Chapter 22  STORY 22

Rock, Paper, Scissors

A philosophy of (1) modernist-reductionism; You play by the rules and the rules reference a point where Rock beats scissors and scissors beats paper, or? We can struggle and twist and turn, alter our thinking and direction, but in the end, we return to a rather un-characteristic point of view. Can the simple Rock, Paper, Scissors be the dog eat dog method or is it a monkey see, monkey do application?

Is Rock, a metaphor for society, solid, unyielding yet a support upon which we can build? Using the steel of the implied scissors or the fragility of the emotional “paper” to follow through on any thought construct you may plan, conceive or wager.

Let’s make a choice. We can play this alone doing a three times per as a requisite response. I am rock, when I am steadfast in my moment of choice. With scissors I can cut through my choices that may be challenges and remind myself that there is a choice. As for paper, perhaps the choice is that fleeting or ephemeral.

But really it’s a child game. A game of natural selection. I may always be the paper, or the scissors or even the rock, but in the end, I have made my choice and it’s all that simple. Life is but a game, reduced to a moment in time. You choose Rock, Paper or Scissors. Would you ever let a simple game dictate your life choices or is it in reality the game of life is that simple?

As its name implies, Rock, Paper, and Scissors, is akin to a really limited periodic table, involves three elements. Each one of these elements has a winning, losing, and tying combination against an opponent. On paper, this sounds like there is only ever a 1/3 chance of winning with each throw. But introduce a little human psychology into your game, and you have an edge and a game plan for winning.

Males tend to come out aggressive with Rock on their first throw. Turn the odds in your favor with Paper. Expect experienced players who tend to throw Paper when they play against a newcomer. Showing Scissors should put him in his place. Because of their lack of mental stamina, when inexperienced players lose they tend to copycat the last winning throw. Crush them with its opposite. For the math-stats geek, or those who like to play the odds, paper is thrown the least often at 29.6% of the time. Rock and Scissors are thrown the most often, at 35.4% and 35%, respectively. When there is a need for a changeup, use Paper as an unexpected option to surprise your opponent. And you thought it was just a child’s game.
Please write a short story that showcases your understanding of a game that has a deeper meaning than being for fun.

POINTS TO PONDER

Winning is not everything

All ancient games like GO and Backgammon have at the core one thing: winning. Most games rely on some mechanic where the player either succeeds or fails. While it suits some types of gamers, it can devastate the experience in others and it also sets up a sort of barrier on who can play the game. Many games effectively say: “Either you complete this task or you won’t proceed!” There seems to be some kind of common knowledge that this type of mechanic is a must in order for a creation to be called a game and if the player cannot lose the game is pointless. As well, Winning is there for a reason - all games are about learning & entertainment. The whole process just works better when a player is rewarded for his actions and winning still is the ultimate reward.

The "Real" Meaning of "Ring Around the Rosie"

By Magistra Nicolaa de Bracton

I remember the first time I heard the explanation of the "real meaning" of "Ring around the Rosie." I heard an elementary school teacher give the kids an explanation that, to my ears, made sense: this rhyme referred to the Black Death. Many of you will have heard "Ring Around the Rosie"

"Ring around the Rosie"--refers to a red mark, supposedly the first sign of the plague
"A pocket full of posies"--refers to sachets of herbs carried to ward off infection
"Ashes, ashes"--either a reference to the cremation of plague victims or to the words said in the funeral Mass..."Ashes to ashes, dust to dust." Sometimes line three is rendered as "Atischoo, atischoo"--sneezing, another sign of infection."We all fall down." -- The Plague was not selective in its victims; both rich and poor, young and old, succumbed.

Now, this explanation is seemingly plausible. Many rhymes and fairy tales are of significant antiquity; and tales in which the modern reader might consider "gruesome" were certainly in circulation in the Middle Ages and early modern era.
Onomatopoeia - Examples of words that mimic the sounds they make

By Stefan Chiarantano

What are onomatopoeic words? These are words that mimic the sounds they represent; the sound of the word imitates the sound the object makes. They have a relationship with the object they describe and signify the signifiers. They imitate, echo, or suggest the object they are describing. The sound represents the meaning of the word. Onomatopoeic words can be used as nouns or verbs. Onomatopoeic words aren't perfect though. As my friend asked, does a dog really say bow-wow in other languages? Of course, onomatopoeic words vary from language to language.

These Poems are indicative of words that mimic sounds.

**Mom & Dad Are Home**

Swish! Swish!
This is the way we get through
Our games.
The crowd shouts, “Yahoo!”
The ball soars through the air.
Then, bounce, bounce, bounce.
The audience holds its breath.
SWISH!
The ball goes in;
We win!

