


Principles and Parameters in Natural Language
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Lecture - 15
Making of a Sentence
(Components)

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Sentence

- How do we make a sentence?
- Are sentences random collection of words?
- If not, what are the required components of a sentence?




How do we make a sentence? Are sentences collections of random words? If not, what are the required components of a sentence? So, in order to answer these questions we saw; we are still looking at how to make a sentence, but we saw definitely sentences are not random collection of words, it requires words very carefully. So, we were looking at required components of a sentence and then we are still looking at how they all play a role in the making of a sentence.

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Gender and Agreement

1. raajuu ne caay pii
Raju-**M** erg tea-**F** drank-**F**
'Raju drank tea.'
2. siimaa ne seb khaaye
Sima-**F** ERG apple-**M-Pl** ate-**M-Pl**
'Sima ate apples.'



And the components of agreement that we looked at were number, person and?

Student: Gender.

Gender and then we talked about various things about them and we sort of established that there must be an agreement between a noun and a verb, and the noun that really agrees with the verb is a?

Student: Subject.

Subject of the sentence, this is what we established yesterday. Sometimes what we may think is a subject in a sentence, may not be grammatically the subject of the sentence and these two examples in 1 and 2 clearly show us that Raju and Sima; these two nouns are not subjects of these two sentences, right there is no change in these two sentences since yesterday. Whereas, according to the requirement of the agreement the following noun agrees with the verb and therefore, is the subject of the sentence in both of them.

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Categories

- Lexical Categories
 - Nouns, Verbs, Adjectives, Prepositions
 - Open class and Closed class
- Functional Categories
 - Phi Features
 - Tense
 - Aspects
 - Agreement



Moving on we want to look at the categories and the abstract parts which play huge role in a sentence. So, once again if you look at these sentence the words that you see such as Raju [FL] and what is the verb there in sentence number 1? Verb is?

Student: [FL]

[FL] right [FL] Sima [FL] the words that you see in these sentences are called lexical items, they belong to the group that is called lexical categories. And the things that we do not see clearly; that is the elements that are responsible for agreement and some other stuff; they are called functional categories. They belong to a category which is labeled as functional category, many a times they are going to be visible, many a times they are not going to be visible.

Many a times such things are visible, many a time such things; by such things I mean functional categories are not visible in a sentence. Is this point making sense to you? When we say visible and not visible; this making sense? So, going back to the sentence again is what is visible and what is not visible?

Student: Raju

Raju [FL] the lexical categories are going to be visible all the time, we are talking about functional categories. When we look at the components of agreement; is gender visible on the word Raju? Yes or N?

Student: No.

No, we know it is masculine, but it is not visible; likewise it is not visible on the word Sima. So, the masculine or a feminine gender of the two nouns respectively are not visible; likewise the feminine gender of the noun [FL] is that visible? It is not visible; masculine gender of the word [FL] is that visible? Not visible.

Plural marker on the verb [FL] is that visible? Couple of days ago, we have looked at plural markers; is this plural marker visible on this word? Not visible, this is what I meant when I said lot of times these things are not going to be visible. We need to see them carefully when we look at the whole sentence, only then we see.

Now they are not visible with naked eyes; however, they play a great role in the sentence. Without them, without a proper matching between both these things that is elements of functional categories; visible or not visible on lexical categories without a proper matching which we call agreement, sentence is not possible.

Therefore, we need to take into account the categories that are not visible and here onwards we are going to see lot of underlying things that are not ordinarily visible in a sentence. Now, do you see any gender marker visible on the verb, in the first sentence? [FL].

Student: Yeah.

You see that visible, do you see the gender marker visible on the second word?

Student: (Refer Time: 07:06).

Yes, is the plural marker visible on the verb [FL]?

Student: Yes.

Yes and singular marker on the verb [FL]? That is not visible. Now the point is lot of things are not visible, sometimes they may surface; sometimes you may be able to see them; lot of times they are not visible. Elements that are not really visible many times are called functional categories or to put it the other way around, elements of functional categories are not many a times visible in sentences.

So, we looked at five features what about tense? What is the tense in these two sentences? In the first one?

Student: (Refer Time: 08:12).

What is the sentence? What is the tense?

Student: Past tense (Refer Time: 08:18).

