Principles and Parameters in Natural Language
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Lecture - 13
Rules of Word Formation
[Singular-Plural]

We have been looking at words, right. We will continue looking at it before we reach sentences. Now we are looking at parts of language which are becoming more and more abstract, which is again underlying patterns. These underlying patterns are part of our these generative apparatus which is to say we can look at these things or we understand these things when we try to understand generative apparatus or vice versa.

So, yesterday we looked at certain underlying patterns rules, which work as a template for formation of words where we have some templates which give us lot of words and then the more constraints are heavier the fewer the words. With clusters of two consonants we have fewer words, with a cluster of three consonants we have way too fewer words that are handful of them and with the cluster of 4 in the beginning of a word we have none in any language whatsoever we have looked at these things.

Now, we want to look at certain more processes, which add grammatical meaning to words and we want to see how they work. I have a question from yesterday somebody asked about syllables the person here no. So, I will discuss that part later.

So, let me take you through more on how to make words.

I want to give you some examples of Hindi and at the same time, while I am discussing these examples I want you to look at languages that you speak and see how such rules are going to apply in those languages. Keep in mind these rules are not going to apply verbatim ok.

However once you see the underlying pattern of these rules, they will help you understand underlying patterns of rules in the languages that you speak and finally, you

will see how language specific rules are how languages specific rules have to say about generic rules of language and how these rules really work in our mind ok.

So, let us let me show you some of these things now what is this about? This is about a singular word right and a plural counterpart right everybody knows about singular and plural counterparts right. So, how do we make plurals in languages in general? Now the basic point is every language will have plural counterparts of singular nouns, we have nouns that we make that become plural and I am going to kind of rush through these things I am not taking you through every single step.

I am going to show you like I said I am going to show you some of this from Hindi and then I want you to apply them to English and to more specifically to your languages right now have you heard these words before even some people who may not be speaking Hindi, have you heard these words before right and you have heard their plural counterparts as well. We if we speak Hindi we use these words quite often they and these are just few examples.

So, what is going on in this singular and plural counterpart, how is it working how is this working?

Student: We add another sound at end of the word.

Sorry.

Student: We add another sound at the end of the word to all the words (Refer Time: 05:57).

We add another sound in the word.

Student: At the end of it.

At the end of it do we just add or do we do something else too. So, if we have two words one is let us say [FL] right or [FL] and the plural is [FL] are we simply adding a sound to the end of the word or we are doing something else with that.

Student: Remove and (Refer Time: 06:21).

We are.

Student: Removing (Refer Time: 06:22).

We are removing one and only then we are adding the other one see this thing. So, if someone asks someone looks at the word [FL] right and you try to tell them the do you see the end of this word and the marker at the end of the word is actually plural marker that we have added right this is one way to describe, but how why should anybody believe you if I am not a speaker of Hindi. I would simply say look this word sounds like just one word to me why should I believe you that the sound a at the end of this word is an addition of a sound, do you understand my question why should we believe that this is an addition of a sound this looks like a word to me right.

Student: Because it is a happen with every word.

No not necessarily how is it happening with the other word I have given you only four of them here and it is not happening with even four of them.

Student: (Refer Time: 07:41) majority of words.

Not necessarily that I can tell you for sure they are not necessarily it happens with every single word.

Now, let before we go to that let us focus on my question that I asked you. Understand the question the question is why should we I believe that something has been added to the word, it is look like just one word to me how will you convince someone that something has been added to it.