Sizzle! Sizzle!
The water sizzles above the fire.
Crunch! Crunch!
The campers crunching on potato chips.
Click! Clack! Click! Clack!
The tent poles clicking and clacking together.
Rustle! Rustle!
As we prepare our sleeping bags to go to sleep.
Chirp! Chirp!
The crickets say, “good-night”.

**The Game**

Clap! Clap!
Stomp! Stomp!

Crack! Crack!
The fire crackles under the stars.

**Camping**

Sizzle! Sizzle!
The water sizzles above the fire.
Crunch! Crunch!
The campers crunching on potato chips.
Click! Clack! Click! Clack!
The tent poles clicking and clacking together.
Rustle! Rustle!
As we prepare our sleeping bags to go to sleep.
Chirp! Chirp!
The crickets say, “good-night”.

Here are further examples:

- **Meow** is used to indicate the sound a cat makes. **Quack** is used to indicate the sound a duck makes.
- **Hiss** is used to indicate the sound a snake makes. **Gobble** is used to indicate the sound a turkey makes.
- **Cluck** is used to indicate the sound a chicken makes. **Buzz** is used to indicate the sound a bee makes.
- **Thud** is used to indicate the sound a book makes when it hits the floor. **Click** is used to indicate the sound a light switch makes when it's turned on or off.
- **Pop** is used to indicate the sound a bursting balloon makes. **Tick-tock** is used to indicate the sound a clock makes.

A dog’s bark in Korean is **Mong mong**. Onomatopoeia may well be examples of cognates.

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**WRITER WRITE**

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Beyoncé and Lexical chunking
If I Were A Boy
BEYONCE KNOWLES

If I were a boy
Even just for a day
I’d roll outta bed in the morning
And throw on what I wanted then go
Drink beer with the guys
And chase after girls
I’d kick it with who I wanted
And I’d never get confronted for it.
Cause they’d stick up for me.
If I were a boy
I think I could understand
How it feels to love a girl
I swear I’d be a better man.
I’d listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he’s taken you for granted
And everything you had got destroyed

I were a boy
I would turn off my phone
Tell everyone it’s broken
So they’d think that I was sleepin’ alone
I’d put myself first
And make the rules as I go

With this in mind write your own song. Remember to use the Lexical Approach
**English is a mongrel language!**

Japanese words borrowed into English

By Stefan Chiarantano

English has evolved by incorporating words from other languages. Here's a list of Japanese words borrowed in English. Many of these words have no equivalent in English.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>aikido</td>
<td>a type of Japanese martial arts</td>
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<tr>
<td>anime</td>
<td>animated comics</td>
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<tr>
<td>bonsai</td>
<td>dwarfed trees, a tree trimmed to grow in a clay pot</td>
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<tr>
<td>geisha</td>
<td>a professional female entertainer/artist</td>
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<tr>
<td>haiku</td>
<td>a type of Japanese poetry</td>
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<tr>
<td>hara-kiri</td>
<td>a form of ritual suicide, belly cutting, also known as seppuku</td>
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<tr>
<td>ikebana</td>
<td>Japanese flower arranging</td>
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<tr>
<td>jiu-jitsu</td>
<td>a type of Japanese martial arts</td>
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<tr>
<td>karaoke</td>
<td>singing pop songs to a recorded musical backing</td>
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<tr>
<td>karate</td>
<td>a type of Japanese martial arts</td>
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<tr>
<td>kendo</td>
<td>a type of Japanese martial arts</td>
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<tr>
<td>kimono</td>
<td>an outer garment usually made of silk</td>
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<tr>
<td>manga</td>
<td>Japanese comics</td>
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<tr>
<td>matcha</td>
<td>powdered green tea</td>
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<tr>
<td>mizo</td>
<td>fermented soybean paste made from soybeans, sea salt and koji</td>
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<tr>
<td>ninja</td>
<td>a Japanese warrior</td>
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<tr>
<td>obi</td>
<td>a sash wrapped around a kimono</td>
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<tr>
<td>origami</td>
<td>a Japanese art of folding origami paper into intricate shapes and designs</td>
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<tr>
<td>sake</td>
<td>alcohol made from fermented rice</td>
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<tr>
<td>samurai</td>
<td>a Japanese warrior</td>
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<tr>
<td>sayonara</td>
<td>good-bye</td>
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<tr>
<td>sumo</td>
<td>Japanese wrestling</td>
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<tr>
<td>sushi</td>
<td>small balls of vinegared rice garnished with slice of raw fish or stuffed with food and wrapped in paper thin seaweed (nori)</td>
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<tr>
<td>sukiyaki</td>
<td>a Japanese dish of meat, vegetables, and mushrooms cooked in a broth</td>
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<tr>
<td>tatami</td>
<td>a straw mat</td>
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<tr>
<td>tycoon</td>
<td>business leader</td>
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<tr>
<td>tsunami</td>
<td>a giant tidal wave generated by an underwater earthquake that can reach land and cause extensive damage</td>
</tr>
<tr>
<td>ukiyo-e</td>
<td>wood block prints (Hokusai's &quot;The Wave&quot;)</td>
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<tr>
<td>wasabi</td>
<td>a type of horseradish eaten with sushi and sushimi</td>
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<tr>
<td>zen</td>
<td>one sect of Japanese Buddhist tradition</td>
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</tbody>
</table>

