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Qualifying parts of Speech in English: Adjective vs. Adverb

Части речи, обозначающие качество референта:
прилагательное и наречие

Учебное пособие предназначено для школьников старших классов средней общеобразовательной школы, студентов факультетов иностранных языков и других гуманитарных и технических специальностей. В пособии рассматриваются способы передачи в английском языке качества предметов и качества действий. Теоретической основой разработки грамматического материала является теория лексической парадигмы номинации, в рамках которой происходит объединение знаменательных классов слов в соответствии с логикой психического восприятия реальности. Согласно этой теории, человек, познавая мир, первоначально различает объекты (objects) и их действия (actions), а потом – качества объектов (primary properties) и качества действий (secondary properties). Разработанная система упражнений направлена на практическое и активное овладение английской грамматикой для описания качества объектов и действий. Упражнения построены на аутентичном материале, чтобы показать грамматическое явление в его естественном окружении.



**QUALIFYING
PARTS
OF SPEECH:
ADJECTIVE VS. ADVERB**

**МОСКВА
2018**

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Preamble. Theoretical Aspects of Part of Speech Identification

What is meant by a “part of speech” is a type of words differing from other types in some grammatical point or points. The words of language depending on various formal and semantic features are divided into grammatically relevant sets or classes. A class is a grammatically relevant set of words. The traditional division of words into those sets is called parts of speech. Since the word is distinguished not only by grammatical, but also by semantico-lexemic properties, parts of speech can be as well identified as lexico-grammatical categories.

In modern linguistics, parts of speech are discriminated on the basis of the three criteria: semantic, formal, and functional (syntactic). The semantic criterion presupposes the evaluation of the generalized meaning, which is characteristic of all the subsets of words constituting a given part of speech. This meaning is understood as the categorical meaning of the part of speech. The formal criterion provides for the exposition of the specific inflectional and derivational (word-building) features of all the lexemic subsets of a part of speech. The functional (syntactic) criterion concerns the syntactic role of words in the sentence typical of a part of speech. The three factors of categorical characterization of words are conventionally referred to as meaning, form, and function.

The features of the adjective: 1) the categorical meaning of property (qualitative and relative); 2) the forms of the degrees of comparison (for qualitative adjectives); 3) adjectival functions in the sentence (attribute to a noun, adjectival predicative).

The features of the adverb: 1) the categorical meaning of the secondary property, i.e. the property of process or another property; 2) the forms of the degrees of comparison for qualitative adverbs; the specific suffixal forms of derivation; 3) the functions of various adverbial modifiers.

Each part of speech after its identification is further subdivided into subseries in accord with various semantico-functional and formal features of the constituent words. This subdivision is sometimes called ‘subcategorization of parts of speech.

Adjectives are subcategorized into qualitative and relative, of constant feature and temporary feature (the latter are referred to as ‘statives’ and identified by some scholars as a separate part of speech under the heading of ‘category of state’), factual and evaluative:

Long, red, comfortable noble – wooden, rural, daily, feathery;

Healthy, joyful, grievous, sickly – ill, glad, sorry, afire, ajar;

Tall, heavy, native, smooth, mental – kind, brave, wise, cool, stupid.

The adverb is also subject to the corresponding subcategorization. The whole class of adverbs is divided, first, into nominal and pronominal, and the nominal adverbs will be subdivided into qualitative and orientative, the former including genuine qualitative adverbs and degree adverbs, the latter falling into temporal and local adverbs, with further possible subdivisions of more detailed specifications.

Professor M.Y. Blokh points out that as in the case with adjectives, lexemic subcategorization of adverbs should be accompanied by a more functional and flexible division into evaluative and specificative, connected with the categorical expression of comparison. Each adverb subject to evaluational grading by degree words expresses the category of comparison, much in the same way as adjectives do. Thus, not only qualitative, but also orientative adverbs, proving they come under the heading of evaluative, are included into the categorical system of comparison, e.g.: *ashore - more ashore - most ashore - less ashore - least ashore.*

THE ADJECTIVE

1.1. Adjective as a Part of Speech: General Characteristics

The adjective expresses the categorical semantics of property of a substance. It means that each adjective used in the text presupposes relation to some noun the property of whose referent it denotes, such as its material, colour, dimensions, position, state, and other characteristics both permanent and temporary.

Adjectives are distinguished by a specific combinability with nouns, which they modify, usually in pre-position, and occasionally in post-position; by a combinability with link-verbs, both functional and notional; by a combinability with modifying adverbs.

In the sentence the adjective performs the functions of an attribute and a predicative. Of the two, the more specific function of the adjective is that of an attribute, since the function of a predicative can be performed by the noun as well.

To the derivational features of adjectives belong a number of suffixes and prefixes, of which the most important are: *-ful* (hopeful), *-less* (flawless), *-ish* (bluish), *-ous* (famous), *-ive* (decorative), *-ic* (basic); *un-* (unprecedented), *in-* (inaccurate), *pre-* (premature). Among the adjectival affixes should also be named the prefix *a-*, constitutive for the stative subclass.

1.2. Semantic and Structural Types of Adjectives

Adjectives refer to the group of notional words, which means that they have distinct lexical meanings and perform independent syntactic functions in the sentence (mainly those of an attribute and a predicative, thus entering a noun-phrase or a verb-phrase).

Depending on the context, the head word and the position in the sentence one and the same adjective may have different meanings and thus may be referred to different semantic groups. According to their way of nomination adjectives fall into two groups – qualitative and relative.

Qualitative adjectives denote properties of a substance directly, such as size, shape, colour, physical and mental qualities, qualities of general estimation: great,

cold, beautiful, etc. Qualitative adjectives in their turn may be differentiated according to their meaning into descriptive, denoting a quality in a broad sense: *wonderful, light, cold*, etc., and limiting, denoting a specific category, a part of a whole, a sequence of order, a number: *the previous page, medical aid, the left hand*. They single out the object or substance, impart a concrete or unique meaning to it, and specify it: *the right leg, a harsh voice, a complete fool*.

Many adjectives may function either as descriptive or limiting, depending on the head-word and the context. Compare:

Descriptive	Limiting
<i>Foreign manners</i>	<i>foreign languages</i>
<i>A musical voice</i>	<i>a musical instrument</i>
<i>A little finger</i> (a small finger)	<i>a little finger</i> (the last finger of a hand)
<i>Real wood</i> (not false)	<i>a real hero</i> (degree)
<i>A perfect day</i> (excellent)	<i>a perfect idiot</i> (degree)
<i>A poor result</i> (not good)	<i>poor people</i> (having little money).

A change of a position, and accordingly of syntactic status of the adjective may result into a change of meaning, cf.: *a fast train* (limiting) – *the train was fast* (descriptive); *a late bus* (near the end of the day) – *the bus was late* (not on time); *She's a beautiful dancer* (her dancing is beautiful) – *The dancer is beautiful* (a beautiful person).

Relative adjectives describe properties of a substance through relation to:
 place: *European, Northern, Polish*;
 time: *daily, weekly, yearly*;
 materials: *woolen, wooden, feathery, leathern*;
 action: *defensive, rotatory, preparatory*;
 relationship: *fatherly, friendly*.

Grammatical characteristics of relative adjectives are as follows:
 Relative adjectives have no degrees of comparison.
 They do not form adverbs with the suffix *-ly*.

They have certain typical suffixes, such as: *-en* (wooden), *-an* (American), *-ist* (socialist), *-ic* (synthetic), *-ical* (analytical).

They are chiefly used as attributes: ...*she was an example of the middle American class. He had noticed a pretty golden chain upon her neck.*

Relative adjectives have neither synonyms nor antonyms.

It must be pointed out that no hard line of demarcation exists between relative and qualitative adjectives: *silken thread* (relative) – *silken hair* (qualitative, as physical quality is expressed); *a stony road* (=bad, rough) – *a stony expression of the face*.

Most adjectives can be either in attributive position (*nice weather*) or in predicative position (*The weather is nice*). But a few go in one position but not in the other.

Attributive only are the following adjectives: *chief, elder, eldest, eventual, former* (=earlier), *indoor, outdoor, inner, little, main, mere* (a mere child=only a child), *only, outer, principle* (=main), *sheer* (=complete), *sole* (=only), *upper, utter* (=completely).

An adjective phrase can have one or more adjectives: *a large stadium, a large empty stadium*. When two or more adjectives come before a noun, there is usually a fairly fixed order. The order depends mainly on the meaning. The adjectives usually come in this order:

opinion: *nice, wonderful, excellent, lovely, terrible, awful*, etc.

size: *large, small, long, short, tall*, etc.

quality: *clear, busy, famous, important, quiet*, etc.

age: *old, new*, etc.

shape: *round, square, fat, thin, wide, narrow*, etc.

colour: *red, white, blue, green*, etc.

participle forms: *covered, furnished, broken, running, missing*, etc.

origin: *British, Italian, American, Russian*, etc.

material: *brick, paper, plastic, wooden*, etc.

type: *human, chemical, domestic, electronic*, etc.

purpose: *alarm* (clock), *walking* (boots), *dancing* (hall).

These rules are not absolute. The order can sometimes be different. People sometimes prefer to put a short adjective before a long one: *a big horrible building*. *Old* and *young* referring to people often come next to the noun, here they are unstressed: *a dignified old lady*; *a pale young man*. In general, the adjective closest to the noun has the closest link in meaning with noun and expresses what is most permanent about it. For example, in the phrase *two excellent public tennis courts*, the word *tennis* is closely linked to *courts*, whereas *excellent* is not linked so closely. The fact that the courts are for tennis is permanent, but their excellence is a matter of opinion.

Predicative only are the adjectives:

- a) Several words expressing feelings: *glad, content, upset, pleased*;
- b) Several words to do with health: *ill, fine, unwell, well*.
- c) Several words with the prefix *a-* (statives): *asleep, awake, alive, afraid, alone, alike, ashamed*.

The term “statives” is applied to the adjectives denoting a state, not a quality. Many of those adjectives can be used attributively if they are modified by an adverb: *the wide awake children, an extremely pleased customer*. Sometimes there is another word that can be used attributively instead of one with the prefix *a-*: *a sleeping child* (instead of *asleep*), *a living person* (instead of *alive*), *a frightened animal* (instead of *afraid*). *Pleased, glad, upset* can be attributive when not referring directly to people: *a pleased expression, the glad news, an upset stomach*.

According to their morphological composition, adjectives can be subdivided into simple, derived and compound. Simple adjectives are those which have neither suffixes nor prefixes. They are indecomposable: *kind, new, fresh*. Derivative adjectives have derivative elements, suffixes or prefixes or both: *careful, bluish, glorious, unkind, unimportant*. Compound adjectives consist of two or more stems: *much-praised, grass-green, heart-breaking*.

Derivative adjectives are formed in many different ways. The most productive way is to add a suffix to the end of a word (mostly nouns and verbs) to change its meaning or use. The most common of such suffixes are:

-able: admirable, comfortable, desirable, etc.;

-ible: responsible, sensible, visible, etc.;

-al: practical, cultural, musical, etc.;

-ic: dramatic, scientific, heroic, etc.;

-ish: childish, foolish, Scottish, etc.;

-ive: expensive, primitive, talkative, etc.;

-ful: careful, useful, colourful, etc.;

-less: harmless, helpless, fearless, etc.;

-ly: brotherly, deadly, friendly, etc.;

-ous: curious, dangerous, famous, etc.;

-y: dusty, funny, foggy, etc.;

-ant: elegant, important, predominant, etc.;

-ent: dependent, innocent, prominent, etc.;

-like: businesslike, childlike, dreamlike, etc.

In the English language there is also a large number of adjectives ending in *-ing* and *-ed*. Such adjectives are formed from the present or past participles which have become adjectivized, i.e. they have lost their verbal force partially or completely and acquired some or all of the features characteristic of adjectives.

The man felt very offended.

His answer was surprising.

Her pained voice echoed through the fields.

Prefixes can also take part in the formation of adjectives. Among them there are such prefixes as:

anti-: antiwar, antinational, antisocial, etc.;

pre-: prewar, predominant, preoccupied, etc.;

dis-: dishonest, disgraceful, disobedient, etc.;

un-: unattractive, unforgettable, unpleasant, etc.;

in-: *incapable, insincere, invalid, etc.*;

il- (before 'l'): *illegal, illegible, illogical, etc.*;

im- (before 'm' or 'p'): *impossible, impolite, immoral, etc.*;

ir- (before 'r'): *irregular, irresponsible, irrelevant, etc.*

Compound adjectives consist of several stems and have different patterns of formation. The main among them are:

Noun-stem + adjective stem: *snow-white, forest-green, dirt-poor, etc.*;

Adjective stem + adjective stem: *deaf-mute, bluish-gray, long-dead, etc.*;

Numeral-stem + noun-stem + suffix -ed: *four-wheeled, one-armed, five-sided.*

Adverb-stem + past participle-stem: *over-frightened, well-brought, well-used.*

Noun-stem + present participle-stem: *life-giving, nerve-racking, heart-warming.*

There are also adjectives in English that are built from two or more words of different lexico-grammatical classes: nouns, adjectives, numerals, verbs, participles, articles and prepositions. Such adjectives are obligatory hyphenated.

She had a gray-and-black floor-length kimono, the bottom flecked with sawdust (Kellerman).

When I got to the Alconburys' and rang their entire-tune-of-town-hall-clock-style doorbell I was still in a strange world of my own (Fielding).

1.3. Syntactic Functions of Adjectives

English adjectives may have different functions in the sentence. The most common are those of an attribute (in a noun-phrase) and a predicative (in a verb-phrase).

Adjectives used attributively (both in pre- and post-positions) are usually closely attached to their head-word. Such attributes are called close attributes:

The old Roman families, visiting nobles, even royalty, passed through his vast and brilliantly illuminated halls (Rice).

It was a strange friendship, a friendship mixed with envy.

If an adjective refers to the temporary rather than permanent characteristics of a noun, or just circumstance or condition under which what is said takes place, it becomes a detached (loose) attribute and may be placed in different positions in the sentence:

She had been a different woman that afternoon, warm, sisterly, supportive (Fielding).

I watched, anxious, as Oliver set out through the blind heat towards the throng (Fielding).

A loose attribute is therefore separated by a comma from its head-word if it adjoins it, or from other parts of the sentence if it is distant from the head-word.

Adjectives used as predicatives tend to refer to a permanent characteristic rather than to a temporary condition:

When I got home I was very happy. It was all going great (Fielding).

Adjectives in the predicative function often require an object to complete their meaning:

I am pleased to have been given this opportunity.

I was curious about how she would react.

