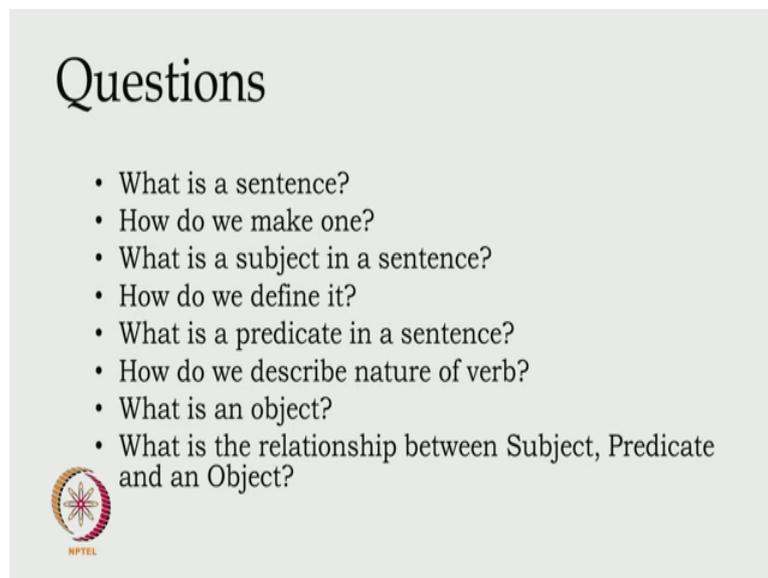


Principles and Parameters in Natural Language
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Lecture - 17
Subject and Verb in a Sentence

We started looking at sentences which is syntax, and we will continue looking at some of the components of sentence. We have addressed some of the questions,

(Refer Slide Time: 00:33)



Questions

- What is a sentence?
- How do we make one?
- What is a subject in a sentence?
- How do we define it?
- What is a predicate in a sentence?
- How do we describe nature of verb?
- What is an object?
- What is the relationship between Subject, Predicate and an Object?



Like what is a sentence made of; what is important part in a sentence and how do we make one right; we have tried to answers those questions in some sense, but here are some more questions that are going to be interesting for us to understand; such as, what is a subject in a sentence? We have talked about this thing briefly, what is a subject; if someone asks you now, what is the subject, what will be the answer?

Student: Sentence minus predicate.

Loudly.

Student: Sentence minus predicate.

Sentence minus predicate, but that is nice mathematical theorem, but does not help much understanding a subject, the idea of a subject, that is all right. That is which in a way tells

us this proposition that subject is different from predicate, subject is not part of the predicate. Therefore, it has a different status compared to every other element which are part of predicate is something, is one thing about the subject. In other words predicates contains objects and verbs and other elements. So, if we are talking about three elements like; subject, verb and object, we know with this description, it's subject is different from verb and predicate.

It has a different status right. So, how do we define it? How do we define it in a more precise way?

Student: A verb which is in agreement with a verb (Refer Time: 02:36).

That sounds better. A noun or a word, more precisely we can say noun; we are going to call it something else which is a noun phrase, little later once we talk about phrases. So, we can say word or a noun that agrees with the verb and we have already seen what agreement means.

Student: (Refer Time: 02:57).

Student: (Refer Time: 03:00) No that is a semantic subject.

That is a semantic subject.

Student: (Refer Time: 03:08). So, that we are talking about the grammatical (Refer Time: 03:10).

No we are talking about both; we are talking about both and the way to put both together.

Student: (Refer Time: 03:17) same in agreement (Refer Time: 03:19).

Of course, same is in agreement with it. So, the reason why I gave you the sentence Sima [FL] or Raju [FL] one of the reason why one of the reasons, why I wanted you to take a look at that sentence is, when we talk about subjects, many a times we do not look at two parts of subjects; one is semantic content of a subject and the other is grammatical component of a subject. By now you have seen independence of syntax, by now you have seen a sentence which is, all that you need to make a sentence is it is grammatical component, even if a sentence does not make much sense like colorless green ideas sleep furiously. A dog was reading a newspaper in the library in the night right.

