

Appendix 4: Noun Pairs and Adjuncts

Most people are aware of compound nouns as there is some mention of them in the grammar books. We feel that the topic is much larger than previously thought, and will now venture into this new territory with an intrepid mind and try to map out some coordinates. It is obvious the Noun has found a new intimacy in association with its own Kind.

There are three kinds:

- (1) those that are fused;
- (2) those that are hyphenated;
- (3) those that are separated by a space.

The first two will be called *compounds*; the last one will be *adjuncts*, joined words separated by a space, yet conveying a single meaning. With compound noun pairs, it *is* possible to replace the first or second noun to generate a new combination that fits into the same genus.

Fused Compound Noun Pair (= noun + noun)				
wristwatch	faceplate	slipcover	smokescreen	lipstick
treehouse	sweatsuit	heartbeat	limestone	pineapple
windmill millstone windflower	windchill windbreaker windsock ? windsurf	motorcycle	jugband	jailhouse
penthouse	toothbrush	pitchfork	shoelace	airport
steamboat	cheesecake	hairbrush	housewife	speedboat
patchwork	breadknife	townhouse	basketball	powertrain
headspring wellspring handspring	watermark waterseal waterlily	lampshade lamppost lamplighter	waistcoat raincoat overcoat	coastline
toaster oven	windshield windflower	carpark carjack	rhinestone gemstone tombstone	videophone
carpark carjack	waterbed	tripmeter	sideshow slideshow sideline sidewalk	
NOUN-VERB COMBINATIONS SOMETIMES BEHAVE AS FUSED COMPOUND NOUN PAIRS				
haircut	snowfall windfall waterfall	windbreak	landfill	
Hyphenated Compound Noun Pair (= noun + - + noun) replaceable to give related genus combinations				
jew's-harp	six-ton	auto-pilot		

Day by day, science and technology are churning out new words and new combinations of existing words. The third and fourth categories are **noun-noun pairings, separated by a space**. It *is* possible to generate another noun combination in the same related genus (by substituting a different noun for the first noun). The result is semantically related to the original noun-noun pair.

No name has been given to this pair of nouns. We propose to call them **Adjuncts**. The *first noun will be thought of as a noun serving as a Descriptor*. The *second noun will be thought of as a Noun functioning as noun usually does*.

We designate two categories of Adjuncts – *variant and invariant*.

With **Variant Adjuncts**, either original component word can be replaced (first or last). The following chart is an introductory sampling of such variant adjuncts.

Variant Adjuncts (= noun + noun) (a noun pair) separated replaceable first or second noun first noun treated as a noun functioning as a Descriptor				
fountain pen ballpoint pen pig pen water fountain chicken pen	air pocket jacket pocket pocket book pocket money	wind tunnel car tunnel tunnel vision night vision 20/20 vision	tile floor wood floor linoleum floor	bus station train station radio station weather station
jailhouse rock jailhouse break rock music rock sample	road map star map	computer programmer	child psychologist child molester	hand soap hand towel hand cream
hair shampoo hair comb body shampoo body stocking dog shampoo doghouse	cell phone cell biology mobile phone wireless phone	eyebrow pencil lead pencil lead casing lead sinker pencil case pencil sharpener	power drill power tool diamond drill diamond ring	team coach team captain football coach
track uniform skating uniform school uniform	speed trap mouse trap trap door	time change sex change change purse	spot welding arc welding	systems analyst computer analyst trends analyst survey analyst
hand bag paper bag bag lady	piggy bank word bank bank teller bank manager	water pistol waterfall fall colors water bottle water fountain	cookie cutter box cutter paper cutter	choir uniform school uniform school bag job uniform job description weekend job track uniform
guitar strings piano strings piano tuner kite string	building superintendent building code building supervisor building inspection	price tag touch tag discount price touchdown	defence strategy defemce mechanism homeland defense survival strategy	
record time record pace record player	phrasestring wordstring shoestring	basketball pinball bowling ball baseball	committee meeting citizen meeting	time machine coffee machine coffee cup
repair service escort service warranty service	toaster oven	daybreak daydream daytime daylight daytripper	jewelry box jewelry store cardboard box	meter stick walking stick meter maid
yard sale	death row garden row death bed hospital bed death wish	road show raod repair	police cruiser ocean cruiser	jet lag time lag

The second type of Adjunct is the **Invariant Adjunct**. For this type, it is not possible to change the first or second word to obtain a new adjunct that fits in the same genus or category. Below are some examples:

Invariant Adjuncts = noun + noun (a noun pair) non-replaceable first noun, fixed				
payload	wind chill	ground zero	cruise missile	road rage

Although the first noun of the pair is non-replaceable and the invariant noun pair is unique, *we will still say that the first noun is a Descriptor of the second noun.*

There is the possibility for confusion between whether an Adjunct is Variant or Invariant.