Past tense; do you see it visible anywhere? What part of this sentence tells you this is past tense? And of course, this question is only for people who can figure out some of the things of Hindi.

Student: [FL].

[FL], but somebody said that is the marker of a feminine gender; [FL] and [FL]? So, [FL] is the tense marker?

Student: (Refer Time: 08:56).

No, indicates is not important. I understand what you are trying to say; that probably only in these types of sentences you see [FL] therefore, [FL] maybe indicating some kind of past tense. That is not what we are talking about that even though that is independently true, that is not the point right now. The point is do we see past tense marker anywhere? No. So, that is also not visible and then there are couple of other things which I have not discussed for example, aspects; one right place to discuss aspect is these two sentences.

But I will bring these two sentences back again and discuss that particular thing with you. Have you heard about these two words? These two terms tense and aspect. Tense everybody.

Student: (Refer Time: 09:50).

What are the tenses in languages?

Student: Past, present, future.

Past, present, future and aspects have you heard or not?

Student: No.

Honestly?

Student: Continuous past perfect.

So, continuous or perfect are the examples of aspects. Now let me repeat this thing to lot of you if someone says continuous, past continuous what sense does this make to you, past continuous?

Student: (Refer Time: 10:29) the action was happening at that particular time, it was happening.

It was happening that is, it was in the?

Student: Process.

Process, it was under progress; had already started, but not finished. The element that talks about time that gives you a sense of time is called tense. The element that gives you sense of time is called tense and the element which gives you extra information like this; something started, but not finished. That is an example of aspect which is continuous aspect, there could be more; perfective aspect. What would be an example of perfect aspect; what does it mean?

Student: He had finished the report.

He had finished the report; that is for sure the action of finishing we know that it is over; not just because it is past tense, something else is there in a sentence which tells us that this is over. In many languages including English, we can have perfect aspect even in the present tense; what was your example that you give? He had finished, can we say he has finished? He has finished the reports, we can say that right?

What is the difference between he had finished and he has finished?

Student: Sir, we are talking about (Refer Time: 12:29).

Sure hold on. So, we are definitely talking about something, which not only happened in the past. The reason why it sounds like past is because the process of report is over; in

both the sentences the report writing or doing or anything is over; what is it that causes the difference between?

Student: Has and had.

Has and had which mean between these two sentences. So, had refers to past tense and has refers to.

Student: Present tense.

Present tense, so there is a possibility where we can say present perfect and past perfect. To underline this thing once more, what is the actual difference between the two we decided one is past, the other is present; both are perfect, but what is the difference in terms of their meanings?

Student: (Refer Time: 13:31) just finished the report.

Just finished the report, and the other one?

Student: Just finished the report (Refer Time: 13:37) time (Refer Time: 13:38) long.

Long time ago?

Student: (Refer Time: 13:41) some time (Refer Time: 13:43)

Sure you are right, you are right too. So, you are saying long time; some time ago, he is saying long time and the other one is just finished. So, can you reformulate your sentence? You are right, can you reformulate it? Is question clear to everybody?

Student: No.

No, go ahead and speak.

Student: (Refer Time: 14:12), but we are already talking about the task that is already completed. So, when (Refer Time: 14:21) say by the time he had (Refer Time: 14:23) I had already (Refer Time: 14:26).

No, do not confuse me with everything else; my question is pretty simple. Is my question not simple? All I am saying in both the cases, the eating lunch is over; I want to know if

you said I had eaten my lunch and the other is I have eaten my lunch. In both the cases, eating is over; the first one is past, which one person says long time ago, the other is just finished. All I want when I said reformulate, all I want to say just now and long time are relative difference in time.

Compared to just now, long time could be anything after a little while hope you understand. If we are referring to let us say two hours from now, I have eaten my lunch. If it means to at 12:30; I had eaten my lunch refers to anything before that 12:30, it could be yesterday, it could be 5 years ago. So, that is the difference between present perfect and past perfect alright?

Now, all these things play a huge role not only in formation of sentence, but how we talk about different things; that is there is a way to indicate not only time in the sentence, that is in terms of present, past and future but also we can indicate different aspects on the verb, different manners in which (Refer Time: 16:38) whether finished, in progress and couple of other things about them. The elements of sentence that talk about such things like perfection and continuation are called aspects, so I am glad we covered that too.