An adjective may also serve in the sentence as part of the compound nominal double predicate. This type of predicate combines the features of two different types of predicate. It has the features of the simple verbal predicate and those of the compound nominal predicate. It consists of two parts, both of which are notional. The first one is verbal and is expressed by a verb denoting an action or a process performed by the person / non-person expressed by the subject. This verb performs at the same time a linking function. The second part is expressed by a noun or an adjective, which denotes the properties of the subject, not the manner of action.

The moon was shining cold and bright.

There is a number of verbs that most often occur in this type of predicate: *to die, to leave, to lie, to marry, to return, to rise, to sit, to stand, to shine.*

They met friends and parted enemies.

He died a hero.

Other syntactical functions the adjective may perform are as follows:

- an objective predicative: *She returned and found the nurse frantic* (Faber).
- a subjective predicative: *The enormous metal barrel was painted deep red...*(Faber).
- an adverbial modifier: *Anyway, weather right or wrong, he should be treated fairly...*(King).

Adjectives may be used parenthetically, conveying the attitude of the speaker to the contents of the sentence, quite often premodified by more or most:

Strange, it was the same person.

Most incredible, he came in time as he promised.

1.4. The Degrees of Comparison of Adjectives

The only pattern of morphological change of adjectives is that of degrees of comparison. The category of adjectival comparison expresses the quantitative characteristic of the quality of a nounal referent. The category is represented by the opposition of the three forms known under the heading of the Degrees of Comparison: the basic form (the Positive Degree); the Comparative Degree form, having the feature of restricted superiority (which limits the comparison to two elements only); the Superlative Degree form, having the feature of unrestricted superiority. The whole of the oppositional unity, considered from the semantic angle, constitutes a gradual ternary opposition. The analytical forms of comparison, as different from the synthetic forms, are used to express emphasis, thus complementing the synthetic forms in the sphere of this important stylistic connotation. Analytical degrees of comparison are devoid of the feature of "semantic idiomatism" characteristic of some other categorial analytical forms, such as, for example, the forms of the verbal perfect. For this reason the analytical degrees of comparison invite some linguists to call in question their claim to a categorial status in English grammar.

These forms are used to compare the same quality of different things. These forms are possible only for descriptive qualitative adjectives the meaning of which is compatible with the idea of quality, such as, for example, *cruel, pleasant, stupid, wicked*.

We use the Positive Degree to say that certain objects, things or abstract notions are equal in the degree of their property. The conjunctions *as...as* are used in affirmative sentences and in negative sentences we usually use *not so/as... as*:
My sister is as tall as me; some motels are not so comfortable as a good hotel.

The Comparative Degree points out that the objects compared are characterized by different degrees of some property, one of them surpasses the other. The Superlative Degree marks the highest degree of property in one of the object compared which surpasses all the rest in this quality.

The Comparative and the Superlative degrees may be formed with the help of different means: synthetic, analytic, and suppletive (irregular, from different roots). The synthetic way consists in adding form-building suffixes *-er / -est* to the root morpheme as in *fine – finer – finest*; the analytic – by adding auxiliary words *more / most* to the adjectives as in *careful – more careful – most careful*. After a comparative adjective we can use *than* with a phrase or clause:

Gold is softer than copper.

Flying is a lot quicker than going by train.

In general, short adjectives take *-er/-est* while long ones take *more/most*. One-syllable adjectives count as short and three-syllable adjectives count as long. Most two-syllable adjectives count as long but not all of them.

One-syllable adjectives take *-er/-est* (*soft – softer – softest*). Exceptions are adjectives in *-ed* (which originates from Participle II: *pleased, bored*) and adjectives *real, right and wrong*:

The film made the story more real.

Some one-syllable adjectives take either *-er/-est* or *more/most*. It also depends on their syntactical function in the sentence: adjectives used predicatively have a

greater tendency towards analytic forms of comparison than when used attributively:

He is a cleverer man than his brother; but He is more clever than his brother.

I wish I felt surer/more sure about what I'm doing.

Two-syllable adjectives follow these regulations:

The following words take *more/most*:

ending in *-ful*: *careful, helpful, peaceful, useful*;

ending in *-less*: *helpless, useless*;

ending in *-ing*: *boring, pleasing, tiring, willing*;

ending in *-ed*: *amused, confused, surprised*;

some others: *afraid, certain, correct, eager, exact, formal, foolish modern, normal, recent*.

The following take either *-er/-est* or *more/most*: *able, common, cruel, gentle, handsome, pleasant, polite, simple, stupid, tired*. Two-syllable adjectives ending in *-y* usually take *-er/-est* (*luckier - luckiest*), although *more/most* is possible as well. Some examples: *dirty, easy, empty, funny, happy, lovely, pretty, silly*. Again, the choice depends on the syntactic function of the adjective in the sentence:

He is the happiest man in his family (attributive).

His life in Paris was much more happy than in London (predicative).

There are some spelling rules for *-er / -est*:

No doubling of *-e*: *fine – finer – finest, nice – nicer – nicest*;

Doubling of final consonants in one-syllable words: *hot – hotter – hottest, sad – sadder – saddest*;

-Y after a consonant changing into *-i*: *happy – happier – happiest, heavy – heavier – heaviest*.

Adjectives of three or more syllables take *more/most*. The Superlative Degree is generally used with the definite article: *expensive – more expensive – the most expensive; magnificent – more magnificent – the most magnificent*.

In formal English *most* can mean 'very'. In this case it is used either with the indefinite article, or without any. Compare *the most* and *a most*:

It's the most exclusive store in New York (superlative).

It's a most exclusive store (very exclusive).

The latter form is sometimes called 'the elative' as opposed to the superlative, when a very high but not the highest degree of quality is expressed and no comparison with other objects is implied:

Thank you, you have been most kind to me (=very, not kindest).

The elative *most*-construction is a common means of expressing elative evaluations of substance properties. The definite article with the elative *most*-construction is also possible, if leaving the elative function less distinctly recognizable. Cf:

They gave a most spectacular show.

I found myself in the most awkward situation.

The expressive nature of the elative superlative as such provides it with a permanent grammatico-stylistic status in the language. The expressive peculiarity of the form consists in the immediate combination of the two features which outwardly contradict each other: the categorical form of the superlative, on the one hand, and the absence of a comparison, on the other.

The traditional rule is that we use the comparative for two items only (*Who of them two is the taller?* – mind the use of the article!), and the superlative – for more than two (*Who is the tallest of the three?*). But in informal English we often use the superlative to refer to one of only two items: *Which of these photos is best?*

Adjectival compounds can be inflected in two ways, either the first element is inflected or comparison is with more and most: *well-known – better-known – best-known, kind-hearted – more kind-hearted – most kind-hearted.*

Several adjectives form their degrees of comparison irregularly, by means of suppletive forms:

good – better – best

bad – worse – worst

little – less – least

many – more – most

far

a) *farther – farthest* (with reference to distance): *The farthest moon is 13 million kilometers from Saturn.*

b) *further – furthest* (with reference to time, abstract notions and in figurative use): *Let's hope there are no further problems* (no more problems). Further is also used with the meaning 'more', 'additional', 'extra', etc.: *a college of further education.*

old

a) *older – oldest* (with reference to age): *Have you got an older brother?*

b) *elder – eldest* (with reference to the sequence of sisters and brothers): *The eldest daughter married a pop singer.*

late

a) *later* (after the time one is speaking about): *I'll see you later.* *Latest* (further ahead in time or newest): *This jacket is the latest fashion.*

b) *latter* (the second of the two people or things, or the last in a list just mentioned): *In the latter case, buyers pay a 15% commission.* *Last* (before the time or final): *I had my hair cut last week. This is the last time I lend anyone my car.*

near (no comparative)

a) *nearest* (the shortest distance away, the closest, least far): *Where is the nearest phone box?*

b) *next* (one of a sequence of things coming one after the other): *We have to get out at the next stop.* (In historical linguistics, *near* itself is the form of the comparative degree of the archaic adjective *nah* with the meaning 'close').

The Degrees of Comparison of adjectives are often employed in elementary mathematical calculations in order to find out an amount, price, or value by a way of using numbers. The comparative degree implies comparison by addition and subtraction of quantities (the conjunction *than* is also used in this case):

This way is five kilometers shorter than that one.

How many more chairs are there in this room than in the other?

How many fewer chairs are in this room than in the other?

When comparison implies multiplication or division, the positive degree is used with the paired conjunction *as...as*:

This way is twice as short as that one.

How many times does this room contain as many chairs as that one?

How many times does this room contain as few chairs as that one?

There are certain set phrases used in comparing quantities. Consider the examples:

It is half as long as the other (=shorter by half);

It is half as long again as the other (=longer by half);

I get half as much as you (=less by half);

I get half as much again as you (=one and a half times as much = more by half);

This square is longer than it is wide.

Note some other set phrases which contain the comparative or the superlative: *a change for the better / for the worse; so much the better / the worse for smb / smth; at best / at worst; to do one's best / worst; if the worst comes to the worst.*

The following adjectives generally do not form the degrees of comparison:

Limiting qualitative adjectives which single out or determine the type of things or persons, such as: *previous, middle, left, medical, dead, childless*, etc.

Adjectives with comparative and superlative meaning, the so-called gradables which are of Latin origin: *former, inner, upper, junior, senior, prior, superior*, etc. (originally with comparative meaning), and *minimal, optimal, proximal*, etc. (originally with superlative meaning). With most of them the comparative meaning has been lost and they are used as positive forms: *the inner wall, the upper lip, superior quality, minimal losses*. However, some comparatives borrowed from Latin (*major, minor, exterior, interior, junior, senior*) may form their own comparatives with a change of meaning. They have other patterns of usage. Consider the examples:

Only one manager is senior / junior to me now (having a higher / lower position or a rank).

She married a man seven years her junior.

Adjectives already denoting some gradation of quality, such as *darkish*, *greenish*, *reddish*.

1.5. The Intensifiers of the Degrees of Comparison

An intensifier is a word, usually an adverb that is used to emphasize an adjective, an adverb, or a verb, for example, the word *absolutely* in the phrase *that's absolutely wonderful*. To intensify, or to increase the degrees of comparison the following words and phrases used in special syntactical patterns can be found:

For the Positive Degree:

a) affirmative statements *ever so / every bit as / just as / most / a most* (the Elative, not the Superlative): *ever so interesting, most generous, a most handsome fellow; many motels are every bit as / just as elegant as the most modern hotels.*

b) negative and interrogative statements – *that bad / as bad as that / all that bad: Is it really that bad / as bad as all that? It can't be (all) that bad / as bad as (all) that; such a ... as: This isn't such a comfortable hotel as the last one we stayed in.*

For the Comparative Degree: *much / a lot / a great deal / far / still (better); better and better / all the better / all the more better for smth. (=because of smth.); the shorter...the better / all the better for you; no better / not at all better for all your explanations (=despite your explanations).* For example, *The plant grew taller and taller. The longer the journey (is), the more expensive the ticket (is). I'm none the better for all your curing.*

For the Superlative Degree: *by far the / the very (best): He is the very best runner; sometimes after a superlative phrases of time and place , of-phrases or relative clauses are used, such as ever possible, in the world, of all, ever heard of, ever seen, ever known: It's the most marvelous painting ever seen. It is going to be the most exciting pop festival ever possible. Titan is the largest of all Saturn's moons.*

1.6. Substantivized Adjectives

Adjectives display the ability to be easily substantivized by conversion, i.e. by zero-derivation. Substantivation is a process of converting an adjective into a noun denoting the generalized properties of the corresponding adjective, for example, *poor people = the poor; the unknown things = the unknown*. Substantivized adjectives have acquired some or all of the grammatical characteristics of the noun, but their adjectival origin is still generally felt.

Substantivized adjectives are divided into wholly substantivised and partially substantivised adjectives.

Wholly substantivized adjectives have all the characteristics of nouns, namely, the plural form, the Genitive Case; they are associated with articles: *a native, the natives, a native's hut*. These are adjectives denoting a) social rank or position: *a noble (the nobles, the nobles' castles); equals*; b) military ranks: *a general, a private, a marine*; c) party: *Christians, conservatives, communists, socialists*; d) gender: *the masculine, the feminine, the neuter*; e) race: *Europeans, Asiatics, Indians, Afro-Americans, blacks, whites*; f) groups of people of certain times of epoch: *ancients, contemporaries*; g) some nationality names.

Nationality names comprise both wholly and partially substantivized as well as non-substantivized adjectives.

Wholly substantivized adjectives are:

American – an American – the Americans

Chinese – a Chinese – the Chinese

Greek – a Greek – the Greeks

Japanese – a Japanese – the Japanese

Italian – an Italian – the Italians

Norwegian – a Norwegian, the Norwegians

Russian – a Russian – the Russians

Thai – a Thai – the Thai

Portuguese – a Portuguese – the Portuguese

Thai – a Thai – the Thai

Partially substantivized adjectives are:

Danish – a Dane – the Danish

English – an Englishman – the English

Dutch – a Dutchman – the Dutch

French – a Frenchman – the French

Non-substantivized adjectives are:

Finnish – a Finn – the Finns

Polish – a Pole – the Poles

Spanish – a Spaniard – the Spaniards

Turkey – a Turk – the Turks

Partially substantivized adjectives acquire only some of the characteristics of the noun: they are usually used with the definite article and fall into several groups, according to the meaning and nominal features they possess:

Substantivized adjectives denoting generalized or abstract notions have only singular concord: *the unseen, the unreal, the unknown, the fabulous*;

Words denoting groups of people with the same properties (social class, human condition or character). These words are used with the determiner ‘the’ and admit only of plural concord: *the old, the rich, the blind, the mute, the deaf, the eminent*.

In formal speech we usually say *old people*, etc. instead *the old*. *The accused* has both singular and plural reference; the definite article is sometimes omitted in double structures: *Both young and old enjoyed themselves at the party*.

Words denoting collections of things or substances have only the plural form: *eatables, valuables, sweets, greens, necessaries, chemicals; classics, finals, midsessionals*;

Substantivized adjectives denoting colours are commonly used either in the singular or in the plural without any determiner: *She prefers grey/greys, red/reds, purple /purples*. But when they have attributes in pre- or postposition, they are associated with determiners in accord with the general rules: *a light blue, a dark pink, the green of the grass, the red of the sunset*.

