

PACIFIC LINGUISTICS

Series D - No. 13

CONVERSATIONAL GURUNG

by

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First published 1979.

The editors are indebted to the Australian National University for help in the production of this series.

This publication was made possible by an initial grant from the Hunter Douglas Fund.

National Library of Australia Card Number and ISBN 0 85883 192 9

ACKNOWLEDGEMENTS

We gratefully acknowledge the encouragement and active interest of Dr S.B. Shakya, Vice Chancellor of Tribhuvan University, and of Dr. P.R. Sharma, Dean of the Institute of Nepal and Asian Studies.

We would like to thank Mr. David Meech and Dr. Austin Hale for consultation at various stages in the development of this course, and Mr. Brot Coburn and Mr. Richard O'Dell for constructive criticisms on earlier drafts. Grammatical charts used in this course are based on those in W.W. Glover, 1974.

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INTRODUCTION

REGARDING THE PURPOSE AND ORGANISATION OF THIS COURSE

This course is for persons beginning the study of the Gurung language. It has been designed with the needs of anthropologists, social scientists, and field workers in mind. The dialect represented is primarily that of the Seti Valley villages north-west of Pokhara.

The first eighty lessons in this course are arranged in the form of short natural conversations, carefully graded for the systematic presentation of new features and the review of old. Lessons 81 to 93 form a supplement on medical topics. The conversations are idiomatic Gurung. The English paraphrases provided are not literal translations but are attempts rather to convey the effect of the Gurung sentences.

The material is intended for use by an individual scholar working with a Gurung language assistant. Most Gurkha soldiers are familiar with the Roman transcription of Nepali and thus should have no difficulty in following the Roman transcription used here once they have gotten accustomed to the representation of pitch, nasalisation, and breathiness which we have adopted here. These features of the transcription are relatively simple and can be described as follows. Capitalised consonants are retroflexed. Capitalised vowels are nasalised. The symbol, x, represents the breathy pronunciation of the syllable in which it is found, while the apostrophe, ', represents the clear high pitch of the syllable in which it is found. The symbol, h, following a consonant represents aspiration (somewhat similar to the h in the English word, goatherd). There is no lexical contrast, evidently, between a and aa in word-final position, and the spelling of words in the course is not consistent in this respect.* A description of the phonology of Gurung is given in W.W. Glover, 1969a, and this and the pedagogical guide to Gurung tone (Glover and Glover 1972) are necessary

* In the representation of Gurung used in this volume there is only a very slight visual distinction between l /l/, a lateral consonant and l /i/, a nasalised vowel. The reader should be alert to distinguish the two symbols.

companions to this volume. Grammatical notes are based on W.W. Glover, 1974.

Rather full sets of drills have been supplied up to and including lesson thirty. From lesson thirty-one to lesson forty only substitution and transform drills have been included and build-up drills where longer constructions are used. Lessons forty-one to eighty, with a few exceptions, include nothing other than new vocabulary listings and grammatical notes where relevant. There are two reasons for this. First, it was felt that the field worker's most intensive language learning will take place in the first two months of his field work. Subsequent to that his own specific area of research will more and more dominate his time and the area of focus of his language learning. Second, as the student gains a thorough grasp of a good basic inventory of grammatical structures, other patterns can be assimilated more easily without dependence on a heavy drilling programme.

REGARDING LANGUAGE LEARNING

Something should be said about the nature of language learning. Contrary to what some people believe, it does not primarily involve learning long lists of vocabulary or of memorising complicated paradigms. Language learning is not language analysis, though of course if one can discern significant syntactic patterns in the course of one's exposure to the language that is all to the good. But language learning does involve the following activities:

1. Listening constantly to mother-tongue speakers talking to one another.
2. Mimicking a mother-tongue speaker until you are indistinguishable from him.
3. Drilling until the patterns of the language become automatic.
4. Speaking wherever and whenever you can.
5. Thinking in the language.
6. Participating in the culture.
7. Evaluation of one's weaknesses and one's strengths.
8. Tracking, following tape recorded speech two or three syllables behind.

REGARDING THE USE OF THIS COURSE

In order to obtain the maximum benefit from this course the student should plan to spend each day two hours with a bilingual teacher using the lesson material, one hour reviewing and drilling with a tape recorder, and as many hours as possible immersed in the culture listening

to the language and practising the material already learned.

During the two hours spent with one's teacher it should be possible to complete two lessons. The hour devoted to a given lesson should be broken down as follows:

- 15 minutes for the lesson introduction,
- 30 minutes for drills,
- 5 minutes for memory review of the conversation, and
- 10 minutes for free conversation, making use of the vocabulary and grammatical constructions learned in previous lessons.

LESSON INTRODUCTION

The purpose of this portion of the lesson is for the student to hear the whole dialogue spoken by the teacher as a single linguistic unit. The student should listen to the rhythm of the sentences and of the question and response forms, concentrating first on the overall intonation patterns before worrying about individual sounds. The student should be satisfied to get the general gist of the dialogue and not worry at this stage about the meanings of individual words. After hearing the teacher render the whole dialogue orally, the student should repeat it after him utterance by utterance. If the utterances are too long, as may be the case in the later lessons, it is quite in order to do the build-up drills before actually repeating the whole dialogue.

The student should take along to his lesson whatever objects are mentioned in the two lessons for the day, and should encourage the teacher to read the dialogue with animation and expression and to make use of the relevant objects whenever appropriate. When, for example, the conversation deals with the buying and selling of foodstuffs, the actual items referred to should be made use of during the lesson.

DRILLS

There are usually three types of drills for each lesson in the course. Build-up drills break up the sentences into smaller, meaningful units for easier comprehension and pronunciation. Substitution drills are for drilling grammatical patterns of the language so that they become totally assimilated, and they review vocabulary in these meaningful frames. Transformation drills practise responses within the language structure and recognition of pattern changes. During these drills it is possible for the student to pay more careful attention to the teacher's pronunciation, listening especially for the contrasts not found in their mother tongue, such as dental versus retroflexed t and d, aspirated versus unaspirated consonants, clear versus breathy manner of

articulation, accented versus nonaccented.

REVIEW

At the end of each lesson period the student should repeat the dialogue with a colleague or one's language assistant from memory. This is a very valuable conclusion to the lesson time and lays a solid foundation of known grammatical patterns on which to build fluency in similar everyday situations.

USE OF TAPE LOOPS

A tape loop is a small piece of tape which is spliced together to make a complete circle and which can be used on a reel machine or inserted into an emptied cassette encasement. It would be beneficial for the user of this course to make tape loops of grammatical constructions as they are introduced throughout the course. The loops should only have one grammatical pattern recorded on it in a complete frame such as are found in the Substitution Drills and Transform Drills, leaving enough spare space on the loop to insert a recording of mimicry of the pattern. The advantages of the small loops are three-fold.

1. By playing the loop, the grammatical patterns can be heard over and over for as long as one wishes thus providing repeated opportunity for tracking the utterance.

2. By recording one's own attempt at mimicry after the Gurung example one can more easily hear where mistakes in pronunciation are being made.

3. By making up individual tape loops in the field situation any dialect differences for a specific area are automatically accommodated.

DIARY OF DIFFICULTIES

In general the student needs to be alert to his own area of weakness and should devise ways or remedying the weaknesses, and direct the lesson time accordingly. You cannot rely on your language assistant, especially if he is not a trained teacher, to devise special drills for you. For example when there is difficulty experienced in any area of phonology then you can ask the language assistant to repeat lists of words as listed in the *Gurung Phonemic Summary* or *Guide to Gurung Tone* and thereby focus more specifically on the problem area.

AIDS TO CONVERSATION

USEFUL STARTERS

<i>'What is this?'</i>	cu' to' jaa?
<i>'What is that?'</i>	ca' to' jaa?
<i>'Please say it again.'</i>	phe'ri bid aa.
<i>'Please say it slowly.'</i>	nujile bid aa.
<i>'What are you doing?'</i>	kxi to' lala?
<i>'Where are you going?'</i>	kxi khani' xyaamu'?
<i>'What is he doing?'</i>	ca' to' larila?
<i>'Where is he going?'</i>	ca' khani' xyaamu'?
<i>'What does x mean?'</i>	x maane to' jaa?

ON THE ROAD.

- | | |
|---|--|
| 1. a. o mxalli! | <i>'Hello there, Second Daughter!'</i> |
| b. xwe' txajy0. | <i>'Yes, Older Brother.'</i> (general term of respect for males older than one-self). |
| a. kxi khani' xyaamu'? | <i>'Where are you going?'</i> |
| b. ta kaE'Du xyaa'm.
(or ma kyuru xyaa'm.) | <i>'I'm going straight up there.'</i>
(or <i>'I'm going straight down there.'</i>) |
| khani' xyaamdi kxi? | <i>'And where are you going?'</i> |
| a. ngam kyu' khaaba'ri xyaa'm. | <i>'As for me, I'm going to fetch water.'</i> |
| b. 0, 0, xyaasidi'. | <i>'Oh yes, well, go then.'</i> |
| a. 0, xyaamu'. | <i>'Yes. I'm going.'</i> |
| 2. a. a baabu! | <i>'O little one!'</i> |
| b. xwe' bxujyu'? | <i>'Yes Grandmother?'</i> |
| a. kxi khani' xyaala'? ¹ | <i>'Where have you been?'</i> |

¹When meeting a person on a path within the village it is important to know where their house is so that one can ask the appropriate question. For example, if a person is heading back in the direction of their own home then one should ask, *'Where have you been?'* as in the text, not *'Where are you going?'* as in the previous conversation.

- b. nAA'sa jare gxumdli blrl' *'Having strolled around the village
yu'la. I've come down.'*
- a. cu' nAA'sa swaaba mxAArdim *'Do you think this village is nice
u? or not?'*
- b. swaaban mu, bxujyu'. *'It is indeed nice, Grandmother.'*
- a. lu', baabu, xyaa'l txui. *'Well, little one, I must go. You
Tid o. nga xyaa'm. stay, then. I'm going.'*
- b. 0, 0. xyaa'd xyaa'd. *'Yes, Go then.'*

IN THE HOME/COURTYARD.

1. a. o baaje! *'O Grandfather!'*
- b. xwe'? khai waa, baabu? *'Yes? You've come, have you, little
one?'*
- a. khai, baaje. kxi to lala? *'I've come, Grandfather. What are
you doing?'*
- b. pha'kkarna' kUriba. caUdi *'Just sitting for no reason at all.
tid, baabu. kUn, kUn. Spread out a mat, little one. Sit
baadcit lale. down. Let's have a chat.'*
- a. 0 baaje, lalesidi'. *'O.K., Grandfather, let's.'*
2. a. o aana! *'O Elder Sister!'*
- b. xwe' Thaagu. kxi khani' *'Yes, Eldest Son. What have you come
phekhai? for?' (Lit: 'Where have you arriving
come?)'*
- a. kxine cyuguthiri tAA *'I've come to ask you a small matter.'*
ngyu'ibari khalau'.
- b. bid, bid, Thaagu. kUnsidi'. *'Speak, speak, Eldest Son. Do sit
down.'*

LESSONS 1-80

LESSON 1

- | | |
|----------------------|--|
| 1. o kanchi! | <i>'O, Last-born Daughter!'</i> |
| 2. hajur. | <i>'Yes.'</i> (Polite response to greetings, addressed to one's elders.) |
| 3. kaE cai' waa? | <i>'Have (you) eaten rice?'</i> |
| 4. cai'. | <i>'Yes.'</i> (Lit: <i>'I've eaten.'</i>) |
| 5. to' Txaa cai'? | <i>'What curry did (you) eat?'</i> |
| 6. pattu' Txaa cai'. | <i>'(I) ate wild asparagus curry.'</i> |
| 7. ll'na waa? | <i>'Was (it) tasty?'</i> |
| 8. beseri ll'naae. | <i>'Indeed (I) found (it) very tasty.'</i> |

NEW VOCABULARY

kanchi	<i>'last-born daughter'</i>	to'	<i>'what'</i>
hajur	<i>'yes'</i>	Txaa	<i>'curry'</i>
kaE	<i>'cooked rice'</i>	cabaa'	<i>'to eat'</i>
waa	<i>'question particle'</i>	pattu'	<i>'wild asparagus'</i>
ll'ba	<i>'tasty'</i>	beseri	<i>'very'</i>

NOTES

Line 1: The address term for people is almost always a kinship term. See the kinship table for a full list of kin terms.

Line 3: The interrogative particle *waa* turns an indicative sentence into a question. Note the rising intonation at the end of such a question sentence. Deletion - the omission of words which the hearer can readily understand from the context - is extensive in Gurung conversation. *kxi* 'you' is deleted in lines 3 and 5, *nga* 'I' in lines 4 and 6, and *ca* 'that, it' in lines 7 and 8.

Line 4: cai' The verb stem 'to eat' is ca-. The -i' ending is a past tense (final) suffix. (See Grammatical Table 2.)

Line 8: The stem li'- 'to be tasty' is followed by discovery and emphatic aspect particles: li'na 'I found it to be tasty!'

li'namae 'Indeed I found it to be tasty.'

BUILD-UP DRILLS

1. cai' waa? 'Have you eaten?'
- kaE cai' waa? 'Have you eaten rice?'
2. Txaa cai'. '(I've) eaten curry.'
- pattu' Txaa cai'. '(I've) eaten asparagus curry.'
3. li'na. '(I) found it tasty.'
- li'namae. 'Indeed (I) found it tasty.'
- beseri li'namae. 'Indeed (I) found it very tasty.'

TRANSFORM DRILLS

Use of Transform Drills

To start with, the left hand column of a transform drill can be practised as if it were a simple substitution drill. Then the same procedure can be followed for the right hand column. Finally the drill can be practised switching from the first utterance in the left hand column to the first utterance in the right hand column paying special attention to the pattern demonstrated in the top boxes. Then this same transform procedure should be repeated right down the list.

1. Question	Answer
cai' waa? 'Have you eaten?'	cai'. 'I have eaten.'
pattu' Txaa cai' waa? 'Have you eaten asparagus?'	pattu' Txaa cai'.
li'na waa? 'Is it tasty?'	li'i.
kaE cai' waa? 'Have you eaten rice?'	kaE cai'.

2. Full form (/-/ deletable)	Deleted form
/kxi/ kaE cai' waa? 'you rice eaten?'	kaE cai' waa?
/kxi/ to' Txaa cai'? 'you what curry eaten? /ngaji/ cai' 'I ate.' /ngaji/ pattu' Txaa cai' 'I asparagus curry have eaten.' /ca'/ ll'na waa? 'that tasty?' /ca'/ beseri ll'namae 'that very tasty.'	to' Txaa cai'? cai' 'have eaten.' pattu' Txaa cai' 'ate asparagus curry.' ll'na waa? 'tasty?' beseri ll'namae 'very tasty.'

LESSON 2

- | | |
|--|---|
| 1. o kanchi! | 'O Last-horn Daughter!' |
| 2. hajur. | 'Yes.' |
| 3. kaE cai' waa? | 'Have you eaten rice?' |
| 4. cai'. kxiladi'? | '(I've) eaten. And what about you?' |
| 5. ngada'i axca' kxid to'e Txaa
cai'? | 'As for me, I haven't eaten. What
kind of curry did you eat?' |
| 6. daala Txaa cai'. | '(I've) eaten lentil curry.' |
| 7. li'na waa? | 'Was it tasty?' |
| 8. O, li'namae. | 'Yes. Indeed, I found it tasty.' |
| 9. kxemaEe' nAA'sar y0m maa? | 'Is it available in your village?' |
| 10. axy0'. cu'r khae' mattre'
cai'. | 'It is not available. I have eaten
it only since coming here.' |

NEW VOCABULARY

kxi	'you'	nga	'I'
daala	'lentils'	kxemaE	'you (pl)'
nAA'sa	'village'	y0baa'	'to be available'
cu'r	'here'	khabaa'	'to come'
mattre'	'only'	to'e	'what kind of'

NOTES

Line 5: ngada'i The pronoun 'I' nga is followed by an ergative particle da' and an emphatic particle -i. The whole word could be translated 'As for me'. The negative prefix ax- induces an accent on low clear verb stems such as ca- 'eat', giving axca'.

Line 9: The -e' suffix on kxemaE is a possessive particle. i.e. KxemaE 'you (pl)'; kxemaEe' 'your (pl)'. The clitic -r (-ri) on nAA'sa is a locative form meaning 'in', 'at'. It occurs on nouns and noun phrases. The verb stem y0- 'to be available' is here suffixed by the nonpast aspect (final) form -m (see Grammar Table 2). maa is an alternative question form to waa and follows the nonpast (final) forms of the verb, whereas waa follows the past (final) form of the verb.

Line 10: Note the locative case particle -r on cu' 'this' to give the meaning 'here' (see Grammar Table 1).

cu' 'this, he, she it (near)'	cu'r 'here'
ca' 'that, he, she it (far)'	ca'r 'there'

cu'r khai' mattre' cai'. The -i past tense suffix can also act in a conjunctive role as is the case here with the verb kha- 'to come'. It can also be said with a conjunction included: cu'r khae' biri' mattre' cai'. This very common construction is used to join sequential clauses.

BUILD-UP DRILLS

1. cai'. *'(I've) eaten.'*
 cai'. kxiladi'? *'(I've) eaten. And what about you?'*
2. axca'. *'(I've) not eaten.'*
 ngada' axca'. *'(I've) not eaten.'*
 ngada'i axca'. *'As for me, I've not eaten.'*
 ngada'i axca'. kxid to'e *'As for me, I've not eaten. What*
 Txaa cai'? *vegetable did you eat?'*
3. y0m maa? *'Is (it) available?'*
 nAA'sar y0m maa? *'Is it available in the village?'*
 kxemaEe' nAA'sar y0m maa? *'Is it available in your (pl)*
village?'
4. axy0'. *'(It is) not available.'*
 axy0'. cu'r khai' cai'. *(It is) not available. Since coming*
here I've eaten (it).
 axy0'. cu'r khae' mattre' *'(It is) not available. Only since*
 cai'. *coming here have (I) eaten it.'*

SUBSTITUTION DRILLS

GURUNG			ENGLISH		
Location			Location		
Place	Loc. mk.	Verb	Subj. + Verb	Loc. wd.	Place
kxemaEe' nAA'sa	-r	y0m maa?	<i>Is it available</i>	<i>in</i>	<i>your village?</i>
dxl'	-r				<i>house?</i>
desa	-r				<i>country?</i>
bana	-r				<i>forest?</i>

TRANSFORM DRILLS

1. Positive	Negative
cai' 'eaten'	axca' 'not eaten'
lI'i 'tasty'	axlI' 'not tasty'
y0i' 'available'	axy0' 'not available'
khai' 'came'	axkha' 'not come'

2. Past (final)	Nonpast (present)
cai' 'eaten'	cam 'eat'
y0i' 'was available'	y0m 'available'
khai' 'came'	kham 'come'

3. QUESTION FORMS	
Past + waa	Nonpast + maa
cai' waa? 'Have (you) eaten?'	cam maa? 'Do (you) eat?'
y0i' waa? 'was (it) available?'	y0m maa? 'Is (it) available?'
khai' waa? 'Have (you) come?'	kham maa? 'Do (you) come?'

4. Final Past	Final Past in Conjunctive Sequence
cu' khai' '(I) came here'	cu'r khai' cai' 'Having come here (I) ate (it).'
cu'r y0i' '(It) was available here.'	cu'r y0i' cai' 'Being available, here (I) ate (it).'

5. Conjunctive Sequence without biri'	Conjunctive Sequence with biri'
cu'r khai' cai'	cu'r khai' biri' cai'
cu'r y0i' cai'	cu'r y0i' biri' cai'

LESSON 3

'About a Hoe'

- | | |
|-------------------------------|----------------------------------|
| 1. cu' to' jaa? | 'What is this?' |
| 2. cu' kodaali' yaa. | 'This is a hand hoe.' |
| 3. cu' kodaali' waa? | 'Is this a hand hoe?' |
| 4. 0. kodaali' yaa. | 'Yes. It is a hand hoe.' |
| 5. cu' khaba'd banidimu? | 'Who makes these?' |
| 6. kammaE'd banidim. | 'The blacksmith makes (them).' |
| 7. cu' to'l banidimu? | 'What is it made of?' |
| 8. pa'el banidim. | 'It is made of iron.' |
| 9. cu' to'e lxaagir caidimu'? | 'What is it needed for?' |
| 10. cu'di txaaba'e kxe' lam. | 'With this (we) do hoeing work.' |

NEW VOCABULARY

cu'	'this'	kammaE	'blacksmith'
jaa	'is' (interrogative)	pa'e	'iron'
kodaali'	'hand hoe'	lxaagiri	'purpose'
yaa	'is'	caidiba'	'needed'
0	'yes'	txaaba'	'hoeing'
khaba	'who'	kxe'	'work'
banidiba	'make'	labaa'	'do'

NOTES

Line 1: The verb 'to be' (in the essive usage) of this lesson takes two forms: jaa in the content question form of line 1, and the indicative form yaa of lines 2 and 4. See W. Glover (1969b) for a fuller description of the verb 'to be' in Gurung.

Line 5: khaba'd: the -d / -di on the end of 'who' is an ergative particle which occurs on the subject of transitive verbs. See also Line 6 kammaE'd, and line 10, cu'di.

Line 6: to'l: the -l suffix on the end of the question word to' 'what' expresses substance. Hence 'what is it made of?' Note same suffix in the response paqel banidim 'made of iron'.

Line 9: -e lxaagir(i) manifests the benefactive case particle 'for the sake/purpose of'. (See Grammatical Table 1.)

Lines 5, 7, 9: exhibit the nonpast, nonfinal aspect suffix on the verb stems. The aspect of nonfinality is here denoted because the question forms are incomplete without the answer.

Lines 5, 9: banidimu, caidimu: the -di suffix mark verb stems borrowed from Nepali: banaau- 'make', caahi- 'he needed'.

Line 10: txaaba'e kxe' is a gerundive phrase meaning 'hoeing work'.

BUILD-UP DRILLS

- | | |
|------------------------|--------------------------------------|
| 1. to' jaa? | 'What is (this, that)?' |
| cu' to' jaa? | 'What is this?' |
| 2. khaba'd banidimu? | 'Who makes (this, that)?' |
| cu' khaba'd banidumu? | 'Who makes this?' |
| 3. to'l banidimu? | 'What is (this) made of?' |
| cu' to'l banidimu? | 'What is this made of?' |
| 4. to'e lxaagir? | 'For what purpose?' |
| to'e lxaagir caidimu'? | 'For what purpose is (this) needed?' |
| 5. kxe' lam. | '(We) do work.' |
| txaaba'e kxe' lam. | '(We) do hoeing work.' |
| cu'di txaaba'e lxe' | 'With this (we) do hoeing work.' |

SUBSTITUTION DRILLS

1. Topic	Comment	Cop. Verb	Topic	Cop. Verb	Comment
cu'	kodaali'	yaa.	This	is	a hoe.
	daala				lentils.
	pattu'				asparagus.
	pa'e				iron.
	kaE				rice.
	kxemaEe' nAA'sa				your village.
	kxemaEe' daala				your lentils.
	kxemaEe' Txaa				your curry.

2.	Verb		Verb
cu' to'e lxaagir	caidim?	For what purpose is (this)	needed?
	cam?		eaten?
	yOm?		available?
	banidim?		made?

QUESTION-ANSWER

1. Q: cu' to' jaa? 'What is this?' A: cu' kodaali' yaa. 'This is a hoe.'
- | | |
|-------|-----------|
| daala | lentils.' |
| pa'e | iron.' |
2. Q: ca' to' jaa? 'What is that?' A: ca' pattu' yaa. 'That is asparagus.'
- | | |
|-------------|---------------|
| nAA'sa yaa. | a village.' |
| kaE yaa. | cooked rice.' |

3. Q: cu' kodaali' to'l banldimu? A: pa'el banidimu.
 'What is this hoe made of?' 'It is made of iron.'
 Txaa (curry) pattu' (asparagus)
 daala (lentils) maa'sa (black lentils)

TRANSFORM DRILLS

1. Question	Statement
cu' kodaale' waa? 'Is this a hoe?'	cu' kodaali' yaa. 'This is a hoe.'
cu' pattu' waa? 'asparagus?' cu' daala waa? 'lentils?'	cu' pattu' yaa. cu' daala yaa.

2. ca' kaE waa? 'Is this cooked rice?'	ca' kaE yaa. 'This is cooked rice.'
ca' Txaa curry? ca' kxemaEe' nAA'sa you village?	ca' Txaa yaa. ca' kxemaEe; nAA'sa yaa.

3. Independent Clause	Subject	Gerundive phrase	Verb
With this (we) hoe.	With this	(we) do hoeing work.	
cu'd txaam	cu'd	txaaba'e kxe'	lam
kha'Em (reap) tho'm (chop)		kha'Ebae tho'bae	

LESSON 4

'About a Kukri Knife.'

- | | |
|--|--|
| 1. ca' AAsi' waa? | 'Is this a sickle?' |
| 2. axngxl'. ca'm kxojaa yaa. | 'No. THAT is a kukhri knife.' |
| 3. kxojad chi kha'Em maa? | 'Do you cut grass with a kukhri knife?' |
| 4. axkha'E, axta'. tho'bae sa'e mattre'. | 'No, it is not right (to cut grass with a kukhri). It is a chopping thing only.' |
| 5. txulmaEd banidii waa? | 'Is it made by tailors?' |
| 6. axngxl' cu' kaamaE'd banidim. | 'No. Blacksmiths make these.' |
| 7. chabi'yAA cu' to' lamale' caidim? | 'In that case what do you need them for?' |
| 8. sl' tho'ba, phargu tho'ba. | 'For chopping wood, and chopping poles.' |
| 9. cu'i pa'elA banidim maa? | 'THIS is made of iron, isn't it?' |
| 10. 0, pa'elA yaa. | 'Yes, it is of iron.' |

NEW VOCABULARY

AAsi'	'small sickle'	axngxl'	'not so'
ca'	'that'	kxojaa	'kukhri knife'
chi	'grass'	kha'Eba	'to cut at ground level (with a horizontal action), to reap'
tho'ba	'to cut with a downward chopping action'	sa'e	'thing'
txulmaE	'tailors'	chabi'yAA	'that being the case'
sl'	'wood'	phargu	'stick, stave, pole'

ADDITIONAL VOCABULARY

jaga 'plural'

NOTES

- Line 2: ca'm:-m is an emphatic suffix, as is -i (on cu'i in line 9).
- Line 4: tho'bae is a relative clause, modifying the following sa'e: '(thing) which chops' or 'chopping (thing)'.
- Line 5: The -mae suffix in txulmaEd is a plural marker on animate nouns only. jaga is also used to pluralise nouns.
- Line 7: lamale': the -male' suffix 'while' (Eastern Gurung -mangere) indicates simultaneous action: 'while doing what do you need (them)?'.
- Line 8: The-ba suffix on tho' is a gerundive marker.

THE VERB 'to out'

In the Gurung language several distinct verbs are used in situations where the English speaker would use the verb 'out'. Care must be taken to use the correct Gurung verb in the appropriate situation. The most general term, kyAA'ba, is limited to such areas as the cutting of cloth, paper, meat. Another common term, tho'ba, is limited to a downward movement of the hand and is close to the English concept of chopping. Butchering an animal, cutting branches from trees requires this verb. tho'ba is also used in a figurative sense, as in cutting one's pay, or purchasing tickets for a bus trip or cinema show. Other verbs include: kha'Eba 'to cut crops (with a horizontal action of the sickle) at ground level'.

- thubaa' 'to cut heads of grains, to reap, to cut dry wood!'
 kribaa' 'to cut hair.'
 thObaa' 'to open up, to punch/cut a hole.'

BUILD-UP DRILLS

1. kxojaa yaa. ' (It) is a kukhri knife.'
 ca' kxojaa yaa. 'That is a kukhri knife.'
 ca'm kxojaa yaa. 'THAT is a kukhri knife.'
 axngxl'. ca'm kxojaa yaa. 'No. THAT is a kukhri knife.'
2. tho'bae sa'e mattre. 'It is a chopping thing only.'
 axkha'E. tho'bae sa'e ' (It) doesn't cut at ground level.
 mattre. 'It is a chopping thing only.'
 axkha'E. axtaa'. tho'bae ' (It) doesn't cut at ground level.
 sa'e mattre. 'That's not right. It is a chopping
 thing only.'
3. to' lamale'? 'While doing what?'
 to' lamale' caidim? 'While doing what is (this) needed?'
 cu' to' lamale' caidim? 'While doing what is this needed?'
 chabi'yAA cu' to' lamale' 'In that case, while doing what is
 caidim? 'this needed? OR In that case what
 do you need them for?'
4. pa'ella banidim maa? 'Is (it) made of iron?'
 cu' pa'ella banidim maa? 'Is this made of iron?'
 cu'i pa'ella banidim maa? 'Is THIS made of iron?'

SUBSTITUTION DRILLS

1. Subj.	Object	Q.	Q.	Subj. Object
ca'	AAsi'	waa?	Ia	<i>that a hand sickle?</i>
	kodaali'			<i>hand hoe?</i>
	pa'e			<i>iron?</i>
	daala			<i>lentils?</i>
	pattu'			<i>wild asparagus?</i>
	tho'bae sa'e			<i>chopping thing?</i>
	kha'Ebae sa'e			<i>cutting thing?</i>

2. Subj.	Object	Verb	Q.	Q	Subj.	Verb	Object
kamme'd	kxoja	banidim	maa?	Does	<i>a blacksmith</i>	<i>make</i>	<i>kukhris?</i>
	Aasi'						<i>hand sickles?</i>
	kodaali'						<i>hand hoes?</i>

QUESTION-ANSWER

1. Q: ca' AAsi' waa? 'Is that a cutting knife?'	A: axngxl' ca'm kxojaa yaa. 'No THAT is a kukhri knife.'
ca' kxojaa waa? 'No THAT is a sickle.'
ca' kha'Ebae sa'e waa? 'No THAT is a chopping thing.'
ca' pattu' txaa waa? 'No THAT is lentil. curry.'

TRANSFORM DRILLS

1. Singular	Plural
(a) animate nouns txulid lai' waa? 'Did the tailor do it?'	txulmaEd lai' waa? 'Did the tailors do it?'
kamld lai' waa? bxujyu'd lai' waa? baajed lai' waa?	kamaEd lai' waa? bxujyumaEd lai' waa? baajemaEd lai' waa?
(b) inanimate nouns kxojaad lai' waa? AAsid lai' waa? kodaalid lai' waa?	kxojojagad lai' waa? AAsijagad lai' waa? kodaalijagad lai' waa?

2. Lack of Emphasis	Emphasis (-m)
ca' kxojaa yaa. 'That is a kukri knife.'	ca'm kxojaa gaa. 'THAT is a kukhri knife.'
ca' AAsi yaa. ca' pa'e yaa. ca' kodaali' yaa.	ca'm AAsi' ga. ca'm pa'e ga. ca'm kodaali ga.

Note: ga is an alternative form of yaa used for emphasis.

3. Subject	Object	Verb (present final)	Subject	Gerundive phrase	Verb
kxojad <i>The kukhri</i>	si' <i>knife chops</i>	tho'm <i>wood.</i>	kxoja <i>The kukhri</i>	tho'bae sa'e <i>knife is a chopping</i>	ga <i>thing</i>
AAsi'd kodaali'd	chi baari	kha'Em txaam	AAsi' kodaali	kha'Ebae sa'e txaaba'e sa'e	ga ga

4. Simultaneous action male'	Purposive -e lxaagiri
si' thomale' caidim <i>While chopping wood it is needed.</i>	si' tho'bae lxaagiri caidim <i>For chopping wood it is needed.</i>
chi khaEmale' caidim baari txaamale' caidim phargu thomale' caidim	si' kha'Ebae lxaagiri caidim baari txaaba'e lxaagiri caidim phargu thobae lxaagiri caidim

LESSON 5

'About Your Country'

- | | |
|---------------------------------------|--|
| 1. kxie desa khani'r jaa? | <i>'Where is your country?'</i> |
| 2. nga'e desa jarmani ga. | <i>'My country is Germany.'</i> |
| 3. kxilaa mrl pxasxi mu u,
axxre'? | <i>'Do you have a wife and children or
not?'</i> |
| 4. mu. | <i>'Yes.'</i> |
| 5. pxasxi kadi' lxe' mu? | <i>'How many children?'</i> |
| 6. cxa gxri' mu, caml' ngxl' mu. | <i>'One son, two daughters.'</i> |
| 7. aabaa, AAma mu u, axxre'? | <i>'Are your father and mother living?'</i> |
| 8. aabaa, AAmaa tAAn mu. | <i>'Father, mother both are living.'</i> |
| 9. ali, aadaa di'? | <i>'And younger and older brothers?'</i> |
| 10. ali mu, aadai ngan yaa. | <i>'I have a younger brother. As for the
older brother that's me.'</i> |

NEW VOCABULARY

desa	<i>'country'</i>	khani'	<i>'where?'</i>
mrl	<i>'wife'</i>	pxasxi	<i>'child'</i>
axxre'	<i>'not'</i>	kadi'	<i>'how many'</i>
lxe'	<i>'many'</i>	mu	<i>'is'</i>
cxa	<i>'son'</i>	gxri'	<i>'one' (E kri)</i>
caml'	<i>'daughter'</i>	ngxl'	<i>'two' (E ngy010)</i>
aaba	<i>'father'</i>	AAmaa	<i>'mother'</i>
tAAn	<i>'all'</i>	ali	<i>'younger brother'</i>
aadaa	<i>'older brother'</i>		

ADDITIONAL VOCABULARY

s0'	<i>'three'</i>	ngi'	<i>'seven'</i>
plxix'	<i>'four'</i>	prxe'	<i>'eight'</i>
ngxa'	<i>'five'</i>	ku'	<i>'nine'</i>
Txu'	<i>'six'</i>	cyu'	<i>'ten'</i>
AAnaa	<i>'older sister'</i>	Angaa	<i>'younger sister'</i>

NOTES

Line 1: The -r suffix on khani' is a locative case particle specifying 'at where'. kxie: The -e suffix is a possessive particle.

kxi	<i>'you'</i>	kxie	<i>'your'</i>
nga	<i>'I'</i>	ngae	<i>'my'</i>
kxemaE	<i>'you (pl)'</i>	kxemaEe	<i>'your (pl)'</i>
ngi	<i>'we (excl)'</i>	ngie	<i>'our'</i>

Line 3: *kxilaa* The *-la* suffix is a possessive on a noun or pronoun in sentence topic position.

Line 7: *mu u axxre'?* This could best be translated *'Is there or not?'* *mu* is another form of the verb *'to be'* which acts in a way similar to the Nepali *chha* stating the existence of a certain thing. Whereas *jaa, ga, yaa* function similarly to the Nepali *ho* in equating or defining. The negative form of *mu* is *axxre'*.

Line 9: The *di'* particle acts as discourse conjunction from the previous question.

BUILD-UP DRILLS

1. *khani'r jaa?* *'Where is (it)?'*
desa khani'r jaa? *'Where is the country?'*
kxie desa khani'r jaa? *'Where is your country?'*
2. *ngae desa.* *'My country.'*
jarmani gaa. *'It is Germany.'*
ngae desa jarmani gaa. *'My country if Germany.'*
3. *mu u axxre'?* *'Is there or not?'*
mri pxasxi mu u axxre'? *'Is there a wife and children or not?'*
kxila mri pxasxi mu u axxre'? *'Do you have a wife and children or not?'*
4. *caml' mu.* *'There is a daughter.'*
caml' ngxl' mu. *'There are two daughters.'*
cxa mu. *'There is a son.'*
cxa gxri' mu. *'There is one son.'*
cxa gxri' mu. caml' ngxl' mu. *'There is one son and two daughters.'*

SUBSTITUTION DRILLS

- 1a. *aaba, AAma mu u axxre'?* *'Do you have a mother and father or not?'*
cxa, caml' *son or daughter*
ali, aada *younger or older brothers*
mri, pxasxi *wife, children*
- 1b. *AAasi' mu u axxre'?* *'Do you have a sickle or not?'*
kodaali' *hoe*
kxoja *kukhri knife*
daala *lentils*
pattu' *asparagus*

- 2a. pxasxi kadi' lxe' mu? 'How many children are there?'
 nAA'sa villages
 desa countries
 phargu poles
- 2b. kaE kadi' lxe' mu? 'How much cooked rice is there?'
 Txaa curry
 daala lentils
 sl' wood
 kxe work
3. cxa gxri' mu, caml' ngxl' mu. 'There is 1 son and 2 daughters.'
 kodaali ngxl' mu, AAsi's0' mu. 'There are 2 hoes and 3 sickles.'
 ali ngxl' mu, aada gxri' mu. 'There are 2 younger and 1 older
 brother.'
 AAsi' ngxa' mu, kxoja ngxl' 'There are 2 sickles and 2 kukhri
 mu. knives.'
 nAA'sa ngi' mu, desa plxi' mu. 'There are 7 villages and 4
 countries.'

TRANSFORM DRILLS

1. 'This a chopping thing.' cu' tho'bae sa'e yaa	'There is (exists) a chopping thing tho'bae sae mu.
kha'Ebae kyAA'bae txaabae	kha'Ebae kyAA'bae txaabae
2. Possessive -e	Possessive -la (-l)
kxie desa khani'r jaa? 'Where is your country?'	xa' desa kxil ga. 'That country is yours.'
kxie pxasxi ca'r mu. 'Your child is there.' ca'e AAsi' kammaEd banidii. 'His sickle was made by the blacksmith.'	kxilaa pxasxi mu u axxre'? 'Do your children exist or not?' .kammaEd banidibae AAsi' cal ga. 'The sickle made by the blacksmith is his.'

QUESTION-ANSWER

1. Q: <i>'What is this?'</i>	A: <i>'This is a cattle shed upright.'</i>
cu' to' jaa? <i>this what is</i>	cu' phargu yaa. <i>this upright is</i>
	sl' chi pa'e baari

2. Keep on asking questions using only the words which have been learnt. To assist in this dialogue gather together items listed in the lessons so far. e.g.

cu' kodaali' waa?
 AAsi' mu u axxre'?
 AAsi' kadi' lxe' mu?
 cu' to'e lxaagiri caidim?
 cu' khabad banidim?
 kxoja mu u axxre'?

LESSON 6

'On Buying Eggs'

- | | |
|-----------------------------------|---|
| 1. na'ga phU' mu waa? | <i>'Do you have any eggs?'</i> |
| 2. mu | <i>'(We) have.'</i> |
| 3. ti'phUlaa' kadi' jaa? | <i>'How much does one cost?'</i> |
| 4. ti'phUlaa' mxori' yaa. | <i>'For one, it costs one mohor.'</i> |
| 5. chabi'yAA cyu'phU pln o'. | <i>'In that case, give me ten.'</i> |
| 6. 0, na', bod. mxui' ngxa' tai'. | <i>'Yes, here, take them. That is Rs. 5/-.'</i> |
| 7. lu' paisaa' klin. | <i>'There take the money.'</i> |
| 8. tam. | <i>'O.K.'</i> |

NEW VOCABULARY

na'ga	<i>'hen'</i>	phU'	<i>'egg'</i>
plbaa'	<i>'to give'</i>	mxori'	<i>'one mohor' (50 pice)</i>
bobaa	<i>'to take'</i>	na'	<i>'here!'</i>
-phU	<i>'numerical classifier on eggs and other small, round objects'</i>	mxui'	<i>'rupees'</i>
		lu'	<i>'here!'</i>
		klbaa'	<i>'to get'</i>
paisaa'	<i>'money'</i>		

NOTES

Line 3: ti'phUlaa': When counting objects the number one (1) rarely appears as gxri' but ti' followed by the numerical classifier appropriate to the shape, size, or nature of the object. (See numerical Classifier Chart, Grammatical Table 4.) In this sentence the -laa' suffix is a focus marker, *'as for'*.

Line 4: A mohor is a 50 pice coin of the Nepalese currency. One rupee = 100 pice. In the hills, for amounts up to Rs. 10/- people often count by mohors.

Line 5: The imperative -d / -n follows the verb stem. The -n form occurs on verb stems which have nasal vowels. The -d form occurs elsewhere.

BUILD-UP DRILLS

- | | |
|-----------------------|----------------------------------|
| 1. mu waa? | <i>'Is there (something)?'</i> |
| phU' mu waa? | <i>'Are there eggs?'</i> |
| na'ga phU' mu waa? | <i>'Are there hen eggs?'</i> |
| 2. kadi' jaa? | <i>'How much (is it)?'</i> |
| ti'phUlaa' kadi' jaa? | <i>'How much for one (egg)?'</i> |

3. pln o' *'Please give.'*
 cyu'phU pln o' *'Please give 10.'*
 chabi'yAA cyu'phU pln o' *'In that case, please give 10.'*
4. 0, na', bod. *'O.K., here take (it).'*
 mxui' ngxaa' tai. *'That is Rs. 5/-.'*
 0, na', bod. mxui' ngxaa' *'O.K. Here, take them. That is Rs.*
 tai. *5/-.'*

SUBSTITUTION DRILLS

1. ti'phU pln o'. *'Please give me one (egg).'*
 ngxl'phU *two*
 s0'phU *three*
 plxi'phU' *four*
 cyu'phU *ten*
2. ti'phUlaa' mxori' yaa. *'One costs one mohor.'*
 mxui' ngxa' *five rupees*
 mxui' Txu' *six*
 mxui' ngi' *seven*
 mxui' pxre' *eight*
 mxui' ku' *nine*
3. na'ga phU' mu waa? *'Do you have any eggs?'*
 aaba AAmA *a father and mother?*
 AAsi' *a sickle?*
 kodaali' *a hoe?*
 kxojaa *a kukhri knife?*
 daala *lentils?*
 pattu' *wild asparagus?*

TRANSFORM DRILLS

1. 'Do you have any eggs?'	'Is this an egg?'
na'ga phU' mu waa?	cu' na'gu phU' waa?
mxori'	
mxui'	

2. Indicative (past) '(I) took the money'	Imperative 'Take the money.'
Nasal stem vowel paisaa' kl-l' na'ga phU' pl-l'	paisaa' kl-n na'ga phU' pl-n
Oral stem vowel kxoja banidi-i sl' tho'-i kaE ca-i'	kxoja banidi-d si' tho'-d kaE ca-d

LESSON 7

'On Buying Rice'

- | | |
|----------------------------------|--------------------------------------|
| 1. mlxasi' mu waa? | 'Do you have any husked rice?' |
| 2. mu | '(We) have.' |
| 3. tlmna'laa kadi' jaa? | 'How much is it for one mana?' |
| 4. tlmna'laa mxor s0'ba ga. | 'It is three mohors for one mana.' |
| 5. ngalai py0'no pln | 'Please give me one pathi.' |
| 6. na', bxAADo' to'd | 'Here, hold out your container.' |
| 7. lu', jx0n. | 'Here, pour (it) in.' |
| 8. na' mxui', baaraa ru'byAA mu. | 'Here is the money. It is Rs. 12/-.' |
| 9. 0, tam. | 'O.K.' |
| 10. Tid o'? | 'Stay here, O.K.?' |
| 11. 0, 0, chenle xyaad'. | 'Yes. Go well.' |

NEW VOCABULARY

mlasi'	'husked rice'	py0'no	'one pathi' (about one gallon - 4.5. litres)
tlmna'	'one mana' (about one pint)	to'ba	'to hold out'
bxAADo'	'container'	ru'byAA	'rupees'
jx0ba'	'to pour in, to put in'	chenle	'well' (adv)
Tibaa'	'to stay, dwell'	xyaaba'	'to go'

ADDITIONAL VOCABULARY

muThi	'muthi (about a handfull)'	padi	'pathi (about 4.5. litres)'
mxana	'mana (about ½ litre)'	mxuri	'muri (about 100 litres)'
mlxa	'unhusked rice'		

UNITS OF VOLUME

- 10 muthi = 1 mana
 8 mana = 1 pathi (4.5. litres)
 20 pathi = 1 muri

However the use of classifiers in counting frequently disguises the Nepali loan words. e.g.

ti'mna'	= ek' mana	py0'no	= 1 pathi
ngxlby0	= 2 pathi	s0'by0	= 3 pathi
mxuri	= 1 muri	s0'mri	= 3 muri

POLITE FAREWELLS

The normal means of saying 'good bye' to one another when departing from a house is exemplified in lines 10 and 11.

