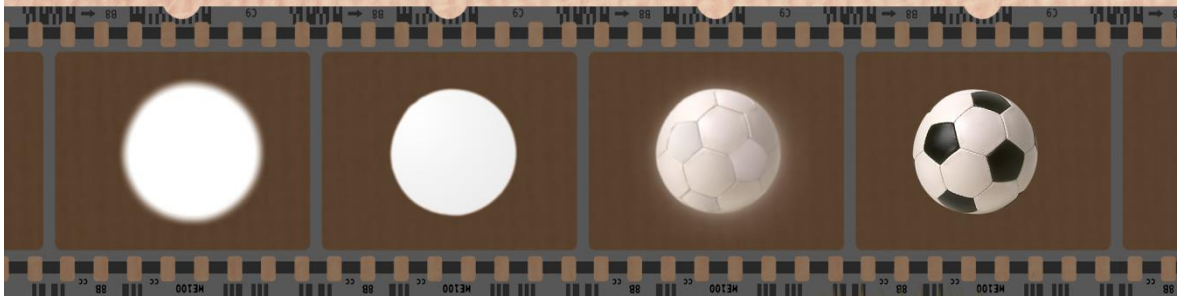


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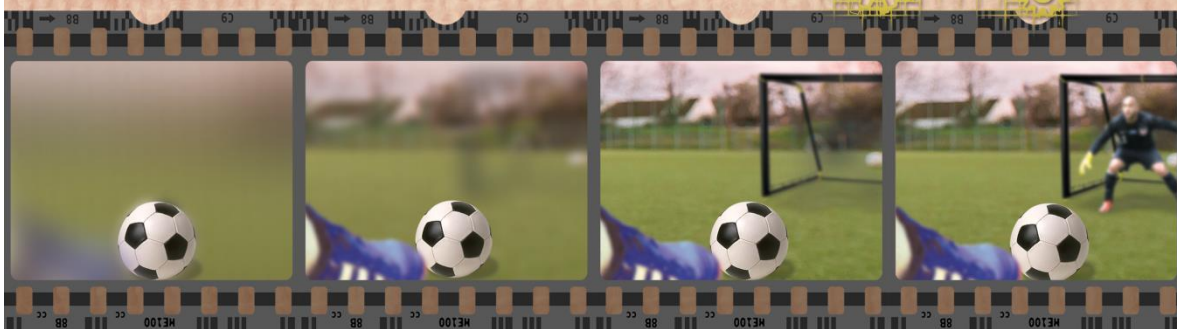
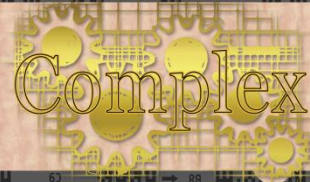
From



To CONCRETE



From simple To Complex



Lic. Mauricio Alberto Rodríguez Orellana

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First version finished on 19 of November of 2018.

General Edition: Mauricio Alberto Rodríguez

Cover Design: Muhammad Sajjad

Formation and correction: Mauricio Rodríguez

415

R696m Rodríguez Orellana, Mauricio Alberto
Metalanguage from abstract to concrete from simple
to complex / Mauricio Alberto Rodríguez Orellana. -- San
Salvador, El Salvador : [Editorial no identificada], 2018.

223 p. ; 28x22 cm.

Incluye: introducción.

Datos Electrónicos(1 archivo; pdf,4.42 Mb) –
[https://drive.google.com/drive/folders/1Sjz13v-](https://drive.google.com/drive/folders/1Sjz13v-ixtX61e1cvqmAv5qCpQyeMwxi)

[ixtX61e1cvqmAv5qCpQyeMwxi](https://drive.google.com/drive/folders/1Sjz13v-ixtX61e1cvqmAv5qCpQyeMwxi)

ISBN 978-99961-2-115-9 (inglés – E – book)

1. Gramática comparada y general. 2. Gramática-
Enseñanza I. Título.

Catálogo: Lic. Jesús Batres Rodríguez.

Table of contents

Topic	Page
Introduction	1
Sector One: What is a Language	1
Languages and the view from some point of views	2
Languages in Medicine and Psychology	2
Languages in History	5
Languages in Sociology	5
Sector Two: Language, pieces and purpose	6
The Communication of ideas part	9
What is being communicated?	10
The syntagma idea	11
The Context	12
Communication Execution	13
Direct Report	14
Direct Support	15
Indirect Report	15
Indirect Support	17
Language and parallel evolution	19
Language Symbiosis	20
Sector 3: Anatomy of a Word	22
The innards of a word	29
Gender	30
Number	32
Person	32

Topic	Page
Time	33
Conjugation / Tense	39
Sector 4: Parts of Speech	40
Excerpt 1: Attributes and the chart	41
Excerpt 2: The Gender Trap	44
Excerpt 3: Context	46
Excerpt 4: The Auxiliary Verb	47
Excerpt 5: Gerunds and Infinitives	48
Excerpt 6: The determinant Trap	50
Excerpt 7: The Modal Verb and the Phrasal Verb	53
Excerpt 8: Time, Access Points and Modifications on Timelines and Verbs	54
Excerpt 9: The Verb Mood/Mode	57
4.1 The Article	60
The Defined Article	61
The Undefined Article	64
The Honorific Article	67
4.2 The Adjective	69
The Quality Adjective	71
The Ordinal Number	77
The Cardinal Number	79
The Indefinite Adjective	83
4.3 The Noun	85
The Proper Noun	87
The Common Noun	90
The Collective Noun	91

Topic	Page
The Compound Noun	96
4.4 The Pronoun	99
The Personal Pronoun	100
The Reflexive/Intensive Pronoun	103
The Possessive Pronoun	105
The Demonstrative Pronoun	107
The Relative Pronoun	108
The Interrogative Pronoun	112
The Indefinite Pronoun	114
4.5 The Adverb	117
Adverb of Time	119
Adverbs of Place	121
Adverb of Quantity	124
Adverb of Form and Quality	126
Adverbs of Affirmation or Negation	128
Adverbs of Doubt	130
4.6 The Verb	132
The Simple inflection/tense	135
The Perfect Inflection/Tense	141
The Continuous/Progressive Tense	146
The Imperfect Tense	151
The More than Perfect Tense	156
The Imperative Conjugation/Tense	157
The Conjunction	163
Sector 5: Sentence Structures, Syntax and other Delusions	166

Topic	Page
Syntax	167
Sentence Structures, the Sentence Blueprints	169
The Predicative Nominative/The Reflexive Sentence	174
The coordination act	175
The language modularity	176
Sector 6: Word Creation and Language Evolution	178
Consensus of Meaning	179
Word Creation	181
The evolution of terms and language	184
Language Acoustics and parallel evolution	186
Sector Seven: Logic	188
Lexicon	189
Categorizing	190
Diagrams and Connections	191
One idea at a time	193
Idea Order	193
Clear instructions	194
Simplicity	195
Unity and Coherence	196
Composition parts	196
Literal Meaning, Simile, Metaphor and others	197
"My Language is more logical than yours" mentality/ French is logical fallacy	198
Call of Honor	200
Direct Mentions and the "levels"	200
Speech Patterns	204

Topic	Page
Due Respect and Command Structures	204
Conclusion	208
Glossary	209
Bibliography	211
Special Thanks sector	213
Sorry Sector	213
Last Comments	214

Introduction

Humans try to communicate, that is one truth of what it means to be human. As a human being you generate an idea and communicate to others. It could have started when a caveman tried to say to another that he needed help to move a big rock. The same way administration and teamwork could have begun.

After some time and based on region languages began to pop up, like daisies, on the regions humans were living (this goes from all the regions that have live or dead languages) based on the civilizations that do work with them. What can be interesting to work on is that all the languages ended up having the same pieces but with different execution. This means every language has the Parts Of Speech and works them in different ways.

Thing is that in the mind the process goes from abstract to concrete, and then there are some issues with any of the languages executions which can help or hinder the meaning. This can be further seen when translating documents from a language to another. This can be especially when one language focuses on some features that the other lacks such as more focus on gender than the other; or the setup of the language differs wildly from the other such as the Japanese to English translations.

A good point to start is by looking at the issues that are deeper than first sights and remember that different languages are like different points of view. Ways to see the same item from another perspective.

A particularity that is used in this document is the use of modularity. This is not without a cause; as several of the language practices on how things are learned are due to the ideas coming by smaller parts. Part is due to how in the smaller terms of idea transfers, the work with laconic aspects. By having small, non confusing parts the smaller parts can be safely conveyed. As things progress and add up the greater ideas can be worked upon. This is how kids learn their first language and how things go with the initial small steps towards the goal... all via the small steps.

Meta Language

From Abstract to Concrete

From Simple to Complex

Sector One:

What is a Language?

Reality is Impossible to Describe - Jacques Lacan

A language can be seen as the collection of sounds, symbols and/or gestures which are used to convey a message. There tends to be a logic behind the use of the language itself. However a language that cannot transmit a message across can be passed off as gibberish or mere noise.

Every human tries to communicate ideas to each other. That can be seen from the proto language of the cavemen, which must have included plenty of gesticulation, up to what we have today, which still includes plenty of non verbal communication and the rate depends on the language and individual. However across all languages the similarities in the pieces do pop up. Every language has a reference to the Parts of Speech and the use of nouns, verbs, etc.

Originally the term Meta Language is when using a language to be discussed or examined. However by taking the basics on meta programming, that is by taking the idea that instructions are roughly the equivalent across programming languages. This can be seen onto the fact that given that languages have the same pieces, it is the execution that must be seen into.

In short words languages are roughly the same in terms of what they do but vary in execution. This document works onto the idea to show the similarities and differences for the learner. It should be a fair warning that there are several traps pointed out due to the nature of languages.

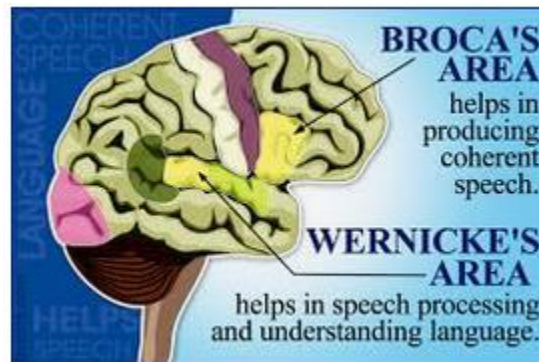
Languages and the view from some point of views

Some fields have different ways to see how languages act and react. While the study of languages is usually done by linguists there are some discoveries from other fields that are important so as to not forget by a thinking or mentality of isolationism or "my field is greener".

The relationships between the fields and the language are not onto direct but are on their own observations. A Brain Surgeon is no Linguist but he notes what happens when certain parts of the brain are touched upon; and a linguist cannot seriously hope to tinker a living brain without messing it up. However if taking notes and giving credit to the other fields there is a better understanding of the issues.

Languages in Medicine and Psychology

For the medically inclined individual it should be noted that the communications are handled via a combination of the Broca and Wernicke areas. Damage them and the individual will have trouble dealing with language.



For more areas to view medically the throat and tongue are important and there are some special exercises that can help such as using small obstacles to help the tongue to gain flexibility on some sounds.

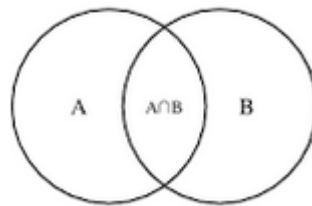
Psychologically as noted by Lacan "Reality is impossible to describe" becomes more interesting by working on the three points: Real Imaginary and Symbol. These three areas converge to what is expressed and said to "what is really going on", which is truly difficult to convey to others. It is difficult to patients to describe what is truly ailing them.

Imaginary: As seen with the order of unconscious and desire. No clear recognition between subject and an object. And none between the individual and the external world. Can be seen as the (mis)recognition of one's self through an external image. The illusory unity with the mother.

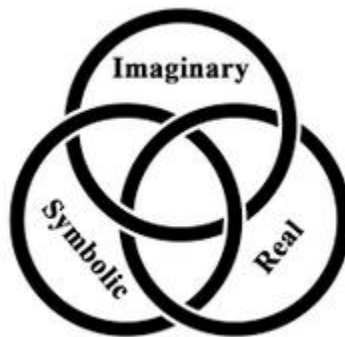
Real: What is truly happening. Not symbolized and not exactly on the words. No subject - object distinction, cannot be talked about.

Symbol: Based on the images of others. Entry into language and split in the speaking self.

This is made graphic using the Venn diagrams and showcases what is the true experience and why it is hard to achieve.



What the Venn diagram shows is that the areas where the circles A and B cross each other is the area of items they have in common and as such:



There are several three main crossing points and the small area where the three converge. Given that getting to understand the self is complicated and requires a decent dose of soul searching and conveying has some difficulties in the expression on what is going on inside the individual. This means that a big part of the gaps are due to the individual relies on what can be expressed but the gaps are not intentional. Sometimes it is due to not knowing how to express what is felt, due to not knowing the source or the issue. Getting to deal with ones' inner demons is taxing and a reason to seek therapy and find a way to express those gaps to help to the mental health.

Languages in History

If taking the historical point of view a language can not only emerge, evolve and in some cases "die", this is achieved by having no live speakers. This can be further explored by looking into the whole affair around the Rosetta stone and how it was solved by individuals such as Thomas Young. His collaboration to the Languages part in the Encyclopedia Britannica included a comparison of 400 languages. Given that comparing languages as a starting point to know the basis or the cores.



Languages in Sociology

Given that humans need to communicate to each other to pass over ideas and works. This can be seen in part with the idea of the social contact. And could be seen between the look for a significant other or a friend... sure beats the old method of the club to the head depicted for the cavemen. Although for the socially awkward individual it is going to make a more difficult time to get to use the language for this kind of purpose.

Given that diplomacy and idea transfers require to know languages it is to be noted that the situations for it popping in social studies matter. Not to mention on the instances this can pop up with Realpolitik.

Sector Two:

Language, pieces and purpose

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. - Nelson Mandela

Languages, natural or artificial, have the same pieces but with different execution. A good metaphor is that there are several ways to cook a chicken: different recipes and different sauces. Knowing the similarities and differences can help someone to understand the issue and vary from one to another in an easier way. Especially when learning another way. However it is never an excuse to make it raw.

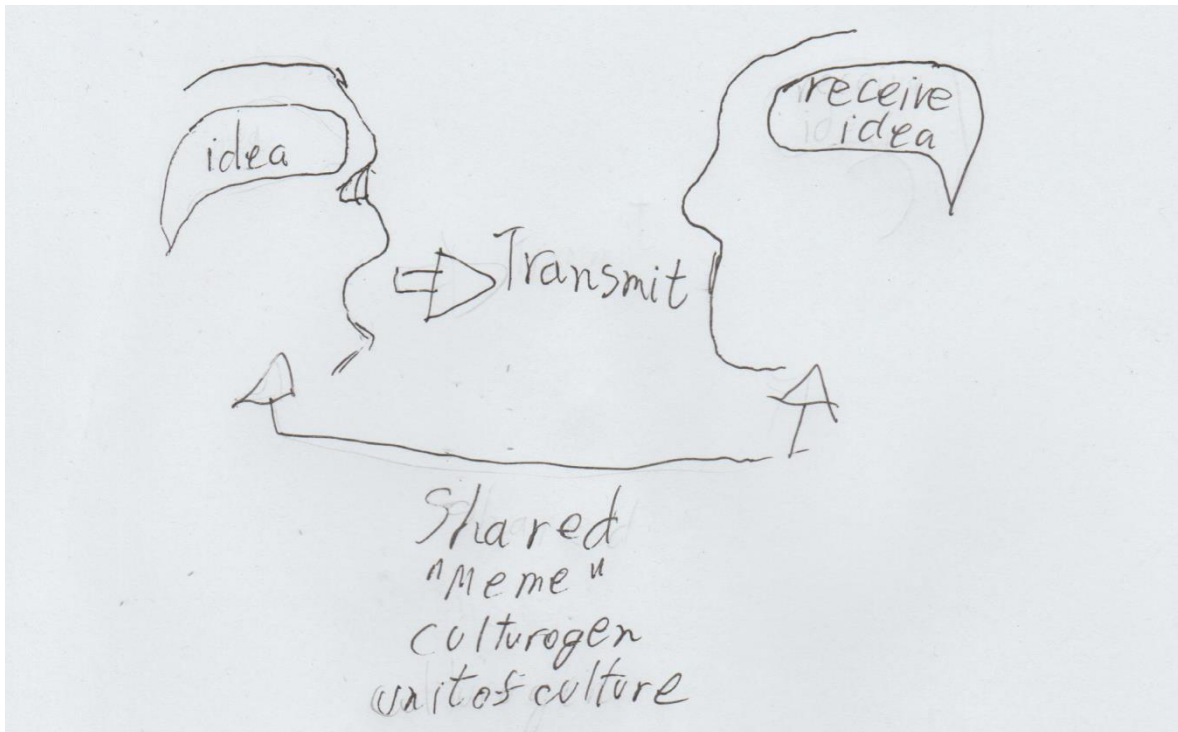


The transfer of ideas being a core of communication can lead to what the language is a vehicle for. If handled right it can get the idea across in a smooth ride as in a Mini Cooper over a smooth road; but if done poorly it can be as riding a Reliant Robin on a bumpy road, or even worse driving a Morris Marina. This means a lot onto the language handling by the user, rather than some languages being more orderly, or better, than others.

Given that the transference of ideas can fall into what Dawkins meant with the "meme", or culturogen, that is the transfer of ideas from mind to mind (in Spanish it sounds like "mente a mente" or meme, which is also a name Meme). The idea is that successful will reproduce and pass to the other mind, while the others just die. This means that for a successful idea transfer the bases of each part of the idea must be quite solid.

This can be seen that in Dawkins theory the "Meme" or "culture unit" is not the reproduction of ideas. At first it is onto the idea of living and helping thrive such as the "fire burns" mention that passes from mind to mind. And as taken on an example onto how it morphed, and while this can be out of date by the time of publication, the "socially awkward penguin". A good idea or meme

thrives when it is easy to convey to others and doesn't depend on the heavy knowledge of something to be understood.



This however changed with some aspects over time and the Internet and, while possibly out of date by the time of publication, the example of the "Socially Awkward Penguin". Another example can be seen with the case of "Doge" (not the crypto currency, but the initial meme that is based on a Shiba Inu).



The ideas themselves go through a process from abstract to concrete. This is part on why the brain goes from the abstract and the filtering down to the what is truly meant to be said. This is a step by step process that goes similar to this:

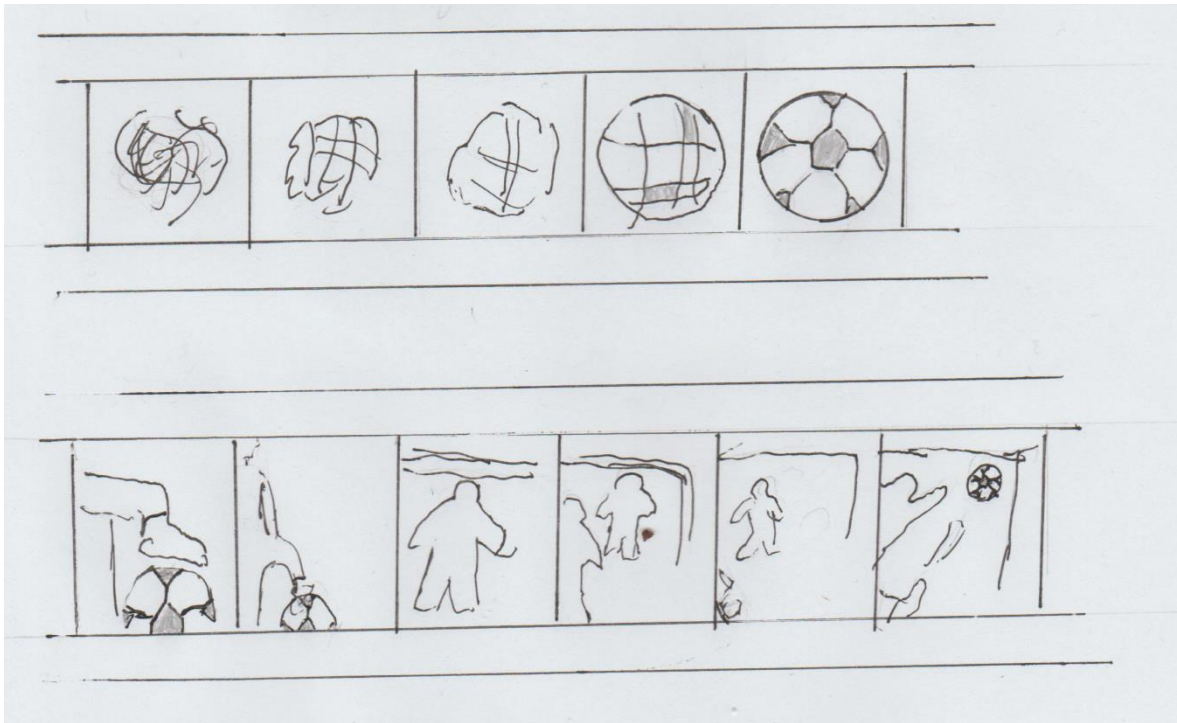
The mind generates an idea. At this point the idea is an abstract.

The mind goes to the word, the definition.

Simple ideas can be described in one word. Some complex are summed in one too.

The thought goes from the simple to the complex. This means that sentences start appearing.

The transition from simple to complex sentences.



As seen from this mini list it showcases that it is not a matter of language but onto how the thought process goes, like how a kid learns it. This leads to another particular list of details that is more on the higher level that is this, this is more onto how programming can see this issue:

When making something it must be planned out. This means have a general overview of what you want to communicate or make.

Make sure everything is logical.

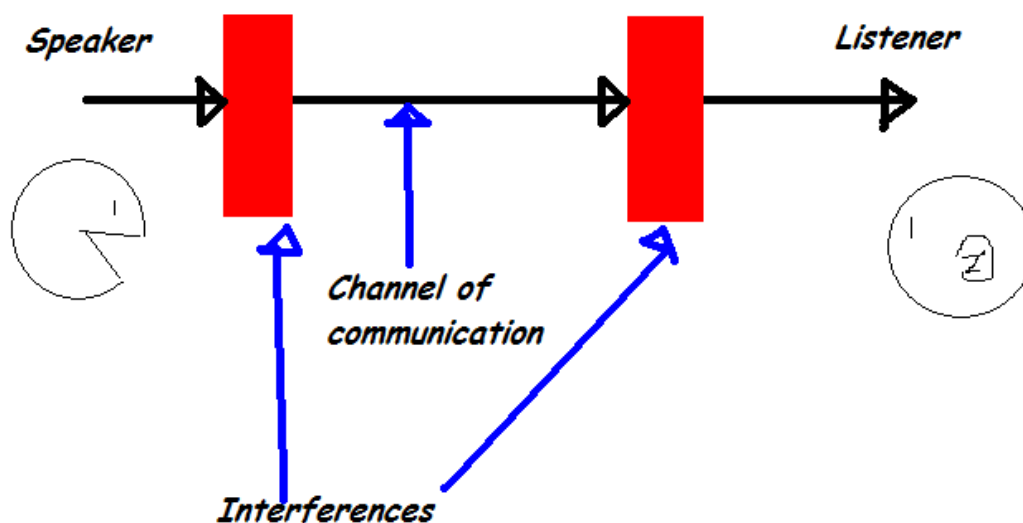
Put things in order.

This can land onto the little question "How to generate procedures?" and find the order onto how to do things. If anything it can be seen as how in cooking books there are ways to do food dishes. And yes, this includes the instructions onto how to use the oven.

The Communication of ideas part

"Si non confectus, non reficiat" (If it ain't broke, don't fix it) - Vetinari family motto

Pictured: How communications using languages work in a simplified way. For the interested please look into the Shannon Weaver Model.



What is shown in the picture is the communication in use, interferences can range from noise, to not understanding the speakers language. This can be exemplified in the situation of "Kangaroo" which at the moment was "I don't understand".

There are some bridges that can help such as body language, music, etc. This can be seen, or even parodied, in movies. A particular example on the use is when the sad scene is playing the sad instrumental piece is being played.

What is being communicated?

Journalism is printing what someone else does not want printed. Everything else is public relations.
- George Orwell

That is one of the big questions for any learner, or even a master, to get around. Given that every language executes differently what is Form A to convey something which can differ greatly from Form B. Several aspects that are conveyed in a message such as the person, the action itself, time, and others enter into this.

This can be summed by asking the traditional journalist questions:

Who? What? How? Why? With what? With whom? When? Did X do it?



With the proper use of these questions and the use of a dose of logic messages can get across with less trouble. Knowing the mechanics of the language can help when constructing the message to be sent. There is a reason why there is a saying that says:

Think before you speak.

By thinking before you speak you start the message can be made as clear as possible. The reason why this saying exists is that several times people talk before they think what they say, and as such it lands them in trouble.

The syntagma idea

This little headache is seen in the communications area. The word, the fragment of a word, etc. that is the minimal elementary part of something in a text. It can also be seen as the minimal part to get the full idea of a part of the sentence.

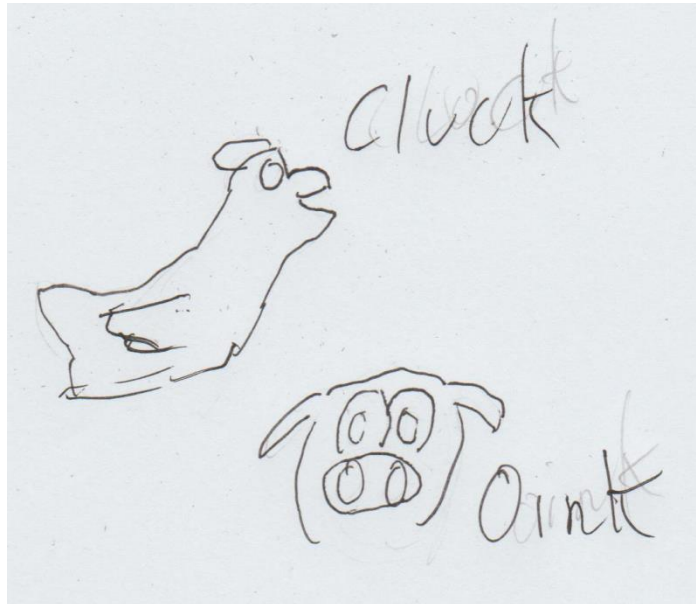
While there can be seen as what is normally at "higher levels" to what a student is looking for first. But given the concept of the idea is there it is better to make a mention of this. This little bugger is known to be the reason why syntax can be mystified at some points.

In few words the syntagma is the minimal aspect to deliver a word or idea and as such it can be done even with the delivery of some guttural sounds. These can be some onomatopoeia such as the following:

Baa

Cluck

Oi

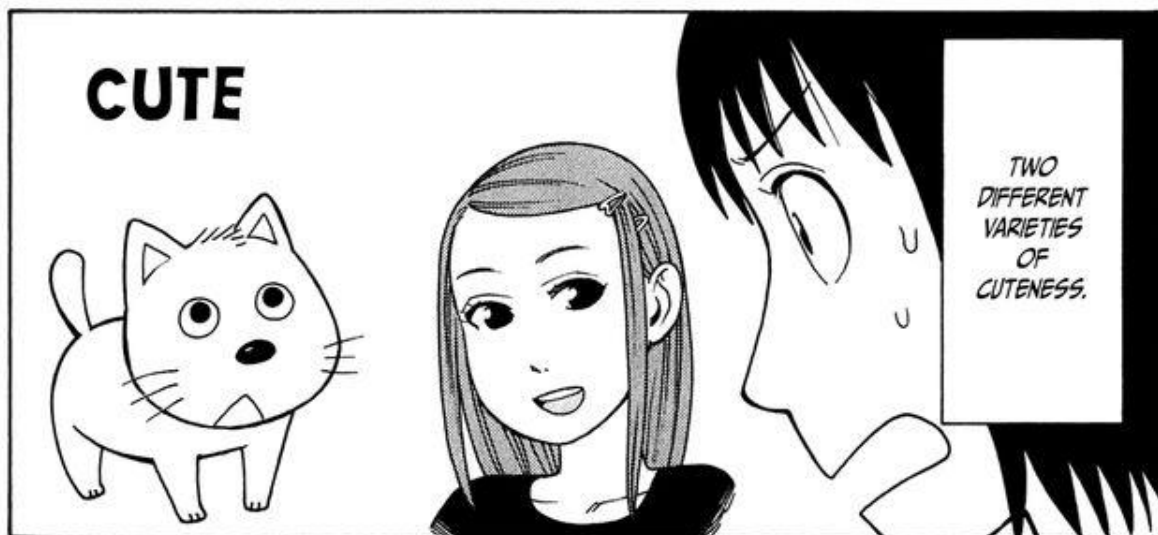


The Context

It is not what it looks like. - Many poor fools

Context can be a particular point of view or place in the situation. Some messages without the context can be seen as headless chickens. The use of context to help view the complete picture, rather than a small shot of it, can help make the understanding on what is meant. Some languages do not have some verb conjugations and will depend on the context to deliver.