Then the answer to that question is we need to look at the singular counterpart right and then you can show systematically, that the sound [FL] is dropped right and only then in place of that there is another sound right and on the top of that this addition of a sound has a meaning, do you see if I simply write a word write a sound.
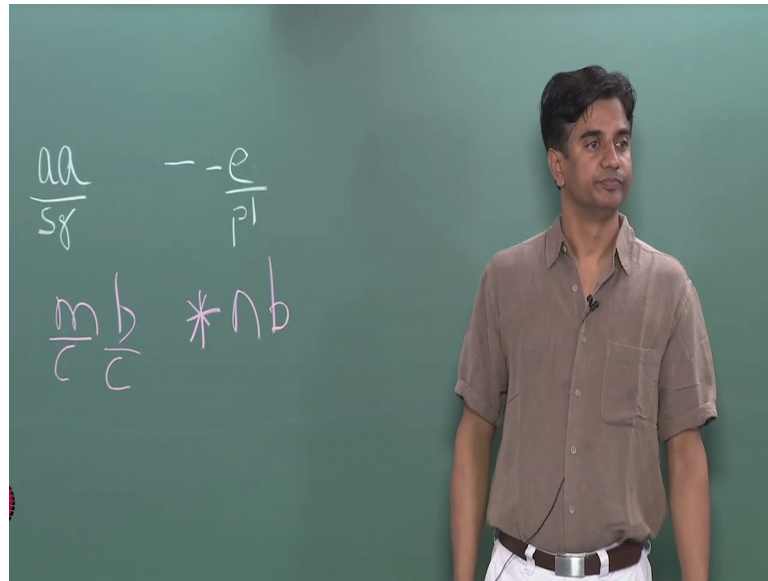
Let us say [FL] or [FL] do these sounds have any meaning, without looking at these words do they have any meaning no right.

But when they are added to a word they have a meaning understand this? When they are added to a word they have a meaning there are names for these categories, but without those names let me go ahead and talk about them what is the meaning of this sound in this word, in these words the meaning of this sound is what?

Student: Singular.

Singular the meaning of these this sound is.

Student: Plural.

Plural now everybody understands what is singular is and what a plural is right now see how when we are learning languages or a language or language itself, how language specific rules get triggered with the input. So, no one once again to remind you about the things that I have promised you, that I will keep reminding you time to time that when we when a child is learning a language, the child comes across with the words like [FL] and [FL] and nobody tells them or at least at the time when this input is coming to the child, child is not in a position or at the age to be told these things that look [FL] that you see at the end of it is a singular marker. A at the same end of another word is a plural marker do you agree with me.

It is difficult for us to see these things even now right so much so, that we to put these things in colors, to see them clearly right. So, it is not possible for anyone to tell a child or for a child to see these things; however, what the child is figuring out or the or the mind is figuring out by itself is these things. There is absolutely no confusion in the mind of a child after the child has acquired the language that this is the plural formation pattern.

See this thing this is why if I without giving you this thing if I ask you can you write down in 5 minutes the plural formation rules of Telugu or Tamil take 20 nouns and see how nouns are changing in plural and give me a rule or summary of rule or a set of rules which will apply to all the nouns across the bout. A it is not it could not be done in 5 minutes and b it is very difficult to figure those things out.

However, you know every single noun of your language and you also know the underlying plural formation pattern of every single word of your language, that consist of knowledge of language and then the on the other side it confirms that when we acquire language, these are the underlying rules of principles and parameters which are part of universal grammar are that are getting triggered by language specific inputs.

Now, what are what are such rules? Unless we look at these words we do not even know that a particular sound may also have a meaning in a world. A particular sound may not have any independent meaning elsewhere that is outside of a word, but in a word it may have a specific meaning also and we do not to stop here also we know for sure that if this is the plural marker in a language like Hindi this is not the plural marker across the board this is a plural marker in only some words right.

For example if you see word number three what is the word.

Student: [FL].

And what is the plural marker.

Student: [FL].

The plural of [FL] remains [FL] nobody has any confusion of that. Now not only plural the plural form remains the same, but we know that the plural marker is zero no plural now someone can argue someone can tell you there are there are descriptive grammars

given to us which describe things like every [FL] ending word will change to a how many of you have taken Hindi classes anybody some of you at least very nice were you told about plural formation rules, what were you told any idea others.

Student: Rules were not taught.

Right?

Student: Actually words (Refer Time: 14:33).

Words and rules.

Student: Words and their plural forms (Refer Time: 14:39).

Words and their plural forms; so you were given every single word and their plural rules do you see the problem with that at least now if I you are learning a language like Hindi or I am learning a language like Telugu and Malayalam, how many words can I learn what is the length of a semesters? 40 hours right which is if you put it in terms of continuity, it is less than 2 days see this thing, that we do over a period of let us say 13 or 14 weeks how many words do you think I can learn if I am taking Telugu in a semester or for that matter even if I take it for a year two semesters including summer, if I need to learn every single word and then it is plural marker plural form, how many words do you think I can learn. Answer clearly is not all; you can learn as many as you want every day, but definitely it is never going to be an exhaustive list get this.

