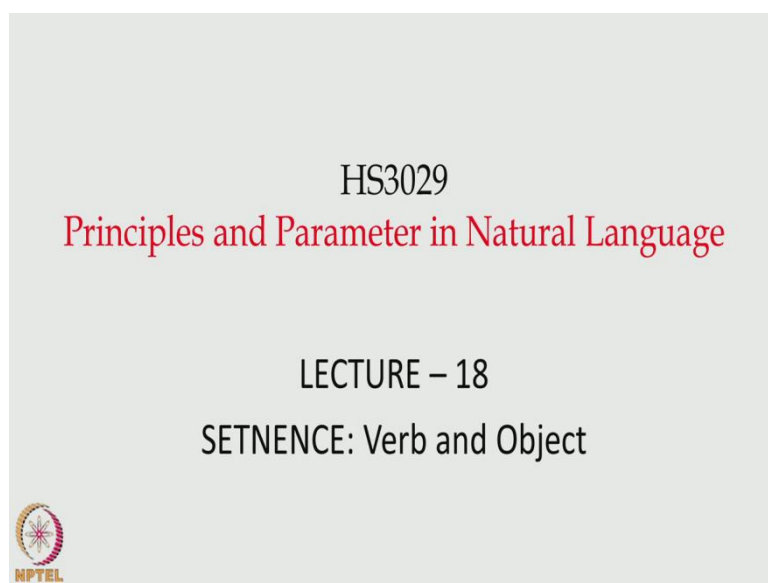


Applied Linguistics
Professor Rajesh Kumar
Indian Institute of Technology Madras
Lecture 13
Sentence: Objects and Verbs

So we will continue talking about verbs and objects. We are looking at verbs and objects in the process of understanding structure of sentences or structure of a sentence. Out of different components of a sentence, we have seen both the parts namely subject and predicate. We have seen components of a predicate namely verbs and objects. And then we have seen relationships between subject and predicate to be precise, subjects and verbs, okay.

(Refer Slide Time: 1:19)



And then we started looking at what is the relationship between verbs and their objects. We will look at more in terms of structural representation and structural representation of a sentence little later, okay.

(Refer Slide Time: 1:46)

Questions

- How do we describe nature of verb?
- What is an object?
- What is the relationship between Subject, Predicate and an Object?



So, last we were talking about nature of verb in terms of transitive and intransitive. And we saw that transitivity is largely responsible for how or I why a verb will have an object or will not have an object, right. And what was the what did we conclude? if verb is a transitive one then it has an object, if it is an intransitive one then it does not have an object, right.

And sometimes there are few verbs in languages; they are ditransitive works which will have 2 objects, okay. Now, please pay attention to number of objects and the fact that they are associated with verbs in the sense that transitivity or intransitivity maybe nature of a verb, okay. And once a verb is transitive or intransitive that is going to stay forever in the sense that transitivity of a verb is not dependent on languages.

A verb may not be transitive in one and intransitive in the other language. If a verb is transitive in language A, it is going to be transitive everywhere, okay. Now, we are going to see why this valiancy required is. Why is this association between objects and verbs required? And also the relationship, the presence of objects is dependent on verb, not on anything else. So it seems like subject and object, okay.

What is the primary difference between a subject and an object besides their position in a sentence? Now you know the position of these things in a sentence.

“Professor- Student conversation starts”

What do you think will be a primary difference between subject and an object? Anybody?

No dependence on verb.

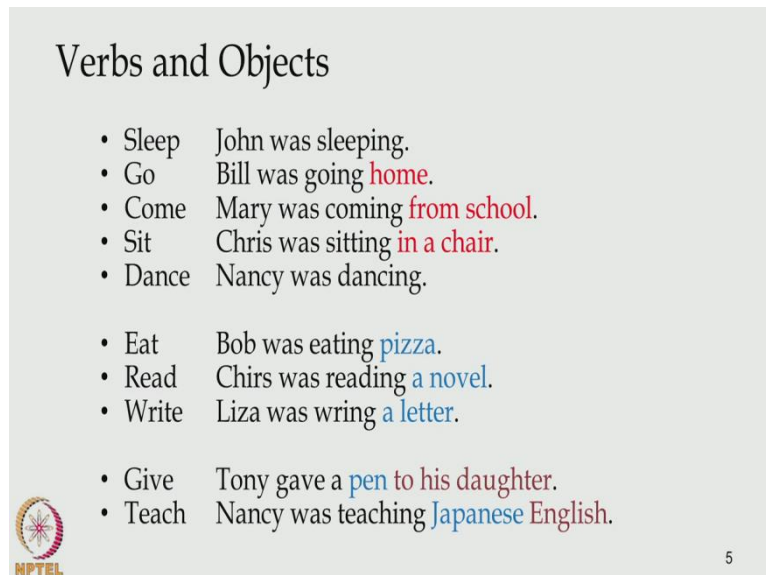
Sorry.