This can be seen further when working with some languages like Japanese that some of the written texts are highly contextual. This is seen as the case of the use of *kawaii na* (cute) and exemplified in "soredemo machi wa mawatteiru" (And yet the town moves), given the picture comes from a Japanese Manga it is important to read "right to left":



"There are... two types of "cute". Two different varieties of cuteness. (Cute as with a pretty lady and cute as in having a shape similar to a cute animal) I probably fall... in the latter category."

The context can be hidden but on the other cases it can be put on display in such a way it can be made obvious. However this can be a particular issue with some of the kanji or ideograms that are seen do depend on some of the pieces in the context to go to the "right meaning".

In few words context helps the delivery of the message when there is no direct grammar tense or issue to get the point across. This can be helped in some cases when the sign and body language match up.

Communication Execution

The least important things, sometimes, my dear boy, lead to the greatest discoveries. - William Hartnell, The First Doctor, Doctor Who

Brevity is wit. - William Shakespeare

Some individuals divide the communication by Direct and Indirect, or Report and Rapport. However the issue is that the definition can change between the languages and authors, some take the indirect as Report speech and others take Indirect as the "hint dropping". This is compounded by the issues of some cultures, namely the Japanese, to work with some contextual issues that require hint dropping in some social aspects.

Another particular detail is that several of these examples are on "oral and written forms", but not all communication is done that way. The non verbal communication and the gesturing can deliver a lot of these. The usage of popular proverbs and such are included as they are kernels of wisdom if used correctly. If communication and the use of the proverbs is done shoddily it means that the execution was poor.

Communications has several uses and some particularities in the terms of use. It can be divided as follows:

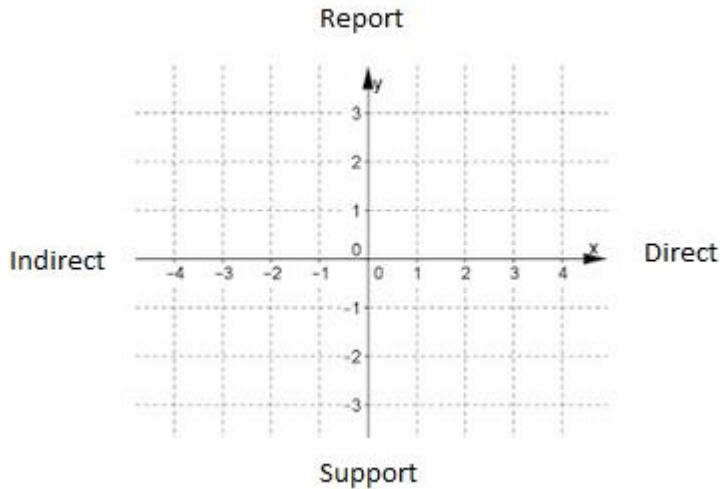
Direct: The idea told directly. Given that sometimes it can be brutal honesty it can land in trouble for some individuals when the report is on bad news.

Indirect: The idea told indirectly. Hint dropping in itself, while some cultures can give some clear ideas. It is confusing for some individuals. This can be made more confusing if the hints are made vague or confusing, bonus points if the context in which they are given made the receiver not understanding them. It can be taken as a hallmark of a comedy trope on how men cannot understand the clues women give them.

Report: Giving the idea as a memo of what happened. Explaining the events in a matter of fact.

Support: Going with the idea of providing help. To connect with others (the rapport option) and to bring the idea of understanding.

Direct, Indirect, Report and Support as such can be summed in one acronym: DIRS



Everything as follows is based on the "idea" and how it is expressed. This is not a "definite way" to understand communications. And as such the issue is to follow how the idea flows based on the Direct, Indirect, Report and Support crossings. Part of the execution is done due to how some conflicts exist between the definitions of some of the terms by authors and languages. This can be seen as how language specialists look at the Indirect way as Reported speech while others see it as dropping hints towards the real message, which is further compounded by some particular scenarios such as the need to dance around some words or items to not say something out of place within earshot of someone who has no need to know.

The following is done via the concept of "idea delivery" that means that how is the idea delivered to the receiver. Some aspects in the Support area do require the use of some body language and other aspects to convey the understanding that goes in that area.

Direct Report

The area where Direct and Report cross is the most used one. This is where most language learning books can work with due to the "tangible nature" of it. Since taking the following example can show:

This is a pencil.

Given that in the early stages of learning a language, be it the Mother Tongue or the Target Language, the simplicity of using Direct Reports helps to understand or "wiring into the brain". Part of this is due to the simplicity, and can mirror the Tarzan Speech principle of going to the cores of a language:

I Tarzan, you Jane.

This particular way to start out in languages is across learning books, for a list of the books referred to please read the Bibliography at the end of this book. This is due to the initial stages in any language go into the wiring of facts rather than some nuances that cannot be "touched". This can be seen as the early levels of communication and the most used.

Direct Support

The usage of this is when the reference to feelings and bringing a feeling of understanding come to the table. These are not jumbled and can be seen in the following example:

Speaker A: I am sad.

Speaker B: I get you.

Given that feelings aren't "touchable" these can be landed onto a little after the "tangibles" that are seen in the Report. Given that being open with the feelings is something that comes early and to some individuals, some individuals are more frank about them.

A particular issue is that building that empathy requires some practice and understanding of others, which is not easy to do.

Indirect Report

Some authors see this as the second hand report, or as if reporting the action of a third person. However that via the "idea delivery" comes as just delivering as a direct report due to the fact that the idea is sent fully.

The use of the "indirect report" is due to how in some instances something sensitive has to be said and has to be said in a way that won't hurt sensibilities. This is akin to delivering bad news in a good way to avoid angering an individual. Another such scenario can be seen with the following comparison:

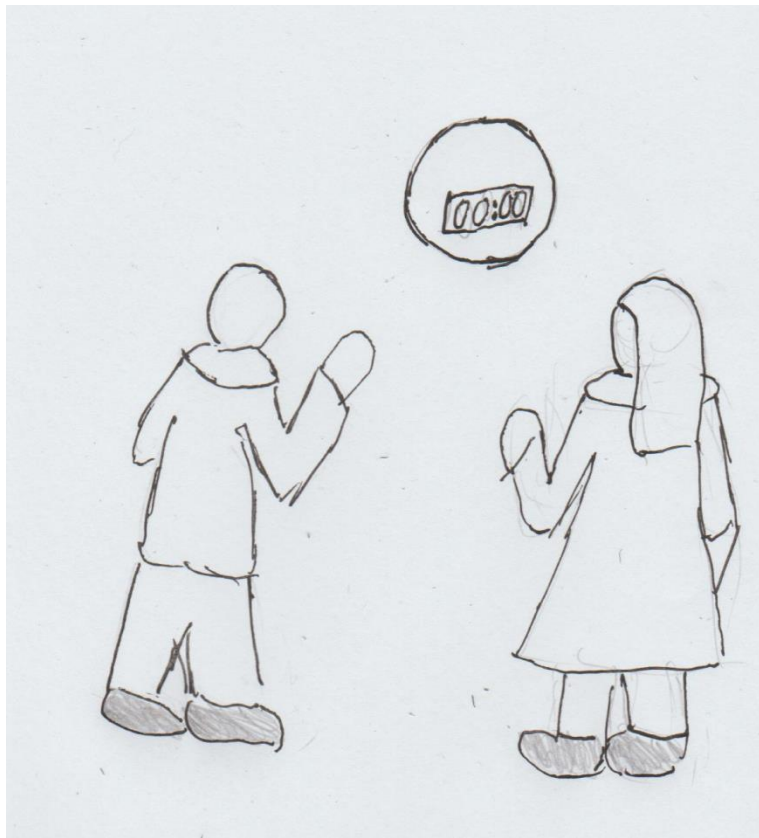
Direct Report: We have killed Steven.

Indirect Report: Steven is sleeping with the fishes.

While this is an use of the "code speech" or in language between a particular group, this is taken from The Godfather as a reference on how the mafia killed an individual. If using the Direct Report

and the police are near they can be brought in for questioning for investigation and due to "oral confession" they can be taken in until proven false. The use of the Indirect Report can lead to the literal thinking that the target sleeps with fishes, this is something that goes literally with the character Troy McClure from The Simpsons whom basically slept in an aquarium with several fish (A fish named Selma, season 7 episode 19).

Another use which can be particularly confusing, specially as the portrayal in Mass Media of men not understanding women, comes when the women mention, or ask, something and the men not getting what is meant. This can be compounded and seen as if Heisenberg's Uncertainty Principle had a love child with Schrödinger's Cat and it was taught by the String Theory. For example:



A man and a woman are at a watch shop.

Woman: What a cute watch.

Possible Meaning 1: The watch is cute.

Possible Meaning 2: I hate it, but I am lying because I know you like watches (can cross with Indirect Support)

Possible Meaning 3: I want that watch.

...

Possible Meaning N: That watch is going to haunt me in my dreams, so yeah thanks for dragging me to the clock shop.

To contrast when a man goes to it:

Man: What a cute watch.

Meaning: The watch is cute.

This is landing with the "men cannot take a hint" idea and how the issue can be onto the diverse meanings given by the speaker. This is not exactly a gender issue but more of the individual and the culture. In some cultures, such as the Japanese, it is a case of politeness to not show your displeasure to an outsider so using this type of speech can land the message.

Indirect Support

This is a particularity of the communication that happens in some contexts. In some cultures and individuals the idea of "direct support" or being open to feelings is "unmanly" or making the individual less of an individual. However as the aspects can pile up, some aspect is on the use of some sayings or poems to convey what is truly meant by the speaker in an indirect way. This particular take of using a proverb or a known idea to help provide the insight to help an individual, this can zigzag with the direct delivery if both individuals know the particular insight referred to, example:

Speaker A: It seems you have a case of crabs in a bucket.

Speaker B: I don't get it.

Speaker C: Mmm, now that makes sense.

For anyone not getting the reference the "crabs in a bucket" is a way to see the "tall poppy syndrome", a case where people with genuine merits are attacked by their peers (or in some cases the individual by himself/herself does the job). As seen by Speaker B if Speaker A doesn't elaborate will be confused and the Indirect Support will make the idea delivery lost to B. This

however can be attenuated if the Speaker A further explains or if B after a while looks at a literal crab of buckets and realizes the idea sent inside the saying.

Speaker C if he understands can understand it in a way that the Indirect Support can cross to the Direct Support due to the nature of the message. In theory it can also cross to Direct Report of the idea itself via the use of the metaphor lines.

Some particular instances the Indirect Support can be in a fully silent approach, taking the reference from Doctor Who "The Time Monster" (Season 9 Episode 5):

The Doctor: Ah, well, that's another story. I'll tell you about it one day. The point is, that day was not only my blackest, it was also my best.

Jo: Well, what do you mean?

The Doctor: Well, when I was a little boy, we used to live in a house that was perched halfway up the top of a mountain. And behind our house, there sat under a tree an old man, a hermit, a monk. He'd lived under this tree for half his lifetime, so they said, and he'd learned the secret of life. So, when my black day came, I went and asked him to help me.

Jo: And he told you the secret? Well, what was it?

The Doctor: Well, I'm coming to that, Jo, in my own time. Ah, I'll never forget what it was like up there. All bleak and cold, it was. A few bare rocks with some weeds sprouting from them and some pathetic little patches of sludgy snow. It was just grey. Grey, grey, grey. Well, the tree the old man sat under, that was ancient and twisted and the old man himself was, he was as brittle and as dry as a leaf in the autumn.

Jo: But what did he say?

The Doctor: Nothing, not a word. He just sat there, silently, expressionless, and he listened whilst I poured out my troubles to him. I was too unhappy even for tears, I remember. And when I'd finished, he lifted a skeletal hand and he pointed. Do you know what he pointed at?

Jo: No.

The Doctor: A flower. One of those little weeds. Just like a daisy, it was. Well, I looked at it for a moment and suddenly I saw it through his eyes. It was simply glowing with life, like a perfectly cut jewel. And the colours? Well, the colours were deeper and richer than you could possibly imagine. Yes, that was the daisiest daisy I'd ever seen.

Jo: And that was the secret of life? A daisy? Honestly, Doctor.

The Doctor: Yes, I laughed too when I first heard it. So, later, I got up and I ran down that mountain and I found that the rocks weren't grey at all, but they were red, brown and purple and

gold. And those pathetic little patches of sludgy snow, they were shining white. Shining white in the sunlight. You still frightened, Jo?

Jo: No, not as much as I was.

As seen by the interaction of the Doctor in his young days with the hermit (K'anpo Rimpoche) it showcases that not all Indirect Support is done via words, actions can speak a lot louder. This can be seen with the traditional Japanese saying: Hana Yori Dango. This means "Dumplings rather than flowers" that translates into substance over form and as such some small gestures with significance can deliver some very concise communication.

Language and parallel evolution

Arch chancellor Rincewind (Bugarup University): "Oh. like Bonza Charlie's Beaut Sieve? yeah, we've got that"

Arch chancellor Ridcully (Unseen University): Ah, parallel evolution. Fine. Dig it out man."

Terry Pratchett, *The Last Continent*, 1998 (paraphrased)

Whether it is fact or fiction there are cases where the parallel evolution does enter the play. This is in part due to how people in different parts of the world can come up with the same concepts and give them names based on their own society and culture. This can explain why several cultures have the same concept and different execution, and architecture, for different items such as: wheels, houses, trade carts, etc.

For anyone interested to see the differences please look into the arts of blacksmithing and the differences between the following weapons: Khopesh (Egyptian), Gladius (Roman), Dao (Chinese), Macuahuitl (Aztec), etc. All of these work with the sword idea. Different cultures and civilizations and different designs for a sword.

This can be seen portrayed with some interesting points in some videogames, some series like *Age of Empires* and *Civilization* portray this. In these games the player can see how the civilizations come across the same technologies and develop them through history. Although with some limits, as elaborating models is a time consuming task (and several players won't notice, or care about, the subtleties). The portrayal of the different cultures can help showcase the differences in cultures, but that they end up researching the same ideas in the end.

Pictured the basic towers from Age of Empires 2.



The similar term use works on the "early stages" but when there is a constant trade relationship between languages the symbiosis can come and the interchange of terms can happen. This is when a language creates a term and it is the "de facto" term between the trading civilizations. This particularity comes more often when one makes the invention first and the concept goes onto the term of the creator's term in A rather than the receivers unless there is a term that is easier in B.

Language Symbiosis

There is a symbiosis between the language, the individual and the environment. This is however more proper to see onto how all the interactions with the language help it live and thrive, this can be seen as the following:

There is a symbiosis between the environment , the individual, the culture and the language.

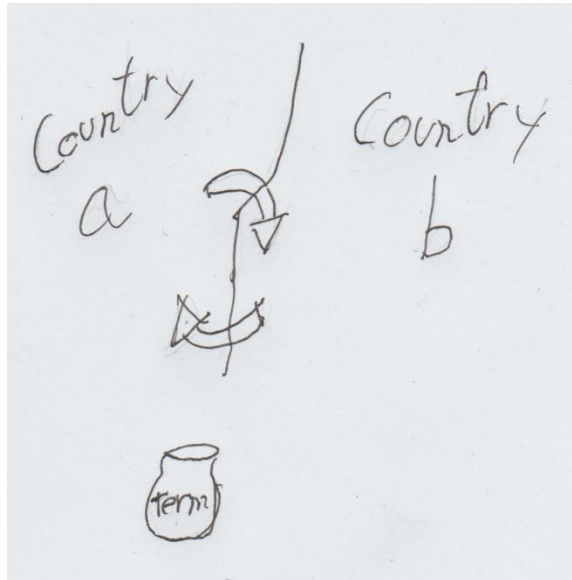
The behavior and the environmental impact on the issues.

The environment plays a particular role in the development of the culture or civilization.

The older generation upbringing of the new one can bring some of the learning, however the relationship with other members of the same generation can bring changes in the same generation (some goats do this).

The Mass Media influence has to be noted. This is noted by several authors including Thomas Friedman (The world is flat), Richard Van Eck (Gaming and Cognition), etc.

Given that with trade words can come and go and generate issues when they are new this is a case when two cultures exchange terms and the language gets on the show.



The generation and consensus of meanings can do some of the symbiosis, for the generation of words in Sector 6.

In few words it can be seen as follows: When a language is used in any kind of interaction it can have a symbiosis with it and can affect it.

Sector 3:

Anatomy of a Word

A word can easily be seen as the division of prefix, core and suffix. However that is just the way to see in a simplified way.



UN

PREFIX
BOUND MORPHEME



SUPPORT

CORE
FREE MORPHEME



IVE

SUFFIX
BOUND MORPHEME

A word of advice comes in the fact that we have the division of Free and Bound Morphemes. The division in this way can be seen as the following:

Free Morphemes can stand on their own; these can be seen as the core of the big word itself.

Examples: Book, Support, Dog

Bound Morphemes cannot stand on their own, but have meaning of their own. These can be seen as Prefixes and Suffixes. In some cases there is the case of Infixes, but that is a case that shows on Kamhmu.

A basic advice for this is that in the languages where this situations happens, such as Spanish and English, it is better to just confirm with the list of Prefixes and Suffixes in the languages themselves. The reason this is not "general" is that other languages work on another train of thought.

The issue is that there is more to that in what is a word and can be seen by looking outside the Romanized / Latinized view and look at what happens in other languages. Taking for example the case of Japanese and the use of Radicals to identify the Kanji.

Kanji / Radical:	Meaning:
昨日	yesterday, previous
夜	night, evening

Kanji / Radical:	Meaning:
名	name, noted, distinguished, reputation
文	sentence, literature, style, art, decoration,
家	house, home

Taking into account that by analyzing a part of the ideogram the Radical is referenced, for this it is suggested to use some handy references and/or dictionaries to help with this.

Other languages with some pictographic elements, such as Ancient Egyptian and Sumerian have particularly big graphic element in the writing. This means that the rules for one language do not apply for another. This means that it is better to keep an open mind when dealing with this phenomena. Examples taken from Introduction to Sumerian Grammar (Daniel A Foxvog), if possible try to get the original:



/du/ "to come, go"



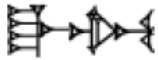
/du/ "to build"



/du/ "to release"



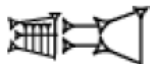
GAL+LÚ BIG plus MAN = lugal "king"



GAL+UŠUM BIG plus SERPENT = ušumgal "dragon"



SÌG+UZU HIT plus FLESH = túd "to beat, whip"



ZU+AB = abzu "(mythical) subterranean ocean, abyss"

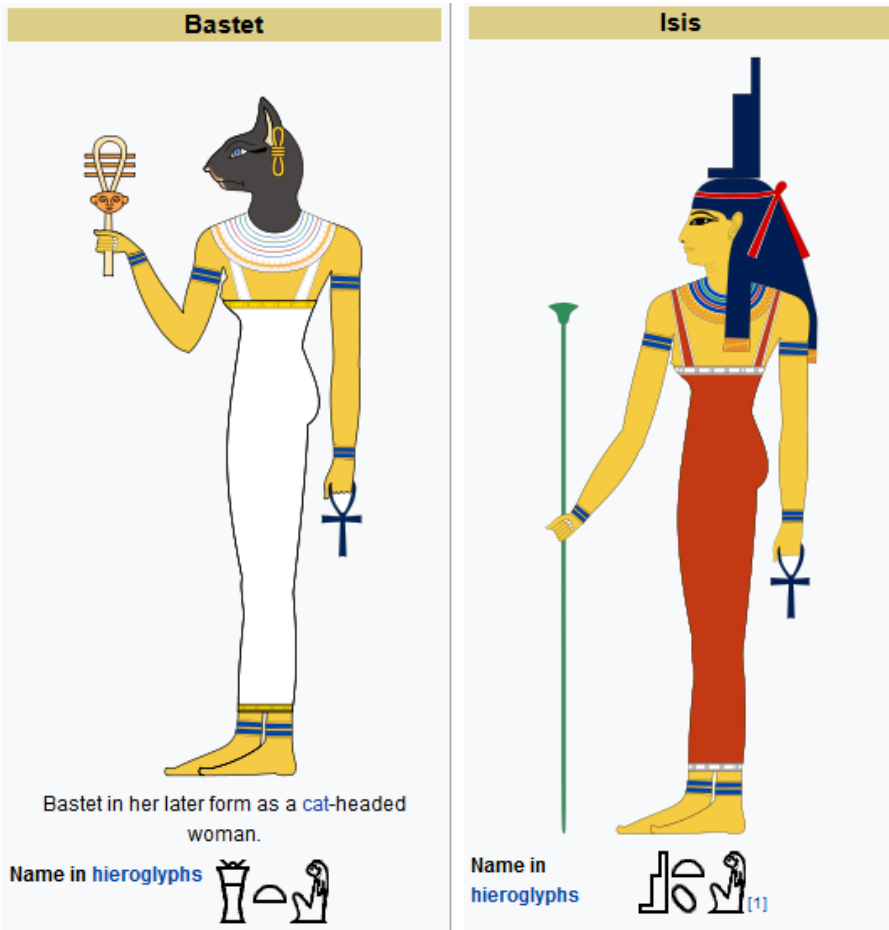


EN+ZU = suen "Suen (the moon god)"

This is particularly necessary to notice as each language tends to work the issues in their own way. Sumerian tends to use the second syllable, or pictograph, first in the writing and then the first but that is not a particularly settled formula in some words. This can be seen in part that while the Sumerians did have the writing idea going, they also discovered it alongside their invention of beer and could have been writing... while drunk.



This can be further compounded when revising other languages that use graphical means to showcase the writing of events. Taking for example the ancient Egyptian Hieroglyphs, graphics are from their respective Wikipedia articles:



This is not discounting the Runes, or the ones in pre colonization America such as Mayan.

Runes, minor example, for the full chart it is on Wikipedia:

VENETIC Este	EAST RAETIC Magrè	WEST RAETIC Bolzano-Sanzano	CAMUNIC Sondrio	LEPONTIC Lugano	
A A A	A A A A	A A A A	v A A	A A	a
			H		b
> (=j)		> (?)	> (=g)		c/g

Mayan Alphabet:



This can showcase that people in ancient times weren't stupid. They figured things on their own way and traded with each other. This showcases ingenuity and the issue of parallel evolution, or a Gestalt situation. In other words it can be seen like this saying:

Great minds think alike.

Although sometimes the results of it can be not so amazing, great minds will both crave for donuts.

As seen in the examples there is not only a set of alphabets into play, but also some pictographic ones. This can be onto the aspect onto how some ideas when carried to the abstract can have some similarities to the "real thing" and as such helped to get the transition into the models of writing. Taking some examples from Sumerian:



kur "mountain"









šu "hand"






a "water"

Now contrasting these with the Japanese Kanji:

Clip Add	Clip Repl	Show Dict	Show Char	山
山やま <i>n</i> (1) mountain, (2) pile, heap, (3) climax, critical point <i>pop EDICT</i>				
  				
サン、セン やま				
mountain				

手て <i>n</i> hand <i>pop EDICT</i>	
  	
シユ、ズ て、てー、-て、たー	
hand	

Clip Add	Clip Repl	Show Dict	Show Char	水
水みず <i>n</i> (1) water (cold, fresh) <i>pop EDICT</i>				
水がっこ <i>n</i> (1) water (dialect from the Tsugaru region of Aomori) <i>EDICT</i>				
  				
スイ みず、みずー				
water				

And a small dose of Egyptian Hieroglyphs.



DW = Mountain



N = Water



D = Hand (used in actions)

As seen by the examples, not only the different civilizations came with ways to put the abstracts into written form. But the execution while different is just with a dash of abstraction due to how in the case of Water it can be seen as the flow of water.

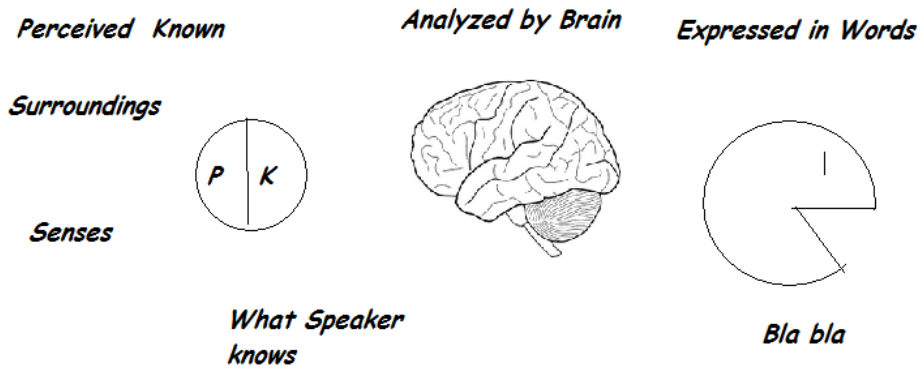
Given that each civilization came with the language and form of their own for each word. Each of these examples come from different points in the world, the Persian Gulf, the Nile (Egypt) and in the case of the Kanji it comes from what is known as China (this is where the initial writing came, but the evolution changes for Japanese occurred in Japan). Each came with their own and while abstract it is not exactly off the mark.

For an easy way to see this: Every car works differently, a Mini drives wildly different from a Caterpillar truck. As such each language does things in its' own way but the handling is different for the ones used to do so in a particular one.

The innards of a word

The sub classification

What is perceived and known - what is analyzed by the brain - what is expressed



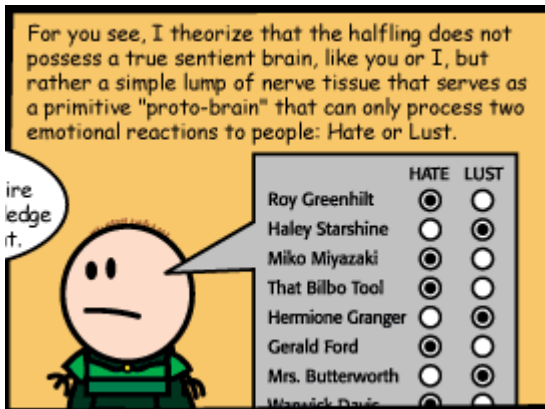
Given that what is perceived and communicated depends on the factors perceived and analyzed by the brain. Given that these parameters are onto what is needed to be communicated, it can be seen as going into the brain and processed and then out in a full message. However the message processing tends to work on certain parameters that work for each word in a sentence.

In other words each word gets analyzed before getting the message out as a whole. This means that every word or part of speech is analyzed by the brain to convey each part properly analyzed and in base to the classification which in general way includes the following:

Gender, Number, Person, Time, Conjugation/Tense

This can be seen up in a simplified way by treating the process by filtering the notes of the brain by some choices in a "proto-brain" or simplified brain operations. For an easier take this can be seen as how computers handle variables, for an eased understanding the use of binary is ruled out.

Pictured "proto brain" idea from "The Order of the Stick" (page 335) by Rich Burlew:



Basically this means that the process goes very fast for each term. The simple to complex takes place. This ends up making a pile up in the process once sentences get bigger and have more items in it. The order of the thoughts pertains to logic rather than just the use of syntax, syntax can follow once the initial idea is laid out properly and not the other way around. In few words never put the cart before the horse. This can be seen in sentences that can be grammatically and syntactically correct, for any length of correct, but sending nonsense.

Gender

Gender Female Male Neutral

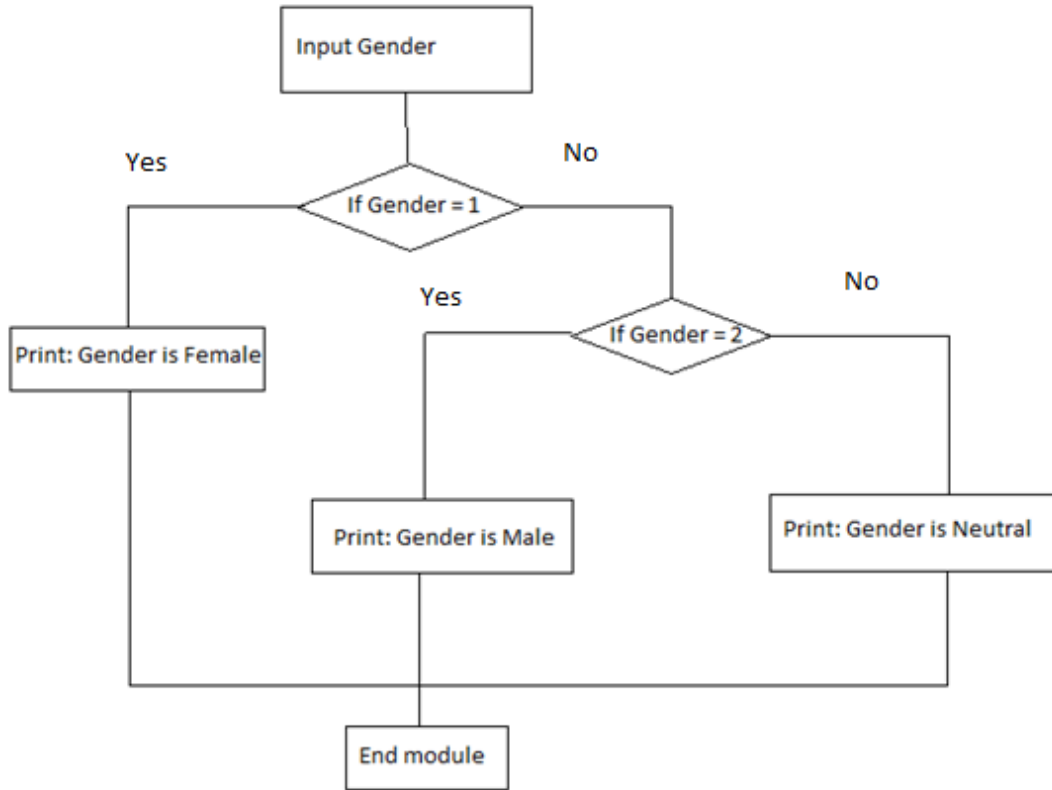
Gender is used to determine which gender is referred about in the communication. Some languages put more emphasis on this than others. This is divided into female, male and neutral.