These things these sentences do not mean any sense, they do not make any sense, still they are grammatical sentences. The fact that syntax is independent of meaning makes us think little bit harder at a point, that there are two parts of subjects; one is, it is semantic content. So, a word which is semantically a subject is called a logical subject.

So, in a sentence like Raju [FL] Raju is a still illogical subject, but grammatically speaking the subject is the noun, that agrees with the verb, which happens to be [FL] in this sentence. If you put all these things together, you can see that in many languages of the world, many a times, (Refer Time:05:20) 99 percent of times or maybe little less or little more, both logical subject and grammatical subject, are in one word. Therefore, we do not need to separate them, to see two parts; however, in some cases, you can categorically see logical subject is something else and grammatical subject is something else.

Student: What will be the predicate (Refer Time: 05:50).

What will be the predicate in this sentence, you tell me?

Student: (Refer Time: 05:56). The predicate will be, I mean that is a great question, what will be a predicate; what your question is logical subject part of the predicate or not?

Student: Yes.

Or if [FL] is

If we leave logical subject out, is the grammatical subject part of the predicate.

Student: Predicate.

That is what your question is intended and we have seen that subjects are out of.

Student: (Refer Time: 06:29).

Out of a predicate right. So, it is, that is a conceptual question in order to answer this question, we need to look at some other stuff. The reason why I am not giving you straight answer to this question, that this is the noun, which is out of the predicate and the other one is inside the predicate, there is a reason for that, the reason is the whole notion

of subject is a conceptual notion, still there is no going back on the point that subjects are outside the predicate, subjects have higher status than components of predicate that at a conceptual level still holds.

And that is part of principle also what is part of principle, is there must be a subject in a sentence, that is without a subject we do not have a sentence. Therefore, we see sentences like; Go home. Is there a subject here; no, then how does it follow the principle, we have, I thought we did, but let me repeat it again; principle of language says, that there cannot be a sentence without a subject and you understand the meaning of principle, if the meaning of principle is, this cannot be violated, every sentence of every language must follow that. So, I am telling you it is such a strong rule that cannot be violated, that is every language and in every language, every sentence must have a subject and then I am giving you counter example also.

We have a sentence in English; Go home. If this is a grammatical sentence, is this a grammatical sentence?

Student: (Refer Time: 8:41).

And this is the meaning of grammaticality. If it is a grammatical sentence, then it must be following principles of language. In other words, it must have a subject. So, what is the subject of this sentence?

Student: You.

You, why are we not saying you then? Student: (Refer Time: 09:01).

In-flight right, we understand then it is automatically employed, in all the languages of the world, when it comes to Imperative sentences like these, go home. We do not need the subject overtly present. In other words, we do not need the physical presence of the word, which becomes the subject, can anybody guess or does anyone know why?

Student: This become a (Refer Time: 09:35).

This guess is not a big guess, you can still say.

Student: (Refer Time: 09:39).

No, body language.

Student: Communication through.

Think little harder, what I am saying is, this is the point where I can really extract some serious thinking from you. Why do we not think about Hindi? How do we say that in Hindi, go home.

Student: [FL]

Is there a subject here?

Student: No.

No that is overtly, there is no subject, how do we say that in Tamil?

Student: [FL].

Is there a subject there? No, Malayalam?

Student: (Refer Time: 10:14).

How do you say loudly?

Student: [FL].

Is there a subject there?

Student: No.

No, if you know any other languages just tried, there is no subject, that is when I say no subject, no overt presence of a subject, but you would agree, that in all the languages; English, Hindi, Tamil, Malayalam, that we have seen right. Now, in all of them, they employed subject is you. Is that true?

Student: Yes sir.

The answer to this question is principle of economy; if it is you everywhere, then what is the point of saying them, when we say go home right, we mean, if I am talking to him and I am telling him go home, I do not mean you go home right.