No dependence on verb.

“Professor – student conversation ends”

Subjects have no dependence on verbs that is every sentence will have a verb and every sentence will have a subject, these are 2 independent principles, they are not dependent on one another. However, whether verb is going to be present in a sentence, whether an object is going to be present in a sentence or not is going to be dependent on the nature of work, right? That is the primary difference between an object and a verb.

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The slide is titled "Verbs and Objects" and lists several verbs with their corresponding objects. The verbs are categorized into two groups: intransitive verbs (Sleep, Go, Come, Sit, Dance) and transitive verbs (Eat, Read, Write, Give, Teach). The objects are highlighted in different colors: red for intransitive objects (home, from school, in a chair) and blue for transitive objects (pizza, a novel, a letter, pen to his daughter, Japanese English). The NPTEL logo is visible in the bottom left corner, and the number 5 is in the bottom right corner.

Verb	Object
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.

We have seen the intransitive, transitive and ditransitive nature of verbs and then I have, I tried to demonstrate some of them through examples to you that verbs like “sleep, go, com, sit, dance” happen to be intransitive verbs as they do not have objects, okay. And verbs like “eat, read and write” are transitive ones as they require an object, okay. And we know the distinction between requirement and not requirement by putting a diagnostic test.

What was the test? You just need to question the verb with “what”. If the question is a legitimate question, you understand by legitimate question? That is, if the question sounds okay then you are going to get an answer also. And that answer is most likely the object of the verb. In other words, answer determines whether the verb will have an object or not, okay.

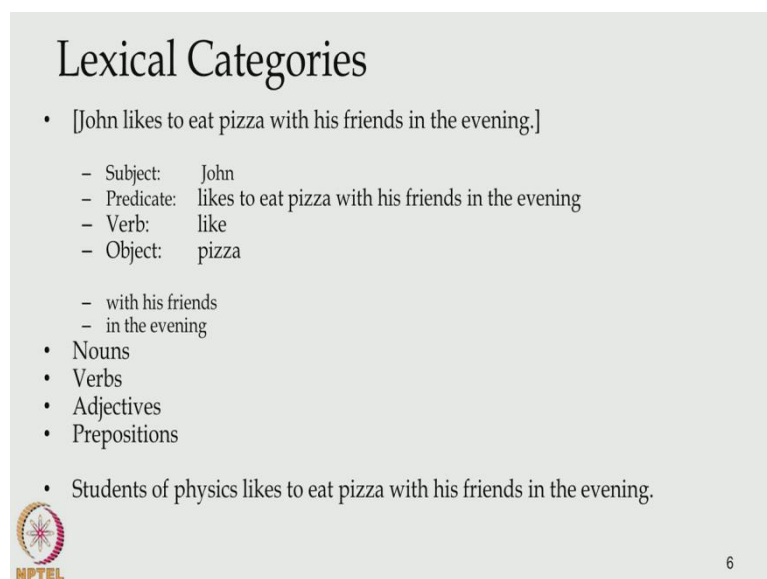
Now, how do we argue that that the noun “home” incentives number 2 is not an object of this verb besides knowing the diagnostic test of what, right? When we question this verb with “what” we know that it is not a good question “go what” right. Therefore, this will not have an object. This verb does not seem to allow an object, right nonetheless you see something here, right and sentence sounds okay.

If someone says “I was going” right “I was going” you would want to know where, you understand what I am saying? When someone says “I was going” does not sounds like a complete sentence, right. At the same time, this does not seem to be object of the verb, so what is going on here is an important question for us to understand. I am only underlying this question for you to think about it.

And then we will discuss this question little later. If you look at the second sentence, “Chris was sitting in a chair” if we simply say “Chris was sitting”, it is not as bad, but sounds little bit incomplete and sitting in a chair in a room in a class gives completion to a sentence, right, so we will we will talk about them too.


Remember, I have told you that there are some verbs, which may pass these kinds of diagnostic tests, but still may not be a transitive verb or the other way around. Do you remember this point? What I was, what I am trying to say is this diagnostic test may not be completely foolproof nonetheless; it works to a great extent, okay.

