

## **CHAPTER - ONE**

### **INTRODUCTION**

#### **1.1 General Background**

A language is a system of conventional signals used for communication by a whole community. Shrestha, (2001) writes, “It is often said that the anthropoid is transformed into a human being through language acquisition. Animals do not acquire language, only human do. All children (except deaf and dumb) develop speech with ease, untutored, and in similar stages (Shrestha, 2001:62)”. “By now, language teaching practitioners, syllabus designers and textbook writers have come to realize that language, the only unique possession of human, is primarily meant for communication and this is, in fact, the “Communication through language” by which humans are endowed with the credibility of being ‘social’ and also probably it is in this sense humans are different from animals” (Sharma, 2001:13).

Obviously, language is the most powerful, convenient and permanent means and form of human communication. Non-linguistic symbols such as expressive gestures, traffic lights, road signs, etc. are also means of communication yet they are not so flexible, comprehensive, perfect and extensive as language is. It is the best means of self-expression, a form of social behaviour and a vehicle of human thoughts, ideas and feelings. It is structurally complex; however, it is creative and productive. According to Sapir (1978:8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”

There are more than thousand languages in the world in existence. Among them, the English language is supposed to be a superior one to the rest because it is spoken by most of the people throughout the world (Karn, 2006:2). It is the language of international politics, trade, commerce, industry and academic conference as well. It serves today as a lingua franca in many parts of the world. Most of the important books in the field of art and literature, religion and ethics, social and medical sciences, science and technology are written in English language. So it is an inevitable source of knowledge. Moreover it is one of the six official languages of United Nations Organization (UNO).

Karn, (2006:2) maintains that Durbar High Schools was the first school to teach English in Nepal which was established by late PM Jung Bahadur Rana in 1853 A.D. He further writes, now, English has been taught right from grade one in public schools as a compulsory subject and from Nursery in private schools. In addition, it is used as an access language or a library language and as a means of instruction and evaluation at the higher level of education.

“Despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. The 2001 census has identified 92 languages spoken as mother tongues. Besides, a number of languages have been reported as ‘unknown’ languages (CBS, 2001), which need to be precisely identified on the basis of field observation and its analysis. This multilingual setting confers on Nepal a distinctive position on the linguistic map of the world and renders it as one of the most fascinating areas of linguistic research” (Yadava, 2003:137).

## 1.2 Languages in Nepal

**Nepal is a linguistically diverse country.** The varied cultural and ethnic groups have given rise to various languages in use. According to population census, 2001, there are 92 languages spoken in Nepal, with various dialects (CBS Report, 2002). The multilingual scenario in Nepal has, thus, created a profound complexity in language planning and language teaching. An outline of languages in Nepal is given below (CBS, 2002).

1. Indo-European Family: The following languages belonging to this family are being spoken in Nepal.

- i) Nepali    ii) Maithili    iii) Bhojapuri
- iv) Awadhi    v) Tharu    vi) Rajbanshi
- vii) Danuwar    viii) Bengali    ix) Magahi
- x) Marawadi    xi) Kumal    xii) Durai
- xiii) Marathi    xiv) Bhote    xv) Hindi/Urdu
- xvi) Churei

2. Tibeto-Burman Family: This family includes the following languages in Nepal.

- i) Limbu    ii) Thakali    iii) Ghale
- iv) Hayu    v) Chamling    vi) Chepang
- vii) Newar    viii) Kaike    ix) Gurung
- x) Tamang    xi) Sangiung    xii) Sunwar

3. Dravidian Family: Only one language named 'Jhakad' is spoken in Nepal belonging to this group.

4. Auto-Asiatic Family: This family also includes only one language named 'Satar', spoken in the eastern Terai at Nepal.

### **1.3 The Maithili Language**

Yadava, (1996:1) writes "Maithili is an eastern Indo-Aryan language spoken by a total of about 21 million people in the eastern and northern regions of the Bihar state of India and the south eastern plains, known as the Tarai, of Nepal (see app. D). In the past, Maithili was regarded either as a dialect of Bengali, or of Eastern Hindi, or as one of the three dialects of a spurious language called "Bihari". Today, however, it is regarded as a distinct language and taught as such in the Indian universities of Calcutta, Bihar, Patana, Bhagalpur, Darbhanga and Benares, and the Tribhuvan University of Nepal. Demographically, Maithili is the second most widely spoken language of Nepal, and according to the international P.E.N. (poets, Essayists and Novelists) and the Sahitya Adademi (National Academy of letters), the 16<sup>th</sup> largest language of India."

As its name implies, Maithili is the language of residents of Mithila, the pre-historic ancient kingdom ruled by the then king Janak. It is written in Devangari script nowadays like Nepali, Hindi, etc. It has a long and rich tradition of written literature in both Nepal and India (ibid.:59-1).

The basic syntactic pattern of the Maithili language is S-O-V as in 'Ham ghar jayat chi' that matches with the Nepali language. However, it has got it's own sound system different from other languages (see app. E).

### **1.4 Linguistic Contrastive Study: Pedagogical Importance**

Language is a system of intricate sub-systems mastered by a child merely as a form of habit. However, it is impossible to bring the rules of the

systems into conscious attention. While acquiring the first language, the child has inevitably acquired the phonological, morphological, syntactical, semantic and pragmatic rules of the language. This knowledge is passed into him by virtue of his belonging to the community where he gets constant exposure to the language.

Language invokes ideas. The power of language to express ideas is such that the ideas which the speaker of a language has are determined by the language he speaks. Language also orientates its speakers to speak and think in its own way. For example, the system of tense and aspect, which vary widely among different languages, may be said to reflect different ways of dealing with time and people will be predisposed to think of time in terms of the way in which the grammar of their languages expresses it. In other words, speakers of a language will be predisposed to see reality as it is formulized in the lexical and grammatical structure of their language.

Different languages vary considerably in their organization of phonemes, graphemes, morphemes and lexemes. There may also be some similarity to each other. These areas of similarities and differences can be obtained by carefully comparing the languages in question. This procedure of comparing and contrasting the linguistic systems of the two languages is called contrastive analysis (CA, for short). It is believed that learners learning a second language have to learn only those areas in which the first language differs from the second. Thus, the findings of CA become of immense value to the teachers of a second/foreign language for preparing materials of teaching as well as in planning their lessons.

The process of learning a second/foreign language begins with the complete knowledge of the mother tongue. The learner, then, has to learn the

necessary rules for the production and understanding of the sentences in the second language. If the two languages resemble in some areas of formation, the learner has simply to match the first language rules with those of the second language. This doesn't pose any learning burden for him. If, on the other hand, the two languages differ in their patterning, the first language knowledge of the learner does not assist him in acquiring the second language. Rather any transference of the rules leads to the production of inaccurate and deviant language and, thus, learning becomes more difficult.

Learning a second/foreign language is not merely a matter of learning how to fit linguistic forms together to make correct sentences, it also involves learning how to use such forms to perform communicative acts of different sorts. In order to do this, one must assimilate to the ideas, attitudes and beliefs which the language embodies. Then problems may arise if the previously learnt language behavior comes into conflict with the language behaviour being learnt. In such a case findings obtained from the contrastive studies assist both the learners and the teachers in predicting the conflicting areas so as to minimize errors in performance. The consequence of the linguistic background of the learner is such that a second language learner will experience cases of language transfer. This may facilitate or interfere the learning process depending on the similarities and differences between the structures of two languages.

Odlin in Corder (1973:265) states that learners with different language backgrounds have different problems in learning a second language. When the first language rules come into conflict with the second language rules, errors reflecting the first language will occur in the learner's attempt to use the second language. When the rules of the two languages coincide, the

learners can exploit their first language knowledge in learning the second language, thus making the learning easier and quicker. This is the condition for positive transfer. This implies that a second/foreign language teacher needs to be sensitive and sympathetic to understanding the child's community, culture and the first language.

Transfer is the process by which skills learnt for the performance of a certain tasks are applied in different, but related tasks. Foreign language learning is a process of building up a whole new network of verbal habits upon the first language habits. When the habit pattern resemble learning becomes easier, whenever they differ tremendous interference problems occur while learning a second language.

Thus, the role of the learners' first language is significant in the learning of a second language. A careful comparison of the first and the second (target) language reveals the areas where they resemble and differ from each other. A second/foreign language teacher material producer or anyone involved in the teaching of a second language cannot ignore this fundamental fact of language learning career. Linguistic contrastive analysis is, therefore, a valuable tool in second/foreign language teaching.

### **1.5 What is Semantics? (The Concept of Meaning)**

According to Rai (2001:13), linguistics has often been viewed to have three levels: phonology, syntax and semantics- the first deals with the sound system, the second with the grammar and the third with the meaning. When we use the word semantics, we mean semantics of language. (Part of linguistics) or meaning related to the use of language. We, therefore, agree Hurford and Heasley (1988) who define semantics as "the study of meaning in language".

Semantics has been one of the most neglected fields in linguistics for only recently has serious interest been taken in its various problems. The history of semantics goes back to the American Philological Association which introduced a paper, 'Reflected meanings: a point in semantics' in 1844 (ibid:11)

Traditionally, the term semantics is defined 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'. Formerly meaning was studied under philosophy and logic ..... Nowadays semantics has been a part of the linguistic study, but even philosophers have attempted to construct explanations of meaning in natural languages (Kempson, 1977:11).

The meaning of a sentence is determined not only by the meaning of the words of which, it is composed but also the grammatical structures' (Lyons, 1997). So, the fact that two sentences can be composed of exactly the same words and yet differ in meaning. Meaning of an utterance depends not only on what is said but also on the intension of the speaker and interpretation of the learner, too.

The study of meaning is an inseparable part of language study and difficult as well sometimes it creates ambiguity. So the learners of second language may make mistakes while learning a language. For instance, according to Basnyat (1991:9) the semantic system of some English and Nepali verbs cause difficulty to the Nepali Speakers Learning English (NSLE) and English Speakers Learning Nepali. (ESLN)



## **1.6 Semantic Overlapping**

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'. Similarly, the meaning of the English verb 'peel' overlaps with that of the Nepali verbs 'tachncu' and 'chodaunu'.

In many cases one-to-one correspondence between words of two different languages is not possible, and semantic overlapping is likely to exist. It 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 and, thus, they may come up with erroneous expressions.

## **1.7 Componential Analysis**

There are two main approaches of studying meanings of words in language. They are Definitional Approach and Componential Analysis Approach. 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 traditional dictionary usually does."

Componential analysis refers to the treatment of lexical meaning in which the sense of each word or lexeme is distinguished from those of others

by a set of semantic features or components. For example, the word, bull has a set of semantic features - +bovine, + adult, + male which distinguish it from other animal. It's an approach to study the meaning of words. It maintains that the meaning of a word consists of a number of semantic features (semantic components). In other words, the total meanings of a word can be seen in terms of a number of features, elements or components: hence the name componential analysis. It's also called lexical decomposition (Lyons, 1996 in Rai, 2001:50).

An explicit, clear and economical way of characterizing the relationship that holds among lexical items is componential analysis approach. Kempson (1977:18) 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". Similarly, according to Leech (1974), the form componential analysis has often been used for the method of analysis that of reducing a word's meaning to its distinctive techniques.

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). 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.

Finally, according to Basnyat (1987:31), the method of componential analysis is founded on the assumption that the meaning of a word can best be described and explained by decomposing words into their ultimate semantic components which constitute their meaning.

## **1.8 Review of the Related Literature**

So far, no research has been carried out on semantic analysis and/or semantic overlapping between English and Maithili verbs in the Department of English Education. However, some researchers in and outside the department have tried to study some verbs from semantic perspective. Some of them are as follows:

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

Sah (2000) carried out a research entitled ‘A comparative study of the subject- verb Agreement in the English and Maithili languages’. The main purpose of this study was to identify the subject-verb agreement system of the Maithili language and to compare with that of the English. He found that in English the second and third, person procedures don’t change for honorific forms whereas they do in the Maithili.

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 stage
- 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.

Yadava and Glover, (1993) carried a research on some Nepali and English verbs. The objective of the study was to establish semantic equivalence and overlapping between the Nepali and English verbs for the 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. From the study she found the last difference in the semantic system of the Nepali and English verbs.

Panta (2000) carried out a research on semantic 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 he 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.

Dahal, B. (2006:6) mentions that 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 the meanings of the Chinese words and their common translation in English are interrelated and overlapping.

### **1.9 Objectives of the Study**

The objectives of this study were as follows:

- a. To determine the English and Maithili verbs that were 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.
- c. To compare and contrast the semantic description of these verbs in terms of semantic equivalence and overlapping.
- d. To suggest some pedagogical implications.

### **1.10 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 Maithili verbs, and helps to predict the difficult areas that the Maithili speakers learning English (MSLE) and English speakers learning Maithili (ESLM) 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 will be beneficial to syllabus designers and textbook writers because they can gain a lot of information from this study.

## **CHAPTER – TWO**

### **METHODOLOGY**

The methodology employed during the study has been mentioned below.

#### **2.1 Sources of Data Collection**

This research study has been based on the primary data collected by the researcher himself from different native speakers of the Maithili language. The secondary data has been collected from some related books and research studies to facilitate the study.

##### **2.1.1 Primary Sources**

The ten Maithili native speakers who are educated and adult and also available in Kathmandu have been contacted for the primary sources for the Maithili data. Being a native speaker of Maithili, the researcher has also utilized the knowledge of his mother tongue.

##### **2.1.2 Secondary Sources**

The secondary sources of data has been the following materials:

- Monolingual dictionaries such as Oxford Advanced Learner's Dictionary (7<sup>th</sup> edition) and The Oxford English Dictionary (2<sup>nd</sup> edition Vol. I-X)]
- Books such as Leech (1971, 1974), Palmer (1990, 1996), Lyons (1995), Kempson (1997) and Yadara and Glover (1999)
- M.Ed level theses, journals and other articles.

## **2.2 Tools and Procedure of Data Collection**

Data for the English verbs have been collected from various dictionaries and thesauruses. Similarly data for the Maithili verbs have been collected by the researcher himself. However, unstructured interview with ten learned Maithili speakers has been conducted to confirm and verify them. The verbs have been grouped into five categories according to actions performed by different parts of the body. The proposed groups are: 1) Eyes and Ears 2) Mouth, Nose and Throat 3) Head and face 4) Limbs and 5) The whole body.

## **2.3 Limitations of the Study**

The study had the following limitations:

- a. This study was based on collection of data from English and Maithili only.
- b. It studied only those verbs that are related to actions performed by the following parts of the body.
  - Eyes and ears (15 body)
  - Mouth, nose and throat (46 verbs)
  - Head and face (15 verbs)
  - Limbs (Heads, legs and their parts) (82 verbs)
  - The whole body (9)
- c. Only 167 verbs had been treated as the target of the study.
- d. Idiomatic meanings of these verbs had not been included in this study.
- e. Similarly, verb + particle with different verbs of these groups had not been taken into consideration.



## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

The first step in this chapter is to collect the English and Maithili verbs from different sources and tabulate them simultaneously. Then the meanings of each verb are analysed following componential analysis approach. However, meanings of some verbs are also analysed on the basis of their 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 are compared with those of another in terms of semantic equivalence and overlapping.

