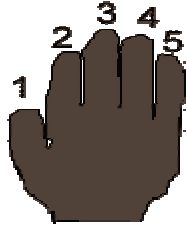


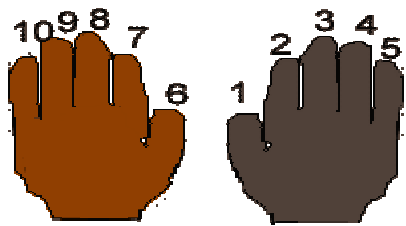

III. The 5 Key Instructional Components

Let us review the five components of the Two Hands Approach. Use the fingers on your right hand, and say the names of the five components:

5 Key Instructional Components for the Two Hands Approach				
				
1	2	3	4	5
GRAMMAR	PUNCTUATION	SENTENCE FORMS	COMPOSITION INSTRUCTION	READING METHODS

Now, let's look at each part in closer detail.

A. Grammar

	
Ten Plus Two Kinds of Words	
6 Conjunction	1 Verb
7 Preposition	2 Noun
8 Verbal: infinitive	3 Pronoun
9 Verbal: gerund	4 Adjective
10 Verbal: participle <small>(a) present participle (b) past participle</small>	5 Adverb
11 (right hand) Appositive	
12 (left hand) Other	
<i>Clap!</i>	
	

The Two Hands Approach designates twelve **kinds of words** in the English language. The term **part of speech** is confusing and imprecise, since the entities to which it refers are used not only in speech, but also in writing. The constituents used in *both* speech and writing deserve a more exact and correct term for their collective reference, and a word that is less mechanical

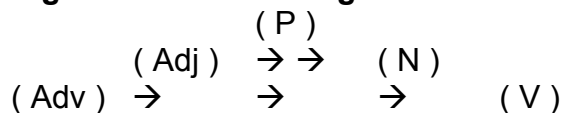
and more organic in its connotation. As replacement, we suggest the phrase ***Kinds of Words***.

Traditional grammar designates the eight *parts of speech* (*Kinds of Words*), including the insignificant and seldom used *interjection*. The 2HA removes the interjection from its place of primary importance, but retains the remaining seven. To the status of Kinds of Words, it nominates five additional kinds of words: the three Verbals, the Appositive, and a final kind called the Other. It is to the latter group that the lowly interjection is re-located.

It is not crucial to spend a lot of time trying to explain the abstruse differences between some of these older terms and their corollaries - such as *specifier*, *determiner*, *article* (which previous grammarians have kept in separate compartments). **They should not be part of a course outlining the foundation of language. These words can be explained when the occasion arises; they are of only marginal importance for this foundational approach to language.**

Five Primary Kinds of Words

The Two Hands Approach calls the **first five kinds of words** *primary* or *dominant*. They are used most of the time, and the right hand is used to remember them. With the fingers of our right hand, we can form a triangle with our fingertips. In the following diagram, the parentheses represent the fingertips of the right hand, **with the fingertips facing toward you, with the thumb to the far right and the little finger to the far left.**



The right thumb is the (1) **Verb**. The right pointer finger is the (2) **Noun**. The right index finger represents the (3) **Pronoun**. The index or middle finger often has a kind of axial or pivotal property. The Pronoun at the top stands for "I", **the first person singular, pivot and rivet of attention in everyone's mind's eye**. The right ring finger is the (4) **Adjective**. The Adjective is horizontally across from the Kind of Word it describes, the Noun. *Articles*¹, *determiners*², and *enumeratives*³ are put under adjectives. The fifth right finger is the (5) **Adverb**. It is horizontally across from the Verb, which is one of the Kinds of words that the Adverb modifies or describes. *Intensifiers*⁴ are put under adverbs.

This finger formation is an easy way to remember the relationship between the Kinds of words. Thus, Adjectives describe Nouns. Adverbs

¹ *the, an, a*

² Determiners is a general word that refers to articles, possessive pronouns, possessive nouns, demonstrative pronouns, and numbers.

³ *first customer, second day, third, ...*

⁴ *very, more, less, somewhat, a bit, ...*

describe Verbs, but they also modify themselves (curl up the little finger), as well as Adjectives (the right ring finger).

