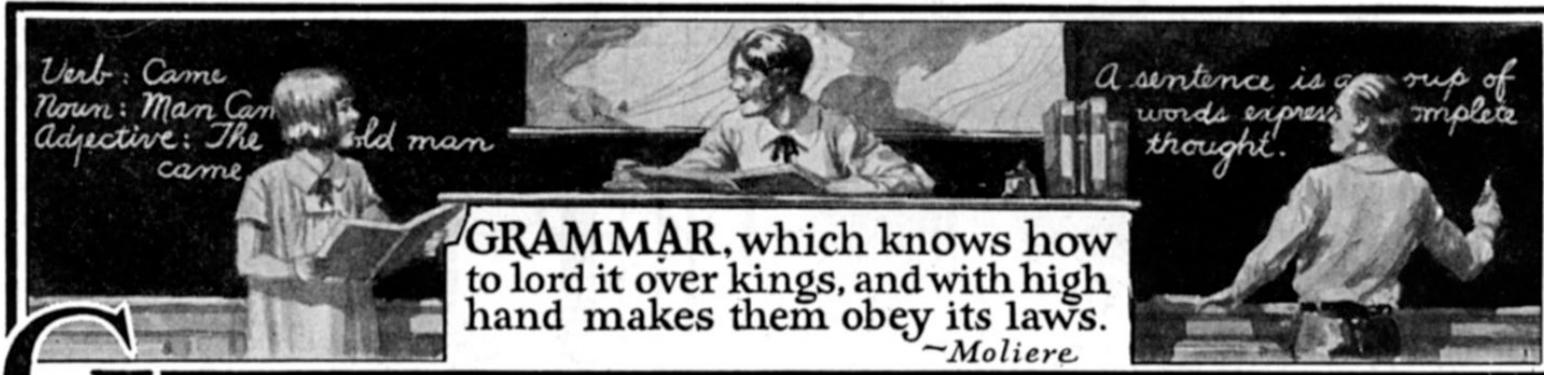


# Word Roots: Classics 30

Thursday,  
August 5, 2010:  
Unit 2



# Today's Goals

- To understand what “parts of speech” are
- To learn basic tests to identify nouns, verbs, adjectives, and adverbs
- To get some practice reading dictionary articles, particularly etymologies
- To get some practice reading Greek
- To look at a few more Bonus Biology Terms.

# Parts of Speech

## The Eight Classical Parts of Speech

- Classical [that is, Greek and Roman] grammarians divided words into eight categories. Traditionally, they are called the eight “**parts of speech.**” Your book calls them “**classes of words,**” which sounds better in modern English.
- In fact, these categories were developed to describe Greek and Latin and sometimes don't fit English well. However, they are still useful.
- The eight parts of speech (or classes of words) are:

verbs

prepositions

nouns

pronouns

adjectives

conjunctions

adverbs

interjections

# The Eight Parts of Speech

verbs

nouns

adjectives

adverbs

prepositions

pronouns

conjunctions

interjections

- The “parts of speech” in yellow are “content words,” and the textbook concentrates on them because these are the words that build vocabulary.
- The ones in black are “function words.” Your book is less interested in them. Nevertheless, we will look at them in this class.

# Nouns, Part I

- Nouns are often said to be persons, places, and things, but such generalizations can be tricky to use.
- Ultimately, if you just practice, you'll get a feel for what's a noun and what's a verb and so on. It's a very natural thing for humans to do.
- Your book gives you two tests to help you figure out what's a noun:
  1. Morphological
  2. Syntactical

# Nouns, Part II:

## The Morphological Test

- Morphology

**The morphology of a word refers to its form (μορφή means "form" in Greek).**

**In English, this usually involves endings. The words "cat" and "cats" differ morphologically, that is, they differ in form. The difference between the words "bake" and "baked" is also morphological.**

- In the morphological test for nouns, you see if a word can be made plural by changing its form with the morpheme {s}. If it can, it's a noun.
- Warning: This test will not always work!

# Nouns, Part III:

Examples of the Morphological Test for Nouns

The dog chewed a bone.