Now, what else were you told anybody remembers whatever what else were you told? He is admitting that we were given certain words and it is plural forms were you also told about the rule underlying it? No. So, somebody was given let us say a word like [FL] and told the plural is [FL] right something like this anybody else.

Student: Sir some words which do not have plural were also taught.

Some words which do not have plural were also told.

Student: (Refer Time: 16:18).

Taught.

Student: As an exception.

As an exception right.

So, the one of the things that I remember from such classes is there is a rule that is taught that if you see a word ending in [FL] it changes to a and if they do not then they are exceptions right if they do not work that way then they are exceptions.

Student: (Refer Time: 16:46).

The idea of here is not to show you the problems of teaching, and the idea is also not to blame the teachers. The idea is to show you there cannot be exceptions; if language is part of generative apparatus then there cannot be exception to rules because we are not talking about rules which let me put it this way we are not talking about some generic rules, we are talking about the rules that already exist remember what I have told you about what already exists what is it that I have told you that I already exists?

Student: (Refer Time: 17:32).

Which is if in a Layman's term, you have to describe universal grammar how will you describe that.

Student: We intrinsically know.

Right we know those things intrinsically, but also that is the set of rules of all the languages of the world if that

Student: (Refer Time: 17:52).

If it is that kind of innate rule, how could such rules generate exceptions? See my point the strength of a rule is such that it should not be able to generate exceptions. If you are generating exceptions then if a rule in generating exceptions then it is a weaker rule. You will learn about this particular aspect in your respective disciplines, when you move ahead any rule that generates lot of exceptions, any rule that has lot of patches is called a weak rule ok.

So, the third and fourth will be examples of exceptions right that these things are exceptions, but that is not true. If you we are calling them exceptions only when we are looking at it not very carefully. If you look at them carefully then you see that there is absolutely no exception to rules and the rule is the following the rule is first we have to

look at if we are talking about a language like Hindi, then we have to look at two types of it is gender. You know that there are only two types of genders in Hindi which is every word can only be either masculine or feminine.

Now, this intuition about a word and mind it I am calling it intuition, this intuition about a word is innate is inbuilt. For example, I will give you this example in a moment every single word in Hindi any language like Hindi must have a gender and that gender must manifest in sentence ok.

So, if I if I say a word like let us say give me any word in Hindi that you know.

Student: [FL]

[FL]

Student: (Refer Time: 20:08).

It is which what is the gender?

Student: Female.

Feminine gender because that is.

Student: (Refer Time: 20:16).

A natural gender applies there.

Student: [FL].

[FL].

Student: [FL].

So, [FL] is what gender?

Student: Feminine.

You see that feminine gender shirt what gender shirt?

Student: [FL].

[FL].

Student: (Refer Time: 20:36).

Now, probably this is an unfair question to ask you. Now my point is a shirt is masculine in Hindi and if we use for the same object a different word, let us say [FL] have you heard the these words shirt [FL] the word [FL] is feminine.

Student: (Refer Time: 21:03).

Sorry what is?

Student: [FL] (Refer Time: 21:04).

Not only [FL].

Student: (Refer Time: 21:05).

Any shirt in Hindi is called [FL]; shirt is English word right in Hindi it is called [FL] right now that word is feminine.

So, another point to notice is there is when we say every word must have it must have a gender which is either masculine or feminine we are not talking about the gender of the object we are simply saying there is a gender associated with every word, which is arbitrary association, but it is its inbuilt intuition and this is also identification of someone being native speaker of that language they will immediately figure it out without any training you just give a word to a Hindi speaker or just listen to them speaking, nobody needs to tell them that [FL] is feminine right or a table.

Student: (Refer Time: 22:12).

Feminine or masculine.

Student: (Refer Time: 22:15) masculine.

Nobody needs to tell them what it is; however, you know that there is nothing masculine about table and they are nothing feminine about [FL] right this is intuition. Now based on that if you look at the words of masculine gender, you find two types of words; one type which end with [FL] only such word will change to a masculine words which do not

end in [FL] like [FL] or [FL] they do not have their plural forms across the bout and this [FL] to a rule applies only to masculine words see my point applies only to masculine word because look at this example that he gave you what was the example [FL] does this word end in [FL] what is the plural of this.

