ENGLISH LANGUAGE II

MODULE 2:
ADJECTIVES AND ADVERBS
Unit seven

Adjectives and adverbs

Entry test

1 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

EXAMPLE: I understand his position in the civil service is far from high-ranking.
lowly
I gather he occupies a rather lowly position in the civil service.

a In my opinion they are sure to get the gold medal.
confident
I'm .................................. winning the gold medal.

b I really don't want to employ anyone with so few qualifications.
loath
I'm .................................. qualified.

c They assured her she could not be prosecuted for her actions.
immune
She was .................................. she had done.

d Sales just failed to reach their target.
short
Sales just .................................. anticipated.

e She was proud to be so well-acquainted with the next president.
elect
She was proud that .................................. to her.

SCORE

FOR INVERSION AFTER NEGATIVE ADVERBS, SEE SECTION 2.

2 Fill the gaps in each second sentence so that it is as similar as possible in meaning to the first.

EXAMPLE: I have never before been so impressed by a first novel.
Never before has a first novel so impressed me.

a The last time there was such a huge economic disaster was half a century ago.
Not since .................................. proportions.

b I refused to believe I had won until the finishing line came into sight.
Not until .................................. was mine.

c It is not often that the media devote so much time and space to a single topic.
Rarely .................................. get given so much time and space.

d Whatever you do, don't trust insurance salesmen.
Under no .................................. trusted.

e He broke every rule in the book but it ensured he became champion.
Only .................................. the championship.

f The novel succeeds in making a serious point while at the same time being hysterically funny.
Not only .................................. readers laughing out loud.

g You must never leave the premises without informing the supervisor.
On no .................................. know.

SCORE

FOR MAKING COMPARISONS, SEE SECTION 3.

TOTAL SCORE
THE BASICS

1 ADJECTIVES
Adjectives describe nouns. We normally use adjectives in two positions – before nouns and after ‘link’ verbs (be, seem, appear, become, feel, look, taste, sound, smell, get, etc.):

What a pleasant man! He seemed pleasant.

• We can use many adjectives in both positions, but we use others in either one position or the other: It was an outright victory. I’m glad you could come.

• Here are examples of adjectives commonly used before nouns:
  - countless indoor neighbouring maximum
  - northern

• Here are examples of adjectives used after verbs:
  - awake content asleep aware glad
  - afraid alive sure alone alike

2 FORMING ADVERBS FROM ADJECTIVES
We can turn most adjectives into adverbs by adding -ly (see Section 1.3). There may be spelling variations:

slow – slowly quick – quickly
possible – possibly automatic – automatically
easy – easily satisfactory – satisfactorily
true – truly full – fully

• We can also form some adverbs from nouns by adding -ly:
  - hour hourly part partly

Adjectives and adverbs with the same form
Some adjectives have the same form when they are adverbs:

Adjective
I was the first person there.
That’s a fine distinction.
The truck hit the low bridge.

Adverb
I arrived first.
That suits us fine.
The plane swooped low.

• Some adjectives end in -ly, like monthly and early, and have the same form as adjective and adverb. Others can’t be transformed into adverbs. Instead we have to use a phrase:
  - He had a friendly attitude.
  - He behaved in a friendly way.

• Other adjectives like this include:
  - costly cowardly deadly likely lively lonely silly ugly lovely

3 ADVERBIAL PHRASES
An adverbial phrase (an ‘adjunct’) is a group of words that works like an adverb to say when, how, etc. something happens. They can be:

• prepositional phrases:
  - Why don’t you leave all that on the table?

• noun phrases:
  - I wouldn’t have put it that way.

• adverb phrases:
  - I think you’ve all done very well indeed.

4 POSITIONS AND ORDER OF ADVERBS
We usually put an adverb after an object:

X I play very well the piano.
✓ I play the piano very well.

• Adverbs and adverbial phrases usually go at the end of the sentence, and usually in the order: ‘how’ → ‘where’ → ‘when’:
  - They were playing quietly in the garden last night.

• We can move one of these adverbs to the beginning of the sentence for emphasis or focus:
  - Last night they were playing quietly in the garden.

• Some adverbs of manner can also go before the verb:
  - The villagers slowly walked round the square.

We usually put adverbs of frequency (always, often, etc.) before the verb (or after to be) or at the end of the phrase:

I quite often drive past their house.
I drive past their house quite often.

• These adverbs usually go after the first auxiliary verb:
  - He’s always telling us how well off he is.
  - I’ve frequently been swimming with him.

Note the variety of positions of still, already and yet:

I still haven’t finished. I’ve still not finished.
Is she still here?
They’ve already been here. They’ve been here already.
Are they here already? Are they already here?
I haven’t finished yet. Haven’t you finished yet?
I haven’t yet finished.

We use only and even in two main positions:

• before the subject they focus on:
  - I think only John really understands this point.
  - Even Simon is a bit confused.

• before the verb:
  - I only like the green ones.
  - I even think that the red ones are ugly.
SECTION I
Adjective structures; adjective or adverb?

1 ADJECTIVES AFTER NOUNS
We can use a few adjectives before and after nouns. A change in position involves a change of meaning:
the present circumstances (= now)
the people present (= who are here)
an involved explanation (= complicated)
the people involved (= who took part)
a concerned expression (= worried)
the people concerned (= affected)
a responsible person (= sensible)
the people responsible (= who did it)
• There are a very few adjectives that we can only use after nouns:
presents galore  the President-elect
the Prime Minister designate

2 STRUCTURES AFTER ADJECTIVES
We use a to-infinitive after some adjectives following 'link' verbs, e.g. be, feel, etc:
It's bound to rain later. I'm willing to try.
I'm loath to commit myself. I'm inclined to agree.
The situation is liable to change. They don't seem able to help at the moment. We're due to arrive soon. I'm prepared to compromise.
• We use a that-clause after some adjectives referring to people's beliefs and feelings (as is normal in that-clauses, we can omit that):
I'm pleased (that) you've found a good job.
Here are more examples of these adjectives:
aware certain afraid sorry
surprised upset worried sad
anxious sure frightened confident
• We use a prepositional phrase after some adjectives. The preposition collocates with the adjective:
Nobody is immune from criticism.
Here are more examples:
ashamed of devoid of integral to subject to
descended from lacking in compatible with
intent on filled with characteristic of

3 ADJECTIVE OR ADVERB?
We use some adjectives after link verbs (see The Basics, 1). We can normally distinguish between an adjective, which describes the noun, and an adverb, which usually adds information about the verb. However, some adverbs have two forms: an -ly form and one that looks like an adjective. Consider these examples:
I got the answer right. (adj.) Try and do it right this time.
(adv.) It's easy, as you rightly say. (adv.)
Close the lid tight. (adj.) Hold me tight. (adv.) Hold on tightly. (adv.)
His jokes fell flat. (adj.) He fell flat on his face. (adv.) He flatly refused to go off. (adv.)
I think you're wrong. (adj.) You're doing it all wrong. (adv.)
He was wrongly convicted. (adv.)
Now wipe it clean. (adj.) It broke clean in two. (adv.)
I tackled him cleanly. (adv.)
Ouch! That feels sharp! (adj.) Be there at 12 sharp. (adv.)
I was sharply reprimanded. (adv.)
• Sometimes, as you see above, the two adverb forms may have different meanings:
He arrived late. (= not on time)
I haven't seen her lately. (= recently)
We're flying direct. (= by the shortest route)
I'll tell you directly. (= immediately)
The dancer leapt high into his arms.
He's highly thought of.
It was raining hard.
It hardly matters now.
Deep in my heart, I know it's over.
I was deeply hurt.
• In informal spoken English, we use some adjectives as adverbs — although an -ly version exists:
The boy shouted as loud as he could to a passing yacht.
• Adjective forms we commonly use in this way include:
cheap quick slow neat clear sweet easy

check
Tick (✓) the sentences that contain adjectives.
1 Malaria can be a deadly disease.
2 He caught the ball cleanly and passed it to the wing.
3 I hit him as hard as I could.
4 When are the results due to arrive?
5 I think anyone involved in that deal should resign.
6 Feel free to look around.
7 Turn sharp right.
Practice

1. Fill each of the blanks with a suitable adjective from the list.
   devoid free certain inclined liable concerned filled elect
   1. Those .......... with the political implications of the new policy are very worried.
   2. The outgoing President was accompanied by the President .......... .
   3. I'm .......... to think that it would be better to finish this later.
   4. These buildings are .......... to collapse in a strong earthquake.
   5. I was absolutely .......... . I'd left it on the table.
   6. The landscape was completely .......... of any sign of human habitation.
   7. Please feel .......... to use the phone if you need to.
   8. The ex-prisoner is .......... with remorse for what he has done.

2. Underline the appropriate adjective or adverb.
   1. They drove under a low / lowly bridge.
   2. She has travelled wide / widely.
   3. Make sure you're here at seven o'clock sharp / sharply.
   4. She loved him dear / dearly.
   5. We'll be there short / shortly.
   6. Three-toed sloths live deep / deeply in the Amazon forest.

3. Put one of these words in each of the gaps below, using each as many times as you want to.
   that to with at of on for in by
   1. I am relieved .......... see that they are pleased .......... their accommodation. It seems entirely compatible .......... their wishes.
   2. I am almost embarrassed .......... admit that I feel extremely ashamed .......... my fellow countrymen on occasions such as this, particularly when they seem utterly devoid .......... any manners at all.
   3. I'm afraid .......... speak to her about this because I'm frightened .......... upsetting her.
   4. It is probable .......... he will prove to be the most likely person .......... the job and the one most likely .......... do it properly.
   5. I know he's very sure .......... himself and is intent .......... proving he can pass, but we are not convinced .......... his success can be taken for granted.

6. I know I should be ashamed .......... admit that I am saddened .......... young Paula's being written out of my favourite soap. It's a pretty awful thing .......... have to admit, but I really am upset .......... she's leaving.

4. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.
   Do not change the word given. You must use between three and eight words, including the word given.
   Example: There's little doubt that the challenger will become champion again.
   bound
   The challenger is almost bound to regain his title.
   1. Juliana is determined to become well-known.
      intent
      Juliana .......... name for herself.
   2. These vandals appear to have no common sense at all.
      devoid
      These vandals seem .......... whatsoever.
   3. I'm unwilling to risk losing all my possessions.
      prepared
      I'm .......... own.
   4. When does the doctor say she's going to have the baby?
      due
      According to .......... birth?
   5. The exchange rate can vary slightly on a daily basis.
      liable
      The rate .......... to day.
   6. We very much want you to feel comfortable and relaxed here.
      anxious
      We .......... home here.
   7. There's absolutely no excuse for your behaviour last night.
      thoroughly
      You ought .......... behaved last night.
SECTION 3

Making comparisons

1 FORMING COMPARATIVES

We can make adjectives and adverbs comparative with
-er... than or more / less + adv / adv... than:
He was much older than I remembered him.
(= comparative adjective) He drove far less carefully
than he should have. (= comparative adverb)
• Some adverbs have an -er comparative:
You should have come earlier.
• Adverbs ending in -ly (formed from adjectives) use
more or less:
He started to work even more hurriedly.

2 SAME OR DIFFERENT

We can use the following structures and phrases to
say that one thing is the same as, or different from,
another:
Ben has much the same manners as his father.
He has different manners from his sister.
They’re not as intelligent as their father.
Neither are anything like as intelligent as I am.
This is nothing like as cold as it is in January.
Your first attempt is nowhere near as good.
• In the positive we only use as...as. In the negative,
we can also use so...as:
Grandad doesn’t get about so easily as he used to.
• We use such + noun + as in negative sentences.
Note the change in position of a / an:
I didn’t have such a good time as last week. (= I didn’t
have as good a time as...)
• We can use as in a form of inversion with an
auxiliary verb:
People can no longer climb the tower at Pisa, as was
possible until a few years ago.
• We can also use superlatives with the; we often
follow these with a that-clause:
This is the best burger that I’ve ever tasted.
• When the superlative isn’t followed by a noun or
that-clause, we can omit the;
I think this one is (the) best.

3 DOUBLE COMPARATIVES

We use double comparatives with the to say that one
thing results in another:
The more we discuss this, the less I understand it.
The longer I carried the box, the heavier it became.

4 PREFERENCE

There are various ways to express preference:
I prefer (playing) basketball to football.
I would prefer to stay here than go out so late.
I’d sooner die than have to go through all that again.
I’d far rather do it now than leave it till later.
Rather than watch rubbish on TV, I’d prefer to go out.

5 AS AND LIKE

When followed by a noun, we use as to give a
description, and like to make a comparison:
Peter works as a waiter. (= he’s a waiter)
He works like a farm horse. (= comparison)
• When we make comparisons, like is followed by a
noun phrase. As is a conjunction and is followed
by a verb phrase. Although like is used very
informally with verb phrases, it is best avoided:
X He looks as me.
✓ They get up early every morning like I do.
✓ He looks like me.
✓ They get up early every morning, as I do.

6 AS IF AND AS THOUGH

We use as if and as though to say what seems to be
true, happening, etc:
He looks as if / as though he’s going to be sick.
• We can use Unreal Past or subjunctive (see Unit 5,
Section 1) after as if or as though to emphasise that
the comparison is imaginary:
She looks as if she knew what’s going to happen.
(= she doesn’t) She looks as if she knows what’s
going to happen. (= maybe she does)
• We can use just or exactly + as if / though to
emphasise the comparison. Much or almost + as if /
though weakens the comparison:
He looks just as though he’d won a million dollars.
They look almost as if they didn’t want to be here.

MATCH THE TWO HALVES OF THESE SENTENCES.

1. I don’t think this is a than do what you do.
much different.
b to having to rely on
c needed a lot of help.
d from what happened
1. I’d sooner be
e as this one.
unemployed.

last time.

2. I’ve never seen such a boring match.

3. You seem to prefer being independent.

4. I’d sooner be unemployed.

5. It seems as if

6
Practice

1 Correct these sentences.
1 They are quicker doing this as I am.
2 I got there more earlier than everyone else.
3 They are not as good at using a computer than me.
4 I don’t think this novel is so good than his last one.
5 I ate pretty the same much as the last time I went to his restaurant.
6 The longer I sit here, less I feel like moving.
7 I prefer Tarantino’s films than Oliver Stone’s.
8 He ran as the wind.
9 He has worked like a clerk for the same bank for most of his life.
10 They seemed as they didn’t really understand what was going on.

2 Fill each of the numbered blanks with a suitable word.

a I went to the conference but for most of the time I felt (1) ........ a fish out of water. I knew nobody there and everyone else behaved (2) ........ if they had all known each other for years. I left just (3) ........ soon as I could and arrived home (4) ........ than planned.

b I’ve always preferred classical music (1) ........ pop music. I’d much (2) ........ listen to a forty-five-minute symphony (3) ........ a three-minute song. Pop songs seem so (4) ........ less interesting, harmonically and melodically, and the insistent, repetitive drumming is about (5) ........ much fun (6) ........ banging your head against a wall.

c My father was a jat of all trades in those days, as (1) ........ all village school headmasters: digging holes for swimming pools (2) ........ a full-time labourer, marking out athletics tracks in the manner (3) ........ a professional, teaching arithmetic to the top class in (4) ........ time as he had free. The (5) ........ he did, the more was expected of him by the village community, as if he should (6) ........ every waking hour to the wellbeing of his pupils. And he did. Nowadays one hears people talk of headmasters as if they (7) ........ accountants, balancing their (8) ........ as efficiently (9) ........ they can. I think I’d (10) ........ have been a headmaster in the old days.

3 Fill each of the gaps in the sentences with a suitable word or phrase.
1 She looks much the ........ did ten years ago.
2 The longer I study ........ I realise what an interesting language it is.
3 I don’t spend anything ........ money as my husband.
4 I’d sooner have ten ........ children at all.
5 They accepted their award much ........ expected it all along.
6 He stagers around nowadays as ........ weight of the world on his shoulders.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: The Alps are a lot higher than the Pindus range.
nothing
The Pindus are nothing like as high as the Alps.