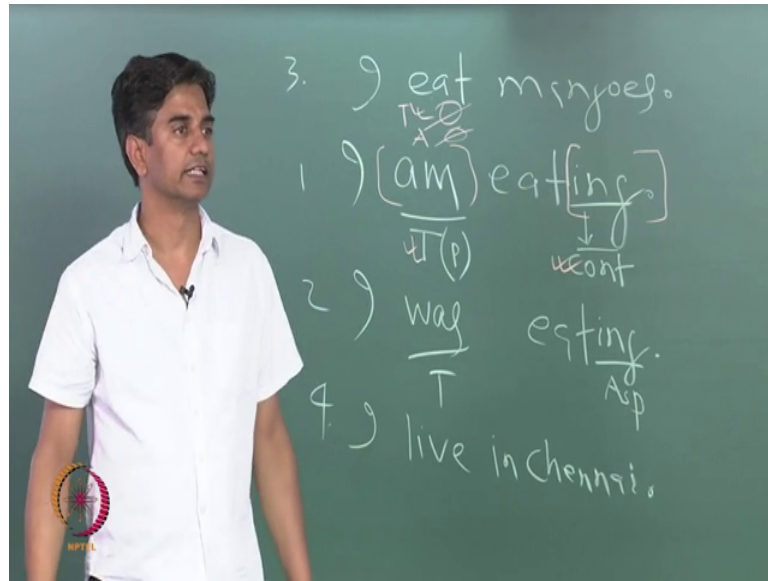
Now these are the things sometimes they are going to be visible; so when I say I am eating, what indicates continuation in this sentence?

Student: (Refer Time: 17:15) i n g.

I n g where? On the?

Student: Verb.

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Verb; so if that indicates continuation then this is not invisible category. If I say let us say this full sentence I am eating, so this is continuous aspect marker. What is the tense marker in the sentence? First of all, which tense is this sentence in?

Student: Present continuous tense.

Everybody knows this thing; present tense. Now what is the aspect; what is the element in the sentence which denotes tense?

Student: (Refer Time: 18:05) am.

Sure? I will just take your word for that, this is the marker of tense which is let us say present. Because we can say the same thing I was eating, now you know these things, all I am trying to do is to underline these categories in a sentence. So, again when we say; I was eating, this is aspect marker and this is tense marker. The two things are not going to be the same thing; they are two different elements in a sentence. As a matter of coincidence; in this case both tense marker and aspect markers are visible, can we see both of them? They are visible. In some cases, they are not going to be visible; at least tense markers are not going to be visible. When we say this sentence, what is the sentence?

Student: I eat mangoes.

I eat mangoes or for that matter, I want to say I live in Chennai. So 1, 2, 3 and 4 let us talk about sentence 3 and 4; what is the tense in 3?

Student: Present tense.

Present tense and tense in 4?

Student: (Refer Time: 20:04).

Which part of the sentence talks about this tense?

Student: Verb.

True verb; talks about, verb is the place where you would ideally look for a marker of tense, but which part? Where is that?

Student: (Refer Time: 20:25).

So, this verb is telling us about?

Student: Present (Refer Time: 20:34).

So, why this one not telling us; is my question making sense to you? Do not worry about the answer. Also I suggest you this has no bearing on your knowing English or not, as you can see we are not talking about learning English or learning Hindi or any other language, we are talking about these categories. We are talking about functional categories involved in making of a sentence. My question is; if this indicates tense now why is this one not indicating tense? I do not think we can come up with simpler sentences in English, am I right? These are pretty simple sentences.

So, how will we resolve this problem? I cannot say you are wrong completely, but at the same time you know that you are not right either. Am I right about that? That is a verb, that is a word and on that word, there is nothing else visible; not even i n g and if I am yet to talk about aspects; what is the aspect in this sentence?

Student: There is no aspect.

It is not that there is no aspect; for sure there is some aspect here.

Student: Simple (Refer Time: 22:09) simple present.

Simple is not an aspect, but there is something else think about that what does this sentence tell us?

Student: Sir continuous.

Is this talking about continuous? So, if I say I am living in Chennai then that will be continuous. If I say I live in Chennai, what is the difference between I live in Chennai and I am living in Chennai? Forget about tense both are present tense; I live in Chennai and I am living in Chennai; both are present tense sentences. Besides that what is the difference between the two in terms of their meaning? Go ahead.