Let's consider some examples:

- *brick house* – This is a Variant Adjunct, since there are also *brick wall* (as opposed to *concrete wall* or *stud wall*), *brick exterior* (as opposed to *vinyl exterior*, *marble exterior*), *brick fireplace*, and *brick sidewalk*. We will still say that the first Noun is being used as a Descriptor. It is to be read as a Descriptor.
- *space station* – This is a Variant Adjunct, since there are also *bus station*, *radio station*, *TV station*, etc. Again, we will say that the first Noun is a Descriptor.
- *beach towel* – similarly treated. We also have *hand towel*, *paper towel*.
- *time machine* – similarly treated. We have the related genus words *laundry machine*, *bread machine*.
- *machine parts* – similarly treated. We have the related variant adjuncts *body parts*, *engine parts*, *scrap parts*

In each case above, the first Noun can be replaced by another Noun.

Compare those with the following examples:

- *ground zero* – This term was used to refer to the zero, main, or ground level floor (triple adjunct) of the cleanup operation at the site of the former World Trade Center in New York City. This is to be read as one unit. We could say *ground water*, but the word *water* is in a different semantic genus than *zero*. The first refers to a liquid flowing under the ground, the second refers to a level of elevation with respect to high about the ground. This **Invariant Adjunct** is quite immune from imitators.
- *road rage* – We don't use this term to refer to any other kind of rage or place of rage, i.e. we don't say *work rage*, *workstation rage*, *home rage*, etc and we don't have a converse such as *road bliss*, *road enjoyment*. It is a one-and-only noun-noun combination. This is an **Invariant Adjunct**.

One might say that this phenomenon is the result of technology, an overflow or jargon from the labs. It may be so, and we pride ourselves on the use of such phrases, as they have that kind of definitive feel to them of solidity, permanence, and immutability. As the level of scientific literacy increases beyond its current very low level, we may see new phrases and catchwords cropping up.

We are indeed mixing and matching more and more human-made things with each other in newer and different ways, and we will continue to do so throughout time. It demonstrates that not only is nature variable and mutable, but so is technology and invention. Technology is a continuous, unending process of improvement and **progressive ephemeralization** (*doing more with less* – a Buckminster Fuller phrase). Process and product will continue hand-in-hand forever.

Appendix 4: Verbal Retro Clause Referral

Verbal Form 3.6?: Verbal Retro Clause Referral

Notes:

There is an additional variation of the verbal form which is a grammatical curiosity. On occasion, a verbal can refer back to an entire preceding clause. The verbal in this case is always the ing form of the verb (a present participle), and because it looks like a present participle, everybody will automatically think it is. Upon close examination, however, it does not describe a previous single or compound word, so it does not function like a present participle. What it does do is modify *the whole preceding clause*. There is no name for this.

For example, consider the following sentences

- (1) It can open opportunities to a much broader market, **making it easier to transact business with customers across North and South America and throughout the world.**
- (2) Will has completed the second part of the course, **bringing him to the point where he can start to participate in engine testing and trouble-shooting.**
- (3) Janet has traveled to 19 countries and can speak three languages fluently, **placing her at the top of our short list for the position of Public Relations Officer.**
- (4) “Although her parka was thick and she was wearing God knows how many layers beneath it, it swelled noticeably in front, **indicating the sort of prodigious jugs for which breast-reduction surgery had been made.**”
(Stephen King in *Dreamcatcher* p.118)

We see that the verbal in bold is not a present participle, a misplaced modifier, nor a gerund because it is not used as a noun, and it is not an absolute construction. It appears that there is no grammatical name for this. As previously mentioned, people assume that it is a present participle because it looks like a present participle.