BUILD-UP DRILLS

- | | |
|-------------------------------|---|
| 1. kadi' jaa? | <i>'How much is it?'</i> |
| ti'mnaa'la kadi' jaa? | <i>'How much is one mana?'</i> |
| 2. py0'no pln. | <i>'Give (me) a pathi.'</i> |
| ngalai py0'no pln. | <i>'Give me a pathi.'</i> |
| 3. baaraa ru'pYAA mu. | <i>'It is Rs. 12/-.'</i> |
| na' mxui'. | <i>'Here (is) the money.'</i> |
| na' mxui'. baaraa ru'pyAA mu. | <i>'Here (is) the money. It is Rs. 12/-.'</i> |

SUBSTITUTION DRILLS

- | | |
|-----------------------------|---|
| 1. timna'laa mxor s0'bo ga. | <i>'It is three mohors for one mana.'</i> |
| ngxlmnalaa mxui' s0'. | <i>Rs. 3/- for two mana.</i> |
| s0mna'laa mxor ku'bo. | <i>nine mohors for three mana.</i> |
| py0'nolaa mxui' Txu'. | <i>Rs. 6/- for one pathi.</i> |
| 2. ngalai py0'no pln. | <i>'Please give me one pathi.'</i> |
| ngxl'by0 | <i>two pathi.</i> |
| cyu'by0 | <i>ten pathi.</i> |
| eghara pathi | <i>eleven pathi.</i> |
| mxuri | <i>one muri. (twenty pathi)</i> |

TRANSFORMATION DRILLS

1. Imperative	Softened Imperative
Tid 'Stay.'	Tid o' 'Please stay.'
to'd xyaad' cad jx0n' pln kln	to'd o' xyaad o' cad o' jx0n o' pln o' kln o'
2. Request	Response
'Please give (me) the money.' paisaa' pln o'.	'Here! Take the money.' na' paisaa' kln.
na'ga pHU' mlxa mlxasi'	

LESSON 8

'On Buying Milk'

- | | |
|---|--------------------------------|
| 1. ngxe cU'ba mu u, axrxe'? | 'Do you sell milk or not?' |
| 2. to'e ngxe? | 'Which sort of milk?' |
| 3. ma'gilaa. | 'Buffalo's. (milk)' |
| 4. mu. | 'We have (some).' |
| 5. timnaa'laa kadi' jaa? | 'How much is a mana?' |
| 6. mxor s0'bo ga. | 'It is three mohors.' |
| 7. caUthE' s0' pln o'. | 'Give me 3/4 (mana) please.' |
| 8. tam, plsyo'. | 'O.K., I will certainly give.' |
| 9. mxui' gxri' se' ngxixyu
paisaa'. naa'. kln. | 'Here is Rs. 1/20. Take it.' |

NEW VOCABULARY

ngxe	'milk'	cU'ba	'selling'
ma'gi	'(E) maai buffalo'	caUthE'	'1/4'
ngxixyu	'20'		

ADDITIONAL VOCABULARY

egxaara	'11'	soraa	'16'
barra	'12'	satara	'17'
te'raa	'13'	aThara	'18'
cauda	'14'	unnaais	'19'
pandra	'15'		

NOTES

Line 8: Plsyo': The syo' suffix is used only in the 1st person and is an emphatic future marker.

Line 9: mxui' gxri' se' ngxixyu paisa. The use of se' as a conjunction is unique to number phrases.

BUILD-UP DRILLS

- | | |
|--------------------------------|----------------------------------|
| 1. ngxe cU'ba.
mu u axrre'? | 'Selling milk.' |
| ngxe cU'ba mu u axrre'? | 'Is there or not?' |
| ngxe cU'ba mu u axrre'? | 'Do you sell milk or not?' |
| 2. mxui' gxri'. | 'One rupee.' |
| mxui' gxri' se ngxixyu paisa' | 'That is one rupee and 20 pice.' |
| mu. | |
| mxui' gxri' se ngxixyu paisa' | 'That is one rupee and 20 pice.' |
| mu. na' kln. | 'Here, take it.' |

SUBSTITUTION DRILLS

1. ngxe cU'ba mu u axxre'? *'Is milk sold or not?'*
 mlxasi' *husked rice*
 na'ga phU' *hen eggs*
 daala *lentils*
2. mxui' gxri' se ngxlsyu paisa' *'That is Rs. 1/20.'*
 mu.
 ngxa' se s0jyu' *Rs. 5/30*
 pxre' se pandra *Rs. 8/15*
 ku' se ngxlsyu *Rs. 9/20*

TRANSFORM DRILLS

1. Non past	Emphatic future (1st p. sing.)
ngad plm. <i>'I will give (it).'</i>	ngad plsyu'. <i>'I will certainly give (it).'</i>
ngad klm. kham. banidim. jx0m'.	ngad klsyo'. khasyo'. banidisyo'. jx0syo'.

LESSON 9

'About Your Home'

- | | |
|--|--|
| 1. dxl' khani'r jaa, kxilaa? | <i>'Where is your home?'</i> |
| 2. nga'e dxl' asTreliyaar mu. | <i>'In Australia.'</i> |
| 3. kadi' dinbae gxyAA' mu? | <i>'How many days travel is it?'</i> |
| 4. xaawaa' jxaasa'r xyaadu' biyAA' ngxigaE s0ga'Er phenmu. | <i>'If you go in a plane you arrive in two or three days.'</i> |
| 5. lxe'n xrEgo munaa'. | <i>'It's very far then.'</i> |
| 6. 0, xrEgon mu. | <i>'Yes, it's far indeed.'</i> |
| 7. lu'di, nga xyaam, bindi mu. | <i>'Well, I'm going, Goodbye.'</i> |
| 8. 0, 0. xyaad. | <i>'Yes, O.K. Go.'</i> |

NEW VOCABULARY

dxl' (E) tl	<i>'house'</i>	gxyAA'	<i>'road'</i>
xaawaa'	<i>'air'</i>	jxaasa'	<i>'vehicle'</i>
phebaa'	<i>'to arrive'</i>	xrEgo	<i>'far'</i>
-ga'E	<i>'numeral classifier for days'</i>		

ADDITIONAL VOCABULARY

ngi	<i>'we (excluding addressee)'</i>
ngxyo' (E) ngy0	<i>'we (including addressee)'</i>

NOTES

Line 4: -du' biyAA (or -syAA or -yAA) is a conditional aspect particle, 'if'. phenmu: The suffix -n (or -ne) following the stem phe indicates that the action involves 'going' as well. e.g. cxaa thU'-ne 'Go and drink tea'.

Line 5: lxe'n: The -n suffix on lxe' is an emphatic particle, as also on xrEgo in line 6.

BUILD-UP DRILLS

- | | |
|--------------------------------------|--|
| 1. khani'r jaa? | <i>'Where is it?'</i> |
| dxl' khani'r jaa? | <i>'Where is the house?'</i> |
| dxl' khani'r jaa, kxilaa? | <i>'Where is your house?'</i> |
| 2. asTreliyaar mu. | <i>'It is in Australia.'</i> |
| dxl' asTreliyaar mu. | <i>'The house is in Australia.'</i> |
| nga'e dxl' asTreliyaar mu. | <i>'My house is in Australia.'</i> |
| 3. ngxlgaE s0ga'Er phenmu. | <i>'(You) arrive in two or three days.'</i> |
| xyaadu' biyAA ngxlgaE s0gaEr phenmu. | <i>'If you go you will arrive in two or three days.'</i> |

- xaawaa' jxaasa'r xyaadu' biyAA 'If you go on a plane you will arrive
 ngxlgaE s0gaEr phenmu. in two or three days.'
 4. bindimu. 'Good-bye.'
 nga xyaam. bindimu. 'I'm going. Good-bye.'
 lu'di, nga xyaam. bindimu. 'Well, I'm going. Good-bye.'

SUBSTITUTION DRILLS

1. dxi' khani'r jaa kxilaa? 'Where is your house?'
 desa country?
 nAA'sa 'village?'
 2. nga'e dxi' asTreliyaar mu. 'My house is in Australia.'
 kxie Your
 ca'e His
 kxemaEe' Your (pl)
 ngi'e Our (incl)
 ngxyo'e Our (excl)
 3. lxe'n xrEgo munaa'. 'I see it is very far away.'
 ll'ba tasty.
 4. xaawaa' jxaasa'r xyaadu' biyAA 'Is is O.K. if you go in an aeroplane.'
 tam.
 Tidu' stay
 jx0du' put (it) in
 bodu' bring (it)
 banididu' make it

TRANSFORMATION DRILLS

1. Indicative +ne	Imperative +ne
canem / canmu 'I will go and eat'	cane 'Go and eat'
cxaa thU'nmu / thU'nem. '(I) am going to drink tea.'	cxaa thU'ne. 'Go and drink tea.'
ngxe cU'nmu / cU'nem. '(I) am going to sell milk.'	ngxe cU'ne. 'Go and sell milk.'

LESSON 10

'On Buying Wine'

- | | |
|---|--|
| 1. paa' mu? | <i>'Do you have wine?'</i> |
| 2. mu | <i>'(We) have.'</i> |
| 3. kadi' ll'ba mu? | <i>'How tasty is it?'</i> |
| 4. beseri ll'ban mu. kadi' caidii? | <i>'It is very tasty. How much is needed?'</i> |
| 5. bodol ngxlde' plndi. | <i>'Give me about two bottles.'</i> |
| 6. na', bod. | <i>'There, take (them).'</i> |
| 7. kadi' lxauidii? | <i>'How much do they cost?'</i> |
| 8. bodol gxrilaa' mxui' s0' yaa. | <i>'It is Rs. 3/- for a bottle.'</i> |
| 9. chabi'yAA mxui' Txu' lxauidii. na', kln. | <i>'Therefore that will cost Rs. 6/-. There, take it.'</i> |

NEW VOCABULARY

paa'	<i>'wine'</i>	bodol	<i>'bottle'</i>
lxauidiba	<i>'to cost'</i>	-de'	<i>'approximately'</i>

NOTES

Line 5: plndi: -di (or -sidi') suffix softens the imperative.

BUILD-UP DRILLS

- | | |
|---------------------------------|--|
| 1. ll'ban mu. | <i>'It is tasty.'</i> |
| beseri ll'ban mu. | <i>'It is very tasty.'</i> |
| beseri ll'ban mu. kadi' caidii? | <i>'It is very tasty. How much is needed?'</i> |
| 2. mxui' s0' yaa. | <i>'It is Rs. 3/-.'</i> |
| bodol gxrilaa' mxui' s0' yaa. | <i>'For one bottle it is Rs. 3/-.'</i> |
| 3. na', kln. | <i>'There, take it.'</i> |
| mxui' Txu' lxauidii. na', kln. | <i>'That will be Rs. 6/-. There, take it.'</i> |
| chabi'yAA mxui' Txu' lxauidii. | <i>'In that case, that will be Rs. 6/-. There, take it.'</i> |

SUBSTITUTION DRILLS

- | | |
|-------------------------|--|
| 1. kadi' ll'ba mu? | <i>'How tasty is it?'</i> |
| xrEgo | <i>far</i> |
| lxe' | <i>many are they?</i> |
| 2. Bodol ngxlde' plndi. | <i>'Please give me about two bottles.'</i> |
| s0'de | <i>three</i> |
| ngxade' | <i>five</i> |
| pxrede' | <i>eight</i> |

3. bodol gxrilaa' mxul' s0' yaa 'For 1 bottle it is Rs. 3/-.'
 mlxa timnalaa' 1 mana
 mlxa py0'nolaa' 1 pathi
 tiphUlaa' 1 egg (or small round object)

QUESTION-ANSWER DRILL

1. Q: kadi' li'ba mu?
 erEgo
 lxe'
 A: beseri li'ban mu.

TRANSFORM DRILLS

1. Normal Imperative (instruction)	Softened Imperatives (instructions)			
-n / -d	-o'	-di	-si	-sidi'
Nasal Stem Vowel pln kln jx0n cUn	plno'	plndi	plnsi	plnsidi'
Oral Stem Vowel cad xyaad to'd tho'd banidid Tid	cado'	caddi	cadsi	cadsidi'

LESSON 11

'On Buying Bananas'

- | | |
|---------------------------------|--|
| 1. mxajaa' mu waa? | <i>'Do you have bananas?'</i> |
| 2. mu. | <i>'(We) have.'</i> |
| 3. to' kisimba'e mxajaa' mu? | <i>'What kind of bananas do you have?'</i> |
| 4. kxUDe mxajaa' mu. | <i>'We have munde bananas.'</i> (a fat, stumpy variety). |
| 5. mxori'laa kadi' kosaa' plmu? | <i>'How many do you give for a mohor?'</i> |
| 6. ngxigy0 plm. | <i>'We give two.'</i> |
| 7. chabi'yAA cyu'gy0 pln. | <i>'In that case give me ten.'</i> |
| 8. 0, 0, mxor ngxabo' lxaudii. | <i>'O.K., that will cost five mohors.'</i> |
| 9. naa' paisaa'. | <i>'Here's the money.'</i> |
| 10. nge'! | <i>'Oh!'</i> |

NEW VOCABULARY

mxajaa'	<i>'banana'</i>	kosaa'	<i>'units'</i> (long thin objects)
mxUDE	<i>'k.o, banana'</i>	-gy0	<i>'numeral classifier for long thin objects'</i>
nge'	<i>'yes'</i> (Oh! I see)	-bo	<i>'numeral classifier for mohors and other small round things'</i>
kisimba'e	<i>'kind of'</i>		

BUILD-UP DRILLS

- | | |
|------------------------------|--|
| 1. to' mu? | <i>'What is there?'</i> |
| to' kisimba'e mxajaa' mu? | <i>'What kind of bananas do you have?'</i> |
| 2. kadi' kosaa' plmu? | <i>'How many do you give?'</i> |
| mxori'laa kadi' kosaa' plmu? | <i>'How many do you give for a mohor?'</i> |
| 3. cyu'gy0 pln. | <i>'Give me ten. (bananas)'</i> |
| chabi'yAA cyu'gy0 pln. | <i>'In that case give me ten. (bananas)'</i> |

NOTES

Line 3: to' kisimba'e mxajaa' is a variant form of to'e mxajaa' *'What kind of bananas?'*

SUBSTITUTION DRILLS

- | | |
|------------------------------|--|
| 1. to' kisimba'e mxajaa' mu? | <i>'What kind of bananas do you have?'</i> |
| daala | <i>lentils</i> |
| mlxasi' | <i>uncooked rice</i> |
| dxl' | <i>house</i> |
| gxyAA' | <i>road</i> |
| xaawaa' jxaasa' | <i>plane</i> |

2. ngxlgY0' plm *'We give 2 (bananas, cigarettes)'*
 ngxlmna' 2 (manas)
 ngxlby0' 2 (pathis)
 ngxlga'E 2 (days)
 ngxlphU' 2 (eggs, small fruit, coins)
 ngxlbo' 2 (mohors, small bowls,
 larger items than objects
 using -phU')

TRANSFORM DRILLS

<i>'What kind of?'</i>	
to'e mxajaa' mu?	to' kisimba'e mxajaa' mu?
Txaa phU' mlxasi' ngxe	

LESSON 12

'On Buying a Fowl'

- | | |
|--|--|
| 1. na'ga mu waa? | <i>'Do you have a fowl?'</i> |
| 2. bxaale' u y0mAA'? | <i>'A rooster or hen?'</i> |
| 3. bxaale' ba. | <i>'A rooster, indeed.'</i> |
| 4. mu. kadi' thebbrE' caidii? | <i>'We have. How big a one is needed?'</i> |
| 5. Thi'kka xyaabaa'. | <i>'Just average.'</i> |
| 6. o' ca' tam maa? | <i>'Is that one O.K.?'</i> |
| 7. 0, cxo theb muyAA' tam. sa'e
kadi' ja? | <i>'Yes, if there is one that big it
would be O.K. How much is the price?'</i> |
| 8. te'raa ru'byAA. | <i>'Rs. 13/-.'</i> |
| 9. tam, na' paisaaq. | <i>'O.K., here's the money.'</i> |
| 10. 0, khwe'. | <i>'O.K., give it.'</i> |

NEW VOCABULARY

bxaale'	<i>'rooster'</i>	y0mAA'	<i>'female'</i>
thebbrE'	<i>'big'</i>	Thi'kka	<i>'average, O.K., right'</i>
sa'e	<i>'price'</i>	cxo	<i>'thus, that'</i>
khwe'	<i>'Give it!'</i>	ba	<i>'indeed'</i>

ADDITIONAL VOCABULARY

cyugu' thiri'	<i>'small'</i>
cisiri'	<i>'small'</i>

NOTES

Line 2: bxaale' u y0mAA'? The u particle characterises this as an alternative type question (J. Glover 1969:40-1).

Line 3: ba: Another emphatic form of the verb 'to be' (cf. ga, ya).

Line 4: thebbrE': the -brE suffix is common on adjectival stems, but occurs also on active stems to denote habitual action: thU'brE lam 'he is repeatedly drinking'.

SUBSTITUTION DRILLS

- | | |
|----------------------|-----------------------------------|
| 1. bxaale' u y0mAA'? | <i>'A rooster or a hen?'</i> |
| daala u pattu'? | <i>'Lentils or asparagus?'</i> |
| kaama'E u txulmaE? | <i>'Blacksmiths or tailors?'</i> |
| kodaali' u AAsi'? | <i>'A hoe or a sickle?'</i> |
| kodaali' u kxoja? | <i>'A hoe or a kukhri knife?'</i> |
| cxu u caml'? | <i>'Son or daughter?'</i> |
| AAma u aaba? | <i>'Mother or father?'</i> |

2. 0 cxo theb muyAA' tam. *'Yes being that big it is O.K.'*
 ll'b *tasty*
 xrEgo *far*
 cisiri / cyugu'thiri *small*

TRANSFORM DRILL

1. The use of u 'or'	
bxaale' u y0mAA'. <i>'rooster or hen.'</i>	bxaale' cU'ba u y0mAA' cU'ba. <i>'selling a rooster or selling a hen.'</i>
daala u pattu' kodaali' u AAsi' kodaali' U kxoja na'ga pHU' u ngxe	

LESSON 13

'On Buying Kerosene'

- | | |
|-----------------------------------|----------------------------------|
| 1. te'l mu waa? | 'Do (you) have oil?' |
| 2. caba'e te'l u, mroba'e te'laa? | 'Eating oil or lighting oil?' |
| 3. mroba'e te'laa | 'Lighting oil.' |
| 4. mu. kadi' caidii? | '(We) have. How much is needed?' |
| 5. ngxlmna' pln. | 'Give me two manas.' |
| 6. mxui' plxi' lxaudii. | 'That will cost Rs. 4/-.' |
| 7. 0, 0, na' paisaa'. | 'O.K., here's the money.' |
| 8. tam khwe'. | 'O.K., give it.' |
| 9. Tid o', nga xyaam'. | 'Stay here, I'm going.' |
| 10. 0, 0, xyaad'. | 'O.K., go.' |

NEW VOCABULARY

mroba'e 'lighting'
te'laa 'oil'

NOTES

Line 2: caba'e te'l 'eating oil': another illustration of the relative clause, introduced in Lesson 3. The fluctuation of final vowel (te'l / te'laa) is very common.

BUILD-UP DRILLS

- | | |
|-----------------------------|-------------------------------|
| 1. caba'e te'l u? | 'Eating oil or (what)?' |
| caba'e te'l u mroba'e te'l? | 'Eating oil or lighting oil?' |
| 2. nga xyaam'. | 'I'm going.' |
| Tid o', nga xyaam'. | 'Stay, O.K.? I'm going.' |

SUBSTITUTION DRILLS

- | | |
|----------------------------------|-------------------------------------|
| 1. caba'e te'l u mroba'e te'laa? | 'Eating oil or lighting oil?' |
| caba'e sa'e u mroba'e sa'e? | 'Eating thing or a lighting thing?' |
| tho'bae | chopping thing? |
| kha'Ebae | cutting thing? |

REVIEW

1. As this lesson has no new grammatical items in it, the student can use the opportunity for review of all the lessons so far learnt. In preparation for the review the student should assemble the necessary props:

Lesson 1, 2. Food stuffs.

Lesson 3, 4. Hoe, sickle, kukhri knife.

Lesson 6-11. Eggs, rice, milk, bananas, wine.

Plus a good variety of money.

2. Go over each of the lessons as action dialogues with your teacher. You should by now have committed the lessons to memory. Pay careful attention to the intonation of the utterances. Try to attain the speed natural to Gurung speakers.
3. Using the same props and limiting the vocabulary to that introduced in the lessons and drills, converse with your teacher in Gurung. Take parts, such as shopkeeper and customer, and simply talk together naturally. Where there is more than one student in the class, have conversations between students in Gurung.
4. Try to begin conversation with greetings typically used such as in Lessons 1 and 2 and in 'Conversational Openers'. Include in your conversation questions about the family of your language assistant. Encourage him to ask you about yours.

LESSON 14

'On Buying Black Lentils'

- | | |
|---------------------------------------|---|
| 1. maa'sa mu waa? | <i>'Do you have any black lentil?'</i> |
| 2. mu. | <i>'(We) have.'</i> |
| 3. timna'laa kadi' jaa? | <i>'How much is it for one mana?'</i> |
| 4. paa'n sugaa' yaa. | <i>'It is five sukas (Rs. 1.25).'</i> |
| 5. Txumna pln o'. | <i>'Please give me six manas.'</i> |
| 6. O. mxui' ngi'se mxoraa
lxaidii. | <i>'O.K., that will cost Rs. 7/50.'</i> |
| 7. na' sidi', paisaa' kln. | <i>'There, take the money.'</i> |
| 8. O, O. phe'ri caidiyAAq kho'
o'? | <i>'O.K. If you need more, come again
won't you?'</i> |
| 9. caididu' biyAA nga cu'rna
kham. | <i>'If I need more I will come HERE.'</i> |

NEW VOCABULARY

- | | | | |
|--------|------------------------|-------------|------------------------------|
| maa'sa | <i>'black lentils'</i> | paa'n suga' | <i>'five sukas' (Nepali)</i> |
| kho' | <i>'come (imp.)'</i> | | |

NOTES

Line 4: paa'n suga': This is a Nepali number phrase. It should be observed that Nepali numerals and number phrases are frequently used in the Gurung language. There are four sukas to the rupee.

Line 8: kho': An irregular imperative form of khabaa' 'to come'.

Line 9: The -na suffix on cu' expresses emphasis.

BUILD-UP DRILLS

- | | |
|--|---|
| 1. paisaa' kln.
na' sidi' paisaaq kln. | <i>'Take the money.'</i>
<i>'Here, take the money.'</i> |
| 2. mxui' ngi' lxaidii.
mxui' ngi'se mxoraa lxaidii. | <i>'That costs seven rupees.'</i>
<i>'That costs seven rupees, one mohor.'</i> |
| O. mxui' ngi'se mxoraa
lxaidii. | <i>'Yes. That will cost seven rupees
and one mohor.'</i> |
| 3. kho' o'? | <i>'Do come, won't you?'</i> |
| phe'ri caidiyAAq kho' o'? | <i>'If you need some more come again,
won't you?'</i> |
| O, O. phe'ri caidiyAA; kho'
o'? | <i>'O.K. If you need some more come
again, won't you?'</i> |
| 4. nga kham.
nga cu'rna kham. | <i>'I will come.'</i>
<i>'I will come HERE.'</i> |
| caididu' biyAA nga cu'rna kham. | <i>'If I do need some I will come HERE.'</i> |

SUBSTITUTION DRILLS

1. mxui' ngxl' se' mxora lxaidii. *'It costs Rs. 2/50.'*
 ngxa' se' suka 5/25.
 gxri' se' ti'n suka 1/75.
 ti'n skka -/75.
 eghaara' ru'byAA se' mxori. 11/50.
 mxui' s0' se' mxori. (or)
 mxor ngi'bo. 3/50.
2. caididu' biyAA nga cu'rna kham. *'If it is needed I will come HERE.'*
 caq he
 ngxyoq we (incl)
 ngi we (excl)
 ca'maE they

TRANSFORM DRILLS

1. Alternate forms of 'if' construction		
-yAA	-du' biyAA'	-syAA'
caidiyAA' kho' o' <i>'If you need (it) please come.'</i>	caididu' biyAA; kho' o'	caidisyAA; kho' o'.
lxaudiyyAA' tho'yAA' cU'yAA'		

2. Emphatic -na on nouns and pronouns	
<i>'I will come here.'</i> nga cu'ri kham.	<i>'I will come HERE.'</i> nga cu'rna kham.
ca'ri dxl'ri nAA'sa gxyAA'r	ca'rna dxl'rna nAA'sarna gxyAA'rna

LESSON 15

'Repairing the Water System'

- | | |
|--------------------------------------|--|
| 1. to'e sa'e ja, Thaagu? | <i>'What kind of thing is that, First-Born-Son?'</i> |
| 2. cu' aa? | <i>'You mean this?'</i> |
| 3. axngxl', yorbaa'. | <i>'No, what you have in your hand.'</i> |
| 4. cu' jaali yaa. | <i>'It is a wire mesh.'</i> |
| 5. khani'r bomu? | <i>'Where are you taking it?'</i> |
| 6. ta Tyangki'ri. | <i>'Up to the tank.'</i> |
| 7. jx0ba' u? | <i>'To put it in (the tank) or what?'</i> |
| 8. 0. cu' jx0du' biyAA axnx0. | <i>'Yes. If you put this in, it won't break.'</i> |
| 9. chabi'yAA jx0'thEn. dxarma' kham. | <i>'If that be the case, put it in. You will gain credit (religious).'</i> |
| 10. 0, jx0'thEnmu. | <i>'I will go and put it in.'</i> |

NEW VOCABULARY

Thaagu	<i>'First-Born Son'</i>	jaali	<i>'net mesh, mantle (of pressure lantern)'</i>
ta	<i>'up (directional)'</i>	Tyangki'	<i>'tank'</i>
yo	<i>'hand'</i>	nx0ba	<i>'to break'</i>
thEbaa'	<i>'to put down, to place in'</i>		
dxarma'	<i>'merit (religious)'</i>		

NOTES

Line 7: jx0baa' u: the second part of the alternate question is deleted. The speaker is often not sure of an alternative and therefore leaves the question open ended.

Line 10: jx0'thEnmu: is an example of a compound verb stem. Sometimes, as in the example in this lesson, stems are almost synonymous and the compounding simply gives emphasis. Otherwise a close chronological sequence is being expressed e.g. cakho' 'come, eat'. jx0'thEnmu the -n in fix is the motion suffix 'go and...' (see Lesson 9).

BUILD-UP DRILLS

- | | |
|----------------------------|--|
| 1. to'e sa'e jaa? | <i>'What is that thing?'</i> |
| to'e sa'e jaa Thaagu? | <i>'What is that thing Last-born Brother?'</i> |
| 2. 0, axnx0. | <i>'Yes it won't break.'</i> |
| 0, cu' jx0du' biyAA axnx0. | <i>'Yes, if you put this in it won't break.'</i> |

3. jx0'thEn. *'Do put it in.'*
 chabi'yAA jx0'thEn. *'In that case, do put it in.'*
 chabi'yAA jx0'thEn. dxarma' *'In that case, do put it in. You'll*
 kham. *get merit.'*

SUBSTITUTION DRILLS

1. cu' jaali yaa. *'This is a wire mesh.'*
 kodaali' *hoe.*
 AAsi' *sickle.*
 kxojaa *kukhri knife.*
 bxAADo' *container.*
 phargu *an upright for a cattle shelter.*
 ma'gi *a buffalo.*
 bodol *bottle.*
 mxajaa' *banana.*
2. ta Tyanki'ri. *'Up there to the tank.'*
 desari' *country (foreign).*
 dxlri' *house.*
 nAA'sari *village.*
3. 0, cu' jx0du' biyAA axnx0'. *'Yes, if (you) put this in, it won't*
break.'
 kha'Edu *cut*
 tho'du *chop*
 tadu' *is O.K.*

TRANSFORM DRILLS

1. Alternate Question	Indicative/Negative
jx0m' u? <i>'Are you putting it in or what?'</i>	jx0m' u axjx0'? <i>'Are you putting it in or not putting it in?'</i>
cam u? xyaam' u? lam u?	

2. Two Forms of Alternate Question u	
jx0ba' u? <i>'Are you putting it in or what?'</i>	jx0ba' u ThEbe jaa? <i>'Are you putting it in or leaving it?'</i>
cU'baa u? klbaa' u? plbaa' u? banidiba u?	klb jaa? cU'b jaa? klb jaa? nx0b jaa?

LESSON 16

'A Trip to Pokhara'

- | | |
|--------------------------------|---|
| 1. khani' xyaalaa'? | <i>'Where have you been?'</i> |
| 2. pukhru xyaalau'. | <i>'I have been to Pokhara.'</i> |
| 3. khoy0 xyaalaa'? | <i>'When did you go?'</i> |
| 4. tiyAA'm ngxagaE tai. | <i>'Today it's five days (ago).'</i> |
| 5. to' kxer' xyaalaa? | <i>'On what work did you go?'</i> |
| 6. caja klba'r xyaalau'. | <i>'To get salt.'</i> |
| 7. toe k0' munaa'? | <i>'What price was it?'</i> |
| 8. mxor ngxabo' ro, py0'n0laa. | <i>'They said five mohors, for a pathi.'</i> |
| 9. sigreT khaile munaa'? | <i>'What price (lit. how) were
cigarettes?'</i> |
| 10. curaaDaa' ka'tti axxre'. | <i>'There were no cigarettes at all.'</i> |

NEW VOCABULARY

khoy0	<i>'when'</i>	tiyAA'	<i>'today'</i>
caja	<i>'salt'</i>	k0'	<i>'price'</i>
sigreT	<i>'cigarette'</i>	curaaDaa'	<i>'cigarette'</i>
khaile	<i>'how'</i>	ro	<i>'reported speech'</i>

NOTES

Line 1: -laaq: This suffix on the verb represents a pluperfect aspect expressing action completed prior to some past point of time. Alternate forms of this suffix are -l and -lau'. The latter is only used in 1st person response to questions, Line 2.

Line 4: The -m suffix on tiyAA' gives emphasis as shown in Lesson 4.

Line 6: caja klba'r *'to buy salt'*: the -r suffix on the verb expresses the purpose of a particular action.

Line 8: ro: a particle which marks reported speech. It is often used by the speaker to disclaim personal responsibility for a statement. In this sentence py0'n0laa *'for 1 pathi'* has been added as an afterthought to clarify the meaning. With usual word order this sentence would read py0'n0laa mxor ngxabo' ro.

Line 10: ka'tti axxre': Here the question word ka'tti *'how much'* is not used to seek information but rather to express emphasis (J. Glover 1969).

BUILD-UP DRILLS

- | | |
|----------------------|---|
| 1. ngxagaE tai. | <i>'Five days have elapsed.'</i> |
| tiyAA'm ngxagaE tai. | <i>'Today, five days have elapsed.'</i> |

2. mxor ngxabo'. '5 mohors.'
 mxor ngxabo' ro. 'They said (it was) 5 mohors.'
 mxor ngxabo' ro py0'n0laa. 'They said (it was) 5 mohors for a
 pathi.'
3. curaaDa' axxre'. 'There were no cigarettes.'
 curaaDa' ka'tti axxre'. 'There were absolutely no cigarettes.'

SUBSTITUTION DRILLS

1. tiyAA'm ngxagaE tai. 'Today five days have elapsed.'
 TxugaE six days
 ngiga'E seven days
 tiga'E one day
 kuga'E nine days
2. to' kxer' xyaala'? 'In what work did you go?'
 caidiba is it needed.
 bobaa are you taking it.
3. caja klba'r xyaalaa' 'I want to buy salt.'
 ngxe cU'bar sell milk.
 jali jx0ba'r put in the mesh.
 chi kha'Ebar cut grass.
 sl' tho'bar chop wood.
 phargu tho'bar chop poles.
 kaE caba'r eat rice.
 na'ga pHU' klba'r get hen eggs.
4. mxor ngxabo' ro 'They said (it was) 5 mohors.'
 pukhru' xyaam' (they were) going to Pokhara.
 paa'n suga' (it was) 5 sukkas.
 caja klba'r xyaam (they were) going to buy salt.

QUESTION-ANSWER DRILLS

1. Q: to' laba'r xyaam? A: caja klba'r xyaam.
 'For doing what are you going?' '(I'm) going to buy salt.'
 sigreT 'cigarettes'
 maa'sa 'black lentils'

TRANSFORM DRILLS

1. khani' xyaalaa'? 'Where did you go?'	khy0 xyaalaa'? 'When did you go?'
kl1aa'	
jx01aa'	
mr01aa'	

2. caji kilau' 'I bought salt.'	caji kiba'r xyaalau' 'I went to buy salt.'
maa'sa te'l mxajaa paa	

3. Indicative	Reported Speech
'It is Rs. 5/- for a pathi.' py0'n0laa mxor ngxabo'.	'It is Rs. 5/- for a pathi, they said.' py0'n0laa mxor ngxabo' ro.
curaaDa' katti axxre' pukhru' xyaalaa' Tyangki'ri bom timna'laa paa'n sugaa'	

4. Pluperfect	Past Tense Final
'He went to Pokhara.' pukhru' xyaalaa'.	'He's gone to Pokhara.' pukhru' xyaai.
pattu' calaa' tiyAA' khalaa'	

LESSON 17

'Buying Matches'

- | | |
|--------------------------------|---|
| 1. khani' xyaam', kanchi? | <i>'Where are you going, Youngest Sister?'</i> |
| 2. dugAAna' xyaam'. | <i>'To the shop.'</i> |
| 3. to' laba'r xyaamu'? | <i>'What to do?'</i> |
| 4. sale' kiba'r xyaam'. | <i>'To get matches.'</i> |
| 5. sale' khAA'xyaal' waa? | <i>'The Matches are completely finished, are they?'</i> |
| 6. 0, khAA'xyaai'. | <i>'Yes, completely finished.'</i> |
| 7. sale' mattre' kinmu u? | <i>'Are you going to buy only matches or (what)?'</i> |
| 8. sale' nego' turi te'la klm. | <i>'Matches and mustard oil.'</i> |
| 9. mxaar chyugu' axca' waa? | <i>'Don't you eat butter?'</i> (Lit: gold ghee.) |
| 10. axca', axto'. | <i>'(I) don't eat (it), (I) don't like it.'</i> |

NEW VOCABULARY

dugAAna	<i>'shop'</i>	sale'	<i>'matches'</i>
khAA'ba	<i>'to finish'</i>	turi	<i>'mustard'</i>
mxaara	<i>'gold'</i> hence yellow	chyugu'	<i>'clarified butter'</i>
chyugu'	<i>'butter'</i>	nego' (nero', nebae')	<i>'and'</i>
t0baa'	<i>'to like'</i>		

NOTES

Line 5: khAA'xyaaba': the juxtaposition of the verb xyaaba' 'to go' in the compound verbal construction is used as an emphatic device. It carries a passive meaning except in the combination boxyaa'i' where the juxtaposition is a literal chronological sequence. Not all verbs can be emphasised in this way - the student will need to observe the contexts in which this juxtaposition is used in this particular dialect area.

Line 8: nego' is a conjunction joining nouns or noun phrases. It should be noted that the conjunction can be omitted in the co-ordinate noun phrase as in lines 7, 8, 9 of Lesson 5. With some speakers, nego' becomes nero' or neba'e.

Line 10: Note the deletion of both subject and object in both clauses.

BUILD-UP DRILLS

1. turi te'la klm. *'I'm buying mustard oil.'*
 sale' nego' turi te'la klm. *'I'm buying matches and mustard oil.'*
2. sale' klinmu u? *'Are you going to buy matches or (what)?'*
 sale' mattre' klinmu u? *'Are you going only to buy matches or (what)?'*
3. axca' waa? *'Don't (you) eat?'*
 chyugu' axca' waa? *'Don't (you) eat clarified butter?'*
 mxaar chyugu' axca' waa? *'Don't (you) eat yellow clarified butter?'*

SUBSTITUTION DRILLS

1. dugAAnar xyaam'. *'I'm going to the shop.'*
 dxlri' *house.*
 desari' *country (India).*
 Tyangki'r *tank.*
2. sale' nego' turi te'la klm. *'I'm buying matches and mustard oil.'*
 na'ga phU' *eggs.*
 maa'sa *black lentils.*
 curaaDaa' *cigarettes.*
3. mxaar chyugu' axca' waa? *'Don't you eat butter?'*
 pattu' *asparagus?*
 daala *lentils?*
 kaE *cooked rice?*
 mxajaa' *bananas?*

TRANSFORM DRILLS

1. Minus emphasis	Plus -xyaaba (emphasis)
<i>'Are the matches finished?'</i> sale' khAAI' waa?	<i>'Are the matches completely finished?'</i> sale' khAA'xyaai' waa?
sale' cU'I waa? sale' boi' waa?	

2. Co-ordinate Noun Phrase without nego'	with nego'
'I'm buying matches (and) mustard oil.' sale' turi te'la klm.	'I'm buying matches and mustard oil.' sale' nego' turi te'la klm.
mrObae te'la na'ga pHU' maa'sa caja	

LESSON 18

'Going to Get Eggs'

- | | |
|-----------------------------|--|
| 1. khani' xyaala' kanchi? | <i>'Where have you been, Youngest Sister?'</i> |
| 2. na'ga phU' mxaebari. | <i>'To look for eggs.'</i> |
| 3. y0l' waa? | <i>'Did you get them?'</i> |
| 4. 0, y0l'. | <i>'Yes, I got them.'</i> |
| 5. kadi' lxe' kiidi'? | <i>'And how many did you get?'</i> |
| 6. cyu'phU mattre'. | <i>'Only ten.'</i> |
| 7. aargo'i klm maa? | <i>'Will you buy others also?'</i> |
| 8. tiyAA' cxaga muyAA' tam. | <i>'Being that many today, it's enough.'</i> |
| 9. pxana liUl bxam' o'? | <i>'Shall I bring them in a few days?'</i> |
| 10. 0, 0 bxau'. | <i>'Yes, bring them.'</i> |

NEW VOCABULARY

mxaeba	<i>'to search, look for'</i>	bxau'	<i>'imperative of bxaba'</i>
cxaga	<i>'that much'</i>	aargo'	<i>'other'</i>
li	<i>'behind, beyond'</i>	pxana/pxanaga	<i>'tomorrow'</i>
bxaba'	<i>'to bring (from a lower or level altitude).'</i>	Ul	<i>'in the direction of'</i>

NOTES

Line 2: Note the deletion of xyaala'u in this response.

Line 5: -di': sentence conjunction (cf. Lesson 5).

Line 8: -yAA' on the verb *'to be'* carries a similar conditional aspect to the -du biyAA of Lesson 9. However, here it is best translated *'since I have this many, that's enough'*.

Line 9: pxana liUl: Here the literal meaning is *'beyond tomorrow'* is translated more freely as in a few days'. The -Ul or -Uidi' locative case particle can also be used spatially as well as temporally. (See G. Table 1.) e.g. dxl' liUdi' *'In the direction behind the house'*.

BUILD-UP DRILLS

- | | |
|--------------------------|--|
| 1. cxaga muyAA' tam. | <i>'Being that many, that's enough.'</i> |
| tiyAA' cxaga muyAA' tam. | <i>'To-day since I have that many, that's enough.'</i> |
| 2. bxam' o'? | <i>'Shall I bring (them)?'</i> |
| pxana liUl bxam' o'? | <i>'I'll bring (them) in a few days time. O.K.?'</i> |

SUBSTITUTION DRILLS

1. kadi' lxe' klidi'?	<i>'How many/much did you buy?'</i>
caidi'?	<i>eat?</i>
boidi'?	<i>take?</i>
cU'ldi'?	<i>sell?</i>
plidi'?	<i>give?</i>

TRANSFORM DRILLS

1.	Location	
	'at, in' -ri	'beyond' liUl
	'It is in the house.' dxl' -ri mu.	'It is beyond the house.' dxl' liUl mu.
	Tyaangki-ri mu. dugAAana-ri mu. gxyAA-ri' mu.	

2.	Irregular Imperatives	
	'I'll bring them, O.K.?' bxam' o'?	'Yes, yes. Bring them.' '0, 0, bxau'.
	kham o'? plm o'? klm o'?	kho' khwe' (pln also used) na' (kln also used, see lesson 14, Line 7)

LESSON 19

'How Old Are Your Children?'

- | | |
|---|--|
| 1. kxie cxa kadi' barsa tai'? | <i>'How old is your son?'</i> |
| 2. ku'dl tai. | <i>'Nine.'</i> |
| 3. caml'di? | <i>'And your daughter?'</i> |
| 4. Txudl' tai. | <i>'She's six.'</i> |
| 5. cxae lxo to' jaa? | <i>'What year (of the twelve-year cycle) is your son's?'</i> |
| 6. pralo yaa, yogaara lxo. | <i>'He's the monkey year.'</i> |
| 7. caml'l di'? | <i>'And your daughter's (year)?'</i> |
| 8. pholo yaa. phoe lxo. | <i>'The year of the antelope.'</i> |
| 9. cxa nego' caml' lxo kadi' pha'rag jaa? | <i>'How many years different are your son and daughter?'</i> |
| 10. lxo s0' pha'rag yaa. | <i>'Three years different.'</i> |
| 11. 0, 0. | <i>'Oh, yes.'</i> |

NEW VOCABULARY

barsa	<i>'year'</i>	-dl	<i>'year num. classifier'</i>
lxo	<i>'years within 12 year cycle'</i> (See Appendix 2.)	pha'rag	<i>'different'</i>
yogaara	<i>'monkey'</i>	pho	<i>'deer (antelope)'</i>

NOTES

Line 1: The use of *taba'/tai'* in this sentence demonstrates another use of the verb *'to be'*. The meaning is *'How many years have happened to your son'*.