There are certain set phrases with substantivized adjectives: *on the contrary, not in the least, out of the ordinary, in the negative, in the affirmative, all of a sudden, in short, on the whole, in the main, in the open, in brief, to the quick, in particular.*

1.7. Activities

Questions

1. What are the essential properties of qualitative adjectives?
2. Characterize relative adjectives and their grammatical features.
3. In what order do adjectives usually come being pre-positional attributes?
4. Comment on syntactical functions of the adjective. Give examples of adjectives used only attributively and only predicatively.
5. Comment on the ways of formation of the Degrees of Comparison.
6. How is the choice of the way of formation of the Degrees dependent on the syntactical function of the adjective?
7. What is the 'Elativé'?
8. List the special syntactic patterns of intensification of the Degrees.
9. How are the forms of the Degrees used in mathematical operations?
10. State the difference between wholly and partially substantivized adjectives.

Exercises

Exercise 1. Match the everyday nouns of Germanic origin in group A with corresponding adjectives of Latin origin in group B. For example, the word SUN has a corresponding Latin adjective SOLAR in addition to the simple adjective SUNNY.

GROUP A brother, woman, friend, god, fun, , year, mother, man, cat, dog, mind, brain, sight, touch, hand, house, earth, east.

GROUP B maternal, canine, terrestrial, fraternal, manual, mental, divine, feline, oriental, cerebral, feminine, masculine, annual, amicable, visual, comic(al), tactile, domestic.

Exercise 2. Put the following into the correct order:

English / lovely / several / old / tables
pretty / French / young / a lot / girls
dining-room / Regency / few / valuable / last / these / chairs
first / really important / Impressionist / his / three / paintings
dark blue / best / silk / my / all / shirts
young / many / German / factory workers
marble-topped / old-fashioned / these / oval / all / wash-stands
wildlife / Mike's / black and white / latest / photographs
cotton / a few / plain (colour) / hand-woven / carefully-chosen / dresses
non-stick / brand-new / a number of / French-made / frying pans
really important / the first / national / government-sponsored / survey
one-month / last / his / exhausting / European / tour.

Exercise 3. Using the suffixes -ish, -ly, -y, -like, -ful or -less make adjectives from the word in accord with the suggested meaning in brackets.

1. Red (more or less red).
2. Day (happening every day).
3. Silver (looking or shining like silver).
4. Worth (of little or no value).
5. Business (serious or professional)
6. Grease (or covered in grease).
7. Home (cosy; welcoming).
8. Breath (out of breath)
9. Power (very strong)
10. Plenty (which there is a lot of).
11. Elder (rather old – a politer word than *old*).
12. Life (looking as if it were real).
13. Peace (quiet, without disturbance or noise).

14. Old (more or less old / getting old)
15. Care (who does not take care).
16. Winter (cold; not warm or friendly)
17. Nose (wanting to know what is not your business)
18. Hand (useful; easy to reach or obtain).

Exercise 4. Rearrange the twenty adjectives presented in alphabetical order into five groups, bringing together those which are similar or related in meaning. Each group should have four adjectives.

Affluent, anxious, calm, capable

Competent, deceitful, deceptive, efficient

Experienced, frightened, misleading, nervous

Peaceful, quiet, relaxed, rich

Timid, untrue, wealthy, well-to-do.

Exercise 5. In English there are about sixty idiomatic comparisons like as mad as a hatter (meaning extremely mad) and as poor as a church mouse (meaning extremely poor). Can you fill in the missing words in these twenty?

- | | |
|---------------------------|-------------------------|
| As deaf as a ----- | *as ----- as a lion. |
| As fresh as a ----- | *as ----- as a whistle. |
| As sound as a ----- | *as ----- as ice. |
| As hungry as a ----- | *as ----- as a berry. |
| As light as a ----- | *as ----- as a poker. |
| As mischievous as a ----- | *as ----- as a picture. |
| As obstinate as a ----- | *as ----- as a peacock. |
| As old as the ----- | *as ----- as an eel. |
| As quiet as a ----- | *as ----- as a bat. |
| As sweet as ----- | *as ----- as an ox. |

Exercise 6. Choose the adjective which best fits the meanings of the following sentences. Take into consideration a difference in meaning between native and borrowed words (a sunny day vs. solar energy).

1. Animals which are active during the hours of darkness are called (nightly / nocturnal) animals.
2. Animals which are active during the day are called diurnal / daily animals.
3. There is now a (walking / pedestrian) precinct in the (town / urban) centre.
4. (Country / Rural) people often find it difficult to adjust to (an urban / a town) environment.
5. Mr Green is a (tooth / dental surgeon).
6. This food is not (salty / saline) to my taste.
7. (Salty / Saline) solutions are prepared in the library.
8. Harvard has a world-famous (law / legal) school.
9. Every citizen has a (lawful / legal) right to protect himself against attack.
10. Many of Escher's paintings make use of (eye / optical) illusions).
11. The police were able to call on several (eye / optical) witness to give evidence.
12. (Home / Domestic) Murders account for one in five of all murders in the UK.
13. There is a difference between calendar months and (moon / lunar) months.
14. For (mouth / oral) hygiene you should use (a mouth / an oral) wash as well as (tooth / dental) paste.
15. It was a fine (starry / stellar) night, with a severe (ground / terrestrial) frost.
16. The US had launched a probe into deep (starry / stellar) space.
17. Because he was so young, he went before the (child / juvenile) court, and was later interviewed by a (senior / elder) police officer.
18. He trained as a (sea / marine) engineer at the Academy of (Sea / Maritime) Studies.

Exercise 7. Complete the sentences with the proper lexeme choosing between similar words with different meanings.

TRUE / TRUTHFUL i) this play is based on a-----story; ii) I believe her: she is a----- person.

CHILDISH / CHILDLIKE i) You cannot have everything you want: don't be so -----; ii) She has a -----quality, a sort of innocence, which I like.

YOUNG / YOUTHFUL i) Our teacher is full of -----enthusiasm for her subject; ii) enjoy yourself while you are still -----.

UNEATABLE / INEDIBLE i) this meat is so tough that I find it -----; ii) Some of the ----- varieties of fungus are poisonous.

UNREADABLE / ILLEGIBLE i) The inscription was -----, but I recognized it as Latin; ii) War and Peace may be a good novel, but I find it -----.

HISTORIC / HISTORICAL i) Ladies and Gentlemen, this is a -----moment: the first manned landing on another planet! ii) The library contains a copy of Magna Carta and other ----- documents.

ECONOMIC / ECONOMICAL i) The country is experiencing a time of great ----- difficulty; ii) The soap is very ----- : you only need to use a little of it at a time.

ELECTRIC / ELECTRICAL i) I see you have an ----- cooker; I prefer gas; ii) The battery gave off a sudden electrical discharge.

SENSIBLE / SENSITIVE i) John will be all right on his own; he is a very ----- boy; ii) Don't criticize her too harshly: she is very -----.

Exercise 8. Match the 10 definitions and ten of the 14 adjectives below. "Muddle-headed and boggled eyed".

Describes someone who gets angry easily.

Describes the result of too much horse riding.

Describes a tolerant person.

Describes an intolerant person.

We call the Boss' favourite "the boss's----- boy.

Describes a person with a pleasant generous character.

Describes a person who is not at all sensitive to other people's feelings.

Ten per cent of the population are this: you notice it when they write, for example.

Describe your appearance if try to look at the tip of your own nose!

Describes, for example, a boxer's physique (body).

Blue-eyed, bow-legged, broad-minded, broad-shouldered, cross-eyed, flat-footed, good-natured, knock-kneed, left-handed, narrow-minded, open-hearted, round-shouldered, short-tempered, thick-skinned.

Exercise 9. Make up sentences with the Degrees of comparison using these symbols: > more; > less; = equal; not = not equal. Give double variants where possible.

1. English > easy Japanese. 2. Japanese >difficult English. 3. Japanese not = easy English. 4. Health > important money. 5. A change = good rest. 6. Blackbirds >common eagles. 7. You = welcome flowers in May. 8. Programmes < interesting they used to be. 9. Thirst > bad hunger. 10. Half a loaf > good no loaf at all. 11. Things not = good they used to be. 12. Jogging > healthy smoking. 13. Pluto > far away Mars. 14. Mars < distant Pluto. 15. She > ill she was yesterday. 16. The towns > noisy the villages.

Exercise 10. Put the adjectives in brackets into the form which best suits the meaning of the sentence. Give double forms where possible.

1. That is (incredible) story I have ever heard! 2. It is not always (bright) students who do well in tests. 3. Terylene shirts are harder-wearing, but cotton shirts are much (comfortable). 4. Which is (deep) Lake Garda or Lake Michigan? 5. She is much (self-confident) than she used to be. 6. I like both of them, but I think Michael is (easy) to talk to. 7. Most people are (well-off) than their parents were. 8. She has a lot to be thankful for – (sad) thing of all is that she does not realize it. 9. I want to rent a car – (powerful) one you have. 10. Both roads lead to the city center,

but the left-hand one is probably a bit (short) and (direct). 11. “Is Cambridge (old) university in Britain?” – “No, Oxford is about 50 years (old). 12. If you were (tidy) and (well-organized) than you are, you would not keep losing things.

Exercise 11. Choose the appropriate form of the adjective.

Farther – further

A table was set at the _____ end of the kitchen. 2. Cook gently for a _____ ten minutes. 3. What is the _____ distance you’ve ever run? 4. Lacunza ordered the suspension of the elections until _____ notice. 5. She said that the key was lost and, _____, that there was no hope of its being found. 6. Are there any _____ questions? 7. In search for new lands, man has explored _____ corners of the globe.

Nearest – next

I asked the woman at the _____ table what time it was. 2. Which is the _____ way to the station? 3. They could be heard arguing from the _____ door. 4. I’ve just missed the flight to Chicago, what time’s the _____ one? 5. You are my _____ and dearest in the world. 6. The hotel was full, and the _____ was over 20 miles away. 7. If butter is too expensive, use the _____ best thing – margarine.

Later – latter, latest – last

The launch was postponed to a _____ date. 2. Celebrations are planned for the _____ part of November. 3. These are the _____ four birds of their kind still in existence. 4. Do you happen to have Metallica’s _____ album? 5. The engine has been greatly improved in _____ models. 6. In the _____ case, buyers pay a 15% commission. 7. Fashion has changed in the _____ ten years.

Older – elder, oldest – eldest

Shane is the _____ brother of the two, he is two years _____ than Mark. 2. Which of these two brothers is _____? 3. The hurricane pulled out even the _____ and the thickest palms on the coast. 4. Sir George Stylon is the _____ member of the community.

Exercise 12. Use the adjectives in the comparative or superlative degrees. Give double variants where possible.

1. I am sure he is the (true) friend I have. 2. It is (true) to say that British English is influenced by American, rather than the other way round. 3. Walking is, for many, the (pleasant) kind of physical exercise. 4. It is much (pleasant) to walk in bright weather than in rain. 5. I haven't seen a (stupid) person than he in my life. 6. He is surely (stupid) than he tries to seem. 7. You could not find an (unhappy) fate than hers. 8. He felt still (unhappy) after what he had heard. 9. There has never been a (cruel) regime than in that country. 10. A defeat in a war makes the dictator even (cruel) than does victory. 11. Today he has been (quiet) than ever before. 12. I wish to live in the (quiet) street of a (quiet) little town.

Exercise 13. Intensify the adjectives in the following sentences.

1. He was shorter than I was, and not more than an inch or two taller than Irene, but his shoulders, neck and wrists were strong. 2. I didn't think it was serious. 3. I want Mrs. Lash flown to New Orleans by the fastest means. 4. Clive says there must be about ten blankets on the bed, and with each one you take off he gets colder. 5. Sonny was grayer, more cheerful, and Michael realized what that gaiety meant. 6. "He's not tall, not good looking," he said. I shook my head and said, "It's not important". 7. He brought his project in the simplest way. 8. The dispute grew more violent. 9. It was a large and handsome house, finer than mine. 10. He was the ablest manager among the Master's party. 11. The silence grew oppressive and Piggy held his breath. 12. I told you, doctor, my headache wasn't bad. 13. When I was a boy out here three years ago they were the happiest, jolliest years. 14. "Don't you think it might be wiser if we turned out the light?" said Mr. Sniggs. 15. It was one of the happiest afternoons he had ever spent there. 16. Philip grew better. 17. His voice became low. 18. The blood pressure became worse. 19. Jennie was kind to point out this was what I had just been suggesting. 20. Mary was well aware that

Nina would be perfectly willing to discuss the whole matter with her in the frankest way. 21. Our lives, our marriage, our children are more important than your work.

Exercise 14. Paraphrase the underlined phrases. Pay attention to the degrees of comparison, state the difference between A MOST / MOST... and THE MOST....

1. He made her feel like the most interesting, fascinating girl in the world. 2. Wells regarded him with the greatest kindness . 3. Our teacher is a most pleasant and intelligent young man . 4. It's not natural that you should go there now. It's most unnatural . 5. There is a most interesting article in the 'Educational Review' on the new methods that are being tried at the Innesborough High School. 6. It was no longer possible to hear exactly what she said. Miss Taylor was the quickest in the hospital of guessing what Granny Smith's remarks might be, but Miss Barnacle was the most inventive . 7. At last we are here. The forest in the most beautiful in Africa, a house of jewels. 8. She is a most unbalanced woman . 9. 'That's a most extraordinary request, Mr Sidney ', he said. 10. He wandered thus one May night into Regent Street and the most amazing crowd he had ever seen. 11. She was having a most distressing time with Ann. 12. Delphine came up with her Sergeant-Major and greeted me like her dearest friend . 13. The greatest ideas are the simplest . 14. Everyone was most anxious to get to the camp in time.

Exercise 15. Translate the sentences into Russian. Point out what forms of the degrees of comparison are used when comparison by multiplication (or division) of quantities is implied, as different from the cases where addition (or subtraction) of quantities is meant.

1. His brother is four years older than he. 2. His brother is twice as old as he is. 3. A qualified typist gets nearly twice as much as an unskilled one. 4. An unskilled typist gets half as much as a qualified one. 5. The director receives half as much again as his secretary. 6. The director's secretary gets half as much as her boss. 7. I

can lift a weight thrice as heavy. 8. The square is a little longer than it is wide. 9. The square is five times as long as it is wide. 10. His apartment is five times the size of mine (five times as large as mine). 11. How many times is this line as long as that one? 12. How much larger is his apartment than yours? 13. Thirty is three times ten, so it is three times as much (as big, as large) as ten. 14. How much (how many times) is thirty as large as ten? 15. How (by how) many miles is this road longer than that?

Exercise 16. Translate the sentences into English.