For writing purposes, it is not necessary to distinguish this from a present participle because it looks like a present participle and functions like an adjective, and modifies something, but that something is a clause, not a noun.

No useful purpose is served by asking people to make this distinction. We could call it a new kind of verbal, the *retro*, and bring our number of verbals to the memorable number of five. We could celebrate an victory of illumination and insight into our understanding of this new aspect of the English language. But instead, we sound now the trumpets, but we will cite this only as proof that *usage prevails over grammar*, because no grammar can adequately cover all the cases.

For writing instruction, form recognition prevails over analytic dissection and discrimination.

Appendix 4: More About the *Other* Kind of Word

We clump into this category of Kind of Word *fillers* found in human conversation; these include *well, um, er, uh, mmm, anyway*. Their purpose is to allow the speaker to pause and organize the next sentence.

What were previously and can still be called *expletives* come under this heading. These words have strong emotion attached to themselves. These expressions of pain, anger, or frustration include *swearwords* and abusive words.

Also included are *invocative* words.

One could also include in this group all *personal forms of address*.

The former *part of speech*¹, the *interjection*, is assigned to this category.

Some examples follow. Note that sometimes the *other* word is followed directly by its own punctuation mark. This is to emphasize the emotional content of the utterance. These are again one of the few exceptions to the rule that all sentences must contain at least one main verb.

Examples:

Categories for the <i>Other</i> Kind of Word
<p>other: pleasant surprise, impressiveness, joy</p> <p>(1) <u>Wow</u>, that's a great story!</p> <p>(2) <u>Gee</u>, your bald head looks great!</p> <p>(3) <u>Horray!</u> We won the game!</p>
<p>other: pain</p> <p>(1) <u>Ouch!</u> I cut myself!</p> <p>(2) <u>Ah!</u> That hurts!</p>
<p>other: call for help or attention</p> <p>(1) <u>Hey!</u> Be careful!</p> <p>(2) <u>Yo!</u> What's 'app'nin'?</p>
<p>other: frustration, hopelessness, despair</p> <p>(1) <u>Crap!</u> I failed the English exam.</p> <p>(2) <u>Damn!</u> If things don't get better around here, I'm moving to Montreal.</p> <p>(3) <u>For crying out loud</u>, would you please turn the music down – can't you see I'm on the phone?</p> <p>(4) <u>*@*!%!!</u></p>
<p>other: invocation</p> <p>(1) <u>Oh, my God!</u> The dog's been hit by a car!</p> <p>(2) <u>Lord, oh Lord!</u> What can I do? She's not coming back.</p>
<p>other: pause filler</p> <p>(1) Just, <u>um</u>, wait here for a minute while I get the Frisbee.</p> <p>(2) <u>Uh</u>, this is difficult to say, but I guess I'd better say it now.</p> <p>(3) <u>Well</u>, what do you think of this sentence?</p>
<p>other: personal address</p> <p>(1) <u>Tom</u>, can I borrow your sledge hammer?</p> <p>(2) <u>Bessie</u>, where're you goin' to now?</p>

¹ A previous term that has been replaced by our term *Kind of Word*.

Appendix 4: More Ideas for the Classroom

Other activities for this section will undoubtedly emerge over time, but here are a few additional ideas for activities:

OTHER IDEAS FOR ACTIVITIES AND MATERIALS

Other ideas include the following:

Worksheets

Card games (seed and cluster cards, corollary cards)

1. This is a card game in which there are seed cards and clusters of corollary cards have primary or secondary or tertiary level polarities on each side of the card. Students must organize the cards into categories so that they recognize the various polarities, and cluster the cards around the seed word.
2. This is a card game wherein visual polar opposite flashcards are set out randomly, and the student must give the matching polar opposite.

Edit/improve – the teacher helps edit or improve each student's work on the board; students may also give helpful suggestions

On the Other Hand – this is a writing game wherein sentences are given to the student. Each sentence has some underlined parts plus a ~ symbol (similar) or <> symbol (opposite) under or after each underlined part. Students must convert the sentence by substituting similar or opposite words for each underlined part.

Donation for compilation – the students' work is collected and posted on the internet for future reference by future classes – it also gives each student a sense of participation in a global project

Dramatic posters of all the charts from beginning to end are displayed around the classroom, and/or in the hall.