You can also pinch the right thumb and forefinger together. **Placing these two fingers together designates that these two kinds of words, the Verb and the Noun, are the two most important of all kinds of words.**⁵

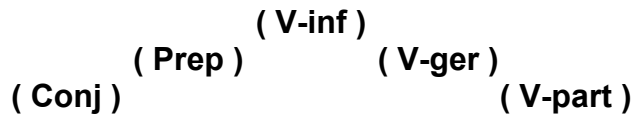
The other three right hand digits designate the other three kinds of words, and complete the set of the five dominant kinds of words that have the most meaning in English, and which are the most important, the most meaningful, and the most frequently used.

Five Secondary or Sub-Dominant Kinds of Words

The **second set of five**, called *secondary* or *subdominant* ones, are significant, but not as critical. (6) **Conjunctions** and (7) **Prepositions** (left thumb and forefinger) are both connectors and do not contribute as much to the meaning of a sentence as the five dominant Kinds of Words. We will list and describe them in more detail shortly.

The remaining left hand fingers represent the three Verbals. The left index finger is the (8) **Infinitive**. This, in the *to-* form or stem form, represents the essence or basic form of the verb. The left ring finger is the (9) **Gerund**, and the last finger represents two types of (10) **Participles**, the Present Participle and the Past Participle.

Looking at the ends of our left fingers, we have the following memory-aid diagram:



The **Verbals act at various times like** verbs, nouns, adjectives, and adverbs, or various combinations of them.

The Verbal Kinds of Words, together with the Verb, convey the energy, the movement, and the dynamism of the language. The inclusion of these three Verbals together with the Verb in our master list of Kinds of Words establishes the supremacy of the Verb over the Noun in all language.

Traditional grammar failed altogether in this respect, and violated both common sense and ignored the everyday usage of language, where verbals occur with great frequency. Words that recur with such frequency cannot be consigned to the margins of language instruction. They are indeed in practice, with respect to their meaning and power, more important as Kinds of Words than Connectors and Prepositions (which follow). **Traditional grammar undoubtedly viewed the Verbals as subcategories of the Verb, but thereby, unfortunately, minimalized and marginalized their pivotal**

⁵ It is interesting to note that in some cultures, rubbing the thumb and first finger together is sign language for *money*.

role in language. This system now elevates Verbals to equal rank with the other seven primary and secondary Kinds of Words.

The Two Additional Kinds of Words

The eleventh category is the (11) **Appositive**. **An appositive is an additional name for another noun that precedes it in the sentence.** For example, in the sentence *Jenny, my best friend, lives down the street*, the appositive part is *my best friend*. Since it is the more important of the two additional Kinds of Words, we associate it with the **right hand** when teaching students to remember it.

The (12) **Other** category is for the ever-present, non-conforming, idiosyncratic cases. You always have to expect the unexpected in English grammar; thus, the need for this overall designation of “**Other**”. We allocate to this category the short words previously called *expletives, interjections, fillers, invocative words, topic shifters, salutations, summons*, and (from discourse analysis) *pause and boundary markers*. Any additional items of this kind may simply be appropriately named and included in this category of the **Other**⁶. Since the Other is the less important of the two additional Kinds of Words, we associate it with the **left hand** when teaching students to remember it.

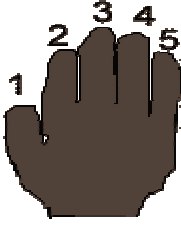
The list of the twelve Kinds of Words is concise and gives priority to the kinds of words in the sequence of their importance. Inspect any passage from a novel or mainstream media, and it will be seen that no important kind of word has been left out.

No grammatical rules have sufficient authority to control the firm and established usage of language. Established custom, in speaking and writing, is the standard to which we must at last resort for determining every controverted point in language and style.

- Hugh Blair (in *Style: Ten Lessons in Clarity and Grace* by Joseph M. Williams, p.13)

⁶ Examples of these types are in Appendix 4.

FIVE JOBS OF THE TEN PLUS TWO MAIN KINDS OF WORDS

		
Five Functions of the Twelve Kinds of Words⁷		
1	Main Verb	MV
2	Subject	S
3	Descriptor	D
4	Object 1) direct object 2) indirect object 3) object complement 4) object of preposition 5) object of verbal	O
5	Connector	C
One Additional, Less Important Function		
6	Speech Modes	SM

The functions that the twelve kinds of words play are five. The first three functions are placed in the above order to establish the primacy of the Verb over the Noun in learning and using language. It also emphasizes again the dual primacy of the Verb and the Noun. Finally, this order corresponds typically to the way people learn the various kinds of words, and employ them.