1. Это, конечно, более короткий путь, но есть ещё один, раза в два короче. 2. Старший брат в семье старше своей сестры на 3 года и в три раза старше самого младшего брата. 3. Наше футбольное поле было наполовину больше в длину, чем в ширину. 4. Жена в два раза моложе своего мужа и на полголовы его выше. 5. Насколько ты старше своего брата? 6. Во сколько раз Сибирь больше Франции? 7. Насколько твой брат ниже тебя по росту? 8. Мой начальник получает в полтора раза больше, чем я. 9. Я получаю в два раза меньше, чем мой начальник. 10. Насколько профессорская зарплата выше ассистентской? 11. Во сколько раз тридцать пять больше семи? 11. Насколько доллар дороже золотого в золотой валюте? 12. На сколько килограммов твой вес больше моего? 13. Во сколько раз выросли цены за этот год? 14. Насколько выросли цены за этот год? 15. На сколько больше (меньше) стульев в этой классной комнате, чем в той? 16. Во сколько раз в этой комнате больше стульев, чем в той?

Exercise 17. Explain the meaning and state the arithmetic operations applied: addition / subtraction or multiplication / division. Prove it with the help of certain degrees of comparison.

1. The play-field is a little longer than it is wide. 2. His sister is twice as old as she is. 3. An experienced translator gets half as much as an inexperienced one does. 4.

The head of an enterprise receives half as much again as his assistant. 5. Our younger son can lift a weight thrice as heavy.

Exercise 18. Translate the following sentences into English taking into consideration the differences in the meaning of the Positive and the Comparative Degrees when applied to arithmetic calculations.

На сколько столов больше в этой комнате, чем в той?

На сколько столов меньше в той комнате, чем в этой?

Во сколько раз в этой комнате больше столов, чем в той?

Во сколько раз в той комнате меньше столов, чем в этой?

Exercise 19. Intensify the degrees.

1. You have been kind to me. 2. My position is better than you. 3. She is the cleverest in the group. 4. The situation is not easier now. 5. He was shorter than I was, and not more than an inch taller than Irene, but his shoulders, neck and wrists were strong. 6. He brought his project in the simplest way. 7. It was an elegant and beautiful small car, better than mine.

Exercise 20. Choose the correct variant.

1. This is the (shallowest – most shallow) part of the pond, which will certainly be (best – the best) for the children to bathe in.
2. It would be (truer – more true) to say that those were not (gold - golden) times in my life.
3. The (plot of the story – story plot) seems to me (most – the most) ridiculous.
4. Hebrew is not just the (language of the Bible – Bible language), it is now the (alive – living) language of the (Israel - Israeli) people.
5. This theory is based on (unreligious – non-religious - irreligious) problems.

Exercise 21. Translate the following sentences into Russian.

1. Всё это чрезвычайно неожиданно для меня. Я не думал, что положение настолько серьёзно. – Увы, к сожалению, становится всё хуже.

2. Наша старшая сестра на два года старше меня и в полтора раза старше младшей.
3. В ситуации опасности даже самые осторожные могут быть весьма отчаянными.
4. Футбольное поле в несколько раз больше в длину, чем в ширину.
5. Австралийцы и канадцы говорят с англичанами и американцами на одном языке, а голландцы и датчане – на разных, хотя и родственных.
6. Чтобы установить, во сколько раз тридцать пять больше семи, требуется разделить одну величину (value) на другую, а не вычитать одну из другой.
7. На самом деле она гораздо умнее, чем кажется.
8. Уверен, что он этого не сделает, не настолько он глуп.
9. Больному всё хуже день ото дня. – Неужели он действительно настолько плох? Да, к сожалению, ему нисколько не лучше от всех лекарств.

Exercise 22. Comment on the use of the forms of superlative degree of the adjective and on the use of the words "more" and "most" in the following sentences.

MODEL: "It was a most unpleasant telephone call." This is a case of the elative "most-construction". The morphological form "a most unpleasant" is not a superlative degree of the adjective but an elative form expressing a high degree of the quality in question.

1. She who had been most upset and terrified at the morning's discovery now seemed to regard the whole thing as a personal insult (James).
2. The Fifth Symphony by Beethoven is a most beautiful piece of music.
3. I have been with good people, far better than you (Ch. Bronte).
4. Sure, it's difficult to do about in the wrongest way possible (Wilson).
5. The more we go into the thing, the more complex the matter becomes (Wilson).

Exercise 23. Paraphrase to clarify the meaning of the words in bold type (intensifiers of the degrees of comparison).

1. Everybody has been **most kind** to me here. 2. His English is now **a great deal better** than before. 3. **The more** you learn, **the less** you remember. 4. The situation is **far worse** than you think. 5. The patient is **none the better** for all you are doing. 6. She was **ever so nice** to me all the time. 7. It was **a most unhappy incident**. 8. Your version is **no better** than his. 9. Is the situation really **that bad**? 10. This was **by far the ugliest** of the ducklings. 11. I see you know everything well, so **much the better**. 12. If you persist, it will be **the worse** for you. 13. With **earliest day** I was up. 14. I feel **none the wiser** for your explanations. 15. The painter died in **bitterest poverty**.

Exercise 24. Fill in appropriate articles before substantivized adjectives where necessary.

1. She was twenty-four. Her skin was pale with a touch of ... green. 2. She had dressed carefully – the dress matching the tone of her skin seemed to emphasize ... green of her eyes. 3. Fanny Price coloured. The blood under her unhealthy skin seemed to be ... strange purple. 4. There was a scent of honey from lime trees in flower, and in the sky ... blue was beautiful. 5. He himself had always liked ... French, feeling at home with their wit, their taste, their cooking. 6. I thought he was from Turkey as he spoke ... fluent Turkish. 7. ... Swiss are a very intelligent race and keenly alive to architectural beauty. 8. At dinner I ate very quickly and left for the villa where ... British had their hospital. 9. It would be better to be in the study hall than out in ... cold. 10. You're too brave. Nothing ever happens to... brave. The coward dies a thousand deaths, ... brave – but once. 11. It was always your ambition to be a nurse and help ... sick ever since you were a little child, wasn't it? 12. Philip learnt how little there was in common between ... poor and classes above them. 13. I enjoyed the sensation of sitting quietly beside her and

looking at ... pale gold of her hair and ... pale gold of her skin. 14. I have nice hair. It is black – ... real black, not ... dark brown.

Exercise 25. Translate using substantivization where possible.

Я не могу ответить на твой вопрос утвердительно или отрицательно. 2. Французы, итальянцы и испанцы говорят на родственных языках. 3. В темноте волчьи глаза светились ярко-зелёным светом. 4. Больные, калеки и глубокие старики чем-то похожи на маленьких детей. 5. Говорят, совсем неверно, что быки не любят красное. 6. Смелые не думают об опасности и поэтому могут достичь невозможного. 7. Она была вся в белом, шарф – ярко голубого цвета. 8. Пусть мёртвые хоронят мёртвых, живые должны думать о живых. 9. Нельзя так разговаривать со старшими, надо уважать возраст. 10. Раненые шли по двое, по трое, поддерживая друг друга. 11. Раненый чувствовал себя гораздо лучше.

Exercise 26. Replace the marked parts by substantivized adjectives.

1. I cannot answer your question either affirmatively or negatively. 2. Old persons like the company of young people. 3. The people of France, Italy and Spain speak cognate languages which historically come from the Latin language, once used by the citizens of ancient Rome. 4. In the darkness the wolf's eyes shone with a bright green colour. 5. Brave people can sometimes achieve even unattainable things. 6. The accused man did not admit his guilt. 7. Those who were badly wounded were sent to the rear. 8. It is not an easy task to look after sick and disabled people.

Exercise 27. Examine the three sentences:

- a. Sue explained the problem surprisingly clearly.***
- b. Sue explained the problem with surprising clarity.***
- c. Sue's explanation of the problem was surprisingly clear.***

Recall in your memory the theory about “lexical paradigm of nomination”, which unites the notional word-classes and give the three phrasings for the

following sentences to reflect the logic of mental perception of reality by which a person discriminates, first, objects and their actions, then the properties of the former and the latter.

1. Lorna laughed extremely nervously.
2. The shop assistant answered my mother very rudely
3. The policeman did not give his evidence at the trial completely honestly.
4. The boss replied to me rather ironically.
5. Uncle Podgier lent the moneys lightly unwillingly.
6. The medicine reacted most unpleasantly.
7. The mechanic repaired my car extremely ineffectively.
8. I'm afraid, you behaved astonishingly stupidly.
9. Aunt Fanny cut the birthday cake into eight equal pieces very carefully.
10. Steward acted quite absent-mindedly again.

2. THE ADVERB

2.1. Adverb as a Part of Speech: General Characteristics

The adverb is usually defined as a word expressing either property of an action, or property of another property, or circumstances in which an action occurs. This definition, though certainly informative and instructive, fails to directly point out the relation between the adverb and the adjective as the primary qualifying part of speech. To overcome this drawback, we should define the adverb as a notional word expressing a secondary, non-substantive property, that is, a property of a non-substantive referent. This formula immediately shows the actual correlation between the adverb and the adjective, since the adjective is a word expressing a substantive property. In accord with their categorical semantics adverbs are characterized by combinability with verbs, adjectives and words of adverbial nature. The functions of adverbs in these combinations consist in expressing different adverbial modifiers. Adverbs can also refer to whole situations; in this function they are considered under the heading of "situation-determinants".

In accord with their word-building structure adverbs may be simple and derived. The typical adverbial affixes in affixal derivation are, first and foremost, the basic and only productive adverbial suffix *-ly* (*slowly*), and then a couple of others of limited distribution, such as *-ways* (*sideways*), *-wise* (*clockwise*), *-ward(s)* (*homewards*). The characteristic adverbial prefix is *a-* (*away*). Among the adverbs there are also peculiar composite formations and phrasal formations of prepositional, conjunctive and other types: *sometimes*, *at least*, *to and fro*, etc. Adverbs are commonly divided into qualitative, quantitative and circumstantial. Qualitative adverbs express immediate, inherently non-graded qualities of actions and other qualities. The typical adverbs of this kind are qualitative adverbs in *-ly*, e.g.: *bitterly*, *plainly*. The adverbs interpreted as "quantitative" include words of degree. These are specific lexical units of semi-functional nature expressing quality measure, or gradational evaluation of qualities, e.g.: of high degree: *very*, *quite*; of

excessive degree: *too, awfully*; of unexpected degree: *surprisingly*; of moderate degree: *relatively*; of low degree: *a little*; of approximate degree: *almost*; of optimal degree: *adequately*; of inadequate degree: *unbearably*; of under-degree: *hardly*. Circumstantial adverbs are divided into functional and notional. The functional circumstantial adverbs are words of pronominal nature. Besides quantitative (numerical) adverbs they include adverbs of time, place, manner, cause, consequence. Many of these words are used as syntactic connectives and question-forming functionals. Here belong such words as *now, here, when, where, so, thus, how, why*, etc. As for circumstantial notional adverbs, they include adverbs of time (*today, never, shortly*) and adverbs of place (*homeward(s), near, ashore*). The two varieties express a general idea of temporal and spacial orientation and essentially perform deictic (indicative) functions in the broader sense. On this ground they may be united under the general heading of "orientative" adverbs. Thus, the whole class of adverbs will be divided, first, into nominal and pronominal, and the nominal adverbs will be subdivided into qualitative and orientative, the former including genuine qualitative adverbs and degree adverbs, the latter falling into temporal and local adverbs, with further possible subdivisions of more detailed specifications.

2.2. The Adverb: Traditional Approach

As an independent part of speech adverb was singled out in ancient grammar. Greek scholar Dionysius Thrax used the term *epirhema* (epi «on» / «when» + rhema «verb») for adverb, which reflects his understanding of the adverb exclusively as a verbal determinant. In the same way, the term was interpreted by the Roman grammarians, compare, *adverbium* (ad «at» + verbum «verb»). From Latin grammar, the term passed into the grammars of European languages. The English word adverb is derived from the Latin word *adverbium* by means of loan translation, i.e. by literal translation. In European grammatical tradition dating back to antiquity, the adverb is believed to be one of the parts of

speech.

Adverb proves to be a lexico-grammatical class of words denoting a property of action, quality or a degree of quality as well as the circumstances in which the action takes place. Adverbs belong to the notional parts of speech which in accordance with an earlier grammatical tradition, reflects their ability to change and derive grammatical forms.

Adverbs are words of the type *tomorrow, once, badly, there, also* which are used to say when, where and how something happens. There are many different types of adverbs with different functions of their own. As a part of speech, the adverb is identified by a combination of morphological, syntactic and semantic features. The semantic feature of the identification of adverbs is a categorical meaning of secondary properties, i.e. the quality or any other property of process. The morphological criterion is determined by the ability of adverbs to form the degrees of comparison and by a special set of word formation suffixes. The syntactic criterion consists in the ability of adverbs to perform the functions of adverbial modifiers of various types.

2.3. Semantic characteristics

The common feature of all adverbs is their ability to express a property of action, condition, quality in combination with all the classes of notional words. In accord with their lexical meaning adverbs are divided into two lexico-grammatical categories – qualitative and circumstantial. Qualitative adverbs denote a general meaning of quality inherent in particular types of words, for example, *rapidly, gaily, basely, bitterly, plainly*. A special place within the quality adverbs occupies a group of words denoting a quality measure; they are singled out into quantitative adverbs which characterize the degree of quality, the intensity or frequency of action: *extremely, highly, hardly, too much, often*.

Adverbs expressing frequency, answer the question *how often?* and *how many times?* This group includes such words as *often, always, frequently, daily, never,*

still. The degree of this quality is graded from 100 % in *always* (= all the time) to 0% in *never* (not ever). Intermediate degree is expressed by the adverbs usually, *normally, generally* (= most days); *often, frequently* (= many days); *sometimes, occasionally* (= some days); negative value (= not often): *seldom, rarely, hardly ever, almost never*. Thus, the upper and the lower bounds of frequency are expressed by *always* (always, in each case) and *never* (never, what the occasion). The rest of frequency adverbs are located between them in a descending order of the degree of uncertainty:

- *Nearly always, almost always*
- *Usually, normally, generally, regularly* (in most cases)
- *Often, frequently* (in many cases)
- *Sometimes* (in some cases)
- *Occasionally, now and then* (colloquial; from time to time)
- *Rarely, seldom* (in rare cases)
- *Hardly ever, scarcely ever* (almost never).

A more accurate measurement of frequency is expressed by adverbs of certain frequency: *once, twice, thrice, four times*, etc in combinations of the kind: *once a day, twice a month, thrice every year with a value of «one / two / three times a day / a month / a year» and the adverbs daily, hourly, weekly, monthly, yearly.*

- *He visits me weekly.*

I pay him once a week.