This is why the subject of an Imperative sentence is going to be second person and if the second person is the subject, employed in every language, there is no, the languages do not feel the need to express it overtly and they tend to suppress it. The lexical suppression that is not keeping subject overtly present in the language, does not mean deleting the place of subject, we can still retrieve the subject as you, as long as we retrieve it, dropping is not at all a problem. **NOW**, keep that in mind, dropping does not mean no presence, conceptually it is present. So, when we say, no sentence without a subject, we are talking about conceptual presence of subject, we are not talking about in a written sentence subject must be there, this point clear.

Now, look at it once again, before I go to predicate and talk a little bit about that. Let me tell you one more point about this, about subjects. In a language like; Hindi, Tamil, Malayalam, we can drop subjects in other places too. Suppose, I want to say, I am eating an ice cream. How do I say that in Hindi?

Student: [FL] ice cream [FL].

Can I also say ice cream [FL]?

Student: Yes sir (Refer Time: 13:00).

If someone asked me this question, in the question also, one does not need to give the subject, what are you eating; how do we say that, what are you eating?

Student: [FL] (Refer Time: 13:14).

Is not.

Student: (Refer Time: 13:16).

[FL] is not needed we can say [FL] and the answer could be ice cream [FL] it just making sense to everybody no, Tamil?

Student: Ice cream [FL].

Do we need to say yes, say I and in the question, what are you eating?

Student: (Refer Time: 13:34).

Do I need to say you that is [FL] how that Malayalam?

Student: [FL].

So.

Student: (Refer Time: 13:45).

Loudly.

Student: [FL].

So, do I need you?

Student: No.

In the question no, in the answer.

Student: (Refer Time: 13:53).

Do I need I.

Student: (Refer Time: 13:55).

No, see this thing, to talk about principles or parametric variations, I do not need to know the language **that** is one, the other thing is the fact that there is no subject in these sentences right [FL] or ice cream [FL] does not mean these sentences do not have subjects. **When** I say ice cream [FL] right, it clearly means what?

Student: (Refer Time: 14:34).

[FL] right when I am asking [FL] it clearly means only one thing, which is [FL] get it if these things are a retrievable. If we can retrieve these things from the sentence, then there is no need to put it or we can present the same thing in the following way as long as things are retrievable, the language is allowed to drop them again. It is part of principle of economy, which means the universal principle, which is subject must be in a sentence and principle of economy that as long as they are retrievable, there is no need to keep them overtly present. There is no tension between these two rules, get this point and in

the places, where we see absence of subject does not really again contradict the principle of language, that is no, there are sentences, which do not have subjects.

So, languages must follow universal principle and to whatever extent possible, they must obey principle of economy, at the same time each one of them definitely respects language, internal rules right. Now, take the same example in English, if I want to ask you what are you eating? Can I say are you eating? What are eating? Can I say that?

Student: No.

No, this results into ungrammaticality, because of the absence of you. Again, just because you is not retrievable from the context, the overt presence of you is required in English, which enforces us, which is language internal rule that a subject must be present in English overtly. English follows this rule or (Refer Time: 17:06) our languages allows dropping categorically, that is dropping of subjects categorically, clearly vividly.

See this thing the, all we need to understand from this, if there is no tension, in tension between language internal rules, universal principle and following principle of economy clear. So, I started this thing with your question, which part of that is

Student: Predicate

Predicate. I want to keep, I have talked about many things, I think I have clarified some parts of it, but I want to keep rest of it for further level, when we talk about the actual conceptual structure of sentence that right. Then you will see the subject, is projected way high, in the conceptual structure. Please remind me, at that time, I will remember to show it to you; very soon in a couple of days, I am going to come to conceptual structure.

In the conceptual structure subject is way high, which is just to capture the idea that subject is outside the predicate right. Given the introductory nature of your class probably we will not go into, too much of details, but keeping this question in mind, I will definitely show you that, in that conceptual framework, there are different proposals, where one proposal is, no subjects are, is still part of predicate, what happens actually? It is just one of the proposals, what happens actually is once the sentences are projected

outside, subjects move to the front to the higher level, actually they are part of predicate, the people who propose such

a position, they have these things in mind, that how can we out rightly, out postulate a subject, which is way to high and outside the predicate, these are the problems, understand my question. So, they become the basis of postulating subjects and everything within predicate. Now, if we just keep talking about these things in abstraction, that subjects are also part of predicate, in some cases subjects may not be part of predicate, in some theoretical framework subjects are outside, in some theoretical framework, subjects are inside, they will not make sense. They will make sense when we have discussed them. Therefore, I am leaving this thing.