Female: Feminine. Examples: Girl, Woman

Male: Masculine. Examples: Boy, man

Neutral: Genderless. Examples: Rock, Water, Wind.

It should be noted that in a computer way it can be seen as checking the gender by giving them a number and checking them in the ramifications of the IF/ELSE categories. Flowchart is simplified and it flows as follows:



In pseudo code (based on C++):

```
// Gender value will be 1 2 3
```

```
input gender;
```

```
if gender = 1
```

```
{
```

```
    printf: "gender is female";
```

```
}
```

```
else
```

```
{
```

```
    if gender = 2
```

```
    {
```

```
        printf:"gender is male";
```

```

    }
else
{
    printf:"gender is neutral";
}
//end if
}
//end if

```

Number

Number

Singular	Plural
----------	--------

When referring to anything that can be counted. Some aspects that are "uncountable" tend to work with the name in singular. An exception of the uncountable could be seen by the case of Salt and Salts, but when measuring salt is always salt and the sue of "salts" is used for cases such as "bath salts". In general the division is made between Singular and Plural:

Singular: When referring to one. An unique.

Plural: When referring to more than one.

Person

Person

First	Second	Third
-------	--------	-------

Person is in few words when referring to whom or what is referenced. This is divided into First Person, Second Person and Third Person.

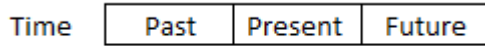
First Person: When talking about the speaker. Examples: I, We

Second Person: When referring to the listener. Example: You

Third Person: When referring to someone whom is not the speaker or the listener directly.

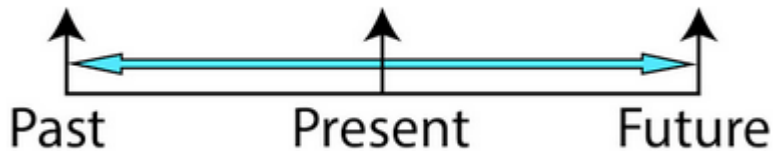
Examples: He, She, It, John Doe

Time

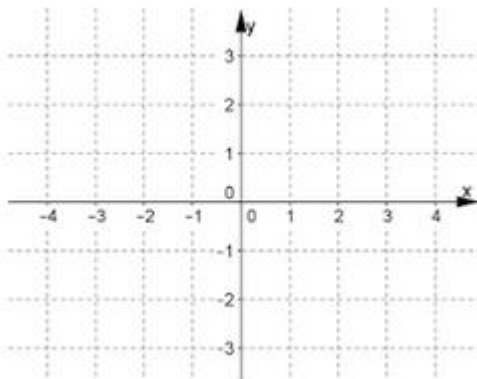


"People assume that time is a strict progression of cause to effect, but actually — from a non-linear, non-subjective viewpoint — it's more like a big ball of wibbly-wobbly... timey-wimey... stuff." - David Tennant (the Tenth Doctor), Doctor Who, Blink (2007)

One of the biggest paradoxes around understanding languages is the fact that most of the time there is no understanding of the concept of time. A particular issue comes that when referring to this the concept of timelines being static comes into play.



As seen in the “classic flavor” timeline the events are static as in a way of predetermined. However when referring to events, retellings and other details the situation can become more blurred and can feel “incomplete”. It doesn’t means that the idea as a concept is wrong but when referring to the diversity of options and details when communicating it is better to see more in a “Cartesian Plane”:



The division of past, present and future can be seen as follows:

X = the moment in time. Some people can just say $t = 0$ when referring to physics.

Time: represented by the variable X . This is going with the concept of time measurement.

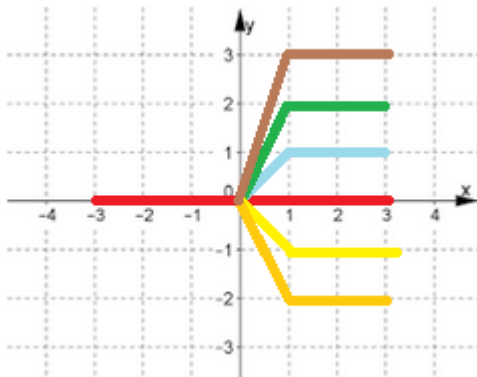
Present: When $X = 0$: Present as in now.

Past: When $X < 0$. This can directly include "What just happened?" because of the time reaching - 0.01 being accepted.

Future: When $X > 0$. This can include events that can happen directly after finishing talking. This includes situations of +0.01. "After I press this button the TV will turn on."

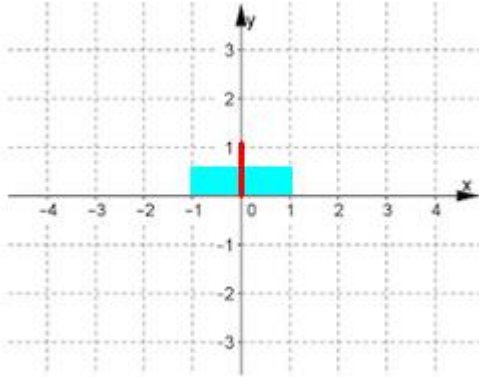
A big reason on taking the Cartesian plane is on the mere sake of versatility, as well as allowing some mapping. This allows a good representation on certain conjugation cases like the continuous/progressive and the "alternate futures" when dealing with a particular "If" situation or several.

A particular case of the six possible sides of a six faced dice and where do they fall.



There are six different timelines based on where the dice lands. But they all depend on the trigger on where the dice lands. This means there are six different timelines based on normal dice behavior. The use of basically "what if" or "if/else" for the 6 options.

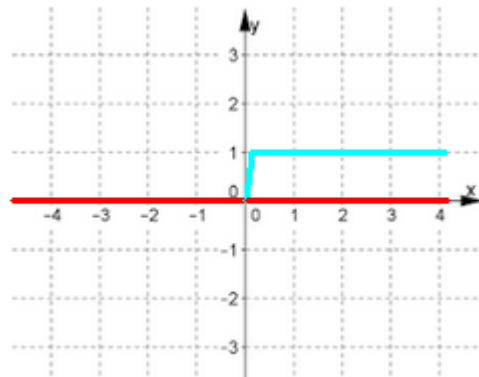
In the case of continuous/progressive:



Example: I am eating. (Present progressive)

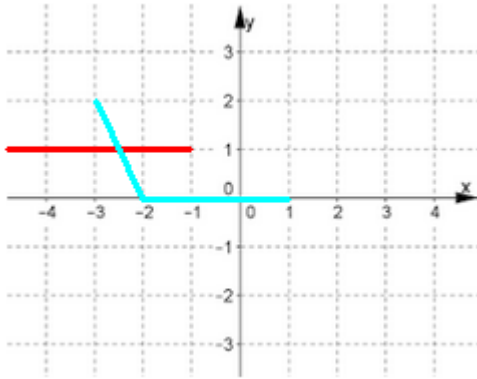
The red line is the now and the baby blue line is referring to a starting point in the past and an ending point to the action that is in the future.

Another reason can be seen onto the reasoning of the variability and mutability of the future. The traditional way to see the timeline goes for a railroaded look but in that it disallows the presence of the variability of the future. This could be seen that it is not welcoming the continuum shifts towards something that is outside the initial timeline.



This is seen as in the example that timeline in Red as a “main timeline” or “Timeline A”, while the baby blue is “Timeline B” which exists due to some conditions. However there can be adding of “Timeline C” up to several unforeseen ones that can go up to infinite.

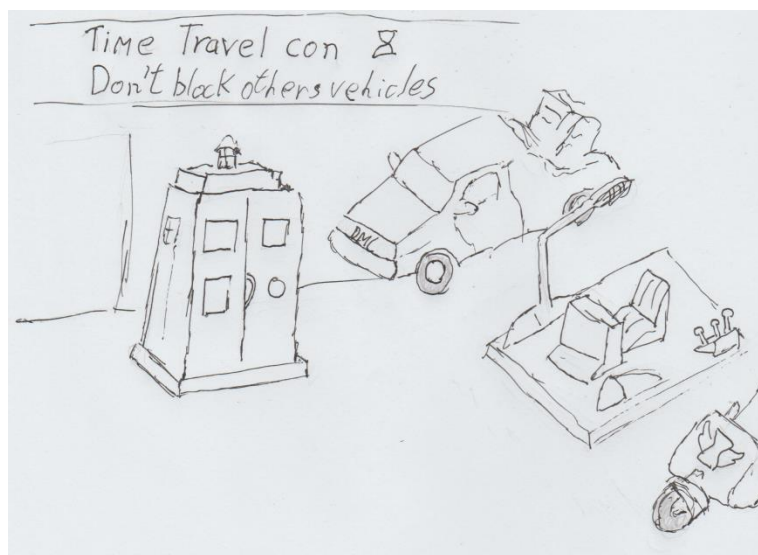
Another case can be seen in the case of “Past Imperfect”.



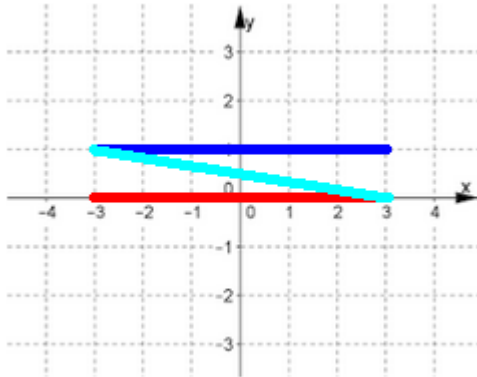
Timeline A, represented in Red, is cut by Timeline B, represented in baby blue and after a time Timeline A ceases to exist. This means that when retelling items from the past it can show the malleability of what is conveyed and that the concept of Context can help deliver in some cases.

Another reason on why not to just dispose and say with the use of the Imperfect it should go with the straight "timeline" is that while the timeline A is cut and could be continued directly with B; it is not exactly orderly. In the use of the Imperfect it is clear that the timeline A is running normally and would go on without the interference of B. This can be seen like a particular instance of the "if/else".

A particular note comes when referring to the theoretical, at the moment of writing, but recurrent theme in fiction of Time Travel. For some examples the references of H G Wells, Doctor Who, Doraemon, Back to the Future and several others are available.

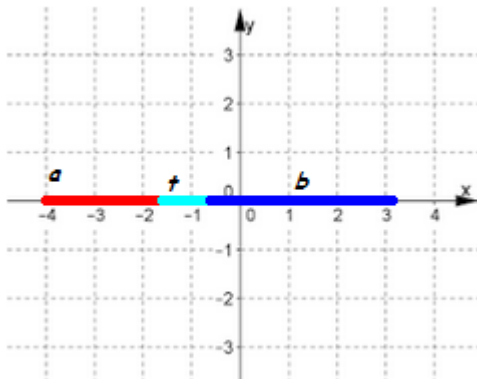


Situation 1: the case of repeating situations such as a travel back to fix an event. This is something akin to saving and loading data in a computer. In some aspects can be seen as a Time Loop.



For the example and definition: an Event.

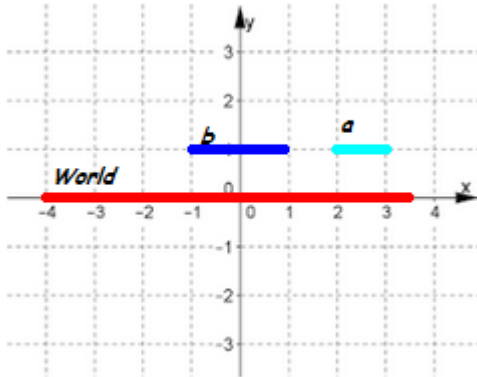
The first run or the “original” timeline is represented in Red. The Baby Blue line represents the time travel back to the start of the event. The line in Blue represents the timeline running “parallel” to the original timeline so modifications can happen. However in the person who does experience and remembers the events the personal timeline can be seen as follows:



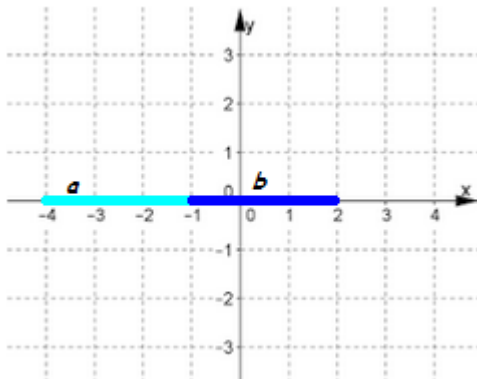
This means that the individual has timeline “A” in Red in his past, then the Time Travel “T” in baby blue in it and the start of timeline “B” in Blue so the events are in said individuals past.

Situation 2: More traditional Time Travel. Having events in the future as your past and doing stuff in the past as present.

Example sentence: I travelled to Venus in 2150 AD and today I am eating a pastry in 1960 in London town.



The World or “normal time” can be seen in the Red Timeline. Then the event represented in “A” that is in the baby blue time is the travel to Venus that is in the speaker’s past. The timeline “B” that is the “present” is represented in Blue. However while just focusing on the “normal time” call the timeline can be seen garbled, for the time traveler it can look like this:



Events in “A” which are in the future of the world timeline are in the past of the traveler’s timeline and the events of “B” which can be seen as “present”, mostly for the sake of the example, are after it. So the events in the Traveler’s past are different to the ones in the “normal time” progression past. So the retelling is onto the traveler’s past not the world as is. And a lot of the communication is based on the speaker’s timeline, not the “normal time” timeline.

Even when simplified, this can be seen as a proper headache. Keeping track of the events in timelines to make sure things go proper has been a true pain to any writer in fiction, so if the reader needs an aspirin (or a whole bottle) is excused to do so.

Conjugation/Tense

Conjugation Tense

This is important when dealing with verbs. Since the mixture of time and tense ends with the conjugation needed to get the point across. Some situations will rely on auxiliary verbs and other details like gerunds and infinitives. The list of the conjugation and tenses will be explained, like the auxiliaries, in the Excerpts segment in the Parts of Speech (Sector 4).

Sector 4: Parts of Speech

Thinking is difficult, that's why most people judge. - Carl Gustav Jung

Several grammarians mention the idea of parts of speech to define the different types of words that are part of a sentence. It is akin to compare them to building blocks and in some situations, due to context, can stand on their own. However the mixture has to be made in a logical way or the construction will be unstable, or if done haphazardly it will be something unintelligible.



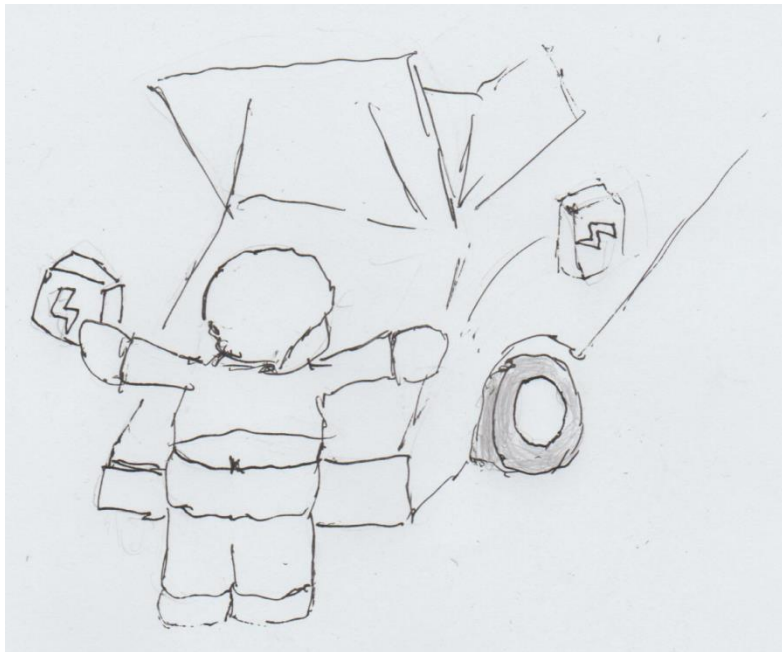
It can be seen like playing with Lego pieces, if done properly the sentence will make some wonderful construction; but if done poorly, it is something unstable that will fall to pieces. And even then a stray piece will make your foot hurt.

Given the similarities and differences between languages it is important to look at things in a piece by piece approach rather than the big picture. This way some of the traps that can catch someone "playing clever" end up failing such as saying "determinant" become evident. This is in part due to some individuals hammering Grammar and Syntax in highly inadequate ways.

The list of pieces includes: Article, adjective, noun, adverb, verb, etc.

These can be seen across languages, but not all of them have the pieces in the same way. This means that what works in English is not exactly likely to work in Spanish, and even less in Japanese.

Another particular issue to deal is that these pieces are changeable. This means like swapping a Lego piece for other or pieces in a car. A noun can be changed for another noun, a verb for another verb and so on; but in the end the message is delivered. This is why this sector deals with the "pieces alone" rather than in a full sentence. The reason on why checking by pieces, especially when it comes to verbs, is for the simplicity. In few words view a word at a time, rather than the full sentence to see how each behaves alone. The view on how the sentences are assembled, the blueprints themselves is worked in Sector 5.



Before delving on the pieces themselves; it is important to deal with some excerpts that deal with some of the issues that tend to do confusion, one could be seen as the attributes chart that is going to be used in this document and will require to be explained first.

Excerpt 1: Attributes and the chart

Attribute: A quality or feature regarded as a characteristic or inherent part of someone or something.

In few words every item around has attributes, which can be around on individuals and every little thing in existence, and things out of it such as concepts that aren't tangible. This can be seen as in the case of all the attributes of an item, in computing sciences the example comes from the use of basic HTML:

body bgcolor = "#ff0000"

bgcolor = attribute

#ff0000 = value of the attribute

This showcases that there is the attribute bgcolor, or background color, and its value is the color red. This is because of the Red Green Blue (RGB) management of the color palette. Do note that some animals like the zebra are striped and as such it is handled onto adjectives and adjective order. Another way is to see the stripes under the use of Logic (Sector 7) as how to use logic to handle some aspects as is.

The attributes are items that go "word per word", or basically leaving a word alone in a "Stand Alone Definition" which has some particular quirks. For starters a grid on its own on the basic parameters will look like this:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third

At first sight it looks like a grid. But it is important to select only 1 item for each row to complete the needed item. This is how it would look when looking at the word "Rock":

Rock

Gender	Neutral
Number	Singular
Person	Third

Given that it can only choose an item of each row it means that the end result has classified gender, number and person. This however is a sample and there is another when doing with the conjugations that looks like this:

	Singular	Plural
First	FS	FP
Second	SS	SP
Third	TS	TP

Due to the example nature it is the "First Singular" and in the same row the "First Plural" which are in the same line as in the "I" and "We". This chart in the verb conjugation section will include an example of a verb in the combinations where the languages allow. However only one of the words in this can happen due to the pre-selection done before so it is to help understand how the conjugation works between languages.

A particular instance with the conjugation form in some languages is that there are formulas that keep them onto a static form. This means that all variations in the same time have the same combination. Example:

English Future Simple:

Will	+	Verb Bare Infinitive Form
------	---	---------------------------

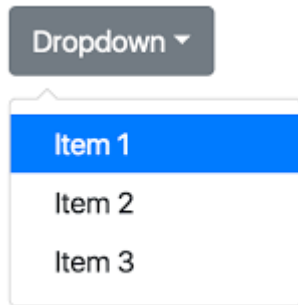
In these situations the "recipe" will be shown and will have a minimal example.

Another detail to work on is when the chart "doesn't reach all the items", this is done out of space limitations.

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Extra: Reflexive/Intensive, Possessive, Demonstrative, Relative, Interrogative, Indefinite

This is a particular instance due to the fact that while the idea of framing the chart can be useful, it has limits. As seen in the example the Indefinite article is out of the "3 horizontal rows". For this it can be used more with the "Drop down menu" idea.



This can be present to help "select" some options when the chart doesn't allow to be shown horizontally. This is due to the size of some of the categories not making it fit (like ordinal number and cardinal number taking space from Indefinite). A particular way to see this working out is when looking at a "finished" analysis.

	A
Gender	Neutral
Number	Singular
Person	Third
Article Type	Undefined

At the end all the options have been selected and as such the "finished product" looks like this per word.

Excerpt 2: The Gender Trap

Ulrika is actually a woman... biologically speaking. - Chloe Hartzog, Mana Khemia 2: Fall of Alchemy

Now this is a particular issue that can be contradicting at some points, but it is better on tackled early on. One thing is the definition by the dictionaries and after giving the attributes, and the other is the actual rules per grammar. This is particularly jarring in some languages that there is some recognition to the gender in definition but the execution is different, such as English.

Example:

Mare: female of the horse, or the female of the equine family.

The gender is female but when doing the combination of words it turns out that it is treated as a "Neutral" gender. If not just try to apply the adjective "cute" to it as well as the nouns "rock" and disc.

Cute mare.

Cute rock.

Cute disc.

In these cases the adjective modifies the same way despite referring to different genders. This can be a particular trap that comes more into light when thinking in terms of gender and the conjugation terms in the nouns in cases such as Spanish where this issue is important.

Linda yegua.

Linda roca.

Lindo disco.

This is perhaps a bit more complicated when dealing with the verb and the conjugation there. Unless it shows in a language not mentioned. The tendency for the verbs is to work gender neutral.

The "Special case" excerpt squared:

The particular "special case" can come in the case of the use of the participle form in some aspects in Romance languages. This is seen that the case of using the participle can end up becoming an adjective (word mutability) as seen in the following example:

El carro es lavado. (The car is washed)

Carro lavado. (Washed car)

El carro está siendo lavado por el perro. (The car is being washed by the dog)

La carne es cocinada. (The meat is cooked)

Carne cocinada. (Cooked meat)

La carne está siendo cocinada por el cocinero. (The meat is being cooked by the cook)

This particularity of the "participle" using gender in some sentence constructs, such as the passive can be due to the use of the "reflexive" nature. This reflexive nature is when the action falls back on the doer or subject (for more information on this please view Sector Five) which causes the verb referred to turn into an adjective. This can be seen as any of the following:

Option A:

Looking this as a case of breaking down the pieces properly. This means that once the conjunction and other parts are identified what is another sentence. What happens after breaking down is the use of a reflexive due to a particularity:

Reflexive sentences in Romance languages tend to use the "state of being" of the verb "to be" as verbs in the sentence and then use an adjective.

Option B:

The only case where the "verb" acquires a gender. This is due to how the use of participle refers to a particular action.

In few words some languages can work the gender issue in the grammar as neutral but define male and female in the dictionaries. Verbs tend to be Number and Person but not the Gender across languages.

Excerpt 3: Context

It is not what it looks like. - Many poor fools.

This is a particular case that deserves mention for several reasons:

Some languages have some "verb tenses" and conjugations based on the situations given that they don't exist directly.

Some words meaning, when they have more than one, depends on what is said in the situation to get which of the meaning is referenced.

Whether a situation with all the conjugation in tenses can have the direct representation is one language but not in another happens and the use of the context can be seen as "close enough".

A particular instance with Japanese is that several of the instances change due to the context. This is a particular pronounced situation when it comes to the verb references to all the conjugations available. In other words Japanese works with the same "word" or verb conjugation whether it is First, Second or Third and Singular or plural. Example:

Watashi ha tomato wo tabemasu. (I eat tomato)

Anata ha tomato wo tabemasu. (You eat tomato)

Marion san ha tomato wo tabemasu. (Miss Marion eats tomato)

Watashi tachi ha tomato wo tabemasu. (We eat tomato)

As shown in the sentences the verb never changes and is the same no matter the person nor the number. A particular warning on the Japanese tendencies to the context as some aspects in said language depend a bit more onto what else is in the same sentence to make a full context.

Excerpt 4: The Auxiliary Verb

These appear in the case of some conjugations. The role of an auxiliary verb is to help the main verb to fulfill the role in some combinations, such as the "Perfect". The items in the list such as Time, Person and Inflection depend on what is being referenced.

An auxiliary verb can be seen as an add on to the main verb so in some cases or languages the checklist for an Auxiliary Verb will be added.

English Auxiliary Verb examples:

To be

Have

Spanish Auxiliary Verb examples:

Estar

Ser

Tenía

It should be noted that some languages have these, and in other languages there are none, however not all languages have them. A particular issue is that some of the uses of the Auxiliary Verbs comes with the items of the Gerunds and Infinitives.

Excerpt 5: Gerunds and Infinitives

To boldly go where no man has gone before. - Captain James T. Kirk

The gerund and infinitive can be seen between the grammatical and dictionary takes.

The gerund is a form which helps in some forms and conjugations.

The infinitive is mostly seen as the "dictionary form" as seen in the Japanese case.

The infinitive can be seen as the "subject" (for more information on subject refer to the blueprint section later on) or noun.

To eat is to survive.

And in some cases the gerund can be seen as the "subject" or noun.

Eating is surviving.

It is a particular instance of the verb acting as a "noun" in the subject area. This is better seen as a particular instance that is needed when describing what a verb is or for other details.

English Gerund Setup

Adding -ing to a verb

Screw - Screwing

Eat - eating

English Infinitive setup

Adding the word "to" before the verb

Screw - to screw

Eat - to eat

Spanish Gerund setup

Adding the suffix -ando -endo at the end of the verb

Spanish Infinitive setup

When the verb ends with -ar -er -ir

Japanese Gerund setup

This can be seen as the use of the "-masu" suffix. In other cases the use of the word shimasu after the verb is done to exemplify this. Another view on the use of the use of the shimasu is that it can be used as a "catch all" after some nouns to refer to the verb use of said word.

Japanese Infinitive setup

In this case the end syllable ends with the "ru" syllable/suffix. A variant is with the word "suru". This can be seen like the "dictionary form" or "jisho kei". The use of the "suru" after a word is meant to make a "catch all" mode to make a verb use of said word that precedes it.

Excerpt 6: The determinant Trap

It's a trap - Admiral Akbar, Star Wars original trilogy

In several grammar books there is the mention of the "determinant" or "determiner". As a way to show "extra information" before the subject, or better known as the "noun". The main issue is that most of the time given the prevalence before the noun it means it has to fulfill another of the roles before said noun. This can be worked upon by checking the dictionaries and checking the actual role of the word. In another way to see it by looking at each word by itself it helps to figure the actual role, or by the "Stand alone Definition" which is when a word stands on its own. The true role of it, the true name of it.

Do note that as a concept that is to "help determine", or specify, what is referred is not wrong but can jumbo size the confusion. Taking the examples of the Spanish Grammar

Demonstrative

Interrogative

Possessive

Numeral

Indefinite

However further detailing it is based on the logical fallacy of the "if it comes first it has to be a determinant", which contradicts other points in grammar instead of the proper use. When correlating with dictionaries this issue pops up and can be debunked. This can be seen by applying the "Tarzan Speech", which can be seen as reducing the components to the minimum. Then again humans are capable of being incredibly clever and stupid at the same time.

Demonstrative example

	Eso	
Gender	Neutral	
Number	Singular	
Person	Third	
Pronoun Type	Demonstrative	

What is shown is that the idea is the turning of a "pronoun" into a "determinant" by being the "first word of the sentence". However the use of this logic is faulty; for the reason of the fact that several parts of speech are optional in a sentence, if a full idea is conveyed then the fact that there aren't "determinants" is one call. This can be seen by reversing into "Tarzan Speech" that is onto going to the minimum needed for communication.

Another particular factor is that this does happen, because of the issue of Syntax and Grammar getting confused at several points. This is particularly egregious (or extremely bad in this case) when it is given in class and not separated accordingly. Ergo this issue becomes compounded by the issue that the syntax gets mixed in grammar which gives a rise to this issue.