#### 3.1 The Totaling of the Verbs

The total collected verbs in the English and Maithili languages have been tabulated below:

**Table No. 1**  
**The Totaling of the Verbs**

| S.N.        | Parts                  | English verbs       | Maithili verbs      | Total |
|-------------|------------------------|---------------------|---------------------|-------|
| 1.          | Eyes and Ears          | $12+3=15$           | $7+3=10$            | 25    |
| 2.          | Mouth, nose and Throat | $24+6+5+2+1+6+2=46$ | $16+5+4+2+1+4+2=34$ | 80    |
| 3.          | Head and Face          | $4+11=15$           | $4+5=9$             | 24    |
| 4.          | Limbs                  | $66+16=82$          | $54+10=64$          | 146   |
| 5.          | The Whole Body         | 9                   | 8                   | 17    |
| Grand Total |                        | 167                 | 125                 | 292   |

#### 3.2 Semantic Description

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

### 3.2.1 Semantic Description of the English Verbs

**Table No. 2**

| 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             | -                 | -    | +                       | -   | -         | -  | - | -         | -   | -    | -           | +   | -         | -    | -      | -           | -        | +    |   |
|             | Stare            | -                 | -    | +                       | -   | --        | -  | - | -         | -   | -    | -           | +   | -         | +    | -      | -           | -        | +    |   |
|             | Gaze             | -                 | -    | +                       | -   | -         | -  | - | -         | -   | -    | -           | -   | -         | +    | -      | -           | -        | -    |   |
|             | Glance (glimpse) | -                 | -    | +                       | -   | -         | +  | - | -         | -   | -    | -           | +   | +         | -    | -      | -           | -        | -    | + |
|             | Watch            | -                 | -    | +                       | -   | -         | -  | - | -         | -   | -    | -           | +   | +         | -    | -      | +           | -        | -    | + |
|             | See              | -                 | -    | +                       | -   | -         | -  | - | -         | -   | +    | -           | -   | +         | +    | -      | -           | -        | +    | + |

|      |                 |   |   |   |   |   |   |   |   |   |     |   |     |   |   |   |     |   |     |
|------|-----------------|---|---|---|---|---|---|---|---|---|-----|---|-----|---|---|---|-----|---|-----|
|      | Shut            | - | - | - | + | - | - | - | - | - | +/- | - | -   | - | - | - | -   | - | +/- |
|      | Twinkle         | - | - | + | - | - | + | - | - | - | -   | - | -   | - | - | + | -   | - | -   |
|      | Blink           | + | + | + | + | - | - | - | - | + | -   | - | -   | - | - | - | -   | - | +   |
|      | Peep<br>(spyon) | - | - | + | - | - | - | - | - | + | -   | - | +   | - | - | - | -   | - | +   |
|      | Wink            | + | - | + | + | - | - | - | - | + | -   | - | +/- | - | - | - | -   | - | +   |
| Ears | Listen          | - | - | + | - | - | - | - | - | - | -   | + | -   | + | + | - | +/- | - | +   |
|      | Earesolrop      | - | - | + | - | - | - | - | - | - | -   | + | -   | + | + | + | -   | - | +   |
|      | Hear            | - | - | + | - | - | - | - | - | - | -   | - | -   | + | + | - | -   | - | +/- |

Note: The verbs with numbers will be defined in section 3.2.3

**Table No. 3**

| Part | Verb               | Semantic Features |     |          |    |         |   |    |   |                   |    |    |    |    |                 |   |    |       |      |    |         |    |    |     |     |    |    | Del |   |
|------|--------------------|-------------------|-----|----------|----|---------|---|----|---|-------------------|----|----|----|----|-----------------|---|----|-------|------|----|---------|----|----|-----|-----|----|----|-----|---|
|      |                    | motion            |     | Position |    | Rel/sed |   |    |   | Rec/Take/Disconer |    |    |    |    | Vol.&type of S. |   |    |       | FEEL |    | Express |    |    |     |     |    |    |     |   |
|      |                    | No                | fas | O        | cl | S       | L | So | A | G                 | L. | So | A. | G. | F.              | S | No | Hipit | Lou  | So | Irt     | Bo | An | Pai | Fea | Ex | Sa | Af  |   |
| Nose | Smell <sup>1</sup> | -                 | -   | +        | -  | -       | - | -  | - | -                 | -  | -  | +  | +/ | +/              | - | -  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | + |
|      | Scent <sup>2</sup> | -                 | -   | +        | -  | -       | - | -  | + | -                 | -  | -  | -  | +  | +               | - | -  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | + |
|      | Breathe            | -                 | -   | +        | -  | -       | - | -  | + | -                 | -  | -  | +  | -  | -               | - | -  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | - |
|      | Sigh               | -                 | -   | +        | -  | +       | - | -  | + | -                 | -  | -  | +  | -  | -               | - | +  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | - |
|      | Puff               | -                 | -   | +        | -  | -       | - | -  | - | -                 | -  | -  | +  | +  | -               | - | +  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | - |
|      | Sneeze             | +                 | -   | +        | -  | -       | - | -  | - | +                 | -  | -  | +  | +  | -               | - | -  | +     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | - |
|      | Yawn               | +                 | -   | +        | +  | -       | - | -  | - | -                 | +/ | -  | -  | -  | -               | - | -  | -     | -    | -  | -       | -  | -  | -   | -   | -  | -  | -   | - |

|                 |                    |   |   |   |   |   |   |   |   |   |   |   |     |   |   |   |     |   |     |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|--------------------|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|-----|---|-----|---|---|---|---|---|---|---|---|---|---|---|
| Mouth<br>+Noise |                    |   |   |   |   |   |   |   |   |   | - |   |     |   |   |   |     |   |     |   |   |   |   |   |   |   |   |   |   |   |
|                 | Spean <sup>3</sup> | + | - | + | - | - | + | - | - | - | - | - | -   | - | - | + | -   | - | -   | - | - | - | - | - | - | - | - | - | - | - |
|                 | Talk <sup>4</sup>  | + | + | + | + | - | - | - | - | + | - | - | -   | - | - | - | -   | - | +   | - | - | - | - | - | - | - | - | - | - | - |
|                 | Say <sup>5</sup>   | + | - | + | - | - | - | - | - | + | - | - | +   | - | - | - | -   | - | -   | + | - | - | - | - | - | - | - | - | - | - |
|                 | Tell <sup>6</sup>  | + | - | + | + | - | - | - | - | + | - | - | +/- | - | - | - | -   | - | -   | + | - | - | - | - | - | - | - | - | - | - |
|                 | Shout              | + | - | + | - | - | - | - | - | - | - | + | -   | + | + | - | +/- | - | +/- | - | - | - | - | - | - | - | - | - | - | - |
|                 | Thunder            | + | - | + | - | - | - | - | - | - | - | + | -   | + | + | + | -   | - | +   | - | - | - | - | - | - | - | - | - | - | - |
|                 | Scream             | + | - | + | - | - | - | - | - | - | - | - | -   | + | + | - | -   | - | -   | - | - | - | - | - | - | - | - | - | - | - |
|                 | cryout             | + | - | + | - | - | - | - | - | - | - | - | -   | - | - | - | -   | - | -   | - | - | - | - | - | - | - | - | - | - | - |
|                 | yell<br>(outin)    | + | - | + | - | - | - | - | - | - | - | - | -   | - | - | - | -   | - | -   | - | - | - | - | - | - | - | - | - | - | - |
|                 | Whimper            | + | - | + | - | - | - | - | - | - | - | - | -   | - | - | - | -   | - | -   | - | - | - | - | - | - | - | - | - | - | - |
| Whistle         | +                  | - | + | - | - | - | - | - | - | - | - | - | -   | - | - | - | -   | - | +   | - | - | - | - | - | - | - | - | - | - |   |
| Spit            | +                  | - | + | - | - | - | - | - | - | - | - | - | -   | - | - | - | -   | - | +   | - | - | - | - | - | - | - | - | - | - |   |

|                    |                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                    | Belchout                    | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |   |   |   |   |   |
|                    | Vomit                       | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |   |   |
| Mouth              | Retch                       | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |   |   |
|                    | Salivate                    | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |   |
|                    | Dribble                     | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
|                    | Suck <sup>7</sup>           | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
|                    | Eat <sup>8</sup>            | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
|                    | Munch <sup>16</sup>         | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |   |
|                    | Hare <sup>9</sup><br>(take) | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|                    | Drink <sup>10</sup>         | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
|                    | Smoke                       | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Gulp <sup>11</sup> | -                           | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Tong               | Lick                        | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Table No. 4

| Part          | Verb            | Semantic Features    |       |       |                  |           |   |                   |      |                 |         |     |       |      |                    |         |      |      |         |           |              |       |  |        |
|---------------|-----------------|----------------------|-------|-------|------------------|-----------|---|-------------------|------|-----------------|---------|-----|-------|------|--------------------|---------|------|------|---------|-----------|--------------|-------|--|--------|
| Head and Face | Motion          | Position of the body |       |       |                  | Rec./take |   | Rel./give/produce |      |                 | Express |     |       |      |                    |         |      |      |         |           | Other signs  |       |  | Manner |
|               |                 | Body                 |       | mouth | Load of the body | blesing   | S | L                 | blow | Pleasure/resput | happ    | sad | Cont. | Ang. | Worry/deep thought | disgust | pain | fear | Wrinkle | Eye brows | Twisted exp. | Silly |  |        |
|               |                 | Upr.                 | Leand | OP.   | CL.              |           |   |                   |      | TO.             | Others  |     |       |      |                    |         |      |      |         |           |              |       |  |        |
| Head          | Stand (on head) | -                    |       | -     |                  | +         | - | -                 | -    | -               | -       | -   | -     | -    | +                  | -       | -    | -    | -       | -         | +            |       |  |        |
|               | Head            | -                    |       | -     |                  | +         | - | --                | -    | -               | -       | -   | -     | -    | +                  | -       | +    | -    | -       | -         | +            |       |  |        |
|               | Bow             | -                    |       | -     |                  | +         | - | -                 | -    | -               | +       | -   | -     | -    | -                  | -       | +    | -    | -       | -         | -            |       |  |        |
|               | Laugh           | -                    |       | -     |                  | +         | - | -                 | +    | -               | -       | -   | -     | -    | +                  | +       | -    | -    | -       | -         | +            |       |  |        |



|            |           |   |  |   |  |   |   |   |   |   |   |   |   |     |   |   |   |   |   |   |   |     |  |  |
|------------|-----------|---|--|---|--|---|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|-----|--|--|
| Face       | Smile     | - |  | - |  | + | - | - | - | - | - | + | - | -   | - | + | + | - | - | + | - | +   |  |  |
|            | Grin      | - |  | - |  | + | - | - | - | - | - | - | + | -   | - | + | + | - | - | - | + | +   |  |  |
|            | Smirk     | - |  | - |  | - | + | - | - | - | - | - | - | +/- | - | - | - | - | - | - | - | +/- |  |  |
|            | Sneer     | - |  | - |  | + | - | - | + | - | - | - | - | -   | - | - | - | - | + | - | - | -   |  |  |
|            | Frown     | + |  | + |  | + | + | - | - | - | - | - | + | -   | - | - | - | - | - | - | - | +   |  |  |
|            | Grimace   | - |  | - |  | - | - | - | - | - | - | - | - | -   | - | + | + | - | - | + | + | -   |  |  |
| Face + eye | Cry(weep) | - |  | - |  | - | - | - | - | - | - | - | - | -   | - | + | + | - | - | - | - |     |  |  |
|            | sob       | - |  | - |  | - | - | - | - | - | - | - | - | -   | - | + | + | - | - | - | - |     |  |  |
|            | Whimper   | - |  | - |  | - | - | - | - | - | - | - | - | -   | - | + | + | - | - | - | - |     |  |  |

Table No.5

| Part            | Verb   | Semantic Features |      |                |              |                 |        |              |                 |                   |            |                                     |         |        |           |       |                  |                |        |              |           |             |          |      |
|-----------------|--------|-------------------|------|----------------|--------------|-----------------|--------|--------------|-----------------|-------------------|------------|-------------------------------------|---------|--------|-----------|-------|------------------|----------------|--------|--------------|-----------|-------------|----------|------|
|                 |        | Make              |      | Bring obj. (s) |              |                 |        |              |                 | Separate into pcs |            | Bring close to sb/sth without space |         |        |           |       | Keep in the hand | Manner         |        |              |           |             |          |      |
| Limbs           |        | O p.              | Cl . | To g.          | Tow.O.S.     |                 |        |              | Hig h on surf . | Lo w on surf .    | Thi n obj. | Thick/hard obj.                     | An surf | O n A. | O n su f. | O n A |                  | Han d in mot . | pres s | Wit h forc e | sudden ly | repeated ly | lightl y | De l |
|                 |        |                   |      |                | Fro m surf . | Fro m bel. Surf | pla nt | Fro m Pl ant |                 |                   |            |                                     |         |        |           |       |                  |                |        |              |           |             |          |      |
| Hands (fingers) | Touch  | -                 | -    | -              | -            | -               | -      | -            | -               | -                 | -          | -                                   | -       | +      | +         | -     | -                | -              | -      | -            | -         | -           | +/_      | +/_  |
|                 | Brush  | -                 | -    | -              | -            | -               | -      | -            | -               | -                 | -          | -                                   | -       | +      | +         | -     | -                | -              | -      | -            | -         | -           | +        | +    |
|                 | Stroke | -                 | -    | -              | -            | -               | -      | -            | -               | -                 | -          | -                                   | -       | +      | +         | +     | -                | -              | -      | -            | -         | -           | +        | +    |

|       |                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |   |    |   |
|-------|-------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|----|---|---|----|---|
|       | Pluck             | - | - | - | - | - | - | + | - | - | - | - | - | + | - | - | - | -  | - | +/ | - |   | +/ | + |
|       | Pick              | - | - | - | + | - | - | + | + | - | - | - | - | + | - | + | - | -  | - | -  | - |   | +  | + |
| Palm+ | Slap              | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | +  | - |   | -  | + |
|       | Hit               | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | +  | - | - | -  | + |
| Hand( | Beat              | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | +  | - |   | -  | + |
|       | Smash             | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | +  | - | - | -  | + |
|       | Pull <sup>1</sup> | + | + | - | + | + | + | - | - | - | - | - | - | + | - | + | - | -  | - | +  | - | - | -  | + |
|       | Stretch           | + | - | - | + | + | + | - | - | - | - | - | - | + | - | + | - | -  | - | +/ | - | - | -  | + |
|       | Draw <sup>2</sup> | - | - | - | + | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | -  | - | - | -  | + |
|       | Drag <sup>3</sup> | - | - | - | + | - | - | - | + | - | - | - | - | + | - | + | - | -  | - | +/ | - | - | -  | + |
|       | Haul <sup>4</sup> | - | - | - | + | - | - | - | - | - | - | - | - | + | - | + | - | -  | - | +/ | - | - | -  | + |
|       | Tow <sup>5</sup>  | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | +/ | - | +/ | - | - | -  | + |

|                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |     |     |   |     |   |   |   |   |   |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|-----|---|-----|---|---|---|---|---|
| Trail <sup>6</sup>      | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | -   | +/_ | - | +/_ | - | - | - | - | + |
| Uproot                  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | -   | +/_ | - | -   | - | - | - | - | + |
| Push                    | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +/_ | -   | - | -   | - | - | - | + |   |
| Throw                   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | -   | -   | - | -   | - | - | - | + |   |
| Coot                    | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | -   | -   | - | -   | - | - | - | + |   |
| Lift<br>(sb)<br>sth(up) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | -   | -   | - | -   | - | - | - | + |   |
| Pick                    | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | + | - | + |   |
| Open                    | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | + | - | + |   |
| Close                   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | + | - | + |   |
| Catch <sup>7</sup>      | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | + | - | + |   |
| Hold <sup>8</sup>       | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | + | - | + |   |
| Grab<br>(seize)         | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | +   | -   | - | -   | - | - | - | + |   |

|                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Tear                 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | + | + |
| Split                | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | + |
| Break                | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | + | + |
| Keep out             | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + |
| Join <sup>9</sup>    | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + |
| Connect <sup>9</sup> | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + |
| Attach               | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + |
| Fasten <sup>10</sup> | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + |
| Clap                 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | + |

**Table No. 6**

| Part            | Verbs     | Semantic Features |           |                |      |              |            |              |                                      |              |            |          |         |      |   |
|-----------------|-----------|-------------------|-----------|----------------|------|--------------|------------|--------------|--------------------------------------|--------------|------------|----------|---------|------|---|
|                 |           | Press             | Use water |                | Rem. | Loose        |            |              | Bring close to sth./sb without space |              | Manner     |          |         |      |   |
| Hands           |           |                   | to clean  | Mix ran clonly | L.   | Skin of      |            | Shell/shucks | On surf.                             | Hands in mot | With force | suddenly | lightly | Del. |   |
| Hands + fingers |           |                   | Use brush | Use soap       |      | Animal/Auman | Veg./fruit |              |                                      |              |            |          |         |      |   |
|                 | Squeeze   | +                 | -         | -              | -    | +/-          | -          | -            | -                                    | +            | -          | -        | -       | +    | + |
|                 | Wring     | +                 | -         | -              | -    | +            | -          | -            | -                                    | +            | -          | +        | -       | +    | + |
|                 | Knead     | -                 | -         | -              | +    | -            | -          | -            | -                                    | +            | +          | -        | -       | +    | - |
|                 | Clean     | -                 | +         | +              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | + |
|                 | Wash (up) | -                 | +         | +              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | + |
|                 | Brush     | -                 | +         | -              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | + |
|                 | Rub       | -                 | +         | +              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | + |
|                 | Scrub     | +                 | -         | -              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | + |
|                 | Massage   | +                 | -         | -              | -    | -            | -          | -            | -                                    | +            | +          | -        | -       | -    | - |

|       |         |   |   |   |   |   |   |   |   |   |   |   |   |   |     |
|-------|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|
| Nails | Scratch | + | - | - | - | - | + | - | - | + | + | + | + | + | +/- |
|       | Pinch   | + | - | - | - | - | - | - | - | + | - | + | - | - | +   |
|       | Peel    | - | - | - | - | - | - | + | - | + | + | - | - | + | +   |
|       | Shell   | - | - | - | - | - | - | + | + | + | + | - | - | + | +   |
|       | Shuck   | - | - | - | - | - | - | - | - | + | + | - | - | + | +   |

**Table No.7**

| Part          | Verbs                | Semantic Features |      |                      |      |                                  |            |        |                |                  |                    |          |           |      | Cross sth. |  |
|---------------|----------------------|-------------------|------|----------------------|------|----------------------------------|------------|--------|----------------|------------------|--------------------|----------|-----------|------|------------|--|
|               |                      | Motion            |      | Position of the body |      | Bring close to sth without space |            |        | More away obj. | Put foot on obj. | Foot on the ground |          |           | Go   |            |  |
|               |                      | Nor               | Fast | Upr.                 | Bent | Gently                           | With force |        |                |                  | No foot            | One foot | Both feet | High | Low        |  |
|               |                      |                   |      |                      |      |                                  | In sports  | Others |                |                  |                    |          |           |      |            |  |
|               | Stand                | +                 | -    | -                    | -    | +/-                              | -          | -      | -              | +                | -                  | -        | -         | +    | +          |  |
| Legs          | Step (on)            | +                 | -    | -                    | -    | +                                | -          | -      | -              | +                | -                  | +        | -         | +    | +          |  |
|               | Step                 | -                 | -    | -                    | +    | -                                | -          | -      | -              | +                | +                  | -        | -         | +    | -          |  |
|               | Walk <sup>22</sup>   | -                 | +    | +                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | +          |  |
|               | Stroll <sup>23</sup> | -                 | +    | +                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | +          |  |
|               | Run <sup>29</sup>    | -                 | +    | -                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | +          |  |
|               | Jag <sup>25</sup>    | -                 | +    | +                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | +          |  |
|               | Sprint <sup>26</sup> | +                 | -    | -                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | +          |  |
|               | Dart                 | +                 | -    | -                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | -    | -          |  |
|               | Kinck <sup>27</sup>  | +                 | -    | -                    | -    | -                                | +          | -      | -              | +                | +                  | +        | +         | +    | +/-        |  |
|               | Shoot <sup>28</sup>  | +                 | -    | -                    | -    | -                                | -          | -      | -              | +                | -                  | +        | -         | -    | +          |  |
|               | Strike <sup>29</sup> | -                 | -    | -                    | -    | -                                | -          | +      | -              | +                | +                  | -        | -         | +    | +          |  |
|               | Jump <sup>30</sup>   | -                 | -    | -                    | -    | -                                | -          | +      | +              | +                | +                  | -        | -         | +    | +          |  |
|               | Spring <sup>31</sup> | -                 | -    | -                    | -    | -                                | -          | -      | -              | +                | +                  | -        | -         | +    | +          |  |
|               | Bounce               |                   |      |                      |      |                                  |            |        |                |                  |                    |          |           |      |            |  |
|               | Kneel                |                   |      |                      |      |                                  |            |        |                |                  |                    |          |           |      |            |  |
| Hands + knees | Crawl                |                   |      |                      |      |                                  |            |        |                |                  |                    |          |           |      |            |  |