1 We used to be much closer than we are now. nowhere
We’re ........ be.

2 Our special offer was taken up by as many as 70,000 people. availed
No ........ our special offer.

3 I’m not too keen on watching tennis, but I really enjoy playing it.
prefer
I much ........ it.
Grammar: Adjectives - Adverbs

Adjectives describe people, places, things, ideas, etc. They have only one form in all genders, singular and plural, and can be placed before nouns or after verbs such as appear, keep, make, feel, sound, smell, look, taste, etc.

- She is a pretty girl.
- They are hard-working students.
- It smells horrible.
- Keep quiet, please!

Most common adjectives (large, long, heavy, late, etc) do not have a particular ending. However, there are certain common endings for adjectives which are formed from nouns and verbs. These are:

- able fashionable - ous courageous - ist racist
- al classical - esque picturesque - less careless
- ant petulant - ful careful - like businesslike
- ar angular - ian Canadian - ly friendly
- ary imaginary - ible possible - ory introductory
- ate fortunate - ic historic - ous famous
- en wooden - ical historical - some quarrelsome
- ent dependent - ious hilarious - y lucky
- ean Shakespearean - ish reddish

The most common prefixes used with adjectives are:

- amoral im - impossible pre - premature
- abnormal in - intolerant pro - pro-American
- anti - anti-aircraft irregular sub - subtropical
- dishonest ir - irregular super - superhuman
- extracurricular non - non-stop un - untrue
- hypersensitive over - overgrown under - undermanned
- illegal post - post-modern

1 Write the adjectives made from the following words.
   day daily rust energy
   victory accident sun
   base responsibility hesitate
   fear affection circle
   use life glory
   beauty fool humour

2 Use the word given in capitals to form a word that fits in the space in the same line.

- I was told that the information I was looking for was classified and ...................... to the public.
- ACCESS
-SCRUPLE
-RESPECT
-OCCUPY
- NOURISH
- LEGIBLE
- ADJUST
- POPULATE
- STANDARD
- APPEAL
- His .............................................. business methods have gained him a bad name.
- SCRUPLE
-RESPECT
-OCCUPY
- NOURISH
- LEGIBLE
- ADJUST
- POPULATE
- STANDARD
- APPEAL
- I was told that the information I was looking for was classified and ...................... to the public.
- ACCESS
-SCRUPLE
-RESPECT
-OCCUPY
- NOURISH
- LEGIBLE
- ADJUST
- POPULATE
- STANDARD
- APPEAL
- I was told that the information I was looking for was classified and ...................... to the public.
- ACCESS
-SCRUPLE
-RESPECT
-OCCUPY
- NOURISH
- LEGIBLE
- ADJUST
- POPULATE
- STANDARD
- APPEAL
- I was told that the information I was looking for was classified and ...................... to the public.
Notes on Adjectives
• Compound adjectives are formed with:
  present participles: long-standing debt, long-playing record
  past participles: self-employed carpenter, candle-lit restaurant
  cardinal numbers + nouns: one-year-old girl, three-day course,
  a £30 pair of shoes
  prefixes and suffixes: non-stop show, waterproof watch
  well, badly, ill, poorly + participles: well-paid clerk, ill-fitting shirt,
  poorly-paid assistant

• Some adjectives ending in -Iy look like adverbs (friendly, motherly, lonely, lovely). These adjectives form their adverbs
  by adding the word way/manner/fashion.
  She behaved in a very friendly way/manner/fashion.

• Some adjectives such as poor, late and old have different meanings, according to where they are placed in the
  sentence.
  My grandfather is very old. (in years)
  Tony is an old friend of mine. (I’ve known him for a long time)

• Certain adjectives can be used with the to represent a group as a whole:
  the rich, the dead, the young, the unemployed, the homeless, the blind, etc

• Present and past participles can be used as adjectives.
  Present participles describe the quality of a noun.
  annoying behaviour (What kind of behaviour? annoying)
  Past participles describe how the subject feels.
  annoyed teacher (How does the teacher feel? annoyed)

• Nouns describing materials, substances, purpose, and use can be used as adjectives, but they do not have
  comparative or superlative forms and cannot be modified by very.
  a cotton shirt, a gold necklace
  a silver brooch, a summer dress
  a stone wall, a chopping board, a wooden table
  a woollen coat

  However, there are adjectives derived from the above nouns. These adjectives have a metaphorical meaning.
  silky hair (hair like silk), golden hair, silvery moon, stony look

• There are certain adverbs such as above, upstairs, downstairs, inside, etc which can be used as adjectives.
  an upstairs room, the downstairs bathroom, the above rule, the inside page

• Little, old and young are often used in fixed adjective-noun combinations, so they are always placed next to the
  noun they modify.
  This young man spends too much money. That little girl seems to be lost.

• Adjectives which describe absolute qualities such as left, right, single, correct, equal, absent, etc do not have
  comparative or superlative forms.

3 Make compound adjectives to describe the following:

1. A boy who has straight hair.
2. A woman with green eyes.
3. A dog which barks constantly.
4. A car that moves fast.
5. A parent who has a broad mind.
6. A table with three legs.
7. A teacher with good qualifications.
8. A student who speaks French.
9. A workshop which lasts four hours.
10. A room with poor lighting.
**Grammar: Adjectives – Adverbs**

4. **Fill in the appropriate present or past participle.**

1. That’s a most ...................... (irritate) noise, isn’t it?
2. Thankfully, the results of the survey were thoroughly ...................... (encourage).
3. The news came as a shock to everyone. The community was ...................... (devastate).
4. It was ...................... (exhilarate) to be back in San Francisco after such a long time.
5. Hamilton’s novel was ...................... (inspire) by a real person.
6. It was very ...................... (move) to see such true love and devotion.

5. **Underline the correct item.**

1. Father drove us to the station in stone/stony silence.
2. It would be a good idea to pack one or two pairs of thick woollen/wool socks.
3. The lake looked magnificent in the silvery/silver moonlight.
4. Jenny got a beautiful gold/golden brooch for her birthday.
5. Monica visited her aunt in her summer/summery house in Majorca.
6. The actress was wearing a stunning long silky/silk dress.

**ORDER OF ADJECTIVES**

A general guide to the ordering of adjectives is given below. However, this cannot always be strictly followed since when there is more than one adjective in a sentence, it is rather difficult to say in exactly what order they should be placed, as this depends on the speaker’s feeling or intention.

<table>
<thead>
<tr>
<th>number</th>
<th>opinion</th>
<th>size/weight</th>
<th>age</th>
<th>shape</th>
<th>colour/temperature</th>
<th>verb/participle</th>
<th>origin/nationality</th>
<th>material</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>all/both/half/first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>three</td>
<td>nice</td>
<td>small</td>
<td>round</td>
<td>brown</td>
<td>carved</td>
<td>wooden</td>
<td></td>
<td>tables</td>
<td></td>
</tr>
<tr>
<td>one</td>
<td>large</td>
<td>old</td>
<td>rectangular</td>
<td></td>
<td></td>
<td>Chinese</td>
<td></td>
<td>mirror</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- When two or more adjectives of the same category are used, the more general adjective comes before the more specific one.
  
  a kind, gentle man

- Commas are only used to separate adjectives which are equally important; they are never used to separate the final adjective from the noun it modifies.

  a long, distinguished career                   a rare, colourful bird

6. **Put the adjectives into the correct order.**

1. The screenplay was written by a(n) (eccentric, French, brilliant) writer.
2. The flower girl wore a (satin, pretty, white) dress at the wedding ceremony.
3. I’m going to the (spring, Asian, annual) festival on Sunday.
4. The fruit tart is made with (red, fresh, delicious) strawberries.
5. The company has produced a new sports car with (leather, maroon, soft) seats.
6. Corals are (microscopic, orangey-pink, tropical sea animals.)
Adverbs usually describe a verb, but they can also modify adjectives, nouns, sentences or other adverbs.

That is, adverbs tell us how (adverbs of manner), when (adverbs of time), where (adverbs of place), how often (adverbs of frequency), to what extent (adverbs of degree) something happens or is.

She entered the room slowly. (how? adverb of manner)
She left yesterday. (when? adverb of time)
The people next door are very unfriendly. (where? adverb of place)
She usually goes shopping on Fridays. (how often? adverb of frequency)
He was absolutely right in what he said. (to what extent? adverb of degree)

- Adverbs of manner are usually formed by adding -ly to the adjective.
  clever - cleverly  bad - badly  careful - carefully

- There are also adverbial phrases. They are usually formed with a preposition + noun: at the cinema, in a mess, in the restaurant etc but again and again, now and then, here and there

- Spelling of -ly adverbs
  quick - quickly  basic - basically
  beautiful - beautifully  sly - slyly
  capable - capably  busy - busily
  but extreme - extremely

- Adjectives/Adverbs with the same form
  best cold* easy* fine* inside low right* thick* wide
  cheap* daily extra first* last monthly slow* thin* wrong*
  clear* dear fair* free* late past straight tight* yearly
  direct far further long quick* sure* weekly etc
  early fast hard loud* high hourly

He is a fast driver.  →  He drives fast.
That was a cheap blouse.  →  I bought that blouse cheap. (colloquial)
She was the first guest to arrive.  →  She arrived first.

The adverbs having an asterisk (*) can also be found with the -ly form. In this case, they are usually placed before verbs, participles or adjectives. Otherwise they are less formal.

Speak clear! (less formal)
Speak clearly, please.

7 Complete the sentences with a suitable adjective or adverb from the list above.

0 They charged me ………….extra………… because my luggage was overweight.
1 He’s a …………………….. worker, and he works …………………….. as well.
2 You must draw the lines very ……………………...
3 I’d like you to slice the meat very ……………………...
4 I answered two of the questions ……………………...
5 They stayed …………………….. the office to discuss some …………………….. information.
6 She held …………………….. to the rope.
7 Go …………………….. down the road and you’ll see the bank on the …………………….. side.
8 He stopped …………………….. when he saw the …………………….. cat in the road.
9 He pays rent …………………….., but we pay on a …………………….. basis.
10 I wish you wouldn’t talk so ……………………...
Grammar: Adjectives – Adverbs

Adverbs with two forms and different meanings.

- **direct** = by the shortest route
- **directly** = immediately
- **hard** = in a hard way
- **hardly** = scarcely
- **high** = to a high level
- **highly** = very much
- **short** = suddenly
- **shortly** = not long, soon

- **right** = correctly, exactly
- **rightly** = wisely
- **deep** = going a long way down
- **deeply** = greatly
- **free** = without charge or cost
- **freely** = willingly
- **wide** = fully
- **widely** = very much

---

**Word Order of Adverbs of Manner, Place and Time**

When there is more than one time adverb, the one expressing a shorter time period precedes the one which expresses a longer period.

- **subject + verb (+ object) manner place time**
  - **shorter period**
  - **longer period**

<table>
<thead>
<tr>
<th>He ate his breakfast</th>
<th>quickly</th>
<th>in the kitchen</th>
<th>at 7:00</th>
<th>yesterday</th>
</tr>
</thead>
</table>

- **subject + verb of movement (+ object) place manner time**
  - **home**
  - **hurriedly**
  - **at 7:30**

<table>
<thead>
<tr>
<th>He left</th>
<th>home</th>
<th>hurriedly</th>
<th>at 7:30</th>
</tr>
</thead>
</table>

- **time (when it is not the main focus of the message) subject + verb (+object) place manner**

<table>
<thead>
<tr>
<th>Every weekend</th>
<th>he goes</th>
<th>to the office</th>
<th>by car.</th>
</tr>
</thead>
</table>

**Adverbs of Frequency** are usually placed after the auxiliary verb or before the main verb, but in short answers they precede the auxiliary verb.

- *I have never seen such a huge lion.*
- *She is late for work again*. “Yes, she always is”.
- *He sometimes goes to the cafeteria after work for a coffee.*

**Adverbs of Degree** usually go before the words they modify.

- *She types quite fast.*
- *He gave me only £1.*

Certain **adverbs** such as **probably, evidently, obviously, actually, certainly, presumably, undoubtedly, etc** can be placed at the beginning of a sentence or in the same position as adverbs of frequency.

- *Obviously, she suffers a lot.*
- *I'll certainly be on time.*
8 Underline the correct word.

0 The direct/directly road to the new airport saves a lot of travelling time.
1 Residents may visit the museum free/freely, but tourists will have to pay.
2 She worked very hard/hardly to get that promotion.
3 The arrow fell short/shortly of the target.
4 We walked deep/deeply into the forest, following the tracks of the deer.
5 Police described the situation as “high/highly dangerous”, and warned the public not to approach the area.
6 You’ve hard/hardly eaten anything! Do have some more!
7 The winner of the dance competition will short/shortly be announced.
8 I was deep/deeply touched by everyone’s concern after my accident.
9 The teacher was right/rightly upset when the students refused to do their homework.
10 The sword passed right/rightly through the knight’s armour.
11 After the flood, the water levels remained very high/highly for several days.
12 We went direct/directly to the manager as soon as we realised what had happened.

9 Put the adverbs in the right place in the following sentences.

0 She is on time for work. (never)
   She is never on time for work.
1 They go out for dinner. (seldom)
   ............................................................... .
2 Peter is bragging about how rich he is. (always)
   ............................................................... .
3 He decided to have an early night because he was exhausted. (go)
   ............................................................... .
4 I get the feeling of “déjà vu”, that something has happened before. (sometimes)
   ............................................................... .

6a Grammar: Adjectives – Adverbs

5 A speech was delivered and the film was shown. (first/later)
   ............................................................... .
6 There’s been talk of people getting laid off. (lately, too much)
   ............................................................... .
7 If you use the buses, it’s a good idea to buy a bus pass. (frequently)
   ............................................................... .
8 People ask me whether I prefer living here to living abroad. (often)
   ............................................................... .

10 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and eight words including the word given.

1 It is impossible to keep up with Sharon as she shows great diligence.
   diligent
   Sharon ............................................................... .
   ............................................................... .
2 She was surprised when he suddenly asked her to marry him.
   took
   His ............................................................... .
   ............................................................... .
3 He decided to have an early night because he was exhausted.
   go
   He ............................................................... .
   ............................................................... .
4 His boss had a very high opinion of him.
   highly
   He was ............................................................... .
   ............................................................... .
5 The boxer dealt a hard blow to the punchbag while training.
   hit
   The boxer ............................................................... .
   ............................................................... .
Grammar: Adjectives - Adverbs

Regular Comparisons

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable adjectives</td>
<td>small</td>
<td>smaller (than)</td>
</tr>
<tr>
<td></td>
<td>sad</td>
<td>sadder (than)</td>
</tr>
<tr>
<td></td>
<td>nice</td>
<td>nicer (than)</td>
</tr>
<tr>
<td>two-syllable adjectives</td>
<td>happy</td>
<td>happier (than)</td>
</tr>
<tr>
<td>more than two syllables adjectives</td>
<td>intelligent</td>
<td>more intelligent (than)</td>
</tr>
</tbody>
</table>

Note

Two-syllable adjectives ending in -er, -ly or -y usually form their comparative and superlative by adding -er or -est to the positive form, whereas those ending in -re or -ful take more and most.

clever - cleverer - cleverest, careful - more careful - most careful

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable adverbs</td>
<td>fast</td>
<td>faster (than)</td>
</tr>
<tr>
<td>two-syllable adverbs</td>
<td>early</td>
<td>earlier (than)</td>
</tr>
<tr>
<td>compound adverbs</td>
<td>quickly</td>
<td>more quickly (than)</td>
</tr>
</tbody>
</table>

Note

Compound adverbs are adverbs which are formed by adding -ly to the adjective form: careful - carefully

Irregular Comparisons

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad/badly</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>good/well</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>many/much</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>far</td>
<td>farther (of distance only)</td>
<td>farthest</td>
</tr>
<tr>
<td></td>
<td>further</td>
<td>furthest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td></td>
<td>elder</td>
<td>eldest</td>
</tr>
</tbody>
</table>

Types of Comparisons and Similarities

- as ... as - not as/so/such ... as
  - He is as stubborn as a mule.
  - It’s not such hard work as I thought.
- the + comparative ... the + comparative
  - The older he gets, the more forgetful he becomes.
- comparative + and + comparative
  - The lecture was becoming more and more boring.
- such + + as + noun/pronoun/clause
  - I’ve never seen such a nice baby as theirs.
- the same... + as (pro)noun + clause
  - She has the same blouse as the one you gave me.
- less + positive degree + than
  - Pam is less helpful than John.
- the least... + positive degree + of/in
  - She was the least interested of all.
- comparative + than + clause
  - He is more tired than he looks.
- prefer + gerund + to + gerund = like doing (general)
  - I prefer dancing to singing.
- prefer + to + infinitive + rather than + bare infinitive (general)
  - I prefer to walk to school rather than take the bike.
- would prefer + to + infinitive + rather than + bare infinitive (specific)
  - I would prefer to swim rather than sunbathe.
- would rather/sooner + bare infinitive + than + bare infinitive = would like to
  - I’d rather/sooner be a doctor than (be) a teacher.
- clause + as if + clause
  - She looks as if she’s in pain.
• clause + whereas/while/but + clause (comparison by contrast)
  She can hide her feelings whereas/while/but he is like an open book.
• very + positive degree (+ noun)
  This is a very difficult task.