(Refer Slide Time: 8:59)



Lexical Categories

- [John likes to eat pizza with his friends in the evening.]
 - Subject: John
 - Predicate: likes to eat pizza with his friends in the evening
 - Verb: like
 - Object: pizza
 - with his friends
 - in the evening
- Nouns
- Verbs
- Adjectives
- Prepositions
- Students of physics likes to eat pizza with his friends in the evening.

 6

Now I want to put all this discussion in an example and see how they work and carry forward our discussion to a different level, okay. So if we have a sentence like this, “John likes to eat

pizza with his friends in the evening” sounds like a good sentence, it is a good sentence. Now, for understanding I have tried to categorize this sentence in different categories that we have been discussing so far, right.

The subject of the sentence is “John”, everything else “likes to eat pizza with his friends in the evening” is going to be predicate. The verb of this sentence is like, okay. The verb of this sentence is like, do you agree with this or do you think there is something else? Just first of all let me hear from you and then we talk about this.

“Professor- Student conversation starts”

How many verbs do you see in this sentence?

2.

2, but if you are asked, what is the verb of this sentence, what will be the answer? These are not too complicated questions, right. The fact that there are 2 verbs and I can see that, anyone can see that and still someone asks you the question, what is the verb of this sentence, what will be your answer? Knowing that, the answer cannot be both of them.

“Like”

Why “like”?

“Professor – student conversation ends”

And like any scientific investigation, every answer must be supported with evidence, right. The answer cannot be, I think so. That is not an answer in any scientific investigation, I am sure you know that, right. I think so or I believe or I feel are not the answers. So, to make things more precise, and these are not too complicated, it just requires little bit of attention.

We know that every sentence must have a verb, right. The sentence has one and maybe it has more than 1, but when we say every sentence must have a verb, it must have a meaning. That is, the proposition must have a meaning. So, and if you are deciding that the verb is “like” or I am telling you the verb is “like” there must be a reason for that.

“Professor- Student conversation starts”

What do you think is the reason? It should not be too complicated.

If what does John like is asked, then John likes to eat pizza, so “like” is verb.

No really, the answer that I am looking for, not really the answer that I am looking for. You are saying, somehow we can ask a question where we can involve the subject and then probably get some answer.

(())(12:43)

It is simpler than that, sorry. It is simpler than that. Go ahead. Anybody else?

Describes what John is doing on in the evening.

“Professor – student conversation ends”

We can say the same thing in different words that is the verb, which agrees which carries agreement features. Remember, we have talked about agreement that great length, right. That is the verb which carries agreement features. John happens to be the subject because it agrees with John, right? If you if you change the subject if you just make the subject plural, you are going to see some changes on the verb, right?

Suppose if I have to say “John and Mary” then how will the verb change? “John and Mary like to eat pizza with their friends in the evening” right? Now, nothing is happening to the verb “to eat” therefore, that is not the verb of the sentence participating in agreement. Therefore, “like” is the verb as it happens to participate in the in the agreement. Is this is this making sense to everybody? Do you do you see that?

It is it is not too complicated, it just requires little bit of attention. And I am asking you this question only because you have seen agreement features before and you know that there is going to be just one verb in a sentence. When we say there is going to be just one verb in a sentence, what we mean is, only one verb will be participating in the agreement.

In the absence of such an agreement, no matter how many verbs you have in a sentence, the sentence is not complete. As long as that agreement is taken care of, the sentence is complete over done.

“Professor- Student conversation starts”

Sir, if we look at it step-by-step, so should we 1st identify the subject or should we first identify the verb in a sentence? Because then we define subject, we said that it is that which

agrees with the verb, so the definition itself says that 1st identify the verb and then you will be able to identify the subject.

