | - | - | - | + | - | - | - | - | - | +/- | |
| | ३N←=Δ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | +/- | |
| | ↔३N↔=Δ | + | - | + | + | - | - | - | - | + | - | - | - | - | - | + | |
| | ↔३N ↔३N ↑३=Δ | - | + | + | + | - | - | - | - | - | - | + | - | - | - | + | |
| | ३N=Δ | - | - | + | - | - | - | - | - | + | - | - | - | - | + | + | + |
| | | | | | | | | | | | | | | | | | |
| Ears | ∃Δ⇒=Δ | - | - | + | - | - | - | - | + | - | - | - | + | - | +/- | + | |
| | | | | | | | | | | | | | | | | | |

Note: The verbs with the numbers will be defined in section 3.3.4.

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|----------------------------------|-------------------|-------|----------|-----|-----------|---|-------|-----|---------------------|----|-------|-----|-----|----------------------|--------|-------|------------|-------|---------|-------|-------|-------|-------------|-------|-----------|---|-----|---|
| | | Motion | | Position | | Rel./send | | | | Rec./take/disc over | | | | | Vol. & type of sound | | | Feel | | Express | | | | Suffer from | | Del . | | | |
| Mouth , Nose & Throat | | Nor . | Fa st | Op . | Cl. | S . | L | So l. | A . | G . | L. | So l. | A . | G . | F . | N or . | Lo ud | Hi. pitc h | Irt . | B or. | An g. | Pai n | Fea r | Exc. | Col d | Sor. Thr. | | | |
| Nose | ᲞᲠᲡᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | - | - | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | - | + | + | - | + | - | - | + | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - |
| Mouth + Nose | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | + | - | + | + | + | - | - | + | - | - | - | + | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | |
| Mouth (lips) | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | + | - | + | + | + | - | - | + | - | - | - | + | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | |
| | ᲞᲠᲡᲢᲣᲤᲦᲧᲨᲩᲪᲫᲬᲭᲮᲯᲰᲱᲲᲳᲴᲵᲶᲷᲸᲹᲺ᲻᲼ᲽᲾᲿ | + | - | + | + | + | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | + | + | + | - | - | +/- | |
| | Suselnu | - | - | + | - | + | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | + | |

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|----------------------------|-------------------|-------|----------|-----|-----------|-----|-------|-----|-----|---------------------|------|-----|-----|---------------------|--------|-------|------------|-------|---------|-------|-------|-------|-------------|-------|-----------|-----|
| | | Motion | | Position | | Rel./send | | | | | Rec./take/disc over | | | | Vol & type of sound | | | Feel | | Express | | | | Suffer from | | Del . | |
| Mouth, Nose & Throat | | Nor . | Fa st | Op t | Cl. | S . | L . | So l. | A . | G . | L. | So l | A . | G . | F . | N or . | Lo ud | Hi. pitc h | Irt . | B or. | An g. | Pai n | Fea r | Ex c. | Col d | Sor. Thr. | |
| Using finger | ⇔ ∃ R=Δ | - | - | + | - | + | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | + |
| Mouth | ⊗ Δ. Δ ¹ | + | - | + | - | + | + | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + |
| | ↓. ↓ ← Δ | + | - | + | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | R-Ω=Δ (Δ←⊗ ↓ ↑ ∂=Δ) | + | - | + | - | + | + | + | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
| | ∂ ∃ S←Ω=Δ (R-Ω=Δ) | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | R-Δ∃=Δ ² | + | - | + | + | + | - | - | - | - | + | - | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | + |
| | RΔ∃. ∂ Ω=Δ ³ | + | - | + | - | + | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
| Tongue | catnu ⁴ | + | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Teeth | cl paunu ⁵ | + | - | + | + | + | - | - | - | - | - | + | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | + |
| | toknu ⁶ | +/- | - | + | + | + | - | - | - | - | - | + | - | - | - | +/- | +/- | - | - | - | - | - | - | - | - | - | +/- |
| | darnu ⁷ | +/- | - | + | - | + | - | - | - | - | - | + | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | + |
| Mouth + Throat | ↓. ↓. Δ | + | - | + | + | + | - | - | + | - | - | - | + | - | - | + | - | - | + | - | - | - | - | - | + | + | - |
| | ΩΩ←↓↑Ω⇒ Δ | + | - | + | + | + | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - |
| Mouth | Ω. Ω=Δ | + | - | + | - | + | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|
| | ↑-Δθ=Δ | + | - | + | - | + | - | - | + | - | - | - | + | - | - | + | + | - | - | - | - | - | - | - | - | - | - |
| | ↵↵ ↵Sθ=Δ | + | - | + | - | + | + | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | + | - | + |
| | ↵-S=Δ | + | - | + | + | + | - | - | - | - | + | - | - | - | +/- | - | - | - | - | - | - | - | - | - | - | - | + |
| | ↵Δ=Δ | + | - | + | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | ↑-ΔQθ SΔ=Δ | + | - | + | + | + | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + |
| Throat | ↵-Δ=Δ | + | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |

| Part | Verb | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|-----------|-------------------|----------------------|--------|------------------|----------|-------------------|-----|------|--------------|-----|----------|---|------|------|---|---|---|---|---|---|---|---|---|---|---|
| | | motion | Position of the body | | Rec./take | | Rel./give/produce | | | Express/feel | | | | | | | | | | | | | | | | |
| | | | Upr. | Leaned | Load of the body | Blessing | S. | L. | Blow | Hap. | Sad | Pleasure | | Res. | Pain | | | | | | | | | | | |
| To O.S. | To others | | | | | | | | | | | | | | | | | | | | | | | | | |
| head | ⊗↵=Δ | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | ↵-S⇒Δ | + | + | + | - | - | + | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| forehead | Ω↵↑=Δ | + | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + | + | + | + | - | - | - | - |
| face | ↵-SΔ=Δ | + | +/- | +/- | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | ↑Δ↵↵SΔ=Δ | + | +/- | +/- | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| face + eyes | θΔ=Δ | + | +/- | +/- | - | - | - | +/- | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Part | Verbs | Semantic Features | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------|---------|-------------------|------|---------------|-----------------|-------------|-----------------------|-------------|-----------------|------------------------|-------------|----------|-------------------------|--------------|-----------------------------------|---|----------|------------------|------|-----------------------|------------------|--------|---|---|------|---|
| | | Make | | Bring obj.(s) | | | | | | Separate into Pcs. | | | Move away from obj. OS. | | Bring close to sth. without space | | | | Rem. | Use water | | Loose | | | Mot. | |
| Limbs | | O p . | C l. | T o g . | Tow O. S.. from | Hi gh | Low on surf. | Th in obj . | thick/hard obj. | Throu gh surf | Throu gh A. | On surf. | On A | Wit h forc e | Pr ess . | L | To clean | Mi x ra nd om ly | | Skin/shell | She ll of see ds | Se eds | | | | |
| Hands | | | | | Su rf. | A Bel surf. | Fro m plan t/ grou nd | | Ho r. | Vert/or into sev. Pcs. | | | | | | | Clot hes | Ut ens | | Of ani mals / hu mans | Of fruit s | | | | | |
| Finger s | ☞ Δ ⇒ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ∃ Δ ↑ ∃ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Δ ↑ ∃ S | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Δ = Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ⊕ ⇔ Δ | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Palm + fingers | ☞ Ω | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | S Δ = Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fist | ⇔ Δ ⊕ ⇒ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ⇔ S ⇒ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hands | ⊕ ⇒ | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | Δ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ⊕ ⇒ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| One hand | $S\Delta=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\uparrow-\exists S$ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | $\partial=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\Delta\downarrow\rightarrow$ | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | $\neq\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\emptyset\neq\rightarrow$ | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - |
| | Δ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\Leftrightarrow S$ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | + |
| | $A=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two hands | $\neq\emptyset$ | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | + |
| | $S\Delta=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\Delta\neq\leftarrow$ | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | $=\Delta(\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\emptyset S\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $=\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\downarrow\downarrow\leftarrow$ | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + |
| $=\Delta(\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $\uparrow S\partial$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $=\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\neq\Rightarrow$ | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + |
| | $S\uparrow\partial$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\leftrightarrow\downarrow$ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - |
| | $\partial\downarrow\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\exists\uparrow$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| $S\Delta=\Delta)$ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | $\neq\emptyset$ | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | $=\Delta$ | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | $\uparrow\uparrow\Delta\Omega$ $\Delta=\Delta$ | - | - | - | - | - | - | - | - | - | - | + | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | |
| | $\partial\Omega\rightarrow$ Δ | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | $\leftrightarrow\Delta\Omega$ $\Omega\Delta=($ $\Delta\Omega=$) | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | + | - | - | - | + | |
| | $\partial\Omega$ $\Omega=\Delta$ | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - | + | |
| | $\leftarrow\Delta\Omega\rightarrow$ Δ | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Palms | $\Omega\leftarrow$ Δ | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Hands & fingers | $\rightarrow\Delta\Omega$ Δ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | + | - | - | - | - | - | - | - | - | - |
| | $\uparrow\Delta\Omega\rightarrow$ Δ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | + | - | - | - | - | - | + |
| Palm + fingers | $\Omega\Delta\rightarrow$ Δ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | + | - | - | - | - | - | - | - | + |
| | $\uparrow\Omega\leftrightarrow$ Δ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | - | - | - | + |
| Fingers | $\uparrow\Omega$ Δ^1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | + |
| | $\leftarrow\Delta\Omega$ $\Omega\Delta=\Delta^2$ | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| | $\downarrow\rightarrow$ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |

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|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $\rightarrow \uparrow \leftrightarrow \leftarrow \Delta$ | + | - | - | - | - | - | - | - | - | + | - | - | - | + | - |
| | $\rightarrow \uparrow \rightarrow \Delta$ | + | - | - | - | - | - | - | - | - | + | - | + | - | - | + |
| | $\uparrow \rightarrow \Delta \rightarrow \leftarrow \Delta$ | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - |
| Hands + knees | $\rightarrow \uparrow \rightarrow \leftarrow \Delta$ | + | - | - | + | - | - | - | - | - | - | + | + | - | - | - |

| Part | Verb | Semantic Features | | | | | | | | | | |
|----------------|---|-------------------|------|------|------|------|----------|------|-----------------------|----------------|---------------|------|
| | | Motion | | Feel | | | | Rel. | With systematic steps | Within a place | Across places | Del. |
| The whole body | | Nor. | Fast | Cold | Hot. | Fear | Weakness | L. | | | | |
| | | | | | | | | | | | | |
| | ↖ ↗ ↘ ↙ ↚ ↛ ↜ ↝ ↞ ↠ ↡ ↢ ↣ ↤ ↥ ↦ ↧ ↨ ↩ ↪ ↫ ↬ ↭ ↮ ↯ ↰ ↱ ↲ ↳ ↴ ↵ ↶ ↷ ↸ ↹ ↺ ↻ ↼ ↽ ↾ ↿ ↺ ↻ ↼ ↽ ↾ ↿ ↺ ↻ ↼ ↽ ↾ ↿ | - | + | + | - | + | + | - | - | + | - | - |
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3.3.3 Definitions of Some English Verbs

a) Eyes and ears

1. **Look:** to turn ones eyes towards something in order to see it
2. **See:** to be aware of something with the help of eyes

b) Mouth, nose and throat

1. **Smell:** try to take or discover something with the nose
2. **Scent:** discover something with the nose
3. **Speak** shows that one person is addressing a group.
4. **Talk** shows that two or more people are having conversation.
5. **Say:** to tell something to somebody using words
6. **Tell** has similar meaning to **say**. The difference is that **say** does not have person as an object, but **tell** can have objects.
7. **Suck:** to take liquid mainly using lip, muscles, especially. continuously.
8. **Sip (at):** to drink something taking very little amount each time (not continuously)
9. **Chew (on/at/through):** to crush something into very small pieces (sound may or may not be produced)
10. **Bite:** to cut with the teeth
11. **Gnaw:** to bite something continuously so that it gradually disappears
12. **Crunch:** to crush something noisily with the teeth
13. **Eat:** to chew and swallow something
14. **Munch:** to eat with movements of the jaw
15. **Have (take):** to eat or drink something

The difference between **have (take)** and **eat** is that **eat** is used with the name of the food that is specified such as biscuits, meat etc. **Take/have**

may or may not come with the name of the food. eg. **have(take)** lemon juice or **have (take)** breakfast.

16. **Drink:** to take liquid and swallow it

17. **Gulp:** to take in large amounts

C Limbs

1. **Pull:** to bring an object towards oneself as a general rule (it has the widest meaning)

2. **Draw** is used to describe animals pulling vehicles.

3. **Drag:** to pull a heavy object along the ground with much effort

4. **Haul:** to pull heavy object with a rope

5. **Tow:** is used to describe a vehicle pulling another one with a rope or chain.

6. **Trail:** to pull something unknowingly

7. **Catch:** to stop and keep a moving object/ person in hands

8. **Hold:** to keep/ support an object/ a person (which/who is not in motion) in hands or other parts of the body

9. **Join/ connect/attach:** See appendix A.