As is used
• for what sb or sth really is (jobs or roles).
  She works as an air-hostess. (She is an air-hostess)
• before clauses/phrases
  I’ll do as you say.
  in certain expressions: as usual, as ... as, as much, such as.
  He came late as usual.
• after accept, describe, be known, class, refer to, use, regard.
  She is regarded as an authority on Physics.

11 Complete the second sentence, so that it has similar meaning to the first sentence using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1 Wiltshire is older than most other counties in England.
   one
   Wiltshire ........................................................ England.

2 More students pass their exams at the new language school than the others in the area.
   rate
   The new language school ........................................ the other schools in the area.

3 Comparative literature is an intriguing subject, whereas linguistics is less so.
   fascinating
   Comparative literature ...................................................... than linguistics.

5 If Jane were ............. her sister, she wouldn’t have behaved ............. rashly ............. she had.

6 Ken’s ambition to work ............. a fashion designer was soon shattered; his creations lacked originality and looked ............. last year’s designs.

CONVERSATIONAL GRAMMAR

13 Choose the correct item.

1 “So, what do you think of his new novel?”
“IT’s definitely ............. than his previous one.”
A most controversial C far controversial
B more controversial D much controversial

2 This car is ............. of the two models in the showroom.
A the more modern C more modern
B the most modern D one of the most modern

3 She was chosen as one of ............. dressed women in the world.
A a better C most best
B the better D the best

4 “There’s a great film on at 11 tonight!”
“I wish it started ............. because I’m too tired to stay up and watch it.”
A more early C the earliest
B more earlier D earlier

5 John is ............. the five children.
A oldest than C the oldest of
B the older of D the oldest than
6a. Grammar: Adjectives - Adverbs

**STRUCTURAL CONVERSION**

1. I've never tasted such a delicious dish.  
   It's the most delicious dish I've ever tasted.
2. If you buy a big house, you'll pay a lot of money.  
The bigger the house you buy, the more money you'll pay.
3. She is more helpful than her sister.  
   Her sister isn't as helpful as she is/her.
4. Can't you find an easier exercise than this?  
   Is this the easiest exercise you can find?
5. That dress is like Jane's.  
   That dress is similar to Jane's.
6. That skirt is the same as this one.  
   That skirt and this one are alike.
7. The German car is much better than this one.  
   This car can't compare to the German one.  
   There is no comparison between this car and the German one.
8. Can you describe your cousin to me?  
   Can you tell me what your cousin looks like?
9. He is the fastest runner of all.  
   No other runner is as fast as he is/him.
10. Tony has the same number of pens as Chris.  
    Chris has as many pens as Tony.
11. A DVD player is much more expensive than a TV set.  
    A DVD player is far/a lot more expensive than a TV set.  
    A TV set is much/far less expensive than a DVD player.
12. A new car is twice as expensive as a second-hand one.  
    A new car is twice the price of a second-hand one.  
    A second-hand car is half the price of/half as expensive as a new one.
13. She gave an ironic smile.  
    She smiled ironically.
14. Sheila has a friendly smile.  
    Sheila smiles in a friendly way.
15. I'd prefer to go home now.  
    I'd sooner go home now.

14. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.  
   Do not change the word given. You must use between three and eight words, including the word given.

1. I prefer teaching to working in an office.  
   sooner  
   I'd ................................................................. in an office.
2. The new mixer is much better than the old one.  
   comparison  
   There ............................................................ the new one.
3. If you work late tonight, you'll be tired tomorrow.  
   later  
   The ............................................................... you'll be tomorrow.
4. He gave him a fatherly talk.  
   talked  
   He .............................................................. way.
5. Couldn't the newspaper have printed a better headline?  
   could  
   Was that ....................................................... print?
6. I would never expect Mary to behave rudely.  
   not  
   It's ............................................................ rude.
7. Can you describe the picture to me, please?  
   looks  
   Can .............................................................. please!
8. He is an exceptionally good driver in hazardous conditions.  
   well  
   He ............................................................... conditions.
9. I've never heard such a ludicrous claim.  
   ridiculous  
   It's ............................................................. heard.
10. It's great to go home after a long day.  
    like  
    There's ........................................................ after a long day.
11. She's got as much money as I have.  
    amount  
    She's got ...................................................... have.
12. John and his father look very similar.  
    image  
    John is ........................................................ father.
Read the text below and think of the word which best fits each space. Use only one word in each space.

CHEKHOV

Anton Chekhov was a Russian playwright and short story writer born in Taganrog in 1860. In 1879, he became a medical student in Moscow, later qualifying to become a doctor. With a needy family to support, Chekhov started to writing, contributing short humorous stories and sketches to popular newspapers. His major work to come towards the end of his short life - Chekhov died of tuberculosis in 1904 - his reputation resting chiefly on four plays, The Seagull, Uncle Vanya, The Three Sisters and The Cherry Orchard, written in 1896, 1899, 1901 and 1904. All four works, while gloomy and pessimistic, blend a poetic atmosphere a sympathetic treatment of characters, unable to break the vicious circle that they find in, are trapped in unfulfilling lives which they feel powerless and dispirited to change. They be regarded as symbolic realism is a product of Chekhov's scientific training and experience as a provincial doctor. They remain masterpieces of Russian literature.

PHRASAL VERBS 1

Look at Appendix 1 and fill in one of the prepositions or adverbs below, then give a synonym for each phrasal verb.

- at • off • down • round • up to • by • ahead • across • off with • along • on • away with • through • round to • out of • over • about • on with

0 What are you getting at? I can’t understand what you’re trying to say.
1 I only get watching TV when the children are in bed.
2 Instead of being given a ticket, the driver got a warning.
3 She’s having trouble getting with her sprained ankle.
4 Do you get with your colleagues?
5 If you don’t get those invitations today, they’ll never arrive on time.
6 How are you getting at school?
7 He has a talent for getting the most complicated ideas .
8 I’ve been trying to get for ages but the line is always engaged.
9 This awful weather is really getting me .
10 My father is always getting about my clothes.
11 If you aren’t well organised, you’ll never get .
12 I don’t know how he gets cheating on his tests.
13 Stop talking and get your work, will you?
14 She has barely enough money left to get .
15 I wish I could get going to this wedding but I have no choice.
16 News of their “secret” wedding got fast.
17 She says she won’t help us, but we’ll soon get her.
18 I don’t know if she’ll ever get her husband’s death.
19 What are the children getting in the garden?
**PHRASAL VERBS 2**

- **give away:** reveal
- **give in:**
  1) deliver
  2) yield
- **give off:** send out/emit
- **give out:**
  1) announce
  2) come to an end
- **give up:**
  1) stop
  2) admit defeat
- **give oneself up:** surrender
- **hype up:** exaggerate the value of sth

**IDIOMS/FIXED PHRASES 1**

- **keep oneself to oneself:** live quietly, privately
- **fine kettle of fish:** confused state of affairs
- **make a killing:** have a sudden, great success/profit
- **bring to one’s knees:** destroy/humble
- **in the know:** well-informed
- **keep one’s fingers crossed:** hope that sth will turn out well
- **pull sb’s leg:** tease or trick sb
- **make/earn a/one’s living:** earn money
- **sleep like a log:** be sound asleep

17 Fill in the blanks with the correct preposition or adverb.

0. The chemicals give off toxic fumes, so be extremely careful when using them.
1. The teacher reluctantly gave in to the students’ request to change the date of the exam.
2. The athlete has decided to give up amateur competition and become a professional.
3. The man was forced to give himself up to the police.
4. She unintentionally gave away the secret of the surprise party.
5. Haven’t you given out your application form yet?
6. Eventually their savings gave out and they were forced to apply to the state for assistance.
7. I can’t guess the answer. I give up!
8. On the news last night it was given away that the Prime Minister had resigned.
9. They have hyped this car up to such an extent that it should be the biggest seller of the year.

18 Fill in the blanks with one of the idioms/fixed phrases

1. She kept on announcing the winners of the contest, hoping that her brother would get a prize.
2. Although she enjoys an occasional evening out with friends, as a general rule she keeps herself to herself.
3. Starting with only a few thousand pounds, Tom made a killing on the stock market and within a year was a millionaire.
4. The enemy were brought to their knees by a surprise air attack.
5. She worked as a freelance journalist.
6. The tap is dripping, the bath’s overflowing, the plumber’s on holiday; what a terrible state this is!
7. David is not sure if he’d hear a bomb drop.
8. If you want to know about the new film you should ask someone who is like a critic.
19 Fill in the blanks with one of the idioms/fixed phrases

1 I wouldn’t have any doubts about trusting him; I’m sure he’s completely .........................................
2 You shouldn’t ................................ other people’s problems, even if you don’t consider them to be very serious.
3 Although she had several people to help her, Susan still did ................................ of the work.
4 John has a tendency to ................................ whenever he’s faced with problems instead of facing up to them.
5 As he wanted to go to university, David decided ................................ and study harder.
6 Their research has ................................ some aspects of the reproduction of cancer cells, but there is still much to be discovered.
7 The differences between management and the workers ................................ when the Union called a strike.
8 If you have time, ................................ while you’re on holiday. I’d love to hear from you.
9 That man would ................................ to get his own way.

PREPOSITIONS

20 Look at Appendix 5 and fill in one of the prepositions below.

0 I’m sure there’s a jinx on this dress. Whenever I wear it I have a terrible time.
1 Terry McWoddle has been named .................. the new chairman of the football club.
2 Several flights were delayed and so the departure lounge was jam-packed .................. angry travellers.
3 The harassed mother juggled .................. four bags of shopping, a pushchair and a dog in the middle of the busy high street.
4 Many vegetarians argue that there is no justification .................. eating meat in this day and age.
5 I’ve been asked to key this information .................. the computer immediately.
6 The businessman insisted that he had no knowledge .................. the missing currency.
7 When I was abroad I longed .................. a traditional English Sunday lunch.
8 My husband’s always lazing .................. while I’m always busy.
9 The donkey climbed the steep track laden .................. bags of oranges.
10 Sarah is jealous .................. her sister because she is much more popular.
11 She is looking .................. for a new job, but hasn’t found anything yet.
12 No one is kinder .................. children than he is.
13 I think we should limit this discussion .................. the facts.
14 My uncle lectures .................. the History of Art at the university.
15 You mustn’t judge people .................. the way they dress.
16 Their new baby is being named .................. his father.
17 The man kept his child .................. his side throughout the journey.
18 He’s not very clever academically but he’s good .................. D.I.Y.
Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. You could let someone else use your old clothes. recycle
   Why ................................................. old clothes?
2. Severe weather conditions have had a serious effect on traffic. affected
   Traffic .................................................. conditions.
3. She decided to start her own business because she wanted to be independent. with
   She decided to start .................................... independent.
4. The loss of the account was not our fault. blame
   We ......................................................... the account.
5. She said she was worried about the problem of pollution. concern
   She ........................................................ pollution.
6. Tom's presence at parties adds to everyone's enjoyment. soul
   Tom ......................................................... the party.
7. Linda did not agree with me about the closure. share
   Linda ........................................................ the closure.
8. The government's retraining programme proved to be unsuccessful due to lack of funds. met
   The government's ....................................... due to lack of funds.
9. The lease on my flat is valid until the end of the year. renewal
   The lease on my flat ..................................... the end of the year.
10. I always get your boys mixed up. between
    I ......................................................... your boys.
11. She wants success more than anything else. outweighs
    Her ........................................................ anything else.
12. There are fewer males than females in our country. in
    Females .................................................... in our country.
13. Mark didn't get home until just before dawn yesterday. hours
    Mark didn't get ....................................... yesterday.
14. Sheena can be bad-tempered in the mornings. tendency
    Sheena ........................................................ in the mornings.
15. The latest developments have made them decide to postpone their visit. view
    They have decided ....................................... the latest developments.
16. He hated the way the media scrutinised his private life. came
    He hated ................................................ from the media.
17. The current champion has been beaten in this year's tournament. suffered
    The current .............................................. in this year's tournament.
18. The civil service has completely changed under the present government. undergone
    The civil service ........................................ under the present government.
19. Charles has potential but he hasn't exploited it yet. use
    Charles .................................................. yet.
20. Some services may be running late due to bad weather. subject
    Some services ........................................ due to bad weather.
22 Complete the sentences using one of the fixed phrases in an appropriate form.

1 Sally couldn’t .................................................. .
   ........ the instruction for operating the lawnmower.
2 Alice .............................................................. .
   .................. her final exam and failed her degree.
3 Let’s ............................................................... .
   ...................... if we can’t agree on this.
4 When soldiers are on leave they forget about the army’s rigid discipline and ............................................. .

5 You ................................................................. .
   ................................................ Larry for tirelessly working with the disabled.
6 All medication must be ............................................. .
   ................................................ if you have young children.
7 To withdraw cash from your bank account .............................. .
   ................................................ you can use an ATM card.
8 Some recently found paintings attributed to Picasso are .................................................. .
   ................................................ next week.

23 Choose the correct item.

1 It was only when he had been unemployed for six months that Neil’s situation hit .............................. .
   A base       C home
   B down       D back

2 Investors have taken ................................ from the improving economic situation.
   A heart       C consolation
   B courage     D meaning

3 I can’t tell you ................ the population of Prague, but there’s an encyclopedia in the cupboard.
   A in hand     C at hand
   B off-hand    D on hand

4 The government is making little ............... in its fight to beat inflation.
   A headway     C improvement
   B advance     D forward

5 Once at the skating rink, Ivan was allowed to skate to his heart’s .............................. .
   A happiness     C contentment
   B content       D delight

6 The art teacher gave the children a free ............... in their creative compositions.
   A offer       C hand
   B gift        D kick

7 After making several bad business deals the company was losing money hand over .............................. .
   A finger       C thumb
   B wrist       D fist

8 Maggie is so moody and unpredictable. She’s apt to fly off the .......................... without any real cause.
   A handle       C catch
   B strap       D belt
24 Find the mistake and correct it.

0 The cake has two pounds of dried **fruit** in it.
1 He returned at home shortly before midnight.
2 He made his fortune dealing in antique furnitures.
3 She doesn’t mix with other people very good.
4 He won’t be back for another one and a half week.
5 In the other hand, many employees support his decision.
6 Hardly had he began to speak when someone interrupted him.
7 Society shouldn’t punish these people too hardly.
8 If I work much long at the computer, I get a headache.
9 Which judge will listen to the case?
10 Here Jane comes at last!
11 Last night we went to a new club. It’s name is “Roxy”.
12 He is renowned for writing historic novels.