In the official style, in these combinations, instead of the indefinite article *a(n)* they use the word *per*: *once per day / week / month / year.*

From the stand point of their semantics frequency adverbs are close to numerals are therefore assigned to functional words. This group includes besides those already mentioned other adverbs, which are called quantifiers: *twofold, threefold, manifold, etc.:*

The reasons for the collapse are twofold.

Degree adverbs answer the question *how? how much? how many times?* or a more formal question *to what extent? (how many / much more? to what degree?).*

The characteristics of processes, properties and phenomena transmitted by adverbs of this group, can only refer to those concepts that allow gradation of some property. To the degree adverbs belong words like *very, much, completely, rather, badly, greatly, hardly, scarcely, largely, most, little* and *enough*. From the standpoint of the gradation of property, the lexical units of the group are subject to further classification and form a subgroup indicating:

- the degree of completeness: *completely, totally, absolutely, entirely, quite*;
- a great degree: *very, extremely, really, awfully, terribly*;
- an average degree: *rather, fairly, pretty, somewhat*;
- a low degree: *a little, a bit, slightly*;
- a negative degree: *hardly, scarcely*.

The adverbs of degree *very* and *much*, having a similar semantics are different in their compatibility. *Very* is used as an intensifier of adverbs (*very hard, very fast, very slow*) and of the adjective in the positive or the superlative degrees: *very glad, very nice, the very best, the very biggest, the very last*; *much* is combined with a verb, a noun and an adjective in the comparative degree: *to change much more, to travel much more, to be much more admired, to be much loved, much better, much wider, very much in love, very much afraid*.

I am not very much of a singer.

A few adverbs of degree (*so, somewhat*) and several frequency adverbs (*sometimes, always, ever*) which do not denote the specific features of action can be regarded as pronominal adverbs because of their abstract character. Adverbs proper can also indicate a property external to its bearer. This class is represented by two types of adverbs – notional and pronominal. Pronominal adverbs constitute the most archaic type because they have lost in many cases their morphological division. This group of adverbs is closely linked to pronouns as they have some features in common:

a) Common components (in some cases, roots), compare, *that, this – then, there, thence, thus; what, which – when, where, whence, why; such – so; somebody, something – somewhere, somehow, somewhat; anybody, anything – anywhere,*

anyhow; everybody, everything – everywhere; nobody, nothing – nowhere, no how; all – always;

b) A generalized, abstract meaning. Pronominal adverbs, like pronouns, do not name the concrete properties or circumstances of an action, but only express different abstract notions: *there* – can denote any place, *then* – any time, *why* – any reason.

Pronominal adverbs include adverbs of time (*then, when, whenever*), place (*there, here, where, wherever, somewhere, anywhere, nowhere, everywhere*), direction (*thence, hence, whence, thither, hither, whither*), manner, cause, concession (*so, how, therefore, wherefore, why*).

Pronominal adverbs can be used in sentences that contain a request for information. Sentences of this type are identified as special questions; they require a complete answer. Since most interrogative adverbs begin with a letter combination *wh-*, special questions are called *wh-questions*.

Where? (place, direction)

Where is he staying?

Where are you going on your vacation this year?

When? (time)

When are you leaving?

Why? (reason, purpose)

Why are you going there?

How? (in what way; whereby)

How (by what transport) are you travelling?

How? (to what extent)

How often does he see her?

How much money do you have?

Inside pronominal adverbs, discriminated is a group of conjunctive adverbs, which includes homonymous to interrogative adverbs words *when, whenever, where, wherever, how, why* and some others. Conjunctive adverbs introduce

subordinate clauses to the main clause of complex sentences in the same way that conjunctive pronouns do:

Whenever I ring Tracy, she is never there.

I can't draw faces, however hard I try.

The reason why I can't go is that I don't have time.

Do you remember the time when we all went to a nightclub?

Notional adverbs are divided into groups according to their semantic features. The main semantic groups include: place, time, cause, purpose. Adverbs of place: (where?) *here, there, outside, behind, in front of, downstairs*; adverbs of time: (when?) *yesterday, today, recently, at once, now, lately*; (how long?) *for ages, for three weeks*.

Adverbs of direction: (where to?) *forward, backward, north, out, up, thence, whence*.

Adverbs of manner: (how?) *well, carefully, silently, quickly, strongly, high, thus, together*.

Besides the fact that there is a close relationship and a constant interaction between the semantic groups of adverbs, in the English language we trace an easy transition from qualitative adverbs to adverbs proper.

Adverb of Place

Adverbs of place indicate where the described events take place; they answer the question *where?*: *upstairs, downstairs, here, there, around*. In sentences the adverbs of this group usually occupy the end position.

The children are playing upstairs.

Come and sit here.

The winner held up his trophy, with many of the spectators crowded around.

Here and there often begin sentences. Particular attention should be paid to the order of the words: immediately after these adverbs located is the predicate verb followed by the subject.

Here comes your bus. Here are your keys back.

There goes our train. There was a chance, but I didn't take it.

However, if the subject is expressed by a pronoun, it is placed immediately after *here* and *there*.

Here it comes.

There she is.

Adverbs of Time

Adverbs of time answer the question *when?* and fall into two groups: (A) *again, just* (at this moment), *now, nowadays, then* (at that time), *today*, etc. The adverbs of this group indicate the time or period of time itself:

Nowadays people are difficult to please.

We are just leaving.

(B) *afterwards, before (hand), first, formally, just* (a very short time before or after), *late (r), lately, next, previously, recently, since, soon, subsequently, then (after), ultimately (colloquial)*, etc. The adverbs in group (B) denote the time indirectly through a reference to another time, indicated in the context:

The guests have / had just left.

Have you been to the theatre recently?

He wrote last Christmas, but I haven't heard from him since.

Adverbs of time may indicate the duration of an action. In this case, they answer the question of *how long ago? since what time? or how long?:* *always, for ever, since, recently, lately, temporarily, for ages* (colloquial, long ago).

Since, lately, recently point either to an indefinite duration, to the duration depending on the meaning of the verb to which they relate:

They got married only recently.

He's recently been working at night.

Adverbs of Direction

The adverbs of this group answer the question *where to?* and have the form of two varieties: with the suffix *-s* and without it: *backward(s), forward(s), northward(s)*,

outwards(s). The forms with the suffix *-s* are more common in British English, and without the suffix *-s* – in American English.

Why are you moving backward(s) and forward(s)?

If we keep going upward(s) we must get to the top.

Let's start driving homeward(s).

In phrases with a figurative meaning such as *to look forward to*, *to bring forward*, *to put forward* used is the form without the suffix *-s*.

I look forward to hearing from you.

She put forward a very interesting suggestion.

The preferences of British and American options in the use of certain forms expatiate also on some other adverbs with the suffix *-ward*: *toward / towards* and *afterward / afterwards*: *towards* and *afterwards* are more common to British English, and *toward* –to American English. However, both forms *afterward* and *afterwards* can be used in the American version.

Adverbs of Manner

Adverbs of manner indicate how something happens or is done, for example, *quickly, terribly, fast, badly, well*. The adverbs should not be confused with adjectives that have the same shape, for in the English language there are adjectives with the suffix *-ly*, and adverbs without the specific suffixes.

Some words ending in *-ly*, are not adverbs. These are the words of the type *costly, cowardly, deadly, friendly, likely, lively, lonely, lovely, silly, ugly, and unlikely*.

She gave me a friendly smile.

Her singing was lovely.

There are no adverbs *friendly, lovely* – they are adjectives.

She smiled in a friendly way.

He gave a silly laugh.

The words *daily, weekly, monthly, yearly, early* and *leisurely* can be both adverbs and adjectives.

It's a daily paper. It comes out daily.

He left with an early train. He got up early.

The shapes of some non-suffixal adjectives and adverbs have the same original forms, for example,

A fast car goes fast.

If you do hard work, you would work hard.

In other cases, an adverb can take two forms – the one that coincides with the adjective and the other has the suffix *-ly*. However, there is a certain difference both in the meaning and in the use of such adverbs. The most frequently used adverbs of this type are the following:

Dead. The adverb *dead* is used in certain expressions with the meaning of 'exactly', 'completely', 'very', for example , *dead ahead, dead certain, dead drunk, dead right, dead slow* (GB only), *dead straight, dead sure, dead tired* . It should be remembered that the word *deadly* is an adjective and has the meaning 'fatal', 'causing death'. An adverb with a similar meaning is *fatally*.

Cyanide is a deadly poison.

She was fatally injured in the crash.

Fast. The word *fast* can denote both 'quick' and 'quickly'. *Fast* has the meaning 'completely' in the phrases *fast asleep* and it is close to the meaning of 'tight', 'impossible to remove' in the expressions *hold fast, stick fast, fast coloures*.

We ran back to the house as fast as we could.

Bonhoeffer held fast to his beliefs till the very end.

My leg was stuck fast in the mud.

Shh! The baby's fast asleep!

Fine. The adverb *fine* is used in some colloquial expressions, such as *that suits me fine; you're doing fine*.

You're doing fine! Don't give up now!

The adverb *finely* is used to denote small transformations and ideas: *a finely tuned engine; finely chopped onions* (= 'cut up very small').

She had an oval face with finely formed features.

High. *High* is related to the word 'height', and *highly* means 'a high degree' and often corresponds to 'very much'.

He can jump really high.

Throw it as high as you can.

It's highly amusing,

I can highly recommend it.

Late. The adverb *late* has the same meaning as the adjective *late*; the adverb *lately* means 'recently'. Compare:

I hate arriving late. I haven't been to the theatre much lately.

Loud. *Loud* is used in colloquial speech as an adverb to a verb:

Don't talk so loud - you'll wake the whole street.

Low. *Low* can be an adverb and an adjective: *a low bridge, a low voice, bend low.*

Sing those bars an octave lower.

Watch out for a low-flying aircraft.

Most. *Most* is the superlative degree of *much*; it is used to form the superlative forms of adjectives and adverbs.

Which part of the concert did you like most?

This is the most extraordinary day of my life.

In formal style *most* can be used in the meaning 'very'.

You are a most unusual person.

Mostly means 'mainly', 'most often' or 'in most cases':

My friends are mostly non-smokers.

Right. In different types of adverbial modifiers *right* means 'just', 'exactly' or (only in British English) 'all the way'.

She arrived right after breakfast.

The snowball hit me right on the nose.

Turn the gas right down. (British)

The adverbs *right* and *rightly* can be used in the same meaning 'correctly'. *Right* is used only after the verb and as a rule in colloquial speech. Compare:

I rightly assumed that Henry was not coming.

You guessed right. It serves you right.

Slow. *Slow* as an adverb is used in traffic signs, for example, SLOW – DANGEROUS BLEND and in dialogical communication after the verb to go or some other verbs, especially in American English: *go slow, drive slow.*

Sure. *Sure* matters 'certainly' and is used in everyday speech, especially in American English.

Can I borrow your tennis racket? - Sure.

Surely (not) usually expresses surprise.

Surely you're not going out in that old coat?

Well. As an adverb, *well* corresponds to the quality assessment of the adjective *good*: *a good singer sings well.* *Well* may also have an adjectival meaning 'in good health', the opposite to the meaning 'ill'.

Elizabeth's done well for herself - a well-paid job, a nice house and a sports car.

The operation was successful and the patient is doing well.

Wrong. *Wrong* is used in colloquial speech after a verb instead of the adverb *wrongly*.

I wrongly believed that you wanted to help me.

You guessed wrong.

However, within a given part of speech distinguished are still other semantic groups of adverbs which are heterogeneous in their meaning and grammatical properties. In utterances they do not relate to any individual member of the sentence, and are intended for modifying the utterance as a whole, expressing the author's point of view and the author's vision of the developing process or state. These include:

Adverbs of truth: *perhaps, certainly, basically, presumably, undoubtedly, probably.*

Adverbs of comment: *luckily, surprisingly, unfortunately, honestly, stupidly.*

Adverbs of connection: *also, however, otherwise, secondly, firstly, anyway.*

Adverbs of view point: *transport-wise, mathematically, linguistically, theoretically, practically, economically.*

Adverbs of special attention: *even, especially, only, just.*

Adverbs of Truth

This type of adverbs expresses what the speaker thinks about the real state of things, events and facts: whether they are true or to what extent they correspond to the truth.

Perhaps / Maybe Mandy has missed the bus.

You've certainly / undoubtedly made a good start.

I agree with you basically.

Service isn't included, presumably.

The boxer allegedly took drugs.

Most adverbs of truth can occupy any position in the sentence, however, for *certainly, definitely, probably* the most characteristic point is the middle. In negative sentences, the adverb immediately follows the subject, not an auxiliary verb, which is typical for other types of adverbs.

You certainly haven't wasted any time.

Service presumably isn't included.

Adverbs of Comment

Adverbs of this type are used to comment on what is said in the statement.

Luckily no one was killed. (= It was lucky that no one was killed.)

The newspaper wasn't interested in the story, surprisingly.

Unfortunately we didn't win anything.

Adverbs of comment may also be used in relation to human behavior.

Dick wisely didn't interfere. (= It was wise of Dick not to interfere.)

Compare comment adverbs and adverbs of manner.

I stupidly left the car unlocked. (= It was stupid of me.)

The man stared stupidly. (= In a stupid manner)

Comment can be applied to the reasons why we say something.

Honestly, I think you're making the wrong decision.

Adverbs of Connection

The adverbs of this type join clauses or even sentences, as well as phrases to each other. At the same time, they contribute to the logical development of the narrative and establish a connection between the statements enclosed in a sentence. These are the words of the type *however, then, next, besides, anyway*. The basic location of these adverbs is at the beginning of the sentence:

Some of us want to a new system; however, not everybody agrees.

I worked until five o'clock. Then I went home.

Next, I want to say something about the future.

However, middle and end positions are also possible.

When Beethoven was fourteen, he was forced to give lessons to support his parents. However, he still found time to take a few violin lessons, and he went on composing.

But the baby does not just grow bigger and heavier. Its shape and body proportions also change as it grows up.

My wife and I will be there and four of our friends besides.

The median position is typical for a more formal style of speech:

I then went home.

This type also includes adverbs *furthermore, too, nevertheless, therefore, consequently, likewise, instead*. In their meaning, they are close to the conjunctions *and, but, so, if*.

The country had suffered greatly during the war. Furthermore, it had no money.

The Great Fire destroyed much of London. Nevertheless, only six people lost their lives.

There has been no rainfall for some time. The ground is therefore very dry.

The computer was incorrectly programmed, and consequently the rocket crashed.