10.**Fasten:** to fix one thing with another firmly

11.**Squeeze (out):** to press something from opposite sides (The purpose of squeezing is not to remove liquid.)

12.**Wring:** to press something by twisting and giving force to remove liquid

13.**Knead:** to mix wet clay, dough, or wet food to make it firm and smooth

14.**Clean:** to make something free of dirt by using or without using water

15.**Wash (up):** to make something clean by using soap and water

16.**Brush:** to make something clean by using a brush

- 17.**Scrub:** to make something clean by rubbing it hard with a brush, and soap and water
- 18.**Rub:** to press and move one's hand on a surface repeatedly.
- 19.**Massage:** to rub different parts of the body to relieve from pain
- 20.**Scratch:** to make marks on a surface or remove something or rub the skin with the nails in order to prevent from itching
- 21.**Pinch:** to hold something in a tight grip between the thumb and finger in order to hurt somebody or to close an opening
- 22.**Walk:** to move at a slow or moderate speed by lifting up and putting down each foot turn by turn
- 23.**Stroll:** to walk in a slow speed
- 24.**Run:** to move at a speed faster than by walking without having both feet on the ground at the same time
- 25.**Jog:** to run slowly especially for physical exercise
- 26.**Sprint:** to run a short distance very fast
- 27.**Kick:** to hit something with the foot
- 28.**Shoot:** to kick or hit the goal in sports
- 29.**Strike:** to hit something with force
- 30.**Jump:** to move quickly off the ground or pass over something using legs and feet
- 31.**Spring:** to jump high
- 32.**Bounce:** to jump up and down

3.3.4 Definitions of Some Nepali Verbs

a) Mouth, nose and throat

1. **thuknu:** to take spit or food out of the mouth with a sound deliberately
2. **cusnu:** to take liquid into the mouth using lip muscles, especially continuously

3. **cuskyaanu:** to take liquid into the mouth, taking very little amount each time with the help of the lips
4. **catnu:** to pass the tongue over the surface in order to take something from there
5. **cÅ fr^€^:** to work food between the teeth in order to make it easier to swallow
6. **‡, |€^:** to crush or cut or wound something using the teeth
7. **|ur...€^:** to take something into the mouth by cutting off it or its part with the teeth

b) Limbs

1. **~ru€^:** to rub something using one's palm and fingers
2. **|, ‡Er^€^:** to remove something from the surface with the nails
3. **|Å €Er^€^:** to rub the skin using the nails in order to prevent form itching
4. **tz‡y, ...€^:** to hurt somebody by rubbing with the nails
5. **tz~, ‡€^:** to hold something in tight grip between the thumb and finger in order to hurt somebody
6. **‡y^€€^:** to hold something in tight grip between the thumb and finger in order to close an opening
7. **€Å xy(Er^€^:** to remove the shucks, especially of maize from the cob

3.4 Comparison

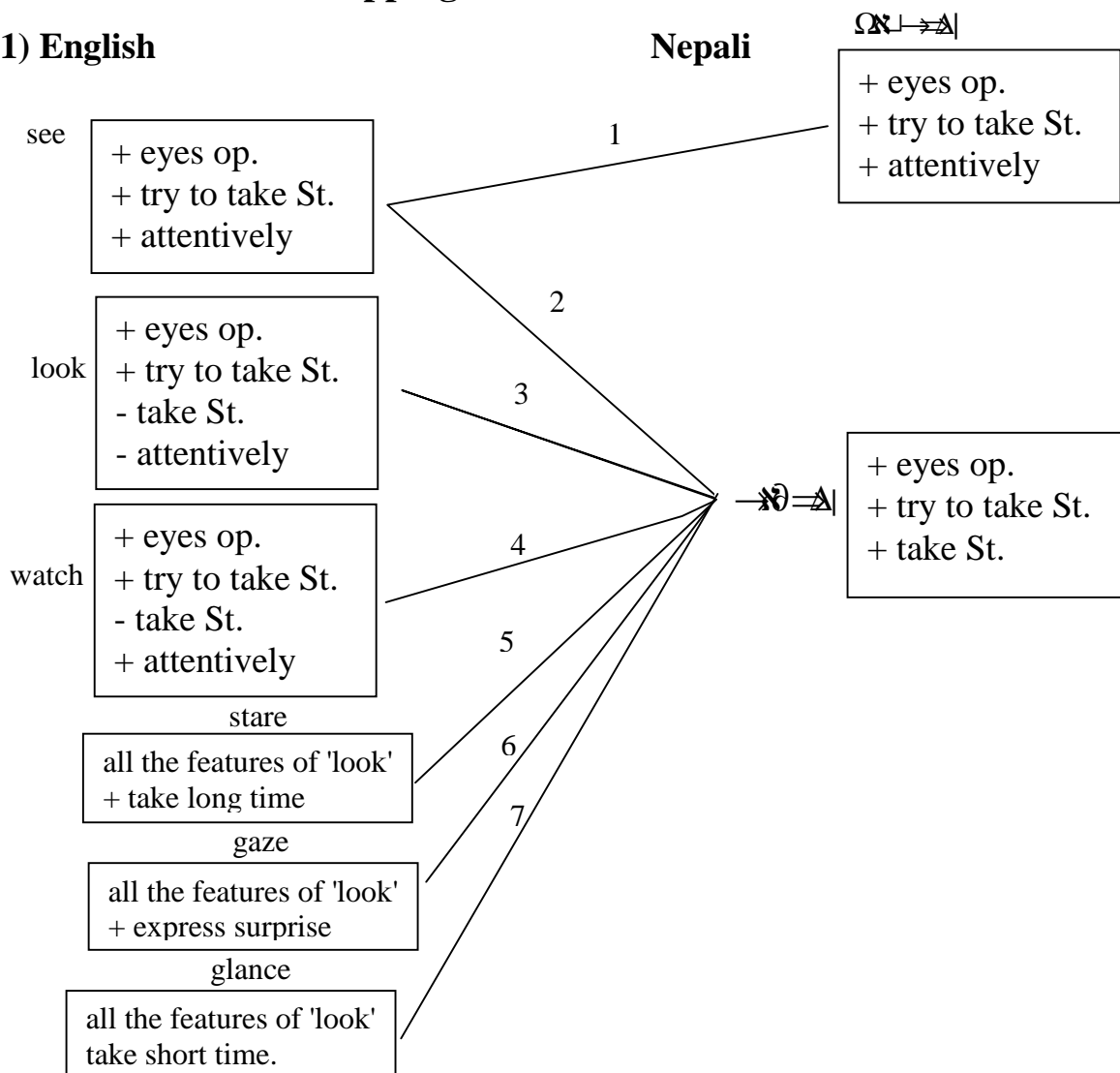
Here, meanings of the English and Nepali verbs are compared on the basis of two kinds of relationships: one to one correspondence and semantic overlapping.

3.4.1 One to one correspondence of meaning

| Part | Verb in English | Equivalent verb in Nepali |
|------------------------|-----------------|--------------------------------------|
| Eyes and ears | peep (spy on) | खुनै हेर्नु |
| Mouth, nose and throat | breathe | थुनु |
| | Puff | थुनु थुनु हुँ द |
| | sneeze | खुनै हुँ द |
| | yawn | खुनै हुँ द |
| | vomit | खुनै हुँ द (खुनै हुँ द) |
| | suck | खुनु |
| | lick | खुनु |
| | hiccough | खुनु हुँ द |
| | burp (belch) | खुनु हुँ द |
| | snore | खुनु हुँ द |
| | swallow | खुनु |
| Head and face | smile | खुनु हुँ द |
| Limbs (hands) | touch | खुनु |
| | stroke | खुनु हुँ द |
| | slap | खुनु हुँ द खुनु हुँ द खुनु हुँ द |
| | push | खुनु |
| | clap | खुनु हुँ द |
| | tear | खुनु हुँ द |
| | knees | खुनु हुँ द |
| hands and knees | खुनु हुँ द | |
| The whole body | dance | खुनु हुँ द |

3.4.2 Semantic Overlapping

1) English



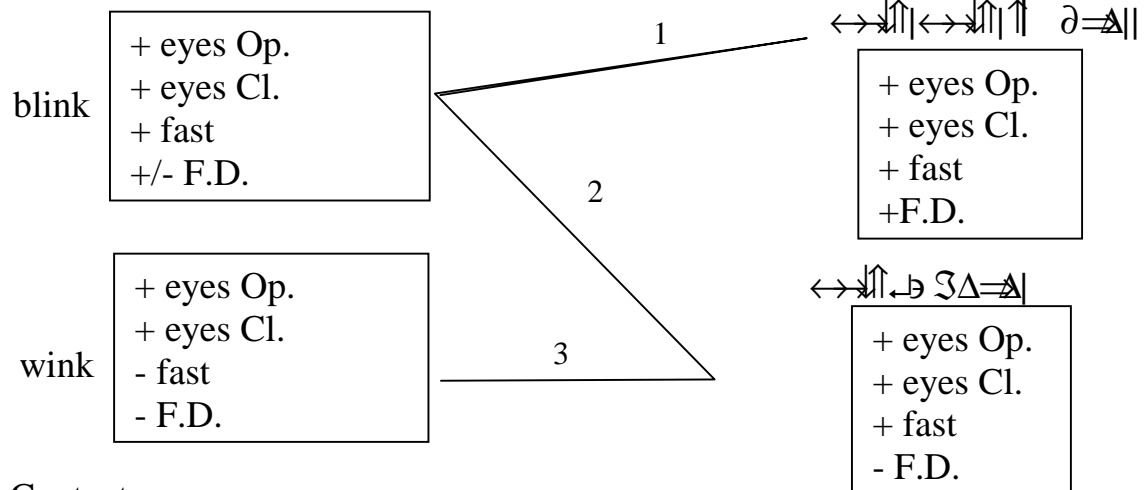
Contexts:

1. Yesterday I *saw* many stars in the sky.
2. Last Saturday I went to *see* my grandparents.
3. *Look* at this book.
4. I spent the whole day by *watching* T.V.
5. He was *staring* at the teacher with amazement.
6. He sat on the chair *gazing* into the sea, when he lost his bracelet.
7. I *glanced* at the newspaper headlines.

Here, 'see' overlaps with 'देख्नु' in contexts 1 and 2 respectively. Likewise 'हेर्नु' overlaps with 'देख्नु', 'लोक', 'बाहेर', 'चिन्त', 'गर्ज' and 'देख्नु' in contexts 2,3,4,5,6 and 7 respectively.

2) English

Nepali



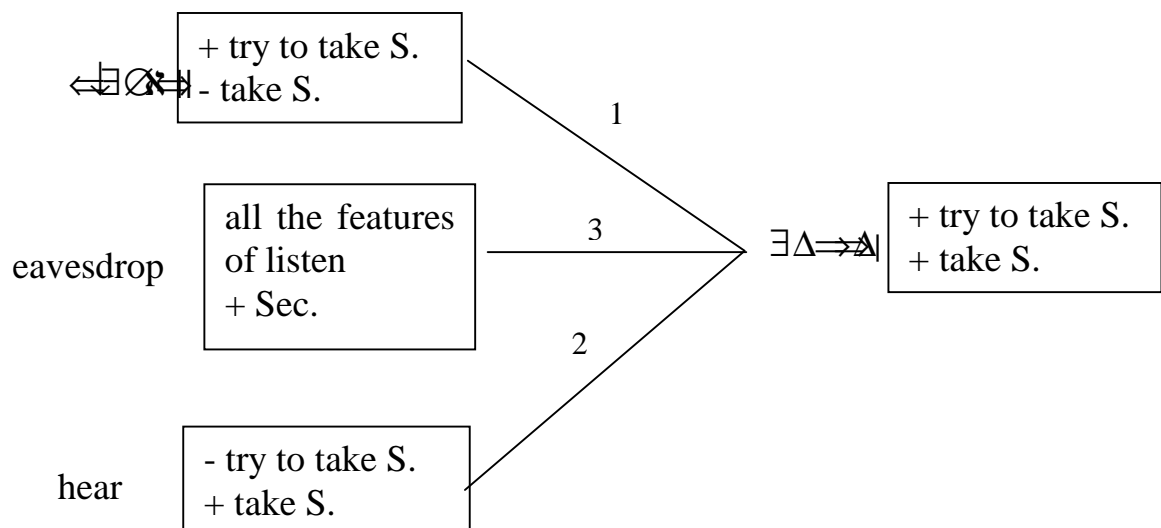
Contexts:

1. He *blinked* his eyes to clear the dust.
2. He *blinked* at the college girls.
3. He *winked* at me to show that what she said was not true.

Here, 'blinked' overlaps with 'देख्नु' and 'हेर्नु' in contexts 1 and 2 respectively. Likewise 'हेर्नु' overlaps with 'blink' and 'wink' in contexts 2 and 3 respectively.