But keep in mind conceptually; there is a difference between the position of subject and position of everything else in predicate correct. All right. Any other question?

Student: Sir does all the languages of the world have the concept of predicate?

Does all the languages of the world have a concept of predicate. Yes, we just like, we cannot have a sentence without a subject, we cannot have a sentence without a predicate, which simply means what is the part of what, what are the essential parts, are predicate? There are certain parts of predicates that are essential, out of which, one which is extremely essential is a verb.

Student: Verb.

Verb therefore, you do not have a sentence without a verb also. So, since every language of the world has a sentence. So, what follows from there if there must be predicate in every language of the world correct.

Student: (Refer Time: 21:16) English is verb (Refer Time: 21:20).

English is verb medial.

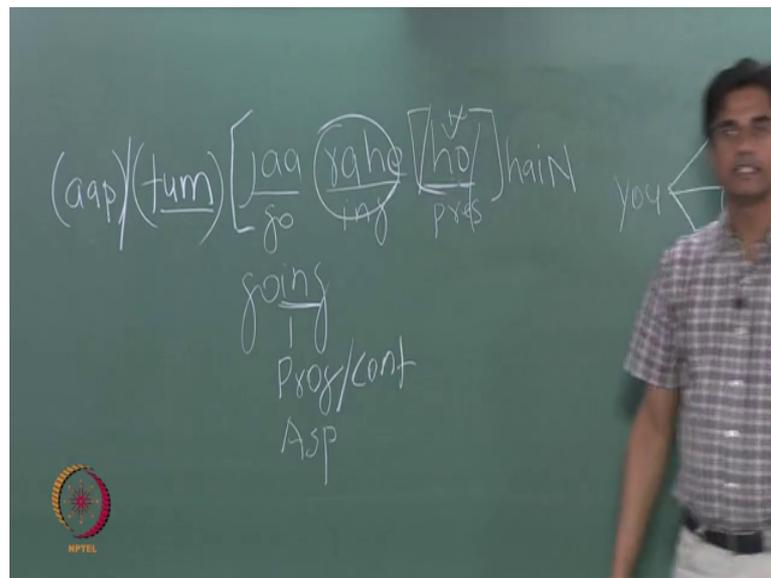
Student: (Refer Time: 21:22) most the Indian languages are (Refer Time: 21:25) have any (Refer Time: 21:27) topic of the subject in (Refer Time: 21:30).

No that does not have, see.

Student: Um.

Why some languages are verb medial and why some languages are verb, final are parametric, what your question is dropping of is the draw, is the whole phenomena of dropping of subject, dependent on verb, being final no, what it is dependent on is rich morphology, that is rich projections, rich agreement features. Now, what I mean by rich features is, when you say [FL] right, look at the last verb part.

(Refer Slide Time: 22:25)



Just the verb part, how do we, how do we put the whole thing in English?

Student: Going.

Going?

Student: Yes sir.

Which happens to be just one word right. So, at this level I can tell you by looking at it, you can see, this is richer than this, still it is not very clear. What we actually mean is the ing marker, which is actually progressive or continuous aspect marker. See this thing, it is actually a separate word in a language like Hindi, see this thing, this is go, this is ing, now what is this? This is in a way tense marker right. This tells us about present tense, besides this, telling you about tense marking, this talks about something else also, which is the presence of this, is correlated with the presence of this pronoun equivalent to you.

(Refer Slide Time: 24:17)



In a language like Hindi, and I am sure it, this distinction exists in other languages too. We have several things heard this thing am I right, and then there is something else which is not that much in use, but it still exists. now this pronoun which is a still equivalent to you, is not here if you have this as the marker right. Suppose I wanted to say [FL] here is the sentence; good, yes, no.