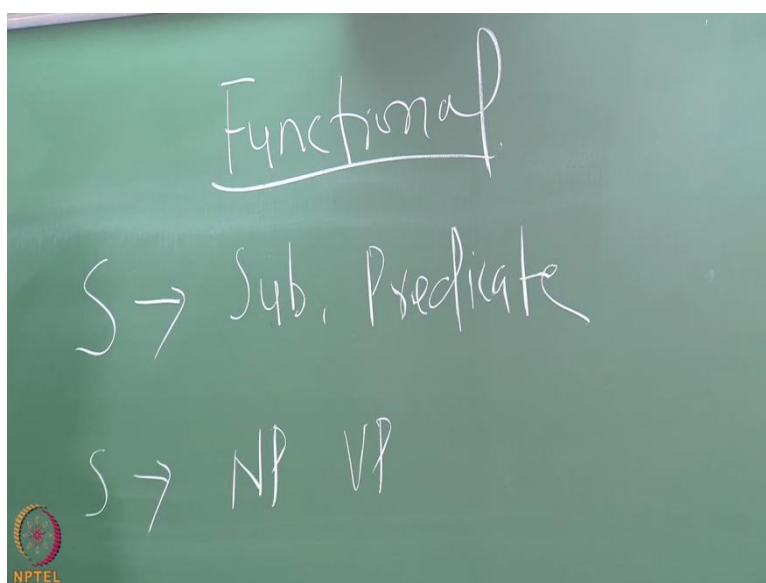
Not really. The requirement says, first you have to identify whether the sentence is fulfilling the requirement of agreement or not. Your question is also important for learning language, right? For acquisition of language. How do we learn a language, do we do we learn to identify categories 1st either in terms of lexical categories like “John, Mary, eat, drink, pizza,” do we learn things this way?

“Professor – student conversation ends”

Or do we learn grammatical categories that is, grammatical relations like subjects, verbs, objects or how, what else? I mean one convenient answer or depending upon a particular level of discussion, we can say, one can say that is not that is not very important at this time. One can also say, we do not know much about them. But you can always investigate how it works, okay.

Therefore, when we try to understand a sentence which let us say we call ‘S’ right? And say it has 2 parts, which has let us say roughly to begin with I am going to say subject and predicate, right. Subject and predicate or we can say, we can refine this and say subjects are usually a noun phrase, okay. We can say a noun phrase and a verb phrase meaning, everything else is still part of a verb phrase, which is predicate, right?

(Refer Slide Time: 17:20)



To resolve questions like that, when people started looking at features of a sentence, they have to look at things what we were called virginal properties of sentence or functional features. The abstract things that we do not see and then when we determine that neither subject nor verb really defines a sentence, then people started defining this thing in terms of what was called agreement.

So we really your question was very simple, but with your question I wanted to emphasise, I do want to emphasise significant of agreement that in a sentence it is not really important to identify a subject or a verb, what is important to identify the agreement and once you see the agreement, then you can see which are the components that are participating in the agreement.

Thus you understand what the subject is and what the verb is. And lot of times, once we monthly identify a subject, lot of times that subject is going to be a logical subject also grammatical subjects. At times depending upon which language we are talking about there may there may be some differences that is, in some cases, logical subjects may be a different one and grammatical subject may be a different one.

Nonetheless, what is what is more striking is all that you know are not going to be in contradiction with one another, they do not violate any principle, okay. And then so, we will expand this thing further later, okay. So let me let me move on and show you more things. So, next in the sentence, what is the object of this sentence? We see so many so many things after verb or associated with the verb and I am telling that the object is “pizza” right?

Because it answers the question “what”? If we say “eat what?” right, and then get the answer “pizza”, we do not get the answer friends or evening or anything else, right. But I also want to draw your attention that rest of the things in the sentence is not finding any space here. What are they when we say “with his friends”? What is that? And “in the evening” what is that? Do you do you see? We do you understand my?

We have been talking about sentence, we have talked about agreement, we have talked about subject, we have talked about verbs and we have now finished talking about objects but we see there are several other things in the sentence. So what can we quickly say without saying much about rest of the things? One way to put this is see, what we have been talking about are really required elements of a sentence, okay.

They are grammatical relations and they are required elements of a sentence. Having said that, we end up saying that rest of the things are not required elements, right. And that that happens to be true that rest of the things give you additional information but are not really required components for making the sentence. Therefore, and I do not want to go and repeat everything, you know that required element is an agreement.

Then the required thing manifestation of agreement is between these 2. And then we know which one is a verb, which one is a subject, okay. And if at all this needs an object or not, that is all and then we have a sentence. Everything else in the sentence is simply giving us more information, not really and, when I say not really required and just giving us information, I do not mean they are not semantically relevant okay.

I am not saying that we do not need to say those things, I am only saying required with respect, required or not required with respect to requirements of components in a sentence for the for the formation of a sentence and at the level of 'I' language, where whether a sentence is good or not, here is all that we are talking about.