25 Match column A with column B and then fill in the blanks with the correct idiom/fixed phrase.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 as clear as</td>
<td>a lead</td>
<td>0</td>
</tr>
<tr>
<td>1 as fresh as</td>
<td>b life</td>
<td>1</td>
</tr>
<tr>
<td>2 as hard as</td>
<td>c a mule</td>
<td>2</td>
</tr>
<tr>
<td>3 as heavy as</td>
<td>d a rock</td>
<td>3</td>
</tr>
<tr>
<td>4 as large as</td>
<td>e a bell</td>
<td>4</td>
</tr>
<tr>
<td>5 as stubborn as f a beetroot</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6 as steady as</td>
<td>g nails</td>
<td>6</td>
</tr>
<tr>
<td>7 as thick as</td>
<td>h a daisy</td>
<td>7</td>
</tr>
<tr>
<td>8 as red as</td>
<td>i thieves</td>
<td>8</td>
</tr>
</tbody>
</table>

0 She has a lovely voice; It’s as clear as a bell.
1 I never expected to actually meet such a great actress, but when I arrived at the party, there she was .............................................................. .
2 Although she had been up all night, after a short nap she looked .............................................. .
3 He’s nice enough as a neighbour, but as a businessman he’s .................................................. .
4 Those boys are ............................................... . You hardly ever see them apart.
5 When she realised her embarrassing mistake, she turned ........................................................
6 I don’t think I can move this sofa. It’s ........................................................
7 You’ll never convince John to do it if he doesn’t want to. He’s ........................................................
8 Compared with her shiftless, unreliable husband she’s ............................................................

26 Match column A with column B and then fill in the blanks with the correct idiom/fixed phrase.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 as safe as</td>
<td>a a glove</td>
<td>1</td>
</tr>
<tr>
<td>2 eat like</td>
<td>b a ton of bricks</td>
<td>2</td>
</tr>
<tr>
<td>3 fit like</td>
<td>c a house on fire</td>
<td>3</td>
</tr>
<tr>
<td>4 have a memory like</td>
<td>d houses</td>
<td>4</td>
</tr>
<tr>
<td>5 go/come down</td>
<td>e wildfire</td>
<td>5</td>
</tr>
<tr>
<td>(on sb) like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 get on like</td>
<td>f a sieve</td>
<td>6</td>
</tr>
<tr>
<td>7 spread like</td>
<td>g a leaf</td>
<td>7</td>
</tr>
<tr>
<td>8 shake like</td>
<td>h a horse</td>
<td>8</td>
</tr>
</tbody>
</table>

1 I’m afraid I’ve forgotten your name again. I .........................................................
2 She was so nervous that her hands ..........................................................
3 Although James and Julie are very different types of people, they ..........................................
4 If your mother finds out you haven’t been doing your homework, she’ll ..........................................
5 I thought the suit would be too small for me, but it ..........................................
6 It’s no wonder he’s fat, he ..........................................................
7 Don’t worry about losing money; this investment is ..........................................
8 Thanks to thorough press coverage, the scandal .............................................. . Everyone knew about it the next day.
AN ANNUAL HAZARD

0 With Europe facing the most serious 'flu epidemic in years
1 the World health Organisation is warning the public, especially
2 the sick and elderly, to have an inoculation now.
3 Health experts warn that this winters' outbreak could be as
4 severe as the one in 1989 which killed 25,000 people in
5 Britain alone.
6 WHO has stressed the importance of vaccination; and several
7 countries are already taking precautions to ensure that those in
8 high-risk categories, such as diabetics and those with heart or
9 lung complaints, are vaccinated.
10 Nearly all previous strains of 'flu are known to have originated in
11 China and the Far East, whereas in the past infection spread
12 slowly across the world, in these days of mass air travel rapide
13 global infection is a great threat?
14 Sweden has reported cases of para-influenza, effecting mainly
15 children, and danish doctors have recorded 1,500 cases of 'flu
16 in the past week.

WORD USAGE

28 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits
in the space in the same line.

CAPRI

One of the most (0) frequently visited areas in Italy is the island of Capri in the
southern part of the country.
(1) ........................................ in prehistoric times, the island later became a Greek
colony and then a resort of emperors in the early years of the Roman Empire. During
the 10th century the (2) ........................................, fearing pirate raids, moved
from seaside (3) ........................................ to the present towns, Capri (east) and
Anacapri (west), high above the shore. It changed hands between the French and the
British several times during the Napoleonic Wars, before being returned to the
Kingdom of the Two Sicilies in 1813. Stone (4) ........................................ has been
found in one of the caves with which the rocky shores of Capri abound; the most
(5) ........................................ of these is the Blue Grotto, rediscovered in 1826 and
(6) ........................................ only by boat. Sunlight entering through the water that
fills most of the entrance gives it an (7) ........................................ blue light, hence its
name. Since the second half of the 19th century, Capri has (8) ........................................
become one of the most popular resorts in southern Italy, famous for its magnificent
(9) ........................................ and the mild climate in which vegetation flourishes despite the
(10) ........................................ amount of water.
29 Choose the correct item.

0 My neighbour has threatened to .......... over our dispute about property boundaries.
A take legal aid C try me
B take legal action D bring me to trial

1 He managed to .......... the flow of blood by tightly bandaging the wound.
A restrain C check
B curb D inhibit

2 Mr Wright is being .......... for fraud at the Old Bailey courthouse, this afternoon.
A taken to court C summoned
B tried D charged

3 The heavy rain lashed down .......... throughout the night without letting up.
A continually C perpetually
B continuously D eternally

4 We intend this to be a(n) .......... project, taking us into the next decade.
A constant C steady
B incessant D ongoing

5 As long as you have the most .......... ingredients for the recipe, you can make do without the other things.
A critical C essential
B crucial D vital

6 A(n) .......... proportion of the population did not vote in the last elections.
A essential C grave
B significant D fundamental

7 When a former secret agent tried to publish his memoirs, the government had certain parts of the book .......... .
A forbidden C disallowed
B prohibited D censored

8 Benjamin Britten, the composer, is probably most .......... for his opera “Peter Grimes”.
A famous C remarkable
B conspicuous D distinguished

9 .......... scientists from around the world met in London to discuss a revolutionary new drug.
A Eminent C Prestigious
B Elevated D Noteworthy

30 a) Fill in postponed, delayed.
0 The plane has been delayed in Munich.
1 The meeting was ................ due to the absence of the chairman.
2 The picnic was ................ because of bad weather.
3 I was ................ in the traffic.
4 We ................ our journey.

b) Fill in extend, expand.
1 ............... a hand 5 ............... a business
2 ............... a deadline 6 ............... a deadline
3 ............... a product range 7 ............... a piece of furniture
4 ............... one’s services

31 Collocate the expressions with words from the given list.
- repress • abide by • hold • relish • control
- cling to • secure • stick to • bar

0 to ............... an offer 6 to ................ someone’s release
1 to ............... someone’s hand 7 to ................ the question
2 to ............... the rules 8 to ................ a crowd
3 to ............... an idea 9 to ................ an old habit
4 to ............... one’s feelings
5 to ............... someone from a club

32 Think of one word only which can be used appropriately in all three sentences.

0 • One doesn’t need to be an expert to appreciate the beauty of classical music.
• He seems confident that houses in this area will appreciate in value in the next few years.
• I’ll always appreciate your help and support.

1 • Because of her red hair and .......... complexion, she avoided sunbathing.
• Though unable to give an exact figure, he gave us a .......... idea of how much the trip would cost.
• He was informed that the merchant was an astute but .......... businessman.
2 • During the battle, the entire area to the French.
   • While journeying through tropical regions, he ill after drinking contaminated water.
   • As the manager had predicted, production by 10% due to staff reductions.

3 • I down the numberplate of the speeding vehicle.
   • They that Mr. Ponsonby had chosen not to wear a dinner jacket for the formal banquet.
   • The speaker in closing that a solution to the problem of the thinning ozone layer was still no nearer to being found.

4 • The traffic extended for three kilometres.
   • Martha was in a terrible and didn’t know what to do.
   • Try some of my blackberry ; it’s delicious!

5 • The song Auld Lang Syne is an old in most parts of the UK.
   • The two year-old, ridden by Richard Guest, is the in next week’s Cheltenham Gold Cup.
   • The Earl of Essex had notoriety as the of Queen Elizabeth.

6 • A farmer himself, Tom holds that solitude and fresh air are two of the best of country living.
   • Graceful and statuesque, her beauty was accentuated by her well-defined facial .
   • Ornithologist Ted Mannings noted that there had been some excellent on wildlife in the news recently.

7 • The peacock strutted around proudly, the of his tail a beautiful sight.
   • I’m a great of country and western music.
   • Switch on the if you are cooking in the kitchen.

8 • In his haste to locate the exit, he accidentally the torch directly into my eyes.
   • After five applications of soap and oil, the newly polished saddle in the sun.
   • In secondary school, she athletically but was academically poor.

9 • Transfixed by the gargantuan lizard, he gazed in terror at the television screen.
   • Aware that his life depended on it, the young man dived from the cliff into the water below.
   • black tights were all the rage when my mother was young.

10 • The majestic in the distance was none other than Mount Everest.
   • Stephen is in the fifth and he is going to do A Levels next year.
   • The government will have to enact some of wages policy if it wants to beat inflation.

11 • Going to gymnastics classes gives you good muscle .
   • Don’t you dare speak to me in that !
   • I’ve been trying to ring you all day, but I just get the engaged .

12 • It’s vital that your attention remain on your goals.
   • She got in the car, her safety belt and drew away from the kerb.
   • Feeling increasingly nervous about his role as best man, he the rose to the lapel of his jacket.

13 • They were married secretly in a ceremony to avoid the glare of publicity.
   • Even if you are not helpful, you can at least be in your replies.
   • Humphrey had been a servant for many years.

14 • So many things our attention these days that we are unable to see to them all.
   • Henry does not to be an authority on tropical fish, but he knows a lot about them.
   • Every year landmines many innocent people’s lives.

15 • As stones cascaded past his head, he held to the rope to avoid falling.
   • He’s just lazy, and I am running out of time and patience with him.
   • You would be best advised to leave for the airport as as possible.
Pronouns and numerals

In currency statements, the period is usually ignored in reading. The combinations of £ and p and of $ and a are pronounced as follows (from most to least formal):

- "eight pounds twenty-five pence"
- "eight pounds twenty-five"
- "eight twenty-five"
- "three dollars (and) forty cents"
- "three forty"

Bibliographical note

On pronouns: Bolinger (197741979); Duskovi (1965); JackendoK (1968); Jacobsson (1970); Langacker (1969); Lees and Klima (1963); Storms (1964).

On personal, possessive, and reflexive pronouns, see Erdmann (1978); Helke (1979); Jacobsson (1968a); Seppanen (1980); Wales (1980); Wood (195416).

On reciprocal pronouns, see Kjellmer (1982); on demonstrative pronouns, see R. Lakoff (1974).

On indefinite pronouns, see Bald (forthcoming); Bolinger (1976); Close (1976); Conrad (1979); Sahlin (1979).

On numerals, see Peters (1980); Seppanen (forthcoming b).
402 Adjectives and adverbs

ADJECTIVES

Characteristics of the adjective

7.1 We usually cannot tell whether a word is an adjective by looking at it in isolation, because the form of a word does not necessarily indicate its syntactic function. Some suffixes are indeed found only, or typically, with adjectives (cf App 1.381), eg:

-able: comfortable
-al: seasonal
-ful: playful
-ic: scientific
-ish: greyish
-less: useless
-ous: dangerous
-y: dirty

However, many common adjectives have no identifying form, eg: good, hot, little, young, fat.

Nor can we identify a word as an adjective merely from its potentialities for inflection. It is true that many adjectives inflect for the comparative and superlative, eg:
great - greater - greatest

But many do not allow inflected forms (cf 7.81), eg:
disastrous - *disastrouser - *disastrousest

Moreover, a few adverbs can be similarly inflected (cf 7.83), eg:
(He worked) hard - harder - hardest

Many adjectives provide the base from which adverbs are derived by means of an -ly suffix (cf 7.46, App 1.41). eg:
adjective great - adverb greatly

Nevertheless, some do not allow this derivational process; for example, there is no adverb *oldly derived from the adjective old. And there are a few adjectives that are themselves derived from an adjective base in this way, eg:
kindly, an item functioning also as an adverb.

Central and peripheral adjectives

7.3 However, not all words that are traditionally regarded as adjectives possess all of these four features. It is, for example, only in exceptional cases that afraid can occur attributively (feature (a) above) and utter can occur predicatively (feature (b)):

afraid of its people
people are afraid.
utter nonsense
That nonsense is utter.

Neither premodification by very (feature (c)), nor comparison (feature (d)), applies to, for example, in:

God's infinite mercy
God's mercy is infinite.

However, not all adjectives are truly adjectives. If we test our intuitions on adjectives provisionally classified as adjectives, we often find that they are not adjectives:

John is hungry.
The universe is infinite.
Susan is an old friend.
The prisoners were afraid.
Bob is an utter fool.
The patient was asleep.
The meeting is soon.
Anna is abroad.

Nevertheless, some adjectives do occur in attributive or predicative function (cf 7.20), eg:

God's mercy is very infinite.

We analyse adjectives with respect to these four features. To illustrate the types, we have selected eight words, including among them instances that are on the borderline between the adjective and adverb classes.

For testing predicative position, we use the following frame with seem as copular verb: '(The) noun seemed-'. Since words can belong to more than one class, we place them in the context of a sentence, so that it should be clear which use of the words is being tested (cf Table 7.3):

John is hungry.
The universe is infinite.
Susan is an old friend.
The prisoners were afraid.
Bob is an utter fool.
The patient was asleep.
The meeting is soon.
Anna is abroad.
The adjective in relation to other word classes

Adjectives and adverbs

Characteristics of the adjective
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Characteristics of the adjective

In standard use, only a limited number of adverbs are formally identical to adjectives. Thus there are no acceptable sentences:

*He came back sudden.
*She buys her clothes careful.

By contrast, in nonstandard or very familiar English, the use of the adjective for the adverb form is widespread, eg:

Don't talk daft.
She pays her rent regular.
They played real good.
He spoke to John sharp.

However, unlike the absolute form, the comparative and superlative forms of some adjectives are common also in standard English. Compare:

Speak clear.
Speak clearer. ['more clearly']
This newsreader speaks clearest of all. ['most clearly']

Whereas clear in [l] is nonstandard for clearly, [2] and [3] are both acceptable standard English variants of more clearly and most clearly, respectively. Other examples

It's easier said than done. ['more easily']
Ami ran'(the) slowest.
The car went slower and slower.
(The warning 'Danger, go slow' is however fully acceptable also to speakers who reject 'Drive the car slow'.)

Example [6] with coordination illustrates a factor which helps to make the adjective form particularly acceptable. Whereas speak clear is nonstandard, speak loud and clear is fully acceptable in standard English. Other examples of coordination are the following:

lose fair and square
be brought up short and sharp
be tangled up good and proper (nonstandard)

Note [a] Cf7.20 for the use of adjectives expressing the result of the process denoted by the verb, eg:

That powder washed the clothes white.

[b] Cf7.27 for the use of adjectives as the sole realization of a verbless clause, eg:

Nervous, the man opened the letter.

Adverbs without -ly

There are some other words which, like fast in 7.6, have the same form (without the -ly suffix) in adjective and adverb functions, eg:

She arrived in the late afternoon. [adjective]
She arrived late in the afternoon. [adverb]

Late also has an -ly form, lately, but with a different meaning:

Have you seen her lately? ['recently']

Other examples are the following (adjective uses are given first):

clean clothes; play the game clean; The knife cut cleanly.
a close friend; stay close together; He watched her closely.
This ring must be dear (esp BrE) 'expensive'; I paid dear(ly) for my mistake; She loved him dearly.
a deep breath; live deep in the woods; breathe deeply.
a direct flight; We flew directly to Paris; Reply to me directly ['direct to me']; I'll see you directly ['immediately'] after lunch.
a fine view; It works fine; The parsley was chopped finely.
a flat country; I'm flat broke (informal); He's flatly opposed to it.
a high building; The plane flew high above; They were praised highly.
light weapons; She travels light; They were lightly armed.
a sharp turn; She turned sharply left; She turned the car sharply.
The scar was an inch wide; The door was wide open; He seems to be widely known here.