In some form of the Hindi, some people can say yes, it is good. Some people could speak this way; yes it is good, but not really warranted. Why it is good. Please ask me this question why for some people it is good, I will talk to you about this little later. We have not reached that point. What is the marker for [FL] the final marker, if I want to keep [FL] here what should I have here?

Student: [FL].

[FL] See this thing, the fact that this should be [FL] at least tells you that this is the marker for something else. If I want to say this one [FL] what is the marker here.

Student: [FL].

[FL].

Student: [FL].

[FL] Can I say [FL]. No can I say [FL] No see this thing, what I am trying to tell you, is decides marking tense, this also helps you retrieve the pronoun. This is the meaning of rich projections, rich morphology. Therefore, its possible to drop these things, because I can retrieve this thing on the basis of this right. The marker helps me retrieve the subject; therefore, we can drop, not the final or medial position of verb correct, since we mentioned. Can you give me a moment, I will quickly finish the question that came up that in some variety of Hindi, [FL] could be acceptable the reason for, that is very simple. See this is in the hierarchy.

This is high, this is mid and this is low in the hierarchy of formality. So, there is a reason why we have three variants right. So, what we can do is, and for all of them, there are different markers am I right. There are different markers. So, what happens actually, and again when I show you the conceptual tree; that is conceptual representation of a sentence. Some of these things will become clearer, what happens is a pronoun; that is higher in the hierarchy, can agree with something that is lower right, but something that is lower in the hierarchy cannot agree with what is higher. Therefore, you never see say [FL], but [FL] is possibly allowed in some verity of Hindi, its making sense. So, far we are still talking about subjects and its agreement features, and I think the answer to your question should be clear now.

Student: yeah.

That the verb final is, final status of the verb has very little to do with this, do with, why Hindi and some other languages of South Asian Subcontinent allow dropping off subjects rich morphology, rich projection is responsible for that all right now. So, to answer the question how do we define a subject? We cannot have just one sentence definition. We will have to talk about a lot of things; at least that is, at least this should be clear to you from clear to you so far. What is the predicate in a sentence. A predicate in a sentence as you have seen minus subject, everything else is a predicate, which means verbs are part of predicate, and what is also clear from examples, like all the markers that you see, whether its a question of tense marker or special markers. For specific pronounce aspect marker all of them, and why and how verbs control agreement. All such information is in built encoded and manifested on verb alone, is that true, do you see that. Therefore, verbs are called power house in a sentence. If I have already used

this word, this is what I meant, because it controls everything, its called the central aspect of a sentence, its a very powerful thing in a sentence, it controls everything.

Among many other things; that is interplay of functional categories; that is tense, aspect, number, person, gender, agreement. All those things are either manifested stored or projected in an around verb. These are parts of universal principle. In every language you are going to see that, whether some features are projected or not, may be part of individual languages; that is Hindi projects more than English Dutch. This maybe language internal phenomena, but whatever it does at the verb, is a specific principle of language.

Now, among many things that predicate controls is nature of its objects. I think I had asked you this question last time, maybe not. What is the relationship between verb and its object, you did not. So, by now we know three things. Now let us drop predicate for a moment, we have talked enough about this, and whatever we are going to talk now, also applies to predict a discussion on predicate. So, let us talk about verb and objects. Have you heard this word object; yes, no.

Student: Yes.

Yes, object in connection with sentences, have you heard about that, object in connection with sentences, yes. No you need to tell me something.

Student: Yes sir.

Yes what is in, what is an object, like we have spent enough time on subjects, and now I think we are in fairly good sense of what subjects do, what subjects are, and why subjects are the way they are a fairly good sense of it. What are objects in a sentence, and how do we know whether we need a subject on, whether we need a predicate, whether we need an object or not. About subjects we have a principle that subjects are required end of the story. So, we do not need to figure out anything, but that is, that principle does not apply to objects. See the thing, if I say I was sleeping that is a good sentence.

Student: **NO** sir.