Of the words in this sentence, only “dog” and “bone” can be made plural by changing their forms with {s} (“dogs” and “bones”). They are the only nouns in the sentence.

# Nouns, Part III:

## The Syntactic Test

- Syntax

**The syntax of a word refers to what position it takes in a sentence's arrangement (σύνταξις means "arrangement" in Greek).**

**If you ask about a word's syntax in a sentence, you are asking about what position it has—subject, direct object, and so on.**

- In the syntactical test for nouns, you see if a word comfortably fits in the position after words that your book calls "noun markers." Some noun markers are *the*, *a*, *many*, *that*, and *these*.

# Nouns, Part IV:

Examples of the Syntactical Test

with, horse, accelerate, porkchop, beautifully

Which of these words fit comfortably after the noun markers like *the*, *a*, *many*, *that*, and *these*, and are therefore nouns?

# Adjectives, Part I

- Adjectives are words that answer the questions “How many?” “Which one?” and “What kind?”
- In the expression “Those three hairy tarantulas,” “those,” “three,” and “hairy” are adjectives. Which question does each answer?
- Your text also gives a morphological and a syntactical test to find adjectives.

# Adjectives, Part II:

## The Morphological Test

- In the morphological test for adjectives, you see if a word can be given the endings “-er” and “-est,” as with the word “sad”:
  - sadder
  - saddest
- This works with short adjectives; with longer ones, see if they go well with “more,” and “most,” as in the case of “beautiful”:
  - more beautiful
  - most beautiful

# Adjectives, Part III:

## The Syntactical Tests

- There are two syntactical tests for adjectives.
  - Do they go well between a noun marker and its noun?  
the good horse
  - Do they go well after the word seem?  
The horse seems good.

# Adjectives, Part IV

Using morphological and syntactical tests, determine which of these words are adjectives.

- walk
- determine
- certain
- hopeful
- impossible
- ugly
- through
- ornate
- pickle
- happy
- sick
- deliver
- stupid
- tree

# Verbs, Part I

- Verbs are easy to identify with a morphological test.
  - English verbs change tense by changing form.
  - If a word can morphologically change to indicate past time versus present time, it's a verb (There are only a few exceptions: the verb “hit,” for instance, which has the same form in the present and in the past).
- Examples:
  - I walk, I walked (“walk” is a verb)
  - I eat, I ate (“eat” is a verb)

# Verbs, Part II

Using a morphological test, determine which of these words are verbs.

- walk
- determine
- certain
- hopeful
- impossible
- dry
- through
- ornate
- pickle
- happy
- sicken
- deliver
- stupid
- tree

# Adverbs, Part I

- Of the four classes of content words (nouns, adjectives, verbs, and adverbs) adverbs are the slipperiest.
- Often adverbs are formed from adjectives by adding {ly}:
  - sad (adjective) => sadly (adverb)
  - hopeful (adjective) => hopefully (adverb).
- However, many adverbs do not end in {ly} and some adjectives do.

# Adverbs, Part II

- Adverbs have two identifying characteristics:
  1. They answer the questions “How?” “When?” and “Where?”
  2. They modify (describe) verbs, adjectives and other adverbs.

# Adverbs, Part III

Use the questions “How?” “When?” and “Where?” to identify adverbs in the following list.

- sadly
- soon
- here
- motivate
- later
- quickly
- worse
- frequently
- very
- clever
- rarely
- always

# Dictionary Practice I; “inclusion”

**in-clude** (in klōōd'), *v.t.*, **-clud-ed**, **-clud-ing**. **1.** to contain, as a whole does parts or any part or element: *The package includes the computer, program, disks, and a manual.* **2.** to place in an aggregate, class, category, or the like. **3.** to contain as a subordinate element; involve as a factor. [1375-1425; late ME < L *inclūdere* to shut in, equiv. to *in-* *IN*-<sup>2</sup> + *-clūdere*, comb. form of *claudere* to shut (cf. *CLOSE*)] —**in-clud'****a-ble**, **in-clud'****i-ble**, *adj.*