7.9 Adjectives and adverbs in -ly

Some words in -ly can function both as adjectives and adverbs:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>an early train</td>
<td>We finished early today.</td>
</tr>
<tr>
<td>A likely story!</td>
<td>He'll very/most likely succeed. (esp BrE)</td>
</tr>
<tr>
<td>a monthly visit</td>
<td>She visited him monthly.</td>
</tr>
</tbody>
</table>

Words in -ly like monthly, which denote time, can also function as time adverbs: daily, fortnightly (esp BrE), hourly, nightly, quarterly, weekly, and yearly.

When we require adverbs corresponding to -ly adjectives such as friendly, grisly, kindly, kingly, lively, manly, and masterly, we normally use an adjective construction, thus avoiding the double suffix -lily:

She received us in a friendly way.
She gave us a friendly welcome.

[BUT NOT: *She received us friendlily.*]

Verbs with percept as subject (smell, feel, look, sound) have an adjective phrase as complement (cf 4.29f). But there is some uncertainty in the use of these verbs with percept or as subject (think, feel, know, believe, etc.) to denote the meaning of an adjective with an appropriate phrase.

It smells strongly of garlic.
Note: Adjectives and adverbs are often used interchangeably in attribute function, unless they are derived from a word that has a different root for the adjective form. Adjectives typically modify nouns, while adverbs modify verbs, adjectives, or other adverbs. Adjectives are usually used predicatively, while adverbs are used attributively.

409 Adjectives and adverbs

The adjective many speakers:

eg: now, tonight (cf 8.76). But even these adverbs are used predicatively only as 'He was afraid as he went'. The sentences interpreted not as part of the predication but as supplementive adjective clauses (cf 7.16 Note).

The use of adverb forms after seem can constitute a problem in classification for grammarians, some assigning them to the adjective class, and others to the adverb class. These a-words function particularly marginal to the adjective class. Some a-adjectives have parallel a-less forms or synonyms in attributive function.

Examples of some other a-adjectives:

afraid, alert, alike, aloof, ashamed, and awake. Others do so marginally, eg: asleep and awake. Alive to in the sense 'aware of' can be premodified by very much (particularly afraid, alike, ashamed, aware), and aware can be premodified by (very) well, too. There is vacillation between the different sense of 'enthusiastic':

afraid/*alert/*asleep/*awake.

The children like each other.

They have ambitions similar to the ambitions of a young soldier*.

She seemed very angry.

The soldier seemed afraid.

They seemed awake.

The child seemed asleep.

Some a-adjectives have parallel a-less forms of attributes in adjective function:

afraid/*alert/*asleep/*awake.

The child was afraid.

He looked asleep.

She seemed alive.

They seemed awake.

The soldier was afraid.

He looked asleep.

She seemed alive.

They seemed awake.

Note: Adjectives and adverbs that are used as a-words can occur attributively when they are modified:

Some a-adjectives are marginally acceptable as attributes in attribute function:

afraid/*alert/*asleep/*awake.

The child appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.

The soldier appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.

Note: Adjectives and adverbs that are used as a-words can occur attributively when they are modified:

Some a-adjectives are marginally acceptable as attributes in attribute function:

afraid/*alert/*asleep/*awake.

The child appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.

The soldier appeared afraid.

He seemed asleep.

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The child appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.

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He seemed asleep.

She appeared alive.

They seemed awake.

Note: Adjectives and adverbs that are used as a-words can occur attributively when they are modified:

Some a-adjectives are marginally acceptable as attributes in attribute function:

afraid/*alert/*asleep/*awake.

The child appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.

The soldier appeared afraid.

He seemed asleep.

She appeared alive.

They seemed awake.
Adjectives and nouns

7.12 Nouns are commonly used attributively, and are thus superficially similar to peripheral adjectives in satisfying criterion (a) (7.3f), e.g.: the bus station, a business friend, lamb chops. However, nouns do not satisfy any of the other criteria (b, c, d) for adjective status. Compare:

(a) the large station the bus station
(b) The station seems large. *The station seems bus.
(c) a very large station *a very bus station
(d) a larger station *a busser

Furthermore, nouns have other features which distinguish them from adjectives. Compare, for example:

I saw a bus. *I saw a large.
The bus is here. *The large is here.

The relation of nouns to adjectives is further discussed in 7.13f., and premodification by nouns in 17.104ff.

7.13 Some items can be both adjectives and nouns. For example, criminal is an adjective in:

a criminal attack
The attack seemed criminal to us.

But the word criminal can also be a count noun, since it can:

(i) take determiners:
The criminal pleaded guilty.
He is probably a criminal.

(ii) be inflected for number:
one criminal
several criminals

(iii) be inflected for the genitive case:
the criminal's sentence, the criminals' views

(iv) be premodified by an adjective:
a violent criminal

Of course, the attributive use of an item such as criminal is not a sufficient criterion for calling it an adjective. As we have seen in 7.12, nouns, as well as adjectives, can be used as premodifiers of nouns. In (1), criminal is undoubtedly an adjective, since there is no article or number contrast [la, Ib]:
criminal.
criminals.

Similarly, criminal in a criminal attack is also an adjective, since the phrase is

characteristics of the adjective 411
Adjectives can also be used within the subject complement after seem (esp. verbs, in particular after be (cf. 2.17):

41 2 Adjectives

BrE).

they can appear without an overt determiner (unlike adjectives functioning

English.

and bliss, since, like adjectives, they do not take number contrast. However,

as heads of noun phrases,

only when there is an

newspapers, city

denote style

which case we can perhaps regard them as adjectives (cf App. 1.51). They

Note however the change of premodifier in: very much an Englishman

speakers, while accepting in this function

that is to say the nouns that can be modified by intensifying adjectives

are those that are gradable,

Some noun forms can function both attributively and predicatively, in

 极度接近于形容词的

Material nouns, which are not gradable, are also dubious after

fun; a fun person; a

concrete.

is primarily a regular

noncount

noun:

as it

party

are often possible

However, some

Adjectives and Participles

The last example is archaic, unlike the acceptable the departed guests (cf. the

reverse situation with go: The guests are gone, *the gone guests). But contrast:

Those pies are apple. (informal)

This porcelain is Worcester.

Her son

Her father is now retired.

Of course, the -ed participle is then interpreted as passive in:

the escaped prisoner ['the prisoner who has escaped']

the departed guests ['the guests who have departed']

The curtains are faded.

The results were unexpected.

The man seemed very offended.

PREDICATIVE USE

*to downheart, *to
disease), the forms are obviously not participles (cf. Note below).

In some cases, however, the -ed participle is not interpreted as passive. The

Her children must be downhearted.

his talented friends

her downhearted children

the unexpected results

the offended man

his surprising views

When there are no corresponding verbs (*to
disease), the forms are obviously not participles (cf. Note below).

When there is a corresponding verb (e.g. "to fade"), the participle relates to the intransitive use of the verb; thus the passive interpretation is impossible in:

The curtains are faded.

The curtains which have faded.

The curtains that are faded.

The curtains whose are faded.

is not possible. The

PASSIVE USE

ATTRIBUTIVE USE

There are some adjectives that have the same suffixes as participles in -ing

-er, -est

-ful, -less

-ted, -ing

-ful

-ful

-ful

-est

-est

-est

Adjectives and Participles

Characteristics of the adjective 413
Note four-legged, flat-bottomed, pseudo-passives)

Notice that we can replace be by [a]

The situation is less clear for the morphologically negative forms (but cf and unbroken (eg: unbroken succession), which resemble the positive forms in not accepting un-

[b] by very, so that the morphological change has been accompanied by a

Often the difference between the adjective and the participle is not clear-cut when a direct object is present. Hence, the following

Similarly, the verbal force is explicit for the -ed form when a by-agent phrase

For both

3.63ff.

 expected corresponds +

\[ \text{If she seems calculating our salaries.} \]

\[ \text{His views were very alarming his audience.} \]

\[ \text{They were (very) relieved (to find her at home).} \]

\[ \text{She is (very) calculating (but her husband is frank).} \]

\[ \text{She is calculating (our salaries).} \]

\[ \text{You are frightening the children.} \]

\[ \text{Her views were very alarming.} \]

\[ \text{The man was very offended.} \]

\[ \text{He is appreciated by his students.} \]

\[ \text{You are} \]

\[ \text{Her views were very alarming.} \]

\[ \text{The man was very offended.} \]

\[ \text{BUT: He is very much appreciated.} \]

\[ \text{She was misunderstood by her parents.} \]

\[ \text{He is appreciated by his students.} \]

\[ \text{You are} \]

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\[ \text{She was misunderstood by her parents.} \]

\[ \text{He is appreciated by his students.} \]
Syntactic functions of adjectives

Attributive and predicative

7.18 Not only participial adjectives allowing the intensifier very, but also stative -ing and -ed participles can be attributive (cf. 17.98ff), as the following examples show:

- Her crying children
- A married couple
- A winning team
- His published work
- Boiling water
- The captured prisoner

Note That the sense is stative can be seen in the meaning of, for example, a winning team: 'a team that has won (a lot of matches lately)', i.e. 'a strong team' rather than 'a team that is winning'; a married couple is 'a couple who are not single'.

7.19 Some verbs have different participle forms for verbal and adjectival use (cf. 3.138):

- You have drunk too much.
- Drunk (en)
- Driving/driver
- Have you shaved?
- A clean-shaven young man
- The shirt has shrunk.
- A shrunken shirt

Note the pronunciation /~d/ of the ending -ed in some adjectives, e.g. beloved /bI'Lv~d/.

Other examples:

- Crooked
dogged
jagged
learned
naked
ragged
wicked
wretched

The suffix of aged is pronounced as a separate syllable /~d/ when the word is predicative or is attributive of a personal noun (The man is aged; an aged man 'old'), but not, for example, in an aged wine or a man aged fifty.

Syntactic functions of adjectives

Attributive and predicative

7.20 The adjective functions as the head of an adjective phrase, with or without modification (cf. 2.28). For the sake of simplicity, we refer to the functions of the 'adjective' when, strictly speaking, we should refer to the functions of the 'adjective phrase'. For the same reason, we generally exemplify the functions of the adjective phrase with the adjective alone.

Adjectives are attributive when they premodify the head of a noun phrase (cf. 17.96):

- A small garden
- Popular ballads

Adjectives are predicative when they function as subject complement or object complement. There is a copular relationship between subject and subject complement (cf. 10.8):

- The children are happy.
- He seems careless.

Adjectives are subject complement not only to noun phrases, but also to clauses, which may be finite clauses [1, 2] or nonfinite clauses [3, 4]:

- That you need a car is obvious.
- Whether he will resign is uncertain.
- To drive a car is dangerous.
- Playing chess is enjoyable.

There is a copular relationship between direct object and object complement (cf. 10.8):

- I find him careless.
- He made the children happy.

Adjectives can also be object complement to clauses:

- Foolish.

The adjective functioning as object complement often expresses the result of the process denoted by the verb (cf. 16.21):

- He pulled his belt tight.
- He pushed the window open.
- He writes his letters large.

The result can be stated for each sentence by using the verb be:

- His belt is tight.
- The window is open.
- His letters are large.

Note The verbs in [5-7] have a causative meaning. For example, [5] can be paraphrased:

- He caused his belt to be tight by pulling it.

Some verbs have ditransitive participles forms for verbal and adjectival use

Table: Participles

<table>
<thead>
<tr>
<th>Participles</th>
<th>Verbal use</th>
<th>Adjectival use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drunk</td>
<td>Drinking, driven, drugged</td>
<td>Drunk/en</td>
</tr>
<tr>
<td>Shaved</td>
<td>Shaving</td>
<td>Clean-shaven</td>
</tr>
<tr>
<td>Shrunken</td>
<td>Shrunken, shrunk</td>
<td>Shrunken</td>
</tr>
<tr>
<td>Aged</td>
<td>Aged</td>
<td>Aged</td>
</tr>
</tbody>
</table>

Note Sometimes the -ed participles can be used in environments where the adjective compounds is not required.
the postcard is the most popular

In recent years, the city of London has become increasingly popular as a tourism destination. The postcard is a popular way for tourists to capture their experiences of the city. The postcard is often used as a souvenir, and is a popular item for gift shops and tourist attractions. The postcard is also used to send messages to friends and family, and is a popular means of communication for long distance relationships.

Positive: the postcard is the most popular

In recent years, the city of London has become increasingly popular as a tourism destination. The postcard is a popular way for tourists to capture their experiences of the city. The postcard is often used as a souvenir, and is a popular item for gift shops and tourist attractions. The postcard is also used to send messages to friends and family, and is a popular means of communication for long distance relationships.

Negative: the postcard is the most popular

In recent years, the city of London has become increasingly popular as a tourism destination. The postcard is a popular way for tourists to capture their experiences of the city. The postcard is often used as a souvenir, and is a popular item for gift shops and tourist attractions. The postcard is also used to send messages to friends and family, and is a popular means of communication for long distance relationships.

Interactive position of opposition in...

The postcard is the most popular...
Adjectives and adverbs

7.22 Adjectives with complementation

Adjectives with complementation tive position but require postposition. Compare:
The complementation can be a prepositional phrase or a to-infinitive clause:
The postpositive structures can of course be regarded as reduced relative clauses:
If the adjective is alone or merely premodified by an intensifier, postposition constructions are formal and rather infrequent:
or adjectives with some clause element added, can be postposed, though such is not normally allowed:
However, if the noun phrase is generic and indefinite, coordinated adjectives, The more usual constructions are premodification or a relative clause:
The adjective of an adjective phrase can often be attributive, leaving its
complementation in postposition. Thus, equivalent to sentences:

7.23 Adjectives as heads of noun phrases

The soldiers, normally timid,

Timid or cowardly

I know an actor

Suitable

A man

I know an actor

Suitable for


Note We find the postposition of adjectives in poetry in cases where attributive position is the norm

The more usual constructions are premodification or an adjective of the part:

I knew an actor who was suitable for the part:

The postpositive structures of complements can of course be reduced or replaced entirely

Studious months were spent in acquiring the course desired to succeed:

The Courses can be a definitional phrase or an infinitive clause:

Adjectives with complementation

7.24 Adjectives and adverbs
People), but the use of the adjective as head of the noun phrase (e.g., the old) is poor would be ellipsis (cf. also common. We must distinguish the noun phrases from cases of textual concord. Hence, the poor cannot denote one person. (The poor person, man, woman, etc can have either specific or generic reference.) It is often possible to add a general word for human beings such (the wiser). Comparative inflection and adverb modification are indications of noun status. Avoidance of modification by adjectives is more typical of nouns, and modification by relative clauses is probably related to the fact that this type of adjective as noun-phrase head are normally interpreted as subclasses of poor people, whereas with its premodifying adverb the wretchedly poor would not normally be taken as a noun that has been ellipted:

In the young in spirit it is clear that the adjective itself is modifying a general noun:

The young students found the course difficult, the older found it easy.

There is a lack of communication between the young and the old.

The young in spirit enjoy life.

The very wise avoid such temptations.

The emotionally disturbed and the physically and mentally handicapped need the aid of society.

The extremely old need a great deal of attention.

The poor are causing the nation's leaders great concern.

In the French and the British ought to be allies.

We rich, these dead. On the other hand, the following examples with those are instances of postposition which can be analysed as reduced relative clauses. Another type of the poor people we can supply for example we could insert

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Adjectives can function as the sole realization of a verbless clause in two ways:

1. As the head of an adjective phrase realizing the clause:
   - The man was so nervous that he dropped the plate.
2. As the complement of a preposition:
   - He left his family for Paris.