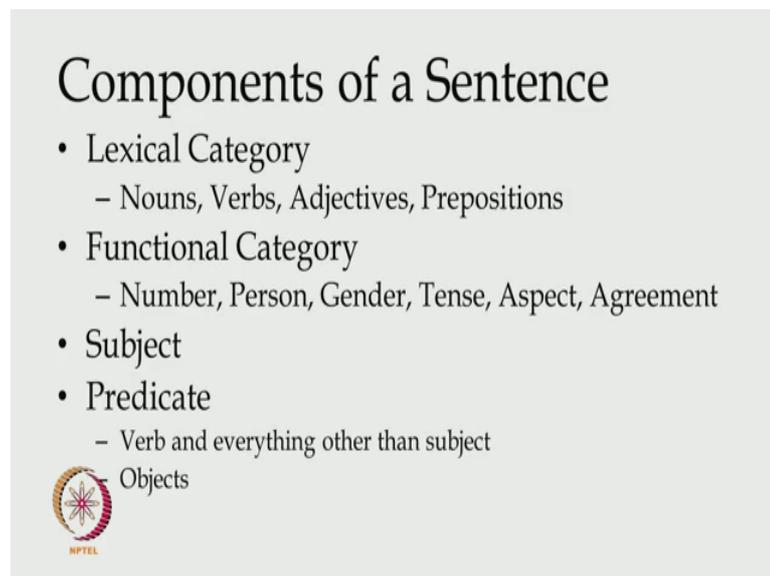
I was sleeping.

Student: No sir.

Right. I can say it in more contexts and make it more relevant. I can say when you called I was sleeping right. Does this sentence have an object. It has a verb, it has a subject, it does not have an object and like this there could be plenty of sentences in every language, which does not have an object, which is to say that objects are not required part of a sentence, whether you are going to see an object in a sentence or not, depends on verb. How do we figure that out, that is the next question we are going to address. This is what I mean by what, how do we describe nature of verb and.

What is an object? These are the two questions that will be answered in that, and also it will personally answer the question about lessons between subject predicate and an object, where we have already seen the relationship between subject and it is predicate; we are going to see the relationship between verb and objects all right.

(Refer Slide Time: 35:28)



Components of a Sentence

- Lexical Category
 - Nouns, Verbs, Adjectives, Prepositions
- Functional Category
 - Number, Person, Gender, Tense, Aspect, Agreement
- Subject
- Predicate
 - Verb and everything other than subject

Objects



So, you have seen these things right. We have lexical categories in sentences, which simply means words and their categories could be either nouns, verbs, adjectives, prepositions.

I have discussed preposition with you right. Now we understand what a preposition is? We talked about subjects and predicates. We are going to be looking at objects. So, when we talk about the nature of a verb, the reason why we need to talk about nature of verb is,

because it determines the number of object. It requests only by looking at the nature of verb you can tell, whether this verb needs an object or not. So, if a sentence, like what was the sentence that I gave you.

Student: I was sleeping.

I was sleeping. If this sentence does not have an object, then not having an object follows from the nature of the verb sleep. So, look. So, what do we mean by nature of verb is? Have you heard these words intransitive, transitive, what do they mean? Intransitive, if I ask you literal meaning of the word intransitive?

Student: Whether you change, but does not change (Refer Time:37:05) change.

Ah.

Student: (Refer Time: 37:08) transition.

Transition is different from transitive; they may sound similar, but different, but nonetheless nice effort. Let us understand this, these terms in its grammatical meaning, let us forget about its literal meaning. Let us understand them in terms of their grammatical implications, whenever we say a verb is transitive, we mean the verb is going to have one object. Intransitive verbs will have no objects, and then at the same time, we could mention there is another type of verb, which is called die transitive, which simply means if transitive has one object, die transitive have two objects.

Intransitive; we do not have a word called zero transitive or something. Intransitive means no object should be a straightforward, no issues, still this does not help us enough right. This describes the nature of the verb; that is transitive, intransitive or die transitive; that is zero intransitive, zero transitive 1, die transitive 2, but then how do I know which verb is intransitive, and which verb is transitive. I will decide the number of objects, if I know a verb is intransitive or transitive or die transitive, but then how do I know is, one can say, let me first say the question, how do I know a verb is transitive or intransitive. One answer could be, if the verb has two objects.