Whether someone in a conversation needs to give this information that they were eating pizza with friends or enemies or whoever is not really required information at the at the level of 'I' language that is, the presentation of a sentence here, getting the point? So it is important to understand what we mean by required elements.

Required elements simply means, required components in formation of a sentence without which, sentence may not be complete, okay. You can drop everything in a sentence, but if we drop "pizza" if we say "John likes to eat with his friends in the evening" right, there is some the sentence gives you and if you test the grammaticality of this sentence with native speakers, they will tell you that there is something missing in this sentence, okay.

And if it does not sounds too odd to us that is because our languages allow dropping of objects because the moment we say "John likes to eat with his friends" right we are the idea is the idea in our languages is the slot of the object is still there. It is just conceptually not required. When we say "John likes to eat pizza" okay, what is the object of this sentence?

"Professor- Student conversation starts"

The verb is "like" right? The object is not just "pizza".

"Eating pizza"

“Eating pizza...” the whole thing is object. That that is what I meant by damage control and I said like I said I should have picked up simpler sentence than that.

“Professor – student conversation ends”

We can say “John eats a pizza” okay “John eats a pizza” in that sentence, what is the verb? “Eat” and the object is “pizza”. Here, the verb is “like” so the object is going to be what is that John likes and what is it that John likes? “Eating pizza”, therefore, “to eat pizza” is the object of the verb “like”. Is this clarification good enough, do you do you see this thing?

Okay, so when I said, in our dropping of an object is okay and therefore, these kinds of sentences in English where we drop an object and sounds okay to us. The reason is, if I say “John eats pizza with his friends” right, we can say “John eats his friends”. The moment we say “John eats with his friends” we are conceptually allowing this possibility that the fact that we are already saying eating must be eating something right must be reading something.

And that something is understood. So if it does not manifest overtly, still at a conceptual level the slot of object stays, but not necessarily we need to articulate that. In a language like English that is not allowed, we must have objects articulate. Therefore, the dropping of an object is not allowed in a language like English, is this clear to you? Why? I am talking about several things together.

One, why English does not allow dropping objects? Why our languages that is Hindi, Tamil, Telugu, Malayalam and many others why our languages allow dropping a subject and then why when we speak English, a sentence in English without an object looks okay to ask, okay alright.

“Professor- Student conversation starts”

Sir, why it allows or it does not allow is language depend, you have not answered why it allows or why it does not allow.

Why it allows or why does not meaning dropping of an object?

Yeah, why does a language allow and why does not a language allow?

That is true, see, objects are required by verbs and that is a principle. Some languages may allow to drop an object and some languages may not is what is language dependent, okay. And then the question was?

Why some languages allow and why, you have not answered the why part of it.

That that is what I was trying I was I was trying to say. I and this answer may not be a complete answer. In some languages like ours, when it is it has a space, that is conceptual space to fulfill it fulfill the object in its absence such as, when we say “eat” the object is going to be something edible, right. Therefore, it allows in the sense that it is okay not to have the subject.

“Professor – student conversation ends”

Let me give you some bizarre kind of example. So when we say “John likes to play” what we are saying is, the requirement of language English is we must say “John likes to play football” right. For our English let us say Indian English, it is okay to say “John likes to play” because in our languages, it is okay to say the counterpart of that sentence.

Reason why it is allowed, the verb transitive verb allowed without a subject, we are making a distinction that that is not allowed at the conceptual level, the slot of the object is there. But in reality, we drop it because of the following reasons. Then when we say “John plays cricket” the sentence possibly could not be “John plays pizza”.

You see the restriction on the sentence; this is called selection restrictions, okay. There is something in language that operates as a principle, it is called selection restrictions, which is a particular kind of verb is going to select only particular kinds of objects. What we have seen so far is whether a verb selects an object or not, okay. In some cases verbs do not, in some cases verbs do.

What we have not seen is, what are the types of objects a verb is allowed to select? Like I am giving you example, “eat cricket” cannot be an allowed sequence even though it is fulfilling the grammatical requirement, what is the grammatical requirement? “Eat” is a transitive verb and it must have an object are people with me?

“Professor- Student conversation starts”

Do you understand?

This also does not require “pizza”, “to eat” will be okay.

No, hold it hold it, I am coming to that in a moment. I am coming to that in a moment.

So we are moving into semantic.

No, I am coming to that also, hold on let me first finish and I know that you get the point, but I need to make it with clarity.