Line 5: The *lxo* cycle is based on the 12 year cycle observed by Tibetans. A Gurung always knows which animal year he was born in and therefore it is possible to calculate the age of the villager. Sometimes it is difficult to know which particular cycle to put people in beyond 25 years of age. e.g. A 40 year old man may pass for 28, or may look as old as 52 years.

Line 5 and 7: The possessive particle is manifested as *-l* when the possessed noun is deleted.

BUILD-UP DRILLS

- | | |
|----------------------------|---|
| 1. kadi' barsa tai'? | <i>'How many years have happened?'</i> |
| kxie cxa kadi' barsa tai'? | <i>'How many years have happened for your son?'</i> |
| 2. to' jaa? | <i>'What is it?'</i> |
| cxae lxo to' jaa? | <i>'What year (of the 12 yr. cycle) is your son?'</i> |

3. kadi' pha'rag jaa? *'How different is it?'*
 lxo kadi' pharag jaa? *'How many years difference is there?'*
 cxa nego' cxaml lxo kadi' *'How many years difference between*
 pha'rag jaa? *your son and your daughter?'*

SUBSTITUTION DRILLS

1. kxie cxa kadi' barsa tai'? *'How old is your son?'*
 aaba *father?*
 AAma *mother?*
 caml' *daughter?*
 aanga' *younger sister?*
 aana *older sister?*
 aali *younger brother?*
 aada *older brother?*
2. praa lo yaa. *'It is the year of the monkey.'*
 mubru' lxo *vulture.*
 sabri' lxo *snake.*
 cxe lxo *bird.*
 ta lxo *horse.*
 to lxo *tiger.*
3. ku'- dl tai *'Nine years have happened.'*
(He's nine years old.)
 ngi'- *seven*
 ngxl'- *two*
 prxe'- *eight*
 ti'- *one*
4. kadi' barsa tai'? *'How many years have happened?'*
 pha'rag *different is it?*
 xrEgo *far is it?*
 ll'ba *tasty is it?*

TRANSFORM DRILL

1. Non-past	Past
<i>'(He) will be three years old.'</i> s0'dl tam.	<i>'Three years have happened.'</i> s0'di tai'.
lxe' Tim pukhru' xyaa'm sigreT klm na'ga pHU' mxaem	

LESSON 20

'Why Did You Come to Our Village?'

1. bindi mu. *'Hello.'*
2. bindi mu. *'Hello.'*
3. kxi cu' nxepaal desar khai' biri' kadi' barsa tai? *'How many years since you came to Nepal?'*
4. ti'dl mattre' tai'. *'Only one year.'*
5. kxi to'e lxaagir khab ja? *'For what have you come?'*
6. khaa'gae prxu kxyui' lubaa', tamuukxyui' lubaa', chaaba'na. *'To learn a little Nepali, and to learn Gurung, like that.'*
7. kxi mattre' khal u, jahAAAn jagai bxangngyU'? *'Did only you come, or have you brought (your) family?'*
8. nga nego' nga'e prxEsyo' mattre' khai'. *'Only I and my bride-wife have come.'*
9. pxasxi jaga axxre' waa? *'Don't you have any children?'*
10. axxre', ngi ngxl' mattre' gaa. *'No, there's only us two.'*

NEW VOCABULARY

prxu kxyui'	<i>'Nepali language'</i>	khaa'gae	<i>'a little'</i>
lubaa'	<i>'to learn'</i>	tamu kxyui'	<i>'Gurung language'</i>
jahAAAn	<i>'family'</i>	chaaba'na	<i>'that's all'</i>
ngi	<i>'we (excl)'</i>	jaga	<i>'plural'</i>
prxEsyo'	<i>'wife (bride)'</i>		

NOTES

Line 7: -ngngyU' / -imyU' / -mU is a completive, perfect aspect on the verb stem. Note the -i emphatic particle on jaga.

In this conversation there are sentences which are longer than those so far encountered. Pay careful attention to the intonation patterns of these longer sentences and try to imitate.

BUILD-UP DRILLS

1. kadi' barsa tai'? *'How many years have happened?'*
 cu' nxepaal desar khai' biri' *'Since coming to the country of Nepal,*
 kadi' barsa tai'? *how many years have happened?'*
 kxi cu' nxepaal desar khai' *'Since you have come to this country*
 biri' kadi' barsa tai'? *of Nepal how many years have*
happened?'
2. chaaba'na. *'Just that.'*
 tamu kxyui' lubaa' chaaba'na. *'Just for learning the Gurung language.'*

- prxu kxyui' lubaa', tamu *'Just for learning the Nepali and the
kxyui' lubaa' chaaba'na. Gurung language.'*
- khaa'gae prxru kxyui' lubaa', *'Just for learning a little Nepali
tamu kxyui; lubaa', chaaba'na. and Gurung.'*
3. kxi mattre' khal u? *'Have you come alone or what?'*
kxi mattre' khal u jahAAAn *'Have you come alone or have you
jagai bxangngyU'? brought your family?'*
4. nga mattre' khai'. *'I only have come.'*
nga nego' nga'e prxEsyo' *'I and my wife only have come.'*
mattre' khai'.

SUBSTITUTION DRILLS

1. kxi to'e lxaagir khab jaa? *'What is the purpose of your coming?'*
 xyaab' going?
 Tib staying?
 cU'b selling?
 bob taking
 (it)?
2. khaa'gae tamu kxyui' lubaa', *'Just to learn a little Gurung and
prxu kxyui' lubaa', chaaba'na. Nepali.'*
khaa'gae na'ga pHU' cU'ba, *'Just to sell a few eggs and milk.'*
ngxe cU'ba.
khaa'gae kaE cabaa', daala *'Just to eat a little rice and
cabaa'. lentils.'*
3. kxi mattre' khal u jahAAAn *'Did only you come or have you
jagai bxangngyU'? brought your family also?'*
 pxasxi children
 aam mothers (and aunts)
 aab fathers (and uncles)
 aali younger brothers
 aada older brothers
 aanga younger sisters
 aana older sisters

TRANSFORM DRILL

1. Completive	Past (final)
<i>'My family have been brought.'</i> jahAA <i>n jagai bxangngyU'</i> .	<i>'My family were brought.'</i> jahAA <i>n jagai bxai'</i> .
caingngyU' xyaa'ngngyU TingngyU	

LESSON 21

'About a Chicken-Enclosing Basket'

- | | |
|---|--|
| 1. khani' xyaalaa' axgxl'? | <i>'Where have you been, Eldest Brother?'</i> |
| 2. ubxapradxaan ngAAri'.
ca' to' jaa? pxi waa? | <i>'To the deputy Mayor's house.'
'What is that? A carrying basket?'</i> |
| 3. axngxl', kurgu' gaa. | <i>'No, it's a kurgu.'</i> |
| 4. cu'r chi kha'Eb waa? | <i>'Do you cut grass in that?'</i> |
| 5. axngxl', na'ga cyu'ba. | <i>'No, it's for encaging the chickens.'</i> |
| 6. cu' to'l banidim? | <i>'Of what is this made?'</i> |
| 7. mo'l banidim. | <i>'You make it of rattan.'</i> |
| 8. mo' khanir yOm? | <i>'Where is rattan available?'</i> |
| 9. banar yOm. | <i>'In the jungle.'</i> |

NEW VOCABULARY

axgxl'	<i>'first born (oldest brother)'</i>	ubxapradxaan	<i>'deputy mayor (village level)'</i>
ngAA	<i>'the place of--'</i>		
kurgu'	<i>'open weave basket for penning chickens'</i>	pxi	<i>'open weave back basket'</i>
		cyu'ba	<i>'to enclose, to pen in'</i>
mo'	<i>'rattan'</i>	bana	<i>'bushy hilly area, jungle, forest.'</i>

ADDITIONAL VOCABULARY

Thaagu	<i>'first-born male' (properly, younger than Ego)</i>	kanchi	<i>'last-born youngest female'</i>
		txaajy0	<i>'older (not 1st-born) brother'</i>
axgxE'	<i>'first-born sister' (older than Ego)</i>	anjy0	<i>'older (not 1st-born) sister' (properly, last-born sister)</i>
cy0 / cxijy0	<i>'last-born youngest male'</i>		
naa'ni	<i>'first-born female'</i>		

BUILD-UP DRILLS

- | | |
|---|---|
| 1. khani' xyaala'? | <i>'Where have you been?'</i> |
| khani' xyaala' axgxl'? | <i>'Where have you been, Eldest- rother?'</i> |
| 2. ubxapradxaan ngAAri'. | <i>'To the place of the deputy mayor.'</i> |
| ubxapradxaan ngAAri'. ca' to' jaa? | <i>'To the place of the deputy mayor. What is that?'</i> |
| ubxapradxaan ngAAri'. ca' to' jaa? pxi waa? | <i>'To the place of the deputy mayor. What is that? Is it an open weave back basket?'</i> |

3. axngxl'. 'No.'
 axngxl'. na'ga cyu'ba. 'No. It is for penning chickens.'

SUBSTITUTION DRILLS

1. cu'm mo'l banidim? 'This is made of rattan?'
 pa'el iron
 sl'i wood
 ngxel milk
2. khani' xyaala' axngxl'? 'Where have you been Eldest-Brother?'
 axgxE' Eldest-Sister?
 naa'ni 1st-born Younger
 Sister?
 cy0 Last-Born Younger
 Brother?
 kanchi Last-Born Younger
 Sister?
 anjy0 Older Sister?
 txaajy0 Older Brother?

QUESTION-ANSWER

1. Q: 'Of what is this made?' cu' to'l banidim?	A: 'This is made of rattan.' cu' mo'l banidim.
	iron. wood. grass. lentils. rice.
2. Q: 'What is that? An open weave basket?' ca' to' jaa? pxi waa?	A: 'No, a chicken penning basket.' axngxl', kurgu' gaa.
bxAAo' chyugu' kodaali mxora	jaali te'la kxojaa mxui'

LESSON 22

'The Student of Gurung'

- | | |
|--|--|
| 1. bindi mu. to', kxi cu' nAA'sar TingngyU' waa? | <i>'Hello! Say, do you live in this village?'</i> |
| 2. 0. nga cu' nAA'sarna' Tim. khabdi' kxi? | <i>'Yes. I live in this village. And who are you?'</i> |
| 3. ngam bidyaarathi' ga. | <i>'As for me, I am a student.'</i> |
| 4. kxi to'e kxe' lal di'? | <i>'What kind of work did you do?'</i> |
| 5. ngam tamU kxyui' luba'e kxe' lam. | <i>'I am studying the Gurung language.'</i> |
| 6. kxe' Thaaldi waa'di? | <i>'Have you started your work?'</i> |
| 7. 0. Thaaldii. | <i>'Yes. I've started.'</i> |
| 8. sa'jilo' mu u, gaaro? | <i>'Is it easy, or difficult?'</i> |
| 9. lxen' gaaro tam. | <i>'It's very difficult.'</i> |

NEW VOCABULARY

bidyaarathi'	<i>'student'</i>	Thaaldiba'	<i>'to begin a project'</i>
sajilo'	<i>'easy'</i>	gaaro	<i>'difficult'</i>
bindi mu	<i>'greeting' (lit: 'there is a request')</i>		

ADDITIONAL VOCABULARY

prxiba	<i>'to write'</i>
khe'ba	<i>'to read; to study'</i>
cEdo'	<i>'close, near'</i>

NOTES

Line 1: to' is being used here as a discourse introducer. It is frequently used when the discourse topic is being changed.

Line 6: The -waa' suffix on Thaaldi is the verb waabaa' *'to throw out'* used to give emphasis in a similar way to xyaaba' in lesson 17. The -di / -ji suffix is a past tense marker.

BUILD-UP DRILLS

- | | |
|---|--|
| 1. bindi mu. | <i>'Hello!'</i> |
| bindi mu. cu' nAA'sar TingngyU' waa? | <i>'Hello! (you) live in this village do you?'</i> |
| bindi mu. to', kxi cu' nAA'sar TingngyU' waa? | <i>'Hello! er... You live in this village do you?'</i> |

2. 0. cu' nAA'sarna' Tim. 'Yes. (I'm) staying in this village.'
 0. nga cu' nAA'sarna' Tim. 'Yes. I'm staying in this village.'
 0. nga cu' nAA'sarna' Tim. 'Yes. I'm staying in this village.
 khabdi' kxi? And who are you?'
3. ngam kxe' lam. 'I do work.'
 ngam tamU kxyui' luba'e kxe' 'I do the work of learning the Gurung
 lam. language.'
4. sa'jilo' mu u? 'Is it easy or (what)?'
 sa'jilo' mu u gaarno? 'Is it easy or difficult?'

SUBSTITUTION DRILLS

1. ngam tamU kxyui' luba'e kxe' 'As for me, I do the work of learn-
 lam. ing the Gurung language.'
 prxu kxyui' luba'e kxe' lam. learning the Nepali language.
 tamU kxyui' prxibae writing the Gurung language.
 khe'bae reading
2. sa'jilo' mu u gaaro? 'Is it easy or difficult?'
 thebbrE' mu u Thi'kka? big or average?
 xrEgo mu u cEdo'? far or near?
 thebbrE' mu u cyugu'thiri'? 'big or small?'

LESSON 23

'The Foreign Trekkers'

- | | |
|--------------------------------|--|
| 1. jxaad' xyaaba' khabma'E ja? | <i>'The people going over there, who are they?'</i> |
| 2. goraama'E baa. | <i>'White men.'</i> (NB: In Nepali goraa is a somewhat derisive term). |
| 3. khani' xyaab ro'? | <i>'Where do they say they are going?'</i> |
| 4. ta kadaa'sUr xyaab ro'. | <i>'Up to the mountain summit, they say.'</i> |
| 5. kadi' jAAna mulaa? | <i>'How many people were there?'</i> |
| 6. saabma'Em ngxI mattre' mu. | <i>'As for the Sahebs, there are only two.'</i> |
| 7. bxaare'maE di'? | <i>'And carriers?'</i> |
| 8. bxaare'm gxri' mattre' mu. | <i>'As for carriers, there is only one.'</i> |

NEW VOCABULARY

jxaad'	<i>'over there'</i>	goraama'E	<i>'white skinned people'</i>
kadaa'sU	<i>'mountain'</i>	jAAna	<i>'numeral suffix in counting people'</i>
saab	<i>'westerner (respectful)'</i>		
bxaare'maE	<i>'carriers'</i>		

NOTES

Line 6: The function of the -m suffix on saabma'E can well be translated *'as for the Sahebs'*.

BUILD-UP DRILLS

- | | |
|------------------------------|---|
| 1. khabma'E jaa? | <i>'What sort of people are they?'</i> |
| | <i>i.e. 'What caste?'</i> |
| jxaad' xyaaba' khabma'E jaa? | <i>'What sort of people are they going over there.'</i> |
| 2. ngxI mattre' mu. | <i>'There are only two.'</i> |
| saabma'E ngxI' mattre' mu. | <i>'There are only two westerners.'</i> |
| 3. gxri' mattre' mu. | <i>'There is only one.'</i> |
| bxaare' gxri mattre' mu. | <i>'There is only one carrier.'</i> |
| bxaare'm gxri' mattre' mu. | <i>'As for the carriers, there is only one.'</i> |

SUBSTITUTION DRILLS

1. bxaare'm gxri' mattre' mu. *'As for the carriers there is only one.'*

saabma'Em	<i>westerners</i>
goraama'Em	<i>white-skinned people</i>
kamma'Em	<i>blacksmiths</i>
txulmaEm	<i>tailors</i>
bidyaarthi'maEm	<i>students</i>

2. ta kadaa'sUr xyaab ro' *'They said they were going up thereto the mountain.'*

Tyangki'r	<i>tank.</i>
dugAAnar	<i>shop.</i>
ubxapradxaan ngAAri'	<i>place of the deputy mayor.</i>
dxi'ri	<i>house.</i>

3. khani' xyaab ro' *'Where did they say they were going?'*

Tib	<i>staying?</i>
lu'b	<i>studying?</i>
txaab	<i>hoeing?</i>
khe'b	<i>reading?</i>
pxrib	<i>writing?</i>

TRANSFORM DRILL

1. Lack of Emphasis	Emphasis -m
<i>'There were only two sahebs.'</i> saabma'e ngxI mattre' mu.	<i>'As for the sahebs, there were only two.'</i> saabma'Em ngxI mattre' mu.
bxaare'ma'E bidyaarthima'o goraama'E	

LESSON 24

'The Lost Lock Key'

- | | |
|---|---|
| 1. o' kanchi. | <i>'Oh, Kanchi.'</i> |
| 2. xwe'. | <i>'Yes.'</i> |
| 3. sAAju' kuji' khani'r mu? | <i>'Where is the lock and key?'</i> |
| 4. sAAju kuji'? | <i>'Lock and key?'</i> |
| 5. 0. | <i>'Yes.'</i> |
| 6. o' ca' pIDI khoba'r mu. | <i>'They are in that verandah niche.'</i> |
| 7. cxaa' xyolaa axxyola? | <i>'Have you made tea or not?'</i> |
| 8. axxyongngyU. | <i>'No. I haven't made (it).'</i> |
| 9. ta'le axxyoldi? | <i>'Why not?'</i> |
| 10. xyol yOyAA' gadi'. | <i>'If I had been free to cook, I would have made it.'</i> |
| 11. to' lal di' togo' sammaa'? | <i>'What have you been doing up to now?'</i> |
| 12. ngam cu' khaagun taa'ne maa'ne laba'di. | <i>'As for me, I have been doing all the chores around here.'</i> |

NEW VOCABULARY

xwe'	<i>'response to hailing call from one not older than one's self'</i>	sAAju'	<i>'key'</i>
kuji'	<i>'lock'</i>	pIDI	<i>'verandah'</i>
khobaa'	<i>'niche in verandah'</i>	cxaa'	<i>'tea'</i>
ta'le	<i>'why'</i>	togo'	<i>'now'</i>
sammaa'	<i>'up to'</i>	khaa'gu	<i>'surroundings'</i>
xyoba	<i>'to cook by boiling in water'</i>	taa'ne maa'ne	<i>'chores'</i>

ADDITIONAL VOCABULARY

khAA'ba	<i>'to be able to'</i>	txeba'	<i>'to cook vegetables by frying in oil first and then adding fluid!'</i>
plu'baa	<i>'to boil in water'</i>		
xEba	<i>'to boil in water for a long time'</i>		

NOTES

- Line 3: sAAju' kuji': Note the deletion of the conjunction nero''and'.
- Line 7: cxaa' xyolaa axxyola?: An alternate question with the question particle u omitted. Full form is .cxaa' xyolaa u axxyola? It is mostly in fast speech that the deletion of u occurs.
- Line 8: axxyongngyU: the suffix -ngngyU marks completive aspect of the verb.

Line 10: xyol y0yAA': y0baa' 'to be available' is an auxiliary verb functioning as 'to be free to'. gadi': a double emphatic, expressing frustration. Thus, 'If I had been free to, I would have cooked the tea'.
 Line 11: The sammaa' particle is a locative case particle used in spatial and temporal contexts (Grammatical Table 1).

BUILD-UP DRILLS

1. khani'r mu? *'Where is it?'*
 sAAju' kuji' khanir mu? *'Where is the lock and key?'*
2. khoba'r mu. *'It's in the niche.'*
 pIDi khoba'r mu. *'It's in the verandah niche.'*
 O ca' pIDi khoba'r mu. *'Oh, it's in that verandah niche.'*
3. to' laldi'? *'What have you done?'*
 to' laldi' togo' sammaa'? *'What have you done up to now?'*
4. ngam taa'ne maa'ne laba'di. *'I've been doing chores.'*
 ngam cu' khaagun taa'ne maa'ne laba'di. *'I've been doing the chores around here.'*

SUBSTITUTION DRILLS

1. sAAju' kuji' khani'r mu? *'Where is the lock and key?'*
 AAma aaba *mother and father?*
 pxi kurgu' *open weave basket? and the chicken-pen basket?*
 sigreT sale' *cigarettes and matches?*
 AAsi' kxoja *sickle and kukhri knife?*
2. cxaa' xyola axxyola? *'Have you cooked the tea or not?'*
 kaE *rice*
 Txaa txela' axtxela'? *curry*
3. xyol y0yAA' gadi'. *'If I had been able to cook them it would have been done.'*
 khe'l *read*
 pxril *write*
 lul *learn*
 mxael *search*
 bxaI *bring*

TRANSFORM DRILLS

1. <i>'If I had been free to...'</i>	<i>'If I had been able to...'</i>
<i>'If I had been free to cook (it) I'd have done so.'</i> xyol y0yAA' gadi'.	<i>'If I had been able to cook (it) I would have done so.'</i> xy0l khAA'yAA gadi.'
khe'l lul xyaal' mxae'l	

2. Alternative Question	<i>'Did you make tea or (not)?'</i>
Deleted form -negative cxaa' xyolaa u?	Deleted form -u cxaa' xyolaa axxyola?
Txaa txelaa' u? kaE xyolaa u? sAAju' y0laa u? kxe' Thaaldilaa u?	

LESSON 25

'Going on a Short Journey'

- | | |
|---|---|
| 1. o' Thaagu. | <i>'Oh, First-born son.'</i> |
| 2. xwe', to' bilaa? | <i>'Yes, what did (you) say?'</i> |
| 3. kxi khani' xyaamu'? kxi
gxri'n waa? | <i>'Where are you going? You are alone,
are you?'</i> |
| 4. 0. nga gxrina. thu axxre'. | <i>'Yes. I'm by myself. I don't have
a friend.'</i> |
| 5. khwi'b u, baas Tib jaa? | <i>'Are you returning to-day or staying?'</i> |
| 6. axkxo. to' bilaa? | <i>'I don't understand (you). What did
you say?'</i> |
| 7. tiyAA' ekhab u marna' Tib
jaa' bilau. | <i>'I said, 'Are you coming back today
or staying overnight down below?.'</i> |
| 8. axTi'. ekham. | <i>'(I'm) not staying. (I'm) coming
back.'</i> |
| 9. lu', xyaad o'. | <i>'Oh. Well go (now).'</i> |
| 10. 0, xyaam'. | <i>'Yes, I'm going.'</i> |

NEW VOCABULARY

thu	<i>'friend'</i>	khwi'ba	<i>'to return the same day from a journey'</i>
baas	<i>'to lodge overnight'</i>	kxoba	<i>'to understand'</i>
eba	<i>'to return'</i>		
ma	<i>'lower down'</i>		

ADDITIONAL VOCABULARY

pxanxAAGA	<i>'tomorrow'</i>	UIml'	<i>'day before yesterday'</i>
tela'	<i>'yesterday'</i>	nUI'maa	<i>'day after tomorrow'</i>

NOTES

Line 3: gxri'n here means *'alone'*. It's literal meaning being *'one'*.
 Line 7: marna' consists of three parts: ma *'down'*, -r *'locative
 marker'*, -na' *'emphatic'*.

BUILD-UP DRILLS

- | | |
|--|---|
| 1. khani' xyaamu'? | <i>'Where are (you) going?'</i> |
| kxi khani' xyaamu'? | <i>'Where are you going?'</i> |
| kxi khani' xyaamu'? kxi
gxri'n waa? | <i>'Where are you going? You're alone,
are you?'</i> |
| 2. thu axxre'. | <i>'I don't have a friend.'</i> |
| 0. nga gxri'na. thu axxre'. | <i>'Yes. I'm alone. I don't have a
friend (with me).'</i> |

3. tiyAA' ekhab u? *'Are you returning to-day or what?'*
 tiyAA' ekhab u marnaa' Tib *'Are you returning to-day or staying*
 jaa? *down below?'*
 tiyAA' ekhab u marnaa' Tib *'I said 'Are you returning to-day or*
 jaa? bilau. *staying down below?''*

SUBSTITUTION DRILLS

1. khwi'b u baas Tib jaa? *'Are you returning or staying overnight?'*
 marnaa' *staying down below?*
 tarnaa' *staying up there?*
 cu'rna *staying here?*
2. tiyAA' ekham u baas Tib jaa? *'Are you returning today or staying*
overnight?'
 pxanxAAGA *tomorrow*
 nul'ma *day after tomorrow*

TRANSFORM DRILLS

1. Non-past	Past
<i>'I am going today'</i> tiyAA' xyaa -m'.	<i>'I went yesterday'</i> tela' xyaa -la'u.
pl -m txaa -m kha -m la -m	

2. Direct Speech	Indirect Speech
<i>'I said I am staying down</i> <i>(there).'</i> marna' Tib jaa bilau.	<i>'They said that they were staying</i> <i>down there.'</i> marna' Tib jaa ro.
xyaab' klb khe'b tho'b	

LESSON 26

'On Eating Berries.'

- | | |
|---|--|
| 1. timmru' caba'r xyaale' o',
Thaagu. | 'Let's go to eat some timmru berries,
First-Born Son.' |
| 2. khaniri'? | 'Where?' |
| 3. banaUdi'. | 'Towards the jungle.' |
| 4. til' joro' ml'm ma, timmru'? | 'Are timmru berries ripe these days?' |
| 5. 0. palAA', cuduru', timmru'
tAAAn' coro'n ml'm. | 'Yes. palaan, cuduru, and timmru
berries are all ripe now.' |
| 6. kadi' xrEgo xyaal' txum? | 'How far will we have to go?' |
| 7. saar' xrEgo xyaalaa' axtxu. | '(We) won't have to go very far.' |
| 8. xyaale' o'? | 'Let's go then?' |
| 9. 0, 0, xyaale' sidi'. | 'O.K. come on let's go.' |

NEW VOCABULARY

timmru'	'berry'	til joro'	'these days'
coro'	'these days'	ml'ba	'to be ripe, cooked of food'
palAA'	'berry (yellow, strawberry-like)'	cuduru'	'berry (dark red/blue)'
txuba	'must'	Udi' / UI'	'towards'

ADDITIONAL VOCABULARY

prxaba' 'to walk'

NOTES

Line 1: -le' on the stem xyaal 'to go' is a 1st person (sg. or pl.) hortatory aspect.

Line 6: txum 'must' is an auxiliary verb inducing infinitive in -l on main verb. The Nepali loan pardiba' is also used, particularly in East Gurung.

BUILD-UP DRILLS

- | | |
|--------------------------------------|--|
| 1. xyaale' o' Thaagu. | 'Let's go, 1st-Born Son.' |
| timmru' caba'r xyaale' o'
Thaagu. | 'Let's go to eat timmru berries, 1st-
Born Son.' |
| 2. ml'm ma timmru'? | 'They're ripe, are they, the timmru
berries?' |
| til' joro' ml'm ma? timmru'? | 'These days they're ripe are they,
the timmru berries?' |

3. xyaal' txum? *'Do you have to go?'*
 kadi' xrEgo xyaal' txum? *'How far do you have to go?'*
4. xyaalaa' axtxu. *'(You) don't have to go.'*
 xrEgo xyaalaa' axtxu. *'(You) don't have to go far.'*
 saar' xrEgo xyaalaa' axtxu. *'(You) don't have to go very far.'*

SUBSTITUTION DRILLS

1. timmru' caba'r xyaale'. *'Let's go for eating timmru.'*
 palAA' palaan.
 cuduru' cuduru.
 mxaja' bananas.
2. banaUdi' *'Towards the jungle.'*
 dugAAnaUdi' shop.
 pDiUdi' verandah.
 kadaa'sUUdi' mountain.
 Tyanki'Udi' tank.
3. saar' xrEgo xyaalaa' axtxu *'(We) won't have to go very far.'*
 bolaa take (it)
 Tilaa stay
 talaa be
 prxalaa' walk

TRANSFORM DRILLS

1. 1st person Hortatory	Non-past
<i>'For eating berries let's go, O.K.?'</i> timmru' caba'r xyaale' o'?	<i>'For eating berries (I'm) going.'</i> timmru' caba'r xyaam.
mxaja' kaE phU mxUDe	

1st person Hortatory	Non-past
<i>'For drinking milk let's go, O.K.?' ngxe thU'bar xyaale' o'?</i> paa' cxaə sigreT	<i>'For drinking milk I'm going.'</i> ngxe thU'bar xyaam.

2. Alternative Word Order	
<i>'These days ripe? timmru'</i> til' joro' ml'm ma, timmru'?	<i>'These days timmru ripe?'</i> til' joro' timmru' ml'm ma?
palAA' cuduru' mxaja' mxUDe mlxa	

3. <i>'How far must (we) go.'</i> kadi' xrego xyaal' txum.	<i>'When must we go.'</i> 'kh0y0 xyaal' txum.
Til prxal' bol tal	

LESSON 27

'Eating Berries Again.'

- | | |
|--|---|
| 1. o' Thaagu! | <i>'Oh First-Born Son!'</i> |
| 2. haju'r. | <i>'Yes.'</i> |
| 3. khani' xyaa' yu'laa? | <i>'Where are you coming back down from?'</i> |
| 4. banar xyaala'u. | <i>'I went to the jungle.'</i> |
| 5. to' laba'r xyaalaa'? | <i>'For what did you go?'</i> |
| 6. palAA', cuduru' caba'ri. | <i>'For eating palAA and cuduru berries.'</i> |
| 7. Txaa axmael waa? | <i>'You didn't seek for edible vegetables?'</i> |
| 8. TonDaa' mare' cyugu'de thui'. | <i>'I cut just a little bit of TonDaa fern.'</i> |
| 9. pattu' axmae waa? | <i>'Didn't you look for asparagus?'</i> |
| 10. tibe'd jyAAU jyAAU lai'.
chatai' biri' axmae. | <i>'The leeches were thick. So I didn't look for it.'</i> |

NEW VOCABULARY

TonDaa'	<i>'a type of edible fern'</i>	mare'	<i>'alternate form of mattre.'</i>
cyugu'de	<i>'a little'</i>	tibe'	<i>'leech'</i>
jyAAU jyAAU	<i>'congregation - as of people massed together; leeches in the forest.'</i>	yu'ba	<i>'to come down'</i>

NOTES

Line 3 and 10: Note the conjunctive particle joining sequential clauses, with and without biri', viz: xyaa' yu'laa and cha tai' biri' axmae.

BUILD-UP DRILLS

- | | |
|--|---|
| 1. cuduru' caba'ri. | <i>'For eating cuduru berries.'</i> |
| palAA' cuduru' caba'ri. | <i>'For eating palaan and cuduru berries.'</i> |
| 2. cyugu'de thui'. | <i>'I cut a little.'</i> |
| TonDaa' cyugu'de thui'. | <i>'I cut a little bit of TonDaa fern.'</i> |
| TonDaa' mare' cyugu'de thui'. | <i>'I only cut a little bit of TonDaa fern.'</i> |
| 3. jyAAU jyAAU lai'. | <i>'(They) congregated everywhere.'</i> |
| tibe'd jyAAU jyAAU lai'. | <i>'The leeches were everywhere.'</i> |
| tibe'd jyAAU jyAAU lai'.
chatai' biri' axmae. | <i>'The leeches were everywhere therefore I didn't search.'</i> |

SUBSTITUTION DRILLS

1. to' laba'r xyaala'? *'For what purpose did you go?*
 mxaela? *search?*
 klla? *buy?*
 ekhala? *return?*
 Thaaldila'? *begin (it)?'*
2. tibe'd jyAAU jyAAU lai. *'The leeches were thickly congregated.'*
 bidhyaarthi'maEd *students*
 pxasximaEd *children*
 bxaare'maEd *carriers*
 na'gad *chickens*
3. cha tai' biri' axmxae. *'That being the case I didn't seek (for them).'*
 axla' *do (it)*
 axthu' *cut (them)*
 axbxa' *bring (them)*

TRANSFORM DRILLS

1. Alternate forms of conjunctive participle	
<i>'Having gone where have you come down?'</i> khani' xyaai' yu'laa	<i>'Having gone where have you come down?'</i> khani' xyaai' biri' yu'laa
boi pxrai' bxai'	
2. Yes/No Question	
<i>'Did you not seek for vegetables?'</i> Txaa axmxaeI waa?	<i>'Did you seek for vegetables or not?'</i> Txaa mxaela (u) axmxaela?
y0l cal xyol kyAA'l thul	

3. Positive Indicative	Negative Indicative
<p><i>'Therefore I searched for (them).'</i> cha tai' biri' mxaei</p>	<p><i>'Therefore I didn't search for (them).'</i> cha tai' biri' axmxae</p>
<p>thui' lai' cai' cU'l</p>	

LESSON 28

'Strolling Around'

- | | |
|-------------------------------------|---|
| 1. khani' prxa'rila Thaagu? | <i>'Where have you been walking, First-Born Son?'</i> |
| 2. phaa'karna' Duldiriba'. | <i>'Just strolling about for no special reason.'</i> |
| 3. khani' jare prxai' di'? | <i>'Whereabouts did you walk?'</i> |
| 4. Tusyaa', khaire' jare. | <i>'Around Tusya and khaire.'</i> |
| 5. tiyAA' chuTTi' waa? | <i>'To-day is your holiday is it?'</i> |
| 6. axngxl'. chuTTi'm pxanxAAGA yaa. | <i>'No. My holiday is tomorrow.'</i> |
| 7. pxanxAAGA khani' xyaam'? | <i>'Where are you going to tomorrow (morning)?'</i> |
| 8. khanira'i axxyaa'. | <i>'I'm not going anywhere.'</i> |
| 9. ta'le? | <i>'Why?'</i> |
| 10. bx0' nxam. | <i>'I'm going to rest.'</i> |
| 11. 0, bx0' nxal txum. | <i>'Yes, you should rest.'</i> |

NEW VOCABULARY

jare	<i>'whereabouts'</i>	chuTTi'	<i>'holiday'</i>
Duldibaa	<i>'strolling'</i>	khanira'	<i>'nowhere'</i>
bx0'	<i>'strength'</i>	nxaba	<i>'to keep, preserve'</i>
phaa'karna'	<i>'for no reason'</i>		

NOTES

Line 1: pxra'rila: the suffix, -ri, marks 'continuative aspect'. The same suffix is used in Line 2 in Duldiribaa'.

Line 8: khanira'i 'nowhere' is also pronounced by some speakers as khanida'i. The ra'i / da'i are both emphatic particles which, when used with the negative verb give the meaning of 'nowhere'.

BUILD-UP DRILLS

- | | |
|----------------------------------|--|
| 1. khani' prxai di'? | <i>'Where did you walk?'</i> |
| khani' jare prxai di'? | <i>'Whereabouts did you walk.'</i> |
| 2. axngxl'. | <i>'No.'</i> |
| axngxl'. pxanxAAGA yaa. | <i>'No. It is tomorrow.'</i> |
| axngxl'. chuTTi'm pxanxAAGA yaa. | <i>'No. (My) holiday is tomorrow.'</i> |

SUBSTITUTION DRILLS

1. axngxl'. chuTTi'm pxanxAAGA 'No. *The holiday is tomorrow.*'
yaa.
- | | |
|----------|----------------------|
| telaa' | <i>was yesterday</i> |
| UI' mil' | <i>day before</i> |
| | <i>yesterday</i> |
| nu'lma | <i>is day after</i> |
| | <i>tomorrow</i> |
| tiyAA' | <i>is today</i> |
2. 0, bx0' nxaI txum. 'Yes, *you should rest.*
- | | |
|--------|---------------|
| xyaal' | <i>go.</i> |
| cal | <i>eat.</i> |
| Til | <i>stay.</i> |
| khe'l | <i>read.</i> |
| prxil | <i>write.</i> |
| lul | <i>learn.</i> |
3. khanira'i axxyaa'. 'I'm *not going anywhere.*'
khanida'i axxyaa'. 'I'm *not going anywhere.*'
to'i axla'. 'I'm *not doing anything.*'
4. pxanxAAGA khani xyaam'? 'Where *are you going tomorrow?*'
- | | |
|-------------|--------------------|
| ta'le | <i>Why</i> |
| kh0y0' | <i>When</i> |
| khani' dana | <i>Whereabouts</i> |
| khaile | <i>How</i> |

TRANSFORM DRILLS

1. Pluperfect Continuous	Past Conjunctive Particle
<i>'Where have you been walking?'</i> khani' prxari'la	<i>'Where, having walked, have come down from?'</i> khani' prxai' yu'la
xyaari'la borila bxari'la tarila' Duldiriba'	

QUESTION-ANSWER

1. Q: <i>'Where are you going?'</i> khani' xyaam'	A: <i>'I'm not going anywhere.'</i> khanira'i axxyaa'
lam Thaaldim xyom pxram'	

LESSON 29

'Looking for a Lost Child.'

- | | |
|-------------------------------|---|
| 1. o' naa'ni! | <i>'O First-Born Daughter!'</i> |
| 2. xwe'. | <i>'Yes.'</i> |
| 3. surje axmr0' waa? | <i>'You've not seen Surfe, have you?'</i> |
| 4. mr0lau. | <i>'I've seen him.'</i> |
| 5. khaniri'? | <i>'Where?'</i> |
| 6. cu' pxriri. ta'le mxaelaa? | <i>'Below here. Why are you looking for him?'</i> |
| 7. kaE caba'e txi tasyaabaa'. | <i>'It's time to eat rice.' (Lit: 'the rice eating time having come in.')</i> |
| 8. jxule' xui'tti. | <i>'Call (him) from here.'</i> |
| 9. jxuille' theem maa? | <i>'Will he hear from here?'</i> |
| 10. 0, theem. xui'd. | <i>'Yes, (He'll) hear. Call (him).'</i> |

NEW VOCABULARY

mr0baa' 'to see'	prxirba 'lower altitude'
kxorba 'upper altitude'	theebaa' 'to hear'
jxuba' 'this way'	xuiba' 'to call'
xuiba' 'to call'	

NOTES

Line 7: -syaabaa' is an alternate conjunctive particle to -i biri'.
 (This could alternatively be kaE caba'e txi tai biri.

Line 8: -ile'/'-le' 'from' are dialectal variants of the postposition.
 xui'tti: the -ti suffix softens the imperative, xui'd (line 10).

BUILD-UP DRILLS

- | | |
|----------------------------|---|
| 1. ta'le mxaelaa? | <i>'Why are you looking for (him)?'</i> |
| cui pxriri. ta'le mxaelaa? | <i>'Below here. Why are you looking for (him)?'</i> |
| 2. txi tasyaabaa'. | <i>'The time has come (lit: happened).'</i> |
| kaE caba'e txi tasyaabaa'. | <i>'The rice eating time has come.'</i> |

SUBSTITUTION DRILLS

- | | |
|-------------------|-----------------------------------|
| 1. ta'le mxaelaa? | <i>'Why are you seeking him?'</i> |
| khanir | <i>Where</i> |
| khani' dana | <i>Whereabouts</i> |
| khaile | <i>How</i> |
| khoy0' | <i>'When</i> |

2. jxuile' xul'ttl. *'Call (him) from this direction.'*
 jxaale' *that direction.*
 taale' *up higher.*
 maale' *lower down.*

TRANSFORM DRILLS

<p>1. <i>'The rice eating time having come...'</i> kaE caba'e txi tasyaabaa'.</p>	<p><i>'The rice eating time has come.'</i> kaE caba'e txi tangngyU'.</p>
<p>cuduru' thuba'e pukhru' xyaaba'e TonDaa' thuba'e bxo nxaba'e</p>	

LESSON 30

'A Visit with Baidara'

- | | |
|---|--|
| 1. Thaagu! | <i>'First-Born Son!'</i> |
| 2. haju'r. | <i>'Yes.'</i> |
| 3. khani' xyaai' khalaa? | <i>'Where are you coming back from?'</i> |
| 4. baidaraaa ngAAri'. | <i>'(From) the place of Baidara.'</i> |
| 5. to' laba'r xyaalaa'? | <i>'What did you go there to do?'</i> |
| 6. cyugu' cyugu' tAA ja'ga
ngyu'ibari. | <i>'To ask a few things (matters).'</i> |
| 7. tamu kxyui' u? | <i>'(About) Gurung or (what)?'</i> |
| 8. 0, tamu kxyui'. | <i>'Yes, (about) Gurung.'</i> |
| 9. khAA'l biri' khal waa? | <i>'Having finished (the work) you've
come, have you?'</i> |
| 10. 0, AAna. | <i>'Yes, Elder-Sister.'</i> |

NEW VOCABULARY

tAA	<i>'matters'</i>	cyugu' cyugu'	<i>'a few, a little'</i>
ngyu'iba	<i>'to ask'</i>		
khAA'ba	<i>'to finish'</i>		

ADDITIONAL VOCABULARY

bxuiba *'to bring from higher altitude'*

BUILD-UP DRILLS

- | | |
|---------------------------------------|---|
| 1. tAA ja'ga ngyuibari. | <i>'To ask some matters.'</i> |
| cyugu' cyugu' tAA ja'ga
ngyuibari. | <i>'To ask a few small matters.'</i> |
| 2. khal waa? | <i>'You've come, have you?'</i> |
| khAA'i biri' khal waa? | <i>'Having finished you've come, have
you?'</i> |

SUBSTITUTION DRILLS

- | | |
|--|--------------------------------------|
| 1. cyugu' cyugu' tAA ja'ga ngyu'ibari. | <i>'To ask a few small matters.'</i> |
| lxe' | <i>a lot of matters.</i> |
| banarba'e | <i>about the jungle.</i> |
| dugAAnarba'e | <i>the shop.</i> |
| Tyangki'rbae | <i>the tank.</i> |

2. khani' xyaai' khala *'Having gone where have you come?*
 yu'la *come down?*
 bxala' *brought it?*
 bxui'la' *brought it down?*
3. khAA'I biri' khal waa? *'Having finished (it) you've come have you?'*
 tai' *completed (it)*
 kll' *bought (it)*
 cu'I *sold (it)*
 cai' *eaten*

REVISION EXERCISES

This lesson has no new grammatical features. The student should take the opportunity to review the lessons 14-30. If tapes are available spend extra time tracking the conversations paying particular attention to the intonation patterns over the various utterances.

LESSON 31

'Fetching Water'

- | | |
|--|---|
| 1. khani' xyaamu'? | <i>'Where are you going?'</i> |
| 2. kyu' khaaba'r xyaam'. | <i>'To fetch water.'</i> |
| 3. kyu' axxyu'. to' tae? | <i>'The water's not flowing down. What could have happened?'</i> |
| 4. xo? tela'm yu'ldi! | <i>'Really? It was certainly flowing yesterday!'</i> |
| 5. tara ta'le biyAA nAA' baaDi tasero' axxyu'. | <i>'But if you should ask why, since (the time) rain came in a flood the water hasn't come down.'</i> |
| 6. cyaa'! khai lab nge'? | <i>'Blow it! What is to be done!'</i> |
| 7. mu'larna' xyaal' txumaEn'. | <i>'To the spring you'll probably have to go.'</i> |
| 8. kxaeaa. | <i>'It's late.'</i> |
| 9. dxlr' kyu' ka'tti axxre' waa? | <i>'Is there not water at all in your house?'</i> |
| 10. axxre'. khai labaa'. | <i>'None at all. What to do!'</i> |

NEW VOCABULARY

khaaba'	<i>'to fetch water'</i>	mu'la	<i>'spring'</i>
nge'	<i>'to be'</i>	kxaeba	<i>'to be delayed'</i>
nAA'	<i>'rain'</i>	tara	<i>'but'</i>
baaDi	<i>'flood'</i>	tela'	<i>'yesterday'</i>
cyaa'	<i>'expression of disgust'</i>		

NOTES

Line 3: to' tae? the -e ending on the verb stem ta indicates a questioning aspect.