Student: Both are (Refer Time: 22:58) I am eating (Refer Time: 23:00) I am eating right now.

I am eating right now.

Student: (Refer Time: 23:13) it is the (Refer Time: 23:14)

Absolutely.

Student: (Refer Time: 23:15) verb where (Refer Time: 23:17).

So, hold on; so, when I say I am living. So, we are talking about let us say certain a stretch of time in which I am in Chennai. if I say I live in Chennai, what sense does this give to you?

Student: (Refer Time: 23:32) a long time (Refer Time: 23:33).

Not.

Student: A long time ago.

Not just usually; until no specification given, it is just that I am; without giving any indication of time that or without giving continuation, it tells you about a habitual routine thing that I live in Chennai. It does not tell you when I am going to discontinue living there or anything else. Similarly when I say I eat mangoes; it says I mean I do not have a problem. I mean we can remove mangoes and put other things as well, it talks about not

continuity, it talks about in a sense it gives you indefinite reading; at the same time it gives you habitual reading. Therefore, sometimes this aspect is called either habitual aspect or indefinite aspect; see this thing.

Now, this is just for you to see, but more than that; what I want you to be convinced that each one of you is; I am sure convinced that there is a difference between the meaning of these two sentences. I live in Chennai and I am living in Chennai right? I live in Chennai and I am living in Chennai, you do not see the difference?

Student: (Refer Time: 25:07) there is some difference.

That is all I mean, literally there is difference in the meaning; that is in the, what verb indicates causes the difference, get this thing? Therefore, living is continuous aspect, you have already seen perfective respect; this is another one habitual or indefinite.

So, this one has aspect to; which is not visible, that is unlike this where *i n g* is the marker of this continuity, there is no such marker here of aspect. At the same time, the way this thing marks tense; there is no marker of tense either; that is 0 marker for tense, 0 marker for aspect.

Student: Sir there is a marker for tense?

Which is?

Student: (Refer Time: 26:25) past tense of eat is ate.

Right.

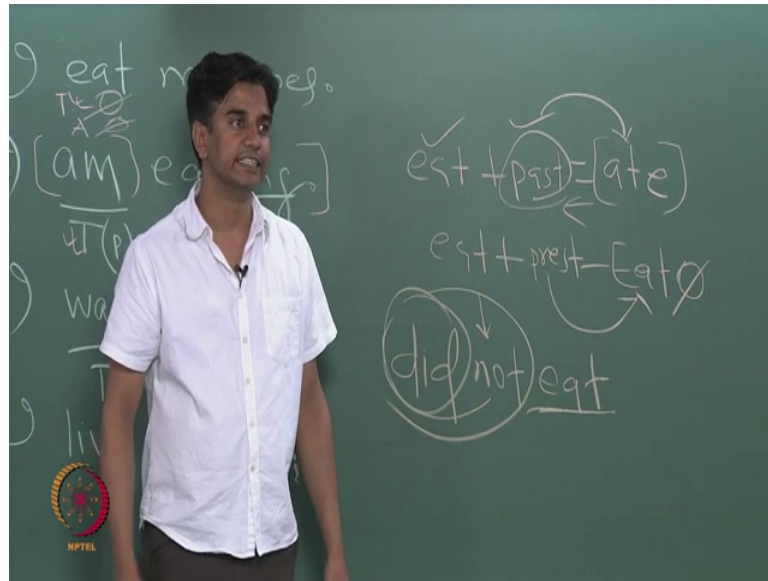
Student: So, we can say since eat is given, it is present tense.

That is why; I am also saying the same thing I am saying when you say.

Student: (Refer Time: 26:32) marker of tense.

Sure I am saying you are right; what I am saying, when you say ate then you see the change in the form of the verb and you can say.

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Eat plus past becomes ate right, but or we can say ate is eat plus past whereas, eat is eat plus present, which is this past at least has some change in the form of the verb and this present has got no change. Formally speaking, there is absolutely no change in the form of the word; that is what we mean when we say 0 marker on tense.