“Professor – student conversation ends”

Certain kinds of words require only certain kinds of arguments that is, only certain kinds of objects. When we say “eat”, the sequence “eat cricket” is not allowed because it is not fulfilling the requirement of the type of object it needs to select and this requirement is called Selectional restriction, okay is this clear? And you are right; the Selectional requirement is a semantic criterion, absolutely right, no denying from that fact.

Selectional restriction is a semantic criterion. Now remember, you days ago I was telling you about independence of Syntax. Do you remember about independence of Syntax? “Colorless green ideas sleep furiously”, where we discussed that sentence can be grammatical independent of its semantics that is, even though a sentence does not have a meaning, it can be grammatical.

Now I am telling you, bringing you bringing something in, which say Selectional restriction is an important factor. Now, what I am trying to say is, I am giving you 2 perspectives and 2 positions and both are at work in language. The discussion on Selectional restriction becomes logical argument refuting independence of Syntax. Those who say independence of Syntax exist can be refuted through Selectional restriction.

Not completely, but to a great extent, okay. However, dropping Selectional restriction allows independence of Syntax. So though there is no contradiction, they are in opposition with one another to some extent because Selectional restriction is not a principle only at the level of verb and its object, Selectional restriction works at many levels.

For example, when we talk about adjectives and nouns, selection between adjectives and nouns, so we can say, the moment we have we have a noun let us say pointer or a computer, it can select only certain kinds of adjectives. We cannot say we can say “black computer”, but we cannot say “sweet computer” okay. I hope you get the point.

We can similarly, we can say “Sweet tea” we can also say “black tea”, but we cannot say “fast tea”, well we can say that also if it is coming from a fast food joint, we can say that. But we, you get the point; you just have to pick something which is not allowed, right?

“Professor- Student conversation starts”

“Bright tea”.

Sorry?

“Bright tea”.

“Bright tea” I mean as long as we get the point, we are good with that, right?

So get the answer of Selectional restriction independence of Syntax and why 2 things are given as examples and counterexamples to one another, alright. Now coming back to your thing.

Let us say example, “John likes to play cricket”

Right.

Sir, but here we do not need cricket because “like” requires an object, then it can be simply “to play”.

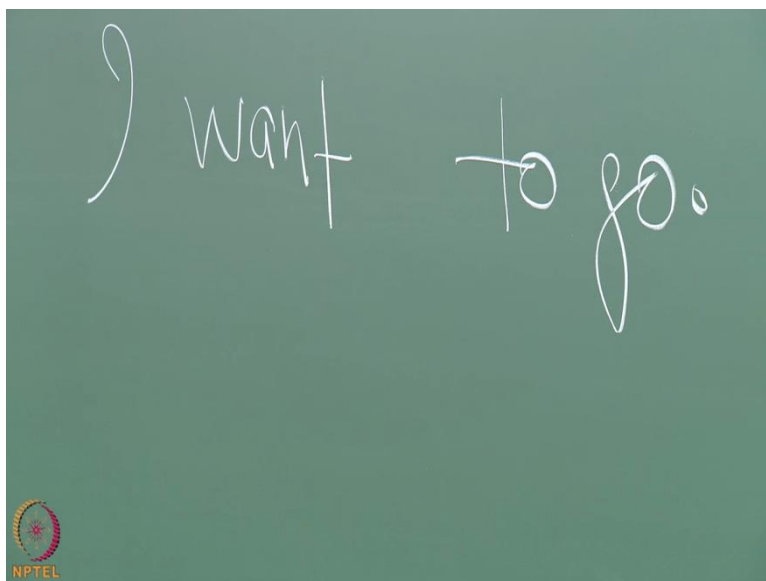
“Professor – student conversation ends”

Yeah, that that is true that is true, so here also you are fine when you when you say “John likes what” “To eat”, but if we have “pizza” in the sentence, then what we are saying is, the whole chunk is the object. If pizza was not there, then the sentence was okay, right. I like I like I told you I should have picked up a simpler sentence then that because we are not ready for the whole discussion right away.

By when I say we are not ready, I mean we need to I need to take you through several other things to reach here. So right now what I am saying is “pizza” is not important here. But, there is a reason why it is important because when we say “John likes to eat” okay, “to eat” is also going to play “to eat” is a small sentence within its own right. And this is where we are not ready to discuss that part.

To eat is a small sentence within its own right. These are miraculous and magical things in languages and I do not mean to digress from the point, but I cannot leave it hanging either. So, give me 2 minutes and then I come back to this. I am sure that all of us know the sentences like “I want to go” right, simple sentence. How many sentences you see on the board, Right?