Line 5: ta'le biyAA more frequently functions as a *'because'* construction however it is used in a more literal sense in this lesson. sero' is a source case particle which functions in temporal and locative constructions. Here the time sequence is in focus.

Line 7: -maEn' functions as a probabilitive aspect on the verb.

Line 6, 10: khai *'how?'* is used in rhetorical questions, like *'to' 'what?'*.

BUILD-UP DRILLS

- | | |
|-----------------------|--|
| 1. to' tae? | <i>'What could have happened?'</i> |
| kyu' axxyu'. to' tae? | <i>'The water is not coming down. What could have happened?'</i> |

2. nAA' baaDi tasero' axxyu'. 'Since the rain came in a flood (the water) hasn't come down.'
 tara ta'le biyAA nAA; baaDi 'But if you should ask 'why' - Since
 tasero' axxyu'. the rain came in a flood, the water
 hasn't come down.'

SUBSTITUTION DRILLS

1. kyu' khaaba'r xyaam' '(I'm) going to fetch water.'
 tAA jaga ngyu'ibar ask a few things.
 surje mxaebur look for Surje.
 nAAsar Duldiba'r stroll around in the village.
 cuduru' caba'r eat cuduru berries.
 Txaa mxaebur look for edible vegetables.
2. nAA' baaDi tasero' axxyu' 'Since the rain came in a flood, (the water) hasn't come down.'
 kadaa'sU xyaasero' 'Since (he) went to the mountain (he)...'
 baas Tisero' 'Since (he) stayed the night (he)...'
 ta khaagun taa'ne maa'ne 'Since (he) did all the chores up there
 lasero' (he)... (he)...'
3. mu'larna' xyaal' txumaEn' '(You'll) probably have to go to the spring.'
 sy0'rna' river.
 Tyangkirna' tank.
 banarna' forest.

TRANSFORM DRILLS

1. Probabilative	Non-past (final)
'You'll probably have to go to the spring.' mu'larna' xyaal' txumaEn'.	'You will have to go to the spring.' mu'larna' xyaal' txum.
mxael txumaEn' bx0' nxaI txumaEn' xuul' txumaEn'	

LESSON 32

'Fetching Water Again'

- | | |
|---|--|
| 1. o, kanchi | 'Oh, Youngest Daughter' |
| 2. xwe, nAAni. | 'Yes, Eldest Daughter' |
| 3. chyo' kyu khaaba'r waa'? | 'Let's go, aren't you going up to get water?' |
| 4. xyaamu'. lxau jxuina' kho'. | 'I'm going, indeed. Come on, come (and sit here).' |
| 5. ngalaiml' kyu' yunaa khaabxui' bingngyU. | 'But to me they have said 'Go get water quickly!' |
| 6. birge'di. chindrim kU'nsi. | 'Let them say it. Sit down a minute.' |
| 7. chyo'siddi, xyaale'. | 'Come on, let's go.' |
| 8. thaidu', nga cu' kolo khru'thEmu', daai xyaam. | 'Wait, I will wash this child and settle him and then go.' |
| 9. chabi'yAA xyaam'. ngami kxaei ja. | 'In that case I'm going. As for me, I'm late.' |
| 10. kxi kxaeeyAA xyaasidi'. | 'If you are late, then go.' |
| 11. 0, ngam xyaam'. | 'Yes. <u>I</u> will go.' |
| 12. 0, 0 xyaad'. | 'O.K., O.K. go.' |

NEW VOCABULARY

jxuina' 'of this direction', emp. of jxuba'	chindri 'a moment'
yunaa 'quickly'	thaidu' 'wait!'
bxuiba' 'to bring down'	bxuiba' 'to bring down'

ADDITIONAL VOCABULARY

neba' 'to put a child to bed'	khiba' 'to wear clothes'
kwE 'clothes'	

NOTES

Line 5: khaabxui' a compound verb, lit. 'fetching the water, bring it down'. See also in Line 8: khru'thEmu', 'having washed him, I'll settle him'.

Line 6: birge'di 'let them say': the third person hortatory aspect of the verb is -rge. The -di suffix is an emphatic particle.

1st person hortatory	bile	'let us speak'
2nd person	bid	'(you) speak'
3rd person	birge'	'let (him, them) speak'

Line 8: khru'thEmu: compounds with -thEbaa' 'place' denote care and attention to the object - hence 'settle'.

SUBSTITUTION DRILLS

1. ngalaiml' kyu' yunaa khaabxui' *'To me they said fetch and bring the water quickly.*
 bingngyU.
 Txaa yunaa thubxui' *pluck and bring the edible vegetables quickly.*
 cuduru' yunaa *pluck and bring*
 thubxui' *the cuduru' quickly.*
 sAAju' yunaa klbxui' *get and bring the key quickly.*
2. cu' kolo khru'thEmu' daai *'I will wash this child and settle him and then go.'*
 xyaam.
 nethEmu' *bed down*
 kwE khithEmu' *clothe*
 waathEmu' *leave*
3. kxi kxaeyAA xyaasidi'. *'If you are late, then go.'*
 xyaal txuyAA *must go,*
 tayAA *are O.K.,*

TRANSFORM DRILLS

1. Statement	Question
<i>'I'm going to fetch water.'</i> kyu' khaaba'r xyaam'	<i>'Are you not going to fetch water?'</i> kyu' khaaba'r axxyaa' waa?
tonDaa' mxaebar tAA ngyu'ibar tamU kxyui' luba'r	
2. Use of daai conjunction.	Use of conjunctive particle.
<i>'I will wash and settle this child and then go.'</i> cu' kolo' khru'thEmu' daai xyaam.	<i>'Having washed and settled this child I'll go.'</i> cu' kolo khru'thEI' biri' xyaam.
nethEmu' kwE khithEmu' waathEmu'	

3. 3rd person hortatory.	2nd person hortatory.
'Let them say it.' birge'.	'Say it!' (imp.) bid.
kU'рге' Tirge' xyaarge' kxaerge' mrOрге'	

LESSON 33

'Taking Rice to be Pounded'

- | | |
|-----------------------------|---|
| 1. ca' to' jaa? | <i>'What is that?'</i> |
| 2. mlxa yaa. | <i>'Unhusked rice.'</i> |
| 3. khani'r bob jaa? | <i>'Where are you taking it?'</i> |
| 4. dx0ba'r bobaa. | <i>'I'm taking it to pound it.'</i> |
| 5. mila'r u? | <i>'At the mill?'</i> |
| 6. axngxl', kuniri'. | <i>'No, at the rice pounder.'</i> |
| 7. ta'le mila'r axbo? | <i>'Why don't you take it to the mill?'</i> |
| 8. cxagai to' laba'r bobaa. | <i>'For that little amount, why should I take it.'</i> |
| 9. khaba'e kunir dx0nmu'? | <i>'At whose rice-pounder will you go to pound it?'</i> |
| 10. mxijagae kunir dx0nmu'. | <i>'I will go and pound it at some one else's pounder.'</i> |

NEW VOCABULARY

mlxa	<i>'rice, unhusked'</i>	kuni	<i>'rice-husking pounder'</i>
dx0ba'	<i>'to pound'</i>		<i>(operated by foot)</i>
mila'	<i>'rice husking mill'</i>	khaba'e	<i>'whose'</i>

ADDITIONAL VOCABULARY

khaile *'how'*

NOTES

Line 10: mxijaga *'people'* is used frequently like an indefinite pronoun - *'other people', 'someone'*.

SUBSTITUTION DRILLS

- | | |
|-----------------------|--|
| 1. khani'r bob jaa? | <i>'Where are you taking it?'</i> |
| ta'le | <i>Why</i> |
| khaile | <i>How</i> |
| kh0y0' | <i>When</i> |
| 2. ta'le mila'r axbo? | <i>'Why do you not take it to the mill?'</i> |
| axjx0'? | <i>put it in</i> |
| axthE'? | <i>place it in</i> |
| axxyaa'? | <i>go to</i> |

TRANSFORM DRILLS

1. Gerundive	Questioning Aspect
<i>'Where are you taking it?'</i> khani'r bob jaa?	<i>'Where might (they) be taking it?'</i> khani'r boe?
lub jaa? dxOb' jaa? ngyu'ib jaa? prxab' jaa?	
2. Content Question	Yes/No Question
<i>'Why are you not taking it to the mill?'</i> ta'le mila'r axbo?	<i>'Aren't you taking it to the mill?'</i> mila'r axbo waa?
kunir kyu' axkhaa'?	

LESSON 34

'The New Rice Pounding Mill'

- | | |
|---------------------------------|--|
| 1. kxi khani' xyaalaa'? | <i>'Where have you been?'</i> |
| 2. mil ngxyobar xyaala'u. | <i>'I went to look at the mill.'</i> |
| 3. khaiba'e khaale bxana'? | <i>'What kind did you discover that they brought?'</i> |
| 4. plgyaa mu. | <i>'It is green.'</i> |
| 5. khaniUle' bxae' xwaa'? | <i>'Where might they have brought it from?'</i> |
| 6. bxairabaUle' bxaI ro. | <i>'It is said that they brought it from Bhairuwa.'</i> |
| 7. kadi' swaab muna'? | <i>'How good did you find it?'</i> |
| 8. swaaba'n mu. | <i>'It's good.'</i> |
| 9. khoy0' sero' calidim ro? | <i>'From when will it be operating do they say?'</i> |
| 10. pxanxAAGA sero' calidim ro. | <i>'They say they'll be operating it from tomorrow.'</i> |

NEW VOCABULARY

ngxyoba	<i>'to look at'</i>	swaaba	<i>'good, nice'</i>
khaal	<i>'kind, variety'</i>	calidiba'	<i>'to operate, use'</i>
plgyaa	<i>'green'</i>		

ADDITIONAL VOCABULARY

ni'ra	<i>'blue'</i>	olgyaa'	<i>'red'</i>
urgyaa	<i>'yellow'</i>	ml0gyaa	<i>'black'</i>
targyaa	<i>'white'</i>		

SUBSTITUTION DRILLS

- | | |
|-----------------------------|---|
| 1. mil ngxyobar xyaala'u. | <i>'I went to look at the mill.'</i> |
| kyu' khaaba'r | <i>to get water.</i> |
| mlxa dx0ba'r | <i>to pound rice.</i> |
| tAA jaga ngyu'ibar | <i>to ask some matters.</i> |
| 2. khoy0' sero' calidim ro? | <i>'From when do they (it) will operate?'</i> |
| dx0m' | <i>(they) will pound (it)?</i> |
| bxuim' | <i>(they) will bring (it) down?</i> |
| khaam | <i>(they) will bring water?</i> |

3. bxairabaUle' bxaI ro. *'It is said that they brought it from Bhairuwa.*
- pukhru'Ule' *Pokhara.*
 kadaa'sUUle' *the mountain.*
 dugAAnaUle' *the shop.*
 khobaUle' *the niche in the wall.'*
4. plgyaa mu. *'It is green.'*
- ni'ra *blue.*
 mlOgyaa *black.*
 targyaa *white.*
 urgyaa *yellow.*
 olgyaa' *red.*

TRANSFORM DRILLS

1. Discovery	Questioning
<i>'What kind did you find that they brought?'</i> khaiba'e khaale bxana'?	<i>'What kind might they have brought?'</i> khaiba'e khaale bxae?
klna'?	<i>bought?</i>
dx0na'	<i>pounded?</i>
thuna'?	<i>picked?</i>
xyona?	<i>cooked?</i>

2. Future	Past
<i>'From when will it be operating?'</i> kyoy0' sero' calidim?	<i>'From when has it been operating?'</i> khoy0 sero' caldila?
Duldim Thaaldim gxumdi'm	

LESSON 35

'An Early Mark from School'

- | | |
|---|--|
| 1. o' kolma'E! | <i>'Hey, kids!'</i> |
| 2. xwe'. | <i>'Yes.'</i> |
| 3. tiyAA' kxemaE ta'le yuna yu'i? | <i>'Why have you come down early today?'</i> |
| 4. masTarma'Ed xyaad biba daai
yunan yu'i. | <i>'The teachers said "Go" and we come
early.'</i> |
| 5. ta'le ro, yunaa pi'ba? | <i>'Did they say why they dismissed you
early?'</i> |
| 6. khemaElaa' aphisar kxe' mu ro.
chatai' yunan pi'ba. | <i>'They said they have work in the
office. So they dismissed us early.'</i> |
| 7. maasTar kadi' mu, kxemaEe
skulari'? | <i>'How many teachers are there, in your
school?'</i> |
| 8. so' mu. | <i>'Three.'</i> |
| 9. paile'm ngxl mattre' muldi. | <i>'Before, indeed, there were only two.'</i> |
| 10. til joro' thabdinggyU. | <i>'These days it's increased.'</i> |
| 11. xe. | <i>'Oh.'</i> |

NEW VOCABULARY

kolma'E	<i>'children'</i>	aphisa	<i>'office'</i>
xwe'	<i>'response to hailing call'</i>	pi'ba	<i>'to leave to be dismissed'</i>
maasTar	<i>'school teachers'</i>	skula	<i>'school'</i>
khemaE	<i>'they themselves (reflexive)'</i>	thabdiba'	<i>'to increase, to add to'</i>

SUBSTITUTION DRILLS

- | | |
|---------------------------------|---|
| 1. khemaElaa' aphisar kxe' mu. | <i>'They had work in the office.'</i> |
| dxlr' | <i>house.</i> |
| skular | <i>school.</i> |
| mila'r | <i>mill.</i> |
| 2. paile'm ngxl' mattre' muldi. | <i>'Before indeed there were only two.'</i> |
| ngi' | <i>seven.</i> |
| ngxaa' | <i>five.</i> |
| prxe' | <i>eight.</i> |
| ku' | <i>nine.</i> |
| plxix' | <i>four.</i> |

3. til joro' thabdingngyU. *'These days it's been increased.'*
 thaaldingngyU. *begun.*
 ml'ngngyU. *ripe.*
 calidingngyU. *been operating.*

LESSON 36

'Coming to Live in the Village'

- | | |
|--|--|
| 1. kxe' laba' suru' lai' waa? | 'Have you started working?' |
| 2. lai'. | 'Yes.' |
| 3. kxi khani'r Timu'. | 'Where do you live?' |
| 4. nga ti'syaa kaaThamandur
Timu'. daai sad ngxl', s0'.
liUdi' khai' biri' cu'r Tim. | 'For a little while I am staying in
Kathmandu. Then I will come after
two or three weeks and stay here.' |
| 5. e, ngi'e nAA'sari'? | 'Oh, in our village?' |
| 6. 0, kxemaE nAA'saai. | 'Yes, in your village.' |
| 7. cu' bxandaa' paile'? | '(Have you come) before this?' |
| 8. 0, ekaais (21) saa'lar khalaa. | 'Yes, I had come in the year '21.' |
| 9. ca' txiri khani'r Tilaa? | 'Where did you live at that time?' |
| 10. ma bxaaTi'r Tilaa. | 'Down at the inn.' |
| 11. 0x, 0x. | 'Oh.' |

NEW VOCABULARY

ti'syaa	'a little while' (see numeral classifiers)	paile'	'first, before formerly'
sad	'week'	bxandaa'	'compared with'
saa'la	'year'	bxaaTi'	'inn'
		daai	'then'

NOTES

Line 4: The conjunction daai 'and then' (and jxaale, jxaale pheri) function to connect sentences in discourse.

Line 7: cu' bxandaa' paile' is a comparative expression. It could literally be translated, 'compared with this, have you come before?'

SUBSTITUTION DRILLS

- | | |
|--|---------------------------|
| 1. kxe' laba' suru' lai' waa? | 'Have you begun working?' |
| kh0l waa? | entered into |
| khAAI waa? | finished |
| 2. sad ngxl' s0' liUdi' Tim. 'After two or three weeks I will stay.' | |
| Txu' ngi' | six or seven |
| s0' plxi' | three or four |
| gxri' ngxl' | one or two |
| prxe' ku' | eight or nine |

3. cu' bXandaa' paile' khal waa? 'Have (you) come before this time?'

ngxyol	looked at (it)
calidil	operated (it)
mr0l	seen (it)
pxral'	walked
theel	heard

TRANSFORM DRILLS

1. Non-past final.	3rd Person Hortatory
'Having come (I'll) stay.' khai'biri' Tim.	'Having come, let (him) stay.' khai' biri' Tirge'.
suru' lam dx0m' bxuim'	start pound (it) bring (it)

2. Drill the sentence using the daai conjunction, then substituting jxaale'.
'I live in Kathmandu, and then having come here I'll stay/live.' kaaThmandur Timu'. daai (jxaale') cu'r khai' biri' Tim.
bxaaTi'r nAA'sa'r khadaa'sur dxl'r banar

3. Pluperfect	Non-past
'I stayed in the inn down there'. ma bxaaTi'r Tilaa.	'I will stay down at the inn.' ma bxaaTi'r Tim.
ngxyolaa dx0laa Duldirilaa	

LESSON 37

'The Village Visitor'

1. kxie dxl' khani'r jaa, saabaa'? *'Where is your home, Sahib?'*
2. nga'e dxl' amerikaa yaa. *'My home is in America.'*
3. tiyAA' khaniUle' khalaa kxi? *'Where have you come from today?'*
4. tiyAA' nga pukhru'Ule khalaa. *'Today I have come from Pokhara.'*
5. taad kadaa'sUUd xyyab' u, cu' *'Are you going up to the mountain*
nAA's jare mattre' gxumdi'b *or just strolling around this*
jaa? *village?'*
6. nga kadaa'sUUd axxyaa'. cu' *'I'm not going up the mountain. I'll*
nAA's jare mattre' gxumdi'm. *just stroll around this village.'*
7. kxilai khaibaa' mxAAadii, cu' *'How does this village of Ghachok*
kaju' nAA'sa? *appeal to you?'*
8. 0, cu' nAA'sa beseri chyAAb *'Oh, this village is very nice. It*
mu. ngalai beseri swaab *seems very nice to me.'*
mxAAadii.
9. kxi kadi' din sammaa' Timdi', *'And how long are you going to stay,*
cu' nAA'sari'? *in this village?'*
10. ngalai thaa axrxe'. ngxigaE *'I don't know. I shall probably stay*
sOga'E Til txulaase'. *about two or three days.'*
11. 0, 0 tam. nga xyaam'. bindi *'I see, O.K. I'm going. Good-bye.*
mu.
12. bindi mu. *'Bye.'*

NEW VOCABULARY

gxumdi'ba	<i>'to stroll around'</i>	khaibaa'	<i>'how'</i>
mxAAadiba	<i>'appeal'</i>	chyAAaba	<i>'nice, good'</i>
kaju	<i>'Ghachok'</i>		

ADDITIONAL VOCABULARY

hapta *'week'*

NOTES

Line 3, 7, 9: Note alternate ordering of certain components of the sentence. tiyAA' kxi khaniUle' khalaa? would be the normal ordering of line 3, but in the text the pronoun kxi occupies final position, as if an after thought. Likewise, in Line 7 cu' kaju' nAA'sa is an after thought, and in line 9; cu' nAA'sari'.

Line 5: note the use of u 'or' to join quite lengthy sentences.

Line 10: txulaase': the -laase' suffix marks dubitative aspect on the verb, producing a similar English gloss to -maen 'probabilitive aspect' (Lesson 31) implying uncertainty.

BUILD-UP DRILLS

1. taad kadaa'sUUd xyaab u? 'Are you going up there towards the mountain or (what)?'
 taad kadaa'sUUd xyaab u, cu' 'Are you going up there towards the
 nAA's jare mattre' gxumdi'b mountain or just strolling around
 jaa? this village?'
2. nga kadaa'sUUd axxa'. 'I'm not going up towards the mountain.'
 cu' nAA's jare mattre' 'I'm just strolling around this
 gxumdi'm. village.'
3. kxi kadi' din sammaa' Timdi'? 'And how long are you staying?'
 kxi kadi' din sammaa' Timdi' 'And how long are you staying, in
 cu' nAA'sari'? this village?'
4. ngalai thaa axxre'. 'I don't know.'
 ngalai thaa axxre'. ngxlgaE, 'I don't know. I'll probably stay
 s0ga'Ede Til txulaase'. about two or three days.'

SUBSTITUTION DRILLS

1. tiyAA' khaniUle' khalaa? 'Where have you come from today?'
 tela' yesterday?
 ul'mil' day before
 yesterday?
2. taad kadaa'sUUd xyaab' u cu' 'Are you going up to the mountain
 nAA's jare mattre' gxumdi'b or just strolling around this
 jaa? village?'
- | | |
|----------|-----------|
| prxari'b | walking |
| Duldi'b | strolling |
| ngxyorib | looking |
3. kxi kadi' din sammaa' Timdi'. 'And up to how many days are you
 staying in this village?'
- | | |
|--------|--------|
| hapta | weeks |
| mxaina | months |
| saa'la | years |

4. ngxIgaE s0'gaE Til txulaase'. *'I shall probably stay about two or three days.'*
- hapta ngxI'de S0'de *two or three weeks.*
- mxaina ngxI'll s0'la *two or three months.*
- saa'la ngxI'de s0'de *two or three years.*
5. khani'le' khalaa? *'Where did you come from?'*
- khaile' *How did you come?*
- ta'le *Why*
- khoy0 *When*

TRANSFORM DRILLS

1. Non-past (emphatic)	Dubitive
<i>'How long are you going to stay?'</i> kadi' din samaa' Timdi'?	<i>'How long will you probably have to stay?'</i> kadi' din samaa' Til txulaase'?
lamdi' ngyu'imdi' xyomdi'	lal txulaase'?

2. Alternate Orderings	
<i>'From where came you?'</i> khaniUle' khalaa kxi?	<i>'you from where came?'</i> kxi khaniUle' khalaa?
kxilai khaibaa' mxAAadii, cu' kaju' nAA'sa? kxi kadi' din sammaa' Timdi', cu' nAA'sari'?	kxilai cu' kaju' nAA'sa khaibaa' mxAAadii? cu' nAA'sari' kxi kadi' din sammaa' Timdi'?

LESSON 38

'Finding Accommodation in the Village'

1. cu' nAA'sar kaE caba'e hoTe'l mu u, axxre'? *'Is there a hotel providing meals in this village?'*
2. hoTe'la axxre'. tara nAA'sa jaren y0m. *'There's no hotel, but (meals) are available around the village.'*
3. ticholaa' kadi' ru'byAA pardimu'? *'How many rupees for a meal?'*
4. mxor ngi'bo, mxui' pxli', chaba'n pardi'maEn. *'Seven mohar, four rupees, it costs that much probably.'*
5. jxaale' ro'bae khlxyolaadi'? *'And as for a place to sleep?'*
6. ro'bae khlxyolaa mxui' gxri' gaa. *'One rupee for a place to sleep.'*
7. ngi xyaadu' biyAA Tibaa' khai tam? *'If we go, how do we get a place to stay?'*
8. Tiba'e lxaagiri khani'r bile y0m. *'Wherever you ask a place is available for staying.' (i.e. 'A place to stay is available anywhere you ask.')*

NEW VOCABULARY

hoTe'l	<i>'hotel'</i>	-cho	<i>'numeral classifier for meals'</i>
pardi'ba	<i>'to cost, must'</i>	jxaale'	<i>'and'</i>

ADDITIONAL VOCABULARY

lxaudiba *'to require'*

NOTES

Line 8: khani'r.....le expresses a *'wherever'* construction.

BUILD-UP DRILLS

1. cu' nAA'sar hoTe'l mu u axxre'? *'Is there a hotel in this village?'*
 cu' nAA'sar kaE caba'e hoTe'l mu u axxre'? *'Is there a hotel for eating rice in this village?'*
2. hoTe'la axxre'. *'There is no hotel.'*
 hoTe'la axxre'. tara nAA'sa jaren y0m. *'There is not hotel. But you'll find (meals) around the village.'*
3. chaaba'n pardi'maEn. *'It will possibly cost round about that much.'*
 mxor ngi'bo. mxui' pxli' chaaba'n pardi'maEn. *'Seven mohors, four rupees, it will cost round about that much.'*

4. Tibaa 'khal tam? *'How is it for staying?'*
 ngi xyaadu' biyAA Tibaa' khai *'If we should go there how will it*
 tam? *be for sleeping?'*

SUBSTITUTION DRILLS

1. ticholaa' kadi' ru'byAA *'How much might it cost for*
 pardilaase' *one rice meal?'*
 ro'bae khlxylaa *sleeping place?*
 ngxlcholaa *two rice meals?*
 baaslaa *stay overnight?*
2. Tiba' lxaaglri khanl'r *'Wherever you ask a place for*
 bile y0m. *staying is available.'*
 xyaale' *go*
 prxale' *walk*
 phenle *arrive*
3. khani'r xyaale' axy0'. *'Wherever you go it is not available.'*
 to'i lale *Whatever you do*
 khai lale *However you do it*
 kh0l' lale *Whenever you do it*

TRANSFORM DRILLS

1. Affirmation	Negation
<i>'It's available round the village.'</i> nAA'sa jaren y0m.	<i>'It's not available round the village.'</i> nAA'sa jaren axy0.
Tim baas Tim ngxyom	

2. Question-Answer in Uncertainty Aspects	
<i>'How many rupees might it cost?'</i> kadi' ru'byAA pardie?	<i>'It will probably cost four rupees.'</i> 'mxui' plxi' pardi'maEn.
lxaudie? caidie?	

LESSON 39

'How Do You Spend Your Days in the Village'

- | | |
|---|---|
| 1. kxie nAA'sar khaile din
tho'mu? | <i>'How do you spend (lit: cut) your
days in the village?'</i> |
| 2. nxAakkarna' rii biri' li'
khru'm. | <i>'I get up early and wash my face.'</i> |
| 3. jxaale'? | <i>'And then?'</i> |
| 4. kaE cab bxandaa' os0' mr0'r
kxe' lam. | <i>'Before eating rice I work in the
wet field.'</i> |
| 5. e, nxAAGar kxe' lam maa? | <i>'Oh, you work in the morning, do you?'</i> |
| 6. 0, mr0'ri baariri' kxe' lam. | <i>'Yes, I work in the wet field and
the dry field.'</i> |
| 7. to' txiri khaiba'e kxe' lam? | <i>'And what time do you do what kinds
of work?'</i> |
| 8. caidari' makhA'E, aalu' jx0m.
daai jeTh, asaarari mlxa,
naare' rUlm. jxaale aru kxe'
lam. kxemaEe' nAA'sardi? | <i>'In the month of cait (March-April)
we plant corn and potatoes. Then in
jeTh (May-June) and asaar (June-July)
we transplant rice and millet. Then
we do other work. And in your
village.?'</i> |
| 9. ngi'e nAA'sara'm chaaba'e
kxe' lxe' axlaa'. | <i>'As for our village, we don't do a
lot of that sort of work.'</i> |

NEW VOCABULARY

nxAakkarna'	<i>'early in the morning'</i>	ribaa'	<i>'to get up'</i>
li'	<i>'face'</i>	khru'ba	<i>'to wash'</i>
os0'	<i>'before, in front of'</i>	mr0'	<i>'rice paddy'</i>
makhA'E	<i>'corn, maize'</i>	aalu'	<i>'potatoes'</i>
jx0ba'	<i>'to plant'</i>	mlxa	<i>'rice'</i>
naare'	<i>'millet'</i>	rUibaa'	<i>'to transplant new plants'</i>
chaaba'e	<i>'that sort of'</i>		

ADDITIONAL VOCABULARY

pru'gaE	<i>'snack'</i>	mxulsa	<i>'night'</i>
---------	----------------	--------	----------------

NOTES

Line 4: cab bxandaa' os0': Here the comparative bxandaa' is used in a time construction bxandaa os0' 'before'. cab bxandaa' paile' could also be used here.

BUILD-UP DRILLS

1. khaile din tho'mu? *'How do you cut the days? (How do you spend your days?)'*
 kxie' nAA'sar khaile din tho'mu? *'In your village how do you spend?'*
2. li' khru'm. *'(I) wash (my) face.'*
 nxAAkarna' rii biri' li' khru'm. *'Early in the morning after rising I wash my face.'*
3. mrO'r kxe' lam. *'I work in the paddy field.'*
 kaE cab bxandaa' osO' mrO'r kxe' lam. *'Before eating rice I work in the paddy field.'*
4. caidari makhaE', aalu' jxOm. *'In caidra (March-April) we plant the corn and potatoes.'*
 caidari' makha'E, aalu' jxOm. daai jeTh, asaa'rari mIxa, naare' rUIm. *'In caidra (March-April) we plant the corn and potatoes. In jeTh (May-June) and asaar (June-July) we transplant the rice and millet.'*
 caidari' makha'E, aalu' jxOm. daai jeTh, asaa'rari mIxa, naare' rUIm. jxaale' aru kxe' lam. *'In caidra we plant the corn and potatoes. Then in jeTh and asaar we transplant the rice and millet. And then we do other work.'*

SUBSTITUTION DRILLS

1. rii' biri' li' khru'm. *'Having risen I wash (my) face.'*
 li' khru'i biri' mrO'r kxe' lam. *'Having washed my face I work in the paddy.'*
 mrO'r kxe' lai' biri' kaE cam. *'Having worked in the paddy I eat rice.'*
 kaE cai' biri' aru kxe' lam. *'Having eaten rice I do other work.'*
2. kaE cab bxandaa' osO' aru kxe' lam. *'Before eating rice I do other work.'*
 prugae *'Before eating a snack....'*
 nesa'rba kaE *'Before eating the evening rice meal...'*
 ro'b *'Before sleeping...'*
3. nxAAgarna' kxe' lam? *'You work in the morning do you?'*
 nxAAkarna' *early in the morning*
 txiyAArna' *at midday...*
 nesa'rna *in the evening*
 mxulsarna' *in the night...*

TRANSFORM DRILLS

1. Before (eating...)	After (eating...)
<p>' <i>'Before eating rice I wash my face.'</i> kaE cab bxandaa' os0' li' khru'm.</p>	<p>'<i>After eating rice I wash my face.'</i> kaE cab bxandaa' liUdi' li' khru'm.</p>
<p>ro'b... pukhru' xyaab'... Duldib...</p>	

LESSON 40

'Seeking Directions on the Road'

- | | |
|--|--|
| 1. AAna. | <i>'Elder Sister!'</i> |
| 2. haju'r? | <i>'Yes?'</i> |
| 3. bxurjung kholaa xyaaba'e
gxyAA' khani'r jaa? | <i>'Which is the road that goes to
Bhurjung River?'</i> |
| 4. jxule' xyaal' txum Thaagu.
chale xyaad. chale xyaad. | <i>'You should go this way First-Born-
Son. Go in that manner.'</i> |
| 5. cAA khani'r dana mudi'? | <i>'And in what direction is the bamboo
bridge?'</i> |
| 6. cAA cu' pxrirna mu. jxule'
xyaal txum. | <i>'The bamboo bridge is below here.
You'll have to go in this direction.'</i> |
| 7. kati' gxanTa'de lxaudilaase? | <i>'Approximately how many hours do you
think it will take?'</i> |
| 8. gxanTa' gxride' lxaudimaEn. | <i>'Approximately one hour probably.'</i> |
| 9. xyaai' biri' ekhal khAA'm u
axkhAA'? | <i>'Having gone is it possible to return
(in the same day), or not?'</i> |
| 10. kadi' battii togo'? | <i>'What time is it now?' (Lit: 'How
much has struck?')</i> |
| 11. (3) ti'n battii. | <i>'Three o'clock.'</i> |
| 12. chabi'yAA sa'njan khAA'm. | <i>'In that case (you'll) be able (to
return) by evening.'</i> |

NEW VOCABULARY

kholaa	<i>'river'</i>	cAA	<i>'bamboo bridge'</i>
dana	<i>'direction'</i>	gxanTa'	<i>'hour'</i>
kadi' battii	<i>'What time is it?'</i>	sa'njan	<i>'evening'</i>

NOTES

Line 3: The gerundive phrase *kholaa xyaaba'e gxyAA'* could be more literally translated as the *'river going road'*.

Line 5: *khanir dana* is an alternate question form to *khanir Uld*.

SUBSTITUTION DRILLS

- | | |
|-----------------------------------|---|
| 1. bhurjung khola xyaaba'e gxyAA' | <i>'Which is the road that goes to
Bhurjung river?'</i> |
| khanir jaa? | <i>Pokhara?</i> |
| pukhru' | <i>the mountain?</i> |
| kadaa'sU | <i>the bamboo bridge?</i> |
| cAA | <i>hotel?</i> |
| hoTe'l | |

2. jxule' xyaal' txum. *'You'll have to go in this direction.'*
 pxral' *walk*
 mxael *search*
3. kati' gxaNTa'de lxaudilaase? *'About how many hours will it probably take?'*
 dinde *days*
 haptade *weeks*
 mxainade *months*
 saa'lde *years*

TRANSFORM DRILLS

1. Negative Stated	Negative not Stated
<i>'Having gone are you able to return or not able?'</i> xyaai' biri' ekhal khAA'm u axkhAA'?	<i>'Having gone are you able to return or (not able)?'</i> xyaai' biri' ekhal khAA'm u?
baas Til khwi'l hoTe'l yOm u axyO'?	

2. One Approximation	Two Approximations
<i>'It will probably take about one hour.'</i> gxaNTa gxride' lxaudimaEn.	<i>'It will probably take about one or two hours.'</i> gxanta gxride' ngxl'de lxaudimaEn.
hapta mxaina til saa'l gxride' tigaEde	

LESSON 41

'Visiting a New Village'

- | | |
|--|--|
| 1. kxie dxl' khani'r jaa? | <i>'Where is your house?'</i> |
| 2. nga'e dxl'm y0'jgui xari'. | <i>'My house is over towards Yanjakot.'</i> |
| 3. khani' phekhai'di, cu' nAA'sari? | <i>'And for what reason have you come to this village?'</i> |
| 4. xyul ngxyobar khalu. | <i>'To come to look at the district.'</i> |
| 5. ta'le? kxi cu' nAA'sar kh0l' axkha'ngyU u to jaa? | <i>'Why? Is it what you've never come to this village or what?'</i> |
| 6. 0, kh0l' axkha'laa. ballaa paile'bae laa yaa. cu' nAA'sar cabaa', ro'ba lxaagir khlxyo y0m u, axy0'? | <i>'Yes. I've never come here. At last this is the first time (I've come). Is there a place for eating and sleeping available or not?'</i> |
| 7. y0m, cibaa'. kxi to'i nxU no'laa axtxu, to'ndorin y0m. | <i>'It's available, Sir. You don't have to worry about anything. Everything is available.'</i> |
| 8. caba'laa khaile mu, ro'bae khlxylaa khaile mu? | <i>'As for the eating, how is it; and for the sleeping place, how is that?'</i> |
| 9. caba'laa daalaa khu'ne kaE cadu' biyAA mxui' s0' mu. tara na'ga sene kaE cadu' biyAA mxui' ngxaa' mu. | <i>'For eating: if you eat lentil soup with your rice it costs three rupees. But if you eat chicken meat with your rice it costs five rupees.'</i> |
| 10. 0, chabi'du biyAA daalaa khu'ne kaE cam. ca' dxl' khani'r jaa? ca'e ml to'jaa? gaaraa axmxAAdille sebxln' o? | <i>'O.K. In that case I will eat lentil soup with the rice. Where is that house? What is his name? Please don't be offended but please tell me, O.K.?'</i> |
| 11. 0, 0 tam. | <i>'Yes, yes, that's O.K.'</i> |

NEW VOCABULARY

xari'	<i>'towards'</i>	xyula	<i>'district, area'</i>
kh0l'	<i>'never'</i>	ballaa	<i>'finally'</i>
no'ba	<i>'to carry'</i>	cibaa'	<i>'sir, chief'</i>
sebaa'	<i>'to tell'</i>		<i>(term of respect)</i>
se	<i>'meat'</i>	nxU	<i>'worry'</i>
laa/laari	<i>'time, occasion'</i>	to'ndorin	<i>'everything'</i>

ADDITIONAL VOCABULARY

baara *'day of the week'*

NOTES

Line 3: phekhai'di: The stem phe 'to arrive' is conjoined with khabaa' 'coming' to give 'arriving here'. phenei in Lesson 9 meaning 'arrive there (going away)'.

Line 9: -ne 'with' is a comitative case particle, expressing accompaniment.

Line 10: The -bxIn suffix on seba 'to tell' is a benefactive particle implying that an action is done on behalf of another. If the main verb has the pluperfect -l (la) ending bxIba' has a permissive sense:

sebxIn 'please tell me'; sel bxIn please allow me to tell'.

gaaraa axmxAAdille is a phrase which is frequently used when a request is being made. It means literally 'not counting it difficult' but loosely means 'don't be offended' or 'don't be annoyed'.

SUBSTITUTION DRILLS

- | | | | |
|----|-------------|------------------|--------------------------------|
| 1. | khu | -ne kaE cam. | 'With curry juice I eat rice.' |
| | daala | -ne | <i>lentils</i> |
| | pattu' Txaa | -ne | <i>asparagus curry</i> |
| | aalu Txaa | -ne | <i>potato curry</i> |
| | na'ga se | -ne | <i>chicken meat</i> |
| | ma'gi se | -ne | <i>buffalo meat</i> |
| | | | |
| 2. | AAMA | -ne baalun xyai. | 'I went with mother.' |
| | aaba | -ne | <i>father.</i> |
| | nAA'ni | -ne | <i>eldest sister.</i> |
| | axgxl' | -ne | <i>eldest brother.</i> |
| | axgxE' | -ne | <i>eldest sister.</i> |
| | aali | -ne | <i>younger brother.</i> |
| | AANA | -ne | <i>elder sister.</i> |
| | Angaa' | -ne | <i>younger sister.</i> |

TRANSFORM DRILLS

1. Arriving, Coming	Arriving, Going
<i>'When did you arrive (here)?'</i> kh0y0' phekhai'di?	<i>'When did you arrive (there)?'</i> kh0y0' phenei'di?
khaile khabne to' baarari	<i>When</i> <i>Who with</i> <i>On what day</i>
2. Benefactive	Permissive
<i>'Don't be offended but please tell me.'</i> gaaraa axmxAdille sebxln.	<i>'Don't be offended but please let me tell.'</i> gaaraa axmxAdille sel bxln.
bibxln (<i>speak</i>) Ulbxln (<i>show</i>) no'bxln (<i>carry</i>)	

LESSON 42

'A Brahmin Wedding'

- | | |
|--|---|
| 1. ca' to' lab jaa chale xraaba? | <i>'What are they playing like that for?'</i> |
| 2. byaa labaa'. | <i>'A wedding.'</i> |
| 3. to' maEi jaa? | <i>'Of what caste is that?'</i> |
| 4. bommaElaa. | <i>'Of the Brahmins.'</i> |
| 5. tamuma'Elaa xraam u axrxaa? | <i>'Do they play for Gurungs or not?'</i> |
| 6. axrxaa. axtaa' ro. | <i>'No. It is not appropriate they say.'</i> |
| 7. ta'le axtaa'? | <i>'Why is it not appropriate?'</i> |
| 8. xraadu biyAA chuDidi' xyaam
ro'. | <i>'If they play, (the couple) will
divorce, it is said.'</i> |
| 9. liUd aa? | <i>'Later?'</i> |
| 10. o, liUdi'. | <i>'Yes, later.'</i> |

NEW VOCABULARY

xraaba	<i>'to play an instrument'</i>	maE	<i>'people'</i>
byaa	<i>'wedding'</i>	chuDidiba'	<i>'to separate, to run away'</i>

NOTES

This lesson does not include any new grammatical patterns. Opportunity should be taken to review previous lessons and to concentrate on drilling constructions which have not as yet been assimilated.

LESSON 43

'The Hen and the Marten'

- | | |
|---|---|
| 1. ca' na'ga ta'le kodob jaa? | <i>'Why is that hen cackling?'</i> |
| 2. dxUri' khamaE'n. | <i>'Perhaps a marten is coming.'</i> |
| 3. dxUri' bibaa to' jaa? | <i>'What is a marten?'</i> |
| 4. kxid axsenyU' waa? | <i>'You don't know?'</i> |
| 5. axsx', khaiba' tam? | <i>'No, what is it like?'</i> |
| 6. khaa'gae nimud0 by0b tam.
tara ca'laa mi bU bU xyaaba',
nimu bxandaa' te' thebrE' tam. | <i>'It looks somewhat like a rat. But
in its case, the tail goes fluffy,
(and) it's a bit bigger than a rat.'</i> |
| 7. ca' na'ga mattre' lxaam u? | <i>'Does it hunt only fowls?'</i> |
| 8. 0, na'ga jxaga' jau mattre'
kxaam. | <i>'Yes, it catches only baby chickens.'</i> |
| 9. dxUri' khani'r Tim? | <i>'Where does a marten live?'</i> |
| 10. bAAnu khU'ri, nx0' kallAA'ri
khU' th0I Tim. | <i>'In holes in the stone wall, (and)
in the terrace walls it makes holes
and lives there.'</i> |

NEW VOCABULARY

kodoba	<i>'to cackle of a hen'</i>	th0baa'	<i>'to make a hole'</i>
dxUri'	<i>'marten'</i>	jau	<i>'(cf. jaga) plural'</i>
bU bU xyaaba'	<i>'to be fluffed up'</i>	kxaaba	<i>'to catch, seize'</i>
te'	<i>'a little'</i>	bAAnu	<i>'stone wall'</i>
lxaaba	<i>'to hunt, to drive out'</i>	khU'	<i>'hole'</i>
jxaja'	<i>'offspring - of animals'</i>	nx0'	<i>'flat plot of paddy fields'</i>
		kallAA'	<i>'paddy wall'</i>

ADDITIONAL VOCABULARY

xrlgyo	<i>'long'</i>	ranThi'	<i>'short'</i>
--------	---------------	---------	----------------

NOTES

Line 6: nimud0 by0b tam: -d0 by0ba is a construction expressing similarity.