**Table No. 8**

| Part | Verb             | Semantic Features |      |      |      |      |          |              |                       |                |                |      |
|------|------------------|-------------------|------|------|------|------|----------|--------------|-----------------------|----------------|----------------|------|
|      |                  | Motion            |      | Feel |      |      |          | Rel.         | With systematic steps | Within a place | Across a place | Del. |
|      |                  | Nor.              | Fast | Cold | Hot. | Fear | Weakness | L            |                       |                |                |      |
|      |                  |                   |      |      |      |      |          | Through skin |                       |                |                |      |
|      | Shake (tremble)  | -                 | +    | +    | -    | +    | +        | -            | -                     | +              | -              | -    |
|      | Shiver           | -                 | +    | +    | -    | +    | -        | -            | -                     | +              | -              | -    |
|      | Perspire (sweat) | -                 | -    | -    | +    | -    | -        | +            | -                     | +              | -              | -    |
|      | Move             | +                 | -    | -    | -    | -    | -        | -            | -                     | +              | +              | +    |
|      | Dance            | +                 | -    | -    | -    | -    | -        | +            | +                     | -              | +              | +    |
|      | Wrestle          | -                 | +    | -    | -    | -    | -        | +            | -                     | +              | -              | +    |
|      | Swing            | -                 | +    | -    | -    | -    | -        | -            | +                     | +              | -              | -    |

The above classified table presents the semantic description of the English verbs on the basis of a series of categorical features like motion, position of the body and foot, feelings (i.e. cold, not, fear, etc.), manner (i.e. suddenly, lightly, forcefully, etc.), expressions (i.e. pleasure, happiness, joy, angry, etc.) volume & type of sound, etc. A glimpse of the table with presence (+) and absence (-) features helps understand how the verbs differ semantically to one another.

### 3.2.2 Semantic Description of the Maithili verbs

**Table No. 9**

| Part          | Verbs             | Semantic Features |      |                     |     |           |     |    |           |     |    |      |             |     |          | Del. |
|---------------|-------------------|-------------------|------|---------------------|-----|-----------|-----|----|-----------|-----|----|------|-------------|-----|----------|------|
|               |                   | Motion            |      | Position of eye/ear |     | Rel./send |     |    | Rec./take |     |    | F.D. | Try to take |     | Manner   |      |
|               |                   | Nor.              | fast | Op.                 | cl. | s.        | St. | l. | s.        | St. | L. |      | S           | St. | Secretly |      |
| Eyes and ears | Takanai           | -                 | -    | +                   | -   | -         | -   | -  | -         | +/- | -  | -    | -           | -   | -        | +    |
|               | Dekhanai          | -                 | -    | +                   | -   | -         | -   | -  | -         | +   | -  | -    | -           | -   | -        | +/-  |
|               | Kanaki maranai    | +                 | -    | +                   | +   | -         | -   | -  | -         | +   | -  | -    | -           | -   | -        | +    |
|               | Palar palar kenai | -                 | +    | +                   | +   | -         | -   | -  | -         | -   | -  | +    | -           | -   | -        | +    |
| Ears          | Sunanai           | -                 | -    | +                   | -   | -         | -   | -  | +         | -   | -  | -    | +           | -   | +/-      | +    |

Note: The verbs with numbers will be defined in section 3.2.4

**Table No.10**

| Part                  | Verbs          | Semantic Features |     |          |    |           |   |    |   |   |                    |     |   |   |   |                 |     |        |      |    |         |     |     |     |     |             | del |   |
|-----------------------|----------------|-------------------|-----|----------|----|-----------|---|----|---|---|--------------------|-----|---|---|---|-----------------|-----|--------|------|----|---------|-----|-----|-----|-----|-------------|-----|---|
|                       |                | Motion            |     | Position |    | Rel./Send |   |    |   |   | Rec./take/discover |     |   |   |   | vol.&type of S. |     |        | feel |    | express |     |     |     |     | suffer from |     |   |
|                       |                | no                | fas | Op       | cl | S         | L | So | A | G | L                  | Sol | A | G | F | No              | Lou | Hipitc | Ir   | Bo | An      | Pai | Fea | Exc | col | Sor.thr     |     |   |
| Mouth nose and throat |                |                   |     |          |    |           |   |    |   |   |                    |     |   |   |   |                 |     |        |      |    |         |     |     |     |     |             |     |   |
| Nose                  | Sughanai       | -                 | -   | -        | -  | -         | - | -  | - | - | -                  | -   | - | - | + | +               | -   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | + |
|                       | Gamak lanai    | -                 | -   | -        | +  | -         | - | +  | - | - | -                  | -   | - | - | + | -               | -   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | + |
|                       | Sas phernai    | -                 | -   | -        | -  | -         | - | -  | - | - | -                  | -   | - | - | + | -               | +   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | - |
| Mouth + nose          | Chhikanai      | -                 | -   | -        | -  | -         | - | -  | - | - | -                  | -   | - | + | + | -               | +   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | - |
|                       | Hark sak kenai | -                 | -   | -        | +  | +         | - | -  | - | - | -                  | -   | - | - | + | -               | -   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | - |
| Mouth                 | Hafikaranai    | -                 | -   | -        | -  | -         | - | -  | - | - | -                  | -   | - | - | + | -               | -   | -      | -    | -  | -       | -   | -   | -   | -   | -           | -   | - |

|                       |                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |     |
|-----------------------|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|
|                       | Bajanai         | - | - | - | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | +   |
|                       | Kahanai         | - | - | - | - | - | + | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | +   |
|                       | Chikarnai       | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | +/- |
|                       | Thukanai        | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | +   |
|                       | Ulti kenai      | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | -   |
|                       | Lerchuhana<br>i | - | - | - | + | - | - | + | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | +   |
|                       | Chusanai        | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | -   |
| Teeth                 | Chibenai        | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | + | - | - | - | - | - | - | - | - | +   |
|                       | Katanai         | - | - | - | + | + | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - |     |
| Mout<br>h +<br>throat | Khokhi<br>kenai | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | -   |
|                       | Hichaki<br>anai | - | - | - | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | -   |
| Mout<br>h             | Dhekar anai     | - | - | - | - | - | + | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | -   |

|        |               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|        | Phoph katanai | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - |   |
|        | Khekhar anai  | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | + |
|        | Khenai        | - | - | - | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | + |
|        | Pinai         | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | + |
| Throat | Ghotanai      | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | + |

**Table No. 11**

| Part        | Verb          | Semantic Feature |                      |        |           |                  |                   |    |      |               |      |          |           |      |      |
|-------------|---------------|------------------|----------------------|--------|-----------|------------------|-------------------|----|------|---------------|------|----------|-----------|------|------|
|             |               | Motion           | Position of the body |        | Rec./take |                  | Rel./give/produce |    |      | Express /feel |      |          |           |      |      |
| Head & face |               |                  | Upr.                 | Leaned | Blessing  | Load of the body | S.                | L. | Blow | Hap.          | Sad. | Pleasure |           | Res. | Pain |
|             |               |                  |                      |        |           |                  |                   |    |      |               |      | To O.S.  | To others |      |      |
| Face        | Hasanai       | +                | +/_                  | +/_    | -         | -                | -                 | -  | -    | -             | -    | -        | +         | -    | +    |
|             | Muski Maranai | -                | +/_                  | +/_    | -         | -                | -                 | -  | -    | +             | -    | -        | -         | -    | -    |
|             | Karanai       | +                | +/-                  | +/-    | -         | -                | +/-               | +  | -    | -             | +    | -        | +         | -    | -    |

**Table No. 12**

| Part     | Verbs | Semantic Features |     |      |               |      |             |                  |                    |            |                       |                |                                  |            |         |              |        |           |          |               |            |                      |            |   |   |
|----------|-------|-------------------|-----|------|---------------|------|-------------|------------------|--------------------|------------|-----------------------|----------------|----------------------------------|------------|---------|--------------|--------|-----------|----------|---------------|------------|----------------------|------------|---|---|
|          |       | Make              |     |      | bring obj.(s) |      |             |                  | saperate into pcs. |            | Move awayobj. from US |                | bring close to sth without space |            |         |              | Re m.  | use water |          | Loose         |            |                      | M ot.      |   |   |
| Limbs    |       | o p               | c l | to g | Tow           | O.S. | from        | Hi gh            | Lo w on su rf.     | Th in obj. | Thick/hard obj.       | Thro ugh suff. | Thro ugh A.                      | O n su rf. | O n A . | Wi th for ce | Pr ess | L.        | To clean | Mix rando mly | Skin/shell | Sh ell of the see ds | See ds     |   |   |
| Hands    |       |                   |     |      | Su rf.        | A .  | B el. Su rf | From plantg rand |                    |            | Vert/o rinto serpes.  |                |                                  |            |         |              |        |           | Clot hes | Ute ns        |            | Of ani mals/hu mans  | Of fru its |   |   |
| Chhuna i |       | -                 | -   | -    | -             | -    | -           | -                | -                  | -          | -                     | -              | -                                | +          | +       | -            | -      | -         | -        | -             | -          | -                    | -          | - | - |
| Todana i |       | -                 | -   | -    | +             | -    | -           | +                | -                  | -          | -                     | -              | -                                | +          | -       | -            | -      | -         | -        | -             | -          | -                    | -          | - | + |
| Pitanai  |       | -                 | -   | -    | -             | -    | -           | -                | -                  | -          | -                     | -              | -                                | +          | -       | +            | -      | -         | -        | -             | -          | -                    | -          | - | + |

|                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Marana<br>i     | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | + | - | - | - | - | - | - | - | - | - | + |   |
| Tananai         | - | - | - | + | + | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Tanake<br>nai   | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ghisiye<br>nai  | - | - | - | + | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ukhada<br>nai   | - | - | - | - | - | + | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Thekana<br>i    | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Phekan<br>ai    | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Dhakka<br>denai | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | + |
| Uthenai         | - | - | - | - | - | - | - | + | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Kholan<br>ai    | + | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Bandke          | - | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - | - |



|  |             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | nai         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  | Pakadnai    | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - |
|  | Pakaranai   | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | - | - | - | - | - | - | - | - | - | - | - |
|  | Rakhanai    | - | - | - | - | - | - | - | - | - | - | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Phodnai     | - | - | - | - | - | - | - | - | - | + | - | - | - | + | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Jodanai     | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Talibajenai | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Dhonai      | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Majana      | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Miranai     | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |
|  | Chodenai    | - | - | - | - | - | - | - | - | - | - | - | + | - | - | + | - | - | - | - | - | - | - | - | - | - | - |

|               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ughara<br>nai | - | - | - | - | - | - | - | - | - | - | - | - | - | + | - | + | - | - | - | - | - | - | - | - | - | - | - | - |
| Sohanai       | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

**Table No.13**

| Part                    | Verbs | Semantic Features |       |                      |       |                                      |               |                      |                     |                    |             |              |      |     |               |
|-------------------------|-------|-------------------|-------|----------------------|-------|--------------------------------------|---------------|----------------------|---------------------|--------------------|-------------|--------------|------|-----|---------------|
|                         |       | Motion            |       | Position of the body |       | Bring close to sth.<br>without space |               | Move<br>away<br>obj. | Put feet<br>on obj. | Foot on the ground |             |              | Go   |     | Cross<br>sth. |
| Limbs                   |       | Nor.              | Fast. | Upr.                 | Bent. | Gently                               | With<br>force |                      |                     | No foot            | One<br>foot | Both<br>feet | High | Low |               |
| Legs                    |       |                   |       |                      |       |                                      |               |                      |                     |                    |             |              |      |     |               |
| Khada/thar<br>nanai     | -     | -                 | +     | -                    | -     | -                                    | -             | -                    | -                   | -                  | -           | +            | -    | -   | -             |
| Kuchalanai              | -     | -                 | +     | -                    | -     | -                                    | -             | -                    | +                   | -                  | +           | +            | -    | -   | -             |
| Chalanai                | +     | -                 | -     | -                    | -     | -                                    | -             | -                    | -                   | -                  | +           | +            | -    | -   | -             |
| Kudanai                 | -     | +                 | -     | -                    | -     | -                                    | -             | -                    | -                   | +                  | +           | -            | -    | -   | -             |
| Uchhalanai              | +     | -                 | -     | -                    | -     | -                                    | -             | -                    | -                   | +                  | -           | -            | +    | -   | -             |
| Phananai                | +     | -                 | -     | -                    | -     | -                                    | -             | -                    | -                   | +                  | -           | -            | -    | +   | -             |
| Naghanai                | +     | -                 | -     | -                    | -     | -                                    | -             | -                    | -                   | +                  | -           | +            | -    | -   | +             |
| Theghhuriga<br>rakhanai | +     | -                 | -     | +                    | -     | -                                    | -             | -                    | -                   | -                  | +           | +            | -    | -   | -             |

**Table No.14**

| Part | Verbs               | Semantic Features |       |      |     |      |          |      |                            |                   |                 |      |
|------|---------------------|-------------------|-------|------|-----|------|----------|------|----------------------------|-------------------|-----------------|------|
|      |                     | Motion            |       | Feel |     |      |          | Rel. | With system<br>matic steps | Within a<br>place | Across<br>place | Del. |
|      |                     | Nor.              | Fast. | Cold | Hot | Fear | Weakness | L.   |                            |                   |                 |      |
|      | Hilanai             | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Ghusa kanai         | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Pasina<br>pochhanai | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Hatanai             | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Nachanai            | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Pahalanani<br>kanai | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |
|      | Jhulanai            | -                 | +     | -    | -   | -    | -        | -    | -                          | -                 | -               | +    |

The above classified table presents the semantic description of the Maithili verbs on the basis of a series of categorical features like motion, position of the body and foot, feelings (i.e. cold, not, fear, etc.), manner (i.e. suddenly, lightly, forcefully, etc.), expressions (i.e. pleasure, happiness, joy, angry, etc.) volume & type of sound, etc. A glimpse of the table with presence (+) and absence (-) features helps understand how the verbs differ semantically to one another.

### **3.2.3 Definitions of Some English Verbs**

#### a) Verbs associated with ‘Eyes and Ears’

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

#### b) Verbs associated with ‘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. Such: to take liquid mainly using lips, 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. Graw: 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 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) learn juice or have (take) breakfast.

16. Drink: to take liquid and swallow it.
17. Gulp: to take in large amounts.

c) Verbs associated with '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 a 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/correct/attach: see appendix 'A'
10. Fasten: to fix one thing with another firmly
11. Squeeze (out): to press something from opposite sides (the purpose at squeezing' is not to spill 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 form 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 fitness and/or exercise
26. Sprint: to run a short distance very fast.
27. Kick: to hit at something with the foot.
28. Shoot: to kick or hit the ball 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 in the air
32. Bounce: to jump up and down.

### **3.2.4 Definitions of Some Maithili Verbs**

1. Thukanai: to take spit or food out of the mouth with a sound deliberately.
2. Cusnāi: To take liquid into the mouth using leap muscles, especially continuously.
3. Cibēni: to work food between the teeth in order to make it easier to swallow.
4. jhulanāi: to move or make sth/sb more backwards and forwards or round and round while hanging or supported.
5. pahalmāni kenāi: to fight as a sport, by holding them and trying to throw or force them to the ground.
6. nācni: a series of movements and steps that match the speed and rhythm of music.

7. khen $\bar{\delta}$ i: to put food into the mouth.
8. ghotan $\bar{\delta}$ i: to cause or allow esp food or drink to go down the throat.
9. t $\bar{\delta}$ nan $\bar{\delta}$ i: to hold something firmly and use force in order to move it towards sth.
10. ghisiyen $\bar{\delta}$ i: to pull sb/sth along with effort and difficulty.
11. pakadn $\bar{\delta}$ i: to keep or support sb/sth using one's arms or hands.
12. A $\bar{\delta}$ ikh m $\bar{\delta}$ rn $\bar{\delta}$ i: to close one eye verybriefly and open it again, esp as a private signal to sb.
13. Kanphusaki len $\bar{\delta}$ i: to listen secretly to a private conversation.
14. ph $\bar{\delta}$ nan $\bar{\delta}$ i: to move quickly off the ground up into the air by using the force of one's legs and feet.
15. Daudan $\bar{\delta}$ i: to move at speed faster than a walk, never having both the feet on the ground at the same time.
16. cln $\bar{\delta}$ i: to move along at a slow or moderate pace by lifting up and putting down each foot in turn.
17. dhon $\bar{\delta}$ i: an act of cleaning sth with water and usu.soup.
18. ghusakn $\bar{\delta}$ i: to change position or make sb/sth change position in a way that can be seen, heard or felt.
19. bunan $\bar{\delta}$ i: to make garments, etc by (reating rous of correcting loops of esp. wool thread.