The ties between sentences can be maintained with the help of some other adverbs with more specific meanings reflecting, for example,

Ranking: *There are two reasons. Firstly, I 'm not interested, and secondly, I haven't got the time.*

Correction: *I'll see you tomorrow then. Or rather on Monday.*

Confirmation: *I think I'd better be going. It's past midnight, after all.*

Deviation: *I don't know whether we did the right thing. Anyway, it doesn't matter now.*

Adverbs of View Point

Adverbs of this type indicate that the view of some situation or some facts is put from a certain position, from a specific point of view. These adverbs can be used as detached members of the sentence, or perform a syntactic function of adverbial modifiers, or modify an adjective.

Financially, things are a bit difficult at the moment.

Can you manage transport-wise, or do you need a lift?

The scheme is economically beneficial but environmentally disastrous.

Adverbs of Attention

Adverbs of this type point to some fragment of the sentence emphasizing the significance of its information. These include: *also, just, even, only, mainly, mostly, either, or, neither, nor, especially.*

Emily works every day, even on Sundays.

I don't like alcohol, especially beer.

Also, as well and *too* have the similar meanings, but occupy different positions in the sentence. *Also* is usually placed next to the verb in the middle position; *as well* and *too* are usually found at the end of the sentence. In American English *as well* is used much rarer than in British English.

She not only sings; she also plays the piano.

She not only sings; she plays the piano as well.

She not only sings; she plays the piano too.

As well and *too* can be used in imperative sentences and short answers but *also* cannot be used in similar situations.

Give me some bread as well, please. (It sounds more natural than *Also give me...*)

'She's nice'. 'Her sister is as well'. (More natural than *'Her sister is also'.*)

'I've got a headache.' 'I have too'. (More natural than *'I also have'.*)

In short answers of colloquial speech a frequent variant is *Me too*:

'I'm going home'. 'Me too'.

In a more formal text, used are the equivalent expressions

So am I and *I am too*.

Also may refer to the whole sentence, not only to its individual parts. In this case, *also* is shifted to the beginning of the sentence.

It's a nice house. But it's very small. Also, it needs a lot of repairs.

In formal and bookish style *too* can occupy the position immediately after the subject: *I, too, have experienced despair.*

To express two negative facts both adverbs *neither... nor* and *either* with the negative particle *nor* can be used.

She neither said thank-you nor looked at me.

Peter isn't here today; John isn't here either.

Adverbs of attention are usually placed directly next to the word to which they relate.

Your bicycle just needs some oil - that's all.

Only you could do a thing like that.

I feel really tired.

He always wears a coat, even in summer.

2.4. Morphological Characteristics

Adverbs are different in their structure. Distinguished are simple, derived, compound and complex structural types of adverbs. Simple adverbs are represented by root words, consisting of one base stem like *after, here, there, well, soon, then, now*.

The most productive suffix for the formation of derived adverbs is *-ly*; by means of this suffix the majority of adverbs of manner and some other groups of adjectives and participles are formed: *strongly, pleasantly, occasionally, lately, charmingly, tiredly, wonderfully, slowly*. To form adverbs from adjectives with the suffix *-ic*, used is an expanded version of the suffix *-ic* is used – *-ical*, for example,

comic – *comically*, *melancholic* – *melancholically*, *economic* – *economically*. *Public* – *publicly* is the exception rather than the rule. In pronunciation, however, *-al* usually falls, that is, for example, *comically* is pronounced ['komikli].

Less productive suffixes are represented only by a small group:

- *wise*: *clockwise*, *likewise*, *crabwise*, *education-wise*
- *ward(s)*: *southward (s)*, *homeward (s)*, *seawards (s)*, *backward (s)*
- *fold*: *manifold*, *twofold*, *fourfold*
- *like*: *warlike*, *ladylike*, *childlike*
- *most*: *innermost*, *outermost*, *northernmost*, *topmost*
- *way(s)*: *sideways*, *crossways*, *lengthways*.

Prefixing as a method of forming adverbs is inefficient, but it is used if the derivative basis of an adverb is a noun. The only characteristic prefix of the adverb is *-a*: *away*, *ahead*, *apart* and *across*.

Compound adverbs are formed with the help of two stems: *anywhere*, *sometimes*, *everywhere*, *nowhere*, *upstairs*, *downstairs*. Compound adverbs consist of two or more word forms: *now and then*, *far enough*, *a little bit*, *a great deal of*, *from time to time*.

There exist a number of adverbs formed from adjectives without the suffix *-ly* that are homonymous in their form to the corresponding adjectives: *far*, *fast*, *hard*, *long*, *near*, *straight* and others. On the other hand, the adverbs *daily*, *early*, *weekly*, *yearly* do not differ from adjectives in their form.

The adjectives *friendly*, *lively*, *lovely*, *lonely* do not have corresponding adverbs; in order to convey adverbial meanings, descriptive phrases are used; *a friendly way*, *in a lively manner*.

In some cases, there exist two parallel adverbs of the same root: with the suffix *-ly* and without it. Historically the adverbs without the suffix are more ancient forms, in the ancient and Middle English they were formed from adjectives by adding the suffix *-e*, for example, *harde*, *faste*. When in the 15th century the final unstressed *-e* disappeared these adverbs appeared to coincide with the adjectives:

hard, fast. But there is a difference in their meaning between the paired adverbs; the adverbs with the suffix *-ly* have a more abstract or figurative meaning, and without the suffix – a more specific meaning.

Compare:

- *close* (not far) – *closely* (carefully): *James heard footsteps close behind him. – The detective was watching him closely, waiting for a reply.*
- *deep* (literally) – *deeply* (figuratively ‘very’): *He pushed his stick deep down into the mud. – His remarks were deeply embarrassing.*
- *high*: *Paula threw the ball high in the air. – Highly* (very , extremely): a) *She is a highly educated woman.* b) *Highly* (to the highest degree): *He thought highly of his people.*
- *late*: *The bus came ten minutes late. – Lately* (recently): *I have been feeling ill just lately.*
- *wide*: *Spiro spread his arms wide in a welcoming gesture. – widely* (significantly): *The quality of applicants varied widely.* In some contexts, *widely* has a concrete meaning: *Those widely staring eyes ... appeared in the midst of the darkness.*

In some cases there is no significant difference between the adverb with the suffix *-ly* and without it, for example, between *loud* and *loudly*: *Sally got her message across loud and clear. - Leo laughed out loudly at her suggestion.*

The words *hardly* and *nearly* are not adverbs despite the suffix *-ly*, they are particles, while the words *hard* and *near* without this suffix are adverbs. Compare:

- *hard*: *She had been working hard all morning. – Hardly* (barely): *The game had hardly begun when it started to rain.*
- *near*: *Bob was standing near enough to hear what they said. – Nearly* (almost): *It took nearly two hours to get here.*

In colloquial speech, there is a tendency to use adverbs without the suffix where the norms of writing require the use of adverbs with the suffix, for example,

The cat's been acting really strange - I wonder if it's sick. Come back quick – something terrible has happened!

Non-suffixal forms of adverbs often occur in combination with adjectives to form phrases related in their style to oral conversation: *awful sorry, real good, precious poor*. Some of these combinations have become stable and can also be used in bookish style, for example, *ashy pale, broad open, boiling hot, dripping wet, bitter cold*.

Other selection criteria of adverbial forms are the frequency of the use of the phrase, and its length: in short, commonly used phrases, the non-suffixal forms are preferable, for example, *talk so loud, go slow, fly direct, play fair*, and in longer and more specific utterances – with the suffix *-ly*: *Do you have to rustle that newspaper so loudly? We need to take action quickly*.

2.5. The Degrees of Comparison of Adverbs

The only pattern of morphological changes of adverbs is the paradigm of the grammatical category of the Degrees of Comparison. Not all the adverbs form the degrees of comparison, but only those which by their lexical meaning indicate varying in degree. The paradigm of the degrees of comparison discriminates the positive, the comparative and the superlative degrees. The Positive Degree denotes the degree of quality either without any graduation (*hard, late, quickly*), or with the meaning of identity of the quality in the comparative phrases with conjunctions *as ... as*: *as hard as, as late as, as quickly as*. The Comparative Degree indicates a greater degree of the intensity or the quality of a process, action and condition than the other, and the Superlative Degree – more than all the others.

The adverbs which coincide in form with adjectives follow the same spelling and phonetic rules that the adjectives. They form the degrees of comparison using the suffixes *-er* for the Comparative Degree and *-est* for superlatives: *early - earlier - earliest; hard - harder - hardest; late - later - latest, soon - sooner - soonest*.

Several adverbs ending in *-ly* form the Degrees of Comparison in accord with

the similar model, however, in the resulting forms this suffix is omitted: *loudly - louder, loudest, cheap - cheaper - cheapest, quickly - quicker - quickest*:

I got my bike fairly cheaper than you.

The absence of the suffix is explained by a linguistic tradition: the adverbs with *-ly* are a relatively recent, from a historical point of view, form, that is why they retain the older forms in the comparative and the superlative degrees.

Most of two- and other polysyllabic adverbs form the Comparative and the Superlative Degrees analytically using the auxiliary words *more* and *most*: *softly - more softly - most softly; accurately - more accurately - most accurately*.

There is a small group of adverbs that form the Comparative and the Superlative Degree by means of suppletivity, i.e. from different roots, and coincide in their form with adjectives : *well - better - best, badly - worse - worst, little - less - least, much - more - most*. Only the syntactic functions they perform in a particular sentence differentiate them from adjectives.

The adverb *far* forms two parallel paradigm of the Comparative and the Superlative Degrees by means of mutation, i.e. interchange of sounds: *farther - farthest* and *further - furthest*. Both sets of forms may be used in relation to distance, or the direction of the place:

The boats were drifting farther (further) and farther (further) apart.

She lived farthest (furthest) away from school of all of us.

But only *further (furthest)* is used with the meaning of *more* (most, to the greatest degree):

Things were further complicated by the fact that she did not speak Spanish.

Maltby's book has probably gone furthest in explaining these events.

2.6. Syntactic Characteristics

Adverbs can perform in a sentence different syntactic functions and be collocated with various lexical and grammatical categories of words, phrases and sentences. Some adverbs are limited in their compatibility, while others may

collocate with different parts of speech, for example, the adverb *enough* denotes the intensity of actions and properties in combination with verbs (*to work enough*), adjectives (*quick enough*) and adverbs (*not quickly enough*). However, the most typical syntactic function of an adverb is an adverbial modifier and the common feature of all the adverbs is their ability to combine with verbs and to express a property of action.

In combination with verbs adverbs can perform the syntactic functions of adverbial modifiers of manner, place, time and degree:

Bill drove very carefully.

The meeting will be upstairs.

Recently they had an accident.

I entirely agree with her.

It should be borne in mind that the combinations of a verb with adverbs of time and space are qualitatively different from similar verb combinations with other types of adverbs. Adverbs of time and place, expressing a purely external characteristics of some process do not characterize the internal quality of the process; that is why, their ties with the verb are less strong than those of the other adverbs.

Because this detachment of adverbs of time and place from the verb-predicate and shifting them to the front position in the sentence (before the subject + verb-predicate) is quite regular and it is not accompanied by any emphasis, while the shifting of the rest adverbs is always accompanied by their emphasis and it is perceived as a stylistic device . Compare:

Then the stewards jump from the wreckage.

There goes the phone again; it's not stopped ringing all morning.

Never have I felt so humiliated.

Off turned Travis and parked in a side road.

The relative weakness of ties between the adverbs of time and place and the verb is also reflected in the fact that in those cases when the verb phrase includes

various types of adverbs, adverbs of place and time usually are placed at the end of the phrase, after the adverbs of manner.

He walked hurriedly backwards away from the King.

Some adverbs of time, though similar in meaning, differ in their sphere of application. The choice depends on the communicative type of sentence. Thus, *already* is used in affirmative sentences, and *yet* – in questions and negative sentences.

I have already mentioned it.

Has Edmund arrived yet?

The potatoes aren't quite ready yet.

However, *already* may be used in interrogative sentences if it contains an element of surprise, or it is expected that the answer is in the affirmative.

Have you typed the whole report already?

The dependence on the communicative type of the sentence is seen in the usage of the adverbs *still* and *any more*, indicating the duration of action. *Still* is used in affirmative and interrogative sentences, and *any more* – in negative sentences.

Does Carl still ride that old motorbike he had at college?

Barbara does not work at the town hall any more.

Adverbs of manner and degree, such as *terribly*, *awfully*, *very*, *so*, *completely*, *really*, *rather*, *pretty*, *slightly* and *hardly* can perform a syntactic function of modifiers in relation to the adjective or another adverb. In these cases, they indicate different degrees of quality and are intensifiers.

It is very cold.

You are absolutely right.

I saw her fairly recently.

We hardly ever go out.

Compound adverbs of two or more components can also be used as intensifiers: *a great deal of*, *a hell of*, *kind of*, *a lot of*.

We did it sort of proudly. It was a great deal too much.

The adverbs *still, yet, far, much, any* can be used to intensify the meaning of adjectives and adverbs in the Comparative Degree.

This new sofa is much nicer than the old one.

Come on. Try a bit harder.

To intensify the adjectives in the Superlative Degree we can also use compound adverbs.

We offer by far the best value.

It was just about the nicest holiday I could have imagined.

The Comparative Degree of adverbs is used in the construction of proportional agreement (with the definite article *the*) to show the dependence of one property from the other.

The further you travel, the more you pay.

The longer I think about it, the less I understand your reasons.

Adverbs in the comparative degree may also be used to express a change of action feature (increase or decrease) in structures containing doublet forms of adverbs joined by the conjunction *and*.

We saw them less and less.

He ran faster and faster.

Sometimes adverbs can be combined with nouns performing the syntactical function of an attribute, such as the following phrases: *the day before, two years ago, the house opposite, the sentence above, the trip abroad. We last went to the theatre months ago.*

Giles left the company last year. He'd started work there ten years before.

Some adverbs can define nouns without losing their grammatical characteristics, pointing to the time and place: *the then president, in after years, the now generation.*

Adverbs of degree can be combined with prepositions; it gives additional shades of the relations between the head and dependent members of the phrase: *almost at the end, all over the floor, right in front of me, just off the motorway, halfway up the hill, directly after your lesson.*

The offices are right in the center of town.

I'm not very up to date, I'm afraid.

Thus, an adverb in the sentence performs two basic functions:

An adverbial modifier: *He always drives carefully.*

An intensifier of a) adjective b) adverbs c) other parts of speech :

a. *He is an extremely careful driver.*

b. *He drives extremely carefully.*

c. *He lives in a house just opposite the town.*

Adverbs occur much less frequently as

(C) An object to a preposition: *I haven't been here before now.*

Most adverbs that are used as determinants relate to the semantic category of adverbs of degree.