SUBSTITUTION DRILLS

1. nimu -d0 by0b tam. *'It is just like a rat.'*
- | | |
|-----------|------------------|
| na'ga -d0 | hen. |
| AAma -d0 | mother. |
| aaba -d0 | father. |
| aali -d0 | younger brother. |
2. nimu bxandaa' te' thebrE' tam. *'Compared with a rat it is a little larger.'*
- | | |
|---------|----------|
| cisiri' | smaller. |
| xrlgyo | long. |
| ranThi | short. |

LESSON 44

'Protection of the Cane Forrests'

1. saargi'maElai mo' pxEwaai *'They've seized the leather workers' cane they say. Is that so?'*
bimdi xwaa'?
2. 0, saargi'maElai mattre' *'Yes, Not only the leather workers
axngxi' ro. prxiUba'e its said. It's said that they've also
tamUma'Elaadi'yaa pxEwaai ro. seized the cane of the lower (dwell-
ing) Gurungs too.'*
3. x0, ngada'm axsxe', mxijagad *'Really? I didn't know that. I
bii ga theelaa, ta'le pxEe? heard it only from other people.
Why would they be seizing it?'*
4. ca'm maldab chaledi', mo' *'The meaning is like this. They were
xrlgyo ranThi' khaiba' y0mu, cutting cane, long or short, just
chaaba'n tho'waa'. phe'ri however they found it. Again, in
din dinu xyaaba', mo' tAA'n' getting it every day the cane was
nuwaa' ro. chatasi pxEwaa'.' finished they said. Because of that
they seized it.'*
5. 0, ballaa maldab thaa sei. *'Oh. Now I understand. (know the
meaning).'*
6. tiyAA'm saargima'Edam *'Today the leather workers have put
panjyeda'r darkhaastaa in a petition to the council.'*
jx0ngngyU'.
7. jx0'rge we, ngxyo'lai to' *'Let them put it in. What is that
tarimu? to us?'*
8. dilen to' to' bibmanaa' *'Anyway whatever is said let's go
theeba'r xyaale' o'? and hear O.K.?''*
9. theenle sidi'. khai khai *'Let's go and hear. How shall it
lammanaa'. be done (resolved).'*
10. nga kaE cai' biri' kxi ngaar *'Having eaten rice, I'll come to your
kham aa? house O.K.?''*
11. 0, 0 tam. *'Yes, yes O.K.'*

NEW VOCABULARY

saargi	<i>'leather worker'</i>	mo'	<i>'rattan'</i>
pxEba	<i>'to snatch away'</i>	theeba	<i>'to hear'</i>
maldab/madlab	<i>'meaning'</i>	din dinu	<i>'daily'</i>
nubaa'	<i>'to finish'</i>	panjyeda'	<i>'village council'</i>
darkhaastaa	<i>'petition'</i>	dilen	<i>'anyway'</i>

NOTES

- Line 1: pxEwaai *'snatched'*, waabaa' in the compound verb gives emphasis.
Line 8: dilen *'anyway'* is a sentence conjunction.

LESSON 45

'The Cane Mat'

- | | |
|--------------------------------|---|
| 1. cu' pxyo waa? | <i>'Is this a pxyo?'</i> |
| 2. axngxl', bxagaa'ri yAA. | <i>'No, it's a bxagaari.'</i> |
| 3. khanir bomu, cu' bxagaa'ri? | <i>'Where are you taking it, this bxagaari?'</i> |
| 4. khalaa'ri. | <i>'To the threshing floor.'</i> |
| 5. ta'le bol txui? | <i>'Why do you have to take it?'</i> |
| 6. khala'r tiba'e lxaagiri. | <i>'To spread it at the threshing floor.'</i> |
| 7. khala'r tii' to' lamu? | <i>'Having spread it out what will you do?'</i> |
| 8. mlxa xobaa'. | <i>'Thresh the rice (by beating).'</i> |
| 9. bxagaa'ri axti'yAA to' tam? | <i>'If you don't spread a bxagaari what will happen?'</i> |
| 10. phoxor tam. | <i>'It gets dirty.'</i> |

NEW VOCABULARY

pxyo	<i>'mat woven of fine rattan (about 2.5 x 1.5 metres)'</i>	bxagaa'ri	<i>'mat of less fine rattan (about 4 x 1.2 metres)'</i>
khalaa'	<i>'threshing floor'</i>	xobaa'	<i>'to thresh by beating'</i>
tiba'	<i>'to spread out'</i>	phoxor	<i>'dirt'</i>

BUILD-UP DRILLS

- | | |
|------------------------------|--|
| 1. khani'r bomu? | <i>'Where are you taking it?'</i> |
| khani'r bomu, cu' bxagaa'ri? | <i>'Where are you taking it? This cane mat?'</i> |
| 2. to' tam? | <i>'What will happen?'</i> |
| bxagaa'ri axti'yAA to' tam? | <i>'If you don't spread out a bakaari what will happen?'</i> |
| 3. to' lamu? | <i>'What do you do?'</i> |
| khala'r tii' to' lamu? | <i>'Having spread it on the threshing what do you do?'</i> |

SUBSTITUTION DRILLS

1. cu' pxyo waa? *'Is this a finely woven mat?'*
- | | |
|----------|---|
| kodaali' | <i>hoe?</i> |
| AAsi' | <i>sickle?</i> |
| kxojaa | <i>kukhri knife.</i> |
| pIDi | <i>verandah.</i> |
| pxi | <i>open weave carrying basket?</i> |
| kurgu' | <i>open weave chicken penning basket?</i> |
2. bxagaa'ri axti'yAA to tam? *'If you don't spread the mat what will happen?'*
- | | |
|------------------------|------------------------------|
| maE axthU'yAA | <i>drink the medicine</i> |
| sAAju' khuji' axy0'yAA | <i>find the lock and key</i> |
| tonDaa' axthu'yAA | <i>collect the fern</i> |
| tAA axngyu'iyAA | <i>ask about the matter</i> |

LESSON 46

'Making Saurkraut'

- | | |
|---|--|
| 1. labu' pxo plil waa, kanchi? | <i>'Have you taken off the radish leaves, Youngest sister?'</i> |
| 2. O, nAA'ni. | <i>'Yes, First-born sister.'</i> |
| 3. ta'le tAA'ni plildi'? | <i>'Why did you take it all?'</i> |
| 4. gUndru lab bii plilau. | <i>'Saying, "I will make saurkraut" I picked them.'</i> |
| 5. tilna'm te' chenle
axci'ngngyU. | <i>'Nowadays it's not quite full grown.'</i> |
| 6. tu'sidi'. ngad'm pliwai di. | <i>'I don't know! As for me, I have taken them off.'</i> |
| 7. tilna' pliba'm gUndru
nx0xyaam. | <i>.'If you take them now you will spoil the saurkraut.'</i> |
| 8. x0? chabi' yAAm cxagan plil
txui. | <i>'Oh? If that is the case, I should only take this much (is it?).'</i> |
| 9. cxagan plid, nx0xyaam. | <i>'Take only this much, (otherwise) it'll spoil.'</i> |
| 10. chAA'ni lal txui. | <i>'I'll have to do it that way.'</i> |

NEW VOCABULARY

labu'	<i>'radish'</i>	gUndru	<i>'saurkraut'</i>
pxo	<i>'leaves'</i>	cibaa'	<i>'mature, of plants'</i>
pliba'	<i>'to take off'</i>	nx0ba	<i>'to break, spoil'</i>

LESSON 47

'Moving a Cow Shed'

- | | |
|--|---|
| 1. khani' xyaamu'? | <i>'Where are you going?'</i> |
| 2. phargu tho'bar xyaam'. | <i>'I'm going to cut some uprights.'</i> |
| 3. baar thu'b u TaaldU' labaa'? | <i>'For putting up a fence or making a cattle stall?'</i> |
| 4. mxe'e pxr0 TaaldU' labaa' baa'. mxe' pxr0 ku' sy0 ti'rar bomau. | <i>'For mending a cow stall. I'm taking the cow shed to the edge of the river.'</i> |
| 5. khoy0' plngngyU', pxr0 ku'bae dinami? | <i>'When did they announce (Lit: give) the day for moving cattle sheds?'</i> |
| 6. kya 20 ngxisyu xyaa'male bae su'krabaara' ku'd bingngyU. | <i>'They've said to move them on Friday 20th.'</i> |
| 7. nxAAkarna' ku'd ro u? | <i>'Did they say to move them early in the morning or (what)?'</i> |
| 8. axngxl'. txiyAA pre'bi seba'e txi khaau ku'd bingngyU. | <i>'No. Round about sunrise they said to move them.'</i> |
| 9. prx0chaE khab mudi', kxilaa? | <i>'Who is your cow herdsman?'</i> |
| 10. ta pakha'rbae bomaE kolo' gxri' jx0ngngyU'. | <i>'I've employed the Brahman child who lives up there in the grazing fields.'</i> |
| 11. 0, 0 xe. | <i>'Oh. Yes.'</i> |

NEW VOCABULARY

chaE	<i>'herdsman, shepherd'</i>	baar	<i>'fence'</i>
thu'ba	<i>'to put up a screen, barrier or partition'</i>	TaaldU'	<i>'to mend, repair'</i>
pxr0	<i>'cattle shelter'</i>	mxe'	<i>'cow'</i>
ti'ra	<i>'edge of river or stream'</i>	sy0	<i>'river, stream'</i>
su'krabaaraa'	<i>'Friday'</i>	ku'ba	<i>'to move, shift, transport'</i>
pre'ba	<i>'to shine'</i>	kya	<i>'that, over there, spatial and temporal'</i>
pakhaa'r	<i>'grazing fields above village'</i>	khaau/khaagu	<i>'round about (spatial and temporal'</i>
prx0chaE	<i>'herdsman'</i>		

NOTES

Line 8: txiyAA pre'bi seba'e txi: -bi seba is an auxiliary expressing that something is about to happen. -ba kh0'male' using the verb kh0'ba 'to enter' is used similarly.

TRANSFORM DRILLS

1. Alternate forms of ' <i>about to...</i> '	Construction
<i>'At the time when the sun is about to set.'</i> txiyAA pre'bi seba'e txiri	txiyAA prebar kh0male'
gUndru labi seba'e txiri pxo plibi seba'e txiri bxagaa'r tibi seba'e txiri mo' pxEbi seba'e txiri	

LESSON 48

'Getting Grass for the Buffalo'

1. chi ta'le cxaga bxuilaa'? *'Why did you bring (only) this much grass?'*
2. beseri nAA' yu'i chi tho'laa axy0'. *'It rained a lot and I couldn't (chop) cut grass.'*
3. naa' banaUda'i yu'i waa? *'Did it rain in the jungle?'*
4. 0, beseri yu'i. nAA'sardi? *'Yes, it rained a lot. And in the village?'*
5. jxuda'i khaa'gae mattre' yu'i. *'This side it only came a little.'*
6. taada'm beseri baaDi tai. *'Up there though, it got very heavy (lit: became a flood).'*
7. ta'le tAA'n chaaba'e chi bxuilaa'? *'Why did you bring all this sort of grass?'*
8. ngi'e ma'gida'm chaaban baaek aru axca'. *'As for our buffalo, she won't eat any other kind.'*
9. aru chi axca' waa? *'She doesn't eat other grass?'*
10. axcaa'. *'No.'*

NEW VOCABULARY

ma'gi *'buffalo'*aru/arko/argo *'other'*baaek *'except for'*

ADDITIONAL VOCABULARY

khobaa' *'to like'*

NOTES

Line 8: The use of baaek in an 'except for' construction.

TRANSFORM DRILL

1. Without exception clause.	With exception clause.
<i>'As for our buffalo, she won't eat anything else.'</i> ngi'e ma'gida'm aru axca'.	<i>'As for our buffalo, except for this sort, she won't eat anything else.'</i> ngi'e ma'gida'm chaaban baaek aru axca'.
axthU' (<i>drink</i>) axkho' (<i>like</i>) axmxae (<i>seek</i>)	

LESSON 49

'Buying a Buffalo'

- | | |
|---|---|
| 1. kxie ma'gi saa' xyaa'i waa'? | <i>'Your buffalo has mated, has it?'</i> |
| 2. axxyaangngyU', ta'le? | <i>'No, why?'</i> |
| 3. cU'm mui u, bisyaalaa. | <i>'Wondering (Lit: saying) might you sell it or (not)?'</i> |
| 4. se caba'r u, nxaba? | <i>'To eat meat, or to keep (the animal)?'</i> |
| 5. saei' cab tajo'n. | <i>'To kill and eat it of course.'</i> |
| 6. ngxe ti'brA plina mu. tilna' axcxU'. | <i>'You see it's giving a little bit of milk. I won't sell it today.'</i> |
| 7. tiwaar samma' ngxaarab waa'? | <i>'It'll probably dry up by the festival of Tihar, won't it?'</i> |
| 8. tu'si, khai lam? | <i>'I don't know, what will it do?'</i> |
| 9. cxam samma' ngxaaryAA ngilai pln o'? | <i>'If it dries up by then please give it to us.'</i> |
| 10. ngxaaryAA plbaadi. | <i>'If it dries up I'll give it, certainly.'</i> |

NEW VOCABULARY

saa'ba	<i>'to mate'</i>	ngxaarba	<i>'to dry up'</i>
nxaba	<i>'to keep, look after'</i>	saeba	<i>'to kill'</i>
tu'si	<i>'I don't know'</i>		

NOTES

Line 5: tajo'n: The -jo'n suffix is an emphatic certaintive particle. The same meaning could have been expressed as saei cajo'n.

Line 6: The use of -na 'discovery aspect' on the verb 'to give' gives the gloss 'you see it's giving a little milk'.

TRANSFORM DRILLS

1. Alternate Use of -jo'n for Emphasis	
<i>'Having killed it to eat it of course!'</i> saei cab tajo'n	saei cajo'n
chi kha'Ei bxuib tajo'n <i>'(Having cut the grass to bring it down of course!).'</i> pxo plii jx0b' tajo'n. <i>'(Having picked the leaves to put them in of course!).'</i> bxagaa'ri tii' xob tajo'n <i>'(Having spread the mat to thresh of course!).'</i>	

LESSON 50

'Buying a Buffalo'

- | | |
|---|---|
| 1. kadi' xrEgobae saaidu' jaa? | <i>'How far are you going?'</i> |
| 2. nga ma xUnbyAAsi jare xyaado
ngxAAsyaaba. | <i>'I'm thinking to go down round
Hunbassi.'</i> |
| 3. ta'le? xyaal' txubae kxe' mu
waa? | <i>'Why? Do you have work you have to
do there?'</i> |
| 4. 0, ngxe thU'bae ma'gi DyAAgra
gxride' mxaene u biyaabaa. | <i>'Yes, saying perhaps I will look for
one thin milking buffalo (lit: milk
drinking).'</i> |
| 5. ngxyolaa' dxlr' ngxe plba'e
ma'gi axxre' waa'? | <i>'Is there no milk-giving buffalo in
our house?'</i> |
| 6. 0, gxri' mulaa. ca'm
ngxaarxyaade. chatai' biri'
aargo' gxride' mxae u
bisyabaa'. | <i>'Well there was one but it has dried
up. Therefore I am thinking to look
for another one.'</i> |
| 7. xe. chabi'yaam gxrim'
caidijo'n. | <i>'Oh. In that case, one is needed of
course.'</i> |
| 8. 0, chabi'i biri' yu'ldi. y0m,
xo gi' axy0' xo? | <i>'Yes, having said thus I have come
(from above). Will there be one
available or not?'</i> |
| 9. xyaa=sya y0m gxrim' y0maen chale. | <i>'Having gone there you will probably
find one to be available.'</i> |
| 10. to' xo? to' xodi'? lu'di,
xyaad' o'. | <i>'What will happen? What will happen?
Well, you go then.'</i> |
| 11. 0, 0. chenle xyaad'. | <i>'Yes, yes. Go well.'</i> |

NEW VOCABULARY

saaidu	<i>'departure on a journey'</i>	DyAAgra	<i>'thin'</i>
xo/tabaa'	<i>'to be'</i>	ngxAABA	<i>'to think, feel'</i>

NOTES

Line 2: xyaado ngxAABA is a construction to express that one was thinking of doing something. When a 3rd person construction is being used then it becomes xyaamdo ngxAABA.

Line 3: biyaabaa: variant of bisyaabaa.

Line 6: ngxaarxyaade: the -de suffix is an emphatic form of past tense -i.

Line 8: xo gi' axy0'xo borrows the Nepali ho ki? Alternatively the Gurung construction, y0m nge' u axy0' nge could be used. Similarly in Line 10 ho is used.

TRANSFORM DRILLS

1. Thinking that... 1st person	3rd person
'I was thinking to go.' xyaado ngxAAi	'I was thinking he would go.' xyaamdo ngxAAi
chi bxuido ngxAAi (bring grass down) ma'gi saedo ngxAAi (Kill a buffalo) kolo' gxri jx0do ngxAAi (employ a child)	

2. Alternate form of Conjunctive Participle	
'Thinking I'd go...' using -syaaba xyaado ngxAAasyaaba...	using biri' xyaado ngxAAi biri...
kaE cado ngxAAasyaaba (I'd eat rice) theedo ngxAAasyaaba (I'd hear) gUndru lado ngxAAasyaaba (I'd make saurkraut)	xyaado ngxAAi biri

LESSON 51

'A Lost Buffalo'

- | | |
|--|---|
| 1. khani' xyaalaa' cxijy0? | <i>'Where have you been, little Youngest-Son?'</i> |
| 2. ma'gi mxaebaa xyaala'u. | <i>'I've been to look for the buffalo.'</i> |
| 3. ma'gi mxaxyaai' waa? | <i>'Is the buffalo lost?'</i> |
| 4. 0, phugaar carge bii pl'laa
khani' xyaaai? khani' xyaaai'? | <i>'Yes, Having said "Let it graze in the fallow fields" I let it loose. Where has it gone? Where has it gone?'</i> |
| 5. talaa'na cu khaagu khalaa.
togo'm axmro'. | <i>'Before, it came around here. As for now, I haven't seen it.'</i> |
| 6. khani'r mr0laa? | <i>'Where did you see it?'</i> |
| 7. o' ca mr0'ri. | <i>'In that paddy.'</i> |
| 8. ngal mattre' u, aargo' maElai
mulaa? | <i>'Mine only, or were there other people's also?'</i> |
| 9. kxil nero' baidaaraal mulaa. | <i>'Yours and Baidara's were there.'</i> |
| 10. ngxina' ngxin' baalun muwaa? | <i>'The two were together, were they?'</i> |
| 11. 0, mu. | <i>'Yes, they were.'</i> |

NEW VOCABULARY

phugaar	<i>'grazing available on edges of harvested, previously enclosed, fields'</i>	talaa	<i>'earlier, before'</i>
		baalu/baalun	<i>'together'</i>

NOTES

Line 10: ngxina' ngxin' *'the two together, both'*: when used on numbers the suffix -na'... -n' emphasises a combined grouping. e.g. s0'na' s0n'... *'the three together, all three'*. This suffix also occurs on verbs (xyaana' xyaan') to denote protracted action: *'going going...'*.

SUBSTITUTION DRILLS

- | | |
|---------------------------------|---------------------------------|
| 1. ngxina' ngxin' baalu'n mula. | <i>'The two were together.'</i> |
| ngxaana' ngxaan' | <i>All five</i> |
| plxina' plxin' | <i>All four</i> |
| s0na' s0n | <i>All three</i> |

2. xyaana' xyaan' gxyAA mxaxyai. *'Going and going they lost their way.'*

pxrana' pxran'

Walking and walking

p0'na p0'n'

Talking and talking

tAA lana' lan

Chatting and chatting

LESSON 52

'Tying Up Wood Bundles'

- | | |
|--|--|
| 1. o mxo. | <i>'Oh, brother-in-law (=Younger Sister's Husband).</i> |
| 2. xwe' aasy0. | <i>'Yes, brother-in-law (=Wife's Brother).</i> |
| 3. to' larilaa? | <i>'What are you doing?'</i> |
| 4. to' labaa', chalen kU'rilau.
lxau kU'kho'. | <i>'What am I doing? Just sitting. Come on, come and sit.'</i> |
| 5. nge' mxo. kxilam sl' phwi'i
axphwi' mxo? | <i>'O.K., brother-in-law. Have you tied up the firewood or not, brother-in-law?'</i> |
| 6. axphwi'ngngyU' aasy0. | <i>'I've not tied (them) brother-in-law.'</i> |
| 7. khoy0 ja're phwi'mdi? | <i>'Approximately when will you tie it then?'</i> |
| 8. dxo'ro ngxigaE s0gaE liUd
phwi'en. | <i>'I'll probably tie it up two or three days from now.'</i> |
| 9. ngala'm Ulna' phwi'se kul
khAA'l. | <i>'As for me, I finished tying up and moving it a while ago.'</i> |
| 10. xo, kxilam Ulna' syu'gul
khAA'l waa'? | <i>'Oh, you before finished the wood carting, did you?'</i> |
| 11. 0, syu'gubxIde'. | <i>'Yes, I've carried it all, for them.'</i> |
| 12. chabi'yAA lxen' sxajo'ndi. | <i>'In, that case, you are in a very good state.'</i> |
| 13. lu'di mxo, ngam xyaam'. | <i>'Well, brother-in-law, I'm going.'</i> |
| 14. ngye', chenle xyaad' o'. | <i>'O.K., go well.'</i> |
| 15. 0, 0. | <i>'O.K., O.K.'</i> |

NEW VOCABULARY

mxo	<i>'brother-in-law, son-in-law (husband of younger sister or daughter)'</i>	phwiba	<i>'to tie up'</i>
aasy0	<i>'brother-in-law (wife's brother)'</i>	dxo'ro	<i>'from now on'</i>
syu'guba	<i>'to carry'</i>	Ul	<i>'a few days ago'</i>

NOTES

Line 9: the -en suffix on phwiba is the 1st person form of the *probabilative* aspect, of which 3rd person form (lesson 31) is -maEn'.

TRANSFORM DRILLS

1. 1st person probabillative	3rd person probabillative
<i>'I will probably tie them up after three days.'</i> s0gaE liUd phwi'en	<i>'He will probably tie them up after three days.'</i> s0gaE liUd phwi'maEn'
xyaaen' (<i>go</i>) caidien (<i>needed</i>) caen (<i>eat</i>) tien (<i>spread out</i>)	
2. 1st person probabillative	1st person certaintive
<i>'After three days I'll probably tie them up.'</i> s0gaE liUd phwi'en	<i>'After three days I'll certainly tie them up.'</i> s0gaE liUd phwi'syo
ku'en (<i>shift</i>) nuen (<i>finish</i>) plen (<i>give</i>) laen (<i>do</i>)	

LESSON 53

'Borrowing Money'

- | | |
|--|--|
| 1. o', mxAlli! | 'Oh, Second born daughter!' |
| 2. haju'r, txaajy0. lxau' dxi'
nx0U ku' kho'. khani'
phekhai, kh0'l axkha'bae mxi? | 'Yes, Uncle/Older brother. Come inside and sit down. What do you want, you who never come here? (Lit: where have you come to?)' |
| 3. ngam kxe' gxri' pardii' biri' khalaa. | 'As for me, some work having arisen, I've come.' |
| 4. bisidi'. to' ja? | 'Speak. What is it?' |
| 5. ngala'm kolo' na'i biri' saar tadi'. pukhru'r bomal'a.
paisaa' ti'phUl axxre'.
chatai biri' kxine pri'
paisaa' cxaude khi'b y0m u,
bii biri khalaa. | 'My child has become very ill. I would have taken it to Pokhara (but) I have not one single pice. So I've come wondering whether it might be possible or not to borrow a little money from you.' |
| 6. kho'i, txaajy0, nganem paisaa' lxe' axrxex'. mxwi' ngxajyu'd yu'm biyAA bodu. | 'Well Uncle, I do not have a lot of money. If Rs. 50/- would be enough, take that.' |
| 7. cxagan bile pino. ngam khAAjo' tai. | 'Then just give me that much. As for me, I'm broke.' |
| 8. na'di tara ti'syaamale' labxln' o'. | 'There, but please return it in a little time won't you.' |
| 9. 0, 0, labxlsyo'. daai ngadna' sa'kham. xosyaa ngam bele gUn mxAAadii ja. lulu' mxAlli Tid o', ngam xyaam. | 'Certainly I will do it. I will bring it myself. Thank you indeed. I'm very grateful. Well, second-daughter stay here, I am going.' |
| 10. 0, 0, txaajy0 xyaad'. | 'Yes Uncle, then go.' |

NEW VOCABULARY

nx0	'inside'	nepri'	'with'
cxaude	'just such a little'	khi'ba	'to lend, to borrow (without interest)'
yu'ba	'to be sufficient'	khAAjo'	'need, lack'
gUn	'gratitude'	sa'dEba	'to escort'
x0syaa	'expression of joy and relief'		

NOTES

Line 5: pukhru'r bomala': The -mala' suffix marks 'unreal' aspect, a contrary to fact situation. 'I would have taken him to Pokhara (but I didn't because I had no money)!'. -ne pri is an alternate form of the

TRANSFORM DRILLS

1. Past Aspect	Unreal Aspect
'I took him to Pokhara.' Pukhru'r bolaa.	'I would have taken him to Pokhara.' Pukhru'r bomalaa.
Tilaa (<i>stay</i>) y0laa (<i>available</i>) phwi'laa (<i>tie up</i>) ku'laa (<i>move</i>)	

LESSON 54

'Let's Go to the Sleeping House'

1. chy'o' rodI r xyaale'. 'Come! Let's go to the sleeping house.'
2. khani'r. axxyaa'. nxar yu'i. 'Where? (I'm) not going. (I'm) tired.'
3. caUlu nAA'sar xe. naa'jai se'b ro tiyAA'mi, xyaale o'? 'You know! To Chyanglung village. They say they are going to dance today. Come on, let's go.'
4. tu'sidi. khai labnge, nxaru yu'ba? 'I don't know - what to do? I am tired.'
5. chi'ndri se'b ngxyob gaa. daai ro'rilesi. axta' waa? '(The idea) is to watch the dance for a little while and then we should sleep. Isn't that O.K.?'
6. chale tama'laa. tara pxana nxAAgar kxaedu biyAA dxImma'Ed xaudim. khai labaa'? 'I guess that would be all right. But if I'm late tomorrow morning the people of the house will be angry. What to do?'
7. nxAAkarna' rii' biri' khal txuman. chale. 'Well, we'll just have to get up early in the morning and come. Like that.'
8. o, yuman rii' khaga' ngxAAm. tara nxaru mIE'Do xyaadu' biyAA kxae xyaam. 'Yes, I want to rise and come early but if I oversleep I will be late.'
9. ca' dxlrba'e mxine baalu "o' bxuju', ngilai yuman riwaad" bil txuman. 'In that case we'll have to ask the people of that house "O Grandmother please wake us up early".'
10. chabi'yAA chy'o' sidi' xyaale'. 'In that case, come let's go.'

NEW VOCABULARY

rodI	'sleeping house, teenagers' dormitory'	nxar	'weariness'
nxar yu'ba	'to be tired' (Lit: weariness coming down)'	chi'ndri	'a short while'
kxaeba	'to be late'	se'ba	'dance'
		xaudiba	'to scold'

NOTES

Line 3: The use of *xe* functions similarly to 'you know' in English discourse - seeking affirmation or recognition from the hearer.

Line 5: *rorilesi* 'we should sleep': the *-ri* suffix, in a hortatory verb, conveys an anxiety to avoid offence (e.g. *xyaarid o'*, *nga lili*

kham '*Please go on, I'll follow.*'). The -si suffix likewise conveys a polite request, or advice (e.g. chaan bisi '*you should say thus*').

Line 8: khaga' ngxAAm represents a construction expressing the desire to do something. The stem of the verb is repeated with voicing taking place on the consonant of the repeated stem, plus ngxAAba e.g. thU'dU ngxAAm '*I want to drink*'.

Line 9: The -man suffix on txuba is an emphatic certainitive aspect which is only used in an apologetic type discourse, thus '*In that case we'll HAVE TO*'.

TRANSFORM DRILLS

1. Wanting to...	Thinking to...
' <i>Wanting to come.</i> ' khaga' kgxAAM.	' <i>Thinking I'd come.</i> ' khado ngxAAm.
caja' (<i>eat</i>) thU'dU (<i>drink</i>) xyaaxyaa' (<i>go</i>) p0'b0 (<i>talk</i>)	

2. Apologetic	Indicative
' <i>In that case we'll have to say...</i> ' bil txuman	' <i>We'll have to say...</i> ' bil txum
mxael (<i>seek</i>) phwi'l (<i>tie up</i>) khal (<i>come</i>) ril (<i>get up</i>)	

LESSON 55

'Come! Sing a Song for Me'

- | | |
|---------------------------|--|
| 1. lu' kxwe' prl'ndi. | <i>'Come, sing a song!'</i> |
| 2. ngadna' axra. | <i>'I don't know how to sing.'</i> |
| 3. swaalle' prl'm bimdi. | <i>'They say you sing beautifully.'</i> |
| 4. khaba't bilaa? | <i>'Why says so?'</i> |
| 5. theedo'n prl'sero'mi. | <i>'I've heard it since you've been singing.'</i> |
| 6. birido'n pha'kkari. | <i>'Oh they're just saying it.'</i> |
| 7. prl'nam, axrorid. | <i>'Please sing. Don't lie down.'</i> |
| 8. axra. krxosena'. | <i>'I can't. Truly!'</i> |
| 9. prl'n. to'i axbille. | <i>'Come sing. Stop making excuses (Lit: saying nothing).'</i> |
| 10. chabi'yAA prl'le waa? | <i>'In that case I'll sing. O.K.?'</i> |
| 11. 0, prl'n. | <i>'Yes. Sing!'</i> |

NEW VOCABULARY

- | | |
|-------------------------|-----------------------------------|
| kxwe' <i>'song'</i> | xraba <i>'to know how to'</i> |
| prl'ba <i>'to sing'</i> | krxosena <i>'truly, honestly'</i> |

LESSON 56

'Arranging a Marriage'

1. o' phojy0. 'Oh. Aunt (Youngest sister of father).'
2. xwe' mxAlli. khani' phekhai? 'Yes second born daughter. Why have you come? (Lit: Where have you arrived) Come, sit.'
3. 0, 0. ca' krishnaa'mae mxAlli' nga'e Thaagulai xribxlnsi'. 'Yes, yes. Please beg on my behalf the second sister of Krishna for my first son (for marriage).'
4. kho'i mxAlli! til' joro'bae mxidi pxEsyo xribar xyaadu' biyAA malaai' waale'ro, 'Well second born daughter. These days if you go to beg a bride he say "Let's give her to a (soldier of) Malaya" and again "A lot of jewellery (is needed)," they say. What to do?'
5. khAA'n sammaa' beseri bid. 'Please speak as persuasively as possible. Goodness! If they say "Under no circumstances will we give". What to do!'
6. gxAAna' ni'scai lxen' bimdi. 'For sure they will ask for a lot of jewellery.'
7. biman lxenaa' khemaEdaami. 'In that case they themselves will indeed ask a lot.'
8. saaro'n gxAAna' lxe' bidu biyAA ngid plaa axkhAA' to' labaa'? 'And if they ask for an extremely great amount of jewellery we won't be able to give it. What to do?'
9. til joro' bae samaEri Dxaagre' jagadi byaa labaa' bele gaaro tai jaa ochEma'E. 'Really it is very difficult these days for non-soldiers to get married. What a pity!'
10. daaigaa khaile byaa labaa', baabae. 'Therefore how can one arrange a marriage.'

NEW VOCABULARY

phojy0	'Aunt (Father's Youngest Sister)'	Thaagu	'first born son'
xriba	'to beg'	pxEsyo	'bride'
malaai	'Malaya'	gxAAna'	'gold'
samaE	'time, occasion'	ni'scai	'certainly, for sure'
bele/beseri	'very'	Dxaagre'	'civilian (non-soldier)'
baabae	'expression of despair'	ochE/ochEma'E	'expression of sympathy or sorrow!'

NOTES

Line 3: Note the benefactive use of *-bxlba'* (cf. Lesson 41).

Line 4: *khai labaa'?* '*How to do it?*' is here used in a rhetorical sense implying that it can't be done.

Line 5: *khAA'n samma'* '*as much as possible*' is literally '*ability up to*'. *khai lase* '*However it is done*' is generally best translated '*whatever happens*' or '*under any circumstances*'.

LESSON 57

'Weaving a Basket'

- | | |
|--|--|
| 1. to' ku'b jaa? cxo theba'e
pxi ro'ba! | <i>'What are you moving? Making such a big basket!'</i> |
| 2. lab' ku'ba'e pxi lab
bisyaa'ba'. | <i>'I'm making a basket for moving leaves.'</i> |
| 3. tidlmam labo' khulaa axbxi'
bimdi, xwxaa' chaa waa? | <i>'This year they won't allow leaves to be gathered, don't they say? Isn't that so?'</i> |
| 4. tu'sidi. khulaa axbxi' bimu
tara xyo'i biri bxwim,
ku'idi. | <i>'I don't know. They say that won't allow (them) to be gathered but some having stolen (them) and bring them down.'</i> |
| 5. O, khulaa axbxi' bimu, tara
syaa'du biyAA ku'i ku'idi
pxEwAAm. | <i>'Yes, they say they won't allow them to be gathered and if you are caught some will take them away from you.'</i> |
| 6. U, uyAA'na pxEwaai' ro bildi,
tAA theai'waa? | <i>'Yes! Have you heard it said that some were snatched away a few days ago?'</i> |
| 7. pxEwaade'. ngadai mrOlaa.
chatai'gaa saeidi'. | <i>'They did indeed confiscate them. I saw it. Therefore it has indeed become difficult (Lit: it has killed).'</i> |
| 8. O, til' joro' to'ndori kaDi
kaDaauba'e sama'E khai'. khai
labaa'? | <i>'These the season of many restrictions has come. What to do?'</i> |
| 9. chabi'yAA bigaasarba'e
bxal' txujondi. | <i>'Therefore we must bring the development (i.e. chemical) fertilizer.'</i> |
| 10. bxaba'mi tama'laa, tara
xrOsae' paisaa' axxre' sero'
to'd bxaba'? chatai' biri'
to'ndorin sa'erna gaaro tai'. | <i>'It would have been good to bring it but with no money with what would one bring it? In those ways in everything it has become very difficult.'</i> |

NEW VOCABULARY

ro'ba	<i>'to weave'</i>	labo'	<i>'leaves'</i>
khubaa	<i>'to gather together'</i>	tidлма	<i>'this year'</i>
xyo'ba	<i>'to thief'</i>	ku'i/kwi	<i>'some (people)'</i>
gaaro	<i>'difficult'</i>	kaDi kaDaau	<i>'restrictions, laws'</i>
bigaasarba'e ma'l	<i>'chemical fertilizer'</i>		

NOTES

Line 7: -gaa 'indeed' an emphatic, often functions as an equative verb: cu' y0jgwin gaa. 'This is indeed Yanjakot.'

saeidi': The verb 'to kill' is here used in a metaphorical sense meaning that the restriction on getting the leaves has made it very difficult for them.

Line 10: The use of the unreal aspect -mala is here used in an emphatic sense as manifested by the -mi suffix on the verb bxaba' 'to bring'.

TRANSFORM DRILLS

1. Unreal Aspect	
With Emphasis	Without Emphasis
'It would indeed have been good to bring it.'	'It would have been good to bring it.'
bxaba'mi tama'la.	bxaba' tama'la.
ro'bami (weave) pri'bami (sing) ro'bami (to sleep) khi'bami (to lend without interest)	

LESSON 58

'Protecting Fields from Cattle'

- | | |
|--|--|
| 1. cu'maE ta'le px0b jaa? | <i>'Why are these people arguing?'</i> |
| 2. khyodo lxaalAA bii biri' ro. | <i>'He said that he'd discovered that his cattle had been driven out.'</i> |
| 3. khyodo baariri kh0'na ro waa'? | <i>'Does he (the other one) say that he discovered the cattle got into the dry field?'</i> |
| 4. axkh0'. tara kh0'm u ngxAAI lxaal ro. | <i>'No, but he says he drove it away because he wondered whether it would get in or not?'</i> |
| 5. chale lxaabarai ta'le chale px0edi? | <i>'Why would they be arguing like that just for a thing like driving out (the cattle)?'</i> |
| 6. coro' bae jug samaE kaDaa' mu. xr0saE baarir kh0'yaa mattre lxaal y0m, tara arue' baarir lxaabae xa'k axxre'. | <i>'In the time that has come now things are tough. Only if it gets into your own field can you chase it away, but you have no right to chase it out of other fields.'</i> |
| 7. 0, chaami chaana. tara to' labar px0rie' bibaa? | <i>'Yes, that's the way it is indeed. But what do they say they will do by arguing?'</i> |
| 8. ca'm ngxyo' to' se'. khemaEe' puraanu' xris mumaE'n. | <i>'As for that, what can we (incl.) know. It's probably an old quarrel of their own.'</i> |
| 9. 0, chAAAn mulaase'. | <i>'Yes, it's probably that.'</i> |
| 10. nga'e saEr cha ngxAAm. | <i>'It seems that way in my mind.'</i> |

NEW VOCABULARY

px0ba	<i>'to argue'</i>	khyodo	<i>'cattle'</i>
lxaaba	<i>'to drive out'</i>	baari	<i>'dry field'</i>
jug samaE/samaE/txi	<i>'time, occasion'</i>	kaDaa'	<i>'difficulty'</i>
		xa'k	<i>'authority'</i>
puranu'	<i>'old'</i>	ngxAAba	<i>'to wonder about'</i>

NOTES

Line 2: The -lAA suffix on lxaaba is another form of the discovery aspect. The more usual form is -na. Both forms are used in this lesson in lines 2 and 3.

Line 4: kh0'm u ngxAAI: Here ngxAAba is used to express *'wondering'*. It can also mean *'think'* or *'want to'* as an auxiliary:

kh0'm u ngxAAI *'wondering whether it might enter or not.'*

kh0'mdo ngxAAI *'thinking it would enter...'*

kh0'g0 ngxAAI *'wanting to enter.'*

In line 10 the verb ngxAAba is used as an independent verb and here is translated *'to seem to one'*.

Line 8: se' *'know'* is the bare root - an unusual use. More normal would be se'ba, the gerund.

TRANSFORM DRILLS

<p>1. <i>'Wondering whether it would enter or not.'</i> kh0'm u ngxAAI.</p>	<p><i>'Thinking it would enter.'</i> 'kh0'mdo ngxAAI.</p>
<p>rxim u (<i>beg</i>) xyaam' u (<i>go</i>) pxEm u (<i>snatch</i>) bxam' u (<i>bring</i>) khi'm u (<i>lend</i>)</p>	
<p>2. <i>'Wondering whether it would enter the dry field or not.'</i> baarir kh0'm u ngxAAI.</p>	<p><i>'Wanting to enter'</i> baarir kh0'g0 ngxAAI</p>
<p>phwi'm u (<i>tie up</i>) mxaem u (<i>seek for</i>) ngxyom u (<i>look</i>) pxram' u (<i>walk</i>)</p>	

LESSON 59

'Arranging for a Boy to Cut Grass'

1. kxie cxa gxri' ngalai pinchi!! 'Give me one of your sons!'
2. ta'le, to' labaa' ro? 'Why? For doing what?'
3. ngadi' ma'gi gxri' kibxalaa' 'I bought and brought one buffalo but
tara nga'e dxlri' chi kha'Ebae in my house there is no grass cutting
mxi axxre'. chatama ngalai person. Therefore I need a child.
kolo' gxri' caidii. chatama Therefore (you) must give me your son.'
ngalai kxie cxa pll txuui.
4. kho'i' khai labaa'? ngalaina' 'Well, how to do it! To me also, if
cu' kolma'E axxredu' biyAA these children are not here who would
nga'e khaa'gae muba'e do my small farm jobs? Well! How
khedi' paadi' jaga khaba'd to do it?'
lxaidiba. kho'i! khai
labaa'?
5. axngxl'. kxilam lxen' mudi'. 'No, you have many sons - Even if you
daai cu' gxri' ngalai give this one to me the others will do
plnaa'bileyAA cu' aargomaEdna (your work).'
laman.
6. tamsidi'. kxilai saaro'n 'O.K. If your need is so great I
khAAj pardiyAA' gxri' plsyo' will certainly give one.'
sidi'.
7. bani kadi' kabol lam? bid. 'The salary, how much will we make
the contract? Please say.'
8. ngad cxagaa axbi. kxie 'I will not speak thus. According
dayaadi kadi' plle pln. to your mercy, however much you give,
give (that much).'
9. chabi'yAA barsarbae mxui' 'In that case. Is Rs. 200/- for the
ngxibraa tai o'? saE kxom u year O.K.? Do you accept that price
axkxo? or not?'
10. tad'ndi kxid cxau bisero. 'That's O.K. Since you've spoken in
lu'di, ngam xyaa'. that way. Well I must go. (Lit: I
have gone.)'
11. 0, 0 chenle xyaad. 'Yes, yes go well.'

NEW VOCABULARY

khedi' paadi'	'cultivated property'	bani	'yearly salary'
kabol	'contract'	dayaa	'mercy'
barsa	'year'	-braa	'numeral classifier on groups of 100'
kxom	'to accept, be satisfied'		

NOTES

Line 4: ngalaina': Note the emphatic -na' suffix. Here giving the meaning 'to me also'.

Line 5: plnaa'bileyAA: The -naa'bileyAA is an 'even if...' construction.

BUILD-UP DRILLS

- chatama ngalai kxie cxa pll txui. *'Therefore you must give me your son.'*

chatama ngalai kolo' gxri' caidii. *'Therefore I need a child.'*

nga'e dxlri' chi kha'Ebae mxi axxre'. chatama ngalai kolo' gxri' caidii. chatama ngalai kxie cxa pll txui. *'In my home I don't have a grass cutting person. Therefore I need a child. Therefore you must give me your son.'*

ngadi' ma'gi gxri' kl-bxalaa' tara nga'e dxlri' chi kha'Ebae mxi axxe'. chatama ngalai kolo' gxri' caidii. chatama ngalai kxie cxa pll txui. *'I bought and brought one buffalo but in my house there is no grass cutting person. Therefore I need a child. Therefore (you) must give me your son.'*

SUBSTITUTION DRILLS

- ngalai plnaa'bileyAA cu' argo' maEdna laman. *'Even if you give (him) these other ones will do it.'*

bonaa' bileyAA	take (him)
nxanaa bileyAA	keep (him)
klnaa bileyAA	get (him)

TRANSFORM DRILLS

1. <i>'Even if'</i>	<i>'If'</i>
<i>'Even if you give (him) this one will do it (the work).'</i> plnaabileyAA cu'd lam.	<i>'If you give (him) this one will do it.'</i> plyAA cu'd lam.
cu'naabileyAA (<i>sell</i>) xrinaabileyAA (<i>beg</i>) xwinaa'bileyAA (<i>call</i>) khAA'naabileyAA (<i>can do it</i>)	

2. Alternate forms of <i>'If'</i> Construction	
<i>'If you must have (it) I'll certainly give.'</i>	
pardiyAA' plsyo'	pardidu'biyAA plsyo'
caidiyAA' (<i>it is needed</i>)	
lxauidiyAA' (<i>I must</i>)	
lxaidiyAA' (<i>it costs that much</i>)	

LESSON 60

'Churning Butter'

- | | |
|---|--|
| 1. kolaa' lxui' waa? | 'You're churning butter are you?' |
| 2. 0, lxulaa'. tara chyugu' khalaa axngl'. to' tai'? to' tai'? | 'Yes. I'm churning but the butter won't come. What's happened? What's happened?' |
| 3. kyu'laa kwaalaai' biri' jx0l' waa'? | 'Did you heat the water before you put it in? (Lit: Having heated water have you put it in?)' |
| 4. 0, lxen'. cha'lle laai' biri' jx0lau'. | 'Yes, a lot. Having done it that way I've put it in.' |
| 5. xe, chabi'yAAm kyu' laad cwaado'n. chatai'ga chyugu' axkha'di. | 'Oh! In that case the hot water has consumed (the butter). For that reason the butter has not come.' |
| 6. 0, chAAAn tai' u to'? | 'Yes, that's what has happened or what?' |
| 7. tll' joro' garmi tangngyU'. chatai' biri' kyu' laalaa' axtxu. | 'These days it has become hot; that's why you don't have to heat water.' |
| 8. axlaa'lle kyu' sln jx0yAA' Thi'g tammule syAAmu. khani ba'i ngada'm beseri laai' jx0ri'ba. | 'If I had put cold water in it probably would have been O.K. Dear me! And here I have been putting very hot water in!' |
| 9. dxero, lxuma'le' kyu'sln jx0l biri' lxul' txui. | 'From now on, when you are churning you should put in cold water for churning.' |
| 10. 0, 0. dxero' piru chalen lxul' txujon. | 'Yes, yes. From now on I must indeed do it that way.' |

NEW VOCABULARY

kolaa'	'butter milk'	lxuba'	'to churn'
kyu'	'water'	kwaalaaba'	'to heat fluids'
laaba	'to heat'	cwaaba'	'to consume'
sl	'cold'	dxero piru/dxero	'from now on'
khani ba'i	'dear me!'		