Possessive example:

	Mío	
Gender	Male	Neutral
Number	Singular	
Person	First	
Pronoun Type	Possessive	

The turning of a pronoun into a determinant is again the "first word of the sentence or any previous to the noun is a determinant" idea. It should be noted that the only case where the possessive pronoun changes into something else is dealt onto an "adjective"; and that it is the in the case that what is being referred to is not the "owner" but the item referred. However this "transformation" is more universal across the languages. A particular caveat, or issue, can be seen with the ambiguity of gender at a distance, at least until it is cleared by another individual. This can be seen as the case of a dog's gender, and in some languages onto how the naming of an object can have a particular way to naming an object and can have it sound gendered when it is neutral. A good example is the case of "whistle" that in Spanish is "Silbato" that while it is neutral gendered it has the sounds of the masculine gender.

Interrogative and Exclamation

Quien	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	Relative

These are used mainly in questions; and in several languages and dictionaries are meant as pronoun types. It is just the "first position" this can be further seen in the "first post" mentality.

Indefinite

Bastante			
Gender	Female	Male	Neutral
Number	Plural		
Person	First		
Adverb Type	Quantity		

Yet another example of the "word order" but that in practice is another word type. A detail is that it is better to know what each word is on its own.

Numbers

Cardinal

Siete			
Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Cardinal Number		

The reason on why the open options is on the case that some instances the adjective can be a complement after the verb "to be" (ser) and refer to the singular nature of the noun.

Ordinal

Septimo			
Gender		Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Ordinal Number		

The reason of the gender is that given that it lacks the context or the noun so it can be either male or neutral.

However it is not a fact that it is "just a male and neutral" but there is the application of the female gender, but that is under the adjective explanation.

Excerpt 7: The Modal Verb and the Phrasal Verb

This is a particularity shown in the English Language, although German uses them as well (but given they are members of the same linguistic family, it can be looked by someone interested into it). They cannot work as a main verb but work mostly as a variant of the Auxiliary Verb. The distinction comes from the fact that "Auxiliary Verbs" can actually work as Main Verbs but the Modals cannot work as Main Verbs.

The ones referred mainly are: Will and Going To.

Phrasal Verbs are a certain particularity in English that has two words forming a "two word verb" which in some instances only the first word of them is modified when changing the person or time in the conjugation. Examples:

Get away - Got away

Pick up - Picked up

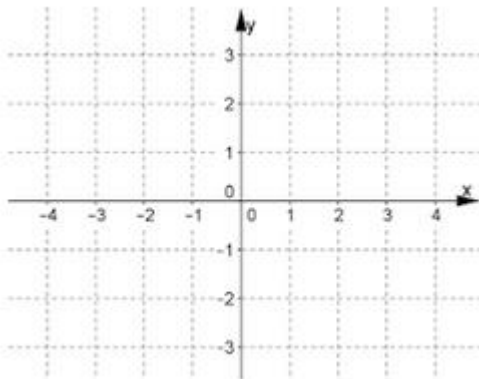
As seen in these examples the first word is the one that gets the changes, at least in English. There are lists of these verbs for the individuals interested in learning them.

Excerpt 8: Time, Access Points and Modifications on Timelines and Verbs

"Have you ever thought what it's like to be wanderers in the Fourth Dimension? Have you? To be exiles? Susan and I are cut off from our own planet - without friends or protection. But one day we shall get back. Yes, one day." - William Hartnell (The First Doctor), Doctor Who "An Unearthly Child" , 1963

This is another case where the use of the Cartesian Plane is useful again. Given how things work on the timeline, or better said timelines. This is partly due to how the references to actions in speech can work on pointing a point in the Timeline, such as referencing a past event in a recollection or a possible future.

While the plane is clean it will not have any lines on it. However as pointed in the previous detail working with the Time Travel issues it has the x will refer to time.



Given that what is referenced are Access Points in time and modifications which can entirely sever a Timeline, such as the use of Imperfect.

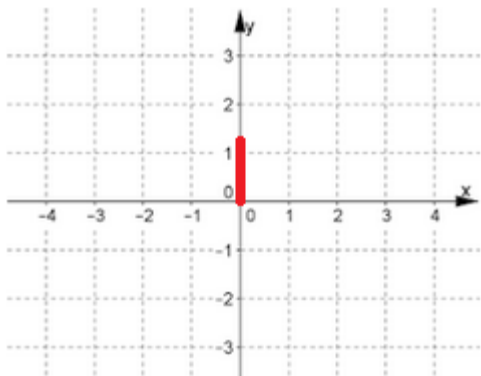
Given that one thing is the Time Access Point and another the Modification of Timelines. The Time Access Point can be seen as a way to "access" or load up a point in time when referring to it. It can be seen like a bookmark in a physical book, or the Save and Load functions in computing sciences.



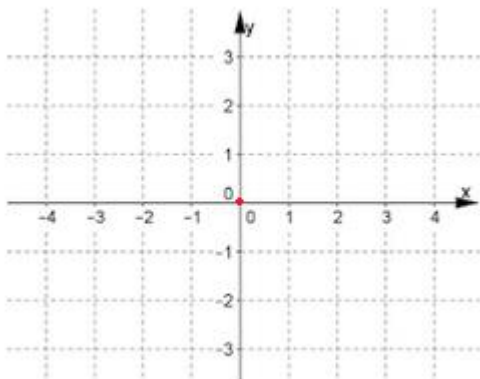
The Modification of Timelines is when something done with the timelines, such as: creating, branching, severing, etc.

A particular issue with the Time Access Point is the access on some action that has several points such as the Continuous/Progressive

In general for working with the Time Access Points. When referencing to the present, the now, time = 0 in Simple tense/conjugation:

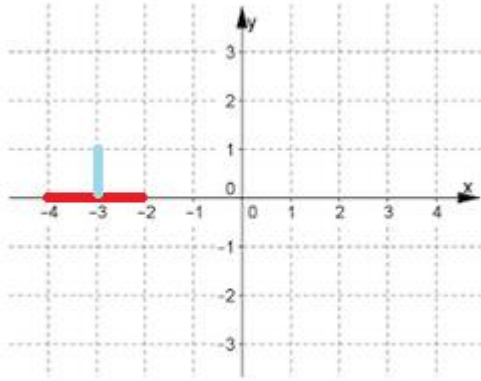


This showcases the Access Point to the Present, the now, and is shown with a red line to emphasize rather than the dot. In actual practice you refer to a point in the timeline but for explanation purposes the big lines are in position. Or if going more "puritan":



Kind of making the need of a magnifying glass. Or the bottom of a glass bottle. So lines and points will be thicker to make space for a better understanding.

Given that Access Points come when retelling events at any point in the Timelines, it is possible to refer to the Timeline of the speaker or the one of another individual. This can help recollect information when transferring said information to others. This is akin to when the traditional assignment in some countries of "What have you done on holidays" comes up. It refers to the period of the Timeline in the past that is between the start and the end of that time period.



This showcases a referenced point in the middle of the retelling, which can be due to a particular event being referenced in an Access Point, such as the middle of a continuous/progressive action.

A particular instance is that while the actions can be dealing with a modification to a timeline, such as the perfect, it means that there are "safeguards" that make them a fixed point of sorts. However as any competent military commander can tell:

No plan survives contact with the enemy.

This means that the modifications to the timelines can happen, and it is better to be prepared for them. However these are examples of the basic idea, the full brunt will come with the Verbs.

A basic example:

Simple Tense

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

The general explanation for this Inflection/Tense in an overall.

Time explanations:

Past: with explanation and example.

Present: with explanation and example.

Future: with explanation and example.

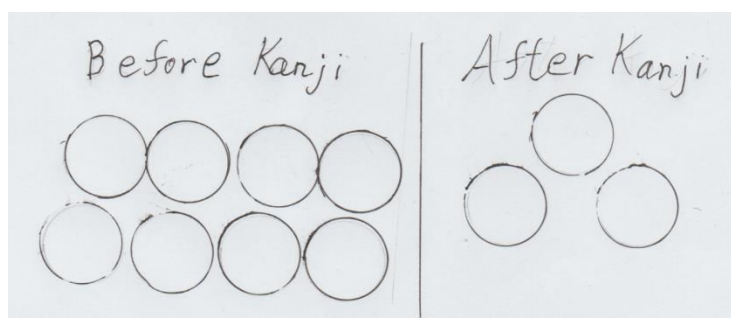
Excerpt 9: The Verb Mood/Mode

People who talk about infallibility are usually on very shaky ground. - Jon Pertwee (the Third Doctor), Doctor Who - The Mind of Evil (1971)

The particularity of the "mood" or "mode" is a bit onto a particular issue with some grammarians, given that it is onto the feeling or what the communicator wants to convey within the mood and as such modify the verb. A particular issue on why this issue is not heavily worked with the sentence formation comes in the fact of the language learning way. This means that based on the fact that while learning the Mother Tongue or First Language, the individual works on a communicative basis and not onto the more deep aspects. A kid wouldn't work onto the full depth when answering the color of the toy car.

The particularity of the learning is used when going into a Second Language learning, or when dealing with a Target Language (more common when it is a Second but it presents itself deeper when the individual goes for a third or fourth language). While it is expected by many teachers that the student has a particularly solid Grammar on his Mother Tongue/First Language, it is expected a lot of times as an understanding of the Basics rather than going onto the "moods". This does translate into the classroom showing the "this is how a Question operates". Which goes back onto the basics of the First Language learning and replicating for a second one. This replication and the application of the "Grammar Translation Method" which is a valid point in some places, however if the student has a poor understanding of their own Mother Tongue/First Language that is bound to be a recipe for disaster.

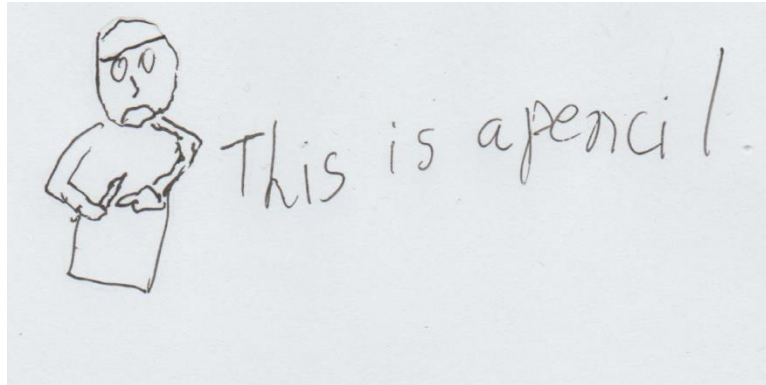
Given that the initial text books prefer to work on the mechanics of the language first, and deliver onto pure basic mechanics rather than the mood. This is a particular insight due to the principle that while the mechanics need to be there, the study in depth of the mood early on is not exactly a particular worry. This can be in part due to the Student Desertion Rates that happen when learning, this is a particular instance when in Japanese the massive exodus of students happens the exact moment the teacher starts teaching Kanji. What is touched upon in classes are the Contextual issues like "questions" and "situations" where things happen but not under "mode/mood" but rather the situations that do require it; for more information on the Sentence Structure, it will be worked in Sector Five.



This can be somewhat jarring as noted by Andrew Horvat (Japanese Beyond Words) is that there is a lapse between what is taught in class and when it is met in "Real Life". While some of the contexts to learning some of structures can be artificial, they do have their uses.

What is this?

This is a pen.



While chances for some of the "textbook conversations" to happen in real life are slim, that doesn't mean they don't happen. The reason why the learning starts with something simple like showcasing basic things is the simplicity rather than something that can be confusing.

An old school version of the Mood/Mode in Spanish is seen as follows:

Indicative: To showcase something that happens.

Subjunctive: Wishful thinking

Conditional: Depends on X.

Imperative: Barking Orders.

An alternate view on this in a more modern outlook can be seen with the following call:

"Real Mode/Mood" (Realis Mood)

Used to refer to what is real. About something that exists and general truths.

Indicative, negative (in Spanish), Report

"Irreal/Unreal Mode/Mood" (Irrealis Mood)

Used to refer to something that is not known to happen as the speaker is talking. Basically onto something "unreal" as the basic idea communicated.

Subjunctive, Conditional/Potential, Event, Dubitative, Depreciative, Option, Hypothetic, imperative, Begging/Supplicant, admiration, negative and interrogative

While the views on the "mode/mood" has changed to a degree and has different views across languages, this is not exactly "necessary" by several language teaching books. Taking for example "English Grammar in Context" (M. Rosanna Mc Evedy), Minna No Nihongo (Iwao Ogawa), etc. The idea of the mood/mode is not taken into account and left aside for the sake of teaching the communication basics as is. Part of the practicality is going for what is actually done by the sentence itself.

The issue of the "mode/mood" is not taught in the basics books, but rather in the advanced classes. Part of this is due to how in the First Language/Mother Tongue, such as Spanish, the importance of going with the mood varies. This particular topic can be seen onto the issue that some understanding of the language and some of the issues such as "wanting" and "longing" can be worked upon for the mood that requires it. While the topic is in the whole advanced classes and in some countries pressed into grammar around Seventh grade, it is not pressed the same way universally.

Given that the following part is working with Parts of Speech, it is on a general mode; anyone wishing to look into the particular mode/mood is suggested to look into the advanced grammar books per language and look for the issues. A particular mention on the use of a general view rather than break down every single "mode/mood" is that some languages such as English don't have breakdowns on the verbs based on moods while Spanish does. And even then some of the "modes/moods" are highly contextual.

In few words the mode/mood can be a notion when worked with the "full sentence" rather than the parts of speech. Several books don't touch the matter to avoid some unpleasant situations, given the evolution of languages and the understanding of grammar itself so by thinking that the "mode/mood" being an infallible position without taking into account the evolution of things can be in a very shaky ground.

4.1 The Article

Meta setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined	Undefined	Honorific
Context	Yes	No	

These are mainly defined by two categories: Defined and Undefined. A particular third use can be seen as the third type that is an use of the Defined itself and that is for "honorific" or giving a title mention.

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined	Undefined	Honorific
Context	Yes	No	

It should be noted that Spanish does different cases by gender.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined	Undefined	Honorific
Context	Yes	No	

English tends to work without gender and has the three article types.

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined	Undefined	Honorific
Context	Yes	No	

This case can be tricky to understand for a particular reason: Japanese has particular ways of speaking based on the gender and or age. Not to mention the already famous relationship between students and teachers and classmates of different years (Senpai and Kouhai). So some instances can be handled in a different way due to this issue. In other words Japanese makes use of context and admits it.

A particular note is that Japanese works with "Particles" and these can perform the work of the Articles in this situation. A particular point is that these Particles are "catch all" clauses for any option, whether the noun or pronoun referred is "male, female or neutral", the particles will always work on the setup for Japanese.

The Defined Article

Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined		
Context	Yes	No	

The Defined article is used so as to give mention to what comes after it. In this case it is known to the speaker and listener. However in the majority of uses, it is used as a Third person in some languages. However the use in the proper context can showcase the use on the First and Person due to the uses and "twisting" of the words.

In few words the majority of the uses are in Third Person, but in the right context it can be used to determine a First Person and Second Person use. This can be seen onto comedic and depreciation effects.

Person A: An idiot wrecked my car.

Person B : The idiot is present to testify about that.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined		
Context	Yes	No	

Example:

	The		
Gender	Neutral		
Number	Singular	Plural	
Person	Third		
Article Type	Defined		

It should be noted that outside working as an "all purpose" defined article, it works for singular and plural.

Example:

The Cat.

The cats.

Once the noun after the article is defined, the article can be safely slotted as singular or plural.

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined		
Context	Yes	No	

Examples:

	La
Gender	Female
Number	Singular
Person	Third
Article Type	Defined

	Los
Gender	Male
Number	Plural
Person	Third
Article Type	Defined

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Defined		
Context	Yes	No	

The particles have to appear before the verb in this instance.

Particles:

Ha

Wo

He

A particular issue is when it comes to the use. Given that this is referred to both the Doer and the Receiver of the action.

Example:

Watashi Ha Mame Wo Tabemasu. (I eat beans)

The Particle "Ha" refers to the First person pronoun "watashi" which is Japanese for "I" (First Person Singular).

The particle "Wo" goes before the action but refers to the receiver of the action. Also the use of the "Wo" is onto some particular verbs that have some importance such as "tabemasu".

Another detail is that the particle "Wo" is mostly seen and pronounced as "O".

A particular notion is that some particles change based on the action, and that is a particular trap when it comes to the learning and handling of the Japanese Language.

The particle "He" is used when it comes to changing places. Used with verbs that refer to coming and going.

The Undefined Article

Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Undefined		
Context	Yes	No	

These are used when the referred individual can be known to an extent, but not in full details. The speaker doesn't know them, and the listener might know. This is used mainly with the Third person, but given the circumstances in the context it can be used for First and Second person.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Undefined		
Context	Yes	No	

Examples:

	A
Gender	Neutral
Number	Singular
Person	Third
Article Type	Undefined

	An
Gender	Neutral
Number	Singular
Person	Third
Article Type	Undefined

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Undefined		
Context	Yes	No	

Examples:

	Un
Gender	Male
Number	Singular
Person	Third
Article Type	Undefined

	Unas
Gender	Female
Number	Plural
Person	Third
Article Type	Undefined

A particular reminder is that when handled poorly in Spanish the use of these can land into the "Determinant Trap"

The difference is that the case and as noted by dictionary checks (Oceano Uno and Pequeño Larousse):

Un / Una: Article, Adjective.

This is referring to the fact that the use as article has been defined by language since older definitions. The determinant mentions are due to the mixture with syntax.

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Undefined		
Context	Yes	No	

Japanese uses the same particle for both known and unknown individuals.

Referred particle: Ha

However the change is that in this case the person is not known so the use of the distance calls with the individual:

Kono hito ha (This person, touching or referring to a photo)

Sono hito ha (this person at a short distance)

Are hito ha (that person that is far away)

This means that the change is on the "referred individual" even if it is unknown the only change is there not in the particle. The use of these particles comes with the same use in "defined" or "undefined" because what is truly worked is the referred noun. In other words the particles that work the role of an article don't change but the referred noun or individual is. The known and unknown changes, but not the execution.

In other words Japanese can swap the referred noun piece for an unknown referred noun and the sentence works the same.

A good way to see this is that Japanese works by giving the referred individual first and then the particles to refer to. For more information on this is on the Blueprints of each language. Sector Five.

The Honorific Article

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Honorific		
Context	Yes	No	

The Honorific can be seen as a variant or offshoot of the Definite article. In practical terms this can be seen as the fact of respect and manners. This is akin to saying "Sir", "Your Honor" or "Your Excellency" in situations that demand it. There is however the fact that this can be done out of personal (or even cultural) importance to add the "Honorific to an item's name or an individual. Japanese has the tendency to work an honorific when speaking of an individual and the relationship between the speaker and said individual.

In some languages the Honorific serves to emphasize the importance rather than the plain Defined due to several factors. In some cases it helps to determine some details in some languages and cultures; such as the use in Japanese to showcase the level of respect.

This is however a particular case that has to be divided into two segments. The focus at this point is directly on the use of the Article in the Honorific Role. For more in depth explanation it is suggested to look at Sector Seven for the in depth on Honorifics due to these working on a "Logic" template rather than just a minimal mechanics.

A few instances on when this ends up being summoned to work are when referring to specific cases such as:

Referring to a particular work of importance: The Mona Lisa, The Art of War, etc.

Referring to a "World Wonder" (in some cases it is ignored, because it can sound outright silly):
The Pyramids, The Great Wall, etc.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Honorific		
Context	Yes	No	

Example:

	The	Winslow
Gender	Neutral	
Number	Singular	
Person	Third	
Article Type	Honorific	

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Article Type	Honorific		
Context	Yes	No	

Example:

	Las Pirámides
Gender	Neutral
Number	Plural
Person	Third
Article Type	Honorific

Japanese Setup

A particular case is that in the case of Japanese uses some importance calls which are highly different due to etiquette. This will be explored in more depth in Sector Seven.

4.2 The Adjective

Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality	Ordinal Number	Cardinal Number

Extra: Indefinite

Adjectives exist as parts of speech to add modifiers to describe a noun. There is a tendency of these as to be before the noun they are modifying. The way it can be similar until the difference in some languages, such as Japanese, change the view of using it directly. It should be noted that Japanese uses the particle "Na" after an adjective.

A particular notion to be aware of is the "quality order" , which can vary from language to language.

English Setup

Gender			Neutral
Number	Singular		
Person	First	Second	Third
Adjective Type	Quality	Ordinal Number	Cardinal Number

English works adjectives in the terms of using them the same between singular and plural.

Example:

The cute cat.

The cute cats.

In both sentences the adjective works the same but the noun changes. This makes a particular headache if the individual is used to matching gender and number in their native language. In few words Cute is the same even if using for "Singular" and "Plural".

There is another factor which can help confuse that is when the adjective gets used as a noun and generate the issue of "but it is a plural". But in practical terms the sentence can look like this:

The red reds.

In this case it can be repetitive to use the plural unless it is referring as a noun as the different types of red. This is a particular trap due to the fact that the adjective can be morphed into a noun.

In few words as a rule of thumb if an adjective sounds like a plural it has been changed to a noun. The obvious exceptions are the cases when the adjective ends with an "S" by default.

English uses the adjective for both singular and plural but given the nature of the language there is no "plural adjective form".

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality	Ordinal Number	Cardinal Number

Due to the nature of the language the coordination between gender and number are important in Spanish. This means that it is important to make sure that the Gender and Number coordinate like a good set of clothes. As an individual you don't want to wear plaids and stripes in the same suit.

A particular way to see the comparison of the language it can be seen like this:

Lindo gato.

Lindos gatos.

The coordination between subject and predicate in terms of noun and gender applies more languages which care more about this coordination.

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality	Ordinal Number	Cardinal Number

Japanese tends to use the Particle "Na" after the adjectives it uses. However this is for quality and for the use of numbers there is the use of the "Ni" particle. This is however working with a basic usage as things get more complicated when dealing with particular uses.

The reason on why this difference exists in the numerical part is due to the mechanics of the Japanese Language.

The Quality Adjective

The Meta setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality		

These adjectives are used to give a mention to a particular, or several, traits of what is being described. A good way to see these is when describing items in a picture book. Some languages have some particular order for these and one order in particular goes as follows:

Opinion: The speakers personal thoughts like "high quality"

Description: A way to describe an item "new"

Origin/Place: The place where it comes from "Beach", "Peruvian"

Material: What it is made of "Wood"

Purpose: What is the use "printing"

And finally the Noun or "headword" that has all these attachments.

It should be blatantly obvious that this order is not set in stone, but helps figure the uses of the adjectives when they are one after another.

English Setup

Gender			Neutral
Number	Singular		
Person	First	Second	Third
Adjective Type	Quality		

Examples:

	Red
Gender	Neutral
Number	Singular
Person	First
Adjective Type	Quality

	Wood
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Quality

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality		

Examples:

	Rojo
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Quality

This is a particular case given that "rojo" is the male and neutral form when the referred noun is on said endings. However there is the "roja" call when the ending is a female noun or a female sounding neutral.

El toro rojo.

La camisa roja.

It should be noticed that in both cases the adjective literally works as way to describe the nouns. However "rojo" (Spanish for Red) describes two gendered nouns and has to comply on the coordination.

Special Note on materials and qualities: Some material and qualities are at a starting point a "noun" and as such a common trap when saying the materials is as follows.

	Madera
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Quality

As it should be noted "madera" (wood) is a construction material but it is basically a noun without modifying. The trap is when thinking in terms of "wood and chrome" as it happens in English or without thinking further. As such it is easy to fall into the trap. However with some handling the same uses that happen in English do happen in Spanish.

For the use of any material as an adjective or references it has to do the following two options:

Option A:

Verb Ser (To be) + De (conjunction) + Noun of the material (wood, metal, etc)

As seen in this option it is using the conjunction "de" is to introduce the nouns as another string of items to the sentence. Some grammarians will refer to "de" as a preposition due to the "syntax" call. This can be seen in the Language Modularity mention in Sector Five. This is not a "true adjective" as is but the working issues are included so as to include the reflexive nature this way.

This can be seen as an option of putting the nouns in a "Clause" (For more information at Sector Five) , in few words you can list the materials and qualities as nouns after the conjunction "de" (there is a particular detail which will be touched in the conjunctions section for this one). This allows the listing but is not a "true adjective".

Option B:

Given that the noun "madera" is the raw form, ergo the noun, it has to receive some suffix work to be turned into an adjective. The most common used suffixes for this are "izo iza" and the correct forms for this noun to be morphed into adjective are: Maderizo and Maderiza (based on gender).

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Quality		

Examples:

	Aka	Na
Gender	Neutral	Particle
Number	Singular	
Person	Third	
Adjective Type	Quality	

	Ki	Na
Gender	Neutral	Particle
Number	Singular	
Person	Third	
Adjective Type	Quality	

Now this can be seen like a particularly easy way to just say "all wood goes onto the word ki" but it is not so simple. The radical and the ideogram for tree "Ki" has several ways to be read:

Example taken from "Wakan" (A digital tool which is a dictionary for several terms in Japanese and Chinese):

Boku, moku, ki, ko

木	木	木
ボク、モク	キ、コ	
tree, wood		

The factual detail is that these appear before the name but also after the equivalent of a "to be" sentence.

Nagi san ha kawaii desu. (Miss Nagi is cute.)

As seen in the example sentence there are moments that the particle "Na" doesn't show in practice but is after the particle "Ha" which differentiates the other use.

Another particularity on Japanese and the Quality calls of Origin is that for the case of "nationality" with people. It can be seen like this: Name of the Country + the ideogram of people" which showcases like:

Igirisu jin (England + person)

Nihon jin (Japan + person)

In the case of locations it can be seen like this:

Yamabito (Mountainfolk)

In the case of languages it can be seen like a very significant Kanji related to the language referred to:

Eigo (English Language)

英 イ エイ England, English

That is read as "Ei".

The examples that are using the first part meaning "English" that comes in the kanji "Ei", and all of these are treated as "nouns" (like referring to a proper British Gentleman). The reason on why these are added in the adjective section is because of the "function relationship". These can be seen as compound nouns.

The Ordinal Number

The Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type		Ordinal Number	

These are used mainly to say a place in a competition. A particular case in the usage of this is in helping the description of some medical cases such as "Third degree burn".

A key element that can help the understanding of this element is the use of the "Order" that it helps define.

English Setup

Gender			Neutral
Number	Singular		
Person	First	Second	Third
Adjective Type		Ordinal Number	

Examples:

	First
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Ordinal Number

	Second
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Ordinal Number

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type		Ordinal Number	
Context	Yes	No	

Examples:

Primero

Gender	Male
Number	Singular
Person	First
Adjective Type	Ordinal Number

Segunda

Gender	Female
Number	Singular
Person	First
Adjective Type	Ordinal Number

Spanish has a particular case when the Ordinals is that they can be literally worked by context for the plural. Specially after a phrase with the verb "ser" (to be). This is a case of the use of the Reflexive, where the action falls back on the doer.

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type		Ordinal Number	

A particular issue when it comes to Ordinal numbers in Japanese is the use of the prefix "Dai" before the numbers in "raw" or base "Cardinal Adjective" form. And no it doesn't mean to fly, nor hit homeruns with them.

Examples:

Daichi	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Ordinal Number

Daini	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Ordinal Number

The Cardinal Number

Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type			Cardinal Number

These are used mainly to specify the amount of items referred in the noun. Generally numbers tend to be adjectives and the only times they can be seen as nouns is when they are worked in a mathematical equation, and even then Algebra introduces us to our old pal X. And even then it is a stretch of the Stand Alone Definition, in which it can be seen that numbers tend to be adjectives or treated as the text representation of the numbers themselves.

This is before we stop seeing numbers in math equations. Or them being incredibly scarce.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

English Setup

Gender			Neutral
Number	Singular		
Person	First	Second	Third
Adjective Type			Cardinal Number

Examples:

One

Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

Two

Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type			Cardinal Number
Context	Yes	No	

Examples:

Una	
Gender	Female
Number	Singular
Person	Third
Adjective Type	Cardinal Number

Dos	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

A particular trap that pops up with Spanish is that while Spanish identifies the female gender when referencing to numbers. It is more seen when referring to "1" when in Cardinal numbers. It is important to remember that while the tendency is to see numbers as neutral it can be a particular trap when doing some coordination between adjectives and the noun.

Example:

Tres lindas gatas. (Three cute cats)

As shown by the example the coordination of gender can be thrown off by the fact of the number handling. Knowing these traps can help with half that battle...

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular		
Person	First	Second	Third
Adjective Type			Cardinal Number

Examples:

Ichi	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

Hitori	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

If Spanish has the headache, Japanese manages to one up the situation.

Japanese manages to bring the counting issue to a new level. There are different count words for several types and while some aspects can be "bundled" with the basic numbers and the "counter" referred to like "mai" for flat things, although not related to the "flat chested" girl (for the term in question it can be "pettanko", and even then it is better to not mention that for your own health to use the people counter one).

Yonkoma	
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Cardinal Number

However as seen with the "Hitori" example (one person) and the "ichi" (one), which can be used with "hitotsu" as well, the fact that some counters change the setup is important to keep an eye out for. This is somewhat simplified by the use of the Traditional Numerals with the Counter words. However this is not a panacea if taking some of the other mentions such as traditional numbers in ordinals meant for operations work with the "ordinal number" setup.