Student: [FL].

Do we see it as a [FL] or [FL].

Student: (Refer Time: 23:26). We are not (Refer Time: 23:27). We are not dropping the [FL].

We are not doing the my point is we are not changing this word the way we are changing [FL] and [FL] clearly tells you that that is not a masculine word see the thing.

Now, if you look at these two rules then there is absolutely no exception. Similarly if you look at feminine nouns of Hindi there are only going to be two types of feminine nouns one that ends in long e am I making sense to you, we do not need to learn Hindi or we do not need to look at it I am only trying to show you the underlying pattern right. Words that end in long e such as [FL] or [FL] and the words that do not end with long e then only two categories, either they end with long e or they do not end with long e. If we are talking about masculine nouns, either they end in [FL] or they do not end in [FL] please pay attention to the second part.

(Refer Slide Time: 24:43)

Feminine Nouns:

– khiRk*ii*	khiRk*i*-y-*aa*N	'windows'
– gaaR*ii*	gaaR*i*-y-*aa*N	'cars'
– kitaab	kitaab-*e*N	'books'
– bah*uu*	bah*u*-y-*e*N	'brides'

- A feminine noun ending in a sound /ii/ gets /aa/ (nasalized) as plural marker.
- A feminine noun ending in any other sound gets /e/ (nasalized) as plural marker.

We are not saying they end in a consonant or a vowel or a particular type of consonant or a particular type of vowel, nothing of that sort. We are only saying one type of masculine noun ending with [FL] and the other type not ending in [FL] one type of feminine noun ending in e that is a long vowel and the other type not ending with e.

And. So, so that way we get four way classification and for each type there is a specific rule and then that rule does not generate any exception. So, a word like [FL] will fit where.

Student: (Refer Time: 25:24).

Sorry feminine noun which does not end with.

Student: [FL] e.

Long e right and similarly if there is a word which ends in long e, imagine there is a word which ends in long e, but it is not a feminine word which is if it is not a feminine word then it is going to be.

Student: Masculine.

Masculine; so can you give me any can you can you think of an example of such word

Student: [FL].

[FL] I already gave you this word [FL] a word which ends in long e, but does not have it is not feminine it is not going to change. There is another word that I can give you I only picked up few to make a point do not need to look at exhaustive list of them [FL] another very generic word everybody must have heard this word [FL] means.

Student: Washing man.

Someone who washes clothes right is a masculine or feminine.

Student: Masculine.

Masculine word it does not, but it ends in long e what do you expect?

Student: Does not change.

We will not change in plural form neither is going to work the way feminine nouns work. Now there are only 4 types and 4 simple rules for them; if they end in [FL] then change to [FL] if they do not end in [FL] no change.

If they end in when we talk about feminine nouns if they end in long e, they change in a particular way right and I and this is where I said I do not need do not want to take you through every single step because it is very we have we do not need to learn this these things we only need to see a particular point.

Now, the second part of feminine noun which is.

Student: Does not end (Refer Time: 27:34).

Words that do not end with long e they change in a particular way.

Student: (Refer Time: 27:41).

Right can you see the rational that in this category, we cannot say words that do not end in [FL] that that do not end in long e will not change? We cannot say that because if they do not change then.

Student: (Refer Time: 27:58) masculine.

Then there will be no difference between.

Student: Masculine.

Masculine and feminine nouns and that will create again confusing.

Now, do you see how systematically they are classified and why they generate no exceptions and creates no confusion here. This is one particular rule which is languages specific now it is about Hindi. Now I invite you to look at the underlying pattern of plural formation of your language this is I am giving you this thing as a as an assignment which is optional assignment you do not have to sum it, but I promise you usually people will not tell you what is going to be on the exams.

Do people tell you what is going to be on the exam on record on camera, I am telling you this question will be on one of the exams. So, please work on that if you need my help I am ready to work with you, but for that you need to bring me examples. Please look at

the underlying pattern of plural formation and the only thing that I am not telling you is it is going to be on the coming exam, but on one of them this question is going to be there ok.