NOTES

Line 2: khalaa axngl' 'It won't come' literally 'It won't obey to come'. One might think of it as 'it resists coming'. It is often used of a stain or dirt which resists cleaning, xyaal axngl', or Til axngl' of a child who won't stay somewhere.

Line 8: tammule syAAmu: 'would probably have been O.K.': khaniba'i 'Dear me!' (lit: 'of where?') is used simply as an exclamation of frustration.

LESSON 61

'Village Work in April-May (Baisakh)'

1. tll'joro' cu' nAA'sari to' kxe' lam? *'These days what work is done in the village.'*
2. tll'joro' sl' kubaa', ma'll kubaa'r, aasare' makha'E txaaba', chaba'n lam. kxi cu' nAA'sar khOl' axkha'l waa u to'? *'These days (they) carry wood, compost, hoe the July corn-they do those sort of things. Have you never been to this village before?'*
3. O, khOl' axkha'n gaa ngyu'idi daai. baabae, garmi tamaE' xwaa'? *'That's right. I've never been here, that's why I'm asking. Goodness! Isn't it hot!'*
4. txiyAAadam beseri khrOdo'n. to' labdi'. txl cha'i bii kxe' axla'du biyAA khaba'd labaa'? xrOsadna lal txujon. *'It is burning hot today. What to do? If you didn't work because the sun was burning who would work? You MUST do your own work.'*
5. chAAna kuji'. agu mxijaga jxOdi', kxe' lab bxanda' xribae sa'e lxe' xriba, mxim ku'chuilen axkhAA'. *'Yes that's so. I employed other people (but) they just begged things rather than working. As for people, one cannot afford (Lit: touch) them.'*
6. ku'nchi, sida'll maardi'le. *'Come. Sit! Lets enjoy the shade.'*
7. xyaam', ngam beseri kxaenggyU. *'I'm going. I'm very late.'*
8. ta'le, xrEgo xyaab' waa? *'Why? Are you going a long way?'*
9. ca' khlximji nAA'sar samma' xyaal' txubae kxe' mu. *'I have to go for work in that village called khlimji.'*
10. e kxaeyaam. xyaasidi' o'? *'Yes, you are late. Then go.'*
11. O, xyaal' txui. *'Yes, I must go.'*

NEW VOCABULARY

cha'ba	<i>'to burn (of sun, or hot object)'</i>	maardi'ba	<i>'to experience, enjoy'</i>
sida'll	<i>'shade'</i>	khrOba	<i>'to burn'</i>
agu	<i>'other' (alt. aargo', aru)</i>	kuji'	<i>'exclamation of agreement'</i>
		baabae	<i>'expression of despair'</i>

NOTES

Line 4: -do'n and -jOn are two emphatic suffixes used on verbs and seem to serve similar functions.

BUILD-UP DRILLS

1. kxi cu' nAA'sar kh0l' axkha'l 'Have you never been to this village
waa u to'?
tll' joro' sl' kubaa', ma'l 'These days they move wood, move
kubaa', asare' makha'E compose, hoe the July corn. That's
txaaba', chaaba'n lam. kxi what they do. Have you never been
cu' nAAqsar axkha'l waa u to this village or what?'
to'?
2. xr0sadna lal txujon. 'Indeed you must do your own work.'
txl cha'i biri' kxe' axla'du 'With the sun burning who would work?
biyAA khaba'd labaa'? Indeed you must do your own work.'
xr0sadna lal txujon.
txiyAAdam beseri khr0do'n. 'Indeed the sun is burning hot.'
to' labdi'. txl cha'i biri' 'What to do? With the sun burning
kxe' axla'du biyAA khaba'd who would work? Indeed you must
labaa'? xr0sadna lal txujon. do your own work.'
3. mxim ku'chuile axkhAA'. 'It is not possible to get people to
work.'
kxe' lab bxanda' xribae sa'e 'Rather than working they just beg
lxe' xriba. mxim ku'chuilen lots of things. It is not possible
axkhAA. to get people to work.'
chAAan kuji'. agu mxijaga 'Yes. That's right. I employed
jx0di' kxe' lab bxanda' other people but they just begged
xribae sa'e lxe' xriba. things rather than work. It is not
mxim ku'chuilen axkhAA. possible to get people to work.'

SUBSTITUTION DRILLS

1. cu' nAA'sari' to' kxe' lam? 'What work do you do in this village?'
tAA lam matters do they discuss.
maE lam medicine is done.
2. tll'joro' sl' kubaa' 'These days they move wood.'
chi kha'Eba cut grass.
sl' tho'ba chop wood.
mo' ku'ba splice rattan.
to'i axla' don't do anything.
3. ta'le? xrEgo xyaab' waa? 'Why? Are you going a long way?'
cEdo' short
kyar over there
cu' jare in this area

LESSON 62

'On Bathing'

- | | |
|---|---|
| 1. khani' xyaamu' kxi? | <i>'Where are you going?'</i> |
| 2. nga jyu khru'bar xyaama'u.
se beseri kebaa', phe'ri
kwElyaa kxri tabaa'. daai
khru'nmu bii tx0khalau. | <i>'I'm going to wash my body. My flesh
is itching a lot, my clothes are
filthy. Therefore saying "I'm going
to wash." I've come. (Lit: emerging
out (of village/house) came).'</i> |
| 3. tel uyAA' to' laldi' tiyAA'
se khru'bar khabaa'? | <i>'What were you doing yesterday and
the day before that you come for
washing the flesh today?'</i> |
| 4. tel uyAA' to'r kh0'ba nga'e
kxe'mi. makha'E txaaba'
plxu' thEbaa'. to'ndori
xr0san lai txuba, chatai
phursat axy0'badi'. | <i>'My work has been beyond reckoning
yesterday and the day before, hoeing
corn, planting seeds. Having to do
everything myself in that way I had
no leisure.'</i> |
| 5. kxen' larisero'm t0phyaa'r
taxyaam' xe'. | <i>'Since you work and work, it becomes
continuous, indeed.'</i> |
| 6. chatabaa', kuji'. phursat
ngxyona ngxyon jyu khru'la
axy0'n biri balla tII' khru'
khaba'di. | <i>'Yes that's how it is indeed. Having
not been able to wash, though I
sought for a leisure moment, I
eventually had to come for washing
today.'</i> |
| 7. ngam phursat y0lai axy0'lai
jyu kxri taseri'm khru'bar
chyu'Di xyaabrE' lamau. | <i>'Whether I have leisure or not when
I'm dirty I always sneak out for a
wash.'</i> |
| 8. 0, dxero' ngai chAAan lai
txude. | <i>'Yes from now on I must do likewise.'</i> |
| 9. chaa axla'bdem phursada'
kh0I' axy0'. | <i>'If you don't do it that way you'll
never FIND leisure.'</i> |

NEW VOCABULARY

jyu	<i>'body'</i>	se	<i>'flesh'</i>
kebaa'	<i>'to itch'</i>	kwE	<i>'clothes'</i>
kxri	<i>'dirt'</i>	tx0ba	<i>'to emerge, come out of'</i>
t0phyaa'r	<i>'unceasing, continuous'</i>	phursat	<i>'leisure, spare time'</i>
chyu'Di xyaaba'	<i>'to run off, elope, escape'</i>	to'r kh0'ba	<i>'multiplied, beyond reckoning'</i>

NOTES

Line 5: lari sero'm The -ri suffix here represents the continuative aspect - used also in lessons 28 and 44.

Line 6: -na ...-n denotes 'protracted action' (discussed in lesson 51).
 jyu khru'la axy0'n biri' *'not being able to wash my body'* can alternately be expressed as jyu khru'la axy0 sero' *'since I was not able to wash my body'*.

Line 7: y0lai axy0'lai, or more frequently y0le axy0'le, manifests a 'whether' construction i.e. *'whether it's available or not..'*.

xyaabrE' lamau The -brE lam represents a habituitive aspect on the verb, best translated by *'always..'*.

LESSON 63

'Planting Rice and Millet (JesTh, May-June)'

1. plxu' thEl' waa? *'Have you planted (Lit: placed) your seeds?'*
2. to'e plxu'? naare'l u
mlxalaa? *'Which seeds? Of millet or of rice?'*
3. naare'laa baa'. mlxalam
tilnaa' to' thEbaa'? *'Of millet. What! Planting rice seeds now?'*
4. thEjo'n baabae. nAA' yu'bae
mxaalar pardibaa chalen ka'bla
ku'blule lathEde. *'I am indeed planting. Goodness me! With the rain coming time upon us, I did the planting anyway, without proper preparation.'*
5. daaigaa kaju'i. nAA'l yu'i
biri' yu'laa axxraba, caei
biri' caelaa axxraba. *'Yes indeed. When the rain does come it doesn't know how to come properly, when it eases, it doesn't know how to ease off properly.'*
6. kxilam thEl' waadi? *'Have you put yours in yet?'*
7. ngala'm uyAA'nan thEse.
dxero'm mxaarsi mlxae byaaDaa
casdil yOdu' biyAA cu' mxAlna
ngxisyu baa'is jare thEl txude. *'I put mine in some time ago. Now if I have a chance to prepare the marsi rice seed bed I must put it in this month round about 20th-22nd.'*
8. ngala'm balla naare'l thEl
khAA'di, mlxa plxula'm to'i
saa'r su'rai axtxenggyU'.
to' mxaarsi jaa? kxilaa? *'As for mine, I have just finally finished planting the millet. As for the rice seed, I've not done any preparations. What sort of marsi is yours?'*
9. kaaThe' mxaarsi baa. kxilaa
di'? *'Mine is kaathe marsi. And yours?'*
10. ngala'm darmaale juwaari
tadO'n. *'Mine is darmaale juwaari.'*
11. 0, 0. *'Oh, yes.'*

NEW VOCABULARY

plxu'	'seed'	naare'	'millet'
nAA'	'rain'	mxaalar	'time'
ka'bla ku'beule	'roughly, poorly, without proper preparation'	byaaDaa	'seed bed'
casdiba'	'to prepare seed bed'	caebaa'	'to ease off- of rain'
saa'r su'rai	'preparations'	thEbaa'	'to plant' (Lit: 'to put down')

NOTES

Line 8: thEl khAA'di 'finished planting' The khAA'di is a modal verb indicating that the action is complete. Compare with such constructions as

thEl y0di 'possible to plant'

thEl txudi 'must plant'

thEl xradi 'know how to plant'

The modal khAA'ba can also be used to indicate ability to do something i.e. thEl khAA'di 'I'm able to plant'. Only the context can distinguish the meaning in focus.

TRANSFORM DRILLS

1. Opportunity to....	Finished....
'If it's possible to plant (them) I'll do it.'	'If I've finished planting them I'll do it.'
thEl y0du'biyAA lam	thEl khAA'dubiyAA lam
khru'l (wash) lxul' (churn butter) ro'l (weave) prl'l (sing)	

2. Finished....	Allowed to....
'I have finally finished putting mine in.'	'I have finally been allowed to put mine in.'
ngala'm balla thEl khAA'di	ngala'm balla thEl bxidi
lal (doing) ro'l (sleeping) tx0l (come out) khru'l (washing)	

3. Knows how to...	Must do...
'If (it) knows how to come down it will come down.'	'If (it) must come down, it will come down.'
yu'l rxayAA yu'm	yu'l txuyAA yu'm
se'l se'm (dance) prl'l prl'm (sing) ro'l ro'm (weave) lxaal lxaam (drive out) khru'l khrum (wash)	

LESSON 64

'Arranging a Work Party'

- | | |
|--|--|
| 1. n0gur Thaaldile'si thuma'E
dxero'm makhA'E txaaba'e txi
txudi'. | <i>'Let us begin a work party friends.
The corn hoeing time has come.'</i> |
| 2. kho'i! Thaaldile bibaa
khaba'i axkha | <i>'Well! Nobody comes if you say
"let's begin".'</i> |
| 3. ngxyo' ngxide', s0'den kadi'
tamu cxagan Thaaldilesi o'. | <i>'Well let us two or three however
many there be begin, O.K.?'</i> |
| 4. 0, Thaaldib gaa'. ngxyola'm
makha'E saaro'n bidi xyaa'i'.
khai laba'? | <i>'Yes indeed. Let's begin. Our corn
has been badly neglected. What to
do?'</i> |
| 5. chatai gaa n0gur yUnAA
Thaaldile' bingnyUdi. | <i>'It's for that reason I said "Let
us begin the work party early.".'</i> |
| 6. chabi'yAA khoy0' Thaaldiledi? | <i>'In that case when shall we begin?'</i> |
| 7. nU'Im jare Thaaldile' o'. | <i>'From about the day after tomorrow
let us begin.'</i> |
| 8. khaba'e baarir Thaaldile'? | <i>'In whose field should we begin?'</i> |
| 9. kxie baarir Thaaldile o',
kanchi? | <i>'Let us begin in your field, last-
born daughter.'</i> |
| 10. 0, 0. chabi'yAA ngi'e paDa
baarir xyaaba'e. | <i>'O.K. In that case let us go to our
(excl.) garden in paDa.'</i> |

NEW VOCABULARY

n0gur *'work party'*nU'Ima *'day after tomorrow!'*bidi xyaaba' Lit: *'to die'*

NOTES

Line 3: ngxide', s0'den is another example of how approximation is expressed. See also Lessons 10 and 40.

Line 7: Note the use of jare in a temporal phrase. In Lesson 28 it was used in a locative phrase, as in Lesson 37 also.

LESSON 65

'Hoeing Corn for the School Garden (May-June JesTh)'

- | | |
|--|---|
| 1. makha'E txaam maa'? | <i>'Hoeing corn?'</i> |
| 2. axngxl', skul xyaam'. | <i>'No, I'm going to school.'</i> |
| 3. tara yori' kodaali' mu? | <i>'But there's a hoe in your hand.'</i> |
| 4. cu'm skula'rbae makha'E
txaaba'. | <i>'As for this, it's to hoe the corn
at school.'</i> |
| 5. maasTarma'Ei u? | <i>'The teacher's?'</i> |
| 6. axngxl' ngi skul paaTi'la. | <i>'No, our school class's.'</i> |
| 7. skul paaTilaa? | <i>'The school class's?'</i> |
| 8. 0, sadan sadan lamu. | <i>'Yes, every class does it.'</i> |
| 9. 0, xo, khoy0' sero lai? | <i>'Oho, since when?'</i> |
| 10. ti'dl sero'. | <i>'For a year.'</i> |

NEW VOCABULARY

skul *'school'*

sadan *'a group of people'*

LESSON 66

'Walling the Paddys'

- | | |
|--|--|
| 1. kxilam bAAnu jxOngngyU' waa,
mrO'ri? | <i>'(They) have put a stone wall for you
in the paddy, have they?'</i> |
| 2. O, jxOngngyU'. | <i>'Yes, (they) have.'</i> |
| 3. saargimaE' u? | <i>'The Sarkis (cobbler caste)?'</i> |
| 4. O, saargima'En baa. | <i>'Yes, it was the Sarkis indeed.'</i> |
| 5. naa'b bandi u, jelar jaa? | <i>'By measurement, or by day wages?'</i> |
| 6. naa'b bandi lalau. | <i>'We arranged it by measurement.'</i> |
| 7. krulaa' to'e dar jaa? | <i>'What was the rate for one cubit
(45 cm)?'</i> |
| 8. mxor ngi'bo ro. | <i>'They said seven mohar (Rs 3/50).'</i> |
| 9. kadi' jAAna mu. | <i>'How many people were there?'</i> |
| 10. Txude' ngi'de mu. | <i>'About six or seven.'</i> |

NEW VOCABULARY

bAAnu	<i>'stone wall'</i>	kru	<i>'one cubit'</i>
naa'b	<i>'measurement'</i>	dar	<i>'rate of wages'</i>
jela	<i>'daily wages'</i>	naa'b bandi	<i>'piece rate contract'</i>

LESSON 67

'Arranging a Work Party'

- | | |
|--|--|
| 1. ngalai makha'E txaabae n0ma'E
pxrede' ku'de mxaebxln' o'. | <i>'Would you seek for eight or nine
people to work for me in hoeing corn
please?'</i> |
| 2. 0, tara khoy0ba'e lxaagiri? | <i>'Yes, but for when?'</i> |
| 3. kya aaitabaar, s0baar jare
baa. | <i>'For round about the coming Sunday
and Monday.'</i> |
| 4. tam sidi'. baru kadi' jAAna
mxaeb jaa? | <i>'O.K. And how many people would you
rather I seek for?'</i> |
| 5. mxi cyu'de mxaesi o'. | <i>'Search for about 10.'</i> |
| 6. 0, mr0' t0 khani'r jaa? | <i>'And where is the remaining paddy
work to be done?'</i> |
| 7. ma bxUne'ri baa. te' yunan
kho'. n0 sa'e kadi' mu
tiljoro'? | <i>'It's down at Bhuneri. Come early.
How much is it for labourers these
days?'</i> |
| 8. mxui s0' rl'maElaa ml. | <i>'Rs 3/- for females.'</i> |
| 9. muyUma'Elaa di'? | <i>'And for men?'</i> |
| 10. mxardamaElam mxui' ngxaa',
mxui' plxi' ro. | <i>'For males Rs 5/- or Rs 4/- they
say.'</i> |
| 11. abui! 0, 0 tam. | <i>'Oh my! O.K.'</i> |

NEW VOCABULARY

tee'	<i>'a little'</i>	yunan	<i>'early'</i>
rl'ma'E	<i>'females'</i>	muyUma'E	<i>'men'</i>
mxarda	<i>'male'</i>	t0	<i>'work remaining to be done'</i>
abui!	<i>'exclamation of surprise'</i>		

LESSON 68

'Arranging Work Parties'

- | | |
|---|--|
| 1. tidlma nga'e n0gura thEl txui. | <i>'This year, I'll have to put in a work party.'</i> |
| 2. ta'le? no axsyui' waa? | <i>'Why? Haven't you pulled out the weeds?'</i> |
| 3. nom n0gur kll biri' syui'm. | <i>'As for the weeds, I'll hire a work party and pull them out.'</i> |
| 4. kxie kxon0 to' lamdiq? | <i>'And what will your work exchange party do?'</i> |
| 5. kxi' kha'Ebadi'. | <i>'They will cut thatch.'</i> |
| 6. tidlmaa dxl' syuiba'e palu' waa? | <i>'This year is the time for roofing the house?'</i> |
| 7. 0, tidlmaa syuil txub yaa. | <i>'Yes, this year we'll have to put on a new roof.'</i> |
| 8. khab saa'lar syuilaa? | <i>'In what year did you last put on a new roof?'</i> |
| 9. naidi'maa syuilaa. | <i>'Year before last.'</i> |
| 10. xe, chabi'yAAM tidlmaa palu' manaa. | <i>'Oh, in that case this year the time has indeed come.'</i> |

NEW VOCABULARY

no	<i>'weeds'</i>	syui'ba	<i>'to uproot'</i>
kxon0	<i>'(small) work party, based on exchange of labour'</i>	syuibaa'	<i>'to roof a house, cover a courtyard with flagging stone'</i>
palu'	<i>'turn'</i>		
n0gura	<i>'(large) work party, working in Srawan for hire'</i>	naidi'ma	<i>'year before last'</i>

NOTES

The verb for *'uprooting'* in Line 3 *syui'm* and for *'roofing'* in line 6 *syuibaa'* are identical except for the pitch/accnt distinction represented by the apostrophe (').

LESSON 69

'Buying a Sheep for DasAI'

- | | |
|---|--|
| 1. dasaE khadi'. khasi' mxaelle chyo'. | <i>'Dasera has come. Let's go and search for a castrated sheep/goat.'</i> |
| 2. chyo'sidi' khani'r xyaale'? | <i>'Let's go. Where shall we go?'</i> |
| 3. ax, kyuPrO' jare xyaale. | <i>'Oh, let's go over to the sheepfold.'</i> |
| 4. kxie kxyu' ngilai pll txui, kyusA'E ciba'. | <i>'O chief shepherd, you must give (one of) your sheep to us.'</i> |
| 5. mubaa'mi mu. tara kxemaed sa'e jxO1' khAA'm xogi' axkhAA' xo? | <i>'There is indeed one. But can you (pl.) pay the price or not?'</i> |
| 6. kho'i khab jaa? tEndi. | <i>'Well, which sheep? Show it to us.'</i> |
| 7. o'-ca' ga. naidi'mAA khasi' lai. beseri cigO' mu. | <i>'That very one. It was castrated last year. It's very old.'</i> |
| 8. kadi'di, cu' khasi'e sa'e? lu' bid. | <i>'How much is the price for this sheep. Come now! speak!'</i> |
| 9. ngxibrase ku'jyu plm biyAA bodu cxaga jxOlaa' axkhAA' bidu biyAA axborid. lu' ngad biba cxagana. | <i>'If you say "I'll give Rs 290/-" then take it. If you say "I can't put down that much" then don't take it. That's my word.'</i> |
| 10. Thi'kkabae sa'e lad. ngidi ngxibra se ngi'jyuse ngxa' plm. tam u, axtaa'? | <i>'Give an average (fair) price. We will give Rs 275/-. Is that O.K. or not.'</i> |
| 11. tam sidi' bod. kxemaE bajan waalaa axkhAA'. bod. | <i>'O.K. then. I can't refuse (Lit: throw out) your word. Take it.'</i> |

NEW VOCABULARY

dasaE	<i>'Nepalese festival of Dasain'</i>	khasi'	<i>'castrated sheep or goat'</i>
kyuPrO'	<i>'sheepfold'</i>	kyusA'E	<i>'shepherd'</i>
ciba	<i>'senior person'</i>	cigO'	<i>'old- of animals'</i>
bajan	<i>'word'</i>	tEba	<i>'to show'</i>
		o'-ca	<i>'that very (pointing)'</i>

LESSON 70

'Threshing the Millet'

- | | |
|--|--|
| 1. to lalaa nAA'ni? | <i>'What are you doing, First-born daughter?'</i> |
| 2. naare' tAAgra' xolau'. | <i>'I'm beating the millet grains and beans.'</i> |
| 3. naare' nxei waa? | <i>'Have you trodden out the millet?'</i> |
| 4. O, nxei. | <i>'Yes, we have trodden (them).'</i> |
| 5. pxalid nxei u? | <i>'Did you tread it by foot?'</i> |
| 6. axngxi, khlyaaad nxelaa'. | <i>'No, the oxen trod it.'</i> |
| 7. kadi' tana? | <i>'How much did it come to?'</i> |
| 8. Txumride tana'mae. kxilaa
nxei' waa? | <i>'It came to about six muri (540 litres). Have you trodden yours out?'</i> |
| 9. ngala'm pxalidna nxei. | <i>'As for mine, we trod it by foot.'</i> |
| 10. xO. | <i>'Oh.'</i> |

NEW VOCABULARY

- | | |
|-----------|--|
| tAAnggra' | <i>'beans'</i> |
| nxeba | <i>'to tread out grains with the feet, to knead with the feet'</i> |
| khlyaa' | <i>'ox'</i> |

LESSON 71

'Threshing the Millet'

- | | |
|--|---|
| 1. cu' naare' plxu' u, to'jaa? | <i>'Is this seed millet¹ or what?'</i> |
| 2. axngxl' baabu, pachode' thulau. | <i>'No, little one. I have harvested a late variety.'</i> |
| 3. s0'l biri' igurle'n xol' waa? | <i>'After drying it you beat it once for all?'</i> |
| 4. 0, cha layAAq igur tab manaa'mae. | <i>'Yes, if you do that it will be once for all.'</i> |
| 5. ngalai chAAn lala swaab tamau. | <i>'As for me, it is good to do thus.'</i> |
| 6. kuji', cyagaa' cyugu'm cha laba'n sxamau. | <i>'Well, for a little bit it's good to do it thus.'</i> |
| 7. khAA'l xwaa' dxero'mi? | <i>'It's finished. Now, isn't it?'</i> |
| 8. 0, dxero'm khAA'l baabu. | <i>'Yes, now it's finished, little one.'</i> |
| 9. ngala'm thAAn thU'n lai. | <i>'As for me, I've got all the harvest in.'</i> |
| 10. xe, thangadi'l khAA'l? | <i>'Oh, is the storing away all finished?'</i> |
| 11. 0, khAA'l. | <i>'Yes, it's finished.'</i> |

NEW VOCABULARY

pachode'	<i>'late (of a variety)'</i>	cyagaa' cyugu'	} <i>'just a little'</i>
igurle'	<i>'finally, conclusively'</i>	cyugu' cyugu'	
s0ba	<i>'to dry, usually in the sun'</i>	khaagae	} <i>'harvest and storage'</i>
thangadiba	<i>'to store away'</i>	thAAn thU'n	
		baabu	<i>'little one'</i>

¹The seed millet when harvested, is stored carefully, not put on the ground, to avoid its going black and deteriorating.

LESSON 72

'Erecting a Ferris Wheel'

- | | |
|--|---|
| 1. o' baajyu | <i>'Oh, Grandfather'</i> |
| 2. xwe' baabu to' bilaa? | <i>'Yes, little one. What is it (Lit: what have you said)?'</i> |
| 3. kxie simaalaa' dxU' ngilai
pln o'. | <i>'Please give us your simaalaaq tree.'</i> |
| 4. ta'le, to' lamu? | <i>'Why, what are you doing?'</i> |
| 5. ku'di txo lab bisyaabaa'. | <i>'Saying "(We) will make an upright for a swing"...'</i> |
| 6. ax, ku'di axthaa'd, baabuma'E. | <i>'Oh, don't build a swing, young people.'</i> |
| 7. to' tamu, baajyu? | <i>'What will happen, Grandfather?'</i> |
| 8. cu' baali uirari'm ku'di
thaadu' biyAA xalla' tam.
chatazero' tusyu' yu'm.
thaaba' axtaa'. | <i>'If you put it up at harvest time there will be strife. That being the case hail will come. It is not right to put it up.'</i> |
| 9. cu' dasaE sOga'E mattre'
mxaei biri' phuwaam, axta'waa? | <i>'Is it not right to play over these three days of Dasain? And then dismantle it.'</i> |
| 10. O, kxemaEd chalam biyAA thaad. | <i>'O.K., if you will do that, build it.'</i> |
| 11. O, O, chAAAn lam. | <i>'Yes, O.K., we will do that.'</i> |

NEW VOCABULARY

dxU'	<i>'tree'</i>	badi uira	<i>'when fields are deep yellow, about 12 days before reaping'</i>
ku'di	<i>'swing, ferris wheel'</i>	xalla'	<i>'strife, confusion'</i>
txo	<i>'main upright'</i>	tusyu'	<i>'hail'</i>
thaabaa'	<i>'to construct, as of nest or, in this case, play equipment'</i>	phuwaaba	<i>'to collapse, dismantle'</i>
simaalaa'	<i>'silk-cotton-tree'</i>		

LESSON 73

'Meal Preparation for Rice Harvesters'

- | | |
|---------------------------------|--|
| 1. kodaar to'e sa'e cxulaa? | <i>'What things are you getting ready in the fireplace?'</i> |
| 2. se xriba xElaau. | <i>'I'm boiling meat and bones.'</i> |
| 3. se xribane to' k0ngngyU'? | <i>'What did you mix with the meat and bones?'</i> |
| 4. boDi k0ngngyU'. | <i>'I mixed beans with it.'</i> |
| 5. lxe xenadi. | <i>'You have boiled a lot.'</i> |
| 6. kxe' labma'Ee Txaa laba yaa. | <i>'It is to make rice accompaniment for the workers.'</i> |
| 7. to' langngyU'? | <i>'What are they doing?'</i> |
| 8. mlxa kha'EbmaE mu. | <i>'They are the rice reapers.'</i> |
| 9. tiyAA' mlxa kha'Engngyu waa? | <i>'Are you reaping rice today?'</i> |
| 10. 0, cxaude kha'Elo. | <i>'Yes, we have cut a little.'</i> |

NEW VOCABULARY

kodaar *'fireplace'*
 cxuba *'prepare'*
 k0ba *'to mix'*

boDi *'beans'*
 xebaa *'to cook by a long process of boiling'*

LESSON 74

'Bringing Wood from the Bush'

- | | |
|---|--|
| 1. oxo, khani' bobae sl' jaa,
ca' ganggyur jx0' bxwiba'? | <i>'Oh, where are they taking that wood, that (wood) being brought down and put in the gorge?'</i> |
| 2. ca' pukhru'r bobae sl' ro. | <i>'That is wood being taken to Pokhara he said.'</i> |
| 3. khani'r to'i biri' bxwie'? | <i>'Where might they have cut and brought it from?'</i> |
| 4. ta mxrls thEmaEe' banaUle'
tho' bxwiba' ro. | <i>'From the jungle belonging to those people up there at Mrisa he said.'</i> |
| 5. khaba'd bxwib jaa'? | <i>'And who is bringing it down?'</i> |
| 6. cu' pukhru'thE Theikdaarad
bxwib' gaa. | <i>'A contractor from Pokhara is bringing it down.'</i> |
| 7. uyAA'na mxrls thE
The'kdaaradna' bxwilaa', tara
ca'laa bol khAA'l. daai cu'd
bxwii. | <i>'A while back a man of Mrisa had a contract for bringing some down, but he has finished taking it. Now this one is bringing (wood) down.'</i> |
| 8. 0, cu' mxUDa ngxyOd' kibaa'
y0m u, axy0'? | <i>'Yes. Is it possible for us (incl) to buy this log or not?'</i> |
| 9. lxe' axy0' tara plxide'
ngxade' mattre' y0m. | <i>'A lot wouldn't be available, only 4 or 5 would be available.'</i> |
| 10. gxrilaa' kadi' bimu, ca'e
sa'e? | <i>'How much do they say one is, its price?'</i> |
| 11. dxUbbre' muyAA' gxrilla'
ekaa'is ru'byAA ro. | <i>'If it is thick, it will cost Rs 21/-, they say.'</i> |
| 12. 0, 0, tai. | <i>'Yes. O.K.'</i> |

NEW VOCABULARY

ganggyu	<i>'gorge'</i>	thEmaE	<i>'residents of a village'</i>
The'kdaara	<i>'contractor'</i>	mxUDa	<i>'log'</i>
dxUbbre'	<i>'thick'</i>		

LESSON 75

'Discussion in Witch Accusation'

1. cu'r ta'le jaa mxi khuba? *'Why are all these people gathered together here?'*
2. kajuri' lab ro'. *'To have a discussion they say.'*
3. to'e lxaagiri? *'What for?'*
4. uyAA' mxi na'l ro. daai *'A while ago a man was sick it is said. Then they did the pu tiba* ceremony. Then they (the sick people) brought the appeasement offering to these people's gate they said (here).'*
 pu tiba'e txE lal ro. daai
 khemaEe' tagaarar txE
 silidilAA' ro.
5. ca'r txE silidiba' to' tai' *'And what does it matter, do they say ro'di? that they brought the offering there?'*
6. phe'ri sangkhat khemaElai bii *'These people are thinking that (the do' ngxAAasyaadi. sick people) suspect them.'*
7. 0, tiljoro' bae samaE' *'Yes, that's the way it is these days. chaabmu. ca'maEdi' txE cu'r They came bringing the appeasement silidi' khaba'. chatai khemaE offering here. So, they're having a laai bausa pumsyo bilaa axy0' discussion saying people should not bii kajuri' labaa'xwaa'? call them witches, are they?'*
8. 0, chatasyadi'. *'Yes. That's how it is.'*
9. chabi'yAA tAAe' cha'l pha'l *'And what has eventuated as a result khai taidi? of the discussion?'*
10. tu'si, ngam yunan chy'uDi *'I don't know, I came down early. yu'di. khai khai tai, ngalai What's happened? I don't know.' thaa axrxe'.*

NEW VOCABULARY

kajuri'	<i>'meeting, discussion'</i>	txe	<i>'rite, offering'</i>
tagaara	<i>'gate post'</i>	silidiba	<i>'to discard offering at a certain place at end of rite'</i>
sangkhat	<i>'suspicion'</i>	pumsyo	<i>'female witch'</i>
bausa	<i>'male witch'</i>	pu	<i>'earthen container'</i>
cha'l pha'l	<i>'discussion'</i>		
tiba	<i>'to smash' (see note below)</i>		

NOTE

* A rite to dispel the curse of the witch by which food stuffs including grains, chicken meat, rice are gathered together and put into an earthenware container (pu) and left outside. A short distance away the pujyu hides and when he sees an animal coming to eat the offering he sneaks up and breaks (tiba) the container and kills the animal, since it is considered that the witch has come to eat the grains in the form of the animal.

LESSON 76

'The Post-Funeral Ceremony'

1. ca' lammaEe' khibae pae khoy0
mue'? *'When will the old lama's post funeral ceremony probably be?'*
2. cu' mxAlna ngxisyu gate
subaaraa *'They say it will be on Friday the 20th of this (Nepali) month.'*
3. kya kwi nAA'sarbae di? *'And what about the one at that kwi village?'*
4. ca'rai ngxisyurna bil theelaa. *'That also is on the 20th I heard it said.'*
5. oxo chabi'yAAm ngxyom'
khanirde' ngxyobdi. cu'rde
ngxyob u kyar ngxyoba. *'Oh. In that case where shall we do the looking. Shall we watch here or at that one?'*
6. kyari' cu'ri doxoran ngxyob
gaasi. *'Let us watch both there and here.'*
7. 0, phe'ri ticyaarnaai xrl
txEdu biyAA? *'Yes, but if the nail putting ceremony is at the same time?'*
8. ticyaarna' txEdu biyAA to'rE
lamudi. khanirbaa' syaa'mu
ca'rban ngxyobaadi. *'If they are at the same time then wherever we are let us watch there.'*
9. ngam pujyuma'Ella ngxyonemu.
pujyuma'Ela beseri txirmu. *'I'm going to watch a post funeral ceremony of a pujyu (shaman). The priest's (ceremonies) are very pleasant.'*
10. ngaina pujyu ma'Ella
ngxyonem. *'I also am going to watch the shaman's (ceremony).'*

NEW VOCABULARY

lamma	<i>'Buddhist priest'</i>	khibaa'	<i>'old man'</i>
pae	<i>'post funeral ceremony'</i>	subaaraa'	<i>'Friday'</i>
doxor	<i>'both'</i>	ticyaarnaai'	<i>'simultaneously, at the same time'</i>
xrl txEba	<i>'name of important ceremony during post-funeral ceremony'</i>	to'rE	<i>'never mind'</i>
		txirba	<i>'to be pleasant'</i>
pujyu'	<i>'indigenous shaman'</i>		

LESSON 77

'The Post-Funeral Ceremony'

- | | |
|--|---|
| 1. pae li'i waa? | <i>'Has the post-funeral ceremony finished?'</i> |
| 2. axlingngyU'. balla togo' bxakha'r se'graa li'i. | <i>'No. Now at last the chanting has just finished.'</i> |
| 3. chabi'yAA kxokyu thukyu' khai lai? | <i>'If that's the case, what have they done to the sacrificial sheep and its friend?'</i> |
| 4. to'i axlangngyU. | <i>'They haven't done anything.'</i> |
| 5. dxero lae'n xwaa'? | <i>'They probably will now, won't they?'</i> |
| 6. o, dxero cyulu' ko'bar khongngyU. | <i>'Yes, they have begun to feed them delicacies.'</i> |
| 7. ca' cyulu' ta'le ko'b jaa? | <i>'Why do they feed them delicacies?'</i> |
| 8. chale kxyu'lai ko'du biyAA siba'e mxid yOm ro. | <i>'It is said that if you feed it to the sheep the dead man gets it.'</i> |
| 9. khabdi' chabi'm? | <i>'Who says thus?'</i> |
| 10. pujyuma'Edi. | <i>'The shamans.'</i> |

NEW VOCABULARY

li'ba	<i>'to finish - of a ceremony'</i>	kxo	<i>'sacrificial offering'</i>
se'graa	<i>'chanting of pujyus at death or post funeral ceremony'</i>	cyulu'	<i>'delicacies'</i>
		ko'ba	<i>'to feed solids to someone'</i>
		kxyu', kyu	<i>'sheep'</i>

LESSON 78

'The Post-Funeral Ceremony'

- | | |
|---|---|
| 1. pae cxui' waa? | <i>'Have they prepared the post-funeral ceremony?'</i> |
| 2. cxui'. | <i>'Yes.'</i> |
| 3. to' lxor cxui'? | <i>'In what year of the cycle did they prepare it?'</i> |
| 4. pho lxor cxui'. | <i>'In the year of the deer.'</i> |
| 5. kxanthE khlxyebri jaa? | <i>'Of what village is the khlxyebri (one caste of Gurung shamans)?'</i> |
| 6. tOmne' thEmaE bimdi. | <i>'They say he is from Tomne.'</i> |
| 7. pajyu'maE' di? | <i>'And the pajyu (another caste of Gurung shamans)?'</i> |
| 8. pajyuma'Em cu'rban yaa. | <i>'The pajyu is local man (Lit: of here indeed).'</i> |
| 9. paa' phUm la'maa ngAAr yu'l bildi? | <i>'Did they say whether the wine and eggs (gift) come down to the lama's (Buddhist priest) place?'</i> |
| 10. yu'laa, tara sE'waa ro. | <i>'They had come down, but he returned it, they say.'</i> |
| 11. ma'gi saeba'e khlxyor pae axla' ro waa? | <i>'Don't they say they will do the post-funeral ceremony at the buffalo killing place.'</i> |
| 12. chAAan bii ngxemaE'n. | <i>'That's what they said, probably.'</i> |

NEW VOCABULARY

- khlxyo 'place'
 saeba 'to kill'
 sEba 'to return something'

NOTES

Line 5: kxanthE is a combination of khani'r 'where' plus thE 'native of'. The compound form means 'native of what village?'

LESSON 79

'Taking the Sick Child to Pokhara'

- | | |
|--|---|
| 1. khani' xyaamu'? | <i>'Where are you going?'</i> |
| 2. pukhru'ri. | <i>'To Pokhara.'</i> |
| 3. to' kiba'r xyaamu'? | <i>'What are you going to get/buy?'</i> |
| 4. to'i axkl'. cu' kolo' na'ba
daai maE laba'r bom. | <i>'(I am) not buying any thing. This child is sick so I'm taking him for medical attention.'</i> |
| 5. aspata'llar u, phaalDu'
khlxyori? | <i>'To the hospital, or to some other (Lit: spare) place?'</i> |
| 6. tu'si, khanir bob tam?
khani' boyAA Thi'k talase'? | <i>'I don't know, where is it right to take him? Where if I take him, will it probably be O.K.? Where should I take him for it to be O.K.?'</i> |
| 7. aspata'llar bol txumaE'n,
ta'le biyAA ca'ri chenle
susaar y0m, to' bethaa mule
thaa y0m. | <i>'You should probably take him to the hospital, because there you get good care, (and) whatever disease it is they know about it.'</i> |
| 8. lu', nga xyaam o'? | <i>'Well, I'll be going, O.K.?'</i> |
| 9. 0, thu axxre' waa? | <i>'Yes. Don't you have a companion?'</i> |
| 10. axxre', nga axngxl. | <i>'No, I'm not frightened.'</i> |

NEW VOCABULARY

aspata'l	<i>'hospital'</i>	phaalDu'	<i>'spare, other'</i>
susaar	<i>'care'</i>	Thi'k	<i>'O.K.'</i>
ngxlba	<i>'to fear'</i>	bethaa	<i>'illness'</i>

ADDITIONAL VOCABULARY

Digri labaa' *'to examine with stethoscope (and thermometer)'*

NOTES

Line 7: to'.....-le This morpheme is best translated *'whatever'*.

BUILD-UP DRILLS

- | | |
|---|---|
| 1. to'i axkl'. | <i>'I'm not buying anything.'</i> |
| to'i axkl'. cu' kolo' na'ba. | <i>'I'm not buying anything. This child is sick.'</i> |
| to'i axkl'. cu' kolo' na'ba
daai maE laba'r bom. | <i>'I'm not buying anything. This child is sick and I'm taking him for medicine.'</i> |

2. tu'si. khanl'r bob tam? *'I don't know. Where is it O.K. to take him?'*
 tu'si. khani'r bob tam? *'I don't know. Where is it O.K. to take him? Where, if I take him will it probably be O.K.?''*
 khani'r boyAA Thi'k talase'?
3. aspata'lar bol txumaEn. *'You should probably take (him) to the hospital.'*
 aspata'lar bol txumaEn, ta'le *'You should probably take (him) to the hospital because there good care is available.'*
 biyAA ca'ri chenle susaar y0m.
 aspata'lar bol txumaEn, ta'le *'You should probably take (him) to the hospital because there good care is available. Whatever sickness you have (they) know about it.'*
 biyAA ca'ri chenle susaar y0m. to' bethaa mule thaa y0m.