3) English

Nepali



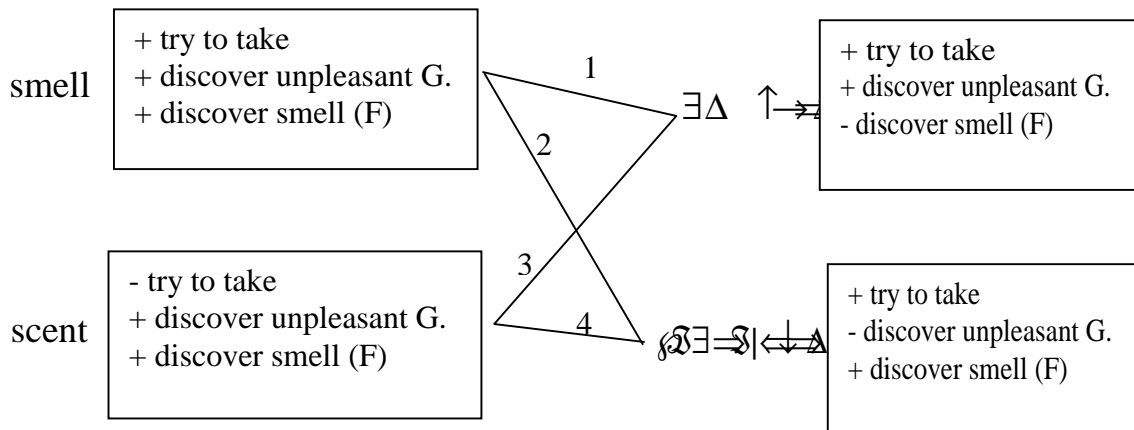
Contexts:

1. I *listened* carefully but heard nothing.
2. I listened carefully but *heard* nothing.
3. I stood beside the wall *eavesdropping* their conversation.

Here, ' $\exists\Delta \Rightarrow \Delta$ ' overlaps with 'listen', 'hear' and 'eavesdrop' in contexts 1,2 and 3 respectively.

4) English

Nepali



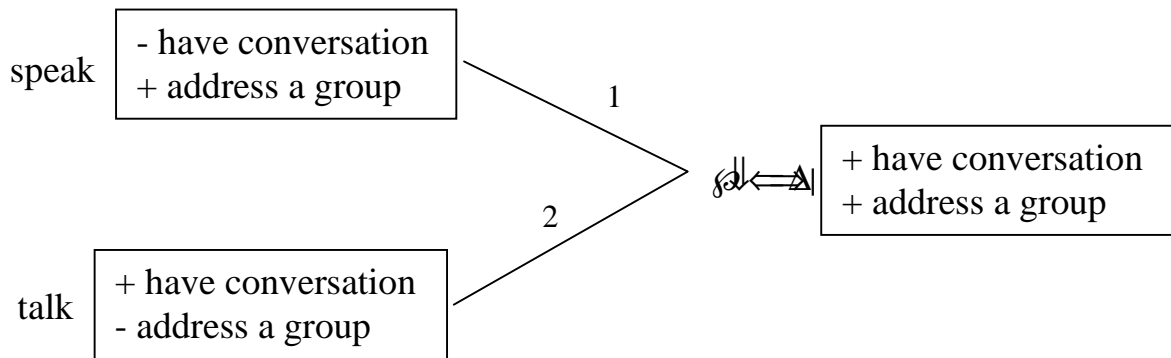
Contexts:

1. If you *smell* that towel, you will find something disgusting.
2. *Smell* and find today's lunch.
3. The cat *scented* a rat.
4. We *scented* the delicious food.

Here, the English verbs 'smell' overlaps with the Nepali verbs ' $\exists\Delta \uparrow \rightarrow \Delta$ ' and ' $\exists\Delta \rightarrow \Delta$ ' in contexts 1 and 2 respectively. 'Scent' overlaps with ' $\exists\Delta \uparrow \rightarrow \Delta$ ' and ' $\exists\Delta \rightarrow \Delta$ ' in contexts 3 and 4 respectively. Likewise, the meaning of ' $\exists\Delta \uparrow \rightarrow \Delta$ ' overlaps with that of 'smell' and 'scent' in contexts 1 and 3 respectively. Similarly the meaning of ' $\exists\Delta \rightarrow \Delta$ ' overlaps with that of smell and scent in contexts 2 and 4 respectively.

5) English

Nepali



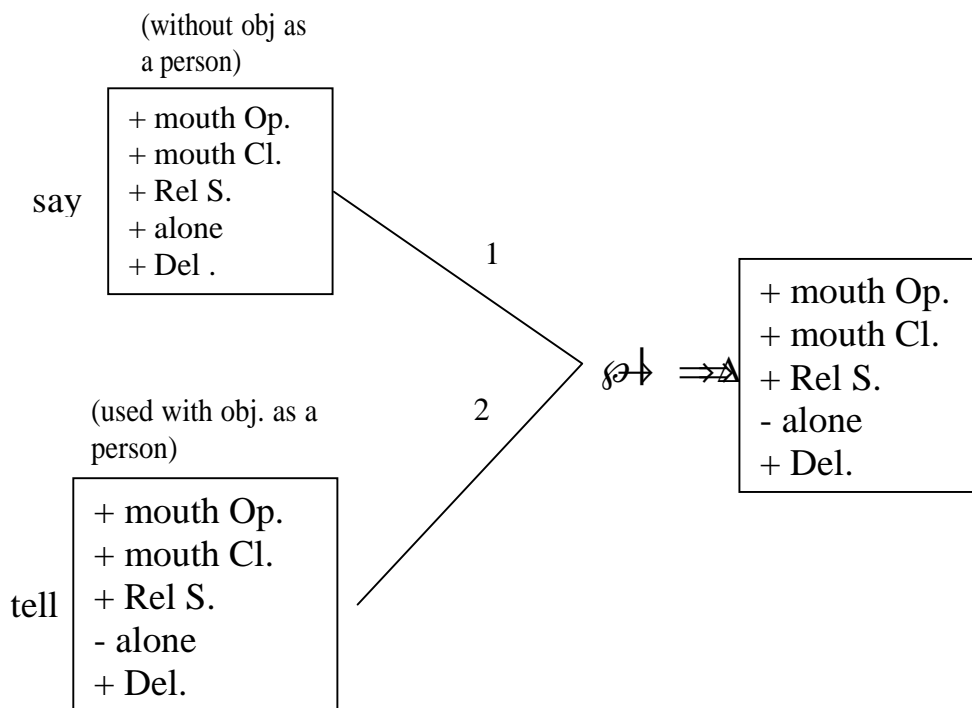
Contexts:

1. The politician *spoke* to the public.
2. We *talked* for hours about the political situation of Nepal.

Here, the meaning of 'बोल्नु' overlaps with that of 'speak' and 'talk' in contexts 1 and 2 respectively.

6) English

Nepali



Contexts:

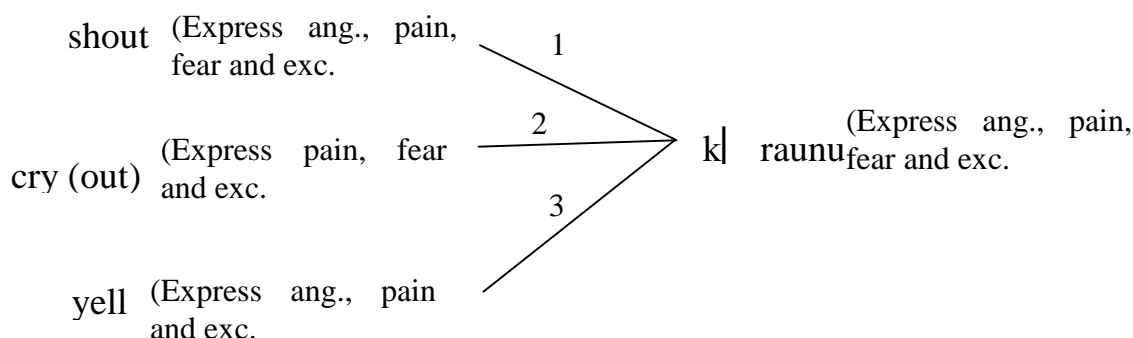
1. The students *said*, "Good morning, sir"

2. The teacher *told* the students that Nepal is a peaceful country.

From the study of the above sentences, it is clear that the meaning of the Nepali verbs 'थुननु' ⇒ 'A' is equivalent to that of 'say' in context 1 and it is equivalent to that of 'tell' in context 2. It shows that 'थुननु' ⇒ 'A' overlaps with 'say' and 'tell' in meaning.

7) English

Nepali



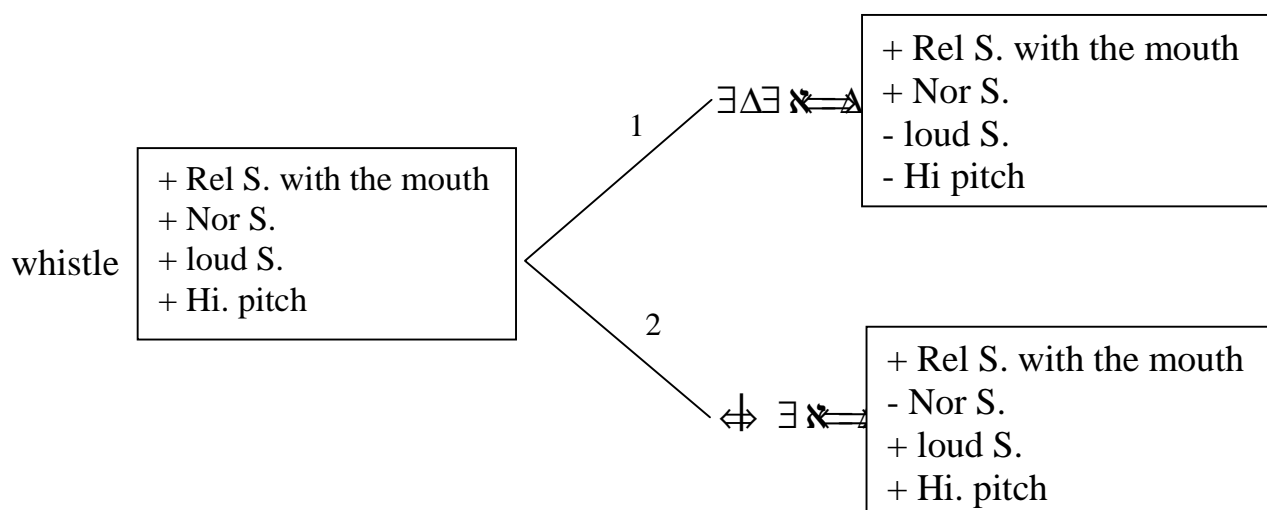
Contexts:

1. "The roof is failing," he *shouted* (*cried out*) (*yelled*).
2. "Don't leave me alone", she *cried out* (*shouted*).
3. "I won't leave you!" , he *yelled* (*shouted*).

The Nepali verb 'k| raunu' is equivalent to 'shout' in all the contexts. However, it is equivalent to 'cry (out)' in contexts 1 and 2, and to 'yell' in contexts 1 and 3 only.

8) English

Nepali



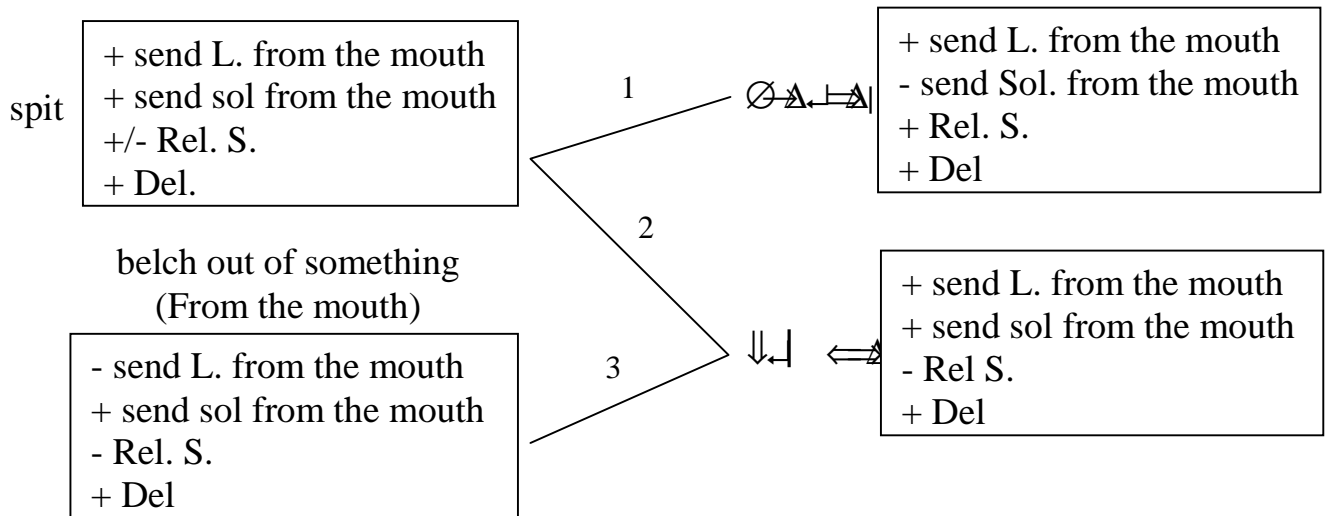
Contexts:

1. The farmer *whistled* a folk song in the jungle.
2. The audience *whistled* with excitement.

The Nepali verb '𑍇𑍆𑍆 𑍆𑍆𑍆' is used in context 1 only. Likewise, '𑍆𑍆 𑍆𑍆𑍆' is used in context 2 only. Therefore the English verb 'whistle' overlaps with '𑍇𑍆𑍆 𑍆𑍆𑍆' and '𑍆𑍆 𑍆𑍆𑍆' in meaning.