A way that this can be seen, and can be seen as acceptable for the foreigners (gaijin) to use the normal counting numbers, the particle "Ni", and the noun in question .

For more information on this topic please refer to the Japanese Counter Word articles and books that explain this further.

The Indefinite Adjective

Meta Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Indefinite		

These are used to talk about the subject in a vague way without being specific.

Some of the indefinite adjectives come from another part of speech but fall onto this category by the mutability of words and how they can change to other parts of speech.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Indefinite		

Examples:

	Some
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Indefinite

	Every
Gender	Neutral
Number	Singular
Person	Third
Adjective Type	Indefinite

It should be noted that in English these can appear in some particular situations. It can come up with some situations such as the following mention:

"Some idiot crashed my car."

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Indefinite		

Examples:

	Alguna
Gender	Female
Number	Singular
Person	Third
Adjective Type	Indefinite

	Cierto
Gender	Male
Number	Singular
Person	Third
Adjective Type	Indefinite

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adjective Type	Indefinite		

Examples:

	Nanika	Particle no
Gender	Male	
Number	Singular	
Person	Third	
Adjective Type	Indefinite	

	Tashikana
Gender	Male
Number	Singular
Person	Third
Adjective Type	Indefinite

4.3 The Noun

The beginning of wisdom is to call things by their proper name. - Confucius

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper	Common	Collective	Compound

Nouns are used to refer to what or whom is being talked or written about.

Nouns have different roles and shouldn't be mixed up. The role of the noun and the name (when referring to proper/character type) it is important to make sure to not confuse with the Common or Collectives. A particular example from "Salvadorean Spanish":

Pásame el chunche que está debajo de la babosada encima del chuncherete.

(Pass me the thing that is under the thing above the thing)

As showcased in said example, using the synonyms for "thing" rather than the proper nouns leads to anyone but the original speaker to be confused. This is even taken to another view in a Russian joke:

"The CIA placed a bug in a Soviet rocket factory to gain intelligence about the manufacturing process. After six months of careful listening, the Americans had learned that Soviet rockets seemed to consist of khuyevina, pizd'ulina, and a poyeben' connecting them together, with all three parts being completely interchangeable."

It should be noted that the words " khuyevina, pizd'ulina, poyeben' " are swear words. And it is also how several mechanics speak while repairing a car in their native languages.

English Setup

Gender			Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper	Common	Collective	Compound

Spanish Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper	Common	Collective	Compound

Japanese Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper	Common	Collective	Compound

The Proper Noun

"The name is the thing, and the true name is the true thing. To speak the name is to control the thing."

— Ursula K Le Guin, *The Rule of Names*

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper			

These are used mainly to refer to an individual with a proper name, and in some cases can be referred to a last name. It can be seen in the case of fiction when referring to fictional characters by their own noun. Also these can be seen when referring to entities such as the proper nouns of places, Acronyms of some companies, etc. This is a bit of a reason why in legal documents the referral to "what the noun is" can cover up to a paragraph or two.

A list that can help the use of proper nouns:

People names: Freddy Mercury, Ken Nakagawa, Paulo Freire, Miguel de Cervantes, etc.

Animal names: Mr. Fusspot, Ringo, Campeon, etc.

Company, Study place (Universities for example), legal entity: BBC, NHK, Gust, UES, etc.

Place or Locations: Canaries (islands), Lago Coatepeque, Iwo Jima, etc.

Government institutions: Parliament, ISSS, etc.

Other instances which can mean a "proper noun" like TV Shows, Tabletop Games, etc.: Doctor Who, Doraemon, Dungeons and Dragons, Monopoly, Jenga, etc.

The noun is more adept to be seen as the "name" and as such has more connotations in the cultural views associated with the name. In Latin America it is common that the full name is used as an ultimatum, as the use of "la chancla" in said area. In the case of Ancient Egypt it was a key point around the use of Magic itself; in fact it was a reason why some Pharaohs names tended to be destroyed from their works, if they were unpopular enough. Given that their belief said that by destroying all the references to the name they were basically destroying the spirit or soul of the target.

In the case of the Computing Sciences views, the noun refers to what a particular variable is going to do. Basically if you know the "true name" of the function you can make it dance or "break the game".

Example:

java script modification

```
javascript:document.embeds[0].SetVariable("_root.gold", 100000);
```

C++ modification

```
player_gold= 100000;
```

As shown in the cases of computing sciences and programming that the use of the true name defined by the "proper noun" setting early on can set the idea for further modification.

English Setup

Gender			Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper			

Examples:

	Parliament
Gender	Neutral
Number	Singular
Person	Third
Noun	Proper

BBC	
Gender	Neutral
Number	Singular
Person	Third
Noun	Proper

Spanish Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper			

Examples:

TV ES	
Gender	Neutral
Number	Singular
Person	Third
Noun	Proper

Miguel de Cervantes	
Gender	Male
Number	Singular
Person	Third
Noun	Proper

Japanese Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun	Proper			

Examples:

	NHK			
Gender	Neutral			
Number	Singular			
Person	Third			
Noun	Proper			

	Doraemon			
Gender	Neutral			
Number	Singular			
Person	Third			
Noun	Proper			

The Common Noun

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun		Common		

These are used for generic terms. If the particular isn't named then it falls into this section. This doesn't mean that it is just for inanimate objects but also for professions , and also for when the individual doesn't know the "individual's name".

A: What is that dog's name?

B: Ah that is Bonta.

As shown in the example the use of the generic refers to the dog which A doesn't know the name so B explains.

Another such example is when referring to a "Generic" form of any item. This can cross with the using the "product ID" from a company for generics. This can lead to some dangerous confusions like from Spanish:

Deme un Café Listo Musum.

Give me a Cafe Listo Musum.

Which substitutes the actual term of "Café Instantáneo" /"Instant Coffee". In practice it should say:

Deme un café instantáneo marca Musum.

Give me a Musum brand instant coffee.

This showcases that if there is a proper "generic" term it is best to use it, lest a confusion arises. Also it showcases a case where the "proper noun" become an adjective but given the use it generates a big confusion.

A particular detail is that while the most common use for common nouns is in third person, it is a case of First and Second based on some contexts. This is especially true with the proper use of the verb "To Be".

Another detail is that some languages tend to shorten these terms in informal speaking forms:

English: Teacher Teach

Spanish: Profesor profe

Finnish: Opettajatar Opettaja

As shown by these examples it is important to know when to refer to the full form. In the Finnish example it should be noted that "Opettaja" means "teacher" but "Opettajatar" means female

teacher. Like Spanish, Finnish has some gender specific terms but can go for a "gender neutral" one.

English Setup

Gender			Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun		Common		

Examples:

	Teacher
Gender	Neutral
Number	Singular
Person	Third
Noun	Common

	Balls
Gender	Neutral
Number	Plural
Person	Third
Noun	Common

Spanish Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun		Common		

Examples:

	Piedras
Gender	Neutral
Number	Plural
Person	Third
Noun	Common

	Perro
Gender	Male
Number	Singular
Person	Third
Noun	Common

Japanese Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun		Common		

Examples:

	Sensei
Gender	Neutral
Number	Singular
Person	Third
Noun	Common

	Kyoshi
Gender	Neutral
Number	Singular
Person	Third
Noun	Common

Japanese tends to work with common nouns in a more gender neutral approach; but has a particular detail that when referring to some professions such as teacher, there are two names for them. This makes sense when the respect and manners enter into play. When referring to others a good deal of importance is made to give respect and use the term for respecting the teacher, but when a teacher refers to himself and his profession, the mention is used on a more humble term. This is in part due to the issues of "self depreciation" to avoid an overblown ego.

In few words when a teacher refers about himself (or herself) then the term "kyoshi" is used, but when someone else refers to the teacher then the term "sensei" is used. Part of this is to avoid inflating an ego since self depreciation is in some aspect in the Japanese culture. As such it is one of those particularities of the language and culture relationships.

The Collective Noun

Managing over many is generally the same as managing few. It is about organization. - Sun Tzu

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun			Collective	

A particular case when using the collective noun is that the idea is simply that several individuals are rolled into one. This can be seen as several team members are all part of one big team. This instance can be seen as putting a full group into one individual, something akin to one of Sun Tzu's sayings on command.

English Setup

Gender			Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun			Collective	

Examples:

Crew

Gender	Neutral
Number	Singular
Person	Third
Noun	Collective

Comittee

Gender	Neutral
Number	Singular
Person	Third
Noun	Collective

Spanish Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun			Collective	

Examples:

	Tripulación			
Gender	Neutral			
Number	Singular			
Person	Third			
Noun	Collective			

	Comité			
Gender	Neutral			
Number	Singular			
Person	Third			
Noun	Collective			

Japanese Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun			Collective	

	Jyouin			
Gender	Neutral			
Number	Singular			
Person	Third			
Noun	Collective			

	Yuda/Neru
Gender	Neutral
Number	Singular
Person	Third
Noun	Collective

The Compound Noun

The whole is more than the sum of its parts. - Aristotle

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun				Compound

Compound nouns can be seen in joining two terms into a new one, in some cases with some relation and in some others into a whole different case. These can be formed with two of the same category like a noun and another noun, but not always. There are several cases where the mixture is made with two different parts of speech.

This can be showcased in the following examples, which can show that this is quite older than expected. The following examples are from Sumerian in a Romanized script and these come from the "Introduction to Sumerian Grammar" by Daniel A Foxvog (Berkeley, California, 2011):

Gal (big, adjective) + usum (serpent, noun) = Usumgal (Dragon, noun)

Gal (big, adjective) + Lu (man, noun) = Lugal (king, noun)

Nigin (encircled area, noun) + A (Water, noun) = Ambar (Marsh, Noun)

It should be noted that while several of the examples are taken for the noun factor, the Sumerian language makes it more common for the other parts of speech such as verbs.



KAxA

mouth+water

= naĝ "to drink"



KAxNINDA

mouth+bread

= gu₇ "to eat"



A+AN

water+sky

= šèĝ "to rain"

As seen in the case of the Sumerian, it showcases that it is not exactly that the sum of parts can land onto a noun but on another part of speech.

Another part is that a symbol can have more than one word meaning, which translates into a nightmare in determining meanings. Which is similar to languages that have a very high phonetic dependence for determining words and other meanings, such as Chinese and Japanese. In the case of Japanese the Kanji can help identify when written, but it requires some practice to get the issue right.

Spanish Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun				Compound

Example:

Abre (open, verb) + Latas (Can, noun) = Abrealatas (Can opener, noun)

English Setup

Gender			Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun				Compound

Example:

Cheese (noun) + Cake (noun) = Cheesecake (noun)

Japanese Setup

Gender	Female	Male	Neutral	
Number	Singular	Plural		
Person	First	Second	Third	
Noun				Compound

Kin (Gold, noun) + Tama (Ball/Jewel, Noun) = Kintama (Testicles, noun)

Neko (Cat, noun) + Matagi (to straddle verb) = Straddled by the cat, even the cat won't touch it (full phrase)

It is important to know that while some of the compounds in Japanese can go via some "not so direct" meanings such as a word that has no "direct relationship" like in the case of "kintama" being the meaning to "testicle", but in some insight of the Kanji it means golden ball meaning something precious leading to that interpretation.

Another comes with the case of "neko matagi" which becomes a particular phrase when some food is so particularly bad or strange that "even the cats won't touch it". This means that some of the compounding can lead to a full phrase based on the terms. This is explained a bit by the use of the Kanji use:

樹	木
樹	樹

ジュキ

timber trees, wood



As shown by the use of the Kanji it can be used to help determine the origin and some combinations. It depends on the "Radical" to pinpoint a part of the mixture.

4.4 The Pronoun

Calvin: I need help on my homework. What's a pronoun?

Hobbes: A noun that lost its amateur status.

- Calvin and Hobbes, Bill Watterson

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Extra: Reflexive/Intensive, Possessive, Demonstrative, Relative, Interrogative, Indefinite

Pronouns tend to substitute a noun or make a whole reference to the noun itself. The pronouns can be worked into a set of subdivisions and tend to have more prominence in Syntax (which will be reviewed in Sector Five).

Each language works the pronoun types and manipulations differently, and in some cases they don't exist. Japanese has several pronouns, but some of the usage types in the "Latin" or "Romanized" grammar are worked quite differently.

In the case of the Japanese setup in this area: Some of the aspects are worked with pronouns and others with other setups. A particular detail tends to be the levels of respect, which is under logic (Sector Seven). Every example is a basic showing and it is suggested to look more into the Japanese Language and if possible classes.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

The Personal Pronoun

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

These are meant to refer to the individual that does the action. This means as a "subject" or doer of action. The idea of Subject and Object is further explained in Sector Five but a quick way to see it is as follows:

Subject: The one who does the action.

Object: The receiver of the action.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Example:

	Singular	Plural
First	I	We
Second	You	You
Third	He She It	Them Those

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

Example:

	Singular	Plural
First	Yo	Nosotros Nosotras
Second	Tu	Ustedes
Third	El Ella Eso Esa	Ellos Ellas Esos Esas

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Personal		

It should be noted that Japanese works on another line of thought and for starters has 16 Pronouns in basic form. These are used differently based on the context used and the speaker.

Examples:

First Person:

Watashi: A polite way to say I. A bit more neutral.

Atashi: Usually an informal version of Watashi. This form is usually used by females.

俺 Ore: "I, a tough young person", usually used by macho guys.

拙者 Sessha: "This humble, unworthy, clumsy fool". Very out of use, unless in samurai and ninja references in films or in some instances the Toei Kyoto Studio Park.

Second Person:

Anata: Standard polite way to say "you", also used to refer to the male husband.

卿 Kei: Slightly respectful way to say "you", it is an archaic form.

貴官 Kikan: Used to address members of the police force or other officials.

貴様 Kisama: Relatively archaic form for "you". Somewhat haughty and used in some translations nowadays to mean "you bastard".

Third Person:

Well joy of joys, there is not exactly the use of a third person in pronouns directly due to it being offensive. It is best known to use the known person's noun in place or a reference like "that person".

Kono hito (this person)

Are hito (that person)

With the plurals it is in some cases with the use of "tachi" after the pronoun but it is not a "golden rule", it works with the following mention, it means "X and company" so it means "Watashi tachi" as "I and company".

Tachi: X and Company. Watashi Tachi (I and company). Anata tachi (You and company)

我々 Wareware: Us. It should be noted that by the use of the second kanji "々" is meant to repeat the first ones pronunciation.

-gata: This is highly formal and polite, meaning honorable person. This one should always be used for second or third persons but never the first.

The Reflexive/Intensive Pronoun

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	reflexive/intensive		

These are used when the one that does the action is also the one that receives it. It can be seen in the following phrase:

The hero talked to himself in a lengthy monologue.

It should be noted that this example the one doing the action "the hero" is talking to himself, therefore no one else is talking so he talks to himself; which can sound a bit crazy in some situations. So it is a case of speaker A talking only to speaker A.

A particular note is that some Grammarians call this the Reflexive pronoun and others the Intensive Pronoun.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	reflexive/intensive		

Examples:

	Singular	Plural
First	Myself	Ourselves
Second	Yourself	Yourselves
Third	Himself	Themselves

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	reflexive/intensive		

Examples:

	Singular	Plural
First	Mí	Nos
Second	Ti	Vosotros
Third	él	Ellos

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	reflexive/intensive		

Japanese tends to be a particular oddball in terms of the execution compared to some other languages. This is in part due to the sentence structure working the issues that way. Rather than doing all the options via the pronoun it is worked more in the following way:

Sono baka ha watashi desu. (That idiot is me.)

Taking into account the sentence structure it has a particular instance of the particle "ha". However it doesn't discount some variations such as the use of the following can showcase:

Wagami: myself

Gojishin: Yourself, himself, herself

It should be noted that even then the "reflexive/intensive" is not exactly present but just in the practical use it can be seen more in the previous structure.

However if it is for "someone's sake" it can be seen with the use of "No tame Ni":

Watashi no tame ni. (For My Sake/For myself)

As noted in the example it is not exactly "direct" but it can be interpreted as a "reflexive/intensive" situation.

However in practical terms it is not so common in everyday mentions as nouns take over the situation.

The Possessive Pronoun

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Possessive		

These are used to determine who owns what. This is for the languages that work with possessive pronouns.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Possessive		

Examples:

	Singular	Plural
First	My	Mine
Second	Your	Your
Third	His	Their

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Possessive		

Examples:

	Singular	Plural
First	Mi	Nuestro
Second	Tu	Su
Third	De el	De ellos

It should be noted that Spanish in some instances, specially with third person, that there is the use of the Conjunction "De" to indicate ownership. Some grammarians will see this as a "preposition" use due to the syntax calls.

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Possessive		

Japanese tends to work with the Particle "No" to demonstrate ownership. A particular detail is that the same Particle demonstrates "what it is made of". Which means that a small ink of logic comes into play:

Watashi no mizu no bin desu. (My bottle of water)

This showcases that it is important to notice the words a bit before making a wrong assumption.

The Demonstrative Pronoun

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Demonstrative		

These are used to point the relationship with the Object in terms of distance. This can be seen as "at hand (or touching), near and away". The base is onto whatever happens it can be based on the distance but the referred will have all the basic traits.

This cat. (touching the cat)

This.

It can be noted that from the example the noun is "absorbed" into the pronoun, but still has the attributes. This is seen more clearly in the languages with gender identification such as Spanish.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Demonstrative		

Examples:

	Singular	Plural
Hand	This	These
Near	That	Those
Far	That	Those

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Demonstrative		

Examples:

	Singular	Plural
Hand	Esto	Estos
Near	Eso	Esos
Far	Aquello	Aquellos

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Demonstrative		

Examples:

Hand	Kore	Kono
Near	Sore	Sono
Far	Are	Ano

It should be noted that the use with "Kono Sono Ano" are used with people while "Kore Sore Are" are used with the rest of the items.

The Relative Pronoun

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	relative		

These are used when a "relativity" or when something related is mentioned. It can be seen when a phrase such as the following appears:

Whose horse was missing.

Phil, whose horse was missing, was drinking a beer.

All without using an interrogative call. This means that for the use it can be meant even in the use of appositives, small phrases which give extra information on the "subject".

In other words the use of a relative pronoun is using the "who/whom" pronouns outside of a question text for referencing a known item.

A particular detail about this issue is that generally it is used in third form, but not always.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	relative		

Examples:

Who	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

Whose	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	relative		

Examples:

Quien	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

Quienes	
Gender	Neutral
Number	Plural
Person	Third
Pronoun Type	relative

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	relative		

Examples:

	Dare
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

	Dochira
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

Latin Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	relative		

Examples:

	Quis
Gender	Neutral
Number	Plural
Person	Third
Pronoun Type	relative

	Qui
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	relative

It should be noted that the use of the relative can be seen as well on the aspect of question answering in a vague sense. Examples:

Which one of these is Mr. Ducati?

He is the one who is wearing the green hat.

Which one is Phil?

The one whose drink is purple.

The Interrogative Pronoun

As for me, all I know is I know nothing. - Socrates

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	interrogative		

These can be seen as the use of the "Journalist Questions" for the questions themselves. These are used in question sentences which can be identified by the signs: "?" (English), "¿?" (Spanish), or the particle "Ka" at the end of a sentence in Japanese.

These can be seen by the use of person, place, number, event, etc. These are literally used to ask for the information the speaker ignores. A big particularity of the interrogative pronouns is that they tend to be used mainly in a Neutral gender but it can be a trap in some languages which do work genders and can ask a properly gendered question:

¿Cuantas mujeres llegaron?

How many women arrived?

As seen in the example it shows that the trap can be worked due to "cuantas" meaning "how many" in a female gender, or a "female" neutral take. The trap activates mainly due to Spanish working with gender and the word "mujeres" (women) is plural and in the female gender.

A particular instance with the "first" and "second" person in this point. There is an issue with rhetoric questions or mere twisting which allows the use in a sentence:

What have I done?

Where were you?

As a general view these are viewed as Neutral gender, Third person unless the context rears the head. The reason why the use of the Neutral is that the questioning alludes more onto the questioning of "any information" which tends to be genderless, such as actions.

A secondary call on this is that some definitions in some sources list these as adverbs, which can work onto the duality of uses of some of the words. When in doubt it is better to consult different sources and your grammarian at least once a year.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	interrogative		

Examples:

Who	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	interrogative

What	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	interrogative

Spanish Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	interrogative		

Examples:

Quien	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	interrogative

Cuantas	
Gender	Female
Number	Plural
Person	Third
Pronoun Type	interrogative

Japanese Setup

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	interrogative		

Examples:

Dare	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	interrogative

Nani	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	interrogative

The Indefinite Pronoun

The past, like the future, is indefinite and exists only as a spectrum of possibilities. - Stephen Hawkins

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Indefinite		

When referring to something without proper identification nor measurements. Examples in general: Someone, anyone.

This can be used in first and second person with the use of the context, this is seen in a case in the Odyssey:

Nobody has hurt me. - Polyphemus.

Anyone that doesn't know the myth is getting the spoiler, "nobody" is Ulysses. Although from the context it could be taken as a noun but it works by the principle that as a pronoun it substitutes the noun, as an alias and masks it and fights crime.

English Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Indefinite		

Examples:

	Someone
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

	Anyone
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

Spanish Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Indefinite		

Examples:

Alguien	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

Nadie	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

Japanese Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Pronoun Type	Indefinite		

Examples:

Dareka	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

Nanika	
Gender	Neutral
Number	Singular
Person	Third
Pronoun Type	indefinite

4.5 The Adverb

What we observe is not nature itself, but nature exposed to our method of questioning. - Werner Heisenberg

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Time		

Extras: Place, Quantity, Form and Quality, Affirmation/Negation, Doubt, Order

Adverbs can modify the other parts of speech, including other adverbs, which can be akin to comparing them to Swiss Army Knives (since they modify everything and are quite versatile to the point of having a corkscrew). This is best seen in English and Spanish where the versatility is more apparent. Several particular uses of the Adverbs are meant to help with some sort of measurement or management which can help the understanding of nature.



A particular instance with the Adverbs is that they tend to be "co-joined" or just called Prepositions, in part due to the fact that with the right wording they can come before nouns. This causes a particular set of issues due to Syntax, Sector 5, due to inter language issues with prepositions and adverbs. Another aspect is due to the co joining of sentences, which is under the Conjunctions which will be explained further. It could be seen that while the "function" of "before something" exists, it works with the principle of "what does it work with?". In few words adverbs have several uses and how they can get used can be complicated at times, namely in cases where they are used in some syntax structures, given how some languages can work the issues it can give the need for some aspirins... or for the ones that require something stronger a good scotch.

English Setup

Gender
Number
Person
Adverb Type

		Neutral
Singular	Plural	
First	Second	Third
Time		

Spanish Setup:

Gender
Number
Person
Adverb Type

Female	Male	Neutral
Singular	Plural	
First	Second	Third
Time		

Japanese Setup:

Gender
Number
Person
Adverb Type

Female	Male	Neutral
Singular	Plural	
First	Second	Third
Time		

Adverb of Time

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Time	

It should be noted that Time is seen generally as Neutral Gender for starters, and this is seen across languages. Given this is used for some abstract reasoning when dealing with the timeline, it is not uncommon that the adverb referring to a point in the timeline to be different to the conjugation of the verb.

The use of the Time Adverbs can pinpoint at several points in the timeline, ergo can be seen like locating a Wanderer or a Drifter (and both of them can be seen like the same thing). In other words the Time Adverb is helping locate something in time, "now = present or time= 0".

English Setup

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Time	

Examples:

	Now
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

	Before
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

Spanish Setup

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Time	

Examples:

Ahora

Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

Antes

Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

Japanese Setup:

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Time	

Examples:

	Imaya
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

	Sakini
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Time

Adverbs of Place

Where's Wally? - Martin Handford's series of children's puzzle books.

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Place		

Adverbs of Place can help when dealing with a place in the physical department. A classic example is the following:

The cat is in the box.



As shown by the example these are used to showcase with pointing out in the basic location matters.

A particular issue is that these adverbs don't exactly work with gender but the location being genderless even if it is under or above a "female gendered noun".

The egg is under the hen.

"Under" is genderless.

English Setup:

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Place		

Examples:

	Front
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

	Back
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

Spanish Setup:

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Place		

Examples:

	Frente
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

	Detrás
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

Japanese Setup:

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Place		

Examples:

	Mae
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

	Kouhou
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Place

It should be noted that these adverbs have to be followed by the particle "Ni". So they can look like "mae ni" "kouhou ni" "shita ni".

Adverb of Quantity

Sometimes quantity has a quality all its own. - Vladimir Lenin, often attributed to Joseph Stalin

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Quantity		

These are meant to be a way to determine the quantities referred to. These can be seen as somewhat estimates due to some "indefinite" factor since these aren't counting how many crystals of sugar you are putting in a cake.

English Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Quantity		

Examples:

	Fewer
Gender	Neutral
Number	Plural
Person	Third
Adverb Type	Quantity

	Little
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Quantity

Spanish Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Quantity		

Examples:

	Mucha
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Quantity

	Pocos
Gender	Male
Number	Plural
Person	Third
Adverb Type	Quantity

Japanese Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Quantity		

Examples:

	Jyubun
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Quantity

	Sukoshi
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Quantity

Adverb of Form and Quality

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Form/Quality		

These are onto ways things are done and the quality things are done. These can be on the same level of importance in grammar in some views. The level of importance is in part due to some of these being mutually exclusive, like good and bad.

English Setup

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Form/Quality		

Examples:

	Well
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Form/Quality

	Slow
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Form/Quality

Spanish Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Form/Quality		

Examples:

	Bien
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Form/Quality

	Despacio
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Form/Quality

Japanese Setup:

Gender	Female	Male	Neutral
Number	Singular	Plural	
Person	First	Second	Third
Adverb Type	Form/Quality		

Example:

	Yukkuri
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Form/Quality

Adverbs of Affirmation or Negation

Gender			Neutral
Number	Singular		
Person		:	Third
Adverb Type	Afirmation/Negation		

These are used to make an affirmation or negation in the sentence while modifying some part of it. By affirming or denying some part of the full sentence, it changes the message. These are mutually exclusive.

Spanish Setup:

Gender			Neutral
Number	Singular		
Person		:	Third
Adverb Type	Afirmation/Negation		

Examples:

	Si
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Afirmation/Negation

	No
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Afirmation/Negation

English Setup:

Gender		Neutral
Number	Singular	
Person	:	Third
Adverb Type	Afirmation/Negation	

Examples:

	Yes
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Afirmation/Negation

	No
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Afirmation/Negation

Japanese Setup:

Gender		Neutral
Number	Singular	
Person	:	Third
Adverb Type	Afirmation/Negation	

Examples:

	Hai
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Affirmation/Negation

	lie
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Affirmation/Negation

Adverbs of Doubt

To be uncertain is to be uncomfortable, but to be certain is to be ridiculous. - Voltaire

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Doubt	

These can appear in questions, or to give the feel of uncertainty.

English Setup:

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Doubt	

Examples:

Perhaps	
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Doubt

Maybe	
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Doubt

Spanish Setup:

Gender		Neutral
Number	Singular	
Person		Third
Adverb Type	Doubt	

Examples:

Acaso	
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Doubt

Quizas	
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Doubt

Japanese Setup:

Gender			Neutral
Number	Singular		
Person			Third
Adverb Type	Doubt		

Example:

	Tabun
Gender	Neutral
Number	Singular
Person	Third
Adverb Type	Doubt

4.6 The Verb

To be, or not to be, that is the question: Whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles and by opposing end them.
- William Shakespeare, Hamlet



Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Extra: Perfect, Plus Perfect, Imperfect, Continuous/Progressive, More than Perfect, Imperative

Verbs represent actions, and actions don't have genders. While the gender used before and after can be affecting the sentence, the action is as genderless as an amoeba, a rock and a donut.

It should be noted that verbs are actions and don't have gender, unless there is some obscure language which does give gender to said actions. But they can be mixed in the three different persons and number. Verbs in conjugation tend to be seen as Neutral in gender.

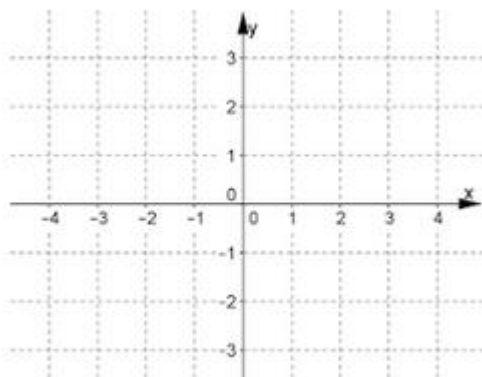
Note: Some instances in Spanish and other Romance languages do give the participle form a gender mention, however the issue is a particular change in word category as it turns into an adjective. Some grammarians can choose to decide to work with the genderless approach to actions, or work with the idea of a special case where it acquires a temporary gender.

A particular instance that the initial verb conjugation list is using the reference of Charles E. Bennet's Latin Grammar book (1895) for the initial inflection/tense references list.