Remember and I want your careful attention here, we are not saying there is no tense we are not saying there is no tense, there is tense which is present tense. So, all we are saying it is not visible because it has no obvious marker on it. And even more than that what I want you to know is lot of elements of functional categories are sometimes going to be visible, sometimes going to be not visible. And this is not language specific, within the same language sometimes they are going to surface, sometimes they are not going to surface; are you with me? Making sense?

Now, if someone asks you what is the marker of tense in English? Or let us say more specifically what is the marker of present tense in English? We can say like you said am is the marker of present tense, is marker of present tense are; marker of present tense, they are all together called verb b; let us say they are all markers of present tense. But when we say is, are, am are markers of present tense; are we giving the complete picture? The answer is no because lot of times there is no marker of present tense; in examples like I eat mangoes, I live in Chennai.


So, the same category presents tense sometimes visible, sometimes not visible. This is all I want you to keep in mind with all these examples; before I move any problem confusion? Are we clear about tense and aspect? Trust me these are underlying stuff, I am very happy that you can see it fast and some of you have prior idea or knowledge about these things. It takes long time to get used to these terms, to see these terms not that we do not know them, we know them.

Then before we see these things and we really see their functioning, it takes time. So, are we clear about the distinction between tense and aspect? No questions?

(Refer Slide Time: 30:23)

Request and Order

3. mujh-se kal **milo**
I-Dat tomorrow meet-imp
'See me tomorrow.' (**Informal**)

4. mujhse kal **miliye**
I-Dat tomorrow meet-imp
 'Please see me tomorrow.' (**Formal**)

Now, in the next sentence; clear everybody? Even non speakers of Hindi can figure out the meaning of these sentences; 3 and 4; clear? You know the meaning, you know the words all that; My question is; what is the tense in the sentence? I purposely did not talk about past tense so far because I assume you know. And the story of past tense is similar to present; past tense could be more visible in these cases also, it is going to be visible. Present tense sometimes is not very much visible.

Student: (Refer Time: 31:23) verb. So, (Refer Time: 31:26).

No.

Student: Start (Refer Time: 31:32).

That is one way of saying it, you are right and I do not mean to contradict that, but all I am saying is on the word; bare word what you are saying reference point, there is no marker indicating tense. We are used to seeing things in markers, there is no marker indicating tense; however, the past tense marker on this, when you add a past tense; you get something else. I will show you, there is a way to; you may have heard; have you heard about physical reactions and chemical reactions? Physical properties of reactions and chemical properties of reactions; in one of them when two things are mixed it is almost impossible to separate them.

There is a way to separate tense from past tense and the moment you separate past tense, it comes in the bare form. And then you will not be able to say that; this is a reference point, just hang in for a moment; I will show you that you add something else in the sentence; past tense immediately comes out. And then you cannot use the past form of the verb, give me a moment I will show you that. Meanwhile, please tell me then therefore, I did not talk much about past tense. Meanwhile please tell me the tense in these two sentences.

Student: Present (Refer Time: 33:03).

You think so or you know so? So what tells you about present tense in these sentences?

Student: (Refer Time: 33:21).

Now he is bringing in third one; another one. So, what tells you about present tense in these two sentences?

Student: (Refer Time: 33:38).

Right; so it is just saying [FL] which part of it; does it even indicate meaning wise; any time in it? Do you see any sense of time in it?

Student: [FL].

Forget [FL] also, simply say [FL] right [FL] let us forget time, I think [FL] is the word which is giving you a sense of future; fine let us drop that one [FL] in this sentence is there any reference of time?

Student: We are looking at appointment in the future.

We are not very clear about that; we are not saying that do not meet today, we could very well mean [FL] or future.

Student: So (Refer Time: 34:35) is the word; seeing (Refer Time: 34:36).

Exactly.

Student: (Refer Time: 34:39).

I am asking you; what is it?

Student: We are not clear.

You are not clear.

Student: (Refer Time: 34:46) present.

It is present, how? Because both the positions need to be justified, if it is not clear why is it not clear? If it is present, why is it present?

Student: (Refer Time: 34:59)

Because there is no marker on the see; in the verb see therefore, it should be present tense because you have just seen something like that; that is not true.

Student: Because they already meeting now and they have (Refer Time: 35:14) telling (Refer Time: 35:15).

So, do you see the confusions and contradictions?

Student: It is like we say [FL].