9) English

Nepali

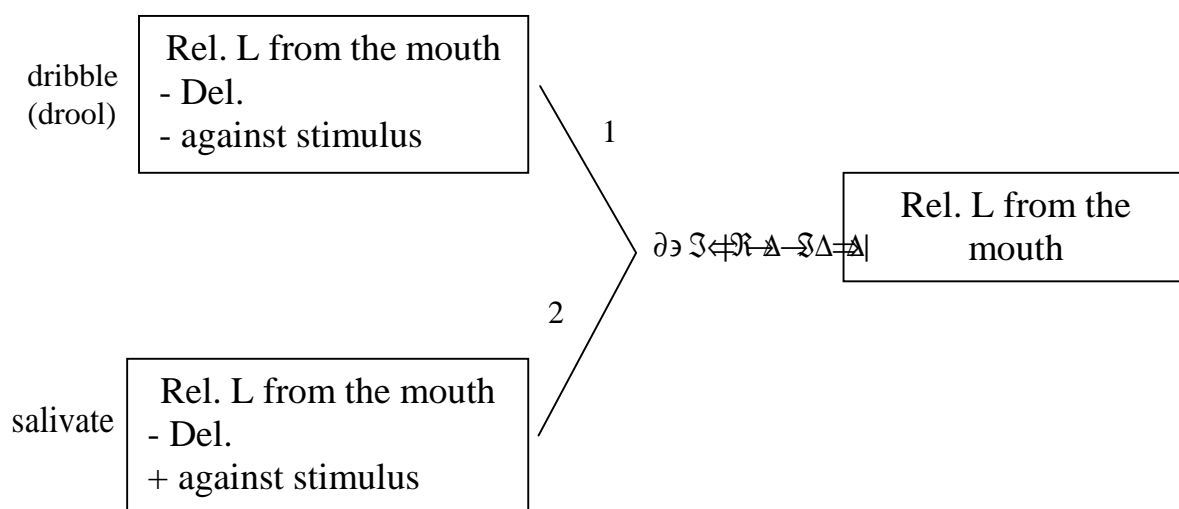


Contexts:

1. Don't spit out of the window.
2. The baby *spat* its food on the table.
3. I forced my son eat more, but he *belched out* it through the mouth.

The Nepali verb '𑍆𑍆𑍆 𑍆𑍆𑍆' is used in context 1 only. Likewise, 'ok| lnu' is used in contexts 2 and 3 only. So the English verb 'spit' overlaps with '𑍆𑍆𑍆 𑍆𑍆𑍆' and '𑍆𑍆𑍆 𑍆𑍆𑍆' in meaning.

10) English



Contexts:

1. My child *dribbled* (*drooled*) over my shirt.

2. The delicious food made us *salivate*.

The Nepali verb 'ॐ३ ङ॒॒॒॑-॒॒॒-॒॒॒' is used in the both contexts. Therefore it overlaps with the English verbs 'dribble' (drool) and 'salivate' in meaning.

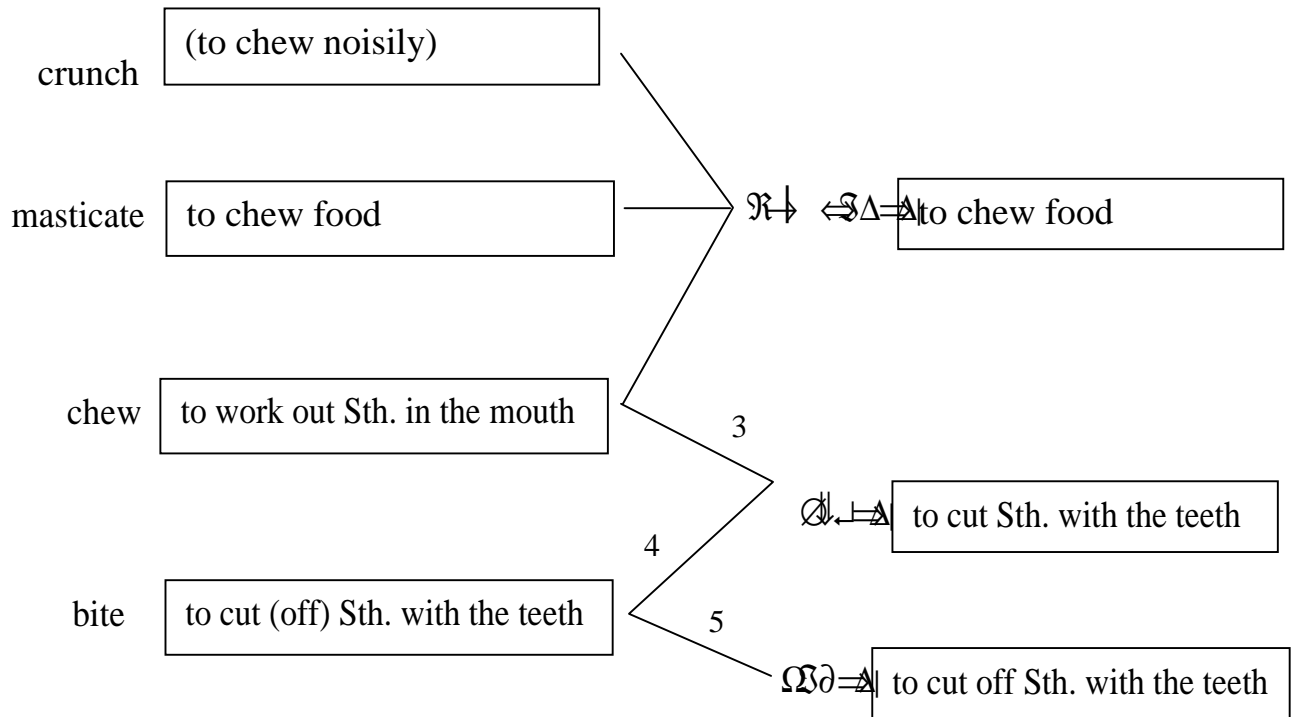
11) English

Nepali

1

2

2, 3



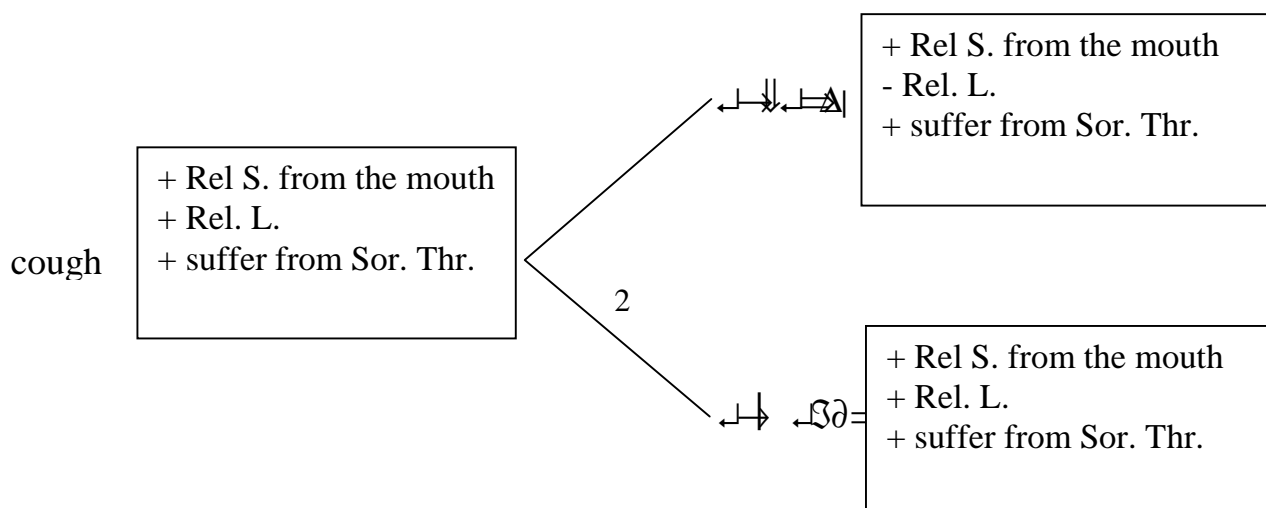
Contexts:

1. We went through the jungle *crunching* (i.e. producing sounds) biscuits.
2. *Chew* (*masticate*) your food properly while eating.
3. She was *chewing* on the end of pencil.
4. Don't *bite* your nails.
5. I *bit* the maize from the cob.

The Nepali verb 'खुट्टुनु' is equivalent to the English verb 'crunch' in context 1. It is equivalent to 'masticate' in context 2. It is equivalent to 'chew' in contexts 2 and 3. Likewise, the Nepali verb 'खुट्टुनुनु' is equivalent to 'chew' in context 3. It is equivalent to 'bite' in context 4. Similarly, the Nepali verb 'खुट्टुनुनु' is equivalent to 'bite' in context 5.

12) English

Nepali



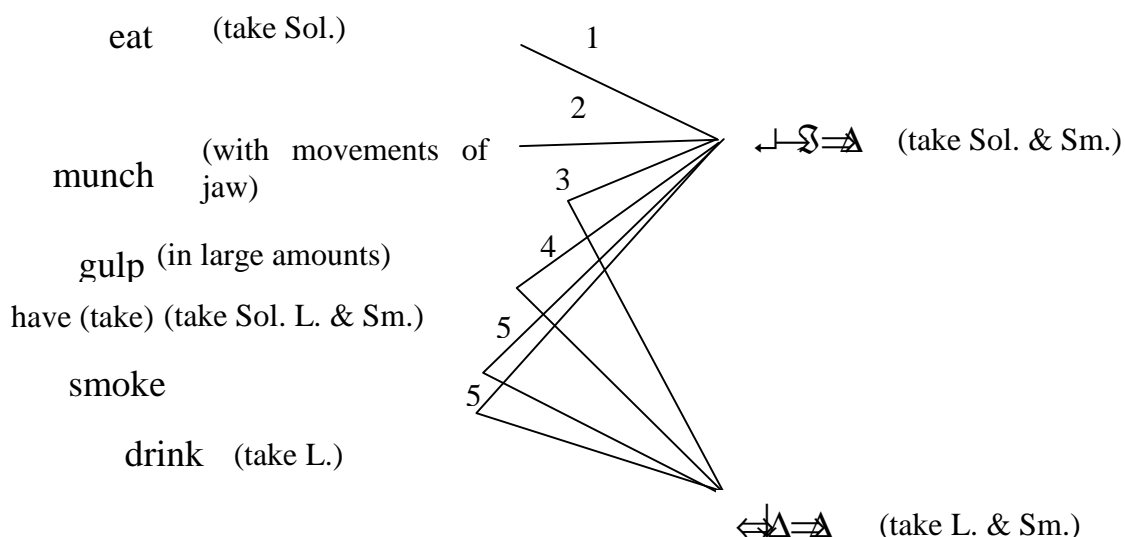
Contexts:

1. The way he is *coughing* and sneezing shows that he is suffered from common cold.
2. He *coughed* the blood with the sputum.

From the study of the English verbs in contexts, it is clear that the Nepali verb 'ጠፈ' is used in context 1 only. Likewise, 'ጠፈ' is used in context 2 only. It shows that the English verb 'cough' overlaps with the Nepali verbs 'ጠፈ' and 'ጠፈ' in meaning.

13) English

Nepali



Contexts:

1. She *eats* (*has, takes*) an apple everyday.

2. We went through the lane *munching* (*eating*) biscuits.

Although 'munch' and 'eat' both can be used in this contexts, they give different meaning.

3. At first she shipped at tea and then *gulped* it.

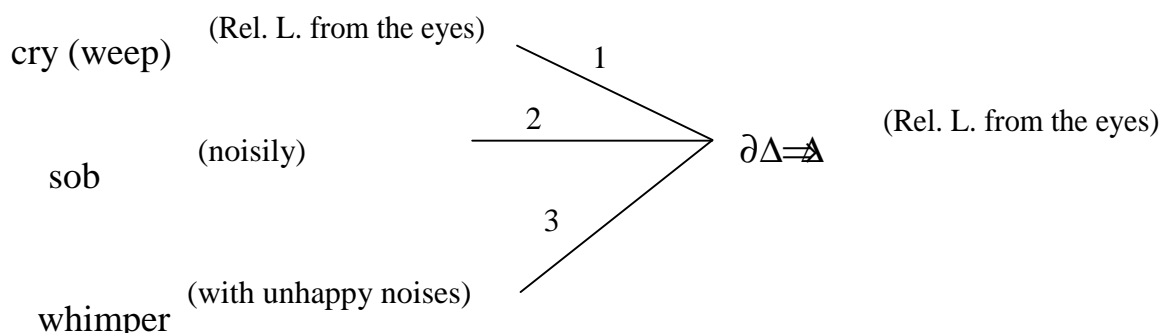
4. I *drink* (*take, have*) a glass of milk everyday.