### 3.3 Comparison

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

#### 3.3.1 One to one Correspondence of Meaning

Here, the verbs with the equivalent meaning in both the languages have been tried to present with an aim to find out how and where they differ to each other morphologically and/or syntactically.

**Table No.15**

| Parts       | S.N. | English verbs | S.N. | Maithili verbs        | Differential features in Maithili |
|-------------|------|---------------|------|-----------------------|-----------------------------------|
| Eyes & ears | 1.   | Look          | 1.   | Takanai               | Tri-syllabic word+com.word        |
|             | 2.   | See           | 2.   | Dekhanai              | Tri-syllabic word+com.word        |
|             | 3.   | Gaze          | 3.   | Tu-kur Tu-kur Tak-nai | Alliteration+3 words+1 com.word   |
|             | 4.   | Peep          | 4.   | Ni-haranai            | Tetarasyllabic word+com.word      |
|             | 5.   | Blink         | 5.   | Palar padar ke-nai    | Alliteration +3words+1com.word    |
|             | 6.   | Eares drop    | 6.   | k-na-phu-sa-ni le-nai | 5 syllables +1 com.word           |
|             | 7.   | Listen        | 7.   | Su-na-nai             | Trisyllabic+com.word              |
|             | 1.   | Breathe       | 1.   | Sans phe-ra-nai       | 2 words +3 syllables              |
|             | 2.   | Puff          | 2.   | Hak-sak ke-nai        | Reduplicated+disyllabic           |

|                               |     |          |     |                  |  |
|-------------------------------|-----|----------|-----|------------------|--|
| Mouth,<br>Nose<br>&<br>Throat |     |          |     |                  | word                                     |
|                               | 3.  | Sneeze   | 3.  | Chhi-ka-nai      | Trisyllabic word                         |
|                               | 4.  | Yawn     | 4.  | Ha-fi ke-nai     | 2 words with both disyllabic             |
|                               | 5.  | Vomit    | 5.  | Ul-ti kenai      | 2 words with both disyllabic             |
|                               | 6.  | Suck     | 6.  | Chu-sa-nai       | Trisyllabic word                         |
|                               | 7.  | Hiccough | 7.  | Hi-chhia-ki anai | 2 words with first trisyllabic           |
|                               | 8.  | Belch    | 8.  | Dha-ka-ra-nai    | Tetarasyllabic word                      |
|                               | 9.  | Snore    | 9.  | Phoph ka-ta-nai  | 2 words with last trisyllabic            |
|                               | 10. | Swallow  | 10. | Gho-ta-nai       | Trisyllabic+com.word                     |
|                               | 11. | Chew     | 11. | Chi-be-nai       | Trisyllabic+com.word                     |
|                               | 12. | Talk     | 12. | Gap-sap ke-nai   | Reduplicated +disyllabic com.word        |
|                               | 13. | Speak    | 13. | Ba-ja-nai        | Trisyllabic word                         |
|                               | 14. | Drink    | 14. | Pi-nai           | Disyllabic word                          |
|                               | 15. | Eat      | 15. | Khe-nai          | Disyllabic word                          |
|                               | 16. | Salivate | 16. | Ler chu-be-nai   | 2 words with last trisyllable com.word   |
|                               | 17. | Scent    | 17. | Ga-ma-ka le-nai  | 2 words having syllables with a com.word |
|                               | 18. | Smell    | 18. | Su-gha-nai       | Trisyllabic com.word                     |
|                               | 19. | Taste    | 19. | Swad le-nai      | 2 words with last disyllabic             |

|             |     |        |     |                     |   |
|-------------|-----|--------|-----|---------------------|---|
| Head & Face | 1.  | Smile  | 1.  | Mu-sa-ki ma-ra-nai  | Alliteration+2words:both having trisyllabic   |
|             | 2.  | Laugh  | 2.  | Ha-sa-nai           | Trisyllabic com.word  |
|             | 3.  | Weep   | 3.  | Ka-na-nai           | Trisyllabic com.word  |
| Limbs       | 1.  | Touch  | 1.  | Chhu-nai            | Disyllabic com.word   |
|             | 2.  | Full   | 2.  | Ta-na-nai           | Trisyllabic com.word  |
|             | 3.  | Drag   | 3.  | Ghi-si-ye-nai       | Tetaasyllabic com.word  |
|             | 4.  | Throw  | 4.  | Phe-ka-nai          | Trisyllabic com.word  |
|             | 5.  | Slap   | 5.  | Thapad ma-ra-nai    | 2 words +5syllables+1com.word   |
|             | 6.  | Clap   | 6.  | Tha-pa-di ba-je-nai | 1 <sup>st</sup> word (trisyllabic +suffix)<br>2 <sup>nd</sup> word (trisyllabic+com.word) |
|             | 7.  | Tear   | 7.  | Pha-ra-nai          | Treisyllabic com.word   |
|             | 8.  | Uproot | 8.  | U-kha-da-nai        | Tetarasyllabic com.word   |
|             | 9.  | Close  | 9.  | Band kenai          | 2 words with last disyllabic com.word   |
|             | 10. | Open   | 10. | kho-la-nai          | Trisyllabic com.word  |
|             | 11. | Smash  | 11. | Chu-ri-chu-ri kenai | Reduplicated+suffix   |
|             | 12. | Wash   | 12. | Dho-nai             | Disyllabic+suffix   |
|             | 13. | Peel   | 13. | So-ha-nai           | Trisyllabic+suffix  |
|             | 14. | Brush  | 14. | Ma-ja-nai           | Trisyllabic+suffix  |
|             | 15. | Beat   | 15. | Ma-ra-nai           | Trisyllabic+suffix  |
|             | 16. | Fold   | 16. | Mor-nai             | Disyllabic + suffix   |

|                |     |         |     |                        |   |
|----------------|-----|---------|-----|------------------------|---|
|                | 17. | Walk    | 17. | Cha-la-nai             | Disyllabic + suffix   |
|                | 18. | Hold    | 18. | Pa-ka-da-nai           | Trisyllabic + suffix  |
|                | 19. | Run     | 19. | Daud-nai               | Disyllabic + suffix   |
|                | 20. | Jump    | 20. | Phan-nai               | Disyllabic + suffix   |
|                | 21. | Kneel   | 21. | The-ghuni-yara-kha-nai | 1 <sup>st</sup> word (tetrasyllabic + suffix)<br>2 <sup>nd</sup> word (tri syllabic + suffix) |
| The whole body | 1.  | Shiver  | 1.  | Thar-Thar kap-nai      | Rechuplicated + disyllabic + suffix   |
|                | 2.  | Move    | 2.  | Hil-nai                | Disyllabic + suffix   |
|                | 3.  | Sweat   | 3.  | Pa-sina Anai           | Two words + disyllabic  |
|                | 4.  | Dance   | 4.  | Nach-nai               | Disyllabic + suffix   |
|                | 5.  | Wrestle | 5.  | Pa-ha-l-ma-ni ke-nai   | 2 words (1 <sup>st</sup> : 5 syllables & 2 <sup>nd</sup> : 2 syllables)                       |
|                | 6.  | Swing   | 6.  | Jhu-la-nai             | Tri-syllabic word   |

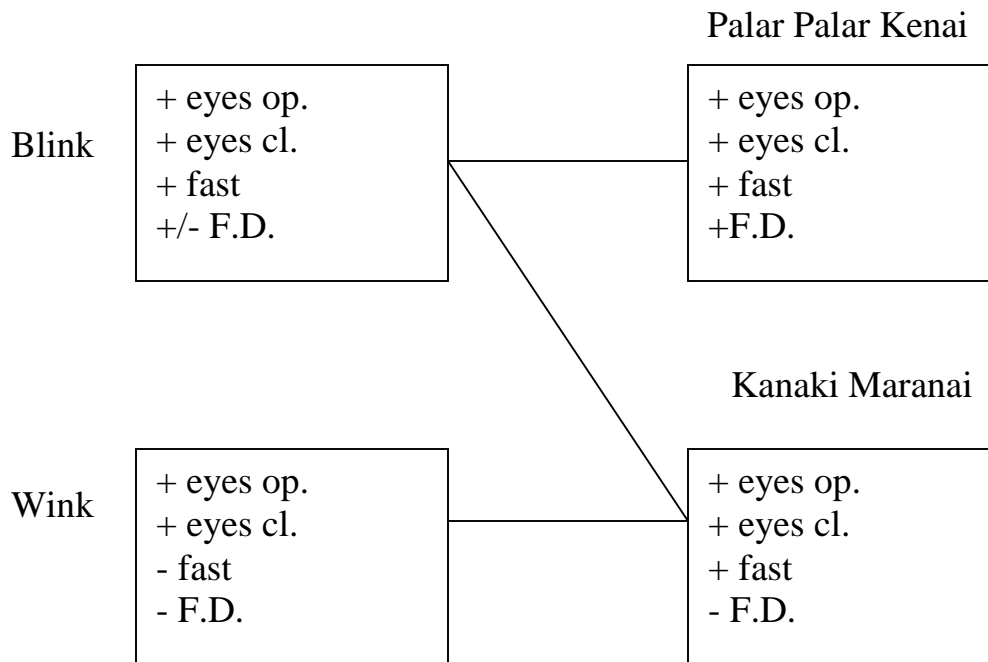
The above table proves the fact that Maithili verbs are morphologically complex in comparison to English ones. Most of the English verbs are monosyllabic but almost all the Maithili verbs are of multi-syllabic (eg. 2,3,4) reduplicated, compound, alliteration, etc. Moreover, the addition of suffix is the distinctive feature of Maithili verbs.

### 3.3.2 Semantic Overlapping

In many cases, one-to-one correspondence of words of different languages is not possible and semantic overlapping is likely to exist. Therefore, here some of the verbs of English and Maithili languages have been examined to show their interrelationship. Moreover, the contextual use of those verbs have also been exemplified immediately after the description of semantic overlapping of each verb.

1) English

Maithili



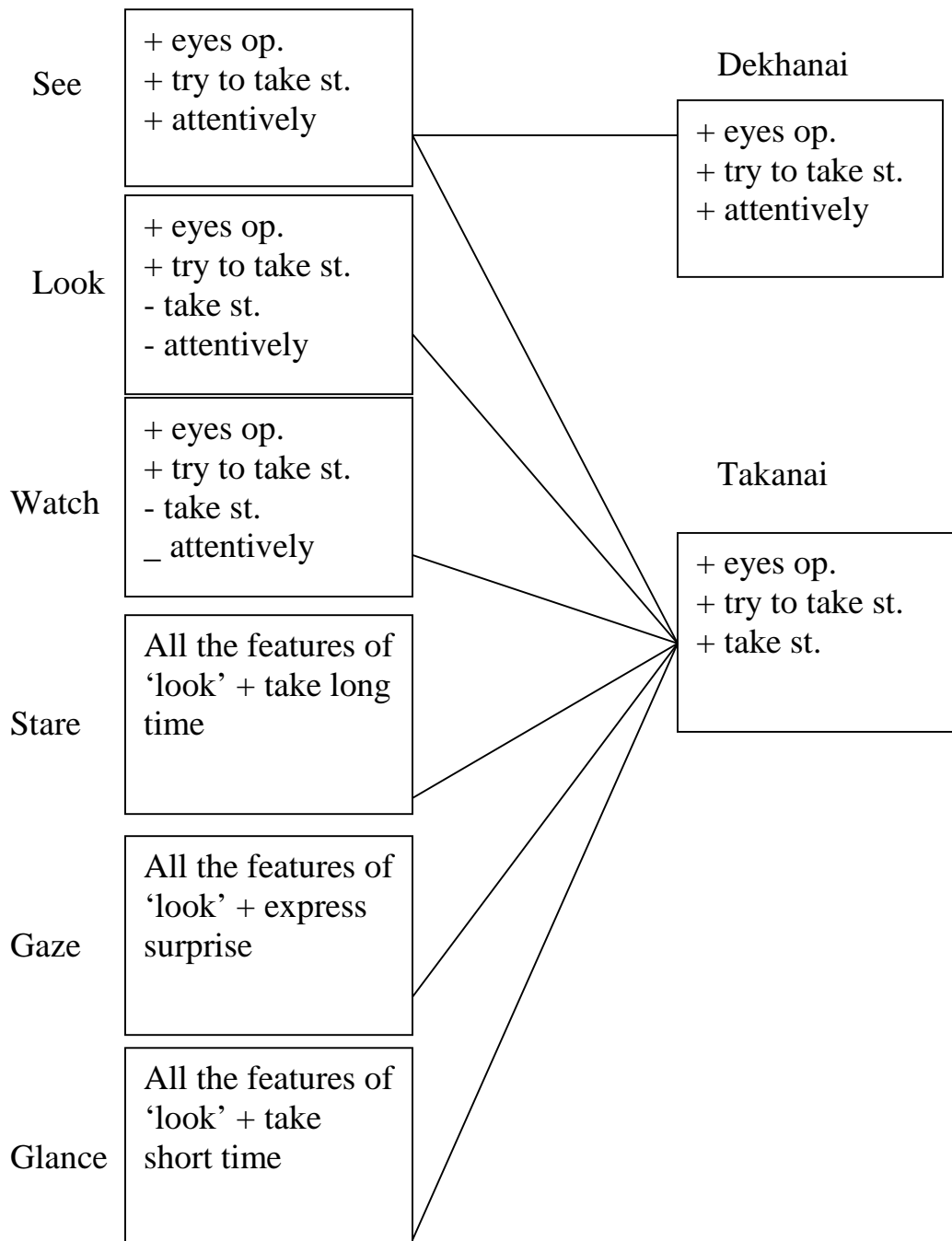
Contexts

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, ‘blink’ overlaps with ‘palar palar kenai’ and ‘kanaki maranai’ in contexts 1 and 2 respectively. Likewise, ‘kanaki marani’ overlaps with ‘blink’ and ‘wink’ in contexts 2 and 3 respectively.

2) English

Maithili



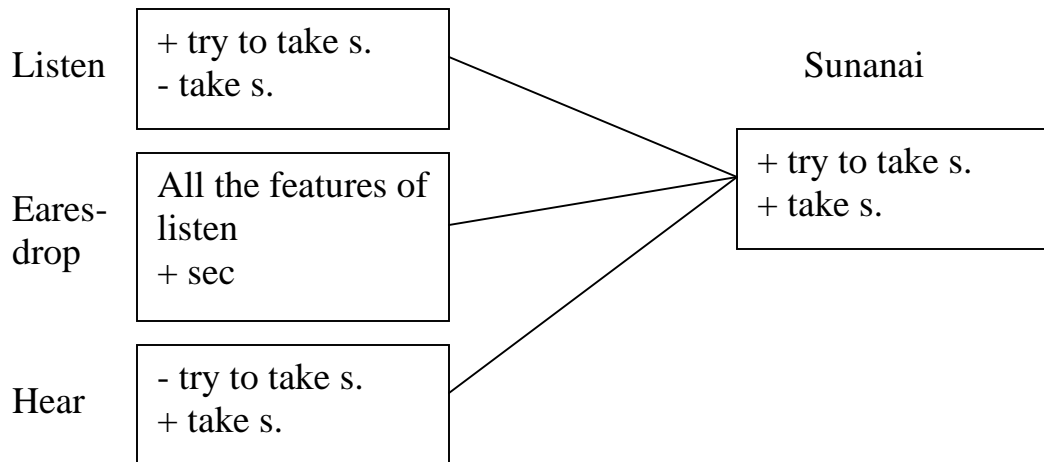
## Contexts

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 ‘dekhanai’ and ‘takanai’ in contexts 1 and 2 respectively. Likewise, ‘takanai’ overlaps with ‘see’, ‘look’, ‘watch’, ‘stare’, ‘gaze’ and ‘glance’ in contexts 2,3,4,5,6 and 7 respectively.

### 3) English

### Maithili



## Context

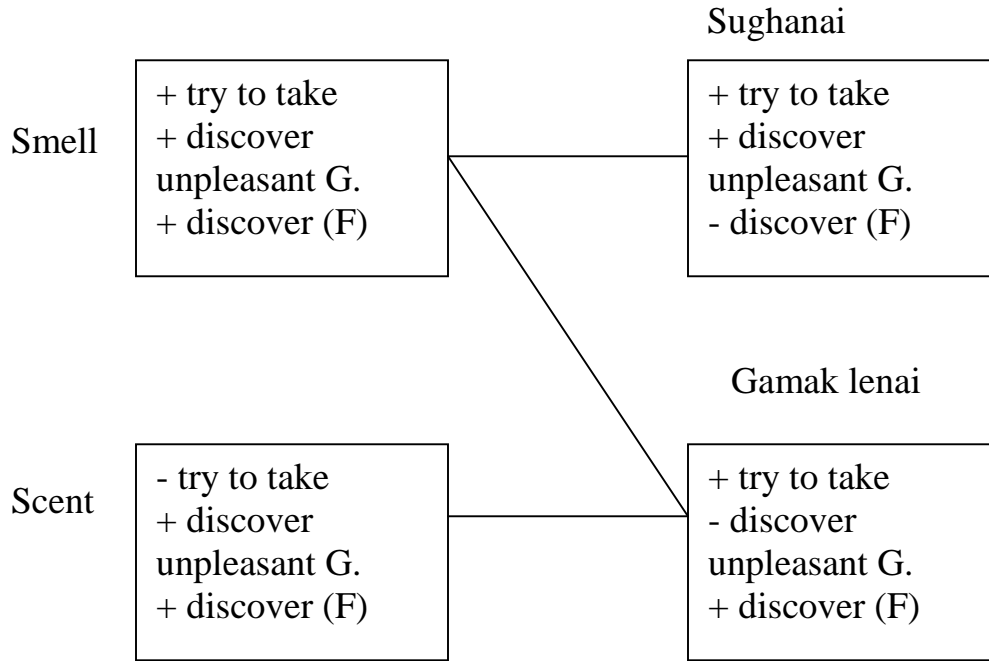
1. I listened carefully but heard nothing.
2. I listened carefully but heard nothing.