Sample worksheets and sample short essays are in the Appendix.

Appendix 4: 30 Word List Categories

In its preliminary stages, the 2HA originators systematically tried to identify useful word categories. This division of reality into 30 categories is but a first attempt to try to allocate frequently used and useful words into categories that may be of equal lexical density². Whether the 30 can be reduced or generally categorized into 10 broader categories is a job that has not yet been done.

1. alphabets (words that describe alphabets)
2. languages/linguistics/grammars
3. enumeratives
4. colors
5. greetings, introductions/asking after/welcome/parting
6. asking for/offering/declining
7. locomotion/travel
8. body/life-phase/senses/health/illness
/treatment/differently-abled
9. mental processes/willpower
10. emotional processes/feelings
11. effectual actions
12. numbers/quantity/shapes/sizes
13. quantifiers/specifiers/demonstratives
14. time/calendar/season/weather/possibility
15. location/direction/placement/proximity
16. nature/plants/geography/earth
17. built-space/house/village/city/workplaces
18. weights/measures/distances
19. relationships/roles/family
20. routine/work/occupation
21. education/training/study
22. machines/technology/mechanization
23. cyberspace/virtual-reality/media
24. intangibles/religion/spirituality
25. society/government/politics/international/law&justice
26. music/literature/writing/art/craft
27. shopping/clothing/footwear
28. food/cooking/cleaning
29. planetary place names/extraterrestrial
30. holidays/HolyDays/special occasions

² Lexical density is an as yet undefined term that might include: a word's meaning(s), its number of derivatives (phrasal verbs, collocations, idioms, etc), its frequency of usage LD = M x U

Appendix 4: Words Have Wings

Words Have Wings To Bring Peace

I

Words Have Wings
Give Flight to Things
Words Leap and Soar
Open Great Doors

Words Combine
And Ring Through Time
They Toss and Turn
Or Sound and Chime

Inside our Hearts
Words are Chords
Connecting Us
World to World

They Express and Reflect Our Lives
Transfer us Far, and Take Us Deep
They Fall and Tumble
They're both Proud and Humble

To Tap the Eternal Springs of Perception
To Make Us Always Voyagers, yet To Bring Us
Home
Word Have Wings
They Teach Us to Sing

II

Tell me your words
I really want to know
Tell me about Birds
Or Pure Arctic Snow

Tell me of Trees
Of a Warm Summer Breeze
Tell me of People
And What Everyone Needs

Tell me Your Words
I'll Tell you Mine
Maybe we'll See
What's Inside Our Minds

III

What's the Way
You Like to See?
How are you different
From Others and Me

Maybe we'll See
The Paintings of Your Mind
Together we can Make
A Gallery So Fine

Our Words Can Paint
A Peaceful Time
When Earth is One
With little Crime

When You and Me
And All Agree
We Are Members
Of a Great, Enduring Humanity

Words Can Rhyme
If We Give Them Time
Believe Me, They Will Rhyme
Whatever the Clime

Words Are Building Blocks
Parts of a Great Missing Whole
Describing Life
Describing Soul

We String Them Together
We Float Them Along
We Send them to Friends
In Letters and Songs

We Put Them Together
In New Kinds of Ways
Whenever We're at Work
Whenever We're at Play

They Wink, They Sizzle
They Make Our Mind Soar
They Wink, They Shine
We Use Them Like Never Before

To Use Upon Take-Off
Or Upon Re-entry
To Use Right Now
Or To See the Past Century

Sometimes We Use Words
And Sometimes We Don't
Sometimes We Abuse Them
But In the Future We Let's Not

In Times of Standoff
Let's Call in the Words!
Put Away the Weapons
Send in the Proactive Verbs

IV

Let's Close The Spaces
Between the Races
End the Great Sorrow
Restore the Heart's Power

The Words We Sing
Can Make Our Hearts Ring
Make Them Soar
Rich or Poor

Appendix 4: 2HA Supplements

Even in Groups
Of Three or Four,
Even End
Relentless War

Even Open
The Locked Door
That Keeps Some Apart
Who Sleep on the Floor

Words Sound the Beat
So Use 'em when We Meet
For Humanity as a Whole
To Set Each and All of Us Free

To Put Away Pain
The Thorn and the Claw
Let's Dream Mighty Projects
Let's Build and Let's Draw