5. You shouldn't smoke in this area.

The Nepali verb '𑂣𑂱𑂲𑂳' is used in all the above contexts. '𑂣𑂱𑂲𑂳' is used in contexts 3,4 and 5 only.

14) English

Nepali



Contexts:

1. The child is *crying* in the bed.

2. The child is still *sobbing*.

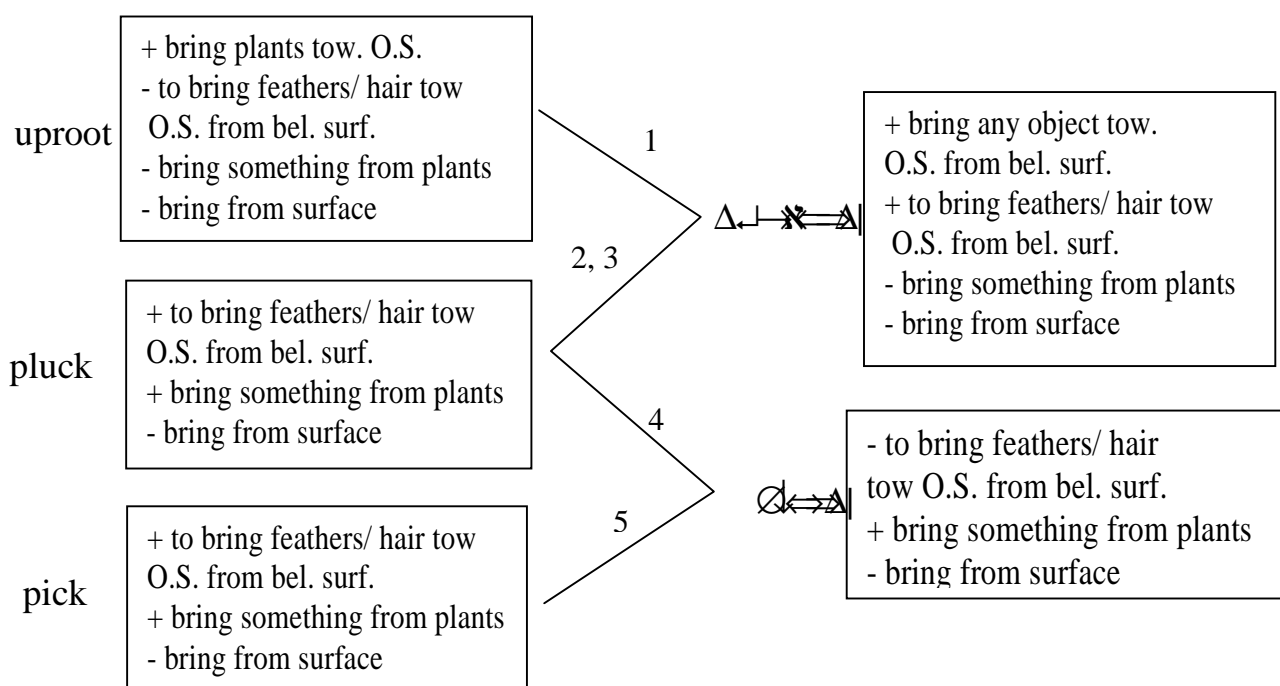
Although 'cry' can also be used in this context, it gives different meaning.

3. The baby started to *whimper* to show that he could not stay alone.

'Cry' can also be used in this context, but it gives different meaning.

The Nepali verb '𑂣𑂱𑂲𑂳' is used in all these contexts.

15) English



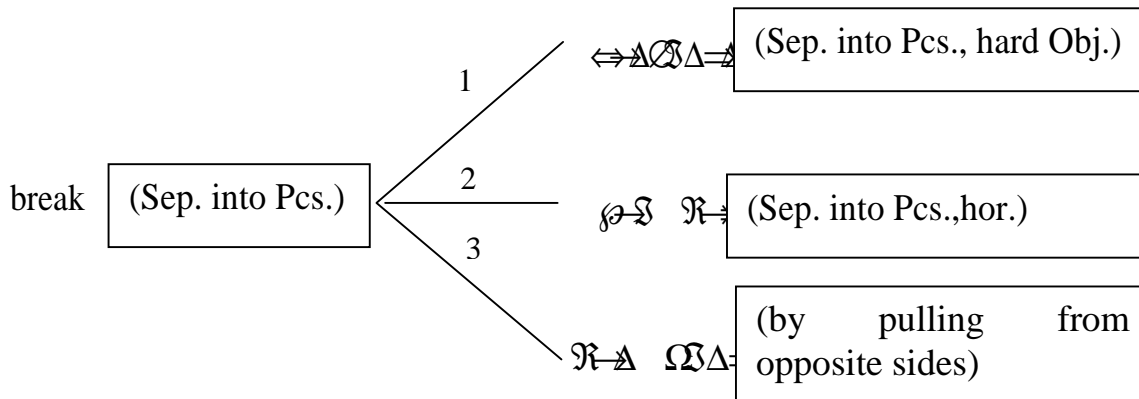
Contexts:

1. It is very difficult to *uproot* that big tree.
2. I will *pluck* that bird's feathers.
3. Don't *pluck* goat's hairs.
4. i) Don't *pluck* those flowers.
ii) Can you *pick* me a rose, please?
5. She *picked* a hair from the table.

The Nepali verb ' $\Delta \downarrow \times \Rightarrow \Delta$ ' is used in contexts 1 and 2. It shows that ' $\Delta \downarrow \times \Rightarrow \Delta$ ' overlaps its 'uproot' and 'pluck' in meaning. Likewise, ' $\Delta \downarrow \times \Rightarrow \Delta$ ' overlaps its 'uproot' and 'pluck' in meaning. Likewise, ' $\bigcirc \leftarrow \Rightarrow \Delta$ ' is used in contexts 4 and 5 whereas 'pluck' is used in contexts 3 and 4 i) only. It shows that 'pluck' overlaps with ' $\Delta \downarrow \times \Rightarrow \Delta$ ' and ' $\bigcirc \leftarrow \Rightarrow \Delta$ ' in meaning. Again ' $\bigcirc \leftarrow \Rightarrow \Delta$ ' overlaps with 'pluck' and 'pick' in meaning.

16) English

Nepali



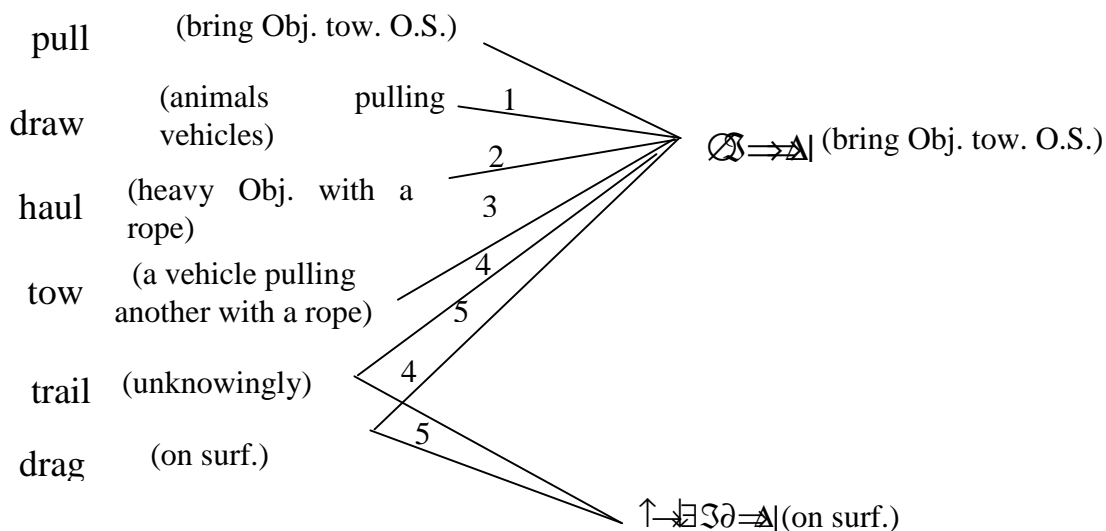
Contexts:

1. The child *broke* the mirror into several pieces.
2. I can *break* these sticks at once.
3. Can you *break* this string?

The Nepali verb '⇔ΔΩΔ=Δ' is used in context 1 only, '⊗Δ ΩΔ=Δ' is used in context 2 only, and '℞=Δ ΩΔ=Δ' is used in context 3 only.

17) English

Nepali



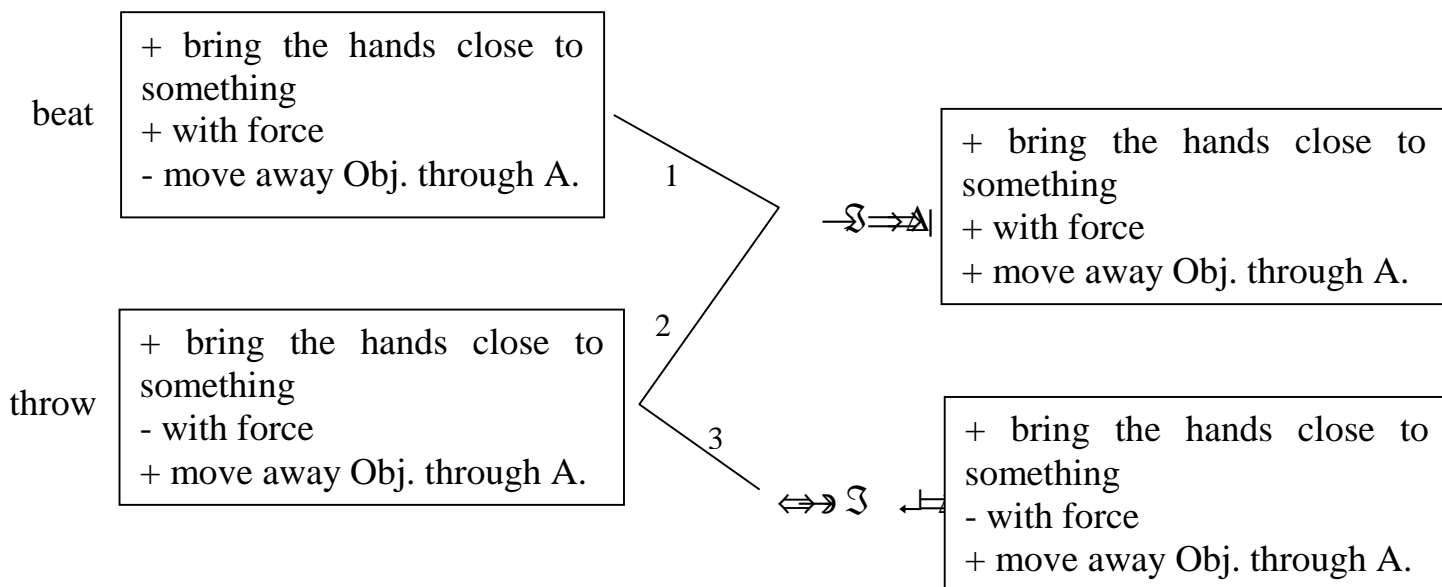
Contexts:

1. The oxen are *drawing (pulling)* a cart.
2. Look ! an elephant is *hauling (pulling)* a log.
3. I saw a truck *towing (pulling)* a jeep.
4. I *trailed (pulled)* a piece of cloth when I entered the house.
5. They *dragged (pulled)* the fallen tree on the ground.

The Nepali verb '𑍇𑍆𑍆𑍆' is used in the all contexts. '𑍆𑍆𑍆𑍆' is used in contexts 4 and 5 only.