For the full verb conjugations it is advised to use a verb conjugation list of the language the reader is interested upon, given that the purpose of this document is to exemplify existence rather than list all the verb conjugations in existence (and given that the verb lists can be ever growing as long as the language is alive). In other words there are verb conjugation lists to avoid making this reference manual as eternal as the universe, although human stupidity is vaster.

A particular instance is that some combinations exist in some languages and not in others; some can be "cheated" via the right use of context. A particular warning is the particular combination of the "Imperfect Past" that exists directly in Spanish but is heavily Context dependant in English. It is not set in stone as Languages do evolve after all.

A particular instance on the following list is that the Cartesian Plane returns.



Which will help determine how some of these work on the timeline.

This is a particular instance due to Access Points and Modifications on said Timelines. This is important to work on with each case due to how some cases do more than "accessing" a particular point but refer to several points at once such as the Continuous/Progressive.

Spanish Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

English Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Japanese Setup:

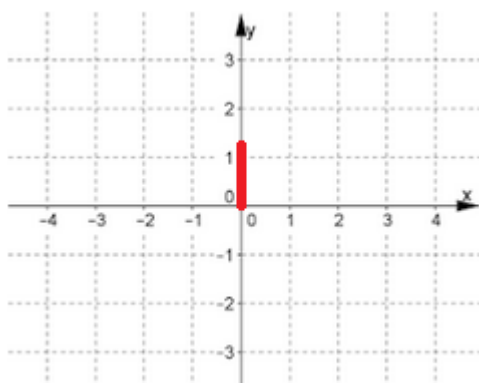
Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

The Simple inflection/tense

Simplicity is the ultimate sophistication. - Leonardo da Vinci

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Time Access Point:



When an action is happening which can be something out of: habit, truth/law, relevancy, frequency.

As shown by the Time Access Point it refers to a specific point in a timeline, but it is nothing more than access to a reference point.

Simple Past: An action that is set in an specific point in the past, or time under 0. Like referencing to breakfast when you are in the afternoon.

Simple Present: Any action that is in the time = 0. Or better said the now. Like "right now you read the document."

Simple Future: Actions when time is above 0. These can be onto short or long term. A simple way to see it is saying "I will drink tea" when you have the habit of drinking it at a certain hour later on.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes	No	
Context		No	

English has a particularity with the "Simple" that is that when it deals with the future it needs an Auxiliary Verb to make it work. Each case come as follows:

English Simple Past:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context		No	

Formula:

Simple Past Form

Basically what is known as the Past form. This in normal verbs it is the "-ed" form. All conjugations whether first second or third work with this "simple past form".

Example:

Screwed	
Gender	Neutral
Number	Singular
Person	First
Time	Past
Inflection/Tense	Simple
Auxiliary Verb	No
Context	No

English Simple Present:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context		No	

Conjugation Table:

	Singular	Plural
First	screw	screw
Second	screw	screw
Third	screws	screw

As showcased the only change is in third person singular when it gets the extra "S".

English Simple Future:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Simple		
Auxiliary Verb	Yes		
Context		No	

Formula:

Will	+	Verb Bare Infinitive Form
------	---	---------------------------

Will is the Modal Verb. The main verb is in a "bare infinitive" which means the verb without the "to" before it.

Example:

Will	+	watch
Modal		main
Auxiliary		verb

Spanish Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context		No	

Spanish Simple Past:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context		No	

Conjugation table:

	Singular	Plural
First	tome	tomamos
Second	tomaste	tomasteis
Third	tomo	tomaron

Spanish Simple Present:

	Singular	Plural
First	tomo	tomamos
Second	tomas	tomais
Third	toma	toman

It should be noted that while the Second Person in Plural is onto "ais" "eis" and so on, in some regions it takes the same word as in Third Person Plural.

Spanish Simple Future:

	Singular	Plural
First	jugare	jugaremos
Second	jugaras	jugareis
Third	jugara	jugaran

In some regions the use of the Second Person in Plural gets replaced with the same word as in Third Person Plural.

Japanese Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context	Yes		

Japanese Past Simple:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context	Yes		

General Formula:

Mashita
Past Form

Example:

Tabemashita

Japanese Present Simple:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context	Yes		

Formula:

Masu
Present form

Example: Ikimasu

Japanese Future Simple:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Simple		
Auxiliary Verb		No	
Context	Yes		

Now for referencing to the Future in Japanese it can take a particular Contextual Context, pardon the pun. While the pun is there it is not without an actual grain of truth, Japanese exists in the Future Time with the use of Context and works the other aspects with another dash of Context.

Example:

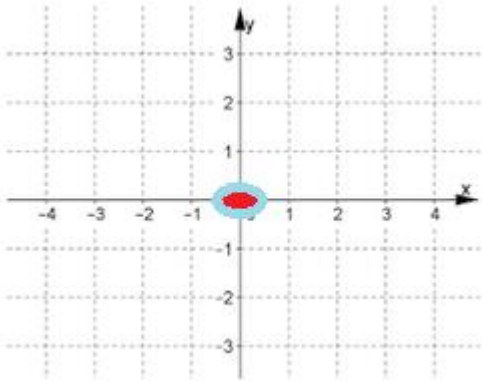
Ashita ni watashi ha Kyoto he ikimasu. (I will go to Kyoto tomorrow.)

As shown in the example sentence, there is a reference to a point in the future before referencing the action that is meant to be done. By referencing tomorrow (Ashita), it helps set the "ground" to refer to the Future Time Access Point, this is an important detail given that by doing said reference first it can use the "Present" form to show the future without another form.

The Perfect Inflection/Tense

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Perfect		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Time Access Point:



This action tends to be confirmed. In this case in several languages there is the use of auxiliary verbs to get this idea or action confirmed. In other words it is something that has happened, is happening or is sure to happen.

In aspects of the Timeline it has some "plan" or buffer which "insulates" the timeline. This can be seen like having "witnesses" or if applying Heisenberg (Heisenberg's Uncertainty Principle) an "observer". Given that this can be seen like having a cover around the referenced point making it a "fixed point", this can be further pointed as by having "evidence" of the event. This can be seen as the "reference point" being in red and the baby blue is the "insulation".

Past: Something that has happened in the past with a degree of certainty. In this case there is some need to give that certainty to convey a message. An event starting before another, ergo the evidence in the chronology.

Present: Referencing to an event which started in the past and that has some continuity or relevance in the present. "I have spoken". Any action which started in the past and is referred in the present like a time training or learning a skill: "Hector has played the guitar since he was six."

Future: Referencing to something in the future with some degree of plan.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Perfect		
Auxiliary Verb	Yes		
Context		No	

English Past Perfect:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Perfect		
Auxiliary Verb	Yes		
Context		No	

Formula:

had + verb past form

Example:

Had cooked.

English Present Perfect

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Perfect		
Auxiliary Verb	Yes		
Context		No	

Formula:

	Singular	Plural	
First	have	have	+ Verb in Past Form
Second	have	have	
Third	has	have	

English Future Perfect

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Perfect		
Auxiliary Verb	Yes		
Context		No	

English in this case should have the "dual auxiliary" verb boxes in a row because it uses not one but two auxiliary verbs to do the deed. The first one of the auxiliaries in this case is the modal "Will".

Formula:



Spanish Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Perfect		
Auxiliary Verb	Yes	No	
Context		No	

Spanish Past Perfect

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Perfect		
Auxiliary Verb		No	
Context		No	

Examples:

	Singular	Plural
First	estuve	estuvimos
Second	estuviste	estuvisteis
Third	estuvo	estuvieron

A particular note is that in several verbs this works with the accent use. Several verbs in Spanish work this via using a form which has an accent.

Some grammarians work with this using the auxiliary mode and the past participle form to do the "past perfect" while some others use that mention for the "pluscuamperfecto" or "more than perfect". This will be further worked upon the "more than perfect" tense part later on.

Spanish Present Perfect:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Perfect		
Auxiliary Verb	Yes		
Context		No	

Standard Spanish takes a page from other languages, such as English when working this time. However this form is a bit of a bait when it comes to some grammarians to deal with it due to some regions taking different takes on it and in several instances it doesn't "exist" however in practice and in some options it does and works by using the following formula:

	Singular	Plural	
First	he	hemos	+ Verb in Past Form
Second	has	han	
Third	ha	han	

Spanish Future Perfect:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Perfect		
Auxiliary Verb		No	
Context		No	

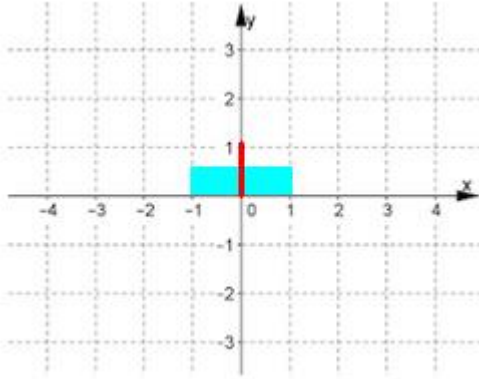
Formula

	Singular	Plural	
First	habré	habremos	+ Verb in Past Form
Second	habrás	habréis	
Third	habrá	habrán	

The Continuous/Progressive Tense

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Time Access Point:



A particularity is that some grammarians call this the Continuous and others call it the Progressive, while in mechanics it is basically the same. This is kept in both forms for a reference in this document.

These events happen in a continuous or progress in a set of points or a duration in the timeline. Like the points between the beginning and the ending of a meal. What is basically accessed is a point in the middle to refer to the action in progress at that point.

A particular importance should be noted that the beginning and the ending tend to be undisclosed, but alluded in a vague way. This is in part due to how the event is handled due to the duration in the Timeline. Basically not only by referencing via evidence, but also a particular "frame" in time in which the event happens. This can be a particular issue when recollecting or saying a list of events due to the nature of the telling, as seen in the following example:

We were eating before parting different ways.

The progressive refers to the first event when individuals are together, before it ends and the divergence starts. In few words be careful on what is being communicated. For the Logic mentions these will be covered in Sector Seven.

Past: An event that was ongoing in the past.

Present: An even that is ongoing now.

Future: An event that is going to be happening in the future.

A particularity is that English and Spanish work with the same auxiliary verb (to be) to show the message.

English Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context	No		

English Past Continuous/Progressive:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context	No		

Formula:

	Singular	Plural	
First	was	were	+ Verb in gerund form
Second	were	were	
Third	was	were	

English Present Continuous/Progressive

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context	No		

Formula:

	Singular	Plural	
First	am	are	+ Verb in gerund form
Second	are	are	
Third	is	are	

English Future Continuous/Progressive

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context		No	

Formula:

will	+	be	+	Verb in gerund form
------	---	----	---	---------------------

Spanish Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context		No	

Spanish Past Continuous/Progressive:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context		No	

Formula:

	Singular	Plural	
First	estaba	estábamos	+ Verb in gerund form
Second	estabas	estabais	
Third	estaba	estaban	

Spanish Present Continuous/Progressive

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context		No	

Formula:

	Singular	Plural	
First	estoy	estamos	+ Verb in gerund form
Second	estas	estais	
Third	esta	están	

Spanish Future Continuous/Progressive

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Continuous/Progressive		
Auxiliary Verb	Yes		
Context		No	

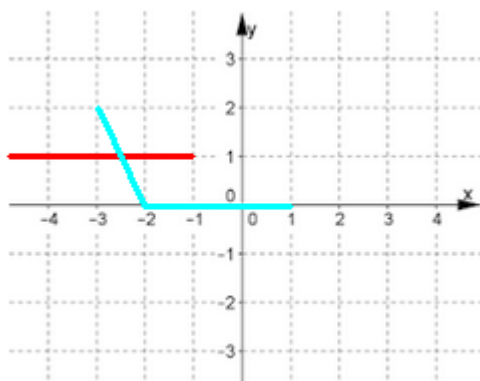
Formula:

	Singular	Plural	
First	estaré	estaremos	+ Verb in gerund form
Second	estarás	estareis	
Third	estará	estaran	

The Imperfect Tense

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Imperfect		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Time Access Point



The main idea is that an action that started gets interrupted by another. An event in the timeline gets cut by another. It can be used to describe some events in the past and get to refer events in the future in terms of plans that depend on some factors.

This time is generally viewed in two times mostly, Past and Future. The reason for such a reason is that the ongoing factor of the present which is better worked with another time, however the option on a "meta" sense of an ongoing imperfect is that this can exist in some language in the present but at this point the research points to "nada, zilch, zero, students' money, nothing".

Past: Event that was happening gets cut by another.

Future: Plan to "cut" a particular ongoing event.

A particular note is that some languages do not have this directly and are highly contextual to apply this conjugation/tense.

English Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		Future
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context	Yes		

This inflection/tense is onto contextual only. In the case of imperfect past and imperfect future this is due to how English works in this setup. In several instances this works via the use of the Progressive/Continuous in the context and in some others with the simple past. The same happens with future when this depends on the context.

A particular view of the use of the imperfect past comes with the use of the following formula:

used + verb full infinitive

Example: I used to eat shrimp.

Based on the example the speaker no longer has the habit of eating shrimp.

English Imperfect Past:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context	Yes		

Highly contextual and there are no unified options around it.

Example:

I worked here when the financial crisis happened. (Imperfect Past)

Spanish

"Yo trabajaba aquí cuando empezó la crisis financiera."

This is in part due to how the context influences the view of the imperfect time. As this is not exactly unified there are different takes such as the use of "used" + "infinitive" to portray the imperfect past.

English Imperfect Future:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context	Yes		

Another highly contextual case, as well as a "narrative" heavy one when it comes to planning.

Example:

We will come like brothers and then we will stab them.

Event 1 will be a "decoy" event and the plan executes event or action 2 which is the action which will be the "coming into action". While this example is procedural it showcases the basics, another view and easier to understand comes in the following:

He will have talked.

This is a case where two auxiliaries come into place to convey the idea of the event 1 going and then the event 2 can be put in to cut the first one.

He will have talked the first words when the stink bomb goes off.

Given that there is not a "defined" version there are options which are not listed to convey the idea of "imperfect future".

Spanish Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		Future
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context		No	

Spanish Imperfect Past:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context		No	

In the "subjunctive Past Imperfect" when the endings are with -se or -ra (cantara or cantase) means that were conditioned in the timeline. However in normal mode it is onto the use of a past with an accent.

Conjugation examples:

	Singular	Plural
First	amaba	amábamos
Second	amabas	amabais
Third	amaba	amaban

	Singular	Plural
First	leía	leíamos
Second	leías	leíais
Third	leía	leían

Spanish Future Imperfect

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Imperfect		
Auxiliary Verb		No	
Context		No	

Conjugation Example:

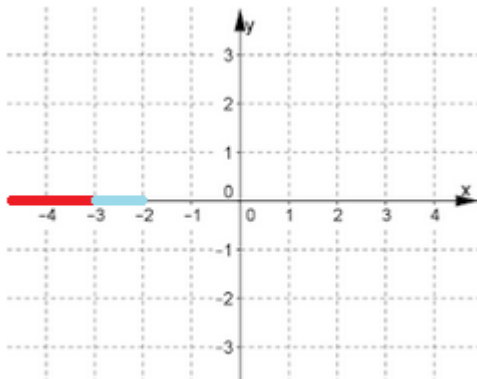
	Singular	Plural
First	cantaría	cantaríamos
Second	cantarias	cantariais
Third	cantaría	cantarian

The More than Perfect Tense

Perfection is attained by slow degrees; it requires the hand of time. - Voltaire

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	More than Perfect		
Auxiliary Verb	Yes	No	
Context	Yes	No	

This is more practically seen in the past that had finished before another action entered into the timeline. This is more of a given to Romance Languages rather than other languages. This can be a bit of a whooper to understand but looking at the Time Line:



The referred Time Access Point area is in red and the non referred one is in baby blue. This is due to how the "more than perfect" or the initial action is before the other. This can pop in some recollection of events which narrate actions in order.

It should be noted that this is mainly used in the Past time in the Romantic Languages.

Spanish Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past		
Inflection/Tense	More than Perfect		
Auxiliary Verb	Yes		
Context		No	

Spanish More than Perfect Past:

Formula:

	Singular	Plural	
First	había	habíamos	+ Past Participle Form
Second	habías	habíais	
Third	había	habían	

Example:

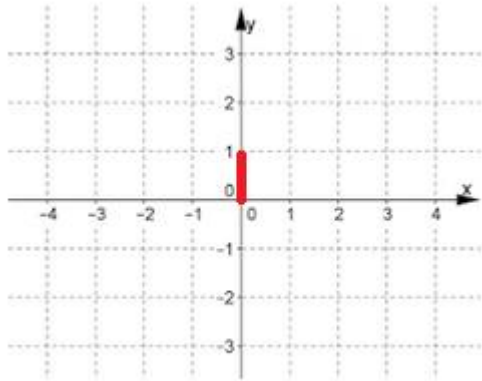
Había cocinado.

As shown by the example it is a mention of finishing the first action before starting the second one.

The Imperative Conjugation/Tense

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time	Past	Present	Future
Inflection/Tense	Imperative		
Auxiliary Verb	Yes	No	
Context	Yes	No	

Time Access Point:

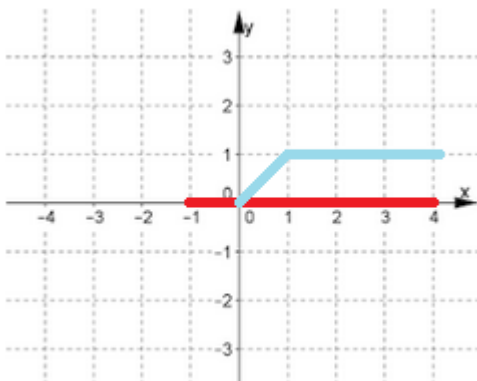


This is used when giving an order or the idea of an order. This is the only one that doesn't have the use in First Person Singular due to the fact that it is basically a "logic bomb". However you can order the rest of your own team to move forward to beat the opposition and score the goals to catch up.

A particularity is that while you cannot change the past by barking orders at it. This translates that several languages don't work with the imperative in the Past Form, however French does.

By noting the Time Access Point it acquires the look onto a particular point for a starter however, it takes a particular divergence such as follows:

You study!



In Red: the original timeline before the order, that is bound to cease to exist if the order is followed.

Baby Blue: the timeline that happens when the order is followed. This one continues existing when the order is followed.

As shown it is bound to go to the elimination on the "non compliant" timeline and course of action by the continuous imperative calls. Any individual that has been under certain circumstances where

orders are shouted knows that it is better to comply them, examples of such places: Army, Navy, Kitchen, etc.

There is a particular instance where the Imperative can be used in a more polite way, such as when referring to a third person. This can be a particular instance when the politeness can be used to switch the task to someone else. The majority of times the imperative will flow in Second Person, but when it comes in Third Person there are some constructions which vary per language. Sometimes these constructions are onto polite forms while in others they are just to refer to the orders in the order way. Some of this polite uses are used in cases such as the "non smoking area" signs. Another use is when it is used to refer to instructions such as in a recipe book.

In few words the Imperative can be used to bark orders, or when with the proper sentence construction as a polite way to ask for things to be done. In the majority of cases this is done in Second Person, but the Third Person exists but is a rarity and sometimes requires extra sentence structure to make sense out of it. This can be further seen in Sector 5 and in Sector 7.

English Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	Future
Inflection/Tense	Imperative		
Auxiliary Verb	Yes	No	
Context	Yes	No	

English Present Imperative:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes		

A particular instance where the base conjugation is a reprise of the Present Simple. The main difference is that due to accent. This means that in the context it is rather raising the voice.

Conjugation Formula:

	Singular	Plural
First		screw
Second	screw	screw
Third	screws	screw

English Future Imperative:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Imperative		
Auxiliary Verb	Yes		
Context	Yes		

Formulas:

will	+	verb bare infinitive form	
to be	+	going to	+ verb bare infinitive form

Spanish Setup:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	Future
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes	No	

Spanish Imperative Present

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context		No	

Conjugation Chart:

	Singular	Plural
First		comeremos
Second	come	comereis
Third	comera	comeran

Spanish Imperative Future

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes		

A particularity that is a context heavy call in Spanish. This is mostly when some plans are being made and orders or stage directions are set beforehand. This is curiously the use of Future Simple with a particular extra emphasis on accent.

Conjugation Chart:

	Singular	Plural
First		trabajaremos
Second	trabajarás	trabajaréis
Third	trabjará	trabajaran

Japanese Setup

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	Future
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes	No	

Japanese Present Imperative:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time		Present	
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes		

This is a case where the formula goes onto using the "e" ending in a word, and the negative with the infinitive and the "na" ending.

Example:

	Positive	Negative
Person	Ike	Ikena

	Positive	Negative
Person	Shite	Suru Na

Japanese Future Imperative:

Gender			Neutral
Number	Singular	Plural	
Person	First	Second	Third
Time			Future
Inflection/Tense	Imperative		
Auxiliary Verb		No	
Context	Yes		

The context for the future gets to a particular mention at the start of the sentence to refer to the "future" by saying for example: Ashita ni (tomorrow)

Ashita ni anata ha ryori shite. (Tomorrow you will cook)

From this example it can be shown that the context requires the mention of the future time first to refer to the future.

The Conjunction

Beauty and wisdom make a rare conjunction. - Petronius

Gender			Neutral
Number	Singular		
Person			
Conjunction	Conjunction		

This is a particular rare piece in terms that it doesn't work with the Person. In fact it is "Person less", "Genderless" but can bring others together. The importance can be seen as little in some aspect but it is like the "+" sign in Mathematics, without it we couldn't make several operations. A particular instance is that each language has their own handling of the conjunction work, but these work literally as another Swiss knife, due to being able to be applied in a lot of situations and instances.

This is how sentences get added up to others to an extent, other than appositives.

A particular instance is due to how some of these can land onto "prepositions" under some definitions, which is more under Syntax viewing. While the base conjunctions list exists, it is not perfect. Some other detail to notice is that some of the aspect is under the idea of putting another sentence, or fragment or one in an already existing one. This is seen as the Clause work under Syntax (Sector Five) but there are some aspects to look after:

First: It can lead to the joining of a secondary sentence or a fragment of one to the main sentence.

Second: Some adverbs can work on the aspect of "preposition" basically by working on the conjunction aspect of the Clause. This can be a grey area as it does the "work of two roles". It can be seen that alone it is an adverb but in an analysis it can be seen as the whole "conjunction" due to mechanics. This is onto the analysis of the whole sentence in parts and mechanics of the whole sentence, it requires some work to determine this grey area by itself and how to work by doing the two choices based on this situation.

Third: Some particular words like "of" in English and "de" in Spanish are often seen as prepositions but due to the mechanics they work more like conjunctions to bring some clauses inside the main sentence.

Fourth: Not all languages work the same and be prepared to see that what works in one way with some is not the same than with others. Japanese works different than Spanish after all.

Fifth: Remember that a lot of times individuals fuse grammar and syntax when learning the language and that fusion goes on without separation which causes more confusion.

As seen it is important to consider the fact that some grammarians can debate on the duality of some of the aspects and that living languages do change over time. And as such it is important to consult one when in doubt and learn more so you can help yourself when the time comes. What are listed are the common and general used conjunctions per language and not the "special cases".

English Setup:

Gender			Neutral
Number	Singular		
Person			
Conjunction	Conjunction		

These are listed by the "FANBOYS" acronym to make it easier to understand:

For, And, Nor, But, Yet, So

Spanish Setup

Gender			Neutral
Number	Singular		
Person			
Conjunction	Conjunction		

A small list:

Para, Y Ni, Pero, ó, Aunque, así

The list includes the same "FANBOYS" but in Spanish but there is no Acronym for fast learning them.

Japanese Setup

Gender			Neutral
Number	Singular		
Person			
Conjunction	Conjunction		

All of this is handed by the Particle "To".

Sector 5

Sentence Structures, Syntax and other Delusions

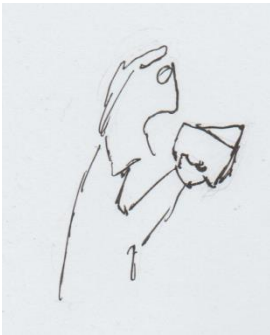
Obey the principles without being bound by them. - Bruce Lee

Learning from where the language comes is learning a bit onto how humans go from abstract to concrete thought. The passage by learning the Parts of Speech shows the properly identified parts which can be onto small concrete thoughts. These small concrete thoughts are simple and can be borderline laconic. However by joining together can be as Aristotle put it:

The whole is more than the sum of its parts.

In few words the start from the simple to the complex. But initially it is important to know that languages have some basic structures for their sentences which are used for most occasions. In fact it can be like the usage of the same blueprint for all the basic sentence structures, while for some instances there are others. Taking for example:

John Doe eats.



Max swims.

The sentence is basically the same but the pieces at the core at the same, a Proper Noun and a Verb. While these are examples of minimalistic sentences, they do include the delivery of a full idea, however for the full handling of the complexities it is important to generate some basic notes on what "Syntax" is and does.

Syntax

The problems of language are quite serious. We wish to speak in some way about the structure of atoms. But we cannot speak about atoms in ordinary language. - Werner Heisenberg

Heisenberg was right, although the Uncertainty Principle can require an aspirin or two to get the basic ideas running (and even then it is still easier to get that Syntax), but we still have a lot to go in terms about language. While Syntax is in theory the "set of rules, principles, and processes that govern a structure in a language" it is not exactly made easy to understand by several authors, and specially across languages. What is referenced here is a simplified way based on simple principles by going by the basic deductions, and the basic structures that are the "Sentence Blueprints".

A good way to do analysis is doing some small questions that can help debunk the complication and can be a small nod to the detective work. The small steps:

Get your white paper, not the psychic one, and prepare to write.

Identify your suspects: that is put each word by itself. Put every word on their own. Classify the Grammar Pieces (Parts of Speech).

Ask the suspects: See whom interacts with whom. Adjectives will work with nouns/pronouns so if it is working with a verb (other than the verb To be, and that is after the verb in question) it is a mention that something is off key.

See the procedure: Look at the procedures by place, a cop cannot arrest a guy out of his jurisdiction without some friction. Some rules of coordination that work in Spanish do not work in English, and even less in Russian. Know the basic rules and you can get far.

Act on the leads: See what goes with what you have gotten so far. Adjectives can gang on a noun and it is basically a rule in English. See to which word is another one referring, until you reach to the "core/nucleus" of the issue. That way you can see what is going on.

Finish your report: Write down your findings in a clear way. see how the coordination and other details are listed in the paper.



A particular notion which a lot of authors forget is that sentence structures can, and will change over time, same with words and so on. So trying to apply ascribing Victorian principles of prescriptive grammar when linguistics has proven evolving generative syntax is a horrible mistake, unless of course it is on a Victorian writing (and even this would be under archeological work).

Syntax basic terms:

Subject: Where the one doing the action or being referred to. In other words a subject is the one that is being talked about.

Subject Core/Nucleus: The Noun itself.

Predicate: The action and receivers of it.

Predicate Core/Nucleus: The verb, the action itself.

Direct Object: The receiver of the action. It can be seen as another "subject".

Indirect Object: The indirect receiver of an action. Not the main receiver, something akin to splashed.

Agent: Not referring to Mr. Bond here, but someone (or something) that does the action. This happens when dealing with the Passive sentences.

Complements: These give extra information to the sentence.

Circumstantial Complement: Adds information about the circumstances.

Clause: "mini" sentences which are inside the big sentence. **Independent/Main Clause:** These can operate on their own because they have both a subject and a predicate. Some of these are the "circumstantial complements".

Dependent/Subordinate Clause: These can lack a Subject or a Predicate. The call of dependent or subordinate is because they depend on an Independent/Main Clause or in some rare cases on another Dependent/Subordinate to have a full idea/meaning.

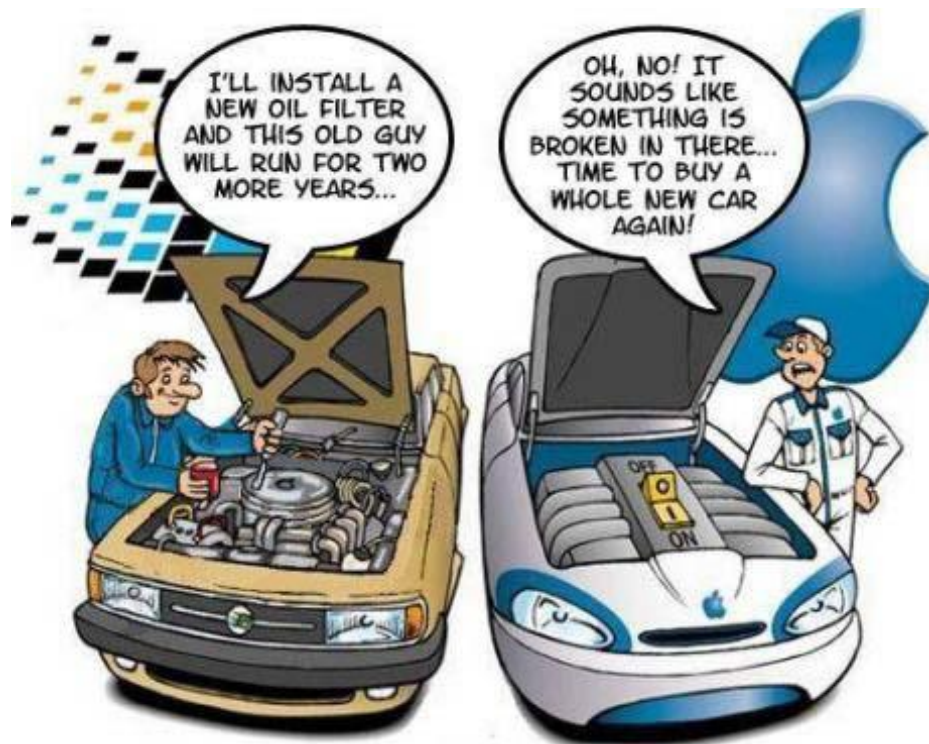
Sentence Structures, the Sentence Blueprints

The more I think about language, the more it amazes me that people ever understand each other at all. - Kurt Gödel

Each language has a "blueprint" for the basic sentence, and can be worked with basically all the parts of speech; but not all of them have to be present to deliver the idea. A big particularity is that the ideas change by changing some of the "parts", something like changing the engine out of a car to get more power out of it (but with some modifications it can land onto a Rice Burner).