So, see how categorically I have shown you the rules? Now had a plan to show you rules of at least one more language which is English, but I leave that for you to figure that out also because English is one language which everybody has studied which everybody has learnt as second language or I remember some of you telling me you started learning English in kindergarten right remember a for apple and b for boy.

Student: (Refer Time: 30:11).

You have not forgotten that yet what how did you learn plural formation I just want you to think about that and hence tell me how it works.

Student: Sir what is the question again as in you want us to do that do the same thing (Refer Time: 30:24).

I want you to do this definitely for English and tell me how it works, and also I want you to do for the language that you speak which is language that you grew up with.

Student: Mother tongue.

Mother tongue; take some examples and see the plural pattern of that language that will be one application of something that you are learning.

We I am not going to give you such assignments every now and then, because we are going to move very fast and it is difficult in a semester in a short period of class for me to tell you to apply every rule to your language; however, you will get a taste of how it works when you need to when you are asked to look at your own language. If your own language looks difficult to you just look at the language of your neighbor and see how it how it works. The by neighbor I mean if you speak Tamil and Tamil sounds difficult you can look at Malayalam or Kannada or Telugu whatever you like, but everybody is definitely going to look at English and I also ask you feel free to consult any internet any library any resource at your disposal, people that you know teachers you may have interacted with just feel free to interact with anything consult anything, but please do work on this thing get my point all right.

Now, this is this was just one underlying rules that language is operate with and I wanted to wanted you do see. Any questions so far before I move, any confusion about what I have just described what you need to do no. So, you promise that you will do it? I do not see commitment in your promise go ahead.

Student: Sir, are there no exception at all every language when it comes to this.

Yes and why am I saying so.

Student: Their rules (Refer Time: 32:43).

On the simple the simple reason of me saying so, not that I know all the languages underlying rules of language are such that they are not supposed to generate exceptions. Suppose we still find exceptions that simply means we have not looked at the rule hard enough, but see I think you asked me this question yesterday or somebody asked me this question do we have first words and then we have sorry do we have first sounds and then we apply them in a format and get words right or do we have words and then we see them. Either way the point is we have rules and if we have not come up with a rule of this type I am giving I have given you a rule which I am convinced that there is no exception. I want you as a Hindi speaker whether you speak Hindi or not I want you to find one single example which does not work this way, which forms exception to this four way categorization and a these.

Student: Sir.

These rules.

Student: What about the (Refer Time: 34:07) used to (Refer Time: 34:08).

Such as?

Student: Suppose Tamil (Refer Time: 34:13) [FL].

[FL] is not plural [FL] is not plural I mean a it is a plural, but it has something else on it now I do not want to start Hindi.

Student: (Refer Time: 34:28).

Class with you here: however, you are right that that is a very genuine question very genuine concern.

Student: (Refer Time: 34:37).

[FL] has more than plural and if you are interested in this look at some materials, what you will find is people use this word [FL] only when there is something following it which is called a post position right like [FL] or [FL] we never used this word [FL] or [FL] without a post position. So, it is the effect of the following post position on the previous word which turns it in to there into [FL]

Student: In that case we do not have (Refer Time: 35:15) masculine (Refer Time: 35:18).

A for plurals yes no [FL] all of them work the same way. So, that that is something more than singular plural masculine feminine that is that is all I can I can tell you about plurals and singular only what I have told you. are you are you convinced that [FL] is something else?

Student: Yes sure.

So that is a different.

Student: It is was (Refer Time: 35:45).

Exactly very true: I am convinced that you can see patterns very well at least and I am trying to show you patterns which are easy to see right all right anything else?

Student: Sir if language was natural how come Hindi has got this issue of [FL] nouns changing with the post position that is other languages do not have.

Probably many would do many many language would work that way not all. So, what is important here is languages will have too may categorization, let us say singular and plural this is part of universal set of principles.

Student: Sir. So, all languages will have.

Singular and plural; however, language what was the other part of your part of your question how come Hindi.

Student: (Refer Time: 36:55). How come some language Hindi has got this post position?

Post position and it is its effect.

Student: (Refer Time: 36:58) then English do not (Refer Time: 36:59).

Then English do not right.

Student: In any language (Refer Time: 37:01).

So, when we say on table there is no change on the word table whereas, if we say on table or on tables when you say on the table you do not see any change in singular, what is in Hindi phrase on the table?