18) English

Nepali



Contexts:

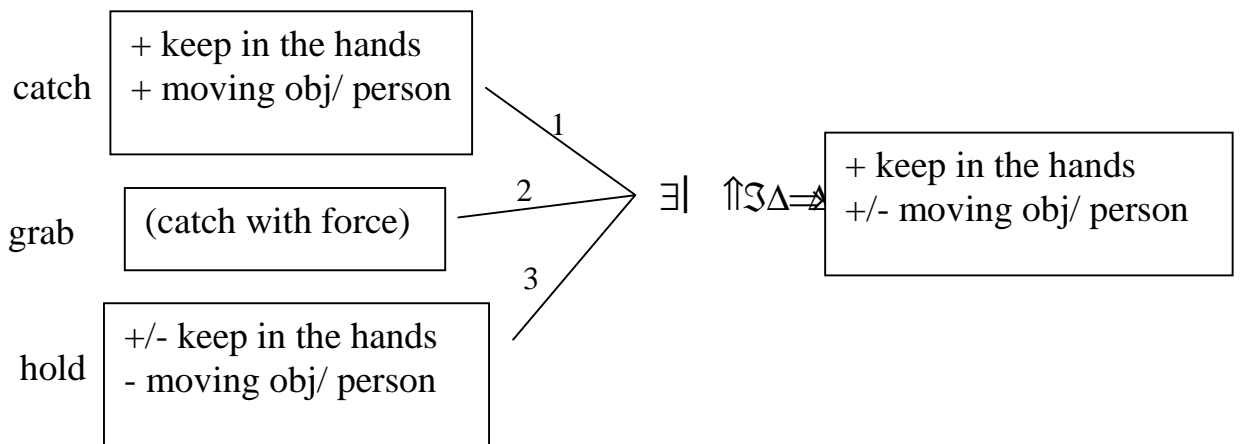
1. The villagers *beat* the thief until he became unconscious.
2. The demonstrators *threw* stones at the police.
3. He *threw* the ball towards me.

The Nepali verb '𑍇𑍆𑍆𑍆' is used in contexts 1 and 2. Similarly,

'𑍆𑍆𑍆𑍆' is used in context 3 only.

19) English

Nepali



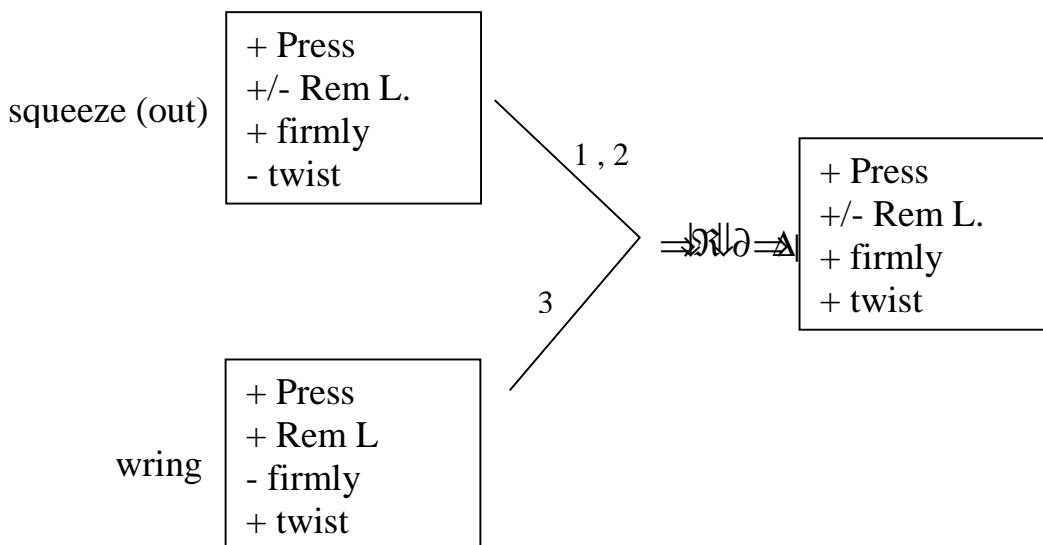
Contexts:

1. He threw the ball and I *caught* it.
2. The robber *grabbed* my collar and started to beat me.
3. The children were *holding* each other's hands.

The Nepali verb 'ॐ | †‡Δ=Δ' is used in all the above contexts.

20) English

Nepali



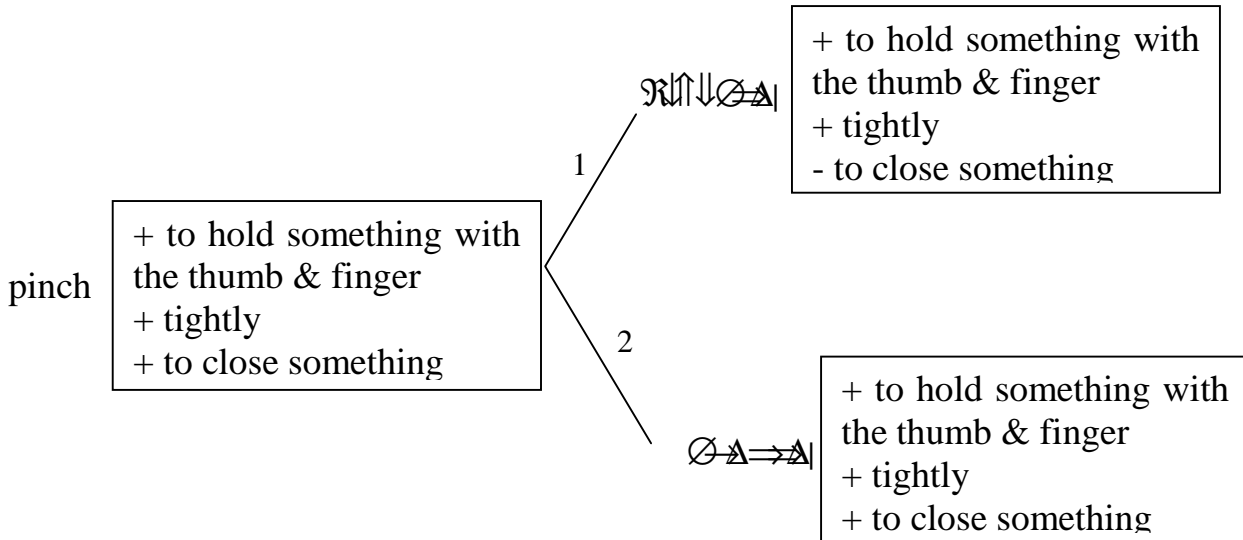
Contexts:

1. My mother *squeezed* my hands firmly.
2. I *squeezed out* a lemon.
3. Don't *wring* woolen cloths, squeeze out them.

The Nepal verb '𑁆𑁇𑁈𑁉𑁊𑁋𑁌𑁍' is used in all the above contexts.

21) English

Nepali



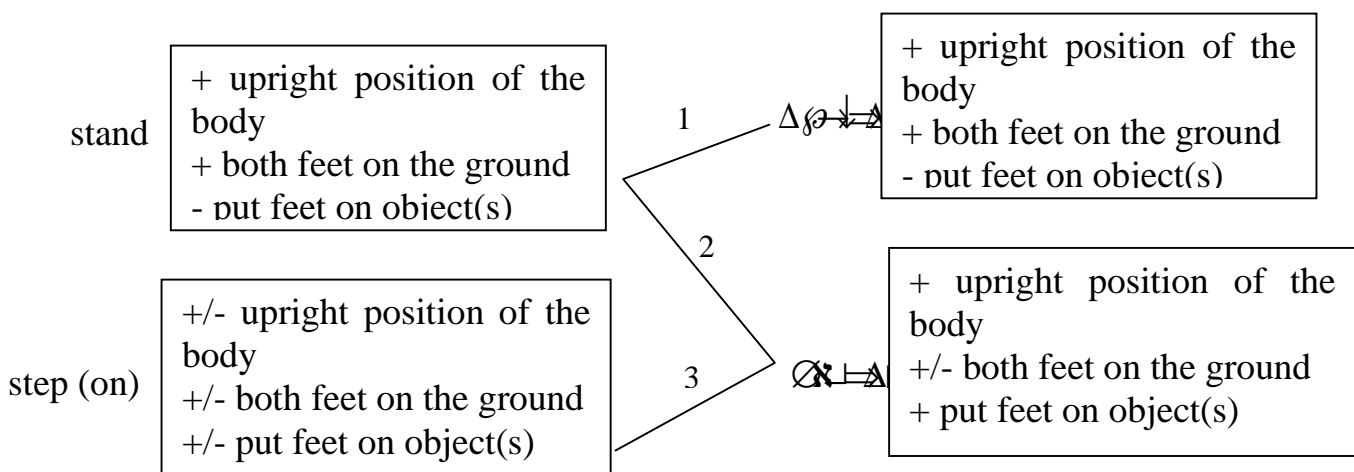
Contexts:

- 1. She *pinched* my cheeks.
- 2. *Pinch* your nose to stop reading.

The Nepali verb '𑁆𑁇𑁈𑁉𑁊𑁋𑁌𑁍' is used in context 1 only. '𑁎𑁏𑁐𑁑𑁒𑁓𑁔𑁕' is used in context 2 only. These shows that the English verb 'pinch' overlaps with the Nepali verbs '𑁆𑁇𑁈𑁉𑁊𑁋𑁌𑁍' and '𑁎𑁏𑁐𑁑𑁒𑁓𑁔𑁕' in meaning.

22) English

Nepali



Contexts:

- 1. The teacher is *standing* in front of the class.

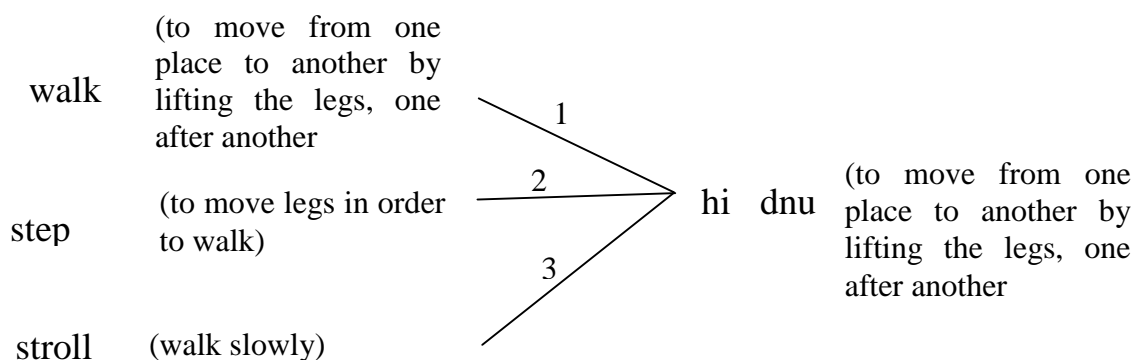
2. She is so weak that she can't even *stand*.

3. Ouch, you *stepped on* my toe.

The Nepali verb '𑍇𑍆𑍛𑍆𑍛' is used in contexts 1 and 2. '𑍇𑍆𑍛𑍆𑍛' is used in contexts 2 and 3.

23) English

Nepali



Contexts:

1. *Walk* through the side of the road.

2. She *stepped* into the house.

Although 'walk' and 'step' are used in same context, people step in order to walk.

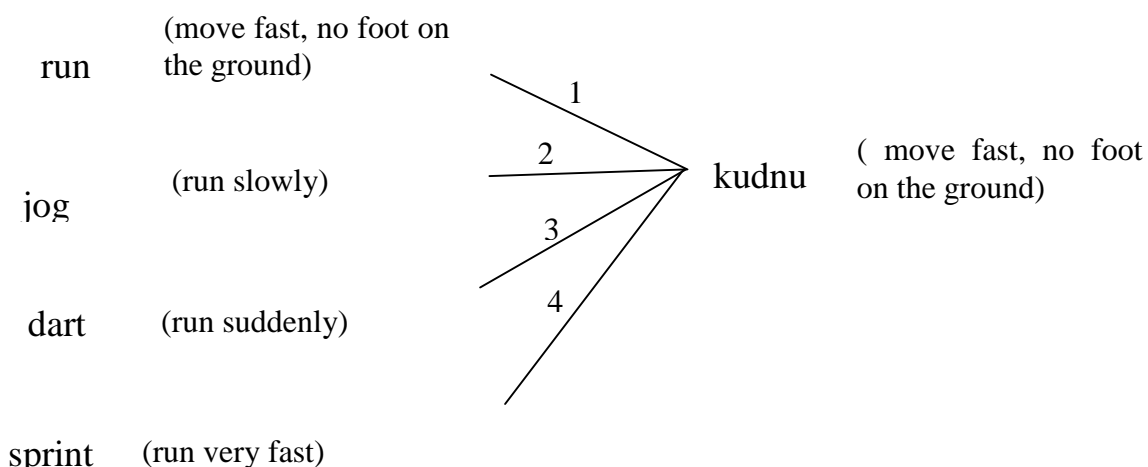
3. I'm just *strolling* around the park.

Walk can also used in this context. However, it gives a different meaning.

In all these contexts '𑍇𑍆𑍛𑍆𑍛' is used.