—**Syn.** **1.** embody. **INCLUDE**, **COMPREHEND**, **COMPRISE**, **EMBRACE** imply containing parts of a whole. To **INCLUDE** is to contain as a part or member, or among the parts and members, of a whole: *The list includes many new names.* To **COMPREHEND** is to have within the limits, scope, or range of references, as either a part or the whole number of items concerned: *The plan comprehends several projects.* To **COMPRISE** is to consist of, as the various parts serving to make up the whole: *This genus comprises 50 species.* **EMBRACE** emphasizes the extent or assortment of that which is included: *The report embraces a great variety of subjects.* —**Ant.** **1.** exclude, preclude.

**in-clud-ed** (in klōō'did), *adj.* **1.** being part of the whole; contained; covered: *Breakfast is included in the price of the room.* **2.** *Bot.* not projecting beyond the mouth of the corolla, as stamens or a style. **3.** enclosed. [1545-55; **INCLUDE** + **-ED**<sup>2</sup>] —**in-clud'****ed-ness**, *n.*

**in-clude** (in'klōōs), *n.* recluse (def. 2). [1375-1425; late ME < L *inclūsus*, ptp. of *inclūdere* to enclose, shut in, equiv. to *inclūd-* (see **INCLUDE**) + *-tus* ptp. suffix, with *-dt-* > *-s-*]

**in-clu-sion** (in klōō'zhən), *n.* **1.** the act of including. **2.** the state of being included. **3.** something that is included. **4.** *Biol.* a body suspended in the cytoplasm, as a granule. **5.** *Mineral.* a solid body or a body of gas or liquid enclosed within the mass of a mineral. **6.** *Petrog.* xenolith. **7.** *Logic, Math.* the relationship between two sets when the second is a subset of the first. [1590-1600; 1945-50 for def. 7; < L *inclūsiōn-* (s. of *inclūsiō*) a shutting in, equiv. to *inclūs(us)* (see **INCLUDE**) + *-iōn-* **-ION**]

**in-clu-sion-ary** (in klōō'zhə ner'ē), *adj.* (of zoning, housing programs, etc.) stipulating that a certain percentage of new housing will be priced within the reach of middle-income buyers or renters. [**INCLUSION** + **-ARY**]

**in**<sup>-1</sup>, a prefix representing English *in* (*income*; *indwell-ing*; *inland*, etc.), but used also as a verb-formative with transitive, intensive, or sometimes little apparent force (*intrust*; *inweave*, etc.). It often assumes the same forms as **in**<sup>-2</sup>, such as **en-**, **em-**, **im**<sup>-3</sup>. [ME, OE; see **IN**]

**in**<sup>-2</sup>, a prefix of Latin origin meaning primarily “in,” but used also as a verb-formative with the same force as **in**<sup>-1</sup> (*incarcerate*; *incantation*). Also, **il-**, **im-**, **ir-**. Cf. **em-**, **en-**. [< L, comb. form of *in* (prep.); c. **IN**]

**in**<sup>-3</sup>, a prefix of Latin origin, corresponding to English *un-*, having a negative or privative force, freely used as an English formative, esp. of adjectives and their derivatives and of nouns (*inattention*; *indefensible*; *inexpensive*; *inorganic*; *invariable*). It assumes the same phonetic phases as **in**<sup>-2</sup> (*impartial*; *immeasurable*; *illiterate*; *irregular*, etc.). In French, it became *en-* and thus occurs unfelt in such words as *enemy* (French *ennemi*, Latin *inimicus*, lit., not friendly). Also, **il-**, **im-**, **ir-**. [< L; akin to **AN**<sup>-1</sup>, **A**<sup>-6</sup>, **UN**<sup>-1</sup>]

**per·cuss** (pər kusʹ), *v.t.* **1.** *Med.* to strike or tap for diagnostic or therapeutic purposes. **2.** to strike (something) so as to shake or cause a shock to. —*v.i.* **3.** *Med.* to strike the surface of a part of the body for diagnostic purposes. [1550–60; < L *percussus*, ptp. of *percutere* to strike hard, beat, equiv. to *per-* PER- + *-cut(ere)*, comb. form of *quaterē* to shake (see QUASH) + *-tus* ptp. suffix, with *tt* > *ss*]