Then it is die transitive. If it has one object, then it is transitive, and if it has no objects then it is intransitive, but that does not help us either, we are talking about. So, this helps us if you have a sentence. If we do not have a sentence then how does this help. See that,

see the problem, we know the description, but this does not still help much. So, if I give you a sentence I was sleeping, then you know there is no object, and this much of information could be helpful, and you can see what is the verb here.

Student: Sleep.

Sleep this is. So, the verb sleep is an intransitive verb, but that we can deduct from a sentence. If I just give you a verb and ask you to tell me whether it is a transitive or intransitive, how would you know. There are no way to find out but.

Student: (Refer Time: 40:03).

I mean that is not apparent, what we mean is, that is not apparent. We need to know this just a little thing, keep in mind, it is different from gender. What did I tell you about gender? Gender of a word is arbitrarily assigned, a chair is feminine. There is no intrinsic rule which tells us chair must be feminine; that is arbitrarily assigned, but this is not arbitrary; there is a pattern in it. The pattern is very simple. Let us look at these sentences.

(Refer Slide Time: 40:43)

Verbs and Objects

- Sleep John was sleeping.
- Go Bill was going **home**.
- Come Mary was coming **from school**.
- Sit Chris was sitting **in a chair**.
- Dance Nancy was dancing.

- Eat Bob was eating **pizza**.
- Read Chirs was reading **a novel**.
- Write Liza was wring **a letter**.

- Give Tony gave a **pen to his daughter**.
- Teach Nancy was teaching **Japanese English**.

5

So, the first set of verbs that you see, they are examples of intransitive verbs, they are examples of intransitive verbs; sleep, go, come, sit, dance. These are just couple of examples, few examples; languages are full of such examples.

If you come up with the sentence with these verbs, you do not have an object. Can you see, can you read this sentences, John was sleeping, no object. Go, Bill was going home. You see a noun after the verb go right, which is home, but its not an object of this verb, which even complicates the problem. This is why I have highlighted these words in red. They are not objects, but the first sentence is, at least simpler that there is no object in the second one. You have something and it is still we are saying, that is not an object. The level of complexity is just higher. How do I know right. Third one Mary was coming from school. We have a noun school. We have something more than a noun. We have a preposition in a noun. We will talk about those phrases in a moment. Not in a moment, some other time.

But the verb come is an intransitive verb, what follows the verb coming, is not an object of the verb. Chris was sitting in a chair. The verb sit is intransitive verb, in a chair, just like from a school is not an object. Nancy was dancing, you do not see any object there; that is a clear intransitive verb, get it in the second set the verbs, like eat, read and write. These are examples of transitive verbs, you can read them, you see their objects in blue they require. They are the required part of a sentence. If you just say, if I just say Bob was eating. The idea is, this sentence is not complete, as long as this object is not present. Chris was reading a novel. We must not say Chris was reading. We have to say Chris was reading a novel or whatever the person was reading, that part is the object of the verb, and then Leesa was writing a letter.

See this thing, these are the objects of the verb, the objects of transitive verb. And the last two examples are; examples of die transitive verbs, where you have two objects. Again a sentence is not complete without both the objects. So, we can say Tony gave a pen to his daughter. Pen is also an object; to his daughter is also another object. Both the objects must be present in the sentence, for the sentence to be completed. Nancy was teaching Japanese English. What does this mean? What does this sentence mean?

Student: Japanese (Refer Time: 44:32).

She is teaching English to Japanese people right. Look at this; we can see the same sentence in two different ways. We can say Nancy was teaching Japanese English. We can say Nancy was teaching English to Japanese, see this thing, but both must be there. Therefore, the verbs like teach and give are called die transitive verbs. Now these are just

examples of what I have told you. I have still not told you how do I know whether a verb requires an object or not? You can say, because we are not native speakers of English. You need to check this thing only with the native speaker, because we are not native speakers of English sentence.