SUBSTITUTION DRILLS

1. to'i axkl'. *'Im not buying anything.'*
 axla' *doing*
 axUl' *showing*
 axngxyo *looking at*
 axthU' *drinking*
2. khani'r bob tam? *'Where would it be O.K. to take him?'*
 talase' *probably be O.K.*
 tae *possibly*
3. to' betha mule thaa y0m. *'Whatever sickness you have they know about it.'*
 maE *medicine is available.*
 susaar *care.*
 Digri lab *examination with a stethoscope.*

LESSON 80

'About a Dead Child'

- | | |
|---|--|
| 1. ca' kolo' sixtyaai' waa? | <i>'Has that child died?'</i> |
| 2. O. sixtyaai' ochE. | <i>'Yes it died. tch! teh!'</i> |
| 3. to' na'rila? | <i>'What was the illness?'</i> |
| 4. to' na'ba, to' na'badi,
khOyO' to'n na'ba, khOyO' to'n
na'ba. chalen xrugudirildo'
sixyaai'. | <i>'What illness! What illness! Some-
times it hurt with some sickness.
Sometimes it hurt with another sick-
ness. In that way it became weak and
died.'</i> |
| 5. waab bxyObaa' to'i lalaa,
axla'laa? | <i>'Did they throw things out or not
(offerings to appease evil spirits
or witch)?'</i> |
| 6. to'ndori ladO'n chale. tara
axsxa', to'i maa'ne axcxu. | <i>'They did everything like that but
it still wasn't healed. No purpose
was achieved by them.'</i> |
| 7. pukhru'r boiu, axbo? | <i>'Did they take it to Pokhara, or
not?'</i> |
| 8. pukhru'ram bobaami bolaa,
tara ca' mimmae aspataa'lar
axbo ro. prakaash ngAAr
mattre' boi ro. | <i>'Yes they did indeed take it to
Pokhara but not to the memsaheb's
hospital, they say. Just to the
place of Prakaash (a chemist in
Pokhara) they say.'</i> |
| 9. cya'. mi'mmaE aspataa'lar boi
biri' DaakTorne txoibiri'
chenle ngyu'idu biyAA' to' lal
txum to' lal txum chenle
sa'lla plma'laa. | <i>'Goodness! If they had taken it to
the hospital and met the doctor and
asked what should they do and give,
the Dr. would have given good
consultation.'</i> |
| 10. plma'ldi, kho'i, ca'r axxyaa'.
to'labaa. | <i>'Yes it would have been given. But
(they) didn't go there. What to do!'</i> |

NEW VOCABULARY

ochE	'exclamation of sympathy'	xrugudiba	'to become chronically ill'
maa'ne	'purpose, meaning'	siba'	'to die'
khOyO...khOyO	'sometimes'	waaba'	'to throw out'
bxyObaa'	'to throw out'	to'ndori	'all, everything'
mi'mmaE	'memsahebs'	DaakTor	'doctor'
txoba	'to meet'	sa'lla	'consultation'

NOTES

Line 1: Note the use of *xyaaba'* here in the verbal compound *sixyaaba'* giving emphasis in an intransitive verb. In a similar way *waabaa'* (Lit: 'to throw out') is used with transitive verbs.

Line 4: *kh0y0'* to'n ... , *kh0y0'* to'n ... 'Sometimes this ...', 'Sometimes that ...'. *kh0y0'* normally means 'when', but repeated thus, or as *kh0y0'* *kh0y0'*, it means 'sometimes'.

BUILD-UP DRILLS

1. to' na'ba? to' na'badi? *'What was the sickness? What was the sickness?'*
to' na'ba to' na'badi? kh0y0' *'What was the sickness? What was the sickness?'*
to'n na'ba. kh0y0' to'n *'Some times it was some sickness, sometimes it was another sickness, sometimes it was another sickness.'*
to' na'ba to' na'badi? kh0y0' *'What was the sickness? What was the sickness?'*
to'n na'ba. kh0y0' to'n *'Sometimes it was some sickness. Sometimes it was another sickness. Sometimes it was another sickness. In that way he become chronically ill and died.'*
na'ba. chalen xrugudirildo' *'In that way he become chronically ill and died.'*
sixyaai'.
2. to'ndori lad0'n chale. *'They did everything like that. They did everything like that but (he) wasn't healed.'*
to'ndori lad0'n chale tara *'They did everything like that but (he) wasn't healed.'*
axsxa'. *'(he) wasn't healed. No purpose was achieved by them.'*
to'ndori lad0'n chale tara *'They did indeed take him to Pokhara.'*
axsxa'. to'i maa'ne axcxu. *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital.'*
3. pukhru'ram bobaami bolaa. *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital.'*
pukhru'ram bobaami bolaa. *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
tara ca' mimmae aspataa'lar *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
axbo ro. *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
pukhru'ram bobaami bolaa. *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
tara ca' mimmae aspataa'lar *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
axbo ro. prakaash ngAAr *'They did indeed take him to Pokhara, but they say they didn't take him to the memsaheb's hospital. They say they took him the place of Prekaash.'*
mattre' boi ro.
4. chenle sa'lla plma'laa. *'(They) would have given good advise.'*
chenle ngyui'du biyAA to' lal *'If (they) had asked carefully what should be done? What should we do? (they) would have given good advice.'*
txum? to' lal txum? chenle *'If (they) had asked carefully what should be done? What should we do? (they) would have given good advice.'*
sa'lla plma'laa.

SUBSTITUTION DRILLS

1. pukhru'ram bobaami bolaa. *'They did indeed take (them) to Pokhara.'*
- | | |
|---------------------|---------------|
| prxaba'mi prxalaa' | walk to |
| labaa'mi lala | do it in |
| ngyu'ibami ngyui'la | ask in |
| sxaba'mi sxalaa' | get healed in |
2. aspataa'lar boi biri' DaakTor *'Having taken him to the hospital they would have met with the doctor.'*
ne txomala.
- pukhru' xyaa'i biri' maE y0ma'la *'Having gone to Pokhara they would have got medicine.'*
- goraama'ene xyaa'i biri' susaar *'Having gone to the foreigners they would have had good care.'*
y0ma'la
- maE cai biri' sxama'la *'Having eaten medicine they would have been healed.'*

MEDICAL LESSONS 81-93

LESSON 81

'Giving Medicine in Tusya'

- | | |
|--|--|
| 1. o' kanchi! | <i>'Hey, Youngest-sister!'</i> |
| 2. xaju'r. | <i>'Yes.'</i> |
| 3. khani' xyaamu'? | <i>'Where are you going?'</i> |
| 4. maE laba'ri. tu'si, ml ngo
axsxe'. | <i>'To give medicine. (Lit: to do
medicine) Dear me, I don't know
(their) name.'</i> |
| 5. Tusyaa' waa? | <i>'Do (they) live in TUSYAA?'</i> |
| 6. O. Tusyaa'ri. | <i>'Yes. In TUSYA.'</i> |
| 7. jar khaba' u, to' na'ba? | <i>'Does fever come, or what hurts?'</i> |
| 8. axngxl', maasi' taba'ro. | <i>'No. Diarrhoea, they say.'</i> |
| 9. e, 0, 0. | <i>'Oh, yes, I see.'</i> |

NEW VOCABULARY

maE	<i>'medicine'</i>	tu'si	<i>'I don't know'</i>
ml	<i>'name'</i>	ngo	<i>'knowledge'</i>
-seba'	<i>'to know'</i>	jar	<i>'fever'</i>
na'ba	<i>'sickness, hurting'</i>	maasi'	<i>'diarrhoea (with mucus)'</i>

NOTES

Line 4: tu'si is used frequently to introduce a topic which might be slightly embarrassing. In this case the foreigner is embarrassed that he has forgotten the name of his patient. In other usage tu'si, ngo axsxe', thaa axsxe', thaa axxre' are used almost interchangeably to mean, *'I don't know.'*

Line 8: *'to happen, to become'* is another sense of the verb tabaa' *'diarrhoea has happened'*.

BUILD-UP DRILLS

1. tu'si, ml ngo axsxe'. 'Well...er... I don't know (their) names.'
- maE laba'ri. tu'si, ml ngo axsxe'. 'I'm going to give medicine. Well... er... I don't know (their) names.'
2. maasi' tab ro. 'They said it is diarrhoea.'
- axngxl'. maasi' tab ro'. 'No. They said it is diarrhoea.'

SUBSTITUTION DRILLS

axngxl'. maasi' tab ro. 'No. They say they have mucus in the stools.'

jar khab' a fever has come.

yo na'b the hand hurts.

LESSON 82

'The Cut Leg'

- | | |
|----------------------------------|--|
| 1. khani' xyaa'i' yu'laa kanchi? | <i>'Where are you coming back down from, youngest daughter?'</i> |
| 2. kammEe dxlri'. | <i>'The blacksmith's house.'</i> |
| 3. maE laba'r xyaa'l' waa'? | <i>'You went to do medicine, did you?'</i> |
| 4. O, maE laba'r xyaa'laa'. | <i>'Yes, I went to give medicine.'</i> |
| 5. axsxangngyU' waa? | <i>'She's not healed?'</i> |
| 6. chenle axsxangngyU'. | <i>'Not completely healed.'</i> |
| 7. khani'r dana tho'na? | <i>'In what place is it cut?'</i> |
| 8. pxali DAADari. | <i>'In the shin.'</i> |
| 9. saarle'n tho'na do'? | <i>'It's badly cut then, is it?'</i> |
| 10. O, beseri saarle' tho'na. | <i>'Yes, very severely cut.'</i> |

NEW VOCABULARY

sxaba' 'to heal'
 pxali 'leg'
 do' 'emphatic'

dana 'direction, place'
 DAADa 'shin, stem, hill!'
 saaro 'serious, extreme'

BUILD-UP DRILLS

- | | |
|------------------------------|---|
| 1. khani' xyaa'i' kanchi? | <i>'Where did you go last-born daughter?'</i> |
| khani' xyaa'i' yu'la kanchi? | <i>'Where are you coming back down from?'</i> |
| 2. saarle' tho'na. | <i>'I see it is badly cut.'</i> |
| 0. beseri saarle' tho'na. | <i>'Yes I see it is very badly cut.'</i> |

SUBSTITUTION DRILLS

- | | |
|-------------------------|--------------------------------------|
| 1. chenle axsxangngyU'. | <i>'It is not healed completely'</i> |
| axpxrangngyU. | <i>'(He) doesn't walk well.'</i> |
| axmxaengngyU. | <i>'haven't sought thoroughly.'</i> |
| axxyongngyU. | <i>'hasn't boiled well.'</i> |
| axthE'ngngyU. | <i>'hasn't put it in properly.'</i> |
| axmro'ngngyU. | <i>'hasn't lit well.'</i> |

2. maE laba'r xyaal' waa'? *'You went to do medicine did you?'*
- tAA ngyuiba'r *to ask about a matter.*
 surjelai xuiba'r *to call Surje.*
 TonDaa' thuba'r *to pick TonDaaq.*
 cuduru' caba'r *to eat cuduru berries?*
 palAA' caba'r *palaan*
 timmru' caba'r *timru*
 thu mxaebar *to seek a friend.*
 tamU kxyui' luba'r *to learn the Gurung
 language.*

LESSON 83

'Medicine For Fever'

- | | |
|--|--|
| 1. ngalai maE pindi. | <i>'Please give me medicine.'</i> |
| 2. to' maE? kra na'ba u? | <i>'What sort of medicine? For headaches or (what)?'</i> |
| 3. axngxl', jar khaba. | <i>'No, for fever.'</i> |
| 4. mu. kadi' caidim? | <i>'We have them. How many are needed?'</i> |
| 5. ngalai thaa axxre', kadi' kadi' caidim? | <i>'I don't know. How many are needed?'</i> |
| 6. khoy0' sero' na'i? | <i>'Since when has it been hurting?'</i> |
| 7. tiyAA' s0ga'E tai'. | <i>'To-day three days have elapsed.'</i> |
| 8. cha bi'yAA mxui' gxril' caidim. | <i>'In that case a rupee's worth is needed.'</i> |
| 9. pln sidi'. | <i>'Please give them then.'</i> |
| 10. 0, 0, nAA' kln. | <i>'Here, take them.'</i> |
| 11. tam. | <i>'O.K.'</i> |

NEW VOCABULARY

kra *'head, hair'*sero' *'from, since'*

ADDITIONAL VOCABULARY

-la *'num. classifier on months'*

NOTES

Line 5: kadi' caidim is used in this utterance as a rhetorical question meaning *'I don't know how many are needed'*.

BUILD-UP DRILLS

- | | |
|-----------------------------------|---|
| 1. kadi' caidim? | <i>'How much needed?'</i> |
| ngalai thaa axxre'. kadi' caidim? | <i>'I don't know much is needed?'</i> |
| 2. mxui' gxril' caidim. | <i>'A rupee's worth is needed.'</i> |
| cha bi'yAA mxui' gxril' caidim. | <i>'In that case, one rupee's worth is needed.'</i> |

SUBSTITUTION DRILLS

1. tiyAA' s0ga'E tai.

'Today it is 3 days.'

TxugaE

6 days.

kuga'E

9 days.

sadri'

1 week.

sad ngxl'

2 weeks.

mxalna ti'la

1 months.

mxalna s0'la

*3 months.*2. cha bi'yAA mxui' gxril'(a)
caidim.*'In that case 1 rupee's worth is
needed.'*

mxor s0'bol(a)

3 mohor's

mxor ku'bol(a)

9 mohor's

mxui' ngi'l(a)

7 rupee's

LESSON 84

'The Diarrhoea Patient'

- | | |
|---|--|
| 1. baabae. ngam cherdi'i biri'
saar tai. | <i>'Goodness me! Having had diarrhoea,
it has now become serious.'</i> |
| 2. maE axla'l waa? | <i>'Have you not taken (Lit: done)
medicine?'</i> |
| 3. khabdi' bobxibdi' pukhru'? | <i>'Who would take me to Pokhara?'</i> |
| 4. pukhru' xyaalaa' axtxu. | <i>'You don't have to go to Pokhara.'</i> |
| 5. cu'ram khani' y0mdi'? | <i>'And where would it be available
here?'</i> |
| 6. goraama'Enen y0mdi. | <i>'With the Westerners it is available.'</i> |
| 7. x0, chabi'yAA ca'rna xyaal'
txui. | <i>'Really, in that I should go there.'</i> |
| 8. ca'rna xyaad'. | <i>'Go there.'</i> |
| 9. paisaa' kadi' caidib mue? | <i>'And how much money might be needed?'</i> |
| 10. lxe' axca'idi. | <i>'Not a lot is needed.'</i> |

NEW VOCABULARY

- | | | | |
|---------|-------------------------|-----------|----------------------------------|
| baabae | 'exclamation' | cherdiba' | 'to have loose bowel
motions' |
| -bxiba' | 'benefactive auxiliary' | | |

NOTES

Line 3: bobxibdi: Compounded with another verb stem gives a benefactive sense. Hence the gloss *'who would take me to Pokhara?'*

Line 6: goraamaEnen The -nen suffix is an accompaniment particle which is best translated *'with'*.

Line 9: mue The -e suffix on mu indicates a questioning, uncertainty aspect hence the translation *'how much money might be needed?'*

BUILD-UP DRILLS

- | | |
|---|---|
| 1. baabae ngam saar tai'. | <i>'Oh dear! I'm seriously ill.'</i> |
| baabae! ngam cherdi'i biri'
saar tai'. | <i>'Oh dear! Since having diarrhoea I
have become seriously ill.'</i> |
| 2. ca'rna xyaal' txui. | <i>'I should go there.'</i> |
| x0? chabi'yAA ca'rna xyaal'
txui. | <i>'Really? In that case I should go
there.'</i> |
| 3. kadi' caidib mue? | <i>'How much might be needed?'</i> |
| paisaa' kadi' caidib mue'? | <i>'How much money might be needed?'</i> |

SUBSTITUTION DRILLS

1. ngam cherdi'i biri' saar tai'. *'Having had diarrhoea I have become seriously ill.'*

jar khai' biri'	<i>a fever</i>
kra na'i biri'	<i>a headache</i>
pxali tho'waai biri'	<i>cut my foot</i>
maasi' tai' biri'	<i>mucus in stools</i>

2. goraama'E nen y0mdi'. *'With the Westerners.'*

bxaare'maE nen	<i>carriers.</i>
bidhyaarathi'maE nen	<i>students</i>
ubxapradxaan nen	<i>deputy mayor</i>
cu' khaagu ba'e mxi nen	<i>the people round here</i>
kammE' nen	<i>blacksmiths</i>
txulmaE	<i>tailors</i>

3. paisaa' kadi' caidib mue'? *'How much money might be needed?'*

khani'r xyaab' mue'?	<i>'Where might (they) be going?'</i>
to' cab mue'?	<i>'What might they be eating?'</i>
khablai mxaeb mue'?	<i>'Who might they be seeking?'</i>
kadi' xrEgo mu'e'?	<i>'How far might it be?'</i>

4. khabdi' bobxlbdi'? *'Who would take me?'*

labxlbdi'?	<i>do it for me?</i>
ngyu'i bxlbdid'?	<i>ask for me?</i>
xyo bxlbdid'?	<i>cook (it) for me?</i>
khe' bxlbdid'?	<i>read (it) for me?</i>

LESSON 85

'Intestinal Worm Medicine'

- | | |
|---|--|
| 1. pxebee' maE mu u, axxre'? | <i>'Do you have worm medicine or not.'</i> |
| 2. mu. khaba'e lxaagiri caidii? | <i>'We have. Who is it needed for?'</i> |
| 3. tu'si, kadi' caidim. ngalai
to'i thaa axxre'. | <i>'I don't know. How much is needed.
I don't know.'</i> |
| 4. chabi'yAA baaroDa caidim. | <i>'In that case you need 12.'</i> |
| 5. baaroDa muyAA' sxam maa'? | <i>'If you have 12 that will heal.
Will it?'</i> |
| 6. axxadu' biyAA aargo' cal
txum. | <i>'If you are not healed you will have
to eat more (medicine).'</i> |
| 7. baaroDa lxaagir paisaa' kadi'
caidim? | <i>'For 12, how much money is needed?'</i> |
| 8. lxe' axlxaudi, mxori' mattre'
gaa. | <i>'You don't need a lot. It is just
1 mohor.'</i> |
| 9. chabi'yAA mxui' gxril pln o'. | <i>'In that case please give me one
rupee's worth.'</i> |
| 10. 0, paile' mxori'l cadu,
axxadu' biyAA phe'ri calen
tam. | <i>'O.K. First eat a mohor's worth.
Then if you are not healed then it
is O.K. to eat it again.'</i> |

NEW VOCABULARY

pxebe *'intestinal worm'* phe'ri *'other, more, again'*

NOTES

Line : Note the -e' participial suffix on pxebe.

Line 10: -en suffix caba indicates manner of performing action.

Line 3: Note the use of tu'si in this line as a topic introducer to bring up a topic which could be slightly embarrassing.

BUILD-UP DRILLS

- | | |
|---|--|
| 1. tu'si, kadi' caidim? | <i>'I don't know. How much is needed?'</i> |
| tu'si, kadi' caidim. ngalai
to'i thaa axxre'. | <i>'I don't know! How much is needed.
I don't know anything.'</i> |
| 2. aargo' cal txum. | <i>'You will have to eat more (medicine).'</i> |
| tu'si axxadu' biyAA aargo'
cal txum. | <i>'Well if you are not healed you will
have to eat more.'</i> |
| 3. axxadu' biyAA phe'ri calen
tam. | <i>'If you are not healed it is O.K. to
eat it again.'</i> |
| 0 paile' mxori'l cadu',
axxadu' biyAA phe'ri calen
tam. | <i>'Yes. First eat a mohor's worth
(then) if you are not healed it is
O.K. to eat it again.'</i> |

SUBSTITUTION DRILLS

1. axxadu' biyAA aargo' calen tam. *'If you are not healed it will be O.K. to eat other (medicine).'*
- axt0'du *If you don't like it...*
- axtXe'du' *If you don't don't cook it...*
- axkl'du... *If you don't buy it...*
2. phe'ri calen tam. *'It is O.K. to eat more.'*
- tAAAn' sa'e *all things.*
- TonDaa' Txaa *TonDaaq veg.*
- mxaar chyugu' *yellow ghee.*

LESSON 36

'Medicine For a Sore Foot'

- | | |
|--|--|
| 1. suryema'e aabma'Ed kaE cai' waa' cy0? | <i>'Has surje's family eaten rice, last-born son?'</i> |
| 2. axca'ngngyU baajyu. ta'le? | <i>'No, Grandfather. Why?'</i> |
| 3. nga'e pxalir maE pho'b bisyaabaa'. | <i>'I was thinking to get medicine to put on my foot.'</i> |
| 4. axcangngyU, xyobar kh0ngngyU. | <i>'They haven't eaten. They have started cooking.'</i> |
| 5. chabi'yAA togo'n xyaal' txui do'? | <i>'In that case I had better go (to them) now?'</i> |
| 6. xyaa'sidi', ple'n. to' tai', pxali? | <i>'Go, they will probably give it. What happened to your foot?'</i> |
| 7. khin gxaa' tabaa'. | <i>'A sore came of itself.'</i> |
| 8. kh0y0' sero'? | <i>'Since when?'</i> |
| 9. tiyAA'm sadri de' tai. | <i>'Today it's about a week.'</i> |
| 10. x0. | <i>'Indeed.'</i> |

NEW VOCABULARY

ma'e	<i>'possessive'</i>	baajyu	<i>'grandfather'</i>
pho'ba	<i>'to apply, to pay expenses'</i>	kh0'ba	<i>'to enter, to be about to'</i>
khin	<i>'by itself'</i>	gxaa'	<i>'sore (n.)'</i>
		sadri	<i>'one week'</i>

NOTES

- Line 1: suryema'e aaba: -ma'e is possessive marker for kin terms.
 Line 6: pleqn The -e'n suffix indicates a probability aspect.
 Line 4: kh0ngngyU The verb 'to enter', when used as an auxiliary to another verb means 'about to'. Alternately -bi sengngyU is also used in the same way.

BUILD-UP DRILLS

- | | |
|---------------------------------------|--|
| 1. kaE cai' waa', cy0? | <i>'Have (they) eaten rice, last-born son?'</i> |
| suryema'e aabma'E kaE cai' waa', cy0? | <i>'Have Surje's father's people eaten rice, last-born son?'</i> |
| 2. xyobar kh0ngngyU. | <i>'(They) are about to cook.'</i> |
| axca'ngngyU. xyobar kh0'ngngyU. | <i>'(They) haven't eaten. (They) are about to cook.'</i> |

3. xyaa'sidi' ple'n. *'Go then. (They'll) probably give (it).'*
 xyaa'sidi'. ple'n. to' tai', *'Go then. (They'll) probably give (it) what happened (to your) foot?'*
 pxali?

SUBSTITUTION DRILLS

1. surye ma'e aama kho'i? *'Where is mother of Surje?'*
 dxl' *the house of*
 naa'ni *first-born sister*
 nAA'sa *village.*
 jaxAAn *family*
 baajyu *grandfather*
2. xyobar kh0'ngngyU. *'(They) are about to cook.'*
 caba'r *eat.*
 xuiba'r *call.*
 laba'r *do it.*
 bxaba'r *bring it.*
3. xyaa'sidi' ple'n *'Go then they will probably give it.'*
 prxien *write*
 pho'en *apply (it-medicine)*
 lae'n *do it*
 thee'n *hear*

TRANSFORM DRILL

1. xyobar kh0ngngyU *'They are about to cook.'*
 2. xyol khAA'l *'They have finished cooking.'*
 3. xyol y0l' *'They are able to cook.'*
 4. xyol txum *'They must cook.'*
 5. xyo bxlm' *'They cook for the benefit of others.'*

LESSON 87

'Medicine for Blood and Mucus in Stools'

1. ngalai maE pindi. mu u, axxre'? *'Please give me medicine. Do you have it or not?'*
2. to' na'bae maE caidii? *'What sort of hurting is the medicine needed for?'*
3. ra'gat maasi' tab sxaba'e maE. *'Medicine to heal blood in the stools.'*
4. mu. tara tuggyU'mba bxanda' mxAAgu' mu. *'We have. Though compared with last year it is expensive.'*
5. na'b sxadu'biyAA mxAAgo' mulen tam. *'If it gives healing to the pain it doesn't matter if it is expensive.'*
6. na' cu' cxagala mxor ngxabo' lxauidi. *'Here. This much costs 5 mohors.'*
7. 0, sxadu'biyAA mxui' cyu' bilen pim. *'Yes, if it gives healing even if you asked Rs 10/- (I) would give (it).'*
8. cu'd axsxadu' biyAA phe'ri aargo' cal txum. *'If this does not heal you will have to eat other (medicine).'*
9. tam axsxadu' biyAA phe'ri kham aa? *'O.K. If I am not healed I will come again O.K.?'*
10. maE puraa' axca'du biyAA sxaba' gaaro tam. *'If you don't eat all the medicine, healing will be difficult.'*
11. sU pril txum u, axtxu? *'Should I refrain from eating some things or not (Lit: Is the mouth forbidden or not?)'*
12. se ja'ga pril txum. aru axtxumaEn. *'You shouldn't eat meat. Other wise it is not necessary to diet.'*

NEW VOCABULARY

tuggyU'mba	<i>'last year'</i>	bxanda'	<i>'compared with'</i>
mxAAgu'	<i>'expensive'</i>	ra'gat maasi'	<i>'blood and mucus in stools'</i>
puraa'	<i>'completely'</i>	sU	<i>'mouth'</i>
priba	<i>'to restrict certain foods from the diet'</i>	aru, aargo'	<i>'other'</i>

ADDITIONAL VOCABULARY

naidi'ma	<i>'year before last'</i>	nxepaal	<i>'Kathmandu'</i>
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NOTES

Line 4: tuggyU'mba bxanda' *'compared with last year'*. bxanda' is the most common comparative construction in Gurung.

Line 11: sU pril txum u axxtu Gurungs believe that certain foodstuffs should be forbidden during certain illnesses and therefore frequently ask whether they should not eat certain foods if they are sick and come for medical help.

BUILD-UP DRILLS

1. mxAAgu mu. *'They are expensive.'*
 togyU'mba bxanda' mxAAgu' mu. *'Compared with last year they are expensive.'*
 mu. tara togyU'mba bxanda' *'We have some but compared with last year they are expensive.'*
 mxAAgu' mu.
2. mxAAgu' mulen tam. *'It's O.K. if it is expensive.'*
 na'b sxadu'biyAA mxAgu' mulen *'If it heals then it is O.K. even if it is expensive.'*
 tam.
3. sxaba' gaaro tam. *'It is difficult to heal.'*
 maE puraa' axca'du biyAA *'If you do not eat all the medicine it is difficult to heal.'*
 sxaba' gaaro tam.
4. se ja'ga pril txum. *'You shouldn't eat meats.'*
 se ja'ga pril txum. aru *'You shouldn't eat meats but I don't think you have to restrict other foods.'*
 axtxumaEn.

SUBSTITUTION DRILLS

1. ra'gat maasi' tab sxabaqe maE. *'Medicine for healing mucus in stools.'*

kra na'b	headache
pxebe tab	worms
jar khab	fever
cherdib	diarrhoea
2. axsxadu' biyAA phe'ri kham waa? *'If I'm not healed I should come again, should I?'*

cam	eat more
pho'm	apply more
yu'm	come (from higher altitude)
3. togyU'mba bxanda' mxAAgu' mu. *'Compared with last year it is expensive.'*

naidi'ma	year before last
pukhru'	Pokhara
nxepaal	Kathmandu

LESSON 88

'Cough Medicine'

- | | |
|--|---|
| 1. to' lalaa kanchi? | <i>'What are you doing last-born daughter?'</i> |
| 2. suryelai khe'b lubxl'rilau.
kU'n. | <i>'I'm giving reading instruction to Surje. Sit.'</i> |
| 3. axkU' xyaama'u. nga'e
kolma'E beseri pxyUde. khai
laba'? | <i>'I'll not sit. I will be going. My children are coughing a lot. What to do?'</i> |
| 4. kadi' barsabae jaa? | <i>'How old are they?'</i> |
| 5. gxri' ngxadl'bae, gxri'
plxidl'bae mu. | <i>'One is five years. One is four years.'</i> |
| 6. nA', cu' maE bodu, daai
dinarba'e s0ble tl'l txum. | <i>'Here take this medicine. Then give it to them three times a day.'</i> |
| 7. to' txir tl'l txum? | <i>'At what time should I give it to them?'</i> |
| 8. nxAAgar tible, txiyAAr tible,
jxaale' nesa'r tible. chale
tl'l txum. pxyUbae maE
ngxithu tam. tithu thU'ba,
tithu cabaa'. thU'bala
kyu'gyu tam. caba'la Tabled
yaa. | <i>'Give once in the morning, once in the day, and then once in evening. In that way you should give it to them. There are two kinds of cough medicine. One kind is for eating. The drinking kind is a thin liquid. The eating kind is a tablet.'</i> |
| 9. chabi'yAA kyu'gyu pln o'? | <i>'In that case give me the liquid, O.K.?'</i> |
| 10. tam, paisaa' pln. | <i>'O.K., give me the money.'</i> |

NEW VOCABULARY

kU'ba	<i>'to sit'</i>	kolo'	<i>'child' (kolmaqE 'children')</i>
pxyUba	<i>'to cough'</i>	tl'ba	<i>'to feed fluids (to a child, usually)'</i>
txi	<i>'time'</i>		
-ble	<i>'times'</i>	nxAAga	<i>'morning'</i>
nesa'	<i>'evening'</i>	txiyAA	<i>'midday'</i>
chale	<i>'in that way'</i>	jxaale'	<i>'and then (conj)'</i>
thU'ba	<i>'to drink'</i>	'thu	<i>'kinds'</i>
Tabled	<i>'tablet'</i>	kyu'gyu	<i>'thin liquid'</i>
		-dl	<i>'numeral classifier for years'</i>

ADDITIONAL VOCABULARY

ciTThi' *'letter'*

NOTES

Line 2: khe'b lu-bxl'-ri-lau. In the phrase *'I am giving reading instruction to Surje'* we have an unusually complex verbal construction.

khe' - b lu- bxl'- ri- lau
read gerund *teach* benefactive contin. past tense

Line 3: khai laba'? (Lit: *'How to do it?'*) is used in a rhetorical sense here to indicate despair. to' laba'? is also used in a similar way.

BUILD-UP DRILLS

1. axkU'. xyaamau'. *'I won't sit I am going.'*
axkU'. xyaamau'. nga'e *'I won't sit. I am going. My*
kolmaE' beseri pxyUde. *children are coughing a lot.'*
aukU'. xyaamau'. nga'e *'I won't sit. I am going. My*
kolmaE' beseri pxyUde khai *children are coughing a lot.*
kaba'? *What to do?'*
2. gxri' plxidl'bae mu. *'One is four years of age.'*
gxri' ngxadl'bae, gxri' *'One is five years of age, one is*
plxidl'bae mu. *four years of age.'*
3. nA'. cu' maE bodu. *'Here! Take this medicine.'*
nA'. cu' maE bodu, daai *'Here! Take this medicine then feed*
dinarba'e sOble tl'l txum. *it to (them) three times a day.'*
4. nxAAgar tible, txiyAAr tible, *'Once in the morning, once at mid-*
jxaale' nesa'r tible. chale *day, then once in the evening. In*
tl'l txum. *that way you feed it to (them).'*
nxAAgar tible, txiyAAr tible, *'One in the morning, once at midday,*
jxaale' nesa'r tible. chale *then once in the evening. In that*
tl'l txum. pxyUbae maE *way you feed it to (them). There*
ngxithu tam. tithu thU'ba. *are two kinds of cough medicine.*
tithu cabaa'. *One kind is a drinking (kind).*
One kind is an eating (kind).'
nxAAgar tible, txiyAAr tible, *'Once in the morning, once at midday,*
jxaale' nesa'r tible. chale *then once in the evening. In that*
tl'l txum. pxyUbae maE *way you feed it to (them). There*
ngxithu tam. tithu thU'ba, *are two kinds of cough medicine.*
tithu cabaa'. thU'ba *One kind is a drinking (kind). One*
kyu'gyu tam. cabaa' Tabled *kind is an eating (kind). The*
yaa. *drinking (kind) is sweet. The eat-*
ing (kind) are tablets.'

SUBSTITUTION DRILLS

1. suryelai khe'b lubxl'rilau. *'I was giving reading instruction to Surje.'*
- | | |
|-----------------------|-------------------------------------|
| maE pho'bxlqrilau | <i>applying medicine for Surje.</i> |
| ciTThi' prxibxl'rilau | <i>writing a letter for Surje.</i> |
| cxaa' xyobxl'rilau | <i>making tea for Surje.</i> |
| na'ga cyu'bxl'rilau | <i>penning the chickens.</i> |
2. gxri' ngxadl' bae gxri' *'One is five years of age, one is*
 plxidl'bae mu. *four years of age.'*
- | | |
|--------------------------|----------------------------|
| ti'dlba'e.....s0'dlbaqe | <i>1 year.....3 years</i> |
| prxedl'bae.....ku'dlbaqe | <i>8 years.....9 years</i> |
| Txudl'bae.....ngi'dlbae | <i>6 years.....7 years</i> |
3. dinarba'e s0'ble tl'l txum. *'You should feed it (to him)*
three times a day.'
- | | |
|---------|-------------------|
| tible | <i>once</i> |
| ngxible | <i>two times</i> |
| plxible | <i>four times</i> |

LESSON 89

'The Fall from the Paddy Wall'

- | | |
|---|--|
| 1. sa'nja axta' waa, baajyu? | <i>'You are not well Grandfather?'</i> |
| 2. 0, cy0, telaa' kalla'Ule' kxurixyaa'i. | <i>'Yes, last-born-son, yesterday I fell from a paddy wall.'</i> |
| 3. khanirba'e kalla'? | <i>'Where was that paddy wall?'</i> |
| 4. cu' baarirba'e kalla'Ule' yaa. | <i>'It was the paddy wall of this field.'</i> |
| 5. ne' my0'l u? | <i>'Oh. Do you have an injury or what?'</i> |
| 6. 0. cu' yo beseri na'i. | <i>'Yes. This arm hurts a lot.'</i> |
| 7. xribam to'i axta'maEn waa'? | <i>'The bone isn't hurt though is it?'</i> |
| 8. tu'si, khai tai'? khai tai'? thaa axsx'e'. | <i>'I don't know. What's happened? What's happened? I don't know.'</i> |
| 9. olel tam, axtaa'? | <i>'Are you able to move (it) around or not?'</i> |
| 10. ka'tti axta', jxui' xari'le ro'ba axta'. | <i>'Not at all. It is not possible to lie on this side.'</i> |

NEW VOCABULARY

sa'nja	<i>'well being'</i>	kalla'	<i>'paddy wall'</i>
kxuriba	<i>'to fall down, stumble'</i>	mxy0'ba	<i>'to bruise, hurt'</i>
xriba	<i>'bone'</i>	oleba	<i>'to move around, to stir (of food)'</i>
ro'ba	<i>'to sleep'</i>		

NOTES

- Line 9: tam, axtaa'? Contraction in fast speech of tam u axtaa'?
- Line 10: xari'le roqba axtaq: the -le suffix on the xari' is a suffix of manner.

BUILD-UP DRILLS

- | | |
|--|--|
| 1. telaa' kalla'Ule' kxurixyaa'i. | <i>'Yesterday (I) fell from the paddy wall.'</i> |
| 0. cy0. telaa' kalla'Ule' kxurixyaa'i. | <i>'Yes last-born son. Yesterday (I) fell from the paddy wall.'</i> |
| 2. tu'si. thaa axxre'. | <i>'I don't know. I don't know.'</i> |
| tu'si khai tai'? khai thaa axxre'. | <i>'I don't know. How did it happen? How did it happen? I don't know.'</i> |
| 3. ka'tti axta'. | <i>'Not at all.'</i> |
| ka'tti axta'. jxui' xari'le ro'ba axta'. | <i>'Not at all. It is not possible to sleep on this side.'</i> |

SUBSTITUTION DRILLS

1. cu' baarirba'e kalla'Ule *'From the wall of this field.'*
 ca' *that field.*
 marba'e *lower field.*
 tarba'e *upper field.*
 jxaaba'e *field in that*
 direction.
 jxuba'e *this direction.*
2. xribam to'i axta'maE'n wxaa'? *'Probably nothing has happened to*
 your bone, has it?'
 kram *head*
 pxalim *foot*
 yom *hand*
 pxali DAADam *shin*
3. olel tam axtaa'? *'Is it O.K. to move around or not?'*
 prxal *walk*
 Duldil *stroll around*
 Thaaldil *begin (a project)*
 txaal' *hoe*
4. jxui xari'le ro'ba axta'. *'It is not possible to sleep on*
 this side.'
 jxaai' *that side.*
 lii *the back.*

LESSON 90

'The Badly Cut Leg'

- | | |
|--|--|
| 1. suryema'e AAmā! | <i>'O mother of Surje!'</i> |
| 2. xaju'r. | <i>'(Yes) sir.'</i> |
| 3. chyō', ngi'e dxi'r
xyaa'bxlndi. | <i>'Let's go. Please go to our house
for me.'</i> |
| 4. ta'le? to' laba'ri? | <i>'Why? For doing what?'</i> |
| 5. nga'e cami' telaa' banar
xyaalaa', dina kxurixyaa'i
biri' pxali tho'waa'i. maE
labxln'si. | <i>'Yesterday my daughter went to the
jungle however having fallen she cut
her leg. Please apply some medicine
for her.'</i> |
| 6. khoyō' kxurixyaa'i? | <i>'When did she fall?'</i> |
| 7. telaa'. | <i>'Yesterday.'</i> |
| 8. ō, ō. chyō' xyaaale'. ngad
ngxyom aa? | <i>'O.K. let's go. I'll look. O.K.?'</i> |
| 9. tam. labxln'. paisaa' kadi'
lxaudile' ngad pho'm. | <i>'Yes please do it for me. However
much money will be needed, I will
pay.'</i> |
| 10. kho'i, gxaa' Ul'ndi. oxo
kadi' saarle' tho'na. axmxul
chyaa. kyū'laa xa'la xu'li
laad o'. | <i>'Well! Where is it? Show me the
sore. Oh. How badly it has been
cut. Warm some water.'</i> |
| 11. ō, laasyo. | <i>'O.K. I will certainly do it.'</i> |

NEW VOCABULARY

chyō'	<i>'let's go'</i>	dina	<i>'however'</i>
ngxyoba	<i>'to look'</i>	kho'i	<i>'exclamation expressing need to see something'</i>
Ul'ba	<i>'to show'</i>	axmxul	<i>'exclamation of surprise'</i>
xa'la xu'li	<i>'luke warm'</i>	chyaa	<i>'exclamation of disgust'</i>

NOTES

Line 5: waa'i in tho'waa'i is used in a verbal compound with transitive verbs to give emphasis.

BUILD-UP DRILLS

- | | |
|--------------------------|--|
| 1. xyaa'bxlndi. | <i>'Please go for me.'</i> |
| ngi'e dxi'r xyaa'bxlndi. | <i>'Please go to our house for me. Let's</i> |
| chyō' ngi'e dxi'r | <i>go. Please go to our house for me.'</i> |
| xyaabxlndi. | |

2. nga'e caml' telaa' banar xyaalaa. 'Yesterday my daughter went to the jungle.'
- nga'e caml' telaa' banar xyaalaa dina kxuri xyaa biri' pxali tho'waai. 'Yesterday my daughter went to the jungle. However having fallen down she cut her leg.'
- nga'e caml' telaa' banar xyaalaa dina kxurixyaa'i biri' pxali tho'waai. maE labxinsi'. 'Yesterday my daughter went to the jungle however having fallen down she cut her leg. Please give (Lit: do) medicine for her.'
3. ngad ngxyom aa? 'I will look, O.K.?'
 0 chyo' xyaa'e' ngad ngxyom aa? 'O.K., come on, let's go. I will look, O.K.?'
4. ngad pho'm. 'I will pay it.'
 paisaa' kadi' lxaudile ngad pho'm. 'Whatever money it costs I will pay it.'
5. kho'i. gxaa' Ul'ndi. 'Where is it? Show me the sore.'
 kho'i. gxaa' Ul'ndi. oxo, 'Where is it? Show me the sore. Oh! kadi' saarle' tho'na. How seriously it is cut!
 kho'i gxaa' Ul'ndi. oxo kadi' 'Where is it? Show me the sore. Oh! saarle' tho'na. axmxul! How seriously it is cut! Goodness!
 cyaa! kyu'laa xa'la xu'li Ugh! Warm some water please.
 laad o.

SUBSTITUTION DRILLS

1. chyo', ngi'e dxi'r 'Let's go. Please go to our
 xyaa'bxindi. house for me.'
- nAA'sar village
 banar jungle
 plDir verandah
2. pxali tho'waai '(I) CUT my foot' (emphasis)
 kaE cawaai '(I) ATE (gulped down) the rice.'
 cxaaq jx0waa'i '(I) POURED the tea.' (emp)
 maE lawaai '(I) DID medicine.'

LESSON 91

'The Sore Eye'

- | | |
|--|--|
| 1. to' tai' kxie ml'? | <i>'What happened (to) your eye?'</i> |
| 2. na'badi. | <i>'(It's) hurting.'</i> |
| 3. khoy0 sero' na'b ja chale? | <i>'Since when has it been hurting thus?'</i> |
| 4. tiyAA' lxe' dinan tai'. | <i>'Today, many days have elapsed.'</i> |
| 5. maE axla'l waa? ki to'? | <i>'Have you not applied medicine or what?'</i> |
| 6. axlaadi. khin sxamdo ngxAAanaa
ngxAAan jxan' saar tai', to'
labaa'? | <i>'No. I kept thinking it would heal
itself but instead it became more
serious?'</i> |
| 7. ngad' maE labxIsyo'. paisaa'
mu u axxre'? | <i>'I will certainly apply medicine for
you. Do you have money or not?'</i> |
| 8. ngane mxui' gxri' mattre' mu. | <i>'I have one rupee only.'</i> |
| 9. cxaga muyAA; yu'maEn. axyudu'
biyAA chalen plm. | <i>'If you have only that much, that
will probably be enough. If it is
not enough I shall give the medicine
without charge.'</i> |
| 10. 0, 0. labxIn' dxarma'n kham. | <i>'O.K. Please do that for me. Merit
will come (to you).'</i> |

NEW VOCABULARY

ml'	<i>'eye'</i>	ngxAAaba	<i>'to think, to feel'</i>
jxan'	<i>'but instead all the more'</i>	dxarma'	<i>'merit'</i>

NOTES

Line 1: Note the unusual word order here. One would normally expect *kxie' ml'laai to' tai'?* However the alternate ordering indicates that the speaker realised, as an after thought, that he should add *kxie ml'* in case the hearer did not understand what he was talking about.

Line 6: *sxamdo ngxAAi* would be used to express the idea *'I thought it would heal'*. In this line we have protracted action expressed by the discontinuous suffix *-naa.....-n...* *sxamdo ngxAAanaa ngxAAan* *'I kept thinking it would heal'*.

BUILD-UP DRILLS

- | | |
|--|--|
| 1. kh0y0' sero' na'b ja? | <i>'Since when has the hurting been?'</i> |
| kh0y0' sero' na'b ja chale? | <i>'Since when has it been hurting thus?'</i> |
| 2. axlaa'di. | <i>'I haven't done it.'</i> |
| axlaa'di. khin sxamdo
ngxAAanaa ngxAA'n jxan' saar
tai'. | <i>'I haven't done it. I kept thinking
it would heal itself but instead it
become more serious.'</i> |

- axlaa'di. khin sxamdo 'I haven't done it. I kept thinking
 ngxAAanaa ngxAAAn, jxan' saar it would heal itself but instead it
 tai'. to' labaa'? become more serious. What to do?'
 3. cxaga muyAA' yu'maEn. 'If there is just that much that will
 probably be enough.'
 cxaga muyAA; yu'maEn. axyudu' 'If there is just that much, that will
 probably be enough. If it is not
 biyAA chale plm. enough. I will give it anyway
 (without taking payment.)'