While starting with the "basic part" which can sound incomplete, unless analyzing or requiring that particular piece of information, such as needing whom has done it. It can grow in complexity when the full sentence is given, this has a small requirement: It requires a "subject and a predicate" to fulfill the full idea.

Given that the "blueprint" is on the General most simple sentence, it is also the versatile model (think something like a Type 40 TARDIS, old but reliable in all aspects), so by swapping pieces it can keep on working. This is similar to computer works where in Windows swapping some hardware parts and doing the adequate working can keep the thing working. And based by the situation it is only a few pieces that are needed to make things work.



The English Simple Sentence Blueprint:

Subject Predicate

Article + Adjective + Noun (Subject Core) + Verb + Noun (Direct Object)

Examples:

The cute squirrel eats nuts.

The cute squirrel cooks nuts.

The cute squirrel hammered nuts.



The Spanish Simple Sentence Blueprint:

Subject Predicate

Article + Adjective + Noun (Subject Core) + Verb + Noun (Direct Object)

La linda ardilla come nueces.

La linda ardilla cocina nueces.

La linda ardilla martilleo nueces.



The Japanese Simple Sentence Blueprint:

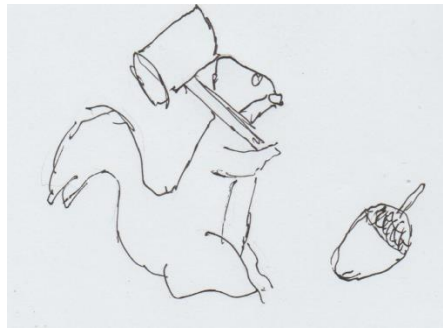
Subject Object Predicate

Adjective + Particle Na + Noun (Subject Core) + Noun (Direct Object) + Particle Wo/Ha/He
(Depends on the verb) + Verb (Predicate Core)

Kawaii na risu nattsu wo tabemasu.

Kawaii na risu nattsu wo ryouri shimasu.

Kawaii na risu nattsu ha uchidashita.



As a particular instance it shows that the "order" is not "universal". And why trying to apply the syntax from a language to another is something that can be a fool's errand.

As shown in the sentences the changing of the verb demonstrates that swapping a word can "change the idea". This is showcased that in the first sentence the squirrel is eating the nuts, which is something normal, but when using the "cooking" verb it changes to a trait which is more relative to fiction that is having a squirrel using kitchenware.

That is with something simple and without the "adding the extras" that happen to bring extra information such as "time of the day" or "location". Given that these are complements that give extra information, can land at certain points in the sentence itself, but it is better for some clarity's sake to put them at the "appropriate moment" where they can fit. This can be done in a way that can "sound right" or have the acoustics in the language, however this is perhaps felt better after the individual has plenty of experience with the language itself.

The English Extended Sentence Blueprint

Subject + Predicate + Direct Object + Circumstantial

Article + adjective+ Noun + Adverb + Verb + article + adjective + noun + adverb + article + adjective + noun

The cute squirrel lovingly hugs the giant marshmallow under the azure sky.

The Spanish Extended Sentence Blueprint

Subject + Predicate + Direct Object + Circumstantial

Article + adjective+ Noun + Adverb + Verb + article + adjective + noun + adverb + article + adjective + noun

La linda ardilla adorablemente abraza el malvavisco gigante debajo del cielo azul.

The Japanese Extended Sentence Blueprint

Circumstantial + Subject + Direct Object

Ano + Noun + Particle no + adverb/preposition + Particle Ni

Ano hekikuu no shita ni kawaii na risu jianto na mashyumaro airashii idakimasu

The English Simple Question Blueprint

WH word/How + Verb + Object of Inquiry + Sign "?"

Wh word + Verb + article + noun

Who cut the cheese?

The Spanish Simple Question Blueprint

Sign "¿" + Questioning word (Que quien como cuando donde porque para) + verb + Object of Inquiry + Sign "?"

¿Quién corto el queso?

As shown by the example, Spanish uses the "¿" sign which is absent from the English Language.

The Japanese Simple Question Blueprint

Questioning Word + Object of Inquiry + Particle "Ka"

Alternative Blueprint

Questioning Word

Dare hito chizu wo kirimashita Ka

Nani

As shown in the question setup, it is not exactly universal to use the question signs across languages. Japanese ends questions with the Particle "Ka", and even then in some contexts it is not shown.

The English Agent Sentence Blueprint

Article + Noun (receiver of action) + Aux Verb to be + Main Verb in Past Participle form + by (adverb/preposition) + Noun (Agent or doer of action)

The car was driven by John Doe

The Spanish Agent Sentence Blueprint

Article + Noun (Receiver of action) + main verb (ser) + adjective based on verb in Past Participle form + por (adverb/preposition) + Noun (agent or doer of action)

El carro fue conducido por Juan Pérez.

English and Spanish are a bit in synchronization in this one. However due to the use of the use of the verb "ser" and the reflexive nature means that the adjective follows and it can be gendered.

However some grammarians see it as follows:

Article + Noun (Receiver of action) + auxiliary verb (ser) + main verb in Past Participle form + por (adverb/preposition) + Noun (agent or doer of action)

This is due to the participle form having a gendered view in Romance languages (Spanish, Portuguese, etc.) and in the participle uses it is viewed as gendered to match the doer of the action. This is however to be chosen by the individual rather than hammering the option on the learner.

The Japanese Agent Sentence Blueprint

Noun (Receiver of Action) + Particle Ha + Noun (Agent) + Particle Ni + Verb in Rareru (saseru, wareru, etc. depends on verb) form

Kuruma ha Taro Yamada ni doraibu saseru

Hitsuji ha tora ni tawareru

And again Japanese strikes being a bit "odd", a quick reminder to not take the order for granted.

A particular way to get the "rhythm" or the acoustics of the language is via the fact that languages do have "inner coordination" which help determine how the sentences work.

The Predicative Nominative/The Reflexive Sentence

This is a particular instance when the predicate refers back to the subject. This is a variant of the Simple sentence when the verb in question is the "To be" in reference to the state of being rather than place. This can be better explained with the following example:

This car is red.

Given that what is mentioned is the color of the car that is referred in the subject. Given that it is demonstrating a fact under the "state" area it can be fit that way. If the verb is meant to modify the subject then it is a predicative nominative.

It should be noted that these actions work on the principle that some actions go back to the doer. For the interested there are lists of the verbs that trigger this effect in each language.

The coordination act

It takes two to tango. - Popular proverb

Each language applies these in their own way, what Spanish does with Gender does not apply to English. While there might be some "commonalities" between some languages, these aren't universal and it is important to know some of the "coordination". The coordination can be seen as when things are congruent, like having a plural subject with a plural verb component. In some books this can be seen as the "Subject Verb Agreement", but it is not to be discounted the whole Agreement or Coordination in the Subject in terms of gender and number in some languages.

The coordination acts seen on the field:

Gender: Some languages, specially Romantic ones, have a lot of concordance of the gender, that is that from the Article up to the Noun the words must land with the gender appropriate version. This contrasts with English where Gender is pretty much Neutral 24/7, except in dictionaries where they still say that a hen is female but conjugate it as neutral. If anything one thing is the dictionary and another the mechanics.

Number: This coordination is very important between the subject and predicate, or think between the noun(s) and the verb in any sentence. However Japanese works with a lot of context and even if the referenced noun is plural the conjugation doesn't change. This is a good example on why it is better to analyze via language rather than saying "it is universal".

Time: This is a bit subtle but it is relative to the recounts and recollections given. While a sentence can be in one time tense, the rest have to be in concordance in the same paragraph. A particular way is like listing actions.

A particular issue comes when touching the coordination is when using the conjunctions, and it is a "trick" when touching the number (mostly) across the languages and is as follows:

Singular Noun + Singular Noun = Plural Noun/Pronoun

Cat + Cat = Cats

Or as the following example:

Cat + Cat = Those

This can save some confusion when referencing to the Subject Verb agreement.

The language modularity

Modularity permits the efficient discrimination of context. - Edward J. Laurent

It should be important to note that language as a whole tends to be flexible and not exactly rigid. Taking that into account we have the fact that the Simple Sentence, the Question Sentence and so on; have the capacity to have the "Add On" capacity. This means that sentences can get extra information in the delivery. This is where things can get mucky if done wrong, which is fairly easy to do, like carrying soups without a lid on a roller coaster.

These add-ons are with some particular mention that they have to mention a particular noun based on the clause. As such the basic form of these is like this:

adverb + article + noun

Based on what is referred to it is to look onto the noun referred to say what kind of "add-on" it is. Some of these as seen as Clauses, others see them as complement. Given that these situations can fall onto an "add on" to a pre existing "software" it can be seen that the add on fits the situation. A list of these can be as follow, each of these has a particular question (or questions) that helps to deliver the full idea:

Time: Point in the Timeline. Questions: When, since when

Place: Location. Questions: Where, to where

Quantity: Quantity. Questions: How much,, for how much, since how much

Quality: Can also include way or form. Questions: How, in which manner/form, which qualities

Company: People or others near the target subject. Questions: With whom

Instrument/Way: When referencing with what something is done, like when referencing ingredients and methods in instructions. Questions: With what, in what, how

Cause: When looking in a Cause and Effect issue. Question: Why, What

Finality: Looking for what end. Question: For what

Topic or Argument: When looking onto the why of something or the argument itself. Question: About what

Several of this will get onto "complements", some circumstantial, which can be hinted by the adverb (preposition if going by syntax purists) heralds. Some of this can be used with some creativity in the language itself but not all of them work with the same "mechanic" so better to know in which languages you can think of "heralded by the adverb".



Some of the confusions that do pop up is due to how in Syntax it is seen that the adverb will work with the name of Preposition. Given how Grammar and Syntax can be different beasts it is important to not mix them up. It is like mixing charcoal, sulfur and saltpeter.

Sector 6: Word Creation and Language Evolution

Writing is an exploration. You start from nothing and learn as you go. - E.L. Doctorow

With something akin to the "egg and chicken which was first" debate around the "which was first the word or the language" is the starting point of this sector. This can be pictured by the following example:

In the start of time some caveman wanted help to move a big rock out so he could pass get near the fruit trees on the other side. The caveman saw that the rock was moveable and not climbable so he figured out he needed help. He saw another caveman coming and signals him to come. By pointing at the rock and saying with both verbal and a mimicking action that he needed help to move or smash the rock. Cue the creation of the "help me move this rock" or better seen as "help move/smash rock". The cavemen move or destroy the rock and access to the fruit trees behind it.



As shown by this small tale it is a case of both emerging at the same time, but it requires a bit of "understanding the other" to work. This with the use of visual cues, or other cues that can help deliver it, can end up in a particular simultaneous understanding despite no "common language" between the individuals. Basically it can generate that way and given enough time go its own way.

This is explored to an extent with the Librarian of Unseen University in the Discworld series by Terry Pratchett. The librarian himself was a man which transformed into an orangutan due to the magic fields in the library and made sure he didn't want to go back to being a man, the fact that the new limbs helped with the job helped. Thing is that given how he communicates via saying "Ook" and "Eek" (when something is going really awry, which considering the antics of the UU staff,

it is not a stretch). The librarian was understood given that outside of the abnormal prolonged for a long time it became normal. While the Ooks have some inflection and other aspects due to context, everyone in the end gets to understand him to a degree. All by the issue of being used to the librarian himself.

As shown by the example, everyone in Unseen University got used to the "Librarian Talk" due to it being ongoing for a long time. Problem is that for someone foreign, such as Mustrum Ridcully whom had been out of Unseen University for years, it is not something to get at the word "go". This is explored quite on the aspect itself in the book "Moving Pictures". This means that for a language to basically work it has to have some mutual understanding, even if one side only says "Ook".

But to get to such points there must be a particular detail: Consensus of the meaning.

Consensus of Meaning

I do not believe in the doctrine of the greatest good for the greatest number. It means in its nakedness that in order to achieve the supposed good of fifty one percent. The interest of forty nine percent may be, or rather, should be sacrificed. It is a heartless doctrine and has done harm to humanity! The only real dignified human doctrine is the greatest good of all. - Gandhi

Ballad writer: Were you boiling your billy, by any chance?

Rincewind: I'm not admitting to that! The way you people talk, that could mean anything!

Terry Pratchett, *The Last Continent*, 2004 (paraphrased)

Words have a meaning when they are created, but it has to get a consensus to get across others. If only one person uses the word with the meaning and not other, it is not with consensus or known and can be "obscured". But if the word gets around it can thrive and get around with the consensual meaning. If several individuals agree on the meaning then the word gets that particular meaning.

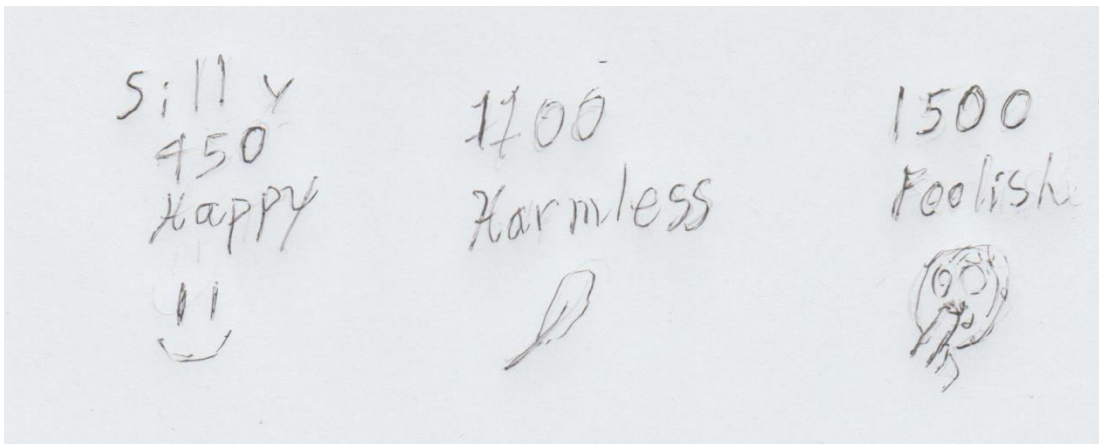
It is a bit in core onto how two or more individuals have the same meaning for the same concept. This can be a particular issue that might not seem apparent at first sight, due to being used to things being the way they are for a long time. This can be seen in the following example about programming in terms of Class/Module, or better seen with a particular library:

I live in a place that has plenty of rain so I don't leave my house without my Umbrella. Given that the wind and the rain can go down I have to pull the covers to make the umbrella cover me down to my feet. As I spend too much time with it, it has some music capabilities so it has a radio to play some music while I go with it. When it is too hot it has some fans to help cool me down. By now you have figured that it has too much to be a common umbrella, but then you realize it has all the aspects of a Car, which is what was referenced all this time. Given that all these parameters or "items" are included the reference to make the car what it is, but the name is not indicative to what is truly meant.

As shown by the example the programmer was referring to a car all this time. The reason is that while the parameters and options are there, the term is not the one that the consensus is meant normally. While this example is referencing to a particular instance, it is not out of reason. Given that the idea is that the "umbrella" is the term for a normal umbrella or parasol, it is not the one that the current consensus is about. Taking the mention that consensus is onto how the term has to be agreed by two or more to be "common" and continue to be in use. See the following example:

Medieval English: Gay: Happy

Modern English: Gay: Homosexual



The consensus of the meaning has changed over time. When a term is born it has a particular meaning and some do change over time. Another instance is the evolution of the spelling over time.

Word Creation

Good writers define reality; bad ones merely restate it. - Edward Albee

It is important to know that language as such is alive and new terms can come to life. Some terms can adapt from others and the changes from categories by applying the "base rules" for each category. The Etymology (study and origin of each word) worked with the facts of Morphology (study of the form of the word) are fields which are suggested to look and see details per language. A new term or neologism is not applied through all the languages the same way; this is due to how each language treats their own parts of speech.

A particular way to see this is that any new term or morph into verb will go with "ING" in English while Spanish will determine with the use of "ar er ir" and Japanese will just slap the "Suru" for it,

Word creation in itself goes under some particular processes, which in their majority are as follows (using George Yule's "Study of Language" as a base):

Coinage

Creation of a new term from zero. Normally seen when a product becomes the "generic term" for example: Aspirin, Xerox, etc.

Eponyms: a sub selection from Coinage. These go back from a proper name like sandwich from the Earl of Sandwich.

"Borrowing"

When a language takes a word from another language to add to its own lexicon. For example Sofa is Arabic in origin yet it is in English and Spanish.

Calques/Loan translation: When the "borrowing" is more of a carbon copy of the elements in the original language which ends up in the target language. And as such cases such as "Moment of Truth" comes from "el momento de la verdad" in Spanish. These can be seen as a "loan word".

A good example comes with "skyscraper" English which has: "rascacielos" (Spanish), Wolkenkratzer (German), etc.

A particularity on how some can be "borrowed" under a translation for the fact that there is no direct equivalent. This is a case when there is a specialized term for something in the original language but not in the Target Language. It means that at some point the term will have to be explained. Translations from Japanese to other languages can be rife with this particularity since there are some "specialized words" that don't have equivalents and not only have to be "left as is" but also explained. However Japanese, Finnish, and some others are not alone in this as some terms came from dead languages to living ones.

Examples:

Sisu: Commonly translated as guts or determination. What it actually means is the aspect of the Finnish Culture where the Finns will do what they can to finish any task to the end without complaining.

Inugami: dog god. This comes from Japanese.

Pietas: Roughly put as piety, but in the original context it is something that can encompass the following: duty, religious behavior, loyalty, devotion and filial piety. From Latin.

This can be seen in the translation area more than others, and some aspects are left with the translators notes as is. However given that thanks to the Internet everything is easier to access and some individuals might resort to some term in their native language due to the lack of an equivalent term, or not knowing that one in the target language, something like this can happen.

Compounding

When joining two words together. This is more common in English and German. An example is Leit and Motif to make Leitmotif.

Blending

Combining two words and fuse them to make a new one. Example: Gasoline + Alcohol = Gasohol

Clipping

The act of removing parts of a long name to make it short. Example: advertisement to ad, Albert to Al.

Backformation

This is when due processes a word can change from one category to another. Changes of this type include some change in the length. When a noun goes to a verb, example:

Donation gets the verb form of Donate.

Conversion / Morphing

When a word changes category or from part of speech. One of the most common ones is making a noun into a verb. In English it turns into a regular verb with the "ing" form, Spanish with "ar er ir" and Japanese slaps the "Suru" suffix as a catch all.

This situation has to follow the rules of the "target" part of speech. A noun turning into an adjective has to follow the adjective rules given the new "role in life". Some of these changes do require some use of some "add-ons" based on the languages and their rules.

Acronyms

Words made with the first letters of the words that make them up. Examples: CD comes from Compact Disc, MAD is for Mutually Assured Destruction (yes when everything goes down in flames and nukes).

Derivation

The use of prefixes, suffixes and infixes (rare but can happen in some languages such as Kamhmu) with the main word to make a new one.

Normal: Happy

With Prefix: Unhappy

Multiple Processes

When more than one of the previous processes gets applied.

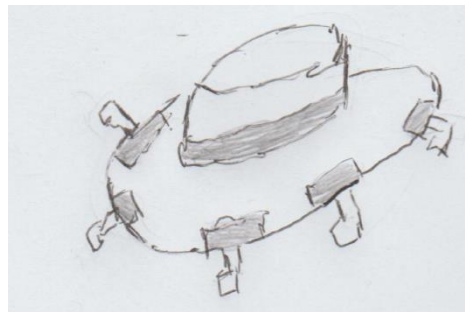
As seen by the processes above there are chances to create new words in the languages, it requires a bit of know how to make things, even with "line of sight" items and generate something like the following example:

"Somtive" (Spanish): The equivalent of a Cork Hat with keys taped to the brim of the hat.

Sombrero: First syllable Som

Tirro: First syllable Ti

Llave: Second syllable Ve



Taking the syllables to make a full new word. The syllables used from the original words in this case include the elements of the base parts that make this particularly rare hat (as in a nonexistent hat at the moment of writing).

There is a sub process note when it comes to the loan words

The evolution of terms and language

It is not the strongest of the species that survives, nor the most intelligent that survives. It is the most adaptable to change, that lives within the means available and works co-operatively against common threats. - Charles Darwin

Languages and terms do evolve. There are some changes over time and due distance which can be seen with roots to Biology. There are different points to see this happening and one in particular is the case of the terms and how they change from the older counterparts to the modern view. This can be seen across languages, and while patterns of speech can be seen even within generation shifts; the case of terms changing meaning or spelling goes with the ages.

Examples in English:

Medieval English	Modern English
acclumsid	clumsy
blutter	to blurt out
crug	food
dentiscalp	toothpick
catt	cat
docga	dog
lippa	lip

Examples in Spanish:

A particular note is that several of these have a big similarity with the modern Portuguese writing.

Medieval Spanish	Modern Spanish
xefe	jefe
oxalá	ojalá
vezino	vecino
osso	oso
cozina	cocina
plaça	plaza
ferir	herir
conuve	conocí
ifante	infante
dexar	dejar

There are cases where words have changed meanings over time. When consensus changes it also means that while the term is still in use it has changed meaning. Some of the terms have changed in meaning.

Examples in English:

Gay: From happy in the Medieval to homosexual in Modern.

Glamour: From magic and enchantment in Medieval to charm and fascination in Modern

Awful: From reverential in Older English to unpleasant in Modern.

Even some aspects of Grammar aren't out of the changes situation. This is a particular case as seen with the a/an before a vowel start. Although this can be a particular notion done by the parallel evolution by distance between "United Kingdom" English and "American" English.

Language Acoustics and parallel evolution

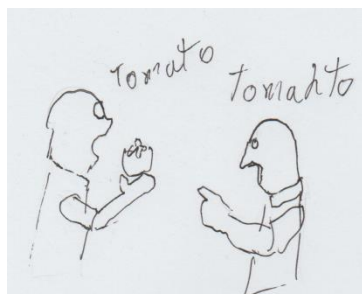
When words fail, music speaks. - William Shakespeare

This is a particular hard point to convey in text alone. This can be helped with some knowledge of music and rhythm rather than parroting, the knowledge of cartography and how it impacts the understanding of society can help due to learning how the environment affects people can do a notch to help.

Each region will not only develop their own harmonics and acoustics to language itself, but also generate their own inner rhythm when speaking. Even if the regions speak the same language but the differences in the speaking and rhythm can help out where the individuals come from. This as noted by James May in his video "Why do we have accents? James May's Q&A Ep. 31" works with some issues such as the call for identification of outsiders for a tribe or population. This has been observed between populations and can showcase where someone comes from.

Examples of this:

English has this in terms of UK English and US English. This is particularly shown as the divided or separated by a common language; due to how each region evolves quite differently as shown by the division of English Speaking countries in terms of terms themselves and speech patterns. A good example of this is showcased by how both places pronounce the word "tomato".



Another is in the meaning that for the USA school is a magnet for gangs and school shootings while in the UK it is run in a more orderly manner. This phenomena is seen as the terms of "separated or divided by a common language".

Spanish has a few examples with the pronunciation of the sound "Z". In Latin America it sounds particularly close to "s" in most uses but in Spain the "z" is used as a very strong "z".

Another comes that in the full applications by region: Guatemala has a particularly "wavy" rhythm and tends to finish the sentences with a high note in the pentagram. Argentina has a tendency to be between the middle to high notes in the pentagram, especially when football comes into mind and excitement starts (A good example is when hearing football announcers when a match between River Plate and Boca Juniors is on).

Sector Seven: Logic

Logic is the beginning of wisdom, not the end. - Leonard Nimoy

There is a reason why it is important to have Logic because without it communications can run amuck. Given that logic is in few words it is the study of systematic form of how things are done. It tends to classify and help get some order to get things done. A particular mention goes to Semantic Logic that says that an argument depends on what composes it.

This is in particular due to how the logical progression begins, before going into complicated motions the individual learns the basic ones. You don't expect a ten year old to fly a biplane after watching a movie, he has to train first.

The use of logic in communications is important to avoid confusion. Since there are some aspects which can be poorly handled by giving a half baked idea or poorly meant phrase. That is why there is a common saying that says:

Think before you speak.

While it can sound "silly" to some, it has a grain of truth. Rushing to say things can lead to possible embarrassments at a later point. Not to mention a rushed thought can be without what is truly meant to be said by the speaker. That is why it is important to slow down before speaking.

As seen in some cases, some individuals can have great ideas but fail to convey them, this can be due to the "maturity" and the fact that even if some have the IQ said individuals don't have the emotional capacity to deal with the stuff. Getting the ideas around can be difficult if the mind has some blockades which can shut the ideas out.

Also it should be mentioned that it is important to put the thoughts and mind in order. Given that creating an ordered mind is not something that happens by forgetting to teach logic, or even the joy of learning. As study habits and logic cannot be put out of the teaching of a mind they cannot be patched in one day.

Some of the concepts to be analyzed to help this include:

Lexicon, Categorizing, one thought at a time, Idea order, etc.

Lexicon

Every individual as the individual learns gains new words to the personal lexicon. And as time goes they gain more and adapt more from the "standard" libraries into their personal knowledge. Given that the innards of any set of attributes can be shared between more than one concept these can go related in more ways than one. This is that due to some mentions that a word can have more than one meaning and more than one relationship, this can come up with the case of nouns as they can be fit in more than one "family".

Special note: The language regulation agencies, dictionary makers and the delays.

The language regulation agencies are often called the "language academies" and help to give a way to standardize several terms and grammar options. These can include:

For Spanish the RAE or better known as "Real Academia Española"

French Academy, French, better known as the "Académie Française"

German has the Council for German Orthography, or "Rat für deutsche Rechtschreibung"

English has no formal regulator as of date. The closest to one are the dictionaries which have standardized terms as is.

Japanese has no formal regulator but has two institutions work as the "de facto" regulators, these are run by the government: Agency for Cultural Affairs (文化庁) and the Ministry of Education of Japan (文部科学省).

It should be noted that the languages nor these institutions are sexists (unless they openly admit so, but so far there isn't a mention of them going openly sexist). So the definitions are taken from what is taken after analyzing and reviewing the speak patterns and other data methods from the people around the world. This is a long process due to how the consensus of terms can bring different meanings to the same word. And it has to be in the "public mind" to work like that.

Categorizing

Without education we are in a horrible and deadly danger of taking educated people seriously. - G.K. Chesterton

Such as some fields of knowledge benefit from learning to categorize items to make them easier to identify; so does the human mind. The medical sciences worked a particular advance when Carl Nilsson Linnaeus started doing the classification efforts, which landed him doing "full circles" to end where he started, something akin to a full circle references.

A particular view can be onto how the categorizing relates to the Class and Function mentions in Computer Sciences. As shown by the following mention:

Class	Classroom
Object	Student
Attributes	Noun ID

While this view can be "simplified" it helps when touching with elements.

Class	Classroom			
Object	Student	Student 1	Student 2	Student N
Attributes	Noun ID	Al Bun AB001	Bun Bum BB005	Nobbs ID???

All the objects or students are under the same class. As seen in the relationship all the students are in the same classroom and share the same "attributes". This can happen with more "defined" things such as the following example.

Class	Birds					
Object	Bird Number	1	2	3	4	5
Attributes	Name	Chicken	Eagle	Penguin	Flying Rat	Flamingo
	Flight Capability	no	yes	no	yes	yes
	Domestic	yes	no	no	no	no

For anyone not getting the joke: Flying rat = Pigeon.

A way to see this is by asking an individual to list all the "birds" he knows of and all the "items" that are under the "bird class" will be under it.

These examples using the Object Oriented Programming (OOP) are overly simplified. Contrasting a bit with Linnaeus method it showcases that the amount of attributes can bring a massive differences biologically between a Flamingo and a Penguin.