Let us not talk about a lot of Hindi in this thing because everybody does not speak Hindi to follow you at that level and therefore, I am giving the glosses; proper glosses [FL] will not change anything, it simply [FL] the reference is not [FL] it is something else [FL] is [FL] is [FL] and [FL] is more informal than that.

Student: Only the degree of (Refer Time: 36:08).

Only the degree of formality changes [FL] or [FL] nothing else changes. The point I am trying to show you that in these sentences, there is no tense; absolutely no tense. It gives you a sense of tense tomorrow because of the word or because we know that definitely it is not past. When I ask you [FL] we could not possibly be talking about past, we could either be talking about today or tomorrow or whenever. Therefore, it is restricted only to present and future and more likely as you were right that because there is no marker, we would tend to believe this is present tense.

But actually there is no sense of time in these two sentences, they are called imperative sentences. I do not want to throw all kinds of words or terms same day, but let me just cross check quickly, if you have heard that this word mood; anybody? Mood; not good mood or bad mood, no? That is alright; this is not a problem and not an issue.

Let us look at it the following way, some sentences particularly imperative ones which indicate request or formal, informal distinctions such sentences, verbs in such sentences indicate no tense, have got no tense clear?


(Refer Slide Time: 38:10)

Negation

- Mainly two negative markers: **nahiiN** and **mat**:

5. raajuu skuul **nahiiN**/***mat** jaayegaa
Raju school neg go-FUT-M.S.
'Raju will not go to school.'

6. **mat**/**nahiiN** jaao
neg go-IMP
'Don't go (please).'



I need to introduce this thing to show you little bit more on tense, can you look at this screen? Are you looking at the screen? What does sentence number 5 tell you?

Student: (Refer Time: 38:29).

It is a future tense sentence; now there are two markers of negation in this sentence. One is [FL] and the other is [FL] and do you see a star marker on [FL]? That star mark tells you that [FL] if you use [FL] in this sentence, then the sentence is not good. So, we cannot say Raju school [FL] that is what that star tells you. The idea is there are two major markers of negatives in Hindi, in a language like Hindi they are [FL] and [FL] with me? In sentence number 5 only one is allowed; the other one which is [FL] is not allowed.

When we say not allowed; it means if you try to use that one, then the sentence is bad. You check with anybody who speaks Hindi, they will tell you. Can you say that sentence Raju school [FL] is that a good sentence?

Student: No.

Not a good sentence alright, now why we are going to look at that in a moment. However, in the second sentence that is number 6, we can use either one of the two; we can say [FL] or [FL] either way the sentence is good. The point that I am trying to make through these two sentences is; out of the two negative markers, one [FL] gets used in a sentence only when there is no tense. If you try to use this word [FL] in any sentence which has tense; could be future, could be present, could be past; the sentence will not be right. The sentence will not be grammatical, the sentence will not be good sentence; this is another proof to tell you that sentence number 6 has got no tense.

Look at 3 and 4 again; can we use [FL] in these two sentences? [FL] We can say that [FL] we can say that right, sentence 1 and 2; can we use [FL] in 1? Raju [FL] No. Sima [FL] can we say that? No, now if some of you speak Hindi I am completely accepting your judgment about these sentences; by judgment meaning grammaticality judgment right, which again reflects things that I have told you earlier; that these things are part of knowledge of language. You know about then grammaticality of these strings, but I am positive that you are looking at these sentences for the first time; am I right?

It is your judgment that Raju [FL] is not a good sentence, but did you think about the sentence before Raju [FL]? Now the reason why I am asking you this thing, not that there is anything wrong; that you did not see this sentences so far how did you become 25, 23 without looking at these sentences; that is not the point. The point is as a speaker

of language, we do not need to look at these things yet we know these things. These things have happened to us, when we were figuring out rules; while acquiring language.

If you want to learn a language with instruction, you need to be told these things; these differences. If you are growing up with the language, you do not need to do this; yet you know that and if later on someone tells you like this, sentence number 1, 2, 3, 4, 5, 6 pretty simple sentences are going to look like magic to you; that they contain kinds of information that we never paid attention to; however, we use these things hundred times a day.

Nowhere you are going to find a single speaker of Hindi who will say Raju [FL] Point taken? I have told you that I do want you to keep applying some of these things; two other languages as well. These things are available in other languages too and I can make that blanket statement, on the basis of my understanding of generative facts. I just do not know the examples of them, that also shows you the role of input; that I can say that there must be two negative markers in Tamil also, there must be two negative markers in Malayalam also, but because I do not have Tamil or Malayalam input; so I do not know.