(Refer Slide Time: 36:41)



It looks like there is one sentence, but if I tell you this has 2 sentences in it, do you believe that? Yes.

“Professor- Student conversation starts”

So what are the 2 sentences in this?

I want to.

“I want” and “to go”. No, you are saying that there are 2 verbs, where are the 2 sentences? I think at this level you can discuss this much, right? You are saying there are 2 verbs and probably you are right about 2 sentences, but we need to say more to make them 2 sentences, okay. We are saying that 1st sentence is not “I want”. Is “want” a transitive verb or not a transitive verb?

It is a transitive verb.

It is a transitive verb because everything I want, I want something, want what? So just saying I want is not a complete sentence, what is complete sentence is I want to go, okay. Within that whole thing, so this is sentence number 1, what is the object of this word “want”?

“To go”.

“To go”, right?

“Professor – student conversation ends”

Now, this is argued to be an independent sentence by itself. What is the object of this verb is not really a verb because verbs do not become an object, okay. And I will I will discuss little bit more on these things later, I promise you this thing. I just right now I just want to show you that this is a sentence, it is not simply a verb, it is not a noun, it is a sentence by itself.

Because the subject of this sentence you know, when I say a sentence, I am I am cutting several things out of this discussion. It is not a complete sentence, but it is a sentence. I promise you, I will bring you back to these kinds of questions and these kinds of questions are important in language because this they tell a lot they give us a lot of theoretically motivated insights in insights.

And they help us understand language in a much better way. The other reason why these things are important is, they are such so simple sentences, but they could be so complicated at the level of human cognition. I am saying both; I am saying that knowing very well that, we will wait for more discussion on this thing. I am saying, this is a sentence, but not a full sentence.

So far, this is not a sentence because do you see a subject here? No. If I tell you, there is a subject here therefore, this is a sentence because when I say “I want to go” I am basically saying “I want I to go” because the possibilities are how do I say I want, can I can I say or not “I want him to go” “I want you to go” can I say these sentences or not, right? These are good sentences; they are exactly the same pattern.

“I want you to go, I want him to go, I want her to go”, right. So when I say “I want to go” the sentence is “I want I to go”, right. The identity of these 2, the moment it is matched, okay, when I say “I want to go” the identity of this thing in this thing is matched. The principle of economy applies and it is deleted, not needed. Cannot be deleted when I say “I want him to go” because the sentence is completely different.

“I want him to go” the sentence is completely different, the identity between ‘I’ and “him” is not matched, it is about a different person. Therefore, that stays and this one is deleted, which is to say that this slot of the subject is open, okay. Now we so we can say there is a subject and there is a verb, but where is the agreement? Okay. There is no agreement between subject and the verb.

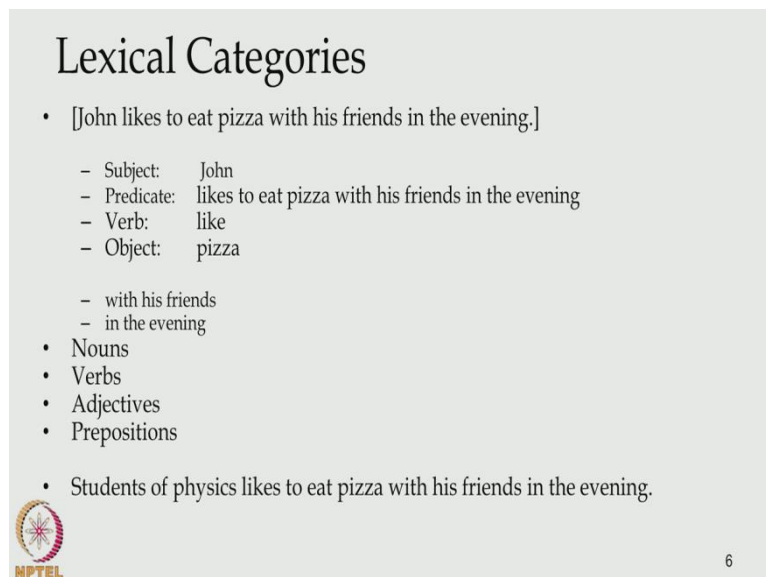
So I will I will come to the agreement part later, is what I said I will discuss this thing later, right now I can tell you this seems to be a sentence, but not a real sentence. By real sentence, I mean this sentence will not have an independent status outside this big sentence. However, in this big sentence, this has a status, okay. Similarly, “John likes to eat pizza”, to eat pizza has a different status.