3. I stood beside the wall eavesdropping their conversation.

Here, ‘sunanai’ overlaps with ‘listen’, ‘hear’ and ‘eavesdrop’ in contexts 1,2 and 3 respectively.

4) English

Maithili



Context

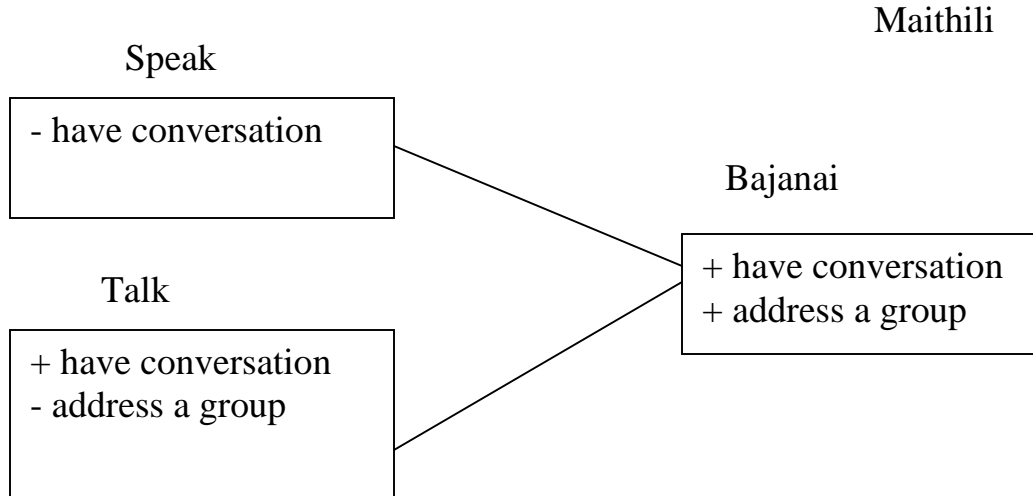
1. If you smell that towel, you will find something disgusting.
2. Smell and find faday’s lunch.
3. The cat scented a rat.
4. We scented the delicious food.

Here, the English verbs ‘smell’ overlaps with the Maithili verbs ‘sughanai’ and ‘gamak lenai’ in contexts 1 and 2 respectively ‘scent’ overlaps with ‘sughanai’ and ‘gamak lenai’ in contexts 3 and 4 respectively. Likewise, the meaning of ‘sughanai’ overlaps with that of ‘smell’ and ‘scent’ in contexts 1 and 3 respectively. Similarly, the meaning of ‘gamak



lenai’ overlaps with that of ‘smell’ and ‘seent’ in contexts 2 and 4 respectively.

5) English

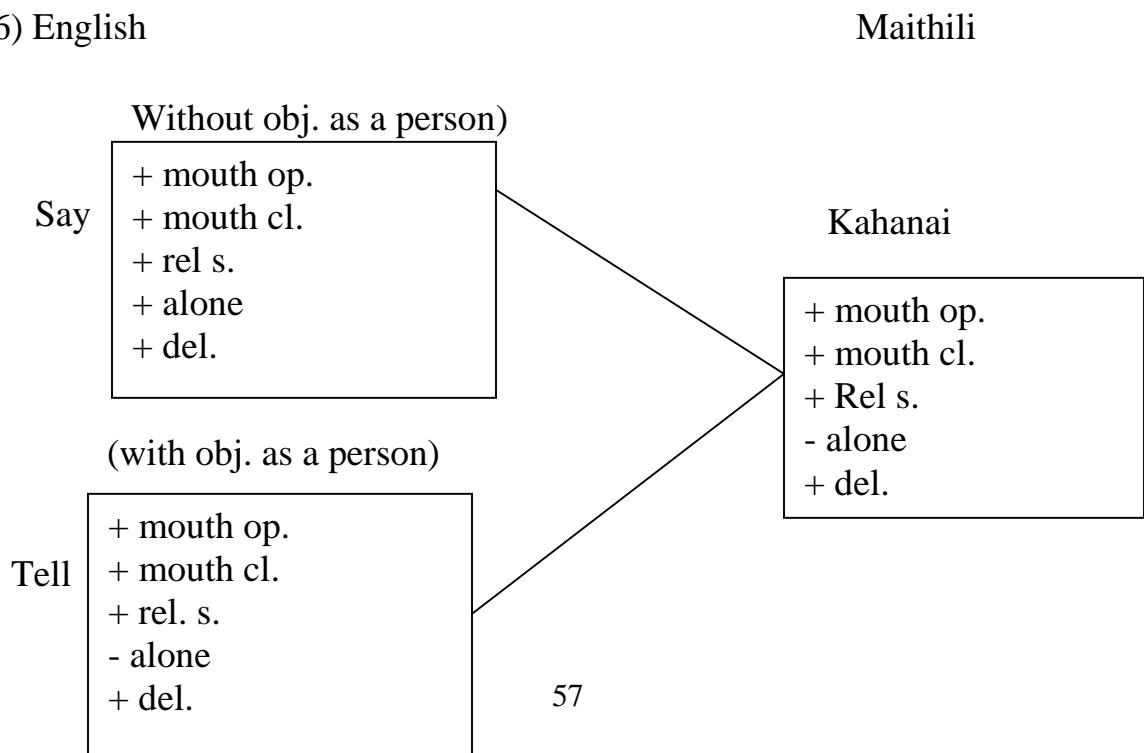


Context

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

Here, the meaning of ‘bajanai’ overlaps with that of ‘speak’ and ‘talk’ in contexts 1 and 2 respectively.

6) English



## 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 Maithili verb ‘kahanai’ overlaps with ‘say’ in context 1 and 2. Thus, it shows that ‘kahanai’ overlaps with ‘say’ and ‘tell’.

## 7) English

## Maithili

Shout (express)

Ang; fear, pain & exc.

Cry (out) (express pain, fear & exc.

Yell (express any, pain & exc.

Chikarnai (express  
ang, pain, fear & exc.

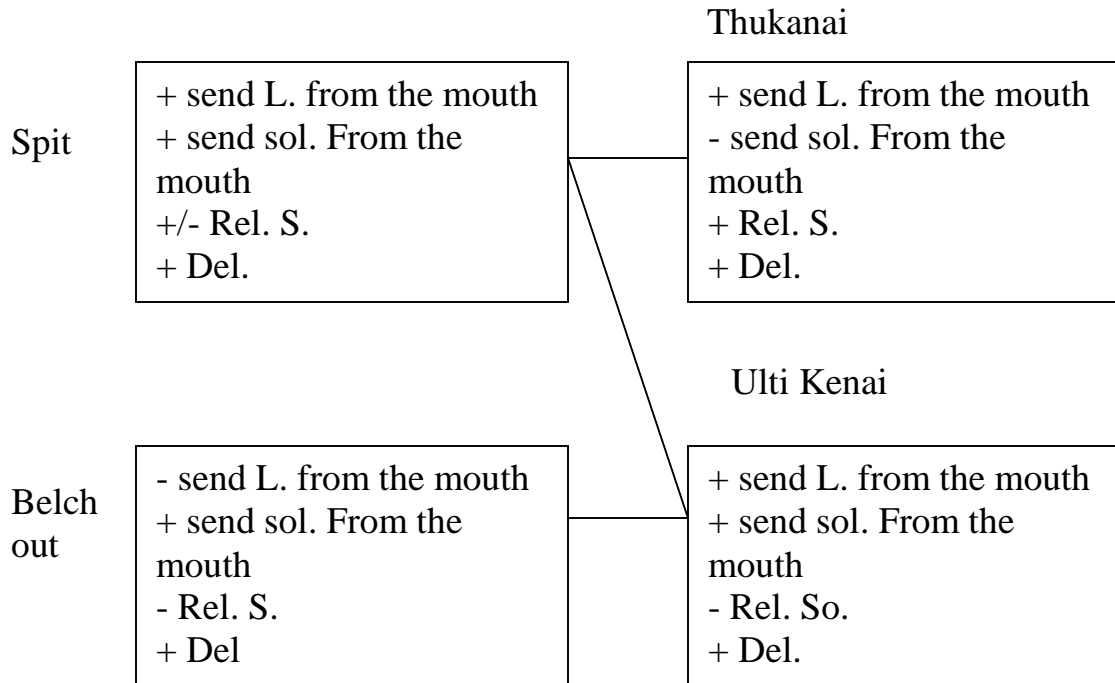
## Contexts

1. “The roof is falling”, he shouted (cried out) (yelled).
2. “Don’t leave me alone” she cried out (shouted)
3. “I won’t leave you !”, he yelled (shouted)

Here, the Maithili verb ‘chikarnai’ is equiralent to shout in all the above contexts. However, it is equiralent to ‘cry (out)’ in contexts 1 and 2 and to ‘yell’ in contexts 1 and 3.

## 8) English

## Maithili



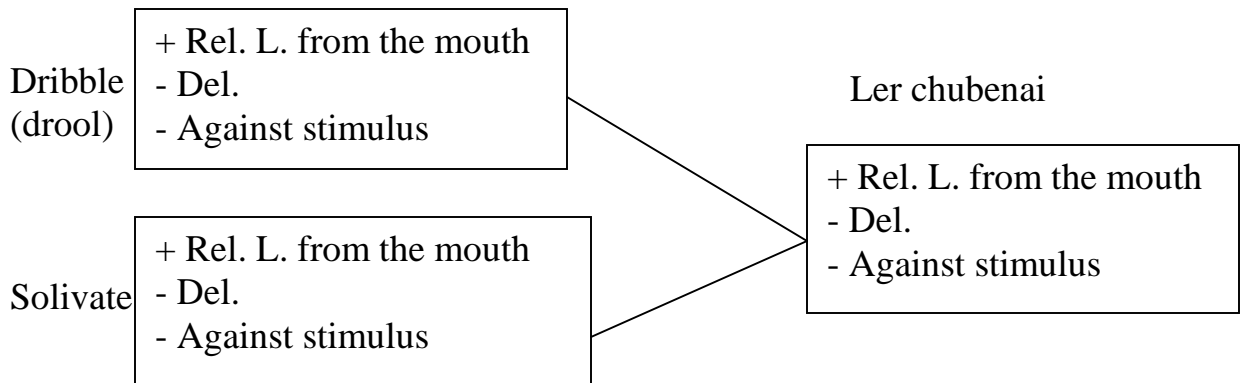
### Contexts

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

Here, the Maithili verb 'thukanai' is used in context 1 only. Likewise, 'ultikenai' is used in contexts 2 and 3 only. So the verb 'spit' overlaps with 'thukanai' and 'ultikenai'.

9) English

Maithili



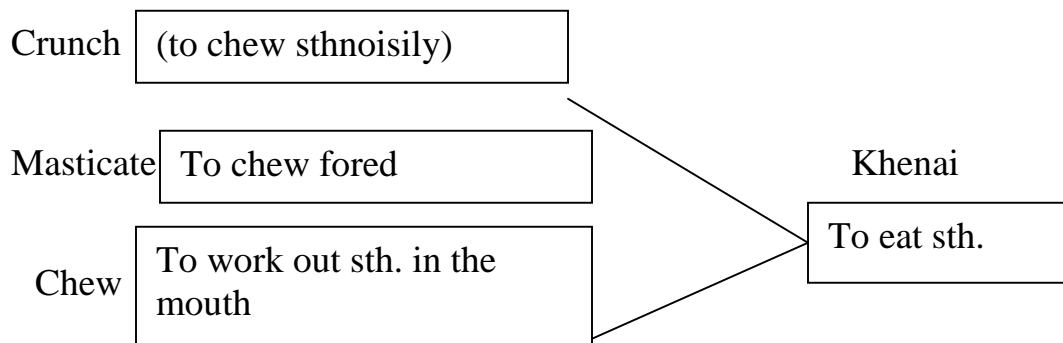
Contexts

1. My child dribbled (drooled) over my shirt.
2. The delicious fered made me salinate.

The Maithili verb 'ler chubenai' is used in the both contexts. Therefore, it overlaps with the English verbs 'dribble' and 'salinate'.

10) English

Maithili



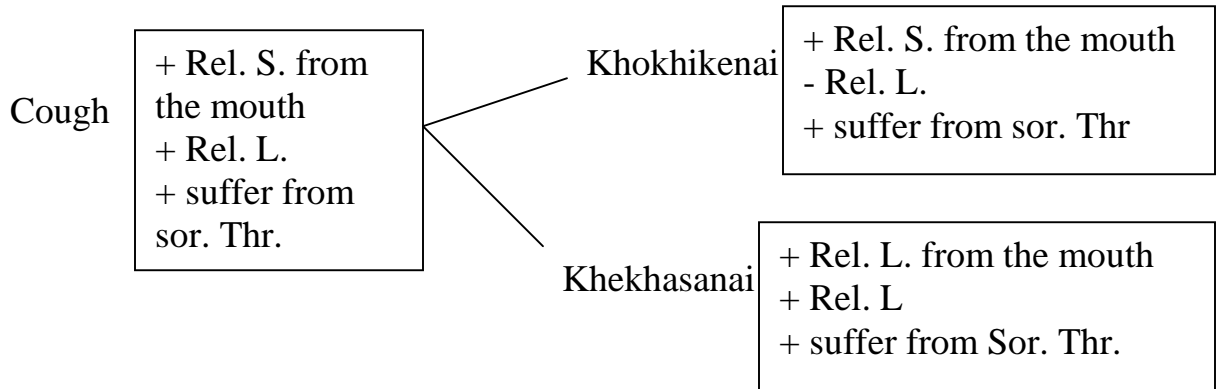
## Contexts

1. We went through the jungle crumhing biscents.
2. Chew (masticate) your feel properly while eating.
3. She was chewing on the end of pencil

The Maithili verb ‘khenai’ is equivalent to the English verbs ‘crumh’, ‘masticate’ and chew in the above contexts.

## 11) English

## Maithili



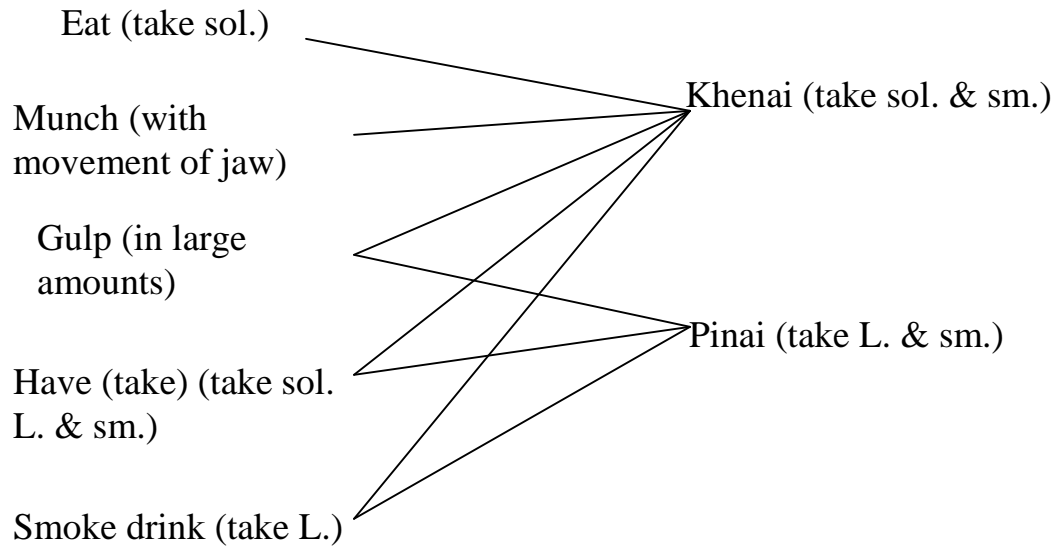
## Contexts

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

From the study of the English verbs in contexts, it is clear that the Maithili verb ‘khokhikenai’ is used in the context 1 only. Likewise, ‘Khakhasanai’ is used in context 2 only. It shows that the English verb ‘cough’ overlaps with the Maithili verbs ‘Khokhikenai’ and ‘Khakhasanai’.

12) English

Maithili



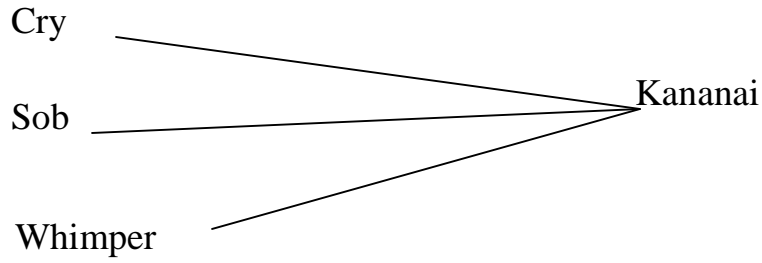
Contexts

1. She eats (has, takes) an apple everyday.
2. We went through the lane munching biscuits.
3. At first she shipped at tea and then gulped it.
4. I drink (take, have) a glass of milk every day.
5. You shouldn't smoke in this area.