The word *Predicate* is not used at the outset, since it is not essential for understanding the foundations of the language, and since it is confusing. **Discussions about the Predicate should come much later in language instruction *after* the foundations have been laid with this approach.⁸**

⁷ The sixth function, Speech Modes, represents the informal and unpredictable spontaneity of speech breaking into the more formal world of prose. They are there, but they don't quite seem to fit the way the other functions do. Speech Modes accounts for the functions of: the interjection, invocations, emotives, pause and boundary markers, and expletives.

⁸ To say it another way, familiar to us all: *Keep It Simple, Stupid*.

The order has a simple logic:

⊕ **Main Verb** (*we first learn a language listening to our mother's verbal commands*);

⊕ **Subject** (*we then learn the word "I", since a baby's first emerging awareness is in response to the question "Who am I?" - probably as yet not existent in words, but perhaps there in spirit or another form in its memory*);

⊕ **Descriptor** (*we certainly know what happiness [smile], sadness, anxiety, and fear are right from the start of life (nice baby, good girl)*);

⊕ **Object** (*we learn that as agents we act upon, shape, and manipulate entities as objects (persons, things, ideas)*); and then we learn something about

⊕ **Connectors**, the interconnectivity of persons, ideas, and things, and the words which join, unite, and establish relationships between the persons, ideas, and things.

ie. Bill *and* Jane The boy *in* the home
Conjunctions and prepositions, as in the examples above, are connectors.

We learn that all reality is an *inter-net* of objects and motion, and words are the glue or links that we use to reference all accountable and visible entities, and all mental and invisible entities as well as the swirling panorama that dances in joyous display before our eyes each and every moment.

Let's have a closer look at each of the five functions we just explained above.

(1) Main Verb

We learn first about the **Main Verb**. Every human starts by responding to a simple imperative verb: *look, see, (don't) cry, smile*. It is accompanied with actions simultaneously. The whole body is involved; therefore, the mind easily remembers and uses verbal commands. **The learning of language begins with the Verb**⁹.

The Verb is the only Kind of word that can legitimately stand on its own, and be considered a sentence.

There are three kinds of **Main Verb** as are shown in the following chart. In each case, the Constituent Verb is the part of the verb that indicates the action or process, and is not indicative of time (I have seen the movie twice) or volitional (I might go there later).

⁹ This is why the learning of all vocabulary begins with verbal commands involving action. This is the merit of the TPR method, which works best and usually only effectively at the beginning of language instruction.

Three Kinds of Main Verbs		
1	Single Word Main Verb	John <i>ran</i> . Betty <i>typed</i> . They <i>relaxed</i> .
	MV = CV Main Verb = Constituent Verb	
2	Multi-Word Main Verb	Dad <i>is watching</i> TV. I <i>have been waiting</i> for 20 minutes.
	a. Assisted Verb Main Verb = Auxiliary Verb + Constituent Verb	
	MV = AV + CV Main Verb = Auxiliary Verb(s) + Constituent Verb	
3	b. Phrasal Verb Main Verb = Constituent Verb + Constituent Preposition in post-position ¹⁰	<i>She put off her homework until the weekend.</i> <i>Turn off</i> the light.
	MV = CV + CP Main Verb = Constituent Verb + Constituent Preposition in post-position	

Of course, a phrasal verb can have an auxiliary verb component as well as the constituent verb and constituent postposition components (preposition or adverb). For example, in *The child is putting away her toys*, we see all three possible components of the Main Verb (Auxiliary Verb, Constituent Verb, Constituent Preposition in post-position).

For native English speakers, the multi-word verbs are read and can be identified with not much confusion; for EFL students, however, such multi-word verbs are not always easy to notice at first glance.

Upon careful and thorough examination and reflection, one may agree in concluding that it is really the verb – the Main Verb along with the Verbals – that irrefutably and undeniably assumes *the* leadership role in all good writing.

(2) Subject

If actions speak louder than words, then Verbs speak louder than their agents, the **Subject**.