Adjectives and adverbs

Type (a) nationalities as noun phrases in restrictive apposition have generic reference. There are, however, many exceptions, easily confused with adjectives denoting nationalities of type (b), but distinct from them, as the head of an adjective phrase realizing the clause:

- The French produced many of the greatest grammarians of the English language.
- The English, for many of their accomplishments in science, have been

Adjectives can function as the solo realization of a verbless clause

Supplementive adjective clauses

The man was so nervous that he dropped the plate.

In many other instances the modifier's role of the adjective (or the prepositional phrase following it) is to modify other constituents, it can be related to a noun phrase other than the subject of the sentence, whereas the relative clause does not necessarily convey that implication. Another difference is that the adjective clause is related to the predication as well as to the subject. Furthermore, unlike the relative clause, the adjective clause is mobile and (with the exception of (c) the lago quoted, which is non-restrictive) its implied subject is the subject of the sentence. Thus, for example:

- The man restrained the woman, who was aggressive.
- The man restrained the woman who was aggressive.

However, if the supplementive adjective clause contains additional clause constituents, it can be related to a noun phrase other than the subject of the sentence:

- The man restrained the woman who was aggressive.
- The man restrained the woman, who was aggressive.

No such difference exists in the prepositional phrase:

- He went to Paris in the fall.
- He went to Paris in the fall.

The move, with respect to the subject, which was:

- They can be produced by doctors.
- They can be produced by doctors.

If the adjective phrase is doubled, or (equivalently) the adjective is reduced to an adverb:

- The man restrained the woman, who was aggressive.
- The man restrained the woman who was aggressive.

We refer to the latter as its equivalent, the former as its equivalent.

While we have (8a) we do not have its equivalent.

Also note that the relative clause cannot contain additional clause constituents:

- The man restrained the woman who was aggressive.
- The man restrained the woman who was aggressive.

However, if the supplementive adjective clause contains additional clause constituents, it can be related to a noun phrase other than the subject of the sentence:

- The man restrained the woman, who was aggressive.
- The man restrained the woman who was aggressive.

As the following examples demonstrate, the supplementive adjective clause

- The man restrained the woman, who was aggressive.
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### Adjectives and adverbs

From the given text, we can extract the following points:

#### Syntactic functions of adjectives

- **Contingent clause**: An adjective can be used to express a condition or state of condition under which something happens. For example, if wet, these shoes should never be placed too close to the heat.

- **Subject of a passive clause**: When the implied subject is the subject of the superordinate clause, the adjective then usually comes finally and could be regarded as a separate constituent of the contingent adjective clause.

- **Adjective clause referring to the whole of the superordinate clause**: Contingent clauses can also refer to the whole of the superordinate clause.

- **Ellipsis of the adjective clause**: An adjective clause can occur initially, though the position would be normal to put the adjective initially, as in (1-3), but it is not uncommon to have an adjective clause which refers to the object of the superordinate clause. For example, (2) is possible, but (3a) is not.

- **Ellipsis of an appropriate form of be**: The contingent clause can also refer to the object of the superordinate clause. When the implied subject is the subject of the superordinate clause, it is realized in the subordinate clause by the pro-form it. In (4), the implied subject is the subject of the superordinate clause, and because of its inability to speak cogently, he is unable to make a good argument. The adjective clause which refers to the object of the superordinate clause would be

<table>
<thead>
<tr>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot, I can't drink coffee.</td>
<td>'When I'm hot.'</td>
</tr>
<tr>
<td>The tomatoes should be picked green.</td>
<td>To make good tomato chutney, you should pick the tomatoes green.</td>
</tr>
<tr>
<td>Right or wrong, he always comes off worst.</td>
<td>Whether right or wrong, he always comes off worst in an argument.</td>
</tr>
</tbody>
</table>

#### Objections

There have been some objections to the use of contingent clauses. For example, in (1), there is a difficulty in interpreting the clause (1a). The clause is ambiguous, as it could mean either (1b) or (1c). In (2), there is a difficulty in interpreting the clause (2a). The clause is ambiguous, as it could mean either (2b) or (2c). In (3), there is a difficulty in interpreting the clause (3a). The clause is ambiguous, as it could mean either (3b) or (3c). In (4), there is a difficulty in interpreting the clause (4a). The clause is ambiguous, as it could mean either (4b) or (4c).
Exclamatory adjective clauses

Example: That's excellent! (How) wonderful! (How) good of you!

Note [a] eventive, eg: That's excellent! can be exclamations, with or without an initial be stressed.

Examples:

- That's excellent! (exclamatory)
- (How) wonderful! (how)
- (How) good of you! (a"

Corresponding adverbs cannot replace adjectives in contingent adjective clauses.

Examples:

- He is right.
- He is wrong.
- He is old.

The wrongness of the person but to the mistake in identifying the person as a

Adjectives (especially those that can be complement when the subject is

the referent of the noun directly. For example, old can be either a central adjective or an

In general, adjectives that are restricted to attributive position, or that occur

restrictions are not always absolute, and sometimes vary with individual

phrases as old friend, new friend, the contrast

adjective restricted to attributive position. In that old man (the opposite of

We turn now to consider the characteristics of the peripheral adjectives,

Intensifying adjectives

Adjectives can be distinguished in part by their semantic and pragmatic functions. The

Some of the factors that are involved in the restriction will emerge in the course of an

In part, noninherent adjectives

the attributive adjective in the wrong candidate does not refer to

Similarly, the attributive adjective in the wrong candidate does not refer to

All adjectives have a general intensifying effect and are classified

(a) Adjectives have a general intensifying effect and are classified

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2. Adjectives

3. Adjectives

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Intensifying adjectives

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Some of the factors that are involved in the restriction will emerge in the course of an

In part, noninherent adjectives
Restrictive adjectives restrict the reference of the noun exclusively.

Further examples of adjectives as amplifiers that are attributive only:

- Severe restrictions on the nouns they modify.

Notice that several intensifying adjectives have homonyms that can occur predicatively and are restricted to attributive position have a lowering effect, usually scaling downwards from the principal objection the exact answer the former reason the late president.

Many of these adjectives require the correspondence of the predicational force that is inherent in the nouns. Some adjectives have a temporal meaning. We might include with the committee.

Examples of intensifying adjectives which can occur predicatively include:

- Total nonsense.
- Total irresponsibility.
- Total destruction.

Other adjectives related to adverbs:

- Make calculations rapidly.
- Make calculations promptly.
- Make calculations regularly.

Examples of intensifying adjectives which can occur predicatively with nouns include:

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7.37 Adjectives and adverbs

The field of adjectives is quite broad, and it includes a wide range of expressions that modify nouns, pronouns, or other adjectives. Adjectives can be divided into several subclasses based on their syntactic behavior and their semantic properties.

### Prefixed Adjectives

Some adjectives are derived from nouns by means of prefixed forms:

- an active part of a verb
- an atomic scientist
- an atomic equation
- an atomic unit

### Derived Adjectives

Adjectives can also be derived from verbs or other adjectives through various processes:

- Some adjectives are formed by adding suffixes to verbs or other adjectives:
  - -ful: useful, helpful
  - -ing: singing, sitting
- Some adjectives are formed by adding prefixes to other words:
  - un: unkind, uneven
  - super: superlative, supersensitive

### Comparative and Superlative Adjectives

Comparative and superlative adjectives are used to express degrees of comparison:

- Comparative:
  - more: more intelligent, more helpful
- Superlative:
  - most: most intelligent, most helpful

### Derived Adverbs

Adverbs are derived from verbs, adjectives, or other adverbs and are used to modify verbs, adjectives, or other adverbs.

- Adverbial forms of adjectives:
  - Well: well-known, well-read
- Adverbial forms of verbs:
  - often: often-leaving
- Adverbial forms of adverbs:
  - very: very-slowly

### Syntactic Superposition of Adjectives

Sometimes, adjectives can be superimposed on the noun or pronoun they modify, creating noun phrases with multiple adjectives.

- Example: a big, red apple

### Note

It is important to note that adjectives can have different syntactic functions in a sentence, and their position and form can vary depending on the context.

---

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It is not usually possible for the adjective to be complement if the subject is indefinite, and hence the oddness of compared with . An exception occurs with the generic use of the indefinite article , as in:

- A street is wide.
- The street is wide.

Semantic subclassification of adjectives

7.40 Some of the semantic distinctions we are about to make have already been mentioned because they have syntactic correlates.

Three semantic scales are applicable to adjectives:

- **STATIVE/DYNAMIC**
- **GRADABLE/NONGRADABLE**
- **INHERENT/NONINHERENT**

It is important to realize that we are dealing with scales rather than with a feature that is present or absent. That is to say, not all the realizations of a feature are available in each case. Furthermore, there may be idiolectal variations in the recognition of a feature or in the acceptability of its realizations.

**STATIVE/DYNAMIC**

Adjectives are characteristic stative. Many adjectives, however, can be seen as dynamic (cf. 2.43). In particular, most adjectives that are susceptible to subjective measurement (cf. 7.74) are capable of being dynamic. Stative and dynamic adjectives differ syntactically in a number of ways. For example:

- A stative adjective such as tall cannot be used with the progressive aspect or with the imperative:
  * He's being tall.
  * Be tall.
- On the other hand, we can use careful as a dynamic adjective:
  * He's being careful.
  * Be careful.

(For other differences, cf. 3.66.)

**GRADABLE/NONGRADABLE**

Most adjectives are gradable. Gradability is manifested through comparison (cf. 7.74ff):

- tall - taller - tallest
- beautiful - more beautiful - most beautiful

Gradability is also manifested through modification by intensifiers, i.e., adverbs which convey the degree of intensity of the adjective:

- very tall
- so beautiful
- extremely useful

Gradability applies to adverbs as well as adjectives, and hence it is considered below in relation to both classes (cf. 7.74ff).

All dynamic and most stative adjectives (e.g., tall, old) are gradable; some stative adjectives are not, principally denominal adjectives like atomic scientist and hydrochloric acid (cf. 7.37), and adjectives denoting provenance, e.g., British (cf. 7.45; but cf. the qualitative use of nationality adjectives in 7.87).

**INHERENT/NONINHERENT**

The distinction between inherent and noninherent adjectives has been discussed in 7.42. Most adjectives are inherent, that is, to say, they characterize the referent of the noun directly. For example, the inherent adjective wooden applies to the referent of the object directly: a wooden cross is also a wooden object. On the other hand, in a wooden actor the adjective is noninherent: a wooden actor is not (presumably) a wooden man. Some other examples:

<table>
<thead>
<tr>
<th>INHERENT</th>
<th>NONINHERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>handshake</td>
</tr>
<tr>
<td>friend</td>
<td>perfect stranger</td>
</tr>
<tr>
<td>a certain result</td>
<td>a certain winner</td>
</tr>
<tr>
<td>a true report</td>
<td>a true scholar</td>
</tr>
</tbody>
</table>

Modification of a noun by means of a noninherent adjective can be seen as an extension of the basic sense of the noun. Thus: a friend whose friendship is firm, and a scholar whose scholarship is commendable.
If the adjective is inherent, it is often possible to derive a noun from it (cf. 17.5.1.f):

- her soft touch -> the softness of her touch
- a firm handshake -> the firmness of the handshake
- a firm friend *
- a true report -> the truth of the report
- a true scholar *

There are, however, exceptions to this generalization, since we find instances like:

- a wooden actor -> the woodenness of the actor

Patterns of semantic subclassification

Gradable adjectives are either inherent, as in a black coat, or noninherent, as in a new friend. Dynamic adjectives are generally inherent, though there are exceptions; for example, wooden in The actor is being wooden is both dynamic and noninherent.

Table 7.44 Semantic subclassification of adjectives

<table>
<thead>
<tr>
<th>Type of Adjective</th>
<th>PRECENTRAL</th>
<th>CENTRAL</th>
<th>POSTCENTRAL</th>
<th>PREHEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal adjectives</td>
<td>+</td>
<td>-</td>
<td>+ or -</td>
<td>+</td>
</tr>
<tr>
<td>Dynamic adjectives</td>
<td>+</td>
<td>-</td>
<td>+ or -</td>
<td>+</td>
</tr>
<tr>
<td>Central adjectives</td>
<td>-</td>
<td>+ or -</td>
<td>- or +</td>
<td>-</td>
</tr>
<tr>
<td>Peripheral adjectives</td>
<td>- or +</td>
<td>- or +</td>
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<td>-</td>
</tr>
</tbody>
</table>

Note: In a dull teacher, the adjective is noninherent, since a dull teacher is not necessarily a dull person. However, in the following sentence, dull is being used dynamically and is now inherent:

The teacher is being dull.

In this case, the process of being dull is ascribed to the teacher, but the same quality is ascribed to the referent of the subject if we replace the teacher by another designation for the person:

She is being dull.

Ordering of adjectives in premodification

When there are two or more adjectives cooccurring in attributive position, the order of the adjectives is determined by their semantic properties. The principles for the order of items in premodification are discussed in 7.45. Here we will only mention the major zones, or positional ranges, of adjectives in premodifying position in relation to the semantic and syntactic subclassification provided in this chapter.

In the premodification structure of the noun phrase, adjectives are placed between the determinatives (including predeterminers, central determiners, and postdeterminers) and the head of the noun phrase (cf. 5.1ff). We distinguish four zones:

1. **PRECENTRAL**: Here, after the determinatives, are peripheral, nongradable adjectives, in particular the intensifying adjectives (emphasizers, amplifiers, and downtoners; cf. 7.33), e.g.:
   - certain, definite, sheer, complete, slight.

2. **CENTRAL**: This zone is the place of the central adjectives, i.e., the 'most adjectival items', which satisfy all four criteria for adjective status (cf. 7.3f), e.g.:
   - hungry, ugly, funny, stupid, silent, rich, empty.

3. **POSTCENTRAL**: This zone includes participles, e.g.:
   - retired, sleeping, and colour adjectives, e.g.: red, pink.

4. **PREHEAD**: This zone includes the 'least adjectival and the most nominal' items, such as denominal adjectives (cf. 7.37) denoting nationality, ethnic background, e.g.: Austrian, Midwestern, and denominal adjectives with the meaning 'consisting of', 'involving', 'relating to', e.g.:
   - experimental, statistical, political, statutory.

In the prehead zone we also find nouns in attributive position (cf. further 17.11ff).

On the basis of this classification, we can expect the following order:

- If: certain important people
- The same restricted income
- Your present annual turnover
- A funny red hat
- An enormous tidal wave
- Certain rich American producers

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ADVERBS

Other less common derivational suffixes (cf App 1.41) are:
- -ly:
  - simple adverbs, eg: just, only,
  - adverbs from adjectives:
    - marked -arily:
      - primary, primarily
      - secondary, secondarily
      - tertiary, terrestriically
    - derived -arily:
      - economic -arily
      - new, newly
      - true -arily
    - adverbs of frequency: service -arily

Rules for forming open-class adverbs from adjectives:
- ArrayList
- Adverb is clause element

Characteristics of the adverb

ADVERBS

Adverb as clause element 439

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An adverb may function in the clause itself as adverbial, i.e. as an element distinct from subject, verb, object, and complement. As such it is usually an optional element and hence peripheral to the structure of the clause (cf 2.15):

Perhaps my suggestion will be accepted.
John always loses his pencils.
They may well complain about his appearance.
He has nevertheless refused to accept our excuse.
I spoke to her outside.

There are, of course, differences between the adverbials in the above sentences, most obviously the differences in their position and in their relationship to other elements of the sentence (cf Chapter 8).

Note [a] Certain adverbs may function as subject (cf 10.15 Notes [a] and [b]), e.g.

Tomorrow will be fine. ['It will be fine tomorrow.]

[b] The adverb may itself be modified, in which case the adverb phrase as a whole functions as adverbial or premodifier:

John nearly always loses his pencils. so very helpful
They may very well complain about his appearance. far too often

The adverb and other word classes

ADJUNCTS and SUBJUNCTS are relatively integrated within the structure of the clause (cf 8.5ff, 8.8ff).