Here, the Maithili verb 'khenai' is used in all the above contexts. On the other hand, 'pinai' is used in contexts 3,4 and 5 only.

13) English

Maithili



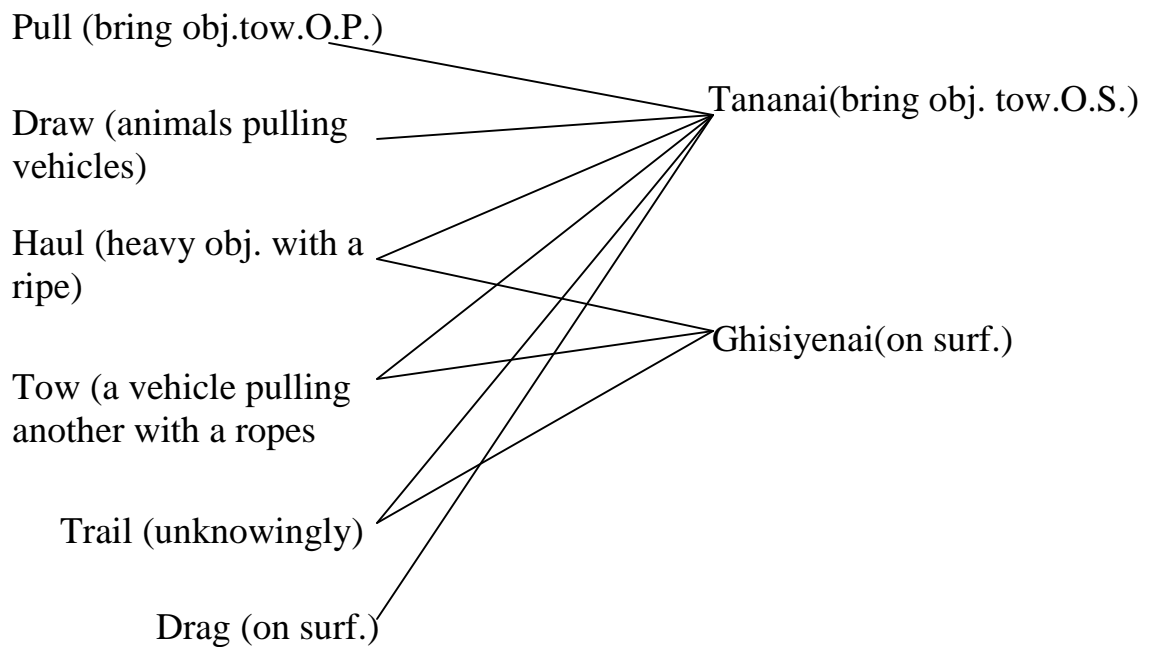
Contexts:

1. The child is crying in the bed.
2. The child is still sobbing.
3. The baby started to whimper to show that he could not stay alone.

The Maithili verb 'Kananai' is used in all these contexts.

14) English

Maithili



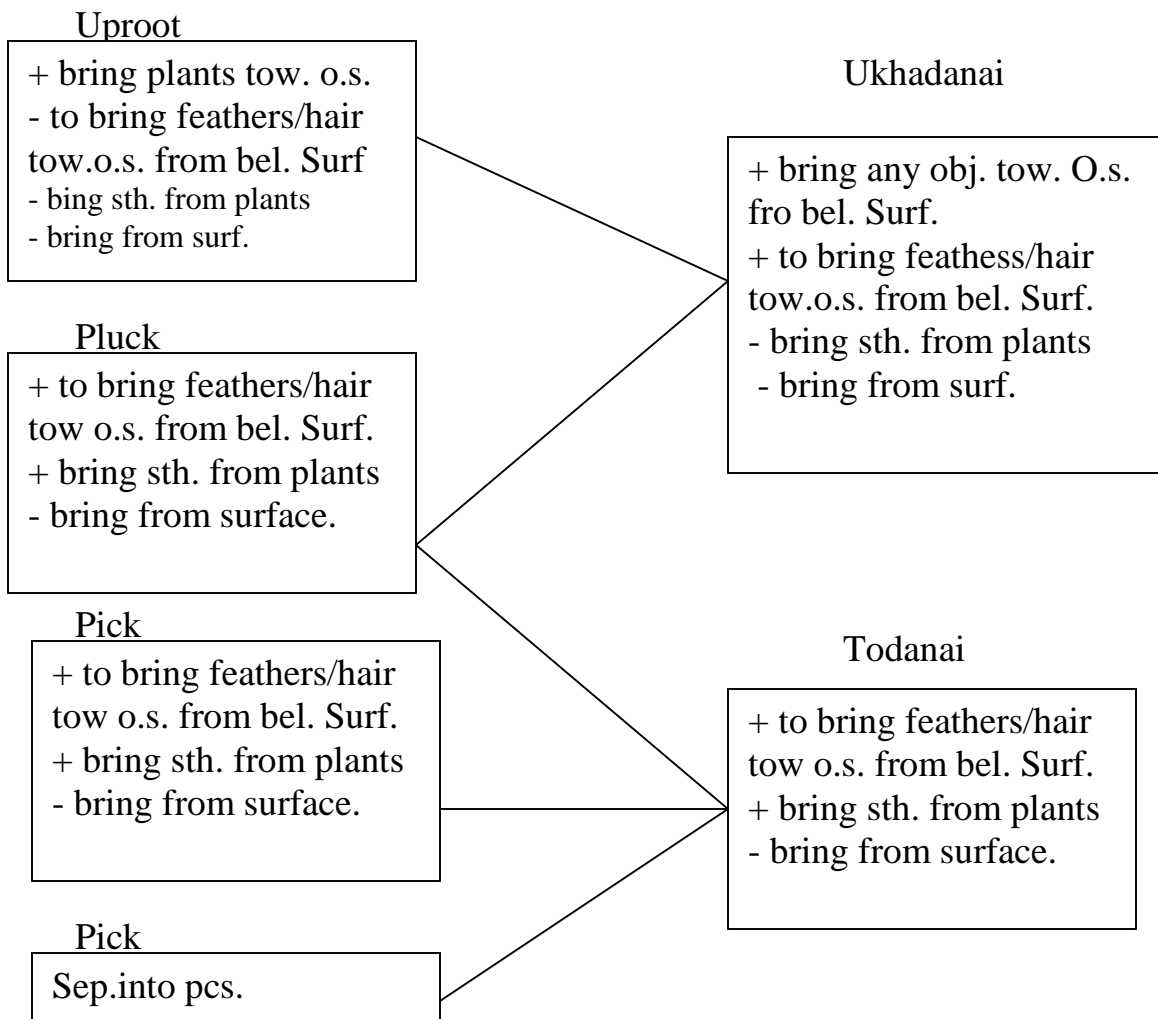
Contexts:

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 of entered the house.
5. They dragged (pulled) the fallen free on the ground.

The Maithili verb ‘tananaï’ is used in all the contexts but ‘ghisiyenaï’ is used in contexts 4 and 5 only. It shows that ‘tananaï’ overlaps with pull, draw, haul and tow and ‘ghisiyenaï’ overlaps with trail and drag.

15) English

Maithili



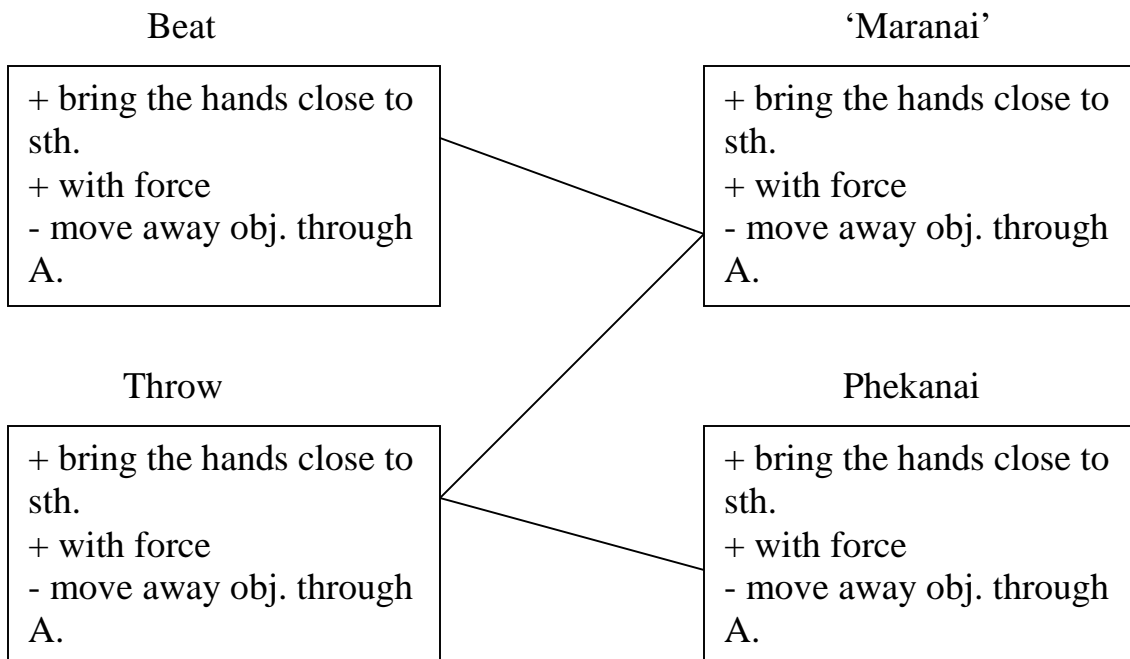


## Contexts

1. It is very difficult to uproot that big tree.
2. I will pluck that birds 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.
6. The child broke the mirror into several pieces.

The Maithili verb 'Ukhadanai' is used in contexts 1 and 2. It shows that 'ukhadanai' overlaps with 'uproot' and 'pluck' in meaning. Likewise, 'Todanai' is used in context 4 and 5 whereas 'pluck' is used in contexts 3 and 4 i). It shows that 'pluck' overlaps with 'Ukhadanai' and 'Todanai'. 'todanai' again overlaps with 'pluck', pick and break.

## 16) English Maithili

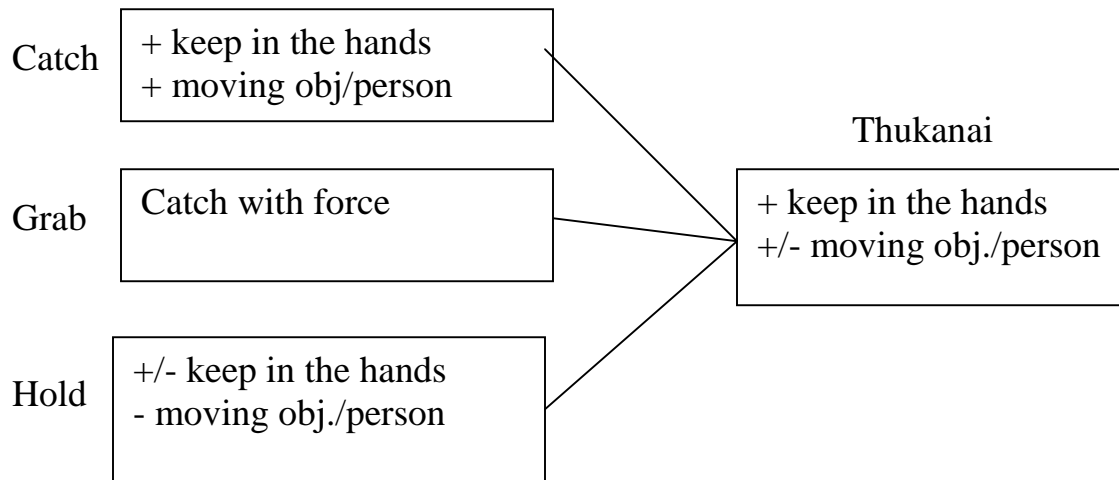


Contexts:

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

The Maithili verb ‘maranai’ is used in contexts 1 and 2 whereas ‘phekanai’ is used in context 3 only.

### 17) English Maithili



Contexts:

1. He threw the ball and I caught it.
2. The robber grabbed my collour and started to beat me.
3. The children were holding each other’s hand.

Here, the Maithili verb ‘pakadanai’ is used in all the above contexts. Thus, this verb overlaps with ‘catch’, ‘grab’ and ‘hold’.

18) English

Stand

+ upright position of the body.  
 + both feet on the ground  
 - put feet on obj. (3)

Step

+/- upright position of the body.  
 +/- both feet on the ground  
 +/- put feet on obj. (3)

Maithili

Thar venai

+ upright position of the body.  
 + both feet on the ground  
 - put feet on obj. (3)

'Kuchalanai'

+ upright position of the body.  
 +/- both feet on the ground  
 + put feet on obj. (3)

Contexts:

1. The teacher s standing in front of the class.
2. She is too weak to stand.
3. Ouch, you stepped on my toe.

The Maithili verb 'that venai' is used in contexts 1 and 2 whereas 'Kuchalanai' is used in context 3 only.

19) English

Walk

To move from one place to another by lifting the legs, one after another

Step

To move legs in order to walk

Strol

Walk slowly

Maithili

Chalanai

To move from one place to another by lifting the legs, one after another

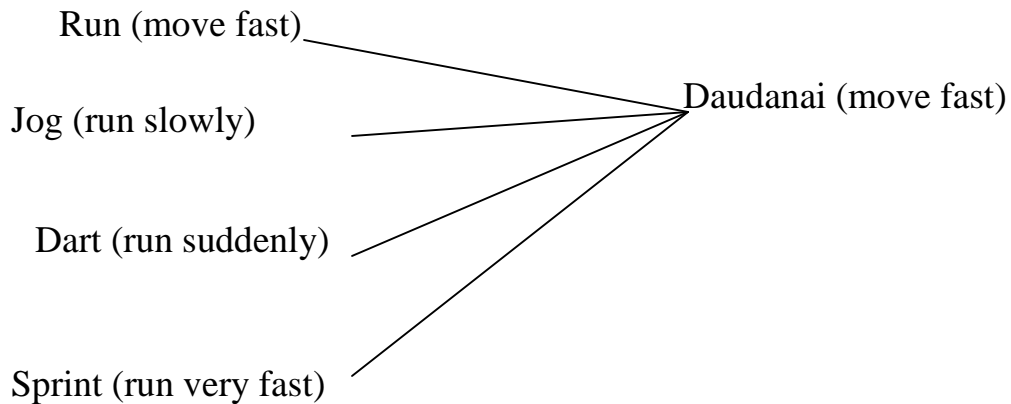
Contexts:

1. Walk through the side of the road.
2. She stepped into the house.
3. I'm just strolling around the park.

The Maithili ver 'chalanai' is used in all the above contexts. It shows that it overlaps with walk, step and stroll.

20) English

Maithili



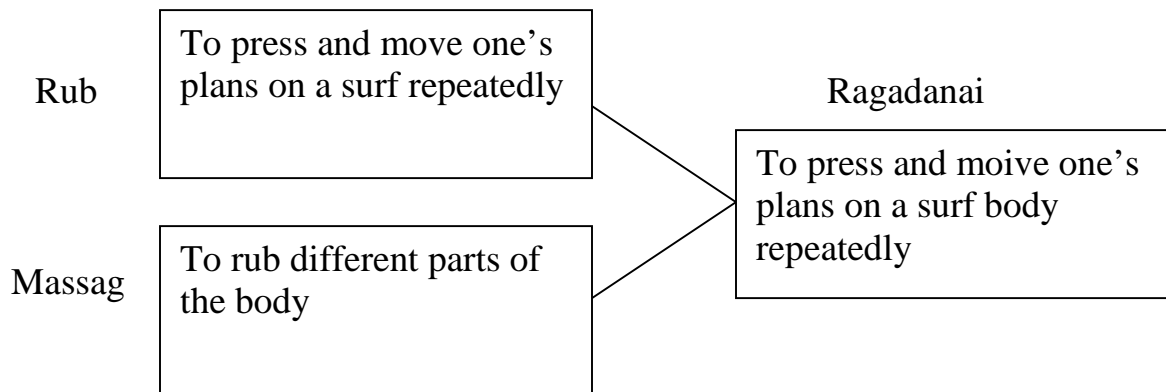
Contexts:

1. A cat runs faster than a man.
2. We go to jag 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 Maithili verb 'dandanai' is used in all the above contexts. It shows that 'dandanai' overlaps with run, jug, dart and sprint.