Now there are going to be language internal differences too, in a language like Hindi the negative marker is always going to be a word [FL] or [FL]. In a language like Tamil sometimes negative markers are merged together with the verb, same thing applies in Kannada, same thing applies in Malayalam.

Now, these are language internal facts, language internal things; however, negative markers are going to be there. Negative markers can only follow verbs; is that true in Tamil negative markers follow verbs? So, how do we say this one [FL].

Student: [FL].

Loudly.

Student: [FL] do not see.

Ok.

Student: [FL] do not see [FL].

So, what is the negative marker in that?

Student: [FL] or [FL] is a separate word which comes after [FL] which means do not come.

Do not come right.

Student: Do not see.

So, negative marker is following the verb; see this thing? Negative markers maybe preceding in Tamil too right? I think if you say a sentence like this Raju school [FL] in these sentences you will need to use the negative marker [FL] am I right? So, similar distinction exists that; if we are talking about tense less sentences, you have to use a different negative markers. If we are using a tense sentences with tense, you need to use a different negative marker.

Can we use the word [FL] in the previous one? Do not meet with me or meet with me. When we say do not meet with me, can we use [FL]? No. Do you see the distinction that I am talking about? The distinction that exists with between [FL] and [FL] is the distinction that exists in Tamil. Now for every sentence, we do not have either time or we do not need to do this thing. This is where I request you, I suggest you please keep thinking about the languages that you speak, that you grew up.

Keep applying these things and then you will be able to see that; now the final point that I make and then we will stop, I will come to that later. Now look at this, in English; so I let us say this thing in past tense, how do I say this sentence? Number 3 in past tense?

Student: I ate mangoes (Refer Time: 40:21).

I ate mangoes right? Everybody I do not need to write this sentence? But now I ask you to negate that sentence.

Student: (Refer Time: 48:32).

Said it again.

Student: I did not eat (Refer Time: 48:37).

Did not eat?

Student: Mangoes.

Mangoes, do you see what is going on?

Student: (Refer Time: 48:42).

Hold on; slow I know you guys are very intelligent, but just keeping slow; keeping the speed under control limit always helps. The moment you introduce negative, the tense marker is going to get dissociated with the verb and then you see verb in the bear form; what is that? We say I did not eat, we cannot say I not ate right? So, much so that it makes you laugh; neither do we say I ate not, we need to say I did not eat. The use of negative markers in a language like English; separates these two from past tense.

So, the past tense becomes; this indicates past tense and then we have to put not and then the verb comes in 0 form, which has got no tense. So, if this is the verb; if this is the form of the verb which has got no tense marker, then this is the form of the verb which we say it has tense, but the marker is 0; if you can see this thing, then I am showing you something absolutely abstract and invisible. Trust me, there is no microscope for this; do you see this thing? Do you see or not?

Student: (Refer Time: 51:00).

That is true my dear, but what I am saying something else; I am saying after did is removed from the verb, this verb is bear form, this does not have any tense marker on it, the tense is here. Because this is a 0 form therefore, this is a 0 form and the marker is 0; there is tense, but the marker of tense on this verb, in this sentence is 0. So, the introduction of negative helps you separate tense and verb in a language like English and then you can see the bear form.

Now as we move on further, please remember this example these are the examples that are not coming just like that; these are the example that we are talking about, we are talking about these examples purposely. I want you to understand or I will bring you to this point again that when we say tense marker comes before the verb or after the verb. That is a very trivial and superficial discussion, what actually happens is tense marker when you see them around the verb, actually it is not around the verb, it is around tense and it so happens that tense is found around verb.

So, the negative marker is associated with tense which itself is an invisible category. Negative markers are not invisible category, negative markers you can see clearly in many languages. They get attracted to verbs because tense are hosted on verbs, I will talk about subject and predicate some other time. Therefore, verbs become the most significant aspect of a sentence.

Therefore, sometimes it is also said that verbs are powerhouse of a sentence. All kinds of information about agreement, number, person, gender, tense, aspect you can see in or around verb. Hope some of this makes sense, yes? Then I think we need to stop.