2.7. The Place of Adverbs in the Sentence

The place of adverbs in a sentence depends on the language unit it modifies – a word, phrase, or clause. The position of an adverb also depends upon its structure: simple, complex or compound.

If the adverb refers to a verb or a subordinate clause, it may take the front, central and end positions.

Really, I can't say.

I can't really say.

I can't say, really.

I really can't say.

The adverb takes the front position when its characteristics relate to statements made earlier.

You were getting impatient. Then you decided to overtake.

In the middle of a sentence simple adverbs occupy a position immediately after the auxiliary verb, after the link verb to be and before the notional verb:

It doesn't often rain in the Sahara.

The news will soon be out of date.

You were probably right.

I always get the worst jobs.

If there are two auxiliary verbs in the sentence, the adverb may be located either after the first (*We've just been queuing for tickets.*) or after the second auxiliary verb (*We've been patiently queuing for tickets.*). The place of the adverb depends in this case upon the type of adverbial modifier.

In interrogative sentences grammatical inversion takes place, but the position the adverb remains the same – before the notional verb.

Have you just booked your tickets.

Why do I always get the worst jobs?

In negative sentences as well as in affirmative sentences with the phrases *have to*, *used to*, *ought to* the adverb immediately follows the subject.

It probably doesn't matter very much.

I never have to wait long for a bus.

I think he still ought to have apologized.

Sometimes the location of adverbs in a sentence can affect the meaning of the whole utterance. Compare:

They deliberately didn't leave the heating on. (They left it on purpose.)

They didn't deliberately leave the heating on. (They left it on by mistake).

In affirmative sentences along with the use of auxiliary verbs *am / are / is / was / were* for emphasis the adverb is placed before the whole analytical form of the predicate, not between its parts. Compare the following neutral and emphatic sentences.

She has certainly made him angry.

She certainly has made him angry!

Polite people always say thank you,

Yes, well, I always do say thank-you.

In American English the adverb is placed before the whole analytical form of the predicate, not even in emphatic sentences but in neutral as well. Compare:

He probably has arrived by now. (Am. – neutral; Brit. – emphatic)

He has probably arrived by now. (UK – neutral)

For many adverbs the most characteristic position is at the end of the sentence, especially if it is combined with another word that enforces its meaning: The police were driving very fast. If there is an object in the sentence, the adverb is placed after it. However, if the addition is expressed long phrase, the adverb takes place before addition. An adverb in the syntactic function of an adverbial modifier of manner can take the middle position.

I wrapped the parcel carefully.

I wrapped carefully all the glasses and ornaments.

I carefully wrapped all the glasses and ornaments.

If the adverb transmits new and important information, it is placed in the end of the sentence:

There was a police car in front of us. It was going very slow.

If at the end of a sentence there appear several adverbial modifiers expressed both by adverbs and prepositional phrases, the shortest of them immediately follows the predicate, then go longer adverbial modifiers.

Sam waited impatiently outside the post office.

We sat indoors most of the afternoon.

They inspected the car thoroughly in a very officious manner.

If between the meanings of the verb and the adverb there is a close relationship, the adverb immediately follows the verb:

He stayed home for a week to finish his book.

Adverbs of manner, time and place are usually placed before adverbs of frequency. In bookish style, frequency adverbs occupy the middle position.

I can find my way around quite easily, usually.

Sarah gets up early occasionally.

I can usually find my way around quite easily.

Adverbs expressing a comment or the truth usually stand at the end and refer to the whole sentence.

Phil's had to stay late at work, perhaps.

Someone handed the money in to the police station, incredibly.

Wendy is a member. She doesn't go to the club very often, however.

3. Activities

Perform the following tasks:

Characterize adverb as a part of speech.

Comment on semantic properties of adverbs.

Categorize adverbs in accord with their semantic properties.

Give morphological characteristics to adverbs.

Comment on structural peculiarities of adverbs.

Answer the following questions:

What does the place of adverbs in the sentence depend on?

What syntactic positions can adverbs occupy in the sentence?

What morphological changes can adverbs undergo?

What degrees of comparison does adverb discriminate?

Sometimes the location of adverbs in a sentence can affect the meaning of the whole utterance. Do the British and the Americans follow the same rules of adverbs location to emphasize the utterance?

Do the following exercises

Exercise 1. Form adverbs in -ly from these adjectives:

Funny, free, grateful, musical, sad, easy,

Economic, public, happy, private, legal, noisy

Ironic, useless, useful, final, political, gay.

Exercise 2. Respond to the statements or questions using the words provided, and adding still, yet or (not) anymore / any longer.

MODEL: Why has she left him? – Because she doesn't love him anymore.

1. Is Mr Jones still your accountant? – No, we ___ employ him.

2. Why do you continue to wear those awful shoes? – Because I ____ find them very comfortable.
3. Have you ordered my new cooker? – But you ____ haven't told me which one you want.
4. I see you have got rid of your car. – Yes, I decided I couldn't afford it ____.
5. I'm surprised you haven't had your hair done. – I just haven't got around to it ____.
6. What are you going to study at university? – I've been thinking about that question for months, and I ____ haven't decided.
7. I haven't seen you at the bowling alley lately. – I rarely go there ____.
8. When will your next book come out? – I haven't even finished writing it ____.

Exercise 3. Adverbs of manner are often associated with particular verbs. For example, RUN would go with QUICKLY rather than CAREFULLY; LISTEN would go with ATTENTIVELY rather than DEEPLY. Can you find adverbs in box A which suit the verbs in box B?

A _____

Argue. 2. Behave. 3. Breathe. 4. Eat. 5. Run. 6. Sleep. 7. Speak. 8. Think. 9. Whisper. 1

B _____

A) Carefully. B) Peacefully. C) Forcefully, convincingly. D) Quickly. E) Fluently, loudly, clearly. F) Deeply, heavily. G) Greedily, voraciously. H) Badly, stupidly. I) softly, quietly.

Exercise 4. Complete these sentences by using a word or a phrase based on the word in brackets.

1. Could you walk a bit ____, otherwise we'll miss the bus. (fast)
2. He spoke to us _____. (friendly)

3. She works very _____. (hard)
4. And she drives very _____. (fast)
5. He is a good pianist; he also plays the violin quite _____. (good)
6. If you spoke a little _____ (slow), I might be able to understand you _____.
(good)
7. He speaks French as _____ as he speaks Italian. (good)
8. Your car runs even _____ than mine does. (bad)
9. He behaved _____ towards us. (unfriendly)
10. You are playing very _____. Could you play a bit _____? (loud / quiet)
11. Say "particularly pretty" as _____ as you can. (quick)
12. Can you say it any _____ than that? (quick)
13. He writes English quite _____, but he speaks it very _____. (good / bad)
14. She sings _____ than anyone I know. (beautiful)
15. He spoke to me _____. (fatherly)

Exercise 5. Explain the difference between each pair of sentences. One way to show the difference is to describe the differing situations in which each might be said. Another way might be to subject the utterance to actual division into the theme and the rheme.

1. i) Only John can speak Arabic really well. ii) John can only speak Arabic really well.
2. i) Frankly, I cannot talk to her any more. ii) I cannot talk to her any more.
3. i) The post has not come yet. ii) The post still has not come.
4. i) In this company, every employee is important. ii) Every employee is important in this company.
5. i) They soon decided to leave. ii) They decided to leave soon.
6. i) I told you earlier to come around. ii) I told you come round earlier.
7. i) Earlier, I wanted John to have it. ii) I wanted John to have it earlier.
8. i) In London I only like to eat in expensive restaurants. ii) I only like to eat in expensive restaurants in London.

9. i) Often, you won't catch Peter cheating. ii) You won't often catch Peter cheating.

10. i) I have never been very interested in politics. ii) I never have been very interesting in politics.

Exercise 6. Rewrite these sentences beginning with the adverbial modifiers in italics, making any necessary changes. Use emphatic inversion (full or partial).

1. You should not go away under no circumstances.
2. I have never felt so angry in my whole life.
3. You rarely see so many Russian ships in the harbour.
4. She not only plays but she composes as well.
5. I did not realize until then how much she wanted to go.
6. I realized only much later what he was trying to achieve.
7. He had scarcely had time to take his coat off when the phone rang.
8. We had no sooner said yes than they ran upstairs to pack.
9. I have begun to think about politics only recently.
10. I have seldom heard such rubbish.
11. We could not talk freely until the others had left.
12. You will be able to extend your visa only in special circumstances.

Exercise 7. Here are a number of sentences with either positive or negative results. Making sure that the meanings remain the same, rephrase those with a positive result by using the adverb ENOUGH, and those with a negative result by using the adverb TOO.

MODEL: 1. Martin is so rich that he can buy whatever he wants. → Martin is rich ENOUGH to buy whatever he wants.

Edna is so impatient that she can never wait in queues. → Edna is TOO impatient ever to wait in queues.

1. Howard was so suspicious of his wife that he opened the letter that was addressed to her.
2. The balcony was so badly built that it was not safe for people to stand on.
3. This hotel is so expensive that we can't stay at it for very long.
4. Erica is so careful that she could not have done anything as bad as that.
5. Your feet are so small, Madam, that you can wear the smallest of our sizes.
6. Barry was so strong that he lifted the trunk on the top of the car alone.
7. Hazel's new American car is so wide that it won't go into her garage easily.
8. Ray is free this evening. He will help you.
9. The sky was so cloudy that we couldn't see the UFO at all.
10. It was so late that nothing could be done.
11. This little hotel is so quiet and peaceful that we can have a really relaxing holiday.
12. Let's go to another beach. There are so many jelly-fish here that we shan't be able to bathe in peace.

Exercise 8. Fill the blank spaces in the following sentences with one of the following eight adverbial modifiers: rarely, scarcely, yet, never, still, already, even, and frequently.

1. We ever see him these days.
2. I eat biscuits sothat a packet lasts me a long time.
3. I cannot remember what the book was about, let alone the title.
4. I do not know where I am going for my holidays this year.
5. We cannot tell you what the programme will be. Ask us again tomorrow.
6. Clara is having trouble with the car she bought last week.
7. Put it in the drawer. You never know when a piece of string like that will come in use.
8. had Collette got into the bath when the earth quake happened.
9. How do you go to the dentist for a check-up?
10. I wouldn't give it to you if you begged me on your knees.
11. Wedon't want to go to their party, I know, andI think we'll have to.

12. You have finished the job? My goodness, you are a fast worker!
13. Edwin hasn't returned those books he borrowed from us.

PRIMARY PROPERTY VS SECONDARY PROPERTY

Answer the following questions:

1. What meaning does the adjective express?
2. What does the adjectival specific combinability find its expression in?
3. What proves the lack of rigid demarcation line between the traditionally identified qualitative and relative subclasses of adjectives?
4. What does the category of adjectival comparison express?
7. What does the expressive peculiarity of the elative superlative consist in?
8. What is the meaning of the adverb?
9. What combinability are adverbs characterized by?
10. What is typical of the adverbial word-building structure?
11. What semantically relevant sets of adverbs can be singled out?
12. How is the whole class of adverbs structured?
13. What does the similarity between the adjectival degrees of comparison and adverbial degrees of comparison find its expression in?

Exercise 9. Choose the adjective or adverb in brackets.

1. A) I must say her parents received me rather B) How your voice sounds! [cold / coldly].
2. A) She looked when I saw her last. B) She looked about her before leaving the place [sad / sadly].
3. A) He stood absolutely for a time, then turned and left the room [silent / silently].
4. A) I am glad you look quite already. B) She looked very in that bright evening dress [good / well].

5. A) How did you find my place? – Quite B) It is not all so
[simple / simply].
6. A) I felt all that time. B) He fell and hurt himself [terrible / terribly].
7. A) he was tired by the end of the day. B) His face was pale. C)
Be careful, this is poison. D) He fired and the bird fell [dead /
deadly].
8. A) She stood against the wall to let him pass. B) He refused to
accept the offer. [flat / flatly].

Exercise 10. State the classification features of the adjectives and adverbs used in the given sentences.

MODEL: "I found myself weary and yet wakeful, tossing restlessly from side to side..." "Weary" is a qualitative evaluative adjective; "wakeful" – a qualitative speculative adjective; "restlessly" – an evaluative qualitative adverb.

1. Rosemary Fell was not exactly beautiful. Pretty? Well, if you took her to pieces... But why be so cruel as to take anyone to pieces? She was young, brilliant, extremely modern, exquisitely dressed, amazingly well-read in the newest of the new books, and her parties were the most delicious mixture of the really important people and... artists – quaint creatures, discoveries of hers, some of them too terrifying for words, but others quite presentable and amusing (Mansfield).
2. He was in a great quiet room with ebony walls and a dull illumination that was too faint, too subtle, to be called a light (Fitzgerald).
3. "There!" cried Rosemary again, as they reached her beautiful big bed room with the curtains drawn, the fire leaping on the wonderful lacquer furniture, her gold cushions and the primroses and blue rags (Mansfield).
4. Medley had already risen hurriedly to his feet. The look in his eyes said he was going straight to his telephone to tell Doctor Llewellyn apologetically that he, Llewellyn, was a superb doctor and he, Medley, could hear him perfectly. Oxborrow was on his heels. In two minutes the room was clear of all but Con, Andrew, and the remainder of the beer (Cronin).

5. She was helpful, pervasive, honest, hungry, and loyal (Cheever).
6. Dr. Trench. I will be plain with you. I know that Blanche has a quick temper. It is part of her strong character and her physical courage, which is greater than that of most men, I can assure you. You must be prepared for that. If this quarrel is only Blanche's temper, you may take my word for it that it will be over before tomorrow (Shaw).
7. The elder man was about forty with a proud vacuous face, intelligent eyes, and a robust figure (Fitzgerald).
8. He was tall and homely: wore horn-rimmed glasses, and spoke in a deep voice (Cheever).

KEYS

THE ADJECTIVE

Ex. 1.

Brother – fraternal, woman – feminine, friend – amicable, god – divine, fun – comic(al), year – annual, mother – maternal, man – masculine, cat – feline, dog – canine, mind – mental, brain – cerebral, sight – visual, touch – tactile, hand – manual, house – domestic, earth – terrestrial, east – oriental.

Ex. 2.