Student: [FL].

No on the table singular.

Student: Singular [FL].

[FL] and when we say on the tables.

Student: [FL].

[FL] same thing is added that you were trying to add to what [FL] or [FL] or [FL] or [FL]. Now coming back to your question this effect is restricted only to Hindi you are right this is not in English now this is exact example of what we say parameters.

That some rules are parametric in nature where they will apply only to some languages and will not apply to others, this is what becomes responsible for differences in languages right otherwise if there were no parameters take it this way if there were no parameters, then we will have will end up with one language. See this thing this is why both together principles and parameters help us understand what we say language the underlying rules of language. We would not be able to see underlying rules of language only with the help of principles we need to see that also with parameters making sense.

Now, one more thing which I discussed with you yesterday, which is important for word formation rules and then we move ahead in the in remaining few minutes now are you

familiar with these words? I thought you will be fairly familiar with lot of them therefore, I have not even added meanings to these words anybody who is not familiar with all the words.

(Refer Slide Time: 39:22)

Nasals

- kaNghaa   ng gh
- paNjaa   ny j
- aNDaa   N D
- aNdhaa   n dh
- muNbai   m b

So, what are the words can you read them.

Student: [FL].

Now, there are two of them after [FL] the first one is.

Student: [FL].

[FL].

Student: [FL].

[FL].

Student: [FL].

And [FL].

Student: [FL].

Right have you heard [FL].

Student: Yes.

Everybody.

Student: (Refer Time: 39:45).

[FL].

Student: yes (Refer Time: 39:46).

[FL] means a blind man.

Student: (Refer Time: 39:50).

Or blight [FL].

Student: Egg.

Heard this one [FL].

Student: Palms.

It means palm [FL] means palm I should have given meaning of these things, but nonetheless I can tell you that and [FL] is a comb with which we set our hair right.

Now, I want to show you something else that is the I have shown you a rule which is a morphological rule where we add something to the word and they are they give a new grammatical meaning which is plurals right. Now I am trying to show you something which happens word internally this rule works internal to word all right. To wind up the story of word and move to sentence I need to wind this up.

Now, remember the story of clusters what was the story of cluster? Two consonant sounds will form a cluster in which way.

Student: One will lose (Refer Time: 41:00).

One will lose.

Student: The (Refer Time: 41:03).

The first one will lose it is vowel quality and then form the cluster true? Now if we apply the same thing to the clusters where a nasal sound is a part of the clusters, the first consonant happens to be a nasal sound are you with me first consonant happens to be a nasal sound then how does it work? If you see the first one what is the sound which is following the nasal?

Student: [FL].

Which is what is the place of articulation of this [FL].

Student: Back of course, (Refer Time: 41:58).

Back of course, which one?

Student: [FL].

[FL] right the next one [FL] what is the place of articulation.

Student: [FL].

For that.

Student: Palate.

Palate.

Student: Palate.

Right the next one is.

Student: [FL].

[FL] it is a retroflex.

Student: (Refer Time: 42:19).

Right in our language it is a retroflex and then the next one.

Student: [FL] dental.

[FL].

Student: (Refer Time: 42:30).

A dental.

Student: Yes.

Right and the next one is.

Student: [FL].

[FL].

Student: (Refer Time: 42:38) bilabial.

Which is bilabial do you see the example of all the 5 of 5 places of articulation in these words, now in each of these words the first sound is a nasal that is in each of these clusters the first consonant of that cluster is a nasal sound right.

Now, the way it works is if the following consonant is a labial, then the nasal is also labial if the following consonant is dental then the nasal is also dental. If the following consonant is a retroflex one the nasal is also retroflex, if the following consonant is palatal the nasal is palatal and if the following consonant is velar then the nasal is velar.

So, in a word like [FL] right [FL] do you hear a nasal sound, where do you hear this nasal sound right before [FL] right? Now what if we need to talk about it what which type of nasal is this right this is. This can only be a velar nasal.

Student: Velar nasal.

And how do we know that this is a velar nasal because the following sound is it velar one. In the second one it can only be palatal nasal because the following sound is palatal and likewise in all of them.