Like Bob was eating to us. It sounds all right, this is why we do not depend on the judgment about a sentence, who is not a native speaker. We can say Chris was reading, it is fine. Leesa was writing, that is also fine. Now, I am not trying to say our English is bad. I am also not trying to say, we do not understand how language works. The reason why in our English these sentences are good without their objects, is because of this reason.

Again in languages we not only drop subjects, but we can also drop objects, in our languages, we can drop objects in the context. So, if we have a verb [FL] which is a transitive verb, then we can drop objects right, because the objects are retrievable from the context; Hindi, Tamil, Telugu, Malayalam, Marathi, Gujarati, allows dropping of objects also; if a sentence without object in English is good to us, that is the influence of our native languages, on English, where English does not allow dropping of objects. So, if you are asking a speaker of English from India, these sentences are go to them. If you ask these sentences to a native speaker of English, they will not be able to tell you the, I mean, I am sorry, they will be able to tell you that this sentence is incomplete, when you say Bob was eating, the sentence is incomplete. they will, they may still be waiting for the object, Bob was eating. What do you mean, and the sentence sounds incomplete, because of the lack of object all right.

Now, to wind it up and we will discuss this thing very briefly, when we meet next time with the other topics. We only need to ask a question, we only need to question the verb, with what? If you can question the verb with what, and you have a legitimate question, then you will get an answer to, if the question is not legitimate, then there is no question of getting an answer, as long as you can question the verb. Keep in mind, only with what? Question the verb with what, then that is a transitive verb. I can question eat with what or not eat you just, you do not even need to get a complete sentence, what did you eat? You can simply say eat what? Does this sound like a good question?

If its a good question, then you will get an answer to eat pizza, eat ice cream, then we know that this verb is transitive, and it will need an object. You read what? That a good question right. What if you look at intransitive verbs, can we questions for the verb sleep with the same question sleep, what, and this is why I am telling you please do not use other questions, where, when, how, none of them just what sleep, what go, what sit, what dance, what if. If the question is not legitimate there is no possibility of getting an answer, and therefore, the verb is an intransitive verb, which in turn means, no object. The question about die transitive verb is, you still need the same question what, but there is no way to figure out whether the verb is die transitive.

As long as you can figure out, it is a transitive verb that is good enough. Die transitive verbs to non natives, we have to find out the specifically. Keep this in mind; I have given you a diagnostic test. This test is not part of either principle or parameter, this is a diagnostic test, and is not hundred percent full proof, it works only to a great extent in, let us say we can say 99 percent of the cases, still 1 percent of the case does not work, with this diagnostic test, and this is not the right time to show you that 1 percent. At 1 point, I will show you where if this does not work and you will be able to see again, you know those verbs, where this rule does not work. There is nothing new that I am telling you, you already know that is our mind knows what is a transitive verb, what is an intransitive verb.

Which sentence is going to need an object, which sentence is not going to need an object. Our mind also knows what I am going to tell you now, is a verb is transitive or intransitive. So, this transitive or intransitive nature of a verb does not change or does not vary from language to language. If go is intransitive, in English it is going to stay intransitive in all the languages of the world that does not change, that does not vary from language to language, and this we, that is human mind knows very well. We stop here, I think you will have classes any quick question.

Student: (Refer Time: 51:44) become the die transitive (Refer Time: 51:48).

See die transitive verbs are an extension of transitive verbs. So, as long as you can figure out the teach is also a transitive. Like you can question teach what? As long as you can figure out its a transitive, that is good enough, whether it is die transitive or not, this diagnostic does not work there.

Student: (Refer Time: 52:09).

There is no diagnostics for that, only that is you have to depend on native intuition for that, native intuition for that, but you can definitely say this is also a transitive, but the 1 percent cases where I said, it does not work, some of the verbs that look like transitive.

Student: Yeah.

are not transitive really. You can still question them with what, but they are not transitive. Therefore, I said in 1 percent of the cases they do not verb, with that 1 percent I did not mean die transitive verbs, more later.

Thank you.