



Adjectives with *The Word Within the Word* • List #3

In the sentences below, the words in **bold** contain important Latin or Greek stems. The words in *italics*, including those in both **bold** and *italics*, are the subject of this exercise. For each word in *italics*, write *noun* if the word is a noun and *adjective* if the word is an adjective.

1. English contains *many* **homophones** like two and too. _____
2. It was a *specious* argument, but it sounded convincing. _____
3. The *callow* youth was **inducted** into the army. _____
4. The **transfer** was made in the darkness of a *moonless* night. _____
5. The patent is still **pending** on the secret *product*. _____
6. The *two* bacteria were only a **micron** apart. _____
7. The fire **hydrant** stood in *front* of the school. _____
8. An overexposure to *the* sun's **photons** gave her a sunburn. _____
9. The *swift* god Apollo was a member of the Greek **pantheon**. _____
10. He wore a **pentagram** on his sleeve, not an *ordinary* pentagon. _____
11. The strange boy could move distant objects by *telekinesis*. _____
12. The wild creature had an *omnivorous* appetite. _____
13. The surgeon was able to **excise** the *malignant* tissue. _____
14. Johann Sebastian Bach composed *polyphonic* music. _____
15. The crash victims suffered *hypothermia* on the frozen tundra. _____
16. The amoeba uses its *flowing* **pseudopods** to move. _____
17. The human brain is said to contain 100 *billion* **neurons**. _____
18. Iron ore is called *hematite* because of its red color. _____
19. *Single-celled* animals are known as **protozoa**. _____
20. Laws against *vivisection* prevent cruelty to animals. _____

hypothermia



A verb shows action or being
or links a subject
to a subject complement.

A scholarly paradox: In order to explain verbs (the Latin *verbum* means word), we must use words that we will not define until later in the text. Your study process must be active and circular. You can read ahead to look up a term, and you can review this section later for deeper understanding. In this introduction we cannot learn everything about verbs; the subject is too vast, and even grammarians differ in their terminology, but we can learn a great deal.

Verb (v.): Sentences are not about nothing. Each sentence is about its subject, and the word for that subject will be a noun or a pronoun, but how does the sentence say something about the noun or pronoun? The verb does that. The **verb** is the main word about the noun; the verb tells what the noun is doing, or that it exists, or what it is equal to. Most verbs show actions or equations. If the verb is an **action** verb, then it might show the noun's action on a direct object: Coleridge **dreamt** the poem. An action verb might show simple action not on a direct object: Coleridge **dreamt** deeply. If the verb is **linking**, then it might link the noun to a subject complement: Plato **was** a philosopher. Again, most verbs show **actions or equations**. The noun does something, or it equals something.

Mia saw her. Mia is she.

Linking verbs link. This is one of the most important concepts in grammar. Action verbs show the subject acting: Monet **painted** the picture. In contrast, linking verbs link; they say that two things are the same; they make equations: Monet **is** an artist. In the sentence "Monet has a garden," is *has* an action verb or a linking verb? Well, do you mean that Monet *is* a garden? No? Then the verb is not linking. **If it does not link, it is not linking.** When the verb links, it creates an equation between two terms, and the linking verb is the equals sign.