Okay, it is not a complete sentence by itself, but some have argued that “to eat pizza” is the object of the main verb “want”, but pizza is the object of “to eat” even though it is not a complete sentence and there are more discussions required for that therefore, that is that is needed, but right now I can simply say, pizza is not the object in our discussion right now.

In our discussion, the object is “to eat pizza” like what? “to eat”. Even though I feel like I should have picked up a simpler sentence, but I am glad that I picked up that sentence, so that we got to discuss something else. I hope things are clear to you. You can see, these are simple sentences and not very for us to see. We say these kinds of sentences several times every day, right? Alright.


This sentence is relevant for discussing couple of other modules of theory, couple of other principles of language, which I am coming to very soon. Now, we will stop in a couple of minutes, but I want you to see that we are heading towards discussing these things, okay.

(Refer Slide Time: 44:03)



Lexical Categories

- [John likes to eat pizza with his friends in the evening.]
 - Subject: John
 - Predicate: likes to eat pizza with his friends in the evening
 - Verb: like
 - Object: pizza
 - with his friends
 - in the evening
- Nouns
- Verbs
- Adjectives
- Prepositions
- Students of physics likes to eat pizza with his friends in the evening.

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Where the point is, even in the previous saying, when we were looking at subject, predicate, object and verb, the point is identifying things, okay. In the slide I am only trying to show you grammatical relations, okay. Now, and you see that some elements are some elements

are not required, this is why I have listed “with friends” and “in the evening” are something else that we will discuss.

I have a sentence like “Students of physics students of physics” this is not a good sentence, you see that? What will be the verb? “Students of physics like to eat pizza with their friends in the evening”. Actually, I think what I wanted to write is “student of physics”, okay that is a typo nonetheless.

“Professor- Student conversation starts”

What is the subject of this sentence?

Student of physics.

“Student of physics”, right? Now before discussing anything else what can you say about the subject?

(())(45:04)

No, it is not redundant, that is not dependent. Redundant is, it is not redundant in the sense that, okay 1st tell me why do you think it is redundant?

Because even if it is “of Math or of English”, it does not change the meaning of the sentence.

“Professor – student conversation ends”

That is fine. So what you are saying is, students could be of anything. But someone who wants to specify students, right for that processing is not redundant. You see the difference between redundant and not redundant, we are saying, the reason why it sounds redundant to you is because you are used to saying subjects as 1 little noun, right, “John, Mary, students”.

Here we are saying for the first time at least we are looking at it for the first time that the subject is a bigger chunk. I will I will also show you under what circumstances this could be redundant and under what circumstances these are not redundant such as in this case it is not redundant. We want to specify, students of what? When we say students, students of what? Right? It is not redundant, number 1.


All I am trying to show you through these sentences is a subject could be a bigger chunk, okay and rest of the things you have already seen. So to this we have seen, we are we are looking at the following points, several words in a sentence seem to form a group, okay and

group of words are called constituents okay. That is simple to say, they are forming one cluster and it is easy to see.

(Refer Slide Time: 47:12)

Phrase structure

- Some words appear to belong together:
 - {The fat monkey} {was jumping {on the roof of this building}}
- Groups of words that belong together are **constituents**
- The part that determines the properties of the constituent is the **head**, and the constituent can be referred to as a **phrase**: e.g. **noun phrase**

7

Like you have seen “student of physics” in the sentence, “the fat monkey was jumping on the roof of this building”, right.

“Professor- Student conversation starts”

What is the subject of this sentence “the fat monkey was jumping on the roof of this building”?

The fat monkey.

“The fat monkey”. So in a way, the subject is monkey, but “the, fat and monkey” together seem to form a group, right. Why is “the” forming a group with “monkey” and not “was”? Right, “was jumping on the roof of this building” is one constituent and even in that bigger chunk, “on the roof of the building” is another looks like another constituent and then when you when you see, “on the roof” and then “of this building”, these are smaller chunks.

Right, “on the roof of the building” is one chunk and within that “of the building” another chance. All I am trying to show you is, these are these are, we see in sentences that verbs form groups and how they form groups and what is the what is the notion of the whole constituent heads and then eventually through these groups, we are trying to go to phrases and constitution of phrases.

How do we how do we recognize a phrase is what we are looking at. So we will we will talk about phrases and their constitutions soon, so that we can come to different principles um and discussing sentences like this. Okay, you stop here.