**per·cus·sion** (pər kushʹən), *n.* **1.** the striking of one body against another with some sharpness; impact; blow. **2.** *Med.* the striking or tapping of the surface of a part of the body for diagnostic or therapeutic purposes. **3.** the striking of a musical instrument to produce tones. **4.** *Music.* **a.** the section of an orchestra or band comprising the percussion instruments. **b.** the percussion instruments themselves. **5.** a sharp blow for detonating a percussion cap or the fuze of an artillery shell. **6.** the striking of sound on the ear. **7.** the act of percussing. [1535–45; < L *percussio*n- (s. of *percussio*) a beating. See PERCUSS, -ION] —**per·cusʹsion·al**, *adj.*

# Dictionary Practice II: “percussion”

**per** (pûr; *unstressed* pər), *prep.* **1.** for each; for every: *Membership costs ten dollars per year. This cloth is two dollars per yard.* **2.** by means of; by; through: *I am sending the recipe per messenger.* **3.** according to; in accordance with: *I delivered the box per your instructions.* —*adv.* **4.** *Informal.* each; for each one: *The charge for window-washing was five dollars per.* [1580–90; < L: through, by, for, for each. See FOR]

—**Usage.** PER for a or an or for each occurs chiefly in technical or statistical contexts: *miles per gallon; work-hours per week; feet per second; gallons of beer per person per year.* It is also common in sports commentary: *He averaged 16 points per quarter.* PER is sometimes criticized in business writing in the sense “according to” and is rare in literary writing.

**per-**, **1.** a prefix meaning “through,” “thoroughly,” “utterly,” “very”: *pervert; pervade; perfect.* **2.** *Chem.* a prefix used in the names of inorganic acids and their salts that possess the maximum amount of the element specified in the base word: *percarbonic* (H<sub>2</sub>C<sub>2</sub>O<sub>5</sub>), *permanganic* (HMnO<sub>4</sub>), *persulfuric* (H<sub>2</sub>S<sub>2</sub>O<sub>8</sub>), *acids; potassium permanganate* (KMnO<sub>4</sub>); *potassium persulfate* (K<sub>2</sub>S<sub>2</sub>O<sub>8</sub>). [*<* L, comb. form of *per* PER, and used as an intensive]