The Verb often finds a playmate in the **Noun** or **Pronoun**, and from then on the sentence accrues layer by layer, organically branching from wherever it will, always in accordance with the rules of structure, always in accordance with the care and vision that only an experienced writer can

¹⁰ A **phrasal (2 or 3-word) verb** consists of a “regular” verb plus the kind of word we call Preposition (although sometimes an Adverb, not a Preposition). As we will see soon, the prepositions do the job of connecting. When it is part of a phrasal verb, however, the preposition part is not doing such a function. It is uniquely functioning as a constituent part of the whole verb because it is essential to the meaning of the verb. It is grammatically working like a *post*-position (since it always follows the Constituent Verb). So, although it looks like a preposition and may be regarded as doing a kind of auxiliary role, it is in fact necessary to convey the full meaning of the verb.

bring. This organic process is comparable to the process of *scaffolding* or *co-construction* that goes on during a conversation (see Young 2000). From the twin core of Verb and Noun, the writing foliates.

Sometimes, one can envision the final form, but sometimes it takes on a form of its own. This fact demonstrates that all writing is organic, takes time, evolves, and yet like all life, begins with something small, in seed form. A Noun, Pronoun, Infinitive, or Gerund may perform the function of the subject of the sentence. The Subject represents the main animate or inanimate entity, or abstract quality of reality, which assumes the agent or main actor role in the sentence. The Subject (agent or main actor) along with the Main Verb forms the heart of the sentence, or what some linguists have called the **kernel sentence**¹¹, from which everything else evolves.

¹¹ The concept of the **kernel sentence** along with its multiple transformations is the key concept of the process of teaching writing by Sentence Combining. This is a premier, innovative, and empirically proven method of teaching composition, which we will incorporate into our own approach.

(3) Descriptors

Descriptors come in four varieties:

Descriptor Functions													
Distant Descriptors													
Those that describe Nouns (a) Nouns (b) Adjectives	Examples: $F_D = [\text{subject}] [\text{mainverb}] [\text{distant descriptor}]$ <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>subject</th> <th>main verb</th> <th>distant descriptor</th> </tr> </thead> <tbody> <tr> <td>noun pronoun</td> <td>verb</td> <td>noun adjective</td> </tr> <tr> <td><i>I</i></td> <td><i>am</i></td> <td><i>a cyclist.</i></td> </tr> <tr> <td><i>Jake</i></td> <td><i>is</i></td> <td><i>studious.</i></td> </tr> </tbody> </table> <p><i>The designation descriptor is a new name for the kind of word that was previously called the subject complement with its two subcategories (a) predicate nominative, and (b) predicate adjective.</i></p>	subject	main verb	distant descriptor	noun pronoun	verb	noun adjective	<i>I</i>	<i>am</i>	<i>a cyclist.</i>	<i>Jake</i>	<i>is</i>	<i>studious.</i>
subject	main verb	distant descriptor											
noun pronoun	verb	noun adjective											
<i>I</i>	<i>am</i>	<i>a cyclist.</i>											
<i>Jake</i>	<i>is</i>	<i>studious.</i>											
Near Descriptors													
Those that describe Nouns (c) Adjectives (d) Participles (e) Infinitives (f) other Nouns ¹²	Examples: <u>Adjectives can describe Nouns</u> (a) <i>hollow feeling; full stomach; green eyes</i> <u>Participles can describe Nouns</u> (b) <i>rhyiming verse; spreading virus; paved street; powdered milk</i> <u>Infinitives can describe Nouns</u> (c) The need <i>to make peace</i> is very important. The will <i>to survive</i> is the law of the jungle. <u>Other Nouns can “describe” Nouns</u> (d) <i>brain surgery, news stand, corner store,</i>												
Those that describe Verbs (a) Adverbs (b) Infinitives	(a) <u>Adverbs can describe Verbs</u> <i>She left quickly.</i> <i>She dove gracefully</i> from the diving board. (b) <u>Infinitives can describe Verbs</u> <i>I went to the library to study.</i> <i>I bought a book to help</i> me learn Korean.												
Those that describe other descriptors (a) Adverbs (b) Adjectives	(a) <u>Adverbs can describe Adverbs</u> The cars moved <i>very slowly</i> . (b) <u>Adverbs can describe Adjectives</u> This one is <i>more</i> expensive. That was <i>very</i> painful decision												

Located after the Main Verb, but always referring back and describing the Subject of the Main Verb, is what was previously called the **Subjective Complement**. This will now be designated a **Distant Descriptor**, regardless of whether it was previously called a *predicate nominative* (a noun) or a *predicate adjective* (an adjective). The advantage of this new terminology is that it allows us to identify only five functions that can be remembered with only one hand as an image and apt memory device. It also does not require

¹² See Endnote 1 (Appendix 2) for a discussion on the property of Nouns performing the role or function as Descriptors to other Nouns.

us to distinguish between the *predicate nominative* and the *predicate adjective*, a distinction which has little practical relevance for learning how to write.