Examples of adjuncts:
Slowly they walked back home.
"He spoke to me about it briefly.

Examples of subjuncts:
We haven't yet finished.
Would you kindly wait for me.

By contrast, disjuncts and conjuncts have a more peripheral relation in the sentence. Semantically, DISJUNCTS (cf 8.121ff) express an evaluation of what is being said either with respect to the form of the communication or to its meaning. We identify disjuncts with the speaker's authority for, or comment on, the accompanying clause:
Frankly, I'm tired.
For instance, no one complained.
They are probably at home.
She wisely didn't attempt to apologize.

CONJUNCTS (cf 8.134ff) express the speaker's assessment of the relation between two linguistic units, e.g.

The adverb as modifier

An adverb may function as a modifier of an adjective or of another adverb. (In the examples, the modifier is indicated by italics and the modified constituent is indicated by angle brackets.) Examples of adverbs as modifiers of adjectives [1, 2, 6] and adverbs [3-5]:

They are very (happy).
It was a remarkably (good) show.
She drives too (fast).
They play so (very) well.
He gave a far (more easily) acceptable explanation.
He is (stupid) enough to do it.

In this function, the adverb generally premodifies, except that enough, as in 16, can only postmodify. The item being modified may itself function as a modifier. For example, the adjective good premodifies the noun show in 2, while more easily modifies acceptable in 5, and the adverb very premodifies the adverb well in 4.

In both 2 and 5, the adverb is within a noun phrase, while in 4, the adverb is within an adjective phrase. The preposition very modifies the noun phrase very well in 4. In the same function, the adverb finally modifies an adverb phrase, as in 6.

Adverbs functioning as modifiers of adjectives and adverbs will be further discussed in 7.56ff. However, not all adverbs that modify adjectives also modify adverbs (cf 7.60), and some adverbs may modify phrases, viz noun phrases and prepositional phrases. The most conspicuous example of an adverb that functions only as a modifier of adjectives and adverbs, and not as a clause element, is very. (For extra as an adjective, cf 7.35 Note [a].)
Adjectives and adverbs

7.52 A few conjunct adverbs, such as so and yet, resemble coordinators (coordinating conjunctions) both in being connectives and in having certain syntactic features (cf 13.11). In particular, these adverbs cannot be transposed with their clause in front of the preceding clause. Thus, the order of the following two clauses (with the conjunct adverb so in the second clause) is fixed:

We paid him a very large sum. So he kept quiet about what he saw.

If we invert the order of the clauses, the relationship between the two clauses is changed, and so must now refer to some preceding clause:

So he kept quiet about what he saw. We paid him a very large sum.

However, the conjunct adverbs differ from coordinators in that they can be preceded by a coordinator:

We paid him a very large sum, and so he kept quiet about what he saw.

The restriction on the order of clauses also distinguishes the conjunct adverbs from subordinators, another type of connective. For example, a clause introduced by the subordinator because can follow or precede the matrix clause without disturbing the relationship between the two clauses (cf 14.48):

He will help us because we offered to pay him.

Because we offered to pay him, he will help us.

Adjunct adverb and conjunction

7.53 A few subordinators can be seen to be a fusion of conjunction and pre-adject (cf 15.8), in particular when [time], where [place at or place to], how [manner], why [reason]. Where and when introduce adverbial clauses (cf 15.31):

He saw them when they were in Rome.

Where and when introduce adverbial clauses (cf 13.11):

Where he is staying.

These four wh-words are also used as relatives (cf 17.18ff):

The place where they are staying.

I wonder when she was here.

This restriction on the order of clauses also distinguishes the conjunct adverbs from subordinators.

These sentences become acceptable if an adjunct of the appropriate type is added:

He found it where she put it.

I wonder why she did it.

These four wh-words are also used as interrogative pro-forms (cf 11.4):

Where is he staying?

When was she here?

Why did he do it? For what reason did they treat her? In what way?
On the other hand, it is equally possible to argue that the obligatory complementation of a place adjunct is satisfied by the whole clause of place rather than by where. The same reasoning applies to the obligatory complementation for treat provided by clauses of manner and comparison (cf 15.22):

\[\text{as he deserved.}\]

\[\text{she treated him {as though he were a stranger.}\]}

Note Most of the other wh-words are pro-forms for noun phrases and can clearly function as clause elements: who, whom, which (cf 10.6 Note (e)).

**Reaction signal and initiator**

Apart from conjunctions and some conjunct adverbs, certain other items must be positioned initially. They are important because of their high frequency in spoken English. Some are restricted to the spoken language. These can be assigned to two small classes (cf 11.54f):

(i) 'reaction signals', eg: no, yes, yeah, yep, m, hm, mhm

(ii) 'initiators', eg: well, oh, ah; oh well, well then, why (esp AmE)

Here is an example from a conversation (cf App I1 for the prosodic notation):

\[\text{ldrfj IWELLI of course he'll be working with overseas fslildentsl.}\]

\[\text{well f he's working with thisblel well61 he's in the department of English literature.}\]

**Adjunct and preposition**

There are several different types of combinations of verbs plus particles (cf 16.2ff). If the verb is intransitive, we can recognize the particle as a prepositional adverb (cf 9.65f) functioning as adjunct, eg:

\[\text{The men looked on.}\]

\[\text{She is growing up quickly.}\]

\[\text{The airliner has taken off.}\]

\[\text{The prisoner broke down after many hours of interrogation.}\]

When a noun phrase follows the particle, it sometimes appears as if we have a prepositional phrase, with the particle as preposition:

\[\text{He took in the dog.}\]

\[\text{He took the dog in.}\]

Similarly:

\[\text{They turned down the suggestion.}\]

\[\text{They turned the suggestion down.}\]

\[\text{They turned on the light.}\]

\[\text{They turned the light on.}\]

**Syntactic functions of adverbs**

7.55 There are several different types of combinations of verbs plus particles (cf 16.2ff). If the verb is intransitive, we can recognize the particle as a prepositional adverb (cf 9.65f) functioning as adjunct, eg:

\[\text{He walked past. [prepositional adverb]}\]

\[\text{He walked past the car. [preposition]}\]

\[\ast \text{He walked the car past.}\]

\[\text{He was moving about. [prepositional adverb]}\]

\[\text{He was moving about the town. [preposition]}\]

\[\ast \text{He was moving the town about.}\]

Past in [5] and about in [6] are prepositional adverbs, which can be regarded as prepositions with some generalized ellipsis of the noun phrase (cf 9.65f).

### Syntactic functions of adverbs

#### Modifier

7.56 An adverb may premodify an adjective. Most commonly, the modifying adverb is a scaling device called an intensifier, which cooccurs with a gradable adjective. We first distinguish two sets of intensifiers: amplifiers and downtoners (for further discussion and subclassification, cf 8.104ff).

- **Amplifiers** scale upwards from an assumed norm, eg 'a very funny film', as compared with 'a funny film'. Other examples:
  - absurdly fussy
  - awfully sorry
  - downright ridiculous
  - extremely dangerous
  - irretrievably lost
  - sharply critical
  - terribly nervous
  - totally anonymous

- **Downtoners** have a generally lowering effect, usually scaling downwards from an assumed norm, eg 'It was almost dark', as compared with 'It was dark'. Other examples:
  - a bit dull
  - a little extravagant
  - almost impossible
  - barely intelligible
  - fairly small
  - hardly noticeable
  - nearly dark
  - pretty rare
  - quite normal
  - rather late
  - relatively small
  - somewhat uneasy

7.57 That is, severally different types of combinations of verbs plus particles.
Quite can have two informal senses.

Sure, she’s right. [Irish English]

Surely, unlike really, is however a disjunct.

Most people prefer really to real, and awfully to terribly. Prettiness is the most informal and strongest of the three. Like quite bad, it is normally unstressed (or weakly stressed). For intensifiers which premodify comparatives and superlatives, pretty is the most informal.

A similar set of intensifiers is used for both adjectives and adverbs (cf 7.87).

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I'm not sure about that.
I'm not too keen on his paintings.
I don't feel too good. ['very well']

This use of too is given wide extension in Australian English, where this is common in the sense 'absolutely' in responses:
A: He's clever. B: Too right, he is. ['That is absolutely true.]

Compare informal AmE usage:
A: You can't do it. B: I can do it. ['I certainly can.]

Adjunct adverbs (cf 7.49, 8.25ff) are sometimes converted into premodifiers of adjectives. In this position they tend to retain their general meaning of manner, means, etc, though they also acquire some intensifying effect:
an easily (debatable) proposition ['a proposition that can be easily debated']
an openly (hostile) attack
his quietly (assertive) manner
a readily (available) publication

On the other hand, disjunct adverbs (cf 7.121ff) tend to become intensifiers, eg:
surprisingly (good) unnaturally (long)
incredibly (beautiful) unusually (easy)

Thus surprisingly good in the following sentence can be paraphrased as 'He made a speech that was good to a surprising extent':
He made a surprisingly (good) speech.

Note We need to distinguish the adverb as premodifier of an adjective from the adjunct adverb constructed with a verb participle. For example, a surprisingly worded letter is 'a letter that is worded in a surprising manner', since *worded* is an -ed participle and not an adjective. Ambiguity arises when the form can be either a participle or an adjective. Thus, a divinely inspired work can be either 'a work that has been inspired in a divine manner (or by God)', in which case inspired is verbal and divinely an adjunct adverb, or 'a work that is inspired to a divine extent', in which case inspired is adjectival and divinely its intensifier.

C/ the difference in aspect and implied 'permanence'; 17.28.

Apart from intensifiers, premodifying adverbs may be 'viewpoint' subjuncts (cf 8.88#), eg:
politically (expedient) ['expedient from a political point of view']

Similarly:
artistically (justifiable) economically (weak)
theoretically (sound) technically (possible)
ethically (wrong)

Modifier of adverb

An adverb may premodify another adverb. Similar sets of intensifiers are used for adverbs and adjectives (cf 7.56ff):
I expect them pretty (soon).
I have seen so (very) many letters like that one.

As with adjectives (6.79, 7.30), the only postmodifiers are enough and indeed:

A: I expect them pretty (soon).
B: Indeed, I do.

Adverbs modifying other adverbs can only be intensifiers. Thus, though we have the manner modification by quietly in quietly assertive, we cannot have it in:
*He spoke quietly (assertively).

And, similarly, the modification by a viewpoint adverb (cf 8.89) in theoretically sound does not have a corresponding *
*He reasoned theoretically (soundly).

Notice that this is not merely a stylistic objection to the juxtaposition of two words ending in -ly, since the following sentence, where extremely is an intensifier, is acceptable:
He reasoned extremely (soundly).

Modifier of particle, prepositional adverb, and preposition

A few intensifying adverbs, particularly right and well, can premodify particles in phrasal verbs (cf 16.4), as well as prepositions, or (perhaps rather) prepositional phrases (cf 6.86ff)

He knocked the man right (out).
They left her well (behind).
The nail went right (through) the wall.
He made his application well (within) the time.

Their parents are dead (against) the trip. (informal)

Modifier of pronoun, predeterminer, and numeral

Intensifying adverbs (including downtoners) can premodify:
(a) indefinite pronouns (6.45ff):

Nearly (everybody) came to our party.

(b) predeterminers (5.15ff):

They recovered roughly (half) their equipment.

He received about (double) the amount he expected.

Virtually (all) the students participated in the discussion.

In summary, adverbs of form *a(a) (very) (very) adverb (adverb) can be premodified as follows:

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Adjectives and adverbs

1. Syntactic functions of adverbs

2. Cardinal numerals (6.63):

- They will stay fully (ten) weeks.
- 'for ten full weeks'
- Overlunder (two hundred) deaths were reported.
- I paid more/less than (ten) pounds for it.
- They will make a charge of up to (as much as one million) yen.
- As many as (fifty) candidates had applied for the post.

3. Noun phrases with the indefinite article can be intensified when

- aln)
- is equivalent to the unstressed cardinal one (5.38):
- 'I didn't have more than (a dollar) on me. 
- 'I had no more than...
- They will stay for about (a week).
- Nearly/almost (a thousand demonstrators) attended the meeting.

4. More than, about, etc are here not prepositions but intensifiers as part of

the noun phrase, as can be seen by the occurrence of prepositions before

such items:
- There's a cover charge of more than $3.

5. With the ordinals and superlatives, a definite determiner is obligatory

for premodification:
- We counted approximately (the first) thousand votes.
- She gave me almost (the largest) piece of cake.

6. ~odification

- can also apply to larger units, eg:
- The acceleration fell to less than (ten metres per second).

7. Note

- We might add here the premodification of

the same by (very)

much:
- They did it in (very) much (the same) way.

8. Some of the items that are intensifying adverbs can also function as prepositions,
eg:
- aver,
- about (cf 9.7).

9. Both the downtoners

- almost
- practically

can intensify all indefinite pronouns, whereas

nearly can intensify only assertive pronouns

(cf 8.1 on downtoners with verbs). Compare:
- Almost practically
- came.
- Nearly
- Almost
- Practically
- any time will do.
- *Nearly no compensation was given.

10. Modifier of noun phrase

- A few intensifiers may premodify noun phrases and precede the determiner

in doing so. The most common of these intense adverbs are give and another.

11. A

- intensifier may modify noun phrases and precede the determiner
### 454 Adjectives and adverbs

- **Else**
  - ~else can postmodify:
    - (a) compound indefinite pronouns (cf 6.46f) and compound adverbs (cf 7.46):
      - (Somebody) else must have done it.
      - (Anybody) else for tennis?
      - (Nothing) else happened.
      - (somewhere) else.
    - You must have left the keys ~(someplace) else. (esp AmE) ~(elsewhere)"
      - You'll have to borrow someone else's car.

- **(b)** wh-pronouns and tvh-adverbs in interrogative clauses (cf 11.148):
  - (Who) else would do such a thing? ~which other person"
  - (Who) else did you meet?
  - (What) else can we do?
  - (Where) else have you looked?
  - (How) else could it have happened?
  - (When) else can we meet?

The genitive 'S is usually placed after else (cf the group genitive, 5.123):
- Who's else fault could it be? ~Whose else

### 7.7 Adverb as complement of preposition

- A number of adverbs signifying place and time function as complement of a preposition.
  - (c) singular all (= everything), much, a great/good deal, a lot, little:
    - We will take this step only if anything else fails.
    - {else we can do now}
  - There is not much.
    - not a great deal ~not a great deal ~not a great deal ~not much

### 7.70 The time adverbs that most commonly function as complements of prepositions

- (d) after, since, when, until, before, later, before, after, after, since, when, until, before, later

### 7.71 Other prepositions that take else and these adverbs are:

- **before**
  - (a) other place adverbs (else and these) take the most prepositions.
    - The other place adverbs are restricted to the preposition from:
      - You've got a letter from abroad.
    - Other adverbs that function as complement of from are:
      - behind, above/below/beneath/underneath, downstairs/upstairs, indoors/outdoors, inside/outside, within/without

- **after**
  - The time adverbs that most commonly function as complements of prepositions are shown in the figure.

- **while**
  - The other place adverbs are restricted to the preposition from:

### 7.90 The preposition 'of' also occurs in the phrase from abroad:

- [b] Fear is also written as two words: /or ever.
  - The expression moreover and ever is typical of Biblical and liturgical styles of English. It is curious that analogous reduplicated phrases are virtually restricted to informal use: moreover and evermore, moreover and evermore.

### 7.91 Adverbs and adjectives

- [c] with pronouns and adverbs in interrogative clauses:
  - You'll have to borrow someone else's car.
  - (Who) else would do such a thing? ~which other person
  - You must have left the keys ~(someplace) else.
  - You might have left the keys.
  - Someone else, the other person.