**Per.**, **1.** Persia. **2.** Persian.

**per.**, **1.** percentile. **2.** period. **3.** person.

# More Greek Practice

Read the Following Greek Words

δρᾶμα

ἐπιτομή

δημοκρατία

δράκων

ὔδρα

σύνθεσις

Ἀπόλλων

φοῖνιξ

ἀνάλυσις

Σπάρτα

ἐκκλησία

θέατρον

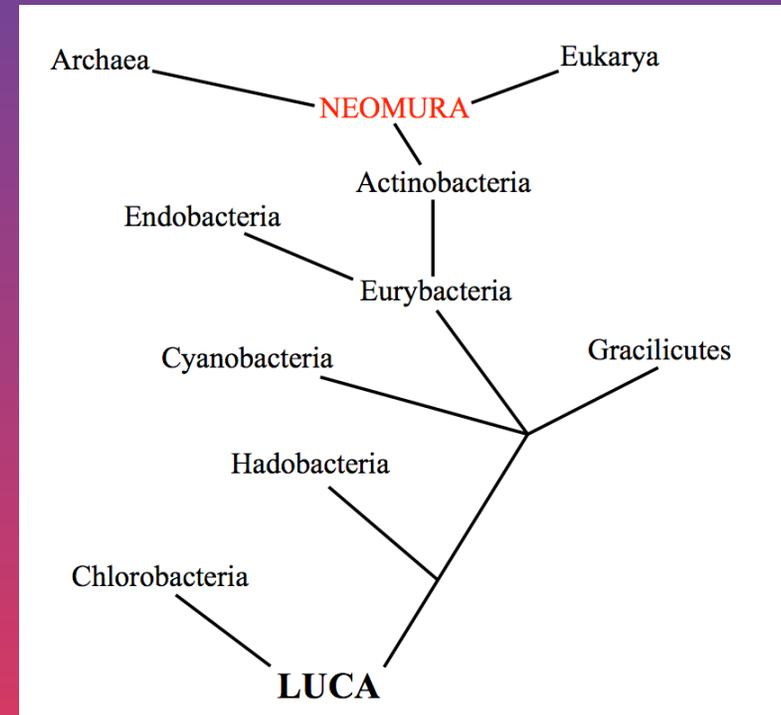
# Bonus Biology Term I

- Phylogeny = study or description of the “tribal” or “familial” relations of living things

- {phyl} (“tribe” or “race”)
- {-o-} (connective ‘o’ used in Greek compounds)
- {gen} (“producing,” “bearing,” “generating”)
- {-y} (makes abstract nouns)

- Compare:

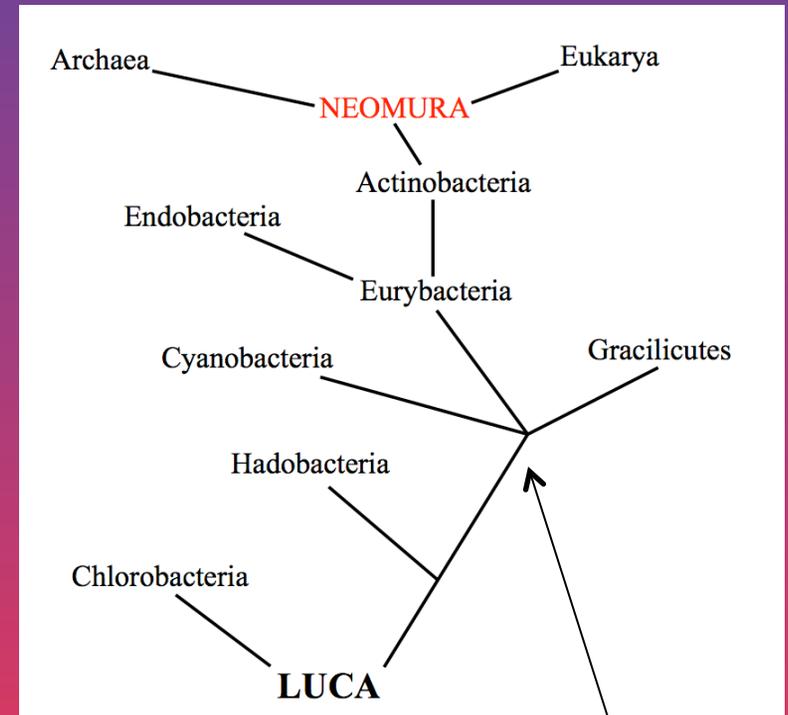
- Phylogenesis (= phylogeny)
- Phylogenetic (adjective)



A Phylogenetic Tree of Life

# Bonus Biology Term II

- Polytomy = a division into more than two branches
  - {poly} (“many”)
  - {tom} (“cut”)
  - {-y} (makes abstract nouns)
- Compare:
  - Anatomy ({ana} = “up”)
  - Atom ({a-} = “not”)
  - Dichotomy (“dicho” = “in two”)



A Polytomy  
in a Phylogenetic Tree of Life

# Bonus Biology Term III

- Homology = similarity, inherited from a common ancestor, between structures (a bird wing and a human arm are homologous forelimbs)
  - {homo} = “same”
  - {log} = “word,” “plan,” “structure”
  - {y} (makes abstract noun).
- Etymologically, “homology” means “agreement.”

# Bonus Biology Term IV

- Homoplasy = presence of similar traits not inherited from the same ancestor, but developed independently (the spines of hedgehogs and porcupines are homoplastic, that is, they are an instance of homoplasy)
  - {homo} = “same”
  - {plas} = “form,” “shape” (compare “plastic”)
  - {y} (makes abstract noun).