24) English

Nepali



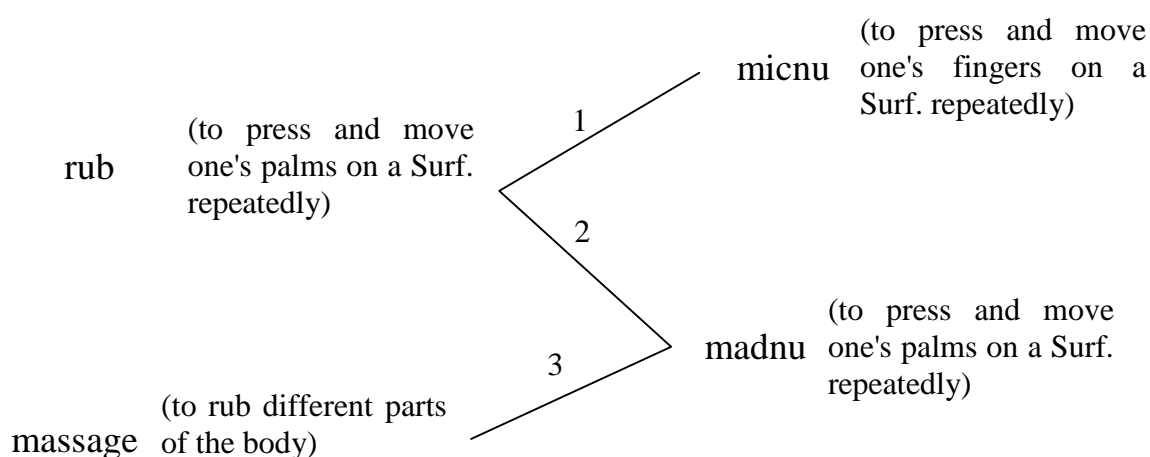
Contexts:

1. A cat *runs* faster than a man.
2. We go to *jog* every Monday.
3. When I entered the house, a rat *darted* (*ran*) out of a room.
4. We must *sprint* to catch the bus.

The Nepali verb 'कुदनु' is used in all these contexts.

25) English

Nepali



Contexts:

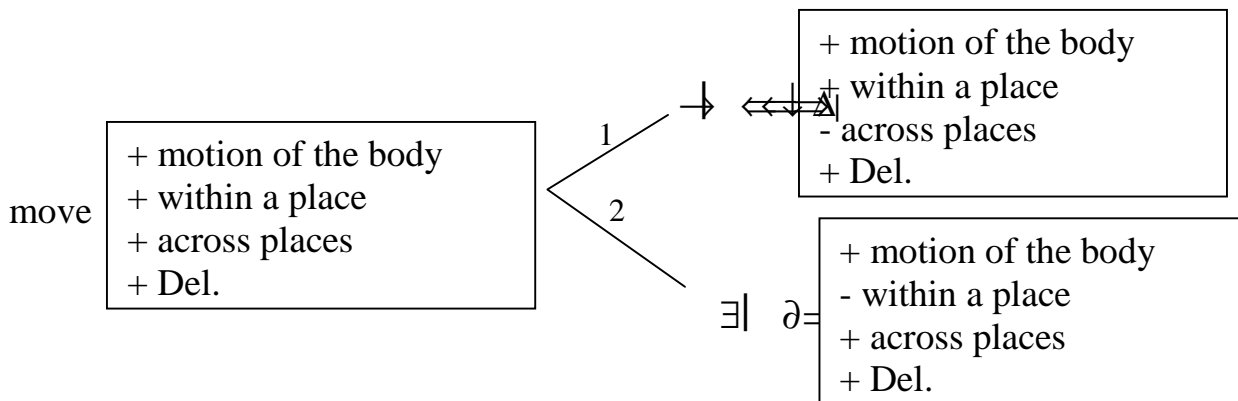
1. Do not *rub* your eyes.

2. She is *rubbing* her legs.
3. Could you please *massage*

The Nepali verb '↑↓→' is used in context 1 only. We can use '↑↓↔' in contexts 2 and 3.

26) English

Nepali



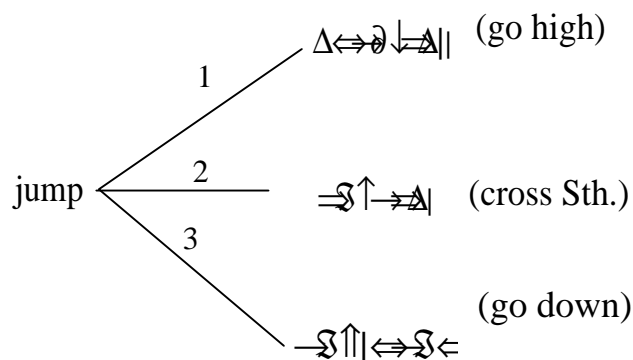
Contexts:

1. He must be alive, he is *moving*.
2. She is so weak that she can't even *move* from one place to another.

The Nepali verb '→↔' is used in context 1 only. '∃| ∂=' is used in context 2 only. It shows that the English verb 'move' overlaps with the Nepali verbs '→↔' and '∃| ∂=' in meaning.

27) English

Nepali



Contexts:

1. I can *jump* two meters.
2. The horse *jumped* all the fences.
3. He *jumped* down from the bridge.

The Nepali verb 'ढक्रेडुड' is used in all the above contexts.

CHAPTER-IV

FINDINGS AND RECOMMENDATIONS

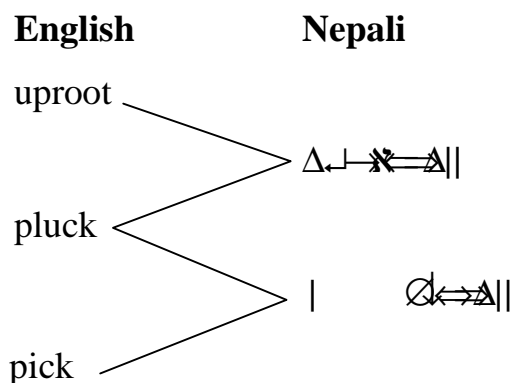
4.1 Findings

Since the main objectives of this study are to find out the English and Nepali verbs related to actions performed by different parts of the body and to establish semantic equivalence and overlapping between them, the following findings have been drawn.

- a) In comparison to Nepali, English has more verbs that are related to actions performed by different parts of the body.
- b) There are more compound verbs in Nepali than in English.
- c) Only a few English and Nepali verbs give exactly the same meaning. Out of the total 156 English and 104 Nepali verbs, only 22 verbs have exactly the same meaning. For example,

| English | | | | | | Nepali |
|---------|--|--|--|--|--|---------|
| उत्खनने | | | | | | उत्खनने |
| उत्खनने | | | | | | उत्खनने |
| उत्खनने | | | | | | उत्खनने |

- d) The number of the instances of semantic overlapping are more than that of one-to-one correlation of meaning of verbs. For example.



- e) There are more instances of one Nepali verb overlapping with the English verbs than one English verb overlapping with the Nepali verbs.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings of the study, the following recommendations and pedagogical implications have been made.

- a) It is believed that if two languages are similar the speakers of one language learning another will not have to face to much difficulty. In second language learning if some areas of first language and second language are similar then the learners will find such areas easier to learn than the different ones. So the English and Nepali verbs that are exactly equivalent in meaning will be easier for the English speakers learning Nepali (ESLN) and Nepali speakers leaning English (NSLE), than the verbs that overlap in meaning.
- b) Generally, semantic systems of two languages differ. English and Nepali also differ in their semantic systems. General tendency of second language learners is that they try to use the semantic systems of their native language in target language. In such a situation they are likely to commit errors. Hence, if the words in learners' native language and target language are not equivalent but overlap in meaning, they will be likely to commit errors. Thus NSLE are likely to come up with the following erroneous sentences:
 - i) *Sorry, I could not listen anything.
 - ii) *I uprooted a bird's feathers.

Here the learners have chosen the verbs without taking account of deep meaning of these verbs. They are not aware of the fact that the Nepali verbs 'sannu' overlaps with the English verbs 'listen' and 'hear' in meaning. The learners are not aware of the difference between 'listen' and 'hear' and have chosen one verb randomly. The learners have used the same technique while choosing 'uproot' in the second sentence.

Likewise, ESLN students come up with the following erroneous sentences ||

i*) ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~

ii*) ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~ ~~नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्।~~

Here the learners are not aware of the differences between 'नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्' and 'नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्' and between 'नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्' and 'नेपालको नदीहरूमा धेरै साना साना नदीहरू बग्छन्' because they have used the semantic systems of their native language in Nepali.

- c) In order to minimize learner's difficulty in choosing correct words in target language, vocabulary should be taught in meaningful contexts rather than translating them into mother tongue. This helps learners know meanings of words according to their context in which they are used in target language.
- d) Further studies should focus on comparative semantic descriptions of words in different languages. From this we will know semantic systems of those languages, and predict probable difficulties that the learners of such language are likely to face.
- e) Second Language teaching should focus more on those words that overlap in meaning than the words that are equivalent.

- f) Syllabus designers and textbook writers should focus on the words that overlap in meaning with the words in learners' first language. From this they get more and more practice and know the context in which words are used in target language.

- g) Comparative semantic studies of this sort also have implications in the field of translation. While maintaining equivalence between the source language text and target language text, a translator should keep in mind the danger of semantic overlapping, which can sometimes create problems. For this, the translator needs to have wide knowledge of the semantic systems of both source language and target language.

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APPENDIX-A

Use of the English verbs in contexts

| Verb | Sentence |
|------------------------|--|
| Look | <i>Look</i> at this book. |
| Stare | He was <i>staring</i> at the teacher with amazement. |
| Gaze | He sat on the chair <i>gazing</i> into the sea after he lost his bracelet. |
| Glance/glimpse | I <i>glanced (glimpsed)</i> at the newspaper headlines. |
| Watch | Last Saturday I spent the whole day by <i>watching</i> television |
| See | 1) I looked in the sky but <i>saw</i> no stars. 2) Last Saturday I went to <i>see</i> a movie. |
| Shut | She <i>shut</i> her eyes and fell asleep. |
| Twinkle | His eye were <i>twinkling</i> when he said this news to me. |
| Blink | 1) He <i>blinked</i> his eyes to clear the dust. 2) He stood in front of the door <i>blinking</i> at the college girls. |
| Wink | She <i>winked</i> at me to show that what she said was not true. |
| peep | He <i>peeped</i> us through a keyhole. |
| Listen and hear | They <i>listened</i> carefully but <i>heard</i> nothing. |
| Eavesdrop | I Just stood outside <i>eavesdropping</i> their conversation. |

Mouth nose and throat

| Verb | Sentence |
|----------------|--|
| Smell | 1) Ok, <i>smell</i> and find today's lunch. 2) I can <i>smell</i> something disgusting around here. |
| Scent | The cat <i>scented</i> a rat. |
| Breathe | We <i>breathe</i> faster when running than we do in a normal condition. |
| Sigh | After finding the wallet, he <i>sighed</i> with relief. |

| | |
|------------------------|---|
| Puff | I <i>puffed</i> hard when I reached the top of the hill. |
| Sneeze | Dust in the air made her <i>sneeze</i> . |
| Yawn | The boring lecture of the professor made her <i>yawn</i> . |
| Speak | We couldn't catch you, can you <i>speak</i> a bit loudly? |
| Talk | We <i>talked</i> for hours about the political situation of Nepal. |
| Say | The students <i>said</i> "Good morning, sir." |
| Tell | I <i>tell</i> you, our plan will be successful. |
| Shout | "The roof is falling!" he <i>shouted</i> . |
| Thunder | "How dare you come here?" the officer <i>thundered</i> . |
| Scream | "Help!" she <i>screamed</i> . |
| Cry out | The grievances were <i>crying out</i> for redress |
| Yell (out) | She <i>yelled</i> out in pain. |
| Whimper | "Please don't leave me alone.", my brother <i>whimpered</i> . |
| Whistle | 1) The audience <i>whistled</i> with excitement. 2) The farmer <i>whistled</i> a folk song in the jungle. |
| Spit | 1) The baby <i>spat</i> its food onto the table. 2) Don't <i>spit</i> out of the window. |
| Belch out | I forced my son to eat, but he <i>belched out</i> it through the mouth. |
| Vomit | While traveling by the bus, she <i>vomited</i> all she had eaten. |
| Retch | She <i>retched</i> at the smoke and ran away. |
| Salivate | The delicious food made the beggar <i>salivate</i> . |
| dribble (Drool) | My child <i>Dribbled (drooled)</i> over my shirt. |
| Suck | The baby is <i>sucking</i> her mother's breast. |
| Sip (at) | We sat on the bench <i>sipping</i> at tea. |
| Lick | I <i>licked</i> honey off my fingers. |
| Chew | 1) The buffalo was <i>chewing</i> grass in the shed. 2) A student was chewing on the end of pencil in the exam hall. |
| Masticate | <i>Masticate</i> your food properly when eating. |
| Bite | While eating he <i>bit</i> his tongue. |

| | |
|----------------------------|--|
| Gnaw | I <i>gnawed</i> the whole betel nut. |
| Crunch | Let's <i>crunch</i> these biscuits. |
| Cough | 1) He is <i>coughing</i> and sneezing. 2) He <i>coughed</i> blood with the sputum. |
| Hiccough | he laughed so much that he started to <i>hiccough</i> . |
| Burp/ Belch | He drank one liter water at once and <i>burped (belched)</i> . |
| Snore | My wife always <i>snores</i> whenever she is asleep. |
| Eat | I <i>eat</i> an apple everyday. |
| Munch | We walked through the lane <i>munching</i> biscuits. |
| Have/ take | Let's <i>have (take)</i> today's dinner in a restaurant. |
| Drink | How many glasses of milk do you <i>drink</i> everyday? |
| Smoke | You shouldn't <i>smoke</i> in this area. |
| Gulp | At first, she sipped at tea and then <i>gulped</i> it. |
| Swallow | Chew your food properly before <i>swallowing</i> it. |
| Stand (on head) | It is very difficult to <i>stand on head</i> . |
| head | The player scored a goal by <i>heading</i> . |
| Bow | I <i>bowed</i> to my grandfather. |
| Laugh | His jokes often make me <i>laugh</i> . |
| Smile | The girl <i>smiled</i> at me and I did the same in response. |
| Grin | The child <i>grinned</i> at me to share his funny information secretly. |
| Smirk | When he heard the news that he got a lottery, he <i>smirked</i> among his friends. |
| Sneer | Don't <i>sneer</i> at my suggestions. |
| Frown | 1) Why do you <i>frown</i> at me? 2) He sat on the chair and <i>frowned</i> at a newspaper. |
| Grimace | As she cut her finger, she <i>grimaced</i> with pain. |
| Cry | The child was <i>crying</i> in the bed. |
| Cry (weep) | When she heard the news about her husband's death she started to <i>cry (weep)</i> . |