English absorbs new words as well as highlighting its dynamic quality. Now, can you think of or recognise from the Japanese list any foreign words borrowed into English?
GRAMMAR AND LEXIS

The distinction between grammar and lexis is a very basic model of language. One reason for such a model becoming so well established could be simply that before the computer age linguists were unable to describe all the complexity of language at once.

When we come to look at the words and their meanings, then we do not consider at this point whether they are subjects or objects of clauses or objects of prepositions, if they are noun phrases, because that part of the overall organisation is suspended. In other words, this initial division of language patterning may not be fundamental to the nature of language, but more a consequence of the inadequacy of the means of studying language in the pre-computer age. When the linguist had nothing but his or her………………

Examples and Observations:

- The lexicon of soccer ("football" outside the U.S.) includes terms such as linesman, friendly match, yellow card, penalty shootout, pitch, result, and draw.

Words by the Numbers:

"There are currently about 600,000 words in the English language, with educated adults using about 2,000 words in daily conversation. For the 500 most frequently used words, there are some 14,000 dictionary meanings." (Wallace V. Schmidt et al., Communicating Globally. Sage, 2007)

Language Acquisition: Grammar and Lexicon

"In a review of findings from language development, language breakdown and real-time processing, we conclude that the case for a modular distinction between grammar and the lexicon has been overstated, and that the evidence to date is compatible with a unified lexicalist account. Studies of normal children show that the emergence of grammar is highly dependent upon vocabulary size, a finding confirmed and extended in atypical populations. Studies of language breakdown in older children and adults provide no evidence for a modular dissociation between grammar and the lexicon. Finally, on-line studies provide evidence for early and intricate interactions between lexical and grammatical information in normal adults." (Elizabeth Bates and Judith C. Goodman, “On the Inseparability of Grammar and the Lexicon: Evidence from Acquisition, Aphasia and Real-time Processing.” Language and Cognitive Processes, 1997)
Lexical Grammar and Core Meaning.

Let’s look at “lexical” grammar today, specifically at the ubiquitous verb “HAVE”.

Lexical grammar (“LG” for short) is grammar based on the core meanings of words. In LG every word has one meaning and the meaning determines what kind of constructions the words can have. LG allows teachers to explain grammar to English learners in a very simple and clear way.

Now back to “have”. First read these sentences:

1. I have a lot of money.
2. I had a great time.
3. I had him fix the computer.
4. I had him call back his boss.
5. I had my purse stolen.
6. I had my hair cut.
7. I have to finish painting the wall today.
8. I have just finished my homework.
9. I have been to Europe before.
10. I have been living in Japan for ten years.
11. The wall will have been painted by next week.

English learners usually learn the 11 sentences above as different grammar points. For example, for sentences 1 and 2, you’ll just learn the meaning of word as a verb at the very beginning; for sentences 3 - 6, you’ll learn “have” as a causative verb; sentence 7, as an auxiliary verb; sentences 8 - 11, as present perfect tense.

- Lexical grammar is useful because you can explain ALL of these grammar points by using the one “core” meaning of the word have, so that:
  
(a) you’ll have fewer grammar points to remember, and
(b) you’ll have a deeper understanding of grammar, because you won’t just be memorizing rules.

In short, you’ll learn grammar by thinking about the “core” meanings of words, and how it determines their grammatical function. This should help you to truly understand grammar and word meaning.

For example, the core meaning of have is “to have/possess something within your own space”:

(1) I have…a lot of money. (‘have’ physical thing = possess)
(2) I had…a great time. (‘had’ abstract concept = experience)

- This core meaning can be expanded to create other constructions. Causative- I had…him fix the computer. (‘had’ the situation as ‘him fix the computer’ = request). I had…him call back his boss. (‘had’ the situation as ‘him call back his boss’ = compulsion). I had…my purse stolen. (‘had’ the situation as ‘my purse stolen’ = damage). I had…my hair cut. (‘had’ the situation as ‘my hair cut’ = causative?)