For clarification, let us consider these two sentences:

Tom is a diver.

Tom is intelligent.

In both cases, we learn something more about Tom. In the first case (the former *predicate nominative*), we learn about his profession. In the second case (the former *predicate adjective*), we learn about Tom's mental prowess. This is an example of what we think of as words that describe Tom from a distance, or on the other side of the main verb. Hence, we feel that the designation of **Distant Descriptor** is an easy and comprehensible term, and we can then dispense with the terms *predicate adjective*, *predicate nominative*, and *subjective complement*.

The fact that we call Nouns "Descriptors", as when we call predicate nominatives Distant Descriptors, moreover, is not without precedent. Nouns have often been used as Descriptors, as when we say, *The car hit the brick wall*. *Brick* is a noun, and in our terminology, it remains a Noun as a Kind of Word, but functions as a Descriptor. Furthermore, Nouns which we call *Adjuncts* function as Descriptors. See the Appendix 4 for a more extensive and fascinating discussion of this topic. You will be amazed at the great importance that Adjuncts have assumed in contemporary language. This, in itself, is another neglected area of contemporary grammar.

The role of the **Appositive**, the eleventh kind of word, poses a challenge to our classification scheme. It presents a substitutable noun referring to another noun. For example, in *Mrs. Lucas, our next door neighbor, loves gardening.*, the Appositive is *neighbor*. For the sake of simplification, we must think of an Appositive as a noun working as a Near Descriptor. The Appositive is placed not before the word it describes (the usual location), but soon after it.

A Noun carries inherent attributes, and, as such, adds to the attribute list of the Noun to which it refers, describing it more thoroughly in additional ways. This is slightly different from the Adjective, which adds an attribute or attributes themselves to Nouns – without reference to another self-contained nominative entity.

Infinitives are also Descriptors, as are present and past participles. In fact, present and past Participles have assumed overwhelming significance in the English language, and their importance needs to be highlighted and underscored in all English instruction, contrary to contemporary practice in this regard. This is why we have promoted the present and past participle to the rank and status of Kinds of Words.

Any possessive (ie. Bill's, Jane's, his, her, their) will be thought of as doing a Descriptor function.

(4) Object

The **Object** comes in 5 varieties: **direct object, indirect object, object complement, object of a preposition, object of a verbal**. Once again, they can be displayed and remembered in the image of a single hand. The underlying theme returns and recurs, as you see.

The **Direct Object** usually answers the question “[*main verb (ate, took, gave)*] **what?**”. The **Indirect Object** usually answers the question “[*main verb bought, gave*] **to/for whom?**” The Direct Object can be the same kinds of word as the Subject: *a Noun, Pronoun, Infinitive, or Gerund*.

The **Indirect Object** is usually a word referring to a person: a name, a relationship word (*Mom, my friend, grandmother, her*). It is usually a noun or pronoun.

The **Object Complement** is not really functioning as an Object, but it is a word that is in close proximity to an Object. For example, *They painted the house grey. What did they paint? The house* is the Direct Object. *What color did they paint their house? Grey* is in our terminology functioning as a Descriptor since it describes the Noun. Traditional grammar, however, possesses this category of Object Complement, and we retain it since it permits us to designate five kinds of objects for ease of memory on one hand. But if you prefer, you can call the Object Complement a Descriptor in our terminology; either way is satisfactory.

We will discuss the **Object of a Preposition** shortly, but suffice it to say, a word that is doing this job must be a Noun, Pronoun, Infinitive, or Gerund.

The **Object of a Verbal** can be the same kinds of words as the **Direct Object**.