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| Sob | The child is still <i>sobbing</i> . |
| Whimper | The baby in the bed began to <i>whimper</i> |
| Wail | "I've lost my bike", she <i>wailed</i> . |
| Touch | Don't <i>touch</i> that iron ! |
| Brush | I <i>brushed</i> his shoulder on the way to office. |
| Stroke | he <i>stroked</i> his girl friend's hair. |
| Pluck | 1) I'll <i>pluck</i> your hair! 2) We <i>plucked</i> a cock's features. 3) Don't <i>pluck</i> those flowers. |
| Pick | 1) She <i>picked</i> a hair from the table. 2) Can you <i>pick</i> me a rose, please? |
| Slap | The teacher <i>slapped</i> a student's face. |
| Hit | He <i>hit</i> me on the shoulder with the hands. |
| Beat | 1) The villagers <i>beat</i> the thief until he became unconscious. 2) The musician <i>beat</i> the drum. |
| Smash | The child <i>smashed</i> a glass. |
| Pull | 1) The porter is <i>pulling</i> a heavy box. 2) He <i>pulled</i> his wife towards him. 3) She <i>pulled</i> the curtains. |
| Stretch | <i>Stretch</i> the rubber. |
| Draw | I couldn't <i>draw</i> the cork out of the bottle. |
| Drag | They <i>dragged</i> the fallen tree on the ground. |
| Haul | Look!, an elephant is <i>hauling</i> a log. |
| Tow | I saw a truck <i>towing</i> a jeep. |
| Trail | I <i>trailed</i> a rope on the floor as I went into the house. |
| Uproot | We <i>uprooted</i> a coconut tree this morning. |
| Push | My friends <i>pushed</i> a table towards me. |
| Throw | 1) The demonstrators <i>threw</i> stones at the police. 2) He <i>threw</i> the ball towards me. |
| Cast | He <i>casted</i> a stone into the river. |
| Lift (up) | Can you <i>lift</i> that suitcase <i>up</i> ? |
| Raise | 1) <i>Raise</i> your hand please. |

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| | 2) She <i>raised</i> a book from the table. |
| Pick sth./sb. up | He <i>picked up</i> the mirror from the floor and look his own face. |
| Open | Can you <i>open</i> the door, please? |
| Close (shut) | <i>Close (shut)</i> the window, I'm feeling cold. |
| Catch | Can you <i>catch</i> if I throw this book to you. |
| Hold | The children were <i>holding</i> each others hands. |
| Grab(seize) | The robber <i>grabbed (seized)</i> my wallet and ran away. |
| Tear | My little son tore my shirt. |
| Split | We <i>split</i> the log with an axe. |
| Break | 1) Can you <i>break</i> this string? 2) We <i>broke</i> the mirror into several pieces. |
| Keep (put) | <i>Keep (put)</i> the book on the table. |
| Join | We <i>joined</i> one end of a pipe to that of another. |
| Connect | I <i>connected</i> my computer to electricity supply. |
| Attach | This house is <i>attached</i> to a garage. |
| Fasten | 1) She <i>fastened</i> her belt. 2) She <i>fastened</i> two sheets of paper together. |
| Clap | As the actor entered the hall, the audience started to <i>clap</i> . |
| Squeeze (out) | 1) He <i>squeezed</i> her hands firmly. 2) I <i>squeezed</i> out a lemon. |
| Wring | Do not <i>wring</i> woolen clothes, squeeze out them. |
| Clean | 1) Your clothes need to be <i>cleaned</i> . 2) I spend each day by cooking and <i>cleaning</i> . |
| Wash (up) | Did you <i>washed (up)</i> these glasses? |
| Brush | <i>Brush</i> your teeth. |
| Scrub | They have been <i>scrubbing</i> the floor. |
| Rub | 1) Do not <i>rub</i> your eyes. 2) She is <i>rubbing</i> the wood with a sandpaper. |
| Massage | Could you please <i>massage</i> on my back? |
| Knead | <i>Knead</i> the food properly before you eat. |

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| Scratch | 1) She <i>scratched</i> the coupon to see what was there. 2) The child <i>scratched</i> a mark on the ground. 3) Don't <i>scratch</i> yourself. 4) She <i>scratched</i> my face. |
| Pinch | My mother <i>pinched</i> my cheek joyfully. |
| Claw | She <i>clawed</i> his face in anger. |
| Peel | Can you <i>peel</i> me a banana, please? |
| Shell | Did you <i>shell</i> the eggs? |
| Shuck | We <i>shucked</i> all the nuts. |
| Scrape (off) | 1) He <i>scraped off</i> paint from the wall. 2) I <i>scraped</i> my leg off in the accident. |
| Stand | My grandmother is so weak that she can't even <i>stand</i> . |
| Step on | Ouch! you <i>stepped on</i> my toe. |
| Step | She <i>stepped</i> into the house. |
| Walk | <i>Walk</i> through the side of the road. |
| Stroll | He's just <i>strolling</i> around the park. |
| Run | 1) The thieves turned and <i>ran</i> when they saw the police. 2) A cat <i>runs</i> faster than a man. |
| Jog | I go <i>jogging</i> every morning. |
| Sprint | We must <i>sprint</i> to catch the train. |
| Dart | When I entered the room, a cat <i>darted</i> out of the room. |
| Kick | He <i>kicked</i> the ball into the goal post. |
| Shoot | Instead of dribbling, he <i>shot</i> the goal. |
| Jump | 1) I can <i>jump</i> 2 meters. 2) He <i>jumped</i> down from the bridge. 3) The horse <i>jumped</i> all the fences. |
| Spring | The cat <i>sprang</i> out of the bush. |
| Bounce | The children <i>bounced</i> with joy. |
| Crawl | A baby <i>crawls</i> before it can walk. |
| Tremble | 1) She opened the door with <i>trembling</i> hands. 2) We <i>trembled</i> with fear. |
| Shiver | We started to <i>shiver</i> in cold. |

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| Shake | We are <i>shaking</i> with cold. |
| Perspire (Sweat) | The players started to <i>perspire/ sweat</i> in the football match. |
| Move | 1) He must be alive he is <i>moving</i> . 2) She is so sick that she can't even <i>move</i> from one place to another. |
| Dance | We enjoyed the party by <i>dancing</i> and drinking. |

APPENDIX-B

Use of the Nepali verbs in contexts

| Verb | Sentence |
|-----------------|-------------------------|
| → | 1 ... 2 ... 3 ... |
| ↔ | ... |
| ↔↔↔ | ... |
| chiml nu | ... |
| ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ | ... |
| ↔↔↔ | 1 ... 2 ... 3 ... |
| ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ ↔↔↔ | ... |
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| ↔↔↔ ↔↔↔ | ... |
| ↔↔↔ ↔↔↔ | ... |

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| | 3 Δ ⇒ NΩ Ø ← N X, uz€?! |
| tali pitnu | ⇔ ϕ . ← S. Sd ϕ Ø ⇔ ∃ NΩ d ← ρ Δ Ø ⇔ ⇔ Ø Ø S ← N H |
| nicornu | 1. Δ E ← N Δ ⇒ ω - S Ø ϕ d Ø d S ↓ € z t, ... E, ? 2. Δ ⇒ ↓ ω . ← S S € Å € z t, ... € ^ y, † H |
| muchnu | 1. Δ ⇒ ↓ ρ Δ ⇔ Ø ω ~ ^ t y z ... Å y v r 1 ρ ↓ = H 2. ↓ S = S . ↓ S = Δ ϕ ↓ = S S ⇔ ← N d S ↑ d d ↓ ~ ^ t y Å ? |
| dhunu | Ø ← S ↓ . S ⇔ Å S ↓ ρ Δ u y ^ € v ρ S ϕ ↓ N ρ ↓ = H |
| majhnu | 1. Ω Ø - r { y Å ? 2. Ø ↑ ← N ρ ↓ ↑ ← S E ↓ ρ Δ - r { y Å ^ P |
| madnu | ↑ N ↓ Ω - S Ω - r u z u v ^ ⇔ H |
| micnu | S ↓ S € Å ~ z t Å ? |
| ghotnu | Δ ⇒ ↓ . ↓ S . E ↓ ← N . S Ø ρ x y, t u Å z t y z € H |
| kotyaunu | Δ E ← N . Δ ⇔ ⇒ , † E r v ... Å . ↓ N ρ ↓ ϕ ↓ ⇒ ← N d ↓ H |
| kl yaunu | S ⇔ ⇒ ω ← Δ € Å Å € E r ^ H |
| thunnu | Ø ↑ ← N . ↓ ⇔ S . ↓ t y ^ € v r ⇔ α |
| cithornu | Δ ⇒ N ↑ N ↓ = Δ - S d t z t y, ... z € ? |
| cimotnu. | S ↑ S ← N ↑ N ↓ ↑ S ← S ↑ S t z ~, † € ^ s y Å E, H |
| tachnu | ↑ N ↓ ← S ↑ ↓ N Ω . ↓ N S † r t y z u v ^ ⇔ H |
| nl ngyaunu | ↑ ← N ↑ ↓ ↓ € Å € x E r E v ü H |
| chodaunu | ↑ ↓ ↓ t y, u r ^ Ø H |
| uvinu (X H Δ) | ↑ N ↓ ⇔ ← Δ d S ↑ S ε Ø ↑ ← d - Δ - Δ - Δ - ρ ↓ . ↓ € → S ^ % z € Å 1 (. ↓ Δ Ω X H S) ⇔ ⇒ E . H - Δ ⇒ ↓ . |
| kulcinu (X H Δ) | ↓ S ! Ø ↑ ← N ↑ N ↓ . ↓ Δ Ω . ω Δ ⇔ ^ } t z E Å ^ 1 († v E Å ^). 1 |
| hi dnu | ϕ Ø . ω ρ N ρ ϕ ϕ y z ü u Å ? |
| kudnu (Ω Δ Ω = Δ) | 1. ⇔ Δ ⇔ E ← S ↓ Ω . ↓ N ρ d ↓ ρ Δ u, ^ u z v (^ u v). 2. ϕ d S ⇔ ↑ S = ρ N ρ ↓ = S S ρ S Ω u, ^ u z € t y Å 1 (^ u t y Å). |
| hannu | 1. Δ E ← N ρ ↓ . Δ = Ω ↑ ← E E ϕ Ø d y r € E, ? |

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| | 2. 𐌹𐌺𐌰 𐌰𐌶𐌳𐌹𐌸𐌰𐌶𐌰𐌵𐌰 𐌸𐌸𐌰𐌶𐌰𐌸𐌰𐌶𐌰𐌵𐌰, 𐌰! |
| 𐌶𐌰𐌶𐌰𐌶𐌰 | 1. 𐌰𐌰 𐌰𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌸𐌰𐌶𐌰𐌶𐌰 𐌰𐌶𐌰𐌶𐌰 2. 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰 𐌰𐌶𐌰...𐌸𐌰, 𐌰 3. 𐌰𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌸𐌰! |
| hamphalnu | 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰 𐌰𐌶𐌰-𐌶𐌰𐌶𐌰, 𐌰! |
| naghnu | 𐌶𐌰𐌶𐌰𐌶𐌰 𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰, 𐌰! |
| ghu da teknu | 𐌶𐌰𐌶𐌰𐌶𐌰 𐌰𐌶𐌰 𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 |
| bame sl rnu | 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰? |
| kamnu | 1. 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰, 𐌰! 2. 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰 𐌰 |
| hl llinu | 1. 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 }zu𐌶𐌰 zty𐌶𐌰? |
| sl rnu | 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰 𐌰 |
| pl sina kadhu | 𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰𐌶𐌰 |
| nacnu | 𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰𐌶𐌰...𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰𐌶𐌰 𐌶𐌰 𐌰 |

SEMANTIC OVERLAPPING BETWEEN THE ENGLISH AND
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