21) English

Maithili



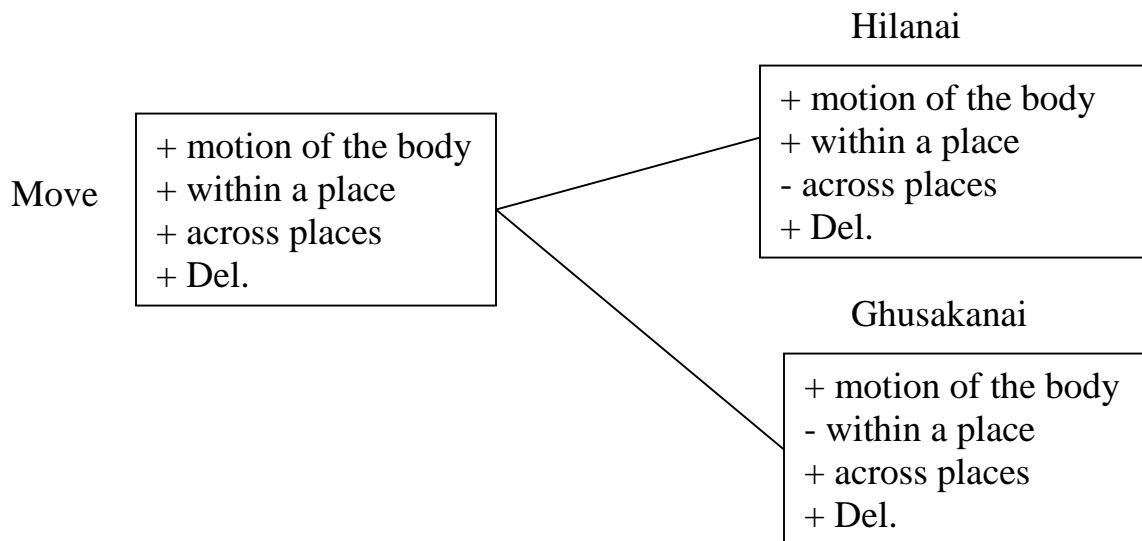
Contexts:

1. Do not rub your eyes.
2. Could you please massage me?

The Maithili verb 'ragadanai' overlaps with rub and massage in the above contexts.

22) English

Maithili



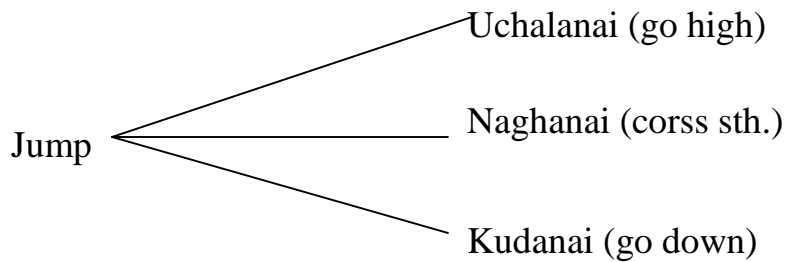
Contexts:

1. He must be alive, he is moving.
2. She is too weak to move one place to another.

The Maithili verb 'hilanai' is used in context 1 only. 'ghusakanai' is used in context 2 only. It shows that the English verb 'move' overlaps with the Maithili verbs 'hilanai' and 'ghusakanai'.

23) English

Maithili



Contexts:

1. I can jump two meters.
2. The house jumped all the fences.
3. He jumped down form the bridge.

Here, the English verb 'jump' is used in all the contexts. It shows that 'jump' overlaps with Maithili verbs 'uchalanai', naghanai and kudanai.

Above description of the semantic overlapping between English and Mathili verbs shows that there are more instances of one Maithili verb overlapping with many English verbs than that of one English verb overlapping with many Maithili verbs. (See findings No. f)

## CHAPTER – IV

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

Since the main objectives of this study were to find out the English and Maithili 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) One of the major findings of this study lies on the fact that Maithili verbs generally end with the suffix- 'nai'. For example, khe-nai, pi-nai, chal-nai, tak-nai, sun-nai, kah-nai, mar-nai, kan-nai, etc.
- b) Maithili verbs are structurally (more specifically morphologically) complex in comparison to English ones. Most of the English verbs are monosyllable but almost all the Maithili verbs are of multisyllabic (eg. 2,3,4), reduplication. Alliteration and compound. Moreover, the addition of suffix is the distinctive feature of Maithili verbs.

The following table illustrates the whole concept.

| S.N. | English verbs | Maithili verbs          | Findings                |
|------|---------------|-------------------------|-------------------------|
| 1.   | Speak         | Ba-ja-nai               | Tri syllabic + suffix   |
| 2.   | Gaze          | Tu-kur tu-kur ta-ka-nai | Alliteration + suffix   |
| 3.   | Blink         | Pa-lar pa-lar ke-nai    | Reduplicatin + suffix   |
| 4.   | Talk          | Gap-sap ke-nai          | Reduplicatin + suffix   |
| 5.   | Salivate      | Ler chu-be-nai          | Compound + suffix       |
| 6.   | Shave         | Dar-hi kat-nai          | Compound + suffix       |
| 7.   | Smile         | Mus-ki mar-nai          | Alliteration + suffix   |
| 8.   | Peep          | Ni-ha-ra-nai            | Tetarasyllabic + suffix |

- c) In comparison to Maithili, English has more verbs that are related to actions performed by different parts of the body. English and Maithili verbs that have been studied in this research are 167 and 125 respectively in number.
- d) A great number of English and Maithili verbs give exactly the same meaning in both languages. Out of total 167 English and 125 Maithili verbs, only 54 have been found with exactly the same meaning. For example,

| <u>English</u> | <u>Maithili</u>     |
|----------------|---------------------|
| Gaze           | Tukur tukur takanai |
| Eavesdrop      | Kanaphusaki lanai   |
| Yawn           | Hafi karanai        |
| Vomit          | Ultikenai           |
| Chew           | Chibenai            |
| Laugh          | Hasanai             |
| Clap           | Tali bajenai        |
| Smash          | Churi-churi kenai   |
| Open           | Kholanai            |
| Shiver         | Thar thar kapanai   |
| Dance          | Nachanai            |

- e) The number of the instances of semantic overlapping are less than that of one-to-one correlation of meaning of verbs. The number of the first case is 23 and the second case is 54.



f) There are more instances of one Maithili verb overlapping with many English verbs than that of one English verb overlapping with many Maithili verbs. For example,

| <b>S.N.</b> | <b>English Verbs</b>   | <b>Maithili Verbs</b>                                      |
|-------------|--|--|
| 1.          | i) run<br>ii) jog<br>iii) dart<br>iv) sprint                       | i) Kudanai   |
| 2.          | i) ii) catch<br>ii) grab<br>iii) hold                              | i) Pakadanai   |
| 3.          | i) pull<br>ii) draw<br>iii) halel<br>iv) fow                       | i) Tananai   |
| 4.          | i) shout<br>ii) cry (out)<br>iii) yell<br>iv) weep                 | i) Kananai   |
| 5.          | i) hear<br>ii) listen<br>iii) eavesdrop                            | i) Sunanai   |
| 6.          | i) jhapad maranai<br>ii) thupad maranai<br>iii) chata naniya denai | i) Slap  |
| 7.          | i) Jump  | i) Uchalanai<br>ii) Naghanai<br>i) Kudanai<br>ii) Phananai |

## 4.2 Recommendation 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 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 Maithili verbs that are exactly equivalent in meaning will be easier for the English speakers learning Maithili (ESLM) and Maithili speakers learning English (MSLE) than the verbs that overlap in meaning.
- b) Generally, semantic systems of two languages differ. English and Maithili also differ in their semantic systems. General tendency of second language learners is that they try to transfer 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, MSLE 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 are not aware of the fact that the Maithili verb 'sunanai' overlaps with the English verbs 'listen' and 'hear' in meaning. And, thus, they have chosen one verb randomly. They have used the same technique while choosing 'uproot' in the second sentence.

Likewise, ESLM may come up with the numerous erroneous sentences.

- c) In order to minimize learner's difficulty in choosing correct words in the 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 the 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 much exposure in learning a correct form of the language 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 like ambiguities and communication gaps. 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

### The List of English and Maithili Verbs

#### 1. English Verbs

|             |                        |                          |                 |         |
|-------------|------------------------|--------------------------|-----------------|---------|
| Look        | Munch                  | Smell                    | Lick            | Touch   |
| Stare       | Have (take)            | Scent                    | Taste           | Brush   |
| Gaze        | Smoke                  | Breathe                  | Stand (on head) | Stroke  |
| Glance      | Gulp                   | Sigh                     | Head (in sport) | Pluck   |
| Glimpse     | Yawn                   | Exhale                   | Bow             | Pick    |
| Watch       | Speak                  | Inhale                   | Nod             | Slap    |
| See         | Talk                   | Swallow                  | Laugh           | Hit     |
| Twinkle     | Say                    | Drink                    | Smile           | Beat    |
| Blink       | Tell                   | Cough                    | Grin            | Smash   |
| Wink        | Shout                  | Hiccough                 | Smirk           | Pull    |
| Peep        | Thunder                | Burp                     | Sneer           | Stretch |
| Spy on      | Scream                 | Sneeze                   | Frown           | Draw    |
| Listen      | Cry out                | Puff                     | Grimace         | Drag    |
| Hear        | Shell                  | Snore                    | Cry             | Haul    |
| Ears drop   | Shuck                  | Chew                     | Weep            | Tow     |
| Yell        | Boxing                 | Masticate                | Sob             | Trail   |
| Whimper     | Hug                    | Bite                     | Whimper         | Uproot  |
| Whistle     | Sew                    | Gnaw                     | Stand           | Push    |
| Spit        | Switch (on)            | Crunch                   | Step (on)       | Throw   |
| Belch (out) | Switch (off)           | Shave                    | Step            | Lift    |
| Vomit       | To say bye-bye (ta-ta) | Eat                      | Walk            | Open    |
| Retch       | To lit (sth)           | Serve<br>(food,<br>etc.) | Stroll          | Close   |
| Salivate    | knit                   |                          | Run             | Scrub   |
| Dribble     | Bath                   | Fold                     | Jog             | Broom   |
| Suck        | Cook                   |                          | Sprint          | Massage |

|            |       |         |          |         |
|------------|-------|---------|----------|---------|
| Eat (take) | Shut  | Join    | Dart     | Scratch |
| Jump       | Catch | Connect | Kick     | Pinch   |
| Spring     | Hold  | Attach  | Shoot    | Peel    |
| Kneel      | Grab  | Fold    | Strike   | Wash    |
| Shake      | Seize | Fasten  | Perspire | Rub     |
| Tremble    | Tear  | Clap    | Sweat    | Break   |
| Shiver     | Split | Squeeze | Move     | Keep    |
| Swing      | Rend  | Wring   | Dance    | Put     |
|            | Clean | Knead   | Wrestle  |         |

## 2. Maithili Verbs

|                                  |                   |                     |
|----------------------------------|-------------------|---------------------|
| Dekhanai                         | Takanai           | Niharanai           |
| Palar Palar kenai                | Kanaki maranai    | Aaikh gadanai       |
| Tukur tukur takanai              | Sunanai           | Kanaphusaki lenai   |
| Kan thar kenai                   | Kahanai           | Sunenai             |
| Chikaranai                       | Vokaranai         | Lalakaranai         |
| Phatakarana                      | Damasenai         | Bat (gap) kenai     |
| Thukanai                         | Hafi karanai      | Ulti kenai          |
| Ler chubenai                     | Chusanai          | Dhekar anai (kenai) |
| khakhasanai                      | Sughanai          | Gamak lanai         |
| Sans pheranai                    | Sans lanai        | Sans chhodanai      |
| Ghotanai                         | Pinai             | Khokhi kenai        |
| Hichaki anai                     | Chhikanai         | Hak sak kenai       |
| Phoph katanai                    | Chibenai          | katanai             |
| Kurmur kenai                     | Kutur kutur kenai | Chatanai            |
| Suwadanai Head alenai (in sport) |                   | Muri latakana       |
| Muri sojha kenai                 | Chhunai           | Todanai             |
| Muri hilenai                     | Kananai           | Hak uthenai         |
| Musaki maranai (musakurenai)     | Bajanai           | Risenai             |

|                             |                     |                     |
|-----------------------------|---------------------|---------------------|
| Pitanai                     | Maranai             | Tananai             |
| Tankenai                    | Ghisiyenai          | Ukhadanai           |
| Thelanai                    | Phekanai            |                     |
| Uthenai                     | Kholanai            | Lenai               |
| Band kenai                  | Pakadanai           | Pakhanai            |
| Phodanai                    | Jodanai             | Tali bajenai        |
| Dhonai                      | Majanai             | Miranai             |
|                             | Ugharanai           | Bunanai             |
| Sohanai                     | Hath milenai        | Jhulanai            |
| Pair chunai (Gor laganai)   | Namasakar kenai     | Nachanai            |
| Sinai                       | Mar-pit kenai       | Gala milanai        |
| Aarati denai                | Aaig baranai        | Katanai             |
| Saph kenai                  | Chuti katanai       | Aangur dekhenai     |
| Thukanai                    | Nehenai             | Bhansa kenai        |
| Pakharanai                  | Argha denai         | Hath sekanai        |
| Malish kenai                | Hajamat kenai       | Bhojan kenai        |
| Bhojan parosanai            | Pisanai             | Churri-churri kenai |
| Thapada maranai             | Garadaniya denai    | Chameta denai       |
| Moranai                     | Thar venai          | Kuchalanai          |
| Chalanai                    | Kudanai             | Uchhalanai          |
| Naghanai                    | Thegahuniya rakhnai |                     |
| Ghum-phir kenai             | Tahala-bul kenai    | Chakkara laganai    |
| Thar thar kapanai           | Hilanai             | Ghusakanai          |
| Hatanai                     | Pasina pochanai     | Hasanai             |
| Pahalamani kenai (khelanai) |                     |                     |



## APPENDIX – B

### Use of the English Verbs in Contexts

#### Verbs associated with ‘Eyes’ and ‘Ear’

| 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.<br>2) Last Saturday I went to <i>see</i> a movie.                          |
| Shut            | She <i>shut</i> her eyes and fell asleep.  |
| Twinkle         | His eyes were <i>twinkling</i> when he said this news to me.   |
| Blink           | 1) He <i>blinked</i> his eyes to clear the dust.<br>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.  |

## Verbs associated with Mouth, Nose and Throat

|            |  |
|------------|--|
| Smell      | 1) Ok, <i>smell</i> and find today's lunch.<br>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.<br>2) The farmer <i>whistled</i> a folk song in the jungle. |

|                 |  |
|-----------------|--|
| Spit            | 1) The baby <i>spat</i> its food into the table.<br>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 <i>sat</i> on the bench sipping at tea.   |
| Lick            | I <i>Licked</i> honey off my fingers.  |
| Chew            | 1) The buffalo was <i>chewing</i> grass in the shed.<br>2) A student was <i>chewing</i> 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.<br>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?<br>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> .           |
| 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> .      |

### Verbs associated with Limbs

|         |   |
|---------|---|
| 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   | <ol style="list-style-type: none"> <li>1) I’ ll <i>pluck</i> your hair!</li> <li>2) We <i>plucked</i> a cock’s features.</li> <li>3) Don’t <i>pluck</i> those flowers.</li> </ol>             |
| Pick    | <ol style="list-style-type: none"> <li>1) She <i>picked</i> a hair from the table.</li> <li>2) Can you <i>pick</i> me a rose, please?</li> </ol>  |
| Slap    | The teacher <i>slapped</i> a student’s face.  |
| Hit     | He <i>hit</i> me on the shoulder with the hands.  |
| Beat    | <ol style="list-style-type: none"> <li>1) The villagers <i>beat</i> the thief until he became unconscious.</li> <li>2) The musician <i>beat</i> the drum.</li> </ol>                          |
| Smash   | The child <i>smashed</i> a glass.   |
| Pull    | <ol style="list-style-type: none"> <li>1) The porter is <i>pulling</i> a heavy box.</li> <li>2) He <i>pulled</i> his wife towards him.</li> <li>3) She <i>pulled</i> the curtains.</li> </ol> |
| 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.<br>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 up?  |
| Raise            | 1) <i>Raise</i> your hand please.<br>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 felling 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 <i>tore</i> my shirt.  |
| Split            | We <i>split</i> the log with an axe.   |
| Break            | 1) Can you <i>break</i> this string?<br>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.<br>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.<br>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> .<br>2) I spend each day by cooking.  |
| 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.<br>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.  |
| Scratch       | 1) She <i>scratched</i> the coupon to see what was there.<br>2) The child <i>scratched</i> a mark on the ground.<br>3) Don't <i>scratch</i> yourself.<br>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.<br>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.<br>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.<br>2) He <i>jumped</i> down from the bridge.<br>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.<br>2) We <i>trembled</i> with fear. |
| Shiver  | We started to <i>shiver</i> in cold.  |

**Verbs associated with the “Whole Body”**

|                  |   |
|------------------|---|
| 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> .<br>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.  |
| Wrestle          | I don't like <i>wresting</i> on T.V.  |
| Swing            | <i>Swing</i> the baby, she is crying for long.  |

## APPENDIX – C

### Use of the Maithili verbs in Contexts

| Verb                | Sentence  |
|---------------------|---|
| Dekhanāi/takanāi    | 1) I kitab dekhu ta<br>2) Ham akā sdis tā kalau lekin kich nai dekhsakalau. |
| Tukur tukur takanāi | O kursime baiska samundra dis tukur tukur takalakai                         |
| ḍikhmārnai          | O chat parse kalejke ladakisabake ḍikh mā raichi.                           |
| sunanāi             | U dhyanpurbak sunalkai.   |
| sughnāi             | I tham nainik ganahaichi, sugha ta.   |
| Gamak lenāi         | Aujaka bhojan gamak lake bujhu ta.  |
| sās phernāi         | Daudalase sās jaldi-jaldi pherā ichi  |
| Hak sak kenāi       | Ham pahā dke tupi me pahucke hak sak keliyai                                |
| bajanāi             | Hinakā bajame kaniko dhāk nai hoyat ye                                      |
| kahanāi             | Jenai bujahi se lok se kahi   |
| thukanāi            | Jhyalse bā har nai thuk   |
| Khokhi kenāi        | U kholchi se paresā n bhagel chi  |
| Phoph katanāi       | U sutalkā l hardam phoph kataichi   |
| khenāi              | U diname ekatā syau khaichi   |
| pināi               | ḍhā diname katekber pḍ in pibait chi  |
| ghotanāi            | Bhojan pahine nikes chabāk tahan ghotabāk chā hi                            |
| hasnāi              | Okar chutkilase ham khub hasalau  |