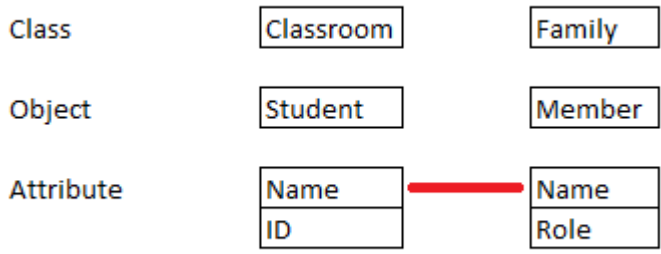
The use and reference in the individuals lexicon can get a help by the classification itself. By knowing some relationships between them it can lead to the understanding and a better logic by knowing parts.

While the aspect of "pairing the items" appears in some elementary books, it is not worked upon to build more of a logic call. This means that while it appears at some early points, it becomes "Lost Knowledge" due to the lack of use. If some effort is to be given to logic training some concepts and ideas would have an easier time to get across individuals.

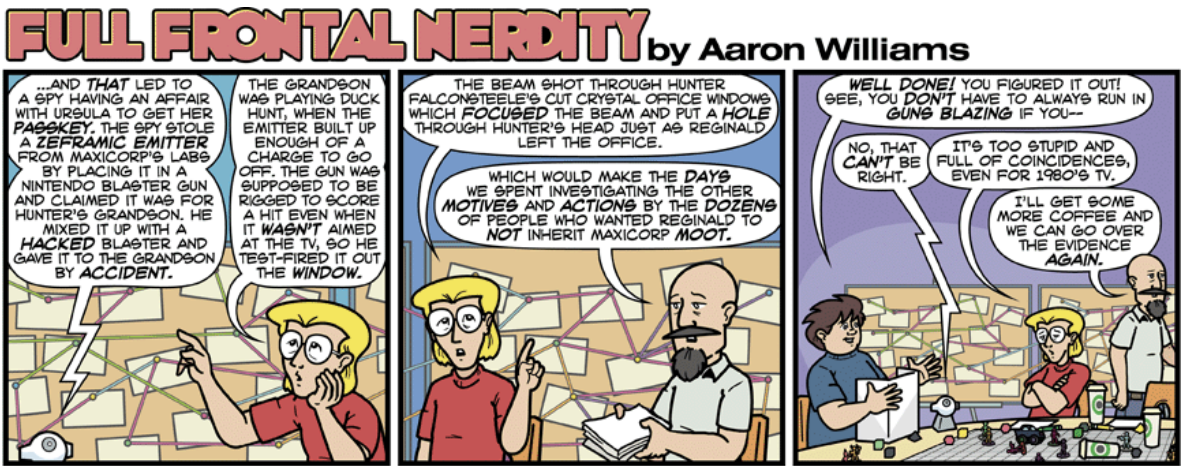
Diagrams and Connections

Concern for man and his fate must always form the chief interest of all technical endeavors. Never forget this in the midst of your diagrams and equations. - Albert Einstein

This can be a highly forgotten part, the brain can make some inner mappings regarding events, items, and a lot of strings. This in part due to some situations, such as how some item can be in different "families" at the same time. This can be viewed as the "Object Oriented Programming" take where similar items can be referenced from different points.



The Name attribute repeats in the internal database. This can be seen as touching elements at the same level in a hierarchy but within different superiors in said hierarchy. However the relationships between items can be simplified compared to a more complicated issue, following example is from "Full Frontal Nerdity" by Aaron Williams (all rights of the author and suggested to look for it):



The mention and use of a "suspect board" and strings is used to do some relationships in some situations. The use of this and some strings is seen in fiction but some individuals use these in real life, not to mention that it is a way onto how Databases are handled, for more information it is suggested to look into books working with databases.

One idea at a time

Only bad writers think that their work is really good. - Anne Enright

It is important to keep what is written or said in "one idea at a time" to avoid confusions. A particular way to see it is when eating things, you have to taste each thing properly rather than overload the senses all at once. By sticking to one point at a time it is easier to view it in detail.

The fact that keeping "more than one main idea" can be conflicting to the reader and or reviewer. This is a particular point that is noted in the case of writing. This principle goes for both "truth and fiction".

In paragraph writing it is important to keep things around a "main idea". And using the secondary sentences to support the main idea so as to avoid the derailment. The main idea is worked with the "topic sentence" which is usually worked in the first or second sentence. However some paragraphs don't show it but the reader can reach it by the hints.

The notion of supporting sentences do exist to give support to the main idea. This can be onto giving some information such as the following:

Sensory details: Based on the five senses. It recreates sight, sound, touch, taste and smell.

Facts: Giving supporting data.

Examples: A bit of self explanatory but these are instances which can help illustrate the main idea.

Idea Order

It is important to arrange the ideas in some kind of order. Some of the orders can be seen as the following:

Chronological: Order as recounting events as they happen through time. Past to present.

Spatial: Order that describes objects according to location. Left to right, Up to down, etc.

Importance: From what is the most important to the least important.

Logical: It can be seen like the Droste Effect to discuss logic under logic, but that is life. This is dealing with definitions and classifications, comparison and contrasts. Going with the pros and cons of everything and playing devil's advocate at times.

A particular instance is that some writers do suggest making diagrams and charts as aides to help organize the ideas.

Also it is important that while working the roughs is that you shouldn't be afraid of revising and redoing.

Clear instructions

Do you not know that a man is not dead while his name is still spoken. - Terry Pratchett, Going Postal

Every individual has been confused by receiving a bad set of instructions and when confronting the giver the giver of instructions is unwilling to admit that things are confusing because the ego gets in the way. First of all when giving an instruction it is important to make sure they are as "fool proof" as possible given that as Einstein put it:

There are two things that are infinite, human stupidity and the universe, I am not sure about the universe. - Albert Einstein

Which can be important to remember that even the wisest of men made mistakes but were preparing to make sure to fix any mistake they said. And as Churchill put it:

Eating words has never given me indigestion.

That is Winston Churchill referring to the times he had to eat his own words at some point. If as a speaker the instructions and what is said is done poorly, then learn to redo them and make them clearer and always eat your pride when doing so (a little humble pie can help anyone grow into a better person). Given that finding a way to make things clear can be difficult it is to note that it takes time but it is worthwhile and saves trouble, some individuals can just give you what you need even with mistakes but others will fine you for "wasting their time" if you get uppity with them. And given that not everyone can see inside the speaker's head it can be a bit enlightening to view the following excerpt from Terry Pratchett's book "The Last Continent" (As usual it is advised to get the original book):

"Sometimes you had to turn facts in several directions until you found the right way to fit them into Ridcully's head. *

*Sometimes Ponder thought his skill with Hex was because Hex was very clever and very stupid at the same time. If you wanted to understand something, you had to break the idea down into bite sized pieces and make sure there was no room for any misunderstanding. The quiet hours with Hex were often a picnic after five minutes with the senior wizards."

It is important to deliver things in such a way that there is no way to confuse the receiver of the message. When giving directions to where to find something it is important to say the chapter, segment and so on. If it is in the case of the Catholic Holy Book, The Bible, then it has to go onto: "Old Testament/New Testament, Book, Chapter and Verse."

Simplicity

No man who worships education has got the best of education... Without a gentle contempt for education no man's education is complete. - G.K. Chesterton

Several individuals talk that "being a master" at something means to use eccentric, deformed and non centered methods to do things. This is a big contrariety to what Leonardo da Vinci said about simplicity being the ultimate sophistication. And as such it is important to remember that. But some people will always think that complicated options are always better.

Communications are meant to be simple, not Rube Goldberg devices to get ideas across.

Taking that into account there are different ways to view the "KISS" (Keep It Sweet and Simple/Keep It Simple Stupid) acronym, whatever version is used it boils to go for simplicity. Some individuals have different routes to achieve this, and here are some used in the Computer Sciences when it comes to programming (just adapt to your convenience):

One idea at a time, one instruction at a time: Keeping each sentence clear on what is meant.

Use the standard library/common knowledge: Don't try to recreate the wheel, that is the last option.

See if it is possible to reuse: Reduce, Reuse, Recycle. It is not a bad idea to revisit and reuse something that worked before. Even though the use of clichés can be there, it doesn't mean they cannot be used in the right way to deliver the point across. This is why proverbs and other figures of speech carry up to this day, considering the Crabs in a Bucket is a good point to start.

Build by blocks, don't reinvent the wheel / Modularity: Language has the capacity to work by some pieces, if you make something you can use it again. This is a particular case when something is out of order and by applying the modularity it can be put in proper order.

Make structures and plan spaces: This can be more in the written aspects of language when it comes to spaces; however making structures is important to convey messages. This is important to know early on, and not always taught. A well put argument has to be orderly, the message has to be easily seen and allow some easy modification when needed.

Portability is a slippery goal: What works in some cases won't work everywhere. While in computing sciences it is meant between computers and Operating Systems, this applies that what works with person A won't always work with person B.

Unity and Coherence

A paragraph can have all the items such as main idea, topic sentence and supporting sentences but have little coherence. Getting to this point requires getting the logic up to "par".

Unity: All the sentences relate to the main idea.

Coherence: How easy are the ideas related. This can be done using transitional words and phrases. For this is suggested to look into transitional words and phrases per language.

Composition parts

These are meant only for "longer" templates rather than sentences but are as follow:

Introduction: The first impression and tends to be where the "hook" is. In an introduction the main idea is presented.

Body: Where the main idea is developed and has to keep some unity and coherence.

Conclusion: Where the ideas are tying up and left as finished. A good point is to do a call back to the start of it.

It should be noted that it is important to review what is done. The introduction and the conclusion are best left when "everything is done" when dealing with large documents. Mainly because when dealing with multi chaptered, or sectored, writings where the main idea has to be divided into many several small pieces to be able to be worked upon.

Literal Meaning, Simile, Metaphor and others

A metaphor is like lying but more decorative- Terry Pratchett.

It is important to note that while there is a "matter of fact" way of saying things, there are ways to avoid making the same tired expressions when communicating. While the mention of clichés is not without reason, they can deliver the idea with the right dose of impact.

The division is as follows:

Literal Meaning: expressing the idea in basic, bare words. Relatively closer to the truth.

Simile: Compares the referenced idea to something else. This can be using some proper imageries such as the "bravery and royal qualities of the lion" used as a common image for bravery or "royal like" attributes.

Metaphor: Renames the action with another. This can be achieved by some uses of antithesis, hyperbole and metonymy .

The "helping hands" of metaphor:

Antithesis: This can be seen as having the attributes that are the opposite of the other:

Brahms whose works were on the folk music was the antithesis of Wagner.

This can be seen as putting two ideas close together with contrasting effect with the juxtaposition.

Hyperbole: This is a particular case when the reference is made like volume, turning the dial to the maximum and then breaking the knob to put more power into it. Eventually making the idea seem like an exaggeration for the sake of stating the point.

Metonymy: Changing a name of an idea to another one that is related to it. Can be in situations of cause effect, time succession, whole for part, etc.

He drank three waters.

Drink a cup.

"My Language is more logical than yours" mentality/ French is logical fallacy

There is a case that in some instances a misplaced nationalism can be put on the Mother Tongue, this can devolve into a "my father can beat your father" mentality. This can be seen in the case of Antoine de Rivarol whom stated the following:

What is not clear is not French. - Antoine de Rivarol



Which taken literally would make sure that all the non intellectual French speakers are left out by such a statement. In the end making "Her Majesty the French language" the symbol of the nation something lost to the many individuals that use it but are not eloquent speakers.

This is not an exclusivity of French language since some other countries have tried to "rally under the flag of language" to make it sound that it is a matter of language rather than education and logic. What is important is to learn how to express properly despite the languages so by the proper use it can be "something logical and eloquent". This means that it is not a matter of language but more of proper logic learning.

This can be seen in the case of computer sciences and specially in programming. Some programs are made in some bizarre references and poor documentation that makes them pretty hard to debug, this is different from the Heisenbug since these can happen even on well documented programs.

This can be seen as the case as the documentation in some programs which can be seen as one long string of a mess without references, and only "closed by the author" versus what is done by some others which are well documented affairs. However there are some learning programming languages such as Scratch, which is used to make some animations, which do a competent tracking of what is being opened at the time. Cases like Scratch can help coordinate with some of the principles previously stated when it comes to computer sciences compared to some early stages of Turbo C++ which required more from the original author to keep track due to the similarity to a notepad document. The contrast can be further seen with the interface in Visual C++ and some others.

There is no "definite best" when doing things in programming, however good documentation and logic does the practice. This is not to refer to any elitism and how several individuals started with C++ rather than the nicer options to the beginners such as Scratch, Construct or RPGMaker (at least with the 2000 version which was a press the button option); but that every programming language has the pros and cons.

As seen it is not only a matter of speaking languages nor computer programming ones that are on the "best one" but it is a matter on the use itself. The learning and knowledge transfer inside the same family of languages can go a long way in helping, this means the following:

For programming it is suggested to look for the versatility and the learning curves and how said learning can transfer to others that are related. Like how C++ structure can pass to other languages that work with the object oriented programming.

For Natural Languages the transfer can go easier when the languages are related, as how Spanish can help when learning some Portuguese and vice versa due to being related to the same family. However the transfer does not help with some particular term issued as "false friends" in some learning such as Spanish native speaker learning English. Another is when there is a major difference in the blueprints, since the word order in Spanish is highly different to that in Japanese there is a situation of "reorganizing the wiring".

In few words it is not the language that is the logical one but the person who uses said language. The learning of some languages becomes easier when in the same "family" and takes more work when working outside of said family.

Call of Honor

Any degree of success or achievement for me is only ever a relief. My version of getting carried away is: "Mmm, that wasn't as bad as I thought it was going to be." - Catherine Tate

I would prefer even to fail with honor than win by cheating. - Sophocles

It is important to note that the view of Honor and the mentions of these in linguistics is not exactly "an one way road". This is in part due to how some aspects like direct mentions such as the honorifics, or the indirect mention of lack of respect but keeping due to structures. It can be seen as the following:

Direct mention: Such as the "usted" mention in second person in Spanish. This can include the "honorifics lists" per language.

Avoidance Speech/Context sensitive speech pattern: Switching speech patterns when someone is near. This can overlap with how Japanese has Keigo for formal affairs.

Due Respect: When respect is given due to structure. However this can be used with some delivery to some particular remarks to the superior if what was said is something that can be onto stupid and or dangerous.

It should be noted that Respect and Honor are two things, but are related to an extent to be worked in the structures. It can be seen like "I can see that the deed is without honor but I can respect it".

Another particular detail is that the context and the meaning from the speaker are that important to deal with these. There are instances where the speaker delivers a message to the receiver but the level of respect and familiarity can mean a lot.

Direct Mention and the "levels"

This is perhaps something that is not exactly seen "directly" by some individuals. But in some languages it is a sign of respect to mention these to the listener. For example: Mister, Sir, etc. This

can be seen as if the use of the Titles the individual has and used out of respect. This depends onto how the speaker is related to the receiver of the message.

Thing is that Japanese, and other Asian languages, have this with some castes or strata. Which can be similar to Medieval Europe with the Royalty. The similarities of the Japanese Honorifics with the Korean and some elements of Chinese. In some ways it is seen as Keii and is related to the Keigo (formal way of speaking).

List of Japanese Honorifics:

Dono: Lord in the feudal sense. A lot of higher respect as "sama" but -dono denotes the high status of the person. Today it is considered less respectful of -sama due to the lack of self humbling and it is archaic.

Kisama: "honored sir" but can land onto high disrespect and meaning "you bastard". Still used in the military for the respectful sense.

Sama: used with cases of great respect. Usually translated to lord or lady. If done with sarcasm it can be onto high disrespect.

Gozen: Indicates nobility and mostly used with women.

San: Most common and used with the same social standing. Equals to Mister or Miss in English.

Oresama: My magnificent self. First person and meant as self aggrandizing.

Kun: Normally used between men and referring familiarity or endearment. Females can use it when addressing a female coworker of a lower position.

Chan: General informal term of endearment and related with cuteness. Used between girls used with pets, small children, friends or lovers. Can be seen as a diminutive. It can be both positive and negative based on context and tone.

Chin: even more diminutive version of chan. Used by young girls whom are very close friends.

Tan: Can be seen as the mispronunciation of chan. If used by an adult it can be used for sarcasm. However this is used with some anthropomorphization such as the OS Tans. Given that said phenomena is onto some mascots of some companies or products it also has the "taso" version for some cases such as eru' taso.

Tama/Chama: Mispronunciations of Sama. Exception "obocama" which is the equivalent of "young master".

Pyon: slang honorific. Between very close individuals, such as lovers.

Pi: Cutesy honorific for small pets.

Me: Derogatory and used to refer to people things or concepts that the speaker is pissed at or deem despicable. Using it with the own name or a first person pronoun has a self humbling effect.

These can be used as standalones.

Senpai/Sempai: Used when referring to upperclassman in academic contexts but can mean more onto mentor or senior.

Kouhai: The inverse of Senpai, an underclassman or a newer worker.

Sensei: literally "one who has come before". Usually used in English for martial arts masters. It can be applied for any master of a craft, however some professions such as doctors teachers lawyers writers and scientists who got their diploma get the title automatically while it is debatable with the others.

Shishou: similar to Sensei but limited to certain traditional Japanese arts and crafts, including martial arts.

Hakase: When addressing an academic with a very high amount of expertise. While technically it means "doctor" it is mostly seen as "Professor" in English. Due to the very little hard rules on this one it depends more on the preferences of the receiver.

Niisan/neesan: Referring to an older brother or sister. Also for someone older in your generation and not always restricted to relatives but for said use it has to be someone you consider like family.

Jisan/Basan: For refering to an uncle or an aunt. Can be used with non family members due to familiarity. A woman under 30 listening to this (and even some above it) can feel insulted by this.

Jiisan/Baasan: For referencing grandfather and grandmother. Not insulting unless the referred individual is sensitive about the age.

Bouzu: a level below kun on formality ladder. A masculine diminutive affectionate mention. Can be seen between niece or nephew. It can be used to express irritation.

Shi: Very generic and polite suffix used in formal writing and speech to refer about someone the speaker hasn't met directly. Used basically as in a news report.

Using no honorifics (yobisute) can be seen as a "zero honorific" which means that the individual is very intimate and familiar with the individual. Only when the individuals are close can be done so, however Japanese people understand more that not everyone uses honorifics in their languages and can let it slide.

It is important to note that while Japanese has a more focus on the honorifics, it can come as a historical tidbit on the Caste System. This can be seen as the cultural aspect and it can be seen in some points in the Indian Culture (although the use of English there is quite widespread).

In Spanish the use of Honorifics as such is not exactly "as is", but some uses of "titles" can be seen as such. Some of these are "gained" or "earned" by gaining a diploma while others are out of manners. The use of these is not exactly universal due to the respect of the speaker makes a point.

There are no "fast and direct rules" on this, but there are some minimal options that are used. This is not set in stone but due to some regions it can be seen as follows:

Titles: Some such as academic titles, especially university ones, are used before the name.

The use of Señor Señora : The equivalent of Mister and Madam.

The use of Señorito Señorita or Joven: The equivalent of using Young mister and young madam.

No title/honorific: The default mode in a lot of the Spanish speaking countries. However it has to be done with some familiarity with the individual, otherwise it can be referring to Señor and Señora.

In English, at least on a general view, the use of "honorifics" is not exactly handled the way the Japanese do. However while it can be seen as "titles" it is a particularity and how the respect value is on the individual.

Titles: Mostly with academic titles and position in a structure, mainly the army. These go before the name.

Sir or Lady: Used with people of some position in life.

Mister or Madam: A generic way to talk respectfully of another individual. However some individuals cannot be seem separate from this honorific call such as Mister Rogers.

No title/honorific: The default mode when there is some familiarity, if not it is suggested to go with the Mister or Madam mentions.

Speech Patterns

Commonly mentioned as "mother in law" language. This is a case when the speech patterns switch from one to another based on the situation. Given that this is a bit of a contextual situation and that the speech pattern of one individual changes when interacting with his friends and has another when speaking with his superiors.

This can be seen more clearly in the case of some situations where the speech patterns are different when there is a secret. A good example is avoiding a particular topic near someone whom is not aware of said topic, such as the surprise birthday party.

In Japanese this is made clearer with the use of Keigo. Given that there is a normal speech pattern and a more formal one with the use of the more polite Keigo speech pattern. However the use of Keigo is not on the basic levels of language learning and can be seen in the later levels when learning the Japanese Language.

Due Respect and Command Structures

With all due respect... - Words said before saying something which can be an insult the majority of times in a command structure

Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen.
- Winston Churchill

Interesting point is that there are several hierarchies and command structures to where the individual will end up interacting in life. As such it is important to know the issues with formal and informal authority:

Formal authority: Comes from being in the position of power in the hierarchy. Example: A teacher has the formal authority in a classroom.

Informal authority: Can be seen when someone is listened because some factors including technical expertise or conscience. Examples: A private stopping a sergeant on the field because he knows the land better. A boss listening to what the technician has to say on a particular issue. A worker reminding his boss about giving employee benefits before things devolve into a lawsuit.

By having both of these authorities in play it is important to know that while there is a hierarchy, it is important to see opportunities for some opinions going.

It should be noted that while in the hierarchies the idea is that the ones that ascend are the ones that made merits, it is not always that way. While it is not always a matter of "insolence", which is what a lot of individuals will see the underling when the questioning begins. But is important to see this:

Questioning and good criticism is not wrong, in fact it is useful for learning.

However criticism has to be done for constructive criticism and or a proper debate not the "I don't like this and period". For achieving this, it is important to point the pros and cons of the issue. Proof and proper rationalization do help.



It is to be noted that several individuals whom have risen without making full merits, or are truly unused to have their views challenged (a small percentage but these can be reasoned with a proper debate), will always retort to play the "insolent" card and try to remove the critic element. Which is something that would make several military commanders cringe, while the military does teach the idea of following orders there is also the mention to mention useful Intel that can be gathered from "the right grunt".

In few words it is useful to have someone whom can play contrarian and provides useful criticism or Intel that helps the situation.

When facing situations where the individual in charge does mention something that can be illogical or unnecessarily dangerous some individuals can try to chip in to avoid disaster. However due to some instances and due to protocol some are mentioned as "with all due respect" before laying out the reason on why it is not a wise move.

There is a distinction in Court that is when the following comes:

With respect: Trying to be courteous.

With (all) due respect: You are an idiot.



In few words while there will be a structure or hierarchy where the speaker will end up interacting. In said position the speaker can and will have to interact with other levels and at times will have to soften the criticisms in the right words but as Churchill put it:

If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time - a tremendous whack. - Winston Churchill



Sometimes it is time to be subtle, but in others it is not. But even then it is not a reason to lose manners.

It should be noted that the use of "due respect" is not always onto delivering an insult it can land onto the following uses:

The ironical use: When no respect is meant to be given. It is not said with meaning.

The half hearted use: When a comment is started with said words in an attempt to soften the blow.

The no respect mention: When there is no respect from the speaker, but has to say due to command structure.

The respectful use: When the speaker normally respects the addressed individual but not with the current statement.

Conclusion

Comparing languages by going "under the hood" and understanding the mechanics can bring some light onto some aspects of them. But as this is done some aspects can be similar in some but different in others which is important to know some of the workings inside of each one. As some people can say:

Knowing all the workings of a car is not required to drive one but it sure helps when it is time to fix it.

The aim of what has been done is to showcase some of the similarities and differences between languages, which can help a learner see the initial troubles with some languages. These troubles as shown in the case of Gender being Neutral in the execution of some languages but not in the definitions cue the trap. Given that some traps are yet to be included it is bound to be discovered by the ones working in some of the languages not covered in this. And as such is advised to look into several other materials to complete the understanding.

Glossary

Artificial Language: A language created by an individual so as to demonstrate an idea, or in some cases like Tolkien give some fictional culture a proper language of its own.

Ascribing: To attribute something. To input or assign.

Azure: Particular type of blue found in the sky and in heraldic colors.

Cartesian Plane: Used to refer to the X Y coordinates.

Caveat: Usually used as a way to mean a warning. Usually used in the combo of "caveat emptor" .

Continuum: When the start is different from the end but the middle parts aren't that different of each other. This can be viewed as the string of real numbers. For example 1 is different from 10 by a big deal but 1 is not so different from 2.

Convey: To communicate.

Egregious: Can be between remarkably bad (modern view) and remarkably good (archaic). It can be seen as the use of something surpassing the average, depending on the context it can be good or bad.

Gibberish: when something is said that makes no sense. This can be seen like the "baby talk" goo goo dada.

Heisenbug: Programming bug that tends to disappear when tried to be studied. A joke on Heisenberg's uncertainty principle but difficult to locate for any fix.

Herald: An individual whose work is to announce whom is coming after. The announcer of whom is entering the party.

Insolence: Rude and or disrespectful behavior.

MacGuffin: Literary technique to mention something that sets the plot in motion, but that ultimately does nothing. Some particular examples in fiction: a load of money, the Maltese Falcon, the Winslow, the One Ring, etc.

Malleable: As in changeable in shape. Something akin to how easy is to change the clay in shape.

Meme theory: Used to refer the transmittance of ideas between individuals.

Natural Language: A language that is created by communication between individuals and occurs "on the field" like for example: English, Spanish and Japanese.

Perceive: As to sense .

Romance Languages: Languages that come from the areas governed by the Roman Empire and the language used such as Latin. The languages in the list include: Spanish, Portuguese, Italian, etc.

Shannon Weaver model of communication: used to refer on how a message is sent and received. It works by also giving a showing of noises and blockades in communication.

Stand Alone Definition (SAD): Method of removing everything around a word to determine its role. This is done by checking several dictionaries for the word referenced.

Tacit: While not expressed the individual is known by the speaker and the listener.

Tarzan Speech: This is using the movie version, not the novel version. This means stripping stuff to the bone.

Transmit: Give an idea to others. Pass over an item.

Trope: A figurative or metaphorical use of a word or expression. Also used to refer to writing tools such as the idea of the McGuffin.

Unforeseen: Not planned nor as in other words: "Didn't see that one coming".

Versatility: That is useable in many different situations and scenarios.

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Special Thanks sector

The guys whom originally created a lot of the Creative Commons 0 materials.

The TV Tropes site, several of the articles included mentions to ideas that had to be included, some even linked to a particular topic like Relative Linguistics which the author was unaware due to poor schooling and not a common topic in the local academia (El Salvador).

Wikipedia for basically summarizing several topics, in several languages, related for this book and some that weren't.

My family for enduring the ramblings of a mad man.

Muhammad Sajjad for working on the cover.

Sorry sector

Tim Howard, even if blurred some of the football (soccer in the US sphere) fans might recognize him.

Some of the comic strips authors referenced, such as Rich Burlew and Aaron Williams.

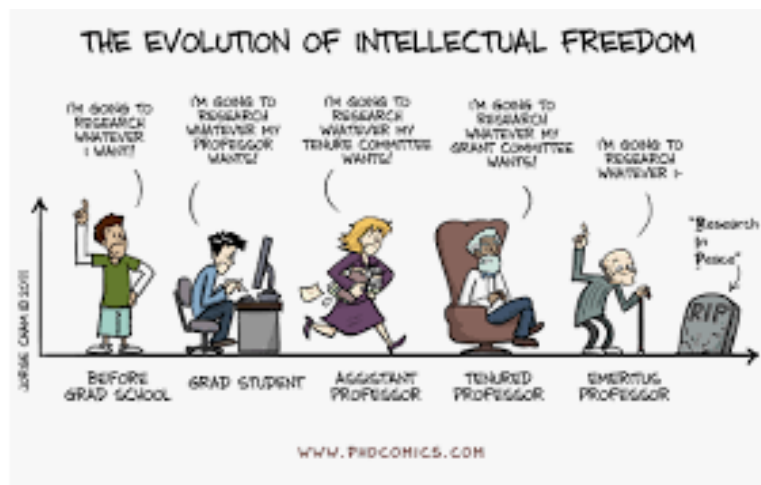
Last Comments

This book was made with the following ideas:

Given that students have trouble to get up to date books due to the costs to generate the first, of many, technical books so they can have a legal option for the books needed in university levels.

Universities in third world countries (by definition it can be seen as developing countries) can have trouble updating and or standardizing content in some majors, in this case languages specialties. By having a free updated book to have contrast the idea debating can occur.

Given that research and book making can be troublesome and as noted by the author of PHD comics:



As showcased most of the time the "intellectual freedom" is quite chained, while at first the technical knowledge onto how to do research is important to acquire. This means that at the point after Grad Students were the individual has the "know how" for doing things can in theory start doing a book on their major. It can be seen as this is a "first seed" for an "Open University Book" project (Proyecto Libro Universitario Abierto in Spanish) so as to help open spaces for new researchers and academia authors for bringing a cooperation unburdened so as to help standardize said lower levels. This also means that the idea is onto making the book was without attempt of profit.

Feedback and suggestions are expected to be worked on for a newer version and these will be delivered to a particular mail (magi.magister@gmail.com).