Let's Be the Ones
With no Bullet Shells
In Happy Homes
And Peaceful Dells

Resting on Stones, not Throwing Stones
Reaping What's Been Sown
Letting Peace Become
Something Full-Grown

V

Gathering the Pieces
Here or in Poland
Whether your name's Freida
Or Justin de Roland

Here or There
On Earth's Face
Let's Build Peace
In This Time and Place

Use Words Once
Use Them Again
Put Them Together
Till we're All Friends

Some Words Are Special
Some Give us A Chance
Some Kindle Our Souls
Or Transform Our Pasts

Some Words Are Fuzzy
Some Are Like Pins
Some Are Steely
Others Cause Grins

So, dear SookJin,
Tina and Tonya
And dear Willy
Of Outer Mongolia

Let's Work Together
Ernst and Sweet Lamoo,
We Can Be Friends With
Molly and Ming of Timbuktu

Let's Build Bridges
Though We Go Slow
Only on Risky Ridges
Do People radiantly Glow

Let's Look to the Future
Cease Reliving the Past
For the One is Glorious
The Other, by Comparison (its Pale
Foreshadowing), Trash

Come on , You and Me
Jim, Akila, and Henry
Klaus, Bijoux, and Soomi
Let's Sing a Symphony

It may Sound Corny
To some a bit Looney
But Believe It or Not
We're On a New Journey

For Peace Has Begun
It Must Be Sung
Let's Start Now
And Really See How

Words Have Wings
Can Make People Sing
And Along With That
The Great Peace They Can Bring.

The Summary Stanza

Words Have Wings
They Open Great Doors
Words Are Chords
Vibrating In Great Souls

ORDERS OF ACHIEVEMENT AND VALUE CHARTS

<< ORDER OF ACHIEVEMENT << LAST ACHIEVED FIRST ANCHIEVED	2HA ORDER OF PRESENTATION	ORDER OF VALUE < HIGHER VALUE LOWER VALUE >
	GRAMMAR	
	PUNCTUATION	
	SENTENCE FORMS	
	COMPOSITION	

<< ORDER OF ACHIEVEMENT << LAST ACHIEVED FIRST ANCHIEVED	LIFE'S EARTHLY JOURNEY	ORDER OF VALUE < HIGHER VALUE LOWER VALUE >
	FETAL LIFE	
	INFANCY	
	CHILDHOOD	
	YOUTH	
	MATURITY	
	ELDERHOOD	
	OLD AGE	

GOALS OF GOVERNMENT			
<< ORDER OF ACHIEVEMENT << LAST ACHIEVED FIRST ANCHIEVED	SOCIAL ATTRIBUTE	ACCOMPLISHED BY	ORDER OF VALUE < HIGHER VALUE LOWER VALUE >
	SURVIVAL	ENFORCEMENT	
	SAFETY		
	SECURITY		
	STABILITY	AUTONOMY	
	CONTINUITY		
	ORDER		
	PEACE	LOVE	
	FREEDOM		
	JUSTICE		
HAPPINESS			

The further down the list you go, the more difficult it is to rank and prioritize items because they are so linked one to the other.

Perceived Negativity about Silence

There is a perceived negative or demonic aspect of silence that is worth mentioning. It explains uncomfortable feeling when silence hangs over a group of people. We instinctively feel that we or someone else should say something quickly to break the silence. We fear silence, and are not accustomed to welcoming it into our lives. We send it away, a-void it, banish it, and let a cacophony of words and sounds rush in to fill and prevent any onset of what is perceived as the life-less void of Silence.

The Bell on the Store Door

Picture a customer entering a small shop. A bell on the door signals the arrival of a new customer. All in the shop are aware that the silence was broken. Breaking the silence with a positive sound sends a message from the store's owner. As the bell resonates, the message is understood: *You (customer) will be a welcome presence in our store. You will resonate, and your words will matter.* The bell is a kind of intermediary that creates a warm positive feeling on the part of the customer, and can lead to a warm exchange of words between the customer and the store worker, or even between customer and customer. The sound is special, because it is framed in silence. So, too, it is also with words.

School Detentions and Quiet Homes

The following excerpt from V.C. Andrews *Ice* describes two other common incidents that show this perception of silence as a negative quantity.