1. Several lovely old English tables.
2. A lot of pretty young French girls.
3. These last few valuable Regency dining-room chairs.
4. His first three really important Impressionist Paintings.
5. All my best dark blue shirts.
6. Many young German factory workers.
7. All these old-fashioned marble-topped oval wash stands.
8. All Mike's latest black and white wildlife photographs.
9. A few carefully-chosen plain hand-woven cotton dresses.
10. A number of brand-new French-made non-stick frying pans.
11. The first really important national government-sponsored survey.
12. His last exhausting one-month European tour.

Ex. 3.

1. Reddish 2. Daily 3. Silvery 4. worthless 5. Businesslike 6. Greasy 7. Homely
8. Breathless 9. Powerful 10. Plentiful 11. Elderly 12. Lifelike 13. Peaceful
14. Oldish 15. Careless 16. Wintry 17. Nosy 18. Handy.

Ex. 4.

1. Affluent, rich, wealthy, well-to-do
2. Anxious, frightened, nervous, timid
3. Calm, peaceful, quiet, relaxed
4. Capable, competent, efficient, experienced
5. Deceitful, deceptive, misleading, untrue.

Ex. 5.

As deaf as a post	*as brave as a lion.
As fresh as a daisy	*as clean as a whistle.
As sound as a bell	*as cold as ice.
As hungry as a hunter	*as brown as a berry.
As light as a feather	*as stiff / straight as a poker.
As mischievous as a cartload of monkeys	*as pretty as a picture.
As obstinate as a mule	*as proud as a peacock.
As old as the hills	*as slippery as an eel.
As quiet as a mouse	*as blind as a bat.
As sweet as honey	*as strong as an ox.

Ex. 6.

1. Nocturnal, 2. Diurnal, 3. Pedestrian, town, 4. Country an urban, 5. Dental,
6. Salty, 7. Saline, 8. Low, 9. Legal, 10. Optical, 11. Eye, 12. Domestic,
13. Lunar, 14. Oral, a mouth, tooth, 15. Starry, ground, 16. Stellar,
17. Juvenile, a senior, 18. Marine, Maritime.

Ex. 7.

1. (i) TRUE (ii) TRUTHFUL
2. (i) CHILDISH (ii) CHILDLIKE
3. (i) YOUTHFUL (ii) YOUNG
4. (i) UNEATABLE (ii) INEDIBLE
5. (i) ILLEGIBLE (ii) UNREADABLE
6. (i) HISTORIC (ii) HISTORICAL
7. (i) ECONOMIC (ii) ECONOMICAL
8. (i) ELECTRIC (ii) ELECTRICAL
9. (I) SENSIBLE (ii) SENSITIVE

Ex. 8.

1. Short-tempered
2. Bow-legged
3. Broad-minded

4. Narrow-minded
5. Blue-eyed
6. Good-natured
7. Thick-skinned
8. Left-handed
9. Cross-eyed
10. Broad-shouldered

Ex. 9.

1. English is easier than Japanese.
2. Japanese is more difficult than English.
3. Japanese is not so / as easy as English.
4. Health is more important than money.
5. A change is as good as a rest.
6. Blackbirds are commoner / more common than eagles.
7. You are as welcome as flowers in May.
8. Programmes are less interesting than they used to be.
9. Thirst is worse than hunger.
10. Half a loaf is better than no loaf at all.
11. Things are not so / as good as they used to be.
12. Jogging is healthier than smoking.
13. Pluto is farther away than Mars.
14. Mars is less distant than Pluto.
15. She is worse than she was yesterday.
16. The towns are noisier than the villages.

Ex. 10.

1. The most incredible
2. The brightest
3. More comfortable
4. The deepest
5. More self-confident
6. Easier
7. Better off
8. The saddest
9. The most powerful
10. Shorter and more direct
11. The oldest... older
12. More tidy / tidier... better-organized

Ex. 11.

Far 1. Farthers 2. Furthest 3. Farthest. 4. Furthest. 5. Furthermore. 6. Further. 7. Farthest.

Near 1. Next. 2. Nearest. 3. Next. 4. Next. 5. Nearest. 6. Nearest. 7. Next.

Late 1. Later 2. Last. 3. Last. 4. The latest 5. The latest. 6. Latter. 7. Last.

Old 1. Elder, older 2. older. 3. Oldest 4. Eldest.

Ex. 12.

The truest friend 2. More true 3. The pleasantest kind 4. More pleasant 5. A stupider person 6. More stupid 7. An unhappier fate 8. More unhappy 9. A crueler regime 10. More cruel 11. More quiet 12. The quietest street, a quieter town.

Ex. 13.

Much shorter; most strong 2. That serious 3. The fastest means possible 4. Colder and colder 5. A lot graer, much more cheerful 6. As tall as that, not that good-looking, that important 7. The very simplest way 8. Still more violent 9. A most large, a great deal finer 10. The ablest manager ever known 11. More and more oppressive 12. That bad 13. The very happiest 14. Much wiser 15. The happiest afternoon ever known 16. Better and better 17. A great deal 18. Still worse 19. Most kind 20. The frankest way possible 21. Far more important.

Ex. 16.

About twice (two times) as short / twice shorter than / half as long as / by half shorter than. 2. 3 years older than his sister and 3 times (thrice) as old as / older by 3 than / his youngest brother. 3. Half as long again as wide / one and a half times as long as (it is) wide. 4. Half as old as her husband / younger than he by half / twice as young as he; half a head taller. 5. How much older are you than. 6. How many times is S. as large as F. 7. How much shorter 8. Gets half as much again as I (do) / one and a half times as much as I 9. Half as much as my boss / by half less than 10. How much higher is a professor's salary than an assistant's 11. How many times is 35 as large (big) as 7 12. How much more expensive is the rouble than the dollar? 13. By how many kgs are you heavier than I am / by how much is your weight bigger than mine / how much heavier are you in kgs? 14. By how many times have the prices risen? 15. How much have the prices risen?

Ex. 17.

1.Subtraction, the Comparative Degree of Comparison of Adjectives 2. Multiplication, the Positive Degree 3. Division, the Positive degree 4. Multiplication, the Positive Degree 5. Multiplication, the Positive Degree.

Ex. 18.

How many more tables are there in this room than in that one?
How many fewer tables are there in that room than in this one?
How many times are there as many tables in this room as in that one?
How many times are there as few tables in that room as in this one?
How many more/fewer tables does this room contain than that one?
How many times does this room contain as many/few tables as that one?

Ex. 19.

1. Most kind 2. Far better 3. Very cleverest 4. None the easier 5. A little bit, most strong 6. Simplest way possible 7. A most elegant and ever so beautiful small car, much better.

Ex. 20.

1. This is the shallowest part of the pond, which will certainly be for the children to bathe in. 2. It would be more true to say that those were not golden times in my life. 3. The plot of the story seems to me most ridiculous. 4. Hebrew is not just the language of the Bible, it is now the living language of the (Israel - Israeli) people. 5. This theory is based on non-religious problems.

Ex. 21.

1. It is most unexpected to me. I did not believe the situation was that bad – Alas, it's a pity, but it's getting worse and worse.
2. Our eldest sister is two years older than I am and one and half times (half as much again) as old as our youngest sister.
3. In a situation of danger even the most careful (cautious) can turn most courageous.
4. The football field is a few times as long as it is wide.
5. The Australians and the Canadians as well as the Americans and the English speak the same language, but the Danes and the Dutch speak different though kindred languages.
6. In order to find out how many times 42 is as large as 6, one should divide one value by the other and not to subtract one from the other.
7. As a matter of fact, he is much more clever than he seems to be.
8. Tomorrow, in the Tchaikovsky concert hall the composer will present his latest violin concerto and a 'cello sonata. The former will be performed by the composer himself, the latter – by a most gifted pupil of his.
9. He is sure / unlikely to do it – he is not that silly.
10. The sick man is getting worse and worse day in day out. Is he really as bad as that? – Unfortunately, he is none the better for all the medicines.
11. Our football field is half as long again (longer by half) as it wide.

Ex. 24.

1. Green 2. The green of her eyes 3. A strange purple 4. The blue 5. The French 6. Fluent Turkish 7. The Swiss 8. The British 9. The cold 10 the brave, the brave 11. The sick 12. The poor 13. The pale gold, the pale gold 14. real black, a dark brown.

Ex. 25

1. I cannot answer your question either in the affirmative or in the negative. 2. The French, the Italians and the Spaniards speak cognate languages. 3. In the dark, the wolf's eyes shone a bright green. 4. The sick, the disable and the

very old resemble little children. 5. Oxen are mistakenly said not to like red. 6. The brave do not think about the dangerous and that is why they can attain the impossible. 7. She was in white, and her scarf was a bright blue. 8. Let the dead bury the dead, the living should think about the living. 9. I cannot get you to speak that way with the elders; you ought to respect the age. 10. The wounded went in twos and threes, supporting one another. 11. The wounded person felt much better.

Ex. 26.

1. In the affirmative or in the negative. 2. The old, the young. 3. The French, the Italians and the Spaniards, Latin, Rome. 4. In the dark, a bright green. 5. The brave, the unattainable. 6. The accused. 7. The wounded 8. The sick, the disabled.

Ex. 27.

1. **b.** Lorna laughed with extreme nervousness. **c.** Lorna's laugh was extremely nervous.
2. **b.** The shop assistant answered my mother with great rudeness. **c.** The shop assistant's answer to my mother was very rude.
3. **b.** The policeman did not give his evidence at the trial with complete honesty. **c.** The policeman's evidence at the trial was not completely honest.
4. **b.** The boss replied with some irony. **c.** The boss's reply to me was rather ironic.
5. **b.** Uncle Podgier lent the money with slight unwillingness. **c.** Uncle Podgier's loan of the money was slightly unwilling.
6. **b.** The medicine reacted with great most unpleasantness. **c.** The reaction of the medicine was most unpleasant.
7. **b.** The mechanic repaired my car with extreme inefficiency. **c.** The mechanic's repair of my car was extremely inefficient.
8. **b.** I'm afraid, you behaved with astonishing stupidity. **c.** I'm afraid, your behavior was astonishing stupid.
9. **b.** Aunt Fanny cut the birthday cake into eight equal pieces with great care. **c.** Aunt Fanny's cutting of the birthday cake into eight equal pieces was very careful.
10. **b.** Steward acted with complete / some absent-mindedness again. **c.** Steward's action was quite absent-minded again.

THE ADVERB

Exercise 1. Funnily, freely, gratefully, musically, sadly, easily, economically, publicly, happily, privately, legally, noisily, ironically, uselessly, usefully, finally, politically, gaily.

Exercise 2.

1. – No, we don't employ him any longer.
2. – Because I still find them very comfortable.
3. – But you still haven't told me which one you want.
4. – Yes, I decided I couldn't afford it any longer.
5. – I just haven't got around to it yet.
6. – I've been thinking about that question for months, and I still haven't decided.
7. – I rarely go there anymore .
8. – I haven't even finished writing it yet.

Exercise 3.

1 c/e , 2 h, 3 f/e, 4 g/d, 5 d, 6 b /f /h, 7 a /c /e /I, 8 a/d, 9 i.

Exercise 4.

1. Faster 2. In a friendly manner / way 3. Hard 4. Fast. 5. Well 6. More slowly ... better 7. Well 8. Worse 9. In an unfriendly way / manner 10. Loudly ... more quietly 11. Quickly 12. Quicker 13. Well ... badly 14. More beautifully 15. In a fatherly way.

Exercise 5.

1. i) John and nobody else... ii) only Arabic, not any other languages.
2. i) I wish to tell you frankly that I cannot ... ii) I can speak to her but not frankly, I have to be careful what I say to her.
3. i) states a fact. ii) means that it is late and I am a bit annoyed about it.
4. The difference is slight. It depends whether you are proud of the company (i), or whether you are talking about working conditions, etc., of employees (ii).
5. i) *Soon* refers to the decision. ii) *Soon* refers to the time of leaving.
6. i) *Earlier* refers to when I told you. ii) *Earlier* refers to the time of your coming.
7. i) *Earlier* refers to the time when I had this desire, and suggests that I no longer want him to have it: ii) means that he has it now, but that he should have had before now.
8. i) means that I prefer expensive restaurants when I am in London; ii) is ambiguous because of the word *only*, which could mean *only expensive restaurants* or *only in London*.
9. i) He cheats a lot but it is difficult to catch him doing it; ii) he doesn't cheat very often.
10. i) is a simple statement of fact; ii) is a response to something like "Why aren't you interested in politics?" – "I never have been".

Exercise 6.

1. Under no circumstances should you go away.
2. Never in my whole life have I felt so angry.

3. Rarely do you see so many Russian ships in the harbour.
4. Not only does she play but she composes as well.
5. Until then did I realize how much she wanted to go.
6. Only much later did I realize what he was trying to achieve.
7. Scarcely had he had time to take his coat off when the phone rang.
8. No sooner had we said 'yes' than they ran upstairs to pack.
9. Only recently have I begun to think about politics.
10. Such rubbish have I seldom heard.
11. Until the others had left could we talk freely.
12. Only in special circumstances will you be able to extend your visa.

Exercise 7.

1. Howard was suspicious enough of his wife to open the letter that was addressed to her.
2. The balcony was too badly built to be safe for people to stand on.
3. This hotel is too expensive for us to stay at for very long.
4. Erica is too careful to have done anything as bad as that.
5. Your feet are small enough, Madam, for you to wear the smallest of our sizes.
6. Barry was strong enough to lift the trunk on the top of the car alone.
7. Hazel's new American car is too wide to go into her garage easily.
8. Ray is free enough this evening to help you.
9. The sky was too cloudy for us to see the UFO at all.
10. It was too late for anything to be done.
11. This little hotel is so quiet and peaceful enough for us to have a really relaxing holiday.
12. Let's go to another beach. There are too many jelly-fish here for us to bathe in peace.

Exercise 8.

1. Scarcely 2. Rarely 3. Even 4. Still 5. Yet 6. Already 7. Never 8. Scarcely 9. Frequently 10. Still – even 11. Yet 12. Already. 13. Still.

Exercise 9.

1. A) I must say her parents received me rather coldly B) How cold your voice sounds! 2. A) She looked sad when I saw her last. B) She looked sadly about her before leaving the place. 3. A) He stood absolutely silently for a time, then turned silent and left the room. 4. A) I am glad you look quite well already. B) She looked very good in that bright evening dress. 5. A) How did you find my place? – Quite simply. B) It is not all so simple. 6. A) I felt terrible all that time. B) He fell and hurt himself terribly. 7. A) He was dead tired by the end of the day. B) His face was dead pale. C) Be careful, this is a deadly poison. D) He fired and the bird fell dead. 8. A) She stood flat against the wall to let him pass. B) He flatly refused to accept the offer.

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