There is a satisfactory boniness about grammar which the flesh of sheer vocabulary requires before it can become vertebrate and walk the earth. But to study it for its own sake, without relating it to function, is utter madness.
- Anthony Burgess

(5) Connectors

Connectors link constituent words together, but do not have as much meaning as the other Kinds of words. These are:

(1) **Conjunctions**

There are four main types:

Types of Conjunctions						
COORDINATE CONJUNCTIONS join equal words, phrases, independent clauses. There are 7 coordinate conjunctions.						
and	for	or	yet	but	nor	so
CORRELATIVE CONJUNCTIONS consists of two or more words that work in tandem, relating two ideas or events together in a variety of ways. An exhaustive list is not needed here now, as these conjunctions comprise the fourth form, 4C The Correlatives.						
ADVERBIAL CONJUNCTIONS function only as connectors of dependent clauses with other clauses, dependent or independent. There are 20 adverbial conjunctions. This is Form 7.						
cause	condition	qualification		time		
because	if	though		when		
since	whether	although		as		
so that	once	even though		while		
	whenever			since		
	unless			before		
	until			after		
	in case			once		
REFERENCE¹³ AND NOUN CONJUNCTIONS function always as connectors, and sometimes as subjects or objects. There are 10 main RN conjunctions. This is Form 8.						
	who	where	when			
	why	what	how			
	that	which	whose			
		whom				

¹³ What we here call Reference Conjunctions have traditionally been called Relative Conjunctions. We feel that this designation is confusing and should be restated as Reference Conjunction, which we explain in Form 8.

(2) Prepositions

Prepositions are words that must be followed by an object. The preposition and its object together form a phrase. Usually the phrase describes a noun (then it is called an *adjective* phrase), or else it describes a verb (then it's called an *adverb* phrase).

64 Prepositions in Alphabetical Order					
about	above	according to	across	after	against
along	amid	among	around	as	aside from
at	because of	before	behind	below	beneath
beside	between	beyond	by	despite	down
during	except	for	from	in	in case of ¹⁴
inside	in the midst of	into	like	near	notwithstanding
of	off	on	on account of	onto ¹⁵	out of ¹⁶
outside	owing to	over	past	pertaining to	previous to
since	through	throughout	to	toward	under
underneath	until	up	up against	upon	while
with	within	without	with regard to		

We must include a category for a group of words that performs odd jobs usually in spoken English. We will call this sixth type of job, the **Speech Modes**.

¹⁴ As in: Press release button **in case of** fire.

¹⁵ As in: They went up **onto** the stage and met the singers.

¹⁶ As in: The car appeared **out of** nowhere and sideswiped the celebrity's limousine.
Nine **out of** ten people agreed with the policy change.

(6) Speech Modes

Words such as *Hi, on the other hand, Lord, I'm sure, yes, no, sure, wow!, that's great, for example, no doubt, of course, well, thanks, etc* we named earlier as belonging to the category of Other¹⁷ as one of the Kinds of Words. The function which this Kind of Word (Other) performs in the sentence we designate as **Speech Modes**. As Speech Modes, they perform the duties of expressing politeness, complying, topic shifting, answering, requesting, complimenting, expressing surprise or anger, endorsing, etc.


The words whose job is Speech Modes have been grammatically orphaned before our system, because until now, no names for them or designations that describe their function were forthcoming. We have named them and specified their function as Speech Modes.

Most people learn these words through repeated conversation. Admittedly, they were and are important in conversation. Their meaning often depends on the *context* of the conversation. They smooth ideas and information exchange in the spoken context so that participants can quickly understand each other. They are not found in journalistic, scientific, or prose writing, except within embedded direct quotations.

Now they have been clearly identified, and their function and usefulness in spoken and written language described.

The chart on the following page summarizes the Kinds of Words and their respective Jobs or Functions.

¹⁷ These include: emotives (swearing, cursing, invoking), pause fillers, markers, salutations/summons lexical phrases, lexical phrase markers of spoken discourse, topic shifters, discourse devices, etc. They are significant but not core constituent elements of a sentence.

Summary Chart of Kinds of Words and their Jobs						
 Kind of Word	Job					
	subject	main verb	descriptor	object	connector	speech modes
verb		●				
noun	●		●	●		
pronoun	●		●	●		
adjective			●			
adverb			●			
conjunction					●	
preposition		(●) as constituent preposition in postposition in phrasal verbs			●	
verbal: infinitive	●		●	●		
verbal: gerund	●			●		
verbal: present participle past participle			●			
appositive			●			
other						●

In the classroom, students can refer to the handy Summary Chart above to stimulate and remind them of the fundamentals of English grammar.¹⁸

¹⁸ They could also act out the Kinds of Words, saying the function or the job that each performs.