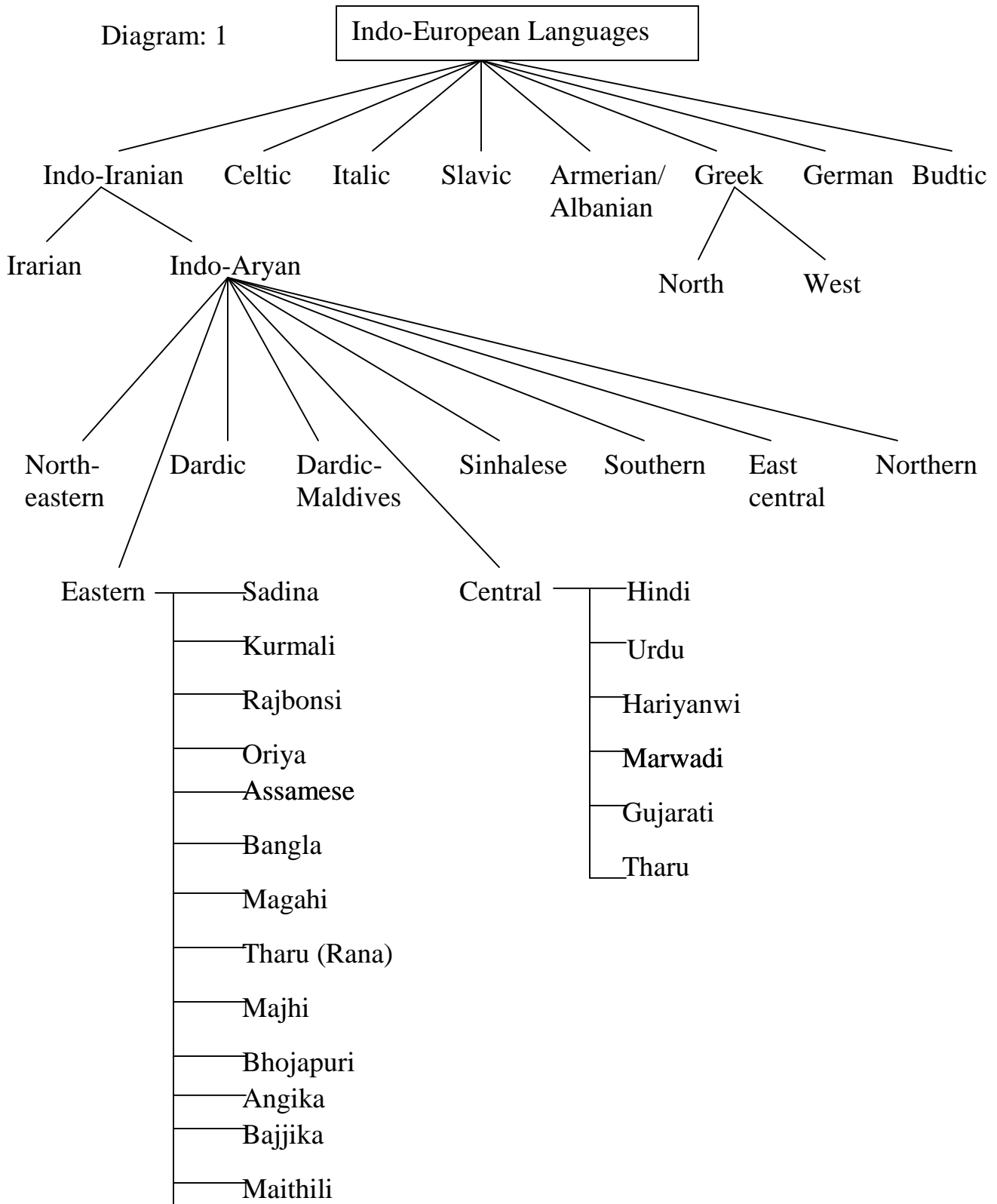
|                 |  |
|-----------------|--|
| Musaki m̄āranā  | ḍha hamarā dekh k kiya musaki m̄ārait chi?         |
| kānanāi         | Bachhā Ochyanme kānait rahai                       |
| Chunai          | U ḍiran naichu                                     |
| todanāi         | U phulsab naitoda                                  |
| jhāpad m̄āranai | Sikshak ekta bidhyarthike gālm ek jhāpad maral kai |
| m̄āranai        | Gaābāsi ekta corke korase m̄āirke behos kdelak.    |
| tānanāi         | U ḍpan kaniyake ḍpandis tanalkai                   |
| ghisiyenāi      | Usab ekta khasal gach ke ghisiyḍk ḍnalkai          |
| ukhādanāi       | ḍt, ham tohar kes ukhādlaiciyo.                    |
| thelanāi        | Okra nai thelahi u nica khaisparatai.              |
| Uthenāi         | Sabkiyo hāt upar uthu                              |
| phekanāi        | O gend hamar dis phekkalkai                        |
| tankenāi        | Rabar tankau                                       |
| kholanāi        | U paradā khollakai                                 |
| Band kenai      | Bad jād chi, kebād band karu                       |
| Pakadnāi        | Pulis chorke pakadlakai                            |
| phāirdenāi      | ḍhḍke bacha hamar kitab phair delak.               |
| raākhanai       | Kitabsab tebulpar milāk rākh                       |
| phodanāi        | Nabaka ḍinaka ke phodalak?                         |
| Jodanāi         | Total cijake jodanāI dikat hoichi                  |
| Tali bajenāi    | ḍpan neta ke loksab talibajāk swagat kelak         |

|                    |   |
|--------------------|---|
| dhonāi             | Kapad̄ sabke dhoike sukhau                |
| m̄janai            | Bhojan kkeh̄ t̄ m̄janai nikb̄ t̄ chi.     |
| Sohanāi            | I kerasab shoat                           |
| th̄r bhenāi        | U bhukh se th̄r nai bha sakait chi        |
| clanāi             | Rastā ke k̄ t̄ dne claicl.                |
| kudanāi/daudanāi   | Puliske dekhk corsab daudlai              |
| uchalanāi          | Ham dui mitar upar tak uchail sakait chi. |
| naghanāI           | O khaidha nā ghaitk̄ l̄ khaisparal        |
| Thar thar k̄ panāi | U dares thar thar k̄ paichi               |
| Ghusaknāi          | BhāI, kni ghusaikke Baisu na              |
| pasinā pochnāI     | Parikchā me prasn dekh k̄ pasinā ābaichi. |
| Nācnāi             | Hamsab piknik me khub nā chlāi            |
| Pahalāni kenāi     | Hamarā pahalmāni dekhme bad nik lagaiye   |
| Jhulanāi           | Bachā k̄ jhulā k̄ sutāu                   |

**APPENDIX – D**

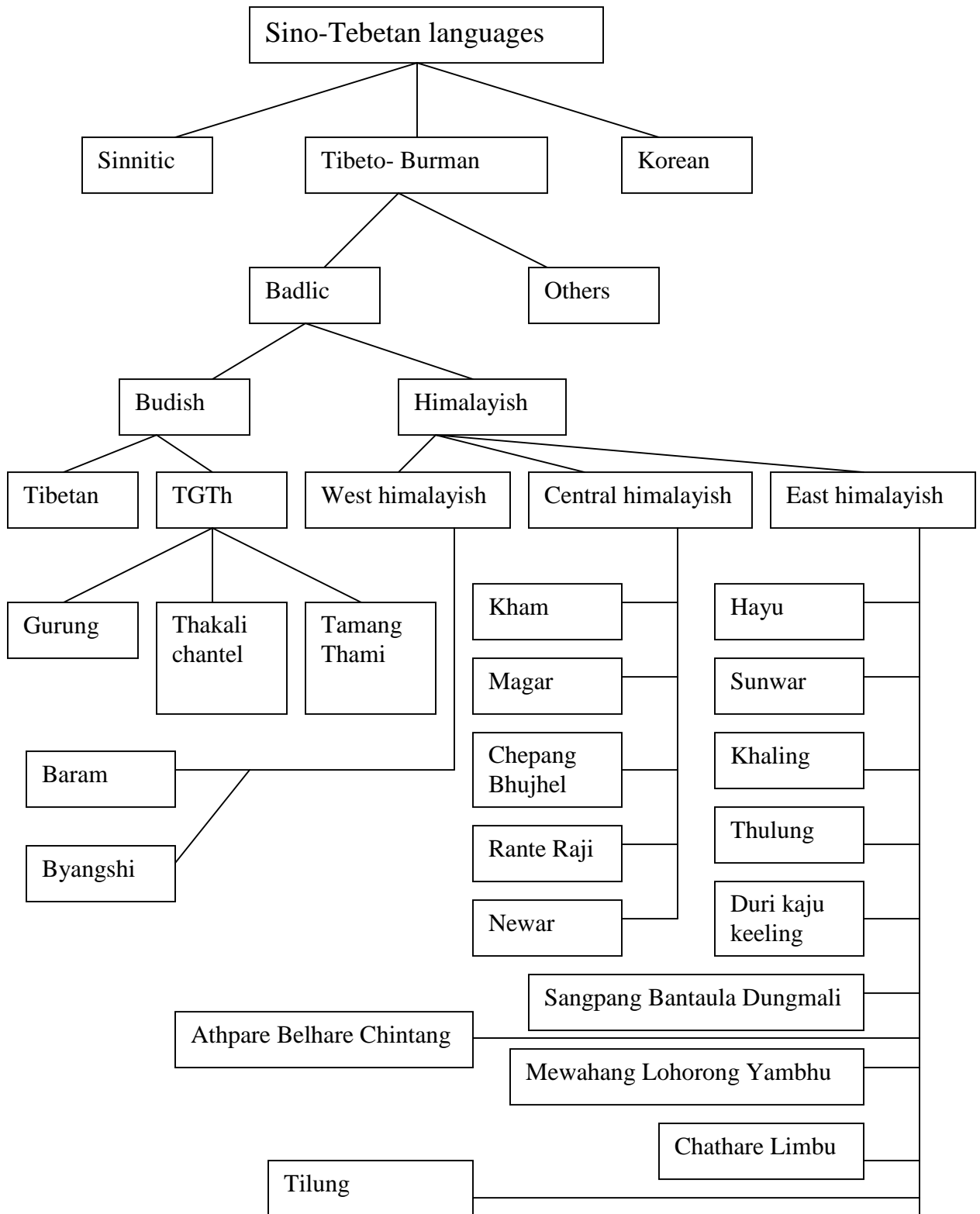
**Genetic Affiliation of Languages in Nepal**

Diagram: 1



Source: CBS Report, 2002, Population Census. 2001. HMG/CBS (p.145)

Diagram: 2



Source: CBS Report, 2002, Population Census. 2001. HMG/CBS (p.146)

Diagram: 3

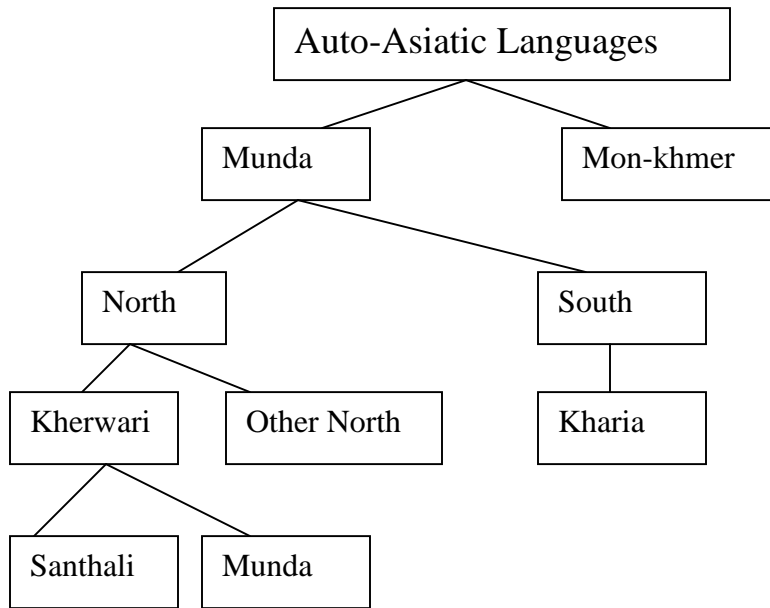
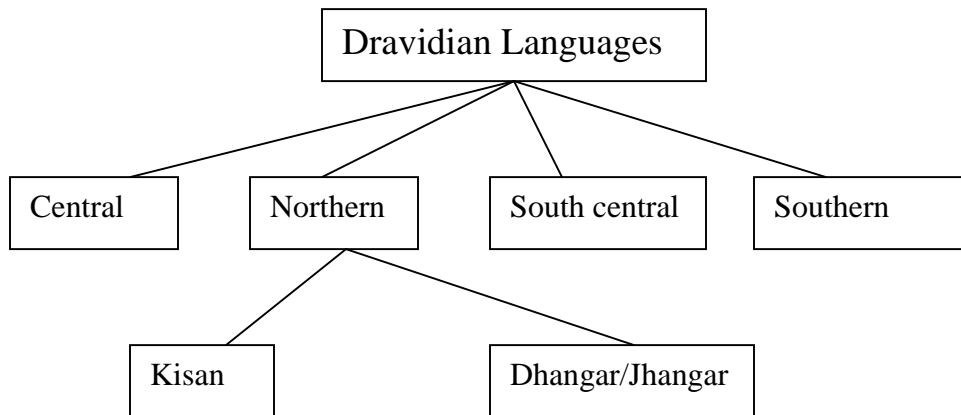


Diagram: 4



Source: CBS Report, 2002, Population Census. 2001. HMG/CBS (p.147)

## APPENDIX – E

### Inventory of Maithili Phonemes

There are 26 consonant phonemes and 8 oral vowel phonemes in Maithili.

| Consonants   |          |         |                      |         |       |         |
|--------------|----------|---------|----------------------|---------|-------|---------|
|              | Biliable | Dental  | Retroflex            | Palatal | Velar | Glottal |
| Stops        | p        | T       | t                    |         | K     |         |
|              | ph       | Th      | Th                   |         | Kh    |         |
|              | b        | D       | D                    |         | G     |         |
|              | bh       | dh      | dh                   |         | Gh    |         |
| Affricates   |          |         |                      | C       |       |         |
|              |          |         |                      | Ch      |       |         |
|              |          |         |                      | J       |       |         |
|              |          |         |                      | jh      |       |         |
| Nasals       | m        | N       | (n)                  |         | (b)   |         |
| Tap          |          | Y       | (r)                  |         |       |         |
| Fricatives   |          | s       | (s)                  | (s)     |       | h       |
| Lateral      |          | L       |                      |         |       |         |
| Approximants | (w)      |         |                      | (y)     |       |         |
| Vowels       |          |         |                      |         |       |         |
|              | Front    | Central | Bank                 |         |       |         |
| High         | I        |         | U                    |         |       |         |
| Mid          | ℓ        | ∂       | o +/- ~ nasalization |         |       |         |
| Low          | ʌ        | ∂       |                      |         |       |         |
|              |          |         |                      |         |       |         |

Source: Yadava, Y.P. in 'Population Monograph of Nepal' (vol. I) (CBS, 2063:15)



## APPENDIX - F

### Symbols and Diacritics Marks used

Consonant and vowel symbols and Diacritics

|                 |   |   |           |   |   |             |   |   |                         |      |     |
|-----------------|---|---|-----------|---|---|-------------|---|---|-------------------------|------|-----|
| <b>a</b>        | अ |   | <b>h</b>  | र |   | <b>d</b>    | ड |   | <b>bh</b>               | भ    | भ   |
| <b><i>a</i></b> | आ | ा | <b>k</b>  | क | क | <b>dh</b>   | ढ |   | <b>m</b>                | म    | म   |
| <b>i</b>        | इ | ि | <b>kh</b> | ख | ख | <b>n</b>    | ण | ण | <b>y</b>                | य    | इ   |
| <b><i>i</i></b> | ई | ी | <b>g</b>  | ग | ग | <b>r</b>    | ड |   | <b>r</b>                | र or | र   |
| <b>u</b>        | उ | ु | <b>gh</b> | घ | घ | <b>[rh]</b> | ढ |   | <b>l</b>                | ल    | ल   |
| <b><i>u</i></b> | ऊ | ू | <b>n</b>  | ड |   | <b>t</b>    | त | त | <b>w</b><br><b>or v</b> | व    | व   |
| <b>r</b>        | ऋ | ॠ | <b>c</b>  | च | च | <b>th</b>   | थ | थ | <b>s</b>                | श    | श   |
| <b>e</b>        | ए | े | <b>ch</b> | छ |   | <b>d</b>    | द |   | <b>s</b>                | ष    | क्ष |
| <b>ai</b>       | ऐ | ै | <b>j</b>  | ज | ज | <b>dh</b>   | ध | ध | <b>s</b>                | स    | स   |
| <b>o</b>        | ओ | ो | <b>jh</b> | झ | झ | <b>n</b>    | म | म | <b>h</b>                | ह    |     |
| <b>au</b>       | औ | ौ | <b>fi</b> | ज | ज | <b>p</b>    | प | प |                         |      |     |
| <b>-</b>        | ॠ |   | <b>t</b>  | ट |   | <b>ph</b>   | फ | फ |                         |      |     |
| <b>rh</b>       | ॠ |   | <b>th</b> | ठ |   | <b>b</b>    | न | न |                         |      |     |

Source: Turner, R.L. (2001)