SUBSTITUTION DRILLS

1. to' tai', kxie ml'? 'What happened (to) your eye?
 kra head
 pxali DAADa shin
 yo hand
 pxali foot
2. khin sxamdo ngxAAi. 'I thought it would heal by itself.'
 pho'mdo he would apply the
 medicine himself.
 mr0'mdo' see it himself.
 theemdo' hear
 ngyu'imdo' ask
3. sxamdo ngxAAanaa ngxAAAn, jxan' 'I kept thinking it would heal, but
 saar tai'. instead it has become more serious.'
 maE pho'naa pho'n, I kept applying medicine
 canaa can eating
 lanaa lan doing
 thU'naa thU'n drinking
4. ngad maE labxIsyo' 'I will certainly do medicine for
 you.'
 pho'bxIsyo' apply
 plbxIsyo' give
 paisaa' plbxIsyo' give money
 ngxyobxIsyo' look at it

LESSON 92

'The Diarrhoea Patient'

- | | |
|--|--|
| 1. to' tai' kxi, DyAAnggraa
tanadi? | <i>'What's happened to you. You've got
so thin.'</i> |
| 2. ngam maasi'd syaa'i. chatai
DyAAnggraa tai'. | <i>'I've had mucus (in stools). That's
why I've become thin.'</i> |
| 3. ra'gat maasi' u? | <i>'Blood and mucus or (what)?'</i> |
| 4. axngxi'. taargyaa maasi' yaa.
maE mu u, axxre'. | <i>'No. White mucus. Do you have
medicine or not?'</i> |
| 5. tu'si, ngad ngxyom aa.
mulAA'mae. | <i>'I don't know. I shall look, shall
I? Yes there is some indeed.'</i> |
| 6. muyAA' mxorilde' plndi. | <i>'If you have some, please give me
about a mohor's worth.'</i> |
| 7. mxori' maEdi' axsxa'. sxaba'e
lxaagiri mxor ngxabo'l caidim. | <i>'A mohor's worth of medicine won't
heal (you). For healing you will
need five mohors' worth.'</i> |
| 8. mxori' maEd axsxa' waa? | <i>'A mohor's worth won't heal?'</i> |
| 9. axsxa'. ka'tti axsxa'. | <i>'No. It couldn't possibly heal you.'</i> |
| 10. diyAA kadi'd sxamu' cxagalla
plndi. | <i>'In that case however much will heal
me, please give me that much.'</i> |
| 11. mxor ngxabo'l caidim. | <i>'Five mohors' worth are needed.'</i> |
| 12. 0, 0, pln. | <i>'O.K. give it.'</i> |

NEW VOCABULARY

DyAAnggraa	<i>'thin'</i>	syaa'ba	<i>'to reach, to afflict'</i>
ngxyoba	<i>'to look'</i>	diyAA	<i>'in that case'</i>

ADDITIONAL VOCABULARY

sarma *'cold (ailment)'*

NOTES

Line 2: syaa'ba Note the metaphorical sense of this work. It is also used when speaking of the curse of a witch or evil spirit: pumsyod syaa'i *'a witch has reached (cursed) me.'*

Line 5: mulAA'mae The -lAA'mae suffix here functions as a discovery aspect in the same way as -namae or more simply -na. The -mae adds emphasis.

BUILD-UP DRILLS

1. ngam maasi'd syaa'i. *'I have had mucus in stools.'*
 ngam maasi'd syaa'i. chatai *'I've had mucus in the stools that's*
 DyAAngraa tai'. *why I've become thin.'*
2. axngxl' taargyaa maasi' yaa. *'No. It is mucus in the stools.'*
 axngxl', taargyaa maasi'yaa. *'No. It is mucus in the stools. Do*
 maE mu axxre'? *you have medicine or not?'*
3. mxori' maEdi' axsxa'. *'A mohor's worth of medicine won't*
heal you.'
 mxori' maEdi' axsxa'. sxaba'e *'A mohor's worth of medicine won't*
 lxaagiri mxor ngxabo'l *heal you. For healing you will*
 caidim. *need five mohors' worth.'*
4. cxagalla plndi. *'Give me just that much.'*
 diyAA kadi'd sxamu cxagalla *'In that case however much will heal*
 plndi. *me give me just that much.'*

SUBSTITUTION DRILLS

1. ngam maasi'd syaa'i. cha tai *'I've had (been reached by) mucus in*
 DyAAngraa tai. *the stools. That's why I've become*
thin.'
- | | |
|----------------|----------------|
| sa'rmaEd | <i>a cold</i> |
| jarad | <i>a fever</i> |
| pxebed | <i>worms</i> |
| ra'gat maasi'd | <i>mucus</i> |
- and blood in stools.*
2. muyAA' mxorilde' plndi'. *'If you have some please give me*
about a mohor's worth.'
- | | |
|---------------|------------------|
| mxuirilde' | <i>rupee's</i> |
| mxors0'bolde' | <i>3 mohors'</i> |
| tin suga'lde | <i>3 sukas'</i> |

LESSON 93

'The Sore Throat'

- | | |
|--|---|
| 1. DaakTor saab' | <i>'Doctor!'</i> |
| 2. xaju'r, to' bilaa? | <i>'Yes, what is it? (Lit: what did you say?)'</i> |
| 3. ngalaa'i m10'gu na'b sxaba'e
maE plndi. | <i>'Please give me medicine to heal my sore throat.'</i> |
| 4. khoy0' sero' na'b jaa? | <i>'How long (Lit: Since when) has it been sore?'</i> |
| 5. tiyAA' s0ga'E tai. | <i>'Today it's three days.'</i> |
| 6. kho'i, AA' lad... kxilaai
sui' jx0laa' axtxu, cu' maE
cad. | <i>'Well, say "Ah"... (I) don't have to give you an injection. Eat this medicine.'</i> |
| 7. cu' maE khaile cab jaa? | <i>'How is this medicine eaten?'</i> |
| 8. cu' maE ngewaabaa' axta'.
sUrnaa' thEl biri' tu' mattre'
khlxy0l txum. | <i>'This medicine is not for chewing. You should just put it in your mouth and swallow the saliva.'</i> |
| 9. cu' kadi' dinae' lxaagir jaa? | <i>'How many days is this for?'</i> |
| 10. plxigaE lxaagiri. dinar
s0'phU cal txum. nxAAGari,
txiyAAri', nesaa'ri ti'phU
ti'phUle cal txum aa. | <i>'For four days. You should take three a day. One each at morning, noon, and night - O.K.?'</i> |
| 11. 0, tam, bindi mu. | <i>'Yes, O.K. Good morning.'</i> |

NEW VOCABULARY

m10'gu	<i>'throat'</i>	sui'	<i>'injection'</i>
ngeba	<i>'to chew'</i>	khlxy0ba	<i>'to swallow'</i>

BUILD-UP DRILLS

- | | |
|--|---|
| 1. ngalaa'i maE plndi.
ngalaa'i m10'gu na'b sxaba'e
maE plndi. | <i>'Please give me medicine.'</i>
<i>'Please give me medicine which heals sore throats.'</i> |
| 2. cu' maE cad.
kxilai sui' jx0laa' axtxu.
cu' maE cad.
kho'i, AA' lad...kxilaai
sui' jx0laa' axtxu. cu' maE
cad. | <i>'Eat this medicine.'</i>
<i>'You don't have to have an injection put in. Eat this medicine.'</i>
<i>'Well. Say "aah".. You don't have to have an injection put in. Eat this medicine.'</i> |
| 3. cu' maE ngewaabaa' axtaa'.
cu' maE ngewaabaa' axtaa'.
sUrnaa' thEl biri' tu mattre'
khlxy0l txum. | <i>'You shouldn't chew this medicine.'</i>
<i>'You shouldn't chew this medicine. Having put it in your mouth you swallow only the saliva.'</i> |

4. ti'phU tl'phU cal txum aa. 'You eat one at a time O.K.?'
 nxAAgari, txiyAAri', nesaa'ri 'In the morning, afternoon and
 ti'phU ti'phU cal txum aa. evening you eat one at a time, O.K.?'
 dinar s0'phU cal txum. 'Each day you must eat three.'
 nxAAgari, txiyAAri', nesaa'ri 'In the morning, afternoon and evening
 ti'phU ti'phU cal txum aa. you eat one at a time. O.K.?'

SUBSTITUTION DRILLS

1. ngalaai m10'gu na'b sxaba'e 'Please give me medicine which
 maE plindi. heals sore throats.'
- | | |
|---------------|------------|
| jar khab | fever |
| kra na'b | head aches |
| pxal tho'waab | cut foot |
| ml' na'b | sore eyes |
| pxebe tab | worms |
| pxyUb | coughing |
| gxaa' tab | sores |
2. cu' maE khaile cab jaa? 'How is this medicine to be taken?'
 cam? 'How should I eat this medicine?'
 cal txum? 'How must I eat this medicine?'
 calase'? 'How should I probably eat this
 medicine?'
 cal y0m? 'How is it possible (Lit: available)
 for me to eat this medicine?'

APPENDIX 1
GRAMMATICAL TABLES

1. CASE PARTICLES ON NOUNS

CASE	PARTICLES	MEANING	IN LESSON NO.
Benefactive	-e lxaagiri	'for'	3
Comitative	-ne, -ne pri -ne baalu, mane	'with'	41
Comparative	-bxanda	'than'	36
Dative	-lai, la	'to, for'	2
Ergative	-d(i), -t(i)		3
Genitive	-e, -l(a)	'of'	
Locative	lili, liUdi	'after, behind'	
	nxori	'inside'	
	as0	'before, in front of'	39
	phiri	'upon'	
	-r(i)	'in, to, at'	2
	samma'	'up to, until'	24
Source	-U, -Udi, -Uldi	'towards'	18
	-le', -Ule', -ile'	'from (spatial)'	29
	sero'	'since, from (temporal)'	31
Thematic	-di', -m, -la	'topic focus'	2

2. ASPECT-MOOD (TENSE) SUFFIXES (ON VERBS)

FORM	MEANING	LESSON NO.
-b(a)	infinitive	91
-m	non-past (final)	2
-mu, -mU	non-past (nonfinal)	3
-i, -I	past (final)	1
-di, -ji	past (nonfinal)	
-ngngyU, -imu	completive, perfect	20
-na, -IAA	discovery	1, 59
-la, -lu	pluperfect	16
-e	questioning	31
-lase, -lai	dubitative	37
-mala	unreal	53
-male'	concurrent	53
-maEn, -en	probabilitative	31, 59
-bae	gerundive	4
-syo	emphatic future (1st pers)	8
-brE	habitulative	62
	adjectival	12
-jon	certainitive	49
-man	certainitive	54
-ri	continuative	28
HORTATORY (EXHORTING)		
-le	1st pers (sg.pl)	'Let us (do) it.' 26
-d, -n, Osi, -sidi'	2nd pers	'Do it!' 6
-rge, -rige	3rd pers	'Let them do it.' 32

3. PRONOUNS

PERSON	SING.	PLURAL
1st (exclusive of hearer)	nga 'I'	ngi 'we, not you.'
1st (inclusive of hearer)		ngxyo' 'we, and you.'
2nd	kxi 'you'	kXemaE 'you'
3rd (close)	cu' 'this one'	cu'maE 'these ones'
3rd (far)	ca' 'that one'	ca'maE 'those ones'

4. CLAUSE SUBORDINATING SUFFIXES (ON VERBS)

FORM	MEANING	LESSON NO.
-se, -na bile	'even if'	59
-yAA	'if'	18
-i biriq, si	'after'	2, 20
-sero'	'since'	31
-bae todon	'immediately'	
-ma.....-m	'protracted action'	
-na.....-n	'protracted action'	62, 91
-maleq	'while'	4
-l(aa)	'infinitive'	

5. CONJUNCTIONS

FORM	MEANING	LESSON NO.
-ne, nero', nego'	'and'	20
....nen...nen	'both....and'	
athaba'	'that is, or'	
se'	'and'	8
tara	'but'	
.....axngxl'....	'not.....but....'	
tale biyAA	'because'	31
ki'.....ki'....	'either.....or....'	
u	'or'	5
daai, jxaale'	'then'	36
jxaale' phe'ri	'and then'	
cha tasi	'that being the case'	37
cha tamaa'	'that being the case'	

NUMERAL CLASSIFIERS

Units of Time

'days'	-gaE
'months'	-la
'years'	-dl
'generally'	-syaa
'times'	-ble

Units of Weight

'manas'	-mna
'pathis'	-pyono, ngylbyo, s0by0...-byo
'20 pathis'	-mri

Objects

'small, round'	-phU
'less small round'	-bo
'long round'	-gy0
'bundles of wood'	-di
'smaller bundles of wood'	-cya
'quantities of fluid'	-brA
'rice meals'	-cho
'pieces of work'	-chaE
'houses'	-gi
'groups of 100's'	-braa

TEMPORAL WORDS

'Day before Yesterday'	'Yesterday'	'Today'	'Tomorrow'	'Day after Yesterday'
Ulmi	telaa'	tiyAA	pxanxAAGA	nu'lma
neidl'ma	tyugyumba	tidlma	kurimba	naudlma
'Year before last'	'last year'	'This year'	'next year'	'year after next'

VERB MODALS

cal	txubae	'must eat'	Lesson 26
cal	y0ba	'opportunity to eat'	24
cal	khAAba	'finished eating, able to eat'	63
cal	rxaba	'knows how to eat'	
cal	bxlba	'allowed to eat'	41
caba'r	kh0ba	'about to eat'	47
cabi	seba	'about to eat'	47
ca	bxlba	'eat on someone else's behalf'	41
cab	taba	'O.K. to eat'	
ca ja	ngxAAba	'want to eat'	54
caba	ngEba	'agrees to eat [doesn't resist eating]'	60
camdo	ngxAAba	'thinking (it) would eat'	50

APPENDIX 2
GURUNG KINSHIP TERMS

The Gurung kinship system is basically an Iroquois system in that sibling terms are extended to parallel cousins; but separate terms are used for cross cousins from both patrilineal and matrilineal descent.

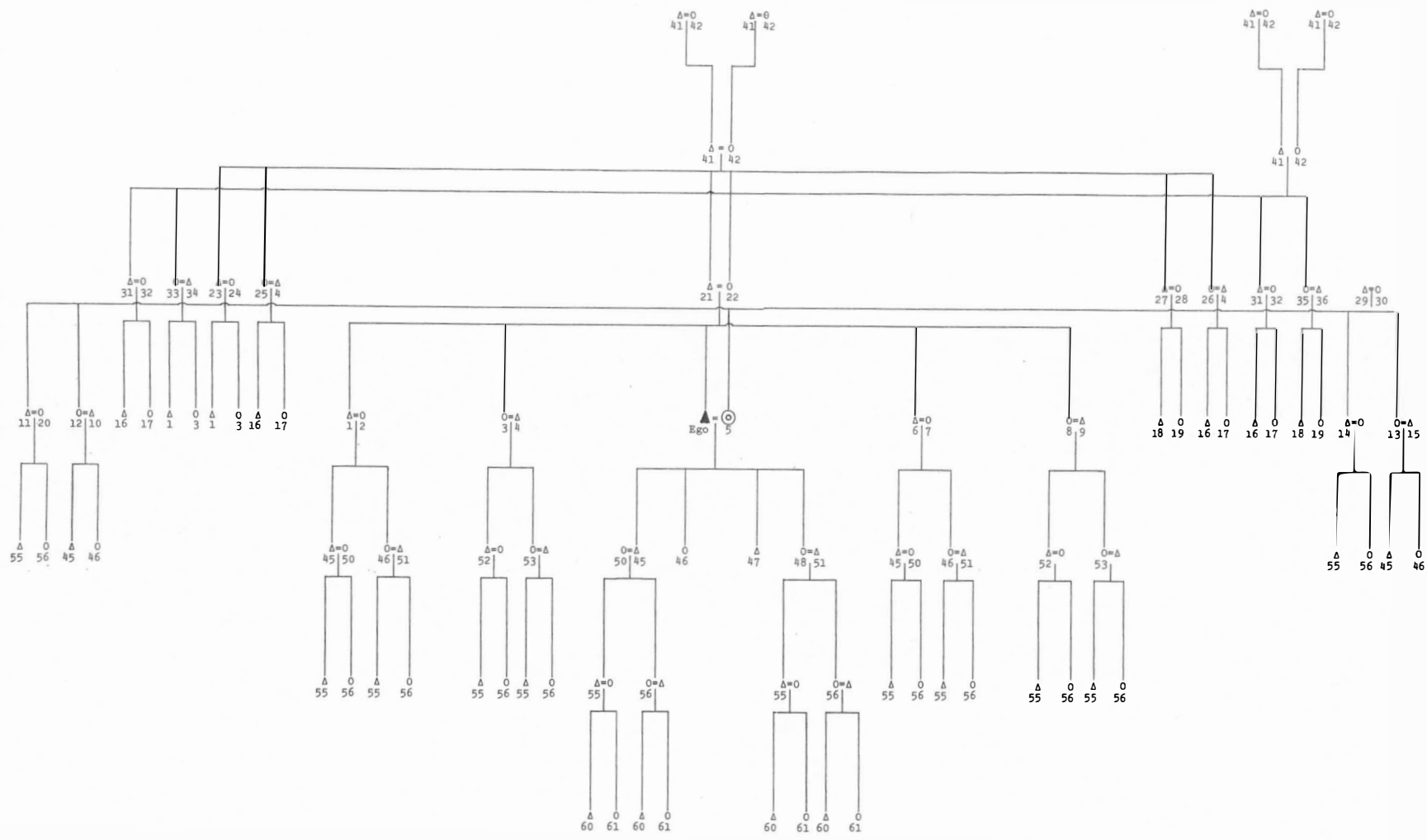
Descent and inheritance are patrilineal. Residence is patrilocal with daughters going to live at the residence of their husbands after marriage. Cross cousin marriages are preferred and, in Ghachok area at least, there is no expressed preference as to whether the mate is chosen through the maternal or the paternal link. Although Doherty (1974) reports sister-exchange marriage as favoured in West Gurung, sister exchange between lineages (*khalag*) is prohibited in Ghachok area.

The Gurung population is endogamous as also are the two moieties within the Gurung society. These two major moieties are called the '*four clans*' (*caa'r jaat*) and the '*sixteen clans*' (*so'raa jaat*). In actual fact neither name is correctly representative of the exact number of clans in each group.

GENERAL COMMENTS ON KIN TERMS

1. Members of the vertically extended clan are called one's *txamaE* while members of one's own generation within one's clan are called *ti'maE*. Members of other clans within the moiety are called *ngEmaE* and the people of these clans provide potential marriage mates for members of the clan. *ri'maE* are the female siblings of a male ego or the female siblings of a female ego's husband. *muyUma'E* are the male siblings of a female ego.
2. In most kin terms there is a distinction made if the person referred to is older or younger than ego. It has been suggested that the prefix *a-* is diagnostic of the terms for those older than ego. While this is

GURUNG KINSHIP CHART



true in many cases, it is not consistently so, as in ali 'younger brother' and angaa' 'younger sister'.

3. People junior to ego are addressed according to their order of birth, using terms borrowed from Nepali except for the first born and last born children of each sex:

'1st born son'	Thaagu	'1st born daughter'	naa'ni
'2nd born son'	mxalla	'2nd born daughter'	mxalli
'3rd born son'	sallaa'	'3rd born daughter'	salli'
'4th born son'	kallaa'	'4th born daughter'	kalli'
'last born son'	cy0	'last born daughter'	cxaml cy0, kaaji

The terms (of reference and address) for FaBr (23, 27 on chart) and MoYrSiHu (36) are, according to the man's order of birth in his own family:

	FaBr	MoYrSiHu
'1st born son'	aathebaa'	kaagl'
'2nd born son'	axmxal'la	axmxal'la
'3rd born son'	aabsallaa'	aabsallaa'
'4th born son'	aabkallaa'	aabkallaa'
'last born son'	aabjy0	aabjy0

Terms of address for other affinal relations senior to ego are generally based on consanguine links, typically maa'maa, baajyu, or aumo for men. (The terms for women show more variety, because affinally related women, such as mother-in-law, frequently belong to the same clan as a male ego.) So the terms of address for these relations are marked only by three dots in the key to the kin chart.

4. If a male ego's youngest female sibling is older than himself he calls her anjy0, that is aana + cy0. (The Gurung phonemic system requires stops to be voiced when they occur medially in a word. Hence cy0 becomes -jy0 when word medial.)

If a female ego's youngest male sibling is older than herself she calls him txajy0. In fact all one's elder male siblings except the eldest, can be addressed as txajy0 or axwaa'.

If the first born male sibling is younger than a female ego she calls him Thaagu. If the first born female sibling is younger than a male ego he calls her naa'ni. Father's female siblings who are not the eldest or youngest are called phaadE'.

KEY TO KINSHIP CHART

Number	Generation	Term of Address	Term of Reference
1.	G+0	axgxI'	aadaa
2.		c0	c0
3.		axgxaE'	aanaa
4.		aumo	aumo
5.		..-ma'e aamaa	..-ma'e aamaa, mri
6.		cy0	ali
7.		...	buwaari
8.		kaaji	angaa'
9.		Thaagu, etc.	mxo
10.		...	saa'Du daai
11.		...	aasy0
12.		...	jeTh shali'
13.		...	shali'
14.		...	sy0'bu
15.		Thaagu, etc.	saa'Du bxaai'
16.		ng0l0'syo	ng0l0'syo
17.		ng0l0'	ng0l0'
18.		Thaagu, etc.	bxaai'
19.		naa'ni, etc.	ri'
20.	naa'ni, etc.	(no term in use)	
21.	G+1	aabaa	aabaa
22.		aamaa	aamaa
23.		aathebaa'	aathebaa'
24.		aathe, anthebaa'	anthebaa'
25.		phaaga'E	phaaga'E
26.		phojy0	phojy0
27.		aabjy0	aabjy0
28.		amjy0	amjy0
29.		...	kE
30.		...	syumi
31.		maa'maa	maa'maa
32.		angngi'	angngi'
33.		aathe, anthebaa'	aathe, anthebaa'
34.		aathebaa'	aathebaa'
35.		axjxyu'/axccy0	axjxyu'/axccy0
36.		kaagl', etc.	kaagl', etc.
41.		G+2	baajyu
42.	bxujyu'		bxujyu'

45.	G-1	Thaagu, etc.	cxā
46.		naa'ni, etc.	cxami
47.		cy0	cxā
48.		kaaji	cxami cy0
50.		naa'ni, etc.	cxā c0
51.		Thaagu, etc.	cxami mxo
52.		Thaagu, etc.	bxaanja', bxaani'ja
53.		naa'ni, etc.	bxaanji'
55.	G-2	Thaagu, etc.	kwE
56.		naa'ni, etc.	kwEml'
60.	G-3	Thaagu, etc.	naati, panaati
61.		naa'ni, etc.	naatini, panaatini

APPENDIX 3
THE TWELVE-YEAR CYCLE

1x0 TABLE

The 1x0 cycle as derived from the Tibetan system is a cycle of twelve years given animal names and by which Gurungs identify the year in which they were born. The 1x0 year changes at push 15 (round December 30th) and thus corresponds quite closely with the Roman calendar year.

Tibetan	Gurung	English	Year
pho	pho	'deer'	1959
cyi	nimU	'rat'	1960
l0	mxe'	'cow'	1961
to	cyE	'tiger'	1962
xi	n0wA	'cat'	1963
mubru	kwre'	'vulture'	1964
sabri	puri	'snake'	1965
ta	gx0Daa'	'horse'	1966
lxu	kxyu'	'sheep'	1967
praa	yogaara	'monkey'	1968
cxye	nemA	'bird'	1969
khi	nagi	'dog'	1970

APPENDIX 4
GLOSSARY

The alphabetisation order of this glossary follows that of the Roman alphabet. Nasalised vowels (U) precede oral vowels (u). Accented vowels (U') precede non-accented vowels (U). Retroflexed consonants (D) precede dental consonants (d). Aspirated consonants (kh) occur within a normal Roman ordering, i.e. between ke... and ki... Likewise breathy vowels (cxa...) are alphabetised occur in normal Roman ordering, between cw... and cy....

A

abwi/axmxul 'exclamation of surprise'
ana 'elder sister'
as0' 'before, in front'
aspaTa'l 'hospital'
axgxE' 'eldest sister'
axgxl' 'eldest brother'
ax'la ux'li 'luke warm'
axngxl' 'no'
axxre' 'non-existent'
AAsi' 'sickle'
aaba 'father'
aada 'elder brother'
aali 'younger brother'
aalu' 'potato'
aama 'mother'
aargo/aru 'other'

B

badi uirara' 'harvest time'
bajan 'word'
balla 'finally, eventually'
bana 'jungle, forest'
bani 'yearly salary'
banidiba 'to make'
barsa 'year'
bausa 'male witch'
bAAAnu 'stone wall'
baabae 'expression of despair'
baabu 'term of address for younger ones'
baaDi 'flood'
baajyu 'grandfather'
baalun 'together'
baanu 'stone wall'
baar 'fence, protection'
baara 'day of the week'

baaraa 'twelve'
 baari 'dry field'
 baas 'to overnight'
 bele/beseri 'very'
 bethaa 'illness'
 biba 'to say'
 bidi xyaaba 'to die, to waste
 away in neglect'
 bidyaarathi 'student'
 bindi mu 'greetings'
 -ble 'times'
 boba 'to take'
 bodol 'bottle'
 boDi 'beans'
 -braa 'numeral classifier on
 hundreds'
 bU bU xyaaba 'to be fluffed up'
 bxaba 'to bring from a lower
 altitude'
 bxagaari 'cane mat'
 bxanda 'compared with'
 bxAAo 'vessel'
 bxaale 'rooster'
 bxaare'ma'E 'carriers'
 bxaaTi 'inn'
 -bxlba 'benefactive aux.'
 bx0 'strength'
 bxujyu 'grandmother'
 bxwi'ba 'to bring from a higher
 altitude'
 bxy0baa 'to throw out'
 by0ba 'to resemble'

C

ca' 'that'
 caba 'to eat'
 caeba 'to ease off'
 caja 'salt'
 caidiba 'needed'
 calidiba 'operate'
 caml' 'daughter'
 casdiba 'to prepare seed bed'

caUthE' 'one quarter'
 cEdo' 'close'
 cha'ba 'to burn - of sun or hot plate'
 chabi'yAA 'therefore'
 chaE 'shepherd, herdsman'
 chale 'in that way'
 cha'l pha'l 'discussion'
 chaaba'na 'like that'
 cherdiba 'to have loose motions'
 chi 'grass'
 chi'ndri 'just a short while'
 chiTTi' 'letter'
 -cho 'numeral classifier for rice
 meals'
 chuTTi' 'holiday'
 chyAAba 'nice, good'
 chyaa 'exclamation of disgust'
 chyo' 'let's go'
 chyugu' 'clarified butter'
 cisiri' 'small'
 ciba 'a senior, elder person'
 cig0' 'old - of animals'
 coro'n 'nowadays'
 cU'ba 'to sell'
 cu' 'this'
 cuduru' 'red berries'
 curaaDaa' 'cigarette'
 cwaaba 'to consume'
 cxa 'son'
 cxaga 'that much'
 cxaa' 'tea'
 cxo 'this much'
 cxuba' 'to prepare'
 cyagaa' cyugu' 'a little'
 cy0/cijy0 'last-born son'
 cyu' 'ten'
 cyu'ba 'to enclose animals'
 cyuDidiba 'to separate, run away'
 cyugu' cyugu' 'a little'
 cyugu'de 'a little'
 cyugu'thiri 'small'
 cyulu' 'delicacies'

D

DAADa 'hill, stalk, stem'
 DaakTor 'doctor'
 Duldibaa' 'to stroll around'
 Dxaagre' 'civilian, non-soldier'
 Dyaanggraa 'thin'
 dana 'direction'
 dar 'rate of wages'
 darkhaastaa 'official complaint'
 dasaE 'Nepalese festival in
 October'
 daai 'conjunction'
 daala 'lentils'
 daayaa 'mercy'
 de 'approximately'
 desa 'country'
 -di 'numeral classifier for years'
 din 'day'
 dina 'and then'
 diyAA 'in that case'
 do' 'emphatic particle'
 doxor 'both'
 dugAAna 'shop'
 dxarma 'credit, religion'
 dxero/dxe'ro piru 'from now on'
 dxi' 'house'
 dx0ba' 'to pound'
 dxU' 'tree'
 dxUri' 'marten'
 dxUbbre' 'thick'

E

ebaa 'to return'

G

gang.gyu 'gorge'
 garmi 'hot - of weather'
 ga 'to be'
 gaa/gaaro 'difficult'
 goraamaE 'white-skinned people'
 gUn 'gratitude'
 gxaa' 'sore (n.), wound'

gxAAna' 'gold'
 gxri' 'one'
 gxumdiba 'to stroll around'
 gxyAA' 'road'

H

hajur 'yes, Sir!'
 haawaa' 'air'
 hoTe'l 'hotel'

I

igurle' 'finally, conclusively'

J

jaga/jau 'plural marker'
 jar/joro 'fever'
 jare 'round-about'
 jaa 'to be'
 jAAna 'numeral classifier for
 people'
 jaali 'wire mesh, net'
 jela 'daily wages'
 juga 'era, time'
 jxaja' 'offspring'
 jxan 'instead, all the more'
 jxAAn 'family'
 jxaad 'in that direction'
 jxaale' 'and then'
 jxaasa' 'vehicle'
 jx0ba' 'to pour in, to put in'
 jxuba 'of this direction'
 jyAAU jyAAU 'concentrated confusion
 of people and noise'
 jyu 'body'

K

ka'bla ku'bule 'roughly, poorly'
 kabol 'contract'
 kaDaa' 'difficulty'
 kaDi kaDaau 'restrictions, laws'
 kadi' 'how'
 kaE 'cooked rice'

kallA' 'paddy wall'	khU' 'hole'
kammE 'blacksmith'	khubaa 'to gather together'
kanchi 'last-born daughter'	khwe' 'give it'
khAB' 'who'	khwi'ba 'to return the same day on a journey'
khaba' 'who'	khyodo 'cattle'
khaba 'to come'	klba 'to buy, to get'
khadaa'sU 'a mountain'	kisimbae 'kind of'
kha'Eba 'to cut at ground level'	kO' 'price'
khaiba'e khaale' 'what kinds of'	kOba 'to mix'
khaibaa' 'how'	ko'ba 'to feed solids to someone'
khaile 'how'	kodaali 'hoe'
khalaa' 'threshing floor'	kodaar 'fireplace'
khanida'i 'nowhere'	kodoba 'to cackle'
khanir 'where'	kojuri' 'meeting, discussion'
khanira'i 'nowhere'	kolaa' 'butter milk'
khasi' 'castrated goat or sheep'	kolo 'child'
khAA'ba 'to be able to, to finish'	(KolmaE' 'children')
khAAjo' 'necessity'	kra 'head, hair'
khaa'gae 'a little'	kru 'a cubit'
khaagu/khaau 'round about (spatial and temporal)'	ku'ba 'to sit'
khaau/khaagu 'round about'	ku' 'nine'
kheba 'to read'	ku'ba 'to move, shift, transfer'
khedi' paadi' 'terraced agriculture'	kuba 'to carry'
kh'i'ba 'to lend'	ku'di 'ferris wheel, swing'
khibaa' 'old man'	ku'i/kwi 'some'
khin 'by itself'	kuji' 'lock'
khlyaa 'ox'	kuni 'rice husking pounder operated by foot'
khlyyOba 'to swallow'	kurgu' 'open weave chicken enclosing basket'
khlyyo 'place'	kwaalaaba 'to heat fluids'
khOba 'to enter'	kwE 'clothes'
khOl 'never'	kxaeba 'to be late'
kho' 'come'	kxaaba 'to catch, seize'
khoba 'niche in wall'	kxe' 'work'
khoba 'to like'	kxemaE 'uou (pl)'
kho'i 'I don't know'	kxi 'you'
khoyO 'when'	kxo 'sacrificial offering'
khoyO khoyO 'sometimes'	kxoba' 'to understand'
khroba 'to burn'	kxojaa 'kukhri knife'
khru'ba 'to wash'	kxonO 'small work party'

kxri 'dirt'
 kxrosena 'honestly'
 kxuriba 'to fall down'
 kxwe' 'song'
 kxyui' 'language'
 kyAA'ba 'to cut'
 kya 'that, over there (spatial
 and temporal)'
 kyu' 'water'
 kyu/kxyu' 'sheep'
 kyu'gyu 'sweet'
 kyupr0' 'sheepfold'
 kyusA'E 'shepherd'

L

-la 'numeral classifier on months'
 laba' 'to do'
 labo' 'leaves'
 lamma 'Buddhist priest'
 laaba 'to heat'
 li'ba 'to be tasty'
 li' 'face'
 li 'behind'
 li'ba 'to finish, of a ceremony;
 to set, of the sun'
 lu' 'exclamation to draw attention
 to something'
 luba 'to learn'
 lxaaba 'to drive out'
 lxaagiri 'for whom, who what'

M

ma 'at lower altitude'
 -maE 'plural suffix, with people'
 maE 'medicine'
 -mae 'possessive suffix'
 ma'gi/maai 'buffalo'
 makhAE' 'corn, maize'
 ma'l 'compost'
 malaai 'Malaya'
 mare' 'only'
 mattre' 'only'

maa'ne 'purpose, meaning'
 maardiba 'to experience, enjoy'
 maa'sa 'black lentil'
 maasi' 'diarrhoea with mucus'
 ml' 'eye'
 ml 'name'
 ml'ba 'to be ripe'
 mila' 'mill'
 mi'maE 'memahebs'
 mlxā 'unhusked rice'
 ml0'gu 'throat'
 -mna 'numeral suffix for manas'
 (a measure of volume approximately
 equal to a pint)

mo' 'rattan'
 mrl 'wife'
 mr0 'rice paddy'
 mr0ba' 'to see'
 mroba 'to light a lamp, stove etc.'
 mu 'to be, to have'
 muyUma'E 'males'
 mxaeba 'to search for'
 mxajaa 'banana'
 mxarda 'male'
 mxAADiba 'to appeal'
 mxAAgu' 'expensive'
 mxaalār 'time, occasion'
 mxaara 'gold, yellow'
 mxe' 'cow'
 mxor '50 paisa - 1 mohor'
 mxUDa 'log'
 mxUDE 'kind of banana'
 mxui' 'rupees'
 my0'ba 'to have an injury or sore'

N

na' 'here, take it'
 na'ba 'to hurt, pain, be sick'
 na'ga 'fowl'
 nAA' 'rain'
 nAA'sa 'village'
 naa'b 'measurement'

naa'ni 'first born daughter'
 naare' 'millet'
 nego' 'and'
 naidi'ma 'year before last'
 -ne pri/-ne baalu/-ne 'with'
 nesa' 'evening'
 nga 'I'
 ngAA 'the place of'
 nge' 'Oh! I see what you mean'
 nge' 'to be'
 ngeba 'to chew'
 ngl 'we (exclusive)'
 ngi' 'seven'
 ngo 'forehead, knowledge'
 ngxá' 'five'
 ngxAAba 'to wonder about, to
 think, to want to, to seem
 to one'
 ngxe 'milk'
 ngxl' 'two'
 ngxl'ba 'to fear'
 ngxyo' 'we (inclusive)'
 ngxyoba 'to look'
 ngyui'ba 'to ask'
 ni'scai 'certainly'
 n0gur 'work party'
 no 'weeds'
 no'ba 'to carry'
 nxaba 'to keep'
 nxar 'weariness'
 nxar yu'ba 'to be tired'
 nxAAkarna' 'early in the morning'
 nxeba 'to tread out grains with
 feet, to knead with feet'
 nxepaal 'Kathmandu'
 nx0 'paddy fields'
 nx0 'inside'
 nx0ba 'to break, spoil'
 rxU 'worry'

O

O 'yes'
 ochEma'e 'dear! (expression of
 sympathy)'
 oleba 'to stir'

P

paehoDe 'latter part of crop'
 pa'e 'iron'
 pae 'post-funeral ceremony'
 paile' 'formerly, first'
 paisaa' 'money'
 pakhaa' 'grazing fields above
 village'
 palAA' 'yellow berries'
 palu' 'turn'
 pardiba 'to cost, must'
 pattu' 'wild asparagus'
 paa' 'distilled spirits'
 paa'n 'five'
 pha'raag 'different'
 pha'karna' 'for no special reason'
 phargu 'wooden uprights for cattle
 shed'
 phaaIDu' 'spare, other'
 phe'ri 'again, more'
 pheba 'to arrive'
 pho 'small deer'
 pho'ba 'to apply'
 phojoy0 'aunt'
 phoxor 'dirt'
 phU 'eggs'
 -phU 'numeral classifier for eggs
 and small round objects'
 phugaa 'fallow fields'
 phursat 'leisure, spare time'
 phuwaaba 'to collapse, dismantle'
 phwiba 'to tie up'
 plba 'to give'
 plDi 'verandah'
 plnggyaa 'green'

pi'ba 'to leave, forsake'
 plxi' 'four'
 pluba/ploba 'to boil in water'
 plxu' 'seed'
 pre'ba 'to shine'
 prl'ba 'to sing'
 priba 'forbidden'
 prxaba 'to walk'
 prxEsyo 'wife, bride'
 prxe' 'eight'
 prxiba' 'to write'
 prxiba 'of lower altitude'
 prx0 'cattle shelter'
 prx0chaE 'herdsman'
 prxu 'brahman'
 pujyu' 'indigenous shaman'
 pumsyo 'female witch'
 puranu' 'old'
 puraa' 'completely'
 pxali 'leg, including foot'
 pxana 'following (used with days,
 years)'
 pxanxAAGA 'tomorrow'
 pxasxi 'children'
 pxEba 'to snatch away'
 pxebe 'intestinal worm'
 pxi 'open weave carrying basket'
 px0ba 'to argue'
 pxyo 'cane mat'
 pxyUba 'to cough'
 py0'no '1 pathi - measure of
 volume approximating 1 gallon'

R

ra'gat maasi' 'blood and mucus in
 stools'
 ranThi' 'short'
 rl'ma'E 'females'
 riba 'to get up'
 ro 'they said, it is said'
 (reported speech)
 ro'ba 'to weave'

ro'ba 'to sleep'
 rodl 'sleeping dormitory'
 rUIba 'to plant, transplant'
 ru'byAA 'rupee'
 See also words under xr-.

S

sada 'one week'
 sadan 'group, party'
 sa'dEba 'to escort'
 sa'e 'price'
 sa'e 'thing'
 saeba 'to kill'
 sajilo 'easy'
 sale' 'matches'
 sa'lla 'consultation'
 sa'nja 'health, well-being'
 sammaa' 'up to'
 sangkhat 'suspicion'
 sAAju' 'key'
 saabma'E 'westerners'
 saa'la 'year'
 saaro 'extremely serious'
 sEba 'to return something'
 se 'flesh/meat'
 se'ba 'to know'
 se'ba 'to dance'
 seba 'to tell'
 se'graa 'chanting of pujus at death
 or post-funeral ceremony'
 sero' 'since, from'
 sl' 'wood'
 sl 'cold'
 siba 'to die'
 sida'l 'shade'
 sigreT 'cigarette'
 silidiba 'to bring an appeasement
 offering'
 skula 'school'
 s0' 'three'
 s0ba 'to put out to dry in the sun'
 sU 'mouth'

subaaraa 'Friday'
 su'ga '25 pice'
 sui' 'injection'
 suru' 'begin'
 susaar 'care'
 sxaba 'to be healed, to heal'
 -syaa 'emphatic'
 syaa'ba 'to reach'
 sy0 'river, stream'
 syui'ba 'to uproot'
 syuiba 'to roof a house, flag a
 courtyard'

T

TableD 'tablet'
 TAAng.gra 'beans'
 TaaldU 'cattle shed'
 Thaldiba 'to begin a project'
 Thaagu 'first-born son'
 The'kdaara 'license, permission'
 Thi'k 'O.K.'
 TObaa' 'to cut through something'
 Txaa 'rice accompaniment, curry'
 Txu' 'six'
 Tyangki 'tank'
 ta 'upper altitude'
 taba 'to be, to become, to happen'
 tagaara 'gate post'
 talaa 'earlier'
 ta'le 'why'
 tamu 'Gurung'
 tAAAn 'all'
 taajy0 'older brother (not
 eldest)'
 taa'ne maa'ne 'chores'
 tEba 'to show'
 te' 'a little'
 te'l 'oil'
 tela' 'yesterday'
 thaaba 'to construct'
 thaaidu' 'wait'
 thang.gadiba 'to store away'

thAAAn thaU'n 'harvest storage'
 thEba' 'to put in, to put down, to
 plant'
 thebbrE' 'large, big'
 thEmaE 'residents of a village'
 theeba 'to hear'
 thi'kka 'average'
 th0ba 'to open, to make a hole'
 tho'ba 'to chop, to cut pay, to buy
 tickets'
 thU'ba 'to drink'
 thu 'friend'
 -thu 'kinds'
 thu'ba 'to put up a screen, barrier'
 thubaa' 'to cut grains at heads'
 tl' 'house'
 tl'ba 'to feed fluids to a child'
 tll' joro' 'these days'
 tiba' 'to spread out'
 tibe' 'leech'
 ticyaarnaa' 'simultaneously'
 tidlma 'this year'
 timmru' 'berry'
 ti'r 'edge of river or stream'
 ti'syaa 'a little while'
 tiyAA' 'today'
 t0 'work remaining to be done'
 t0'ba 'to like'
 t0phyaa'r 'unceasing work'
 to' 'what'
 to'ba 'to hold out something, with a
 view to receiving something in it'
 to'e 'what kind of'
 togo' 'now'
 tonDaa' 'edible fern'
 to'ndorin 'everything'
 to'rE 'never mind'
 tугyU'mba 'last year'
 turi 'mustard'
 tu'si 'I don't know'
 tusyu' 'hail'
 txaaba' 'to hoe'

txE 'rite offering'
 txeba' 'to cook by frying in fat
 first, then adding fluids'
 txi 'time'
 txirba 'to be pleasant'
 txiyAA 'mid day, sun'
 txo 'main upright in house'
 tx0ba 'to emerge, come out of'
 txoba 'to meet'
 txuba 'must'
 txulmaE 'tailors'

U

UI 'a while ago - days'
 UI'ba 'to show'
 ubxapradxaan 'deputy mayor'

W

waa' 'question particle'
 waaba' 'to throw out'
 See also words under xw-.

X

xa'k 'authority'
 xalla' 'strife, confusion'
 xari' 'direction'
 xaaudiba 'to scold'
 xe 'response to hailing call'
 xeba 'to cook by a long boiling
 process'
 x0 'to be'
 xobaa' 'to thresh by beating'
 xosyaa 'expression of relief'
 xraba 'to know how to'
 xraaba 'to play an instrument'
 xrEgo 'far'
 xrl txEba 'a rite in post-
 ceremonies'
 xriba 'bone'
 xrlgyo 'long'
 xriba 'to beg'
 xris 'anger'

xrugudiba 'to be chronically ill'
 xwe' 'Yes?' (response to hailing
 call)
 xwiba 'to call for'
 xyoba' 'to thief'
 xyoba 'to cook by boiling'

Y

yaa 'to be'
 yaayu 'early'
 y0ba 'to be available, to find'
 y0maa' 'hen'
 yo 'hand, handle'
 yogaara 'monkey'
 yu'ba 'to be sufficient, enough'
 yunaa 'quickly'
 See also words under xy-.

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