---

*Note: The diagram shows the time adverbs that most commonly function as complements of prepositions.*
We have earlier observed (7.46) that open-class adverbs are regularly, though not invariably, derived from adjectives by suffixation. There is another sense in which adjectives and adverbs are related, apart from this morphological correspondence. In this sense, adjectives and constructions containing the corresponding adverbs. The simplest illustration is with adverbs equivalent to prepositional phrases containing a noun or noun phrase that is a generic term and the corresponding adjective. There may be only minor or no difference in grammar and meaning in the interpretation of a corresponding clause containing an adverb:

The argument was precise.

Her answer was quick.

The reason was the manager.

He is a real scholar.

We can point to differences in grammar and meaning in the interpretation of a corresponding clause containing an adverb:

The argument was precise.

He is a real scholar.

We should include here cases where the agential noun lacks an agential particle.

We have also noted some instances where either the adjective or the adverb could be used, but normally, the adverb form seems basic to most instances where the adverb could be used, but normally, the adverb form seems basic to an understanding of the corresponding construction with the adjective.

He spoke to John sharply.

She is incredibly beautiful.

Politically, it is a bad decision.

As the examples show, the adjective-noun sequence may imply a process or a time when, in a corresponding clause containing an adjective:

He liked Mary considerably.

From the political point of view, it is a bad decision.

We disagree.

The process or action part of the noun normally lacks a corresponding verb, where the process or action part of the noun normally lacks a corresponding verb, whereas the noun normally lacks a corresponding verb, whereas the noun normally lacks a corresponding verb, whereas the noun normally lacks a corresponding verb, whereas the noun normally lacks a corresponding verb. Therefore, none of these lacks a corresponding verb, and we refer to the verb as the process or action part of the noun, to distinguish it from the noun or noun phrase.

We disagree.

The process or action part of the noun normally lacks a corresponding verb, whereas the noun normally lacks a corresponding verb.

We should include here cases where the agential noun lacks an agential particle.
Comparison of adjectives and adverbs

7.74 Comparison of adjectives and adverbs

With gradable adjectives and adverbs, three types of comparison are possible:

(a) Comparison in relation to a higher degree is expressed by the inflected forms in -er and -est or their periphrastic equivalents with more and most:

Anna is the cleverest student in the class.

(b) Comparison in relation to the same degree is expressed by as (or sometimes so) as:

Anna is as tall as Bill.

Anna is not as tall as John.

(c) Comparison in relation to a lower degree is expressed by less and least:

This problem is less difficult than the previous one.

This is the least difficult problem of all.

For higher degree comparisons, English has a three-term inflectional contrast between absolute, comparative, and superlative forms for many adjectives and for a few adverbs, the absolute being realized by the base form of the item. This can be seen in Table 7.74 which also gives the parallel periphrastic constructions (cf comparative clauses, 15.63f).

<table>
<thead>
<tr>
<th>Absolute</th>
<th>Comparative</th>
<th>Superlative</th>
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<tbody>
<tr>
<td>adjective</td>
<td>high</td>
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<tr>
<td>adverb</td>
<td>soon</td>
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<td>adjective</td>
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<td>more complex</td>
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<td>adverb</td>
<td>comfortably</td>
<td>more comfortably</td>
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Irregular forms of comparison

A small group of highly frequent adjectives have comparative and superlative forms with stems which are different from the base:

- good - better - best
- hard - harder - hardest
- far - farther - farthest
- far - further - furthest
- fast - faster - fastest

The two sets farther/farthest and further/furthest, which are both adjectives and adverbs, are used interchangeably by many speakers to express both physical and abstract relations. In fact, however, the use of farther and farthest is chiefly restricted to expressions of physical distance, and, in all senses, further and furthest are the usual forms found:

Nothing could be further from the truth.

My house is farthest from the station.

Note The most common uses of further are not as comparative form of far but in the sense of 'more', 'additional', 'later':

That's a further reason for deciding now.

Any further questions?

The school will be closed until further notice.

We intend to stay for a further two months.

The school will be closed until further notice.

Any further questions? [not: Ask further questions.]

When referring to the order of birth of members of a family, the irregular forms elder - eldest are normally substituted (especially in BrE):

My elder/sister is an artist.

His eldest/son is still at school.

However, elder is not a true comparative in that it cannot be followed by than:

My brother is three years older than me.

Note [a] There is a special use of elder in, for example, William Pitt the elder, the elder Pitt. In the honorific expression elder statesman, elder has no comparative meaning, and there is no corresponding use of old or oldest.

[b] Elder and eldest require personal reference:

This viola is the older/elder.

Note Replacement constructions are expressed by the following means:

(7) In comparison in relation to a lower degree, the following expressions are possible:

- less
- least
- further
- furthest
- smaller
- most

(8) In comparison in relation to a higher degree, the following expressions are possible:

- harder
- hardest
- faster
- fastest
- more
- most

(9) In comparison in relation to the same degree, the following expressions are possible:

- as
- as
- even
- as
- so

With gradable adjectives and adverbs, three types of comparison are possible:
There is no superlative form (best, least, etc.) for the non-assertive comparison of adjectives and adverbs. In such contexts, the comparative form is used, e.g., "more well" for "better" and "less well" for "worse."
7.82 Adjectives and adverbs

Comparison of adjectives and adverbs

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<th>Comparison of adjectives and adverbs</th>
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7.83 Frequencies of comparative forms

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7.84 Comparison of adjectives and adverbs

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I really need that job more badly than you.  [AmE also: worse]

Here badly is not a process adverb, as also indicated by position:

I badly need that job.  *He badly behaves.

In nonstandard use, one may find iller/badder - baddest. In very formal English, ill is synonymous with badly (cf:

He behaved ill towards his parents.

(b) Compounds of well and ill + participle have both types of comparison (cf 7.77):

- better-behaved
- best-behaved

The forms better-behaved are more formal than more well-behaved. Compare best-known which is preferred to most well-known.

(c) Lesser is sometimes used in comparison to a lower degree:

lesser-known, in the same way as less well-known. There is also a lower degree comparative less well = worse, as in

He reads less well than she does.

Less well here indicates that his reading is not as bad as worse does (cf 7.77).

There is no corresponding higher degree comparative *more well = better.

(d) On the forms farther/further - farthest/furthest, cf 7.75, 8.48.

(e) Adverbs that are identical in form with adjectives (cf 7.9) take inflections: fast, hard, late, long, quick. They follow the same spelling and phonological rules as for adjectives, eg:

You have to work harder/faster/longer.

The -er -est inflections cannot be added to open-class adverbs ending in -ly:

quickly
quickliest

When earlier is synonymous with before (that) or previously, and when later is synonymous with after (that), they are not comparatives of the adverbs early and late (cf 8.55 note [a]).

(f) Soon, which has no corresponding adjective, is frequently used in the comparative (sooner). Some find the superlative (soonest) unacceptable, or at least very informal, but it seems perfectly acceptable as a premodifier of

the soonest possible date, the soonest available time

It is also used in the proverb 'Least said, soonest mended', and in telexes and telegrams:

Send prices soonest.

['as soon as possible']

Comparison of adjectives and adverbs

In English, adjectives are used to describe a noun, whereas adverbs are used to modify verbs, adjectives, or other adverbs. Adjectives typically have comparative and superlative forms, while adverbs do not. Adjectives can also function as premodifiers of nouns, as in

The most efficient publisher in the office.

Adverbs, on the other hand, are used to modify verbs, adjectives, or other adverbs. They indicate how, when, where, why, or to what extent something occurs. Adverbs generally do not have comparative or superlative forms.

Some adjectives can be used as adverbs, and vice versa. For example, the adjective quickly can be used as an adverb to modify a verb (She operates quickly), while the adverb quickly can also be used to modify an adjective (He is quickly becoming more efficient).

Contrast this with the use of the adverb quickly when modifying a noun (The quick brown fox jumps over the lazy dog).

In general, adjectives provide more specific information about a noun, while adverbs provide more general information about a verb or other element in a sentence. Adjectives can also be more subjective, as in

I really need that job more badly than you.

While adverbs are more objective, as in

She operates quickly.

Understanding the differences between adjectives and adverbs is important for clear and effective communication. Adjectives can help specify the qualities of a noun, while adverbs can help specify the manner, degree, or time of an action.
7.85

Adjectives and adverbs' Comparison of adjectives and adverbs

major, used in comparative constructions with some other, (cf)

However, they

In addition to

The inflectional superlative is occasionally used in the same way,

Such Latin comparatives may be called

construction with the inflected form:

Without

There is a tendency to use

between superlative and intensifier interpretation when the adjective is

is 'absolute'.) Implicit comparatives include the following:

(Sb) A is

B is

A is

is optional:


cf:

X is

Y.

Note

The mess is
different (cleaner,

grimmer, happier, richer)

than our own

(cf.

The specks too

and better

than the school

[?] place.

If it's too

you

than he

[?]

to

the

let's

rather

more
difficult.

She is feeling better and happier, [improving pace]

Induced additional increase:

Expected and unexpected complications, in the following context:

In other words, then the order above' press requirements

A more or less positive 'compromise may occasionally be found with

[that end, notice (or)

the

a major point [less important, to, the important]

[more important, to, rate]

[a problem, x, less important, to, rate]

is supposed to

[good, better, better quality, then an agreement to

Comparison of adjectives and adverbs
We can make the basis of comparison explicit. The most common ways of doing so include correlative constructions introduced by than (correlative to -er, more, less) and by as (correlative to so, as; on comparative clauses, cf further 15.63ff):

John behaves less politely than Bob.

The basis of comparison to the same degree is as and, in nonassertive contexts, also so (both having the correlative as):

John behaves as politely as Bob.

Bases of comparison to a higher or lower degree may also be expressed in other ways, as illustrated below in (a-e).

(a) A restrictive relative clause (full or ellipted):

John is the more polite of the boys.

(b) An of-phrase (not derivable from a relative clause):

John is the more polite of the boys.

(c) The noun (or its replacement one) which the adjective premodifies:

John is the more stupid boy.

(d) A determiner with definite reference. With comparatives, either the definite article or demonstrative determiner (cf 5.14) is possible:

That taller boy is John.

Unlike comparatives, however, superlatives cannot normally cooccur with demonstrative determiners:

*That youngest daughter is a dentist.

(e) A genitive construction or possessive determiner:

John is the older brother.

Note Some basis of comparison may be implicit in the use of the absolute form of the adjective, and these can sometimes be made explicit by correlative constructions:

He is the taller of the children.

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470 Adjectives and adverbs

the adjective English does not allow amplifiers or comparatives if it refers to
John's nationality, which is not a quality of John's. However, if the adjective
refers qualitatively to the way he behaves or to his racial background, they
are admitted:

very English.

John is {more English than the English.

She is {three quarters English.

Similarly, original in the sense of 'not copied' cannot normally be intensified
or compared, as in the
original
manuscript,

where it does not refer to a quality
and there can be only one original manuscript. On the other hand, if original
refers to the quality of the work, meaning 'of a new type', it may be intensified
or compared: a more original book. We may compare the two uses with those
of the corresponding adverb:

I originally. ['in an original manner']

She always writes very originally.

[84x318]She came from Cleveland originally.

In the last example, originally is a respect adjunct (cf 8.85) and cannot be
intensified or compared.

Note

[b] With reference to the use of original, we note that the following sentence has two possible
meanings:

This is the more original manuscript.

It can mean either 'This manuscript was written with more originality' or 'This manuscript is
closer to the original'.

The unmarked term in 'measure' expressions

When we want to state the age of a person, we will normally use the
expression

X years old, for example:

Mr Jespersen is 75 years old.

We will not say (except jokingly, as a compliment):

*Mr Jespersen is 75 years young.

However, the choice of adjective here has nothing to do with the number of
years, and we would use the same expression for somebody very young, eg:

His granddaughter is two years young.

Similarly:

Susan is only five feet tall.

The water is two metres shallow.

Intensification 471

'Measure' adjectives like old, deep, and
tall/cover a scale of measurement.

Such adjectives have two terms for the opposite ranges of the scale (old/young,
deep/shallow, tall/short), but use the upper range as the 'unmarked'
term in measure expressions (old, deep, tall). The 'measure' adjectives which
are used in this way, preceded by a noun phrase of measure, include the
following set with the marked term given in parenthesis:

deepe (shallow) high (low) long (short) old (young)
tall (short) thick (thin) wide (narrow)

This set of 'measure' adjectives is used in the same way in how-questions
and, again, the use of the unmarked term does not assume that only the upper
range is applicable:

A: How old is your daughter? ['What is her age?']

B: She is ten years old. ['Her age is ten years.]

There are also adjectives outside the set listed above which are used in
how-questions, in the same way as the 'measure' adjectives. Thus, if we want
to know the size of something, we would normally use big or large, rather
than small or little, eg:

How big is your computer?

Similarly, we use bright rather than dim, strong rather than weak, etc:

How strong is the engine of this car?

How accurate is your digital watch?

However, such adjectives are used in this way only in how-questions, not
with noun phrases of measure:

A: How heavy is your suitcase? B: It is only 20 kilos heavy.

Some adverbs also use an unmarked term in how-questions. They include
the italicized words in the following examples:

A: How much does she like him? B: She likes him a lot.

A: How often did they complain? B: Every day after school.

A: How quickly does he do his homework? B: Usually in less than an hour.

A: How far did you drive today? B: Over 500 miles.

A: How far is it from your house? B: It is only five miles far.

A: How long did it take you to do your homework? B: Five hours.

A: How long is she your class? B: Two days.

A: How much does she like him? B: She likes him a lot.

A: How much does she like him? B: She likes him a lot.

A: How much does she like him? B: She likes him a lot.

A: How much does she like him? B: She likes him a lot.
Adjectives and adverbs in the absolute degree can be premodified by intensifiers like very, quite, so, etc (cf. 7.56ff):

'I was very pleased.'
'She works very well.'

Comparatives of both adjectives and adverbs, whether inflected or periphrastic, can be premodified by much or very much:

'The job was (very) much more difficult than she thought.'
'She writes (very) much better than she used to.'

Note the restriction on premodification of adjectives and adverbs in the absolute and comparative degrees:

That's good.
She works hard.
That's better.
She works harder.

Other intensifiers (and intensifying noun phrases) that are common with comparatives include the following:

somewhat easier
rather better
a lot/ lots (informal) shorter
a great a good
bit (informal)
more less difficult

Some intensifiers can be repeated for emphasis:

very very good ['extremely good']
very very
... much sooner
very very
... more carefully
very very
... much better [repeated so in BrE only]

Generally, however, the repetition is permissible only if the repeated items come first or follow so:

so very very...
... much better

Repetition of intensifiers is a type of coordination that is always asyndetic (cf. 13.102):

*very and very good.

Only much and far are used as intensifiers of premodifying adjectives.

Repetition of intensifiers is a type of coordination that is always asyndetic:

'so very good.'
Adjectives and adverbs

Premodification of superlatives

7.90 The nonperiphrastic superlative may be premodified by the intensifier very:

They arrived only at the very last moment.

She put on her very best dress.

When very premodifies the superlative, a determiner is obligatory (cf 7.84):

(the) youngest.

*very youngest.

The periphrastic superlative is not premodified by the intensifier very (*the very most successful candidate)

but by other expressions, eg:

the most successful candidate of all

the most remarkable election ever

Note the different positions of intensifiers in:

(by) far the best (film)

It was {by far that I've seen the best (film)

*far for a long time.

*far and away

Bibliographical note

On adjectives and adverbs, see Aarts and Calbert (1979); Backlund (1981); Bolinger (1967a); Dixon (1982a); Isitt (1983); Jacobsson (1961); Kjellmer (1984); Ljung (1970); Marchand (1966); Seppanen (1975); Teyssier (1968); Vendler (1968); Warren (1978, 1982, 1984).

On comparison and intensification, see Bolinger (1967b, 1972a); Bresnan (1973); Campbell and Wales (1969); Coates (1971); Fries (1977); Gnutzmann (1974); Gnutzmann et al (1973); Lees (1961); Rusiecki (1985); Wood (1959).