Now, besides being little bit fancy and interesting what is this tell us that if we if there are two sounds forming cluster and the first one is nasal right that nasal and the following consonant must share same place of articulation. A nasal from a different place of articulation and the following consonant from a different place of articulation will not be allowed; which means in a word like let us say [FL] in a world like [FL] we have [FL] and [FL] this consonant is a nasal and it must only be bilabial nasal.

In other words a dental nasal [FL] and [FL] this is not going to be a warranted sequence in a word are you with me do you do you follow this thing? Then the nasal sound must match I am I am using non term non technical term the technical term for this is assimilation that is these two sounds assimilate each others quality, this because this is bilabial this must be bilabial and not anything else therefore, not warranted see this thing? Now the examples that you see on screen these examples are from which language.

Student: Hindi.

Hindi right; however, this rule is not a specific to Hindi what is the rule?

Student: (Refer Time: 46:49).

The rule is when we talk about a nasal sound and it is following consonant, they must come from same place of articulation right this rule is not a specific to Hindi alone all right.

Now, I can give you some examples from English right if I give you a word you I want you to write that word, let us say the word is possible and patient only two words right I want you to negate this what is the negative of this these two words.

Student: Impossible (Refer Time: 47:50).

Impossible.

Student: Impatient.

And impatient right did you write both.

Student: Yes.

Right next to one next to each other now one more example consistent.

Student: (Refer Time: 47:57).

Consistent.

Student: Consistent.

Must have heard this word before consistent English word.

Student: Inconsistent.

The negative is.

Student: Inconsistent.

I want to hear the word.

Student: Inconsistent.

Now, how do you write that let me let me first go to the writing how do you write that?

Student: (Refer Time: 48:23).

You can only tell me the first part.

Student: I n I n.

I n do you write I m why not.

Student: (Refer Time: 48:30).

In the previous one we just saw it was I m.

Student: (Refer Time: 48:35).

In the following one it becomes I n right why is this I m in the previous one?

Student: There is of course, p is (Refer Time: 48:45).

Because the [FL] sound is labial if the negative is coming before that that must be a labial nasal which is [FL] we cannot say impossible we cannot say that we cannot say inpatient.

Student: (Refer Time: 49:05).

We have to say.

Student: Impatient.

Impatient rather we can put the same thing in the following way it is really not it is really not a point that how we say that, this is how it is said this is how it becomes because the following if the following one is a labial, it is easier to have the previous nasal also as labial; one moment before I come to you.

Now, the one second example that I have given you which type of nasal is that.

Student: (Refer Time: 49:50).

You have written them as a I n right and then only you write something a consistent right now what is this sound the.

Student: [FL].

Sound is.

Student: [FL].

[FL] which is?

Student: (Refer Time: 50:14) velar.

Velar sound the nasal must be.

Student: Velar.

A velar nasal. So, it is not really inconsistent.

Student: (Refer Time: 50:25).

It sounds different or it is supposed to sound different it is inconsistent, where the nasal is a velar nasal see that and you can find tons of examples in English or in other languages which is going to follow this rule.

Now, this was just an lang just a language internal rule the other one that I showed you is which is sorry this was word internal the other was applying at the word boundary.

Student: (Refer Time: 51:08) pleasant what is about impleasent.

What is that?

Student: The pleasant is unpleasant (Refer Time: 51:11).

Well that did not it is a different thing see.

Student: (Refer Time: 51:17).

We are you are absolutely right let me first say that now why am I saying that is a different thing is. I am saying the following if it must be nasal then it has to be this way.

Now, un is a different kind of prefix, which then for to understand that we need to look at negative prefixes in English and there then we will be looking at languages specific rules of English right which will fall in a different domain. Now I am not taking a shortcut I am not trying to avoid that thing I am only trying to show you that there are some rules which may not be part of principle this assimilation of nasals is a principle which works across language right. So, we are looking at word internal and thinks at word boundary, we are looking at rules that may not may not really change the meaning of a word if we are looking at Hindi and we have looked at he some Hindi examples where some addition to the word changes the meaning of the words.

But these are the rules which help us understand structure of words right likewise we are going to see tomorrow rules that are going to be underlined, but significant information of sentences and then we will come to. Once we understand such rules from sentences with that we will conclude the story of sounds words and sentences. And then I will take you to see more generic principles of language that apply across the board.

Thank you.