- Auxiliary “have to”- I have…to finish the work today. (‘have’ the situation as ‘to finish the work today’ = obligation)

- Present perfect “have + p.p.” I have…finished my homework. (‘have’ the situation as ‘finished my homework’ = completion). I have…been to Europe before. (‘have’ the situation as ‘been to Europe before’ = experience). I have…been living in Japan for years. (‘have’ the situation, as ‘been in Japan for years’ = continuation + progressive). The wall…has been painted. (‘The wall’ has the situation, as ‘been painted’ = completion + passive).

Grammar shouldn’t be something hard to learn. Not only should grammar be learnable, it should also be usable in communication. Grammar shouldn’t be too complicated for us to learn; it should be a simple and useful tool for us to express what we want to communicate.

- I hope lexical grammar will help you get a better sense of English grammar, because it will allow you to communicate better in English.
Informal Contractions

Informal contractions are short forms of other words that people use when speaking casually. They are not exactly slang, but they are a little like slang. For example, "gonna" is a short form of "going to". If you say "going to" very fast, without carefully pronouncing each word, it can sound like "gonna". Please remember that these are informal contractions. That means that we do not use them in "correct" speech, and we almost never use them in writing. We normally use them only when speaking fast and casually, for example with friends. Some people never use them, even in informal speech. It is probably true to say that informal contractions are more common in American English. Also note that, unlike normal contractions, we do not usually use apostrophes (') with informal contractions when written.

Listed below are some common informal contractions, with example sentences. For example:

- What are you going to do? >> Whatcha going to do? >> Whatcha gonna do?

or

- Do you want a beer?  
  Do you wanna beer?  
  D'you wanna beer?  
  D'ya wanna beer?  
  Ya wanna beer?  
  Wanna beer?

These informal contractions are not "correct" English. Do not use them in a written exam, for example, except in appropriate situations.

- ain't = am not/are not/is not  
  You ain't sure.  
  You ain't my boss.  
  ain't = has not/have not  
  I ain't done it.  
  She ain't finished yet.

- gimme = give me  
  Gimme your money.  
  Don't gimme that rubbish.  
  Can you gimme a hand?

- gonna = going to  
  Nothing's gonna change my love for you.  
  I'm not gonna tell you.  
  What are you gonna do?
WHAT IS LEXICAL GRAMMAR?

- A simple example of lexical grammar – adjective synonyms/antonyms that use the same preposition, e.g., good/brilliant/bad at doing something.
- Grammar is seen to be more "right or wrong", or black or white. Lexis oozes with various shades of grey.
- We know that we need grammar but without words we cannot communicate.
- **Lexis is central in meaning.** Grammar plays a subservient role.
- **Language is grammatical lexis, not lexicalized grammar.**
- **Lexical patterns in discourse are a part of any study of textual cohesion** – Cohesion and coherence in discourse are vital to understanding meaning beyond the sentence level.
- **Grammar without lexis is irrelevant.** Grammar needs meaning. So we could conclude that **Lexical Grammar is “words and the company they keep”**, where vocabulary is king and grammar is his court. Lexis should be taught in context.

Learners can find words for themselves and begin to make useful generalisations about them. Learners are encouraged to speculate about the meanings and functions of words - a process which leads to greater awareness of language use.

If a strategy which aims at awareness raising is adopted, consequently, there are good reasons for highlighting meaning; and the most effective unit is likely to be the word rather than the structure.

LEXICAL WRITING TABLE

FILL IN THE BLANKS WITH ANY WORDS YOU DO NOT KNOW. LEAVE A SPACE BLANK IF YOU REQUIRE THE MEANING BESIDE IT. ADD ALL WORDS THAT ARE DISCUSSED IN CLASS THAT ARE NOT FAMILIAR TO YOU.

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<tr>
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TITLE TOPIC: MUSIC AND LEXIS

INTRODUCTION

MAIN IDEA 1

SUPPORTING DETAILS

MAIN IDEA 2

SUPPORTING DETAILS
MAIN IDEA 3

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SUPPORTING DETAILS

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CONCLUSION

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Write a Summary of your Essay

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CHAPTER 22 COMPREHENSION TEST

1. Please fill in other words, defined as *onomatopoeic* Words – in your “language”- for example – an alien can say Poot – instead of Boo! Or Hello or?

A lexical approach to language usage in sub groups, such as the language in Sports and Music, defines how language evolves. Please define the following language usage, as best as you understand it, with references to that understanding.

2. Choose and indicate the genre of Music and or Sports and define your choices. With sample sentences.

   1. Plating
   2. Slurve
   3. Eephus
   4. Feelin bad
   5. In for a penny, and in for a pound
   6. You bounce up
   7. Round the corner posing
   8. Yankee was in full swing
   9. Schuss
   10. Fleaflicker

3. Explain with examples why Lexical grammar is useful as you can explain ALL of these grammar points by using the one “core” meaning of the word *have.*