

Quantifiers

Quantifiers are words or phrases which often modify nouns and state the quantity or amount of something without stating the exact number. Quantifiers show *how many* or *how much* of something we are talking about.

1 Some and Any

Some and *any* are used with plural countable nouns and uncountable nouns to imply indefinite quantities or numbers; i.e, when the exact quantity or number that we are thinking of is not known or is not important.

- I bought **some** food.
- I need **some** new clothes.
- Have you got **any** stamps?
- We do not have **any** sugar.

1.1 Some : It is used:

a. In affirmative statements.

- She had **some** doubts about the decision.
- I gave him **some** money.
- There are **some** eggs and some **milk** in the fridge.

b. In questions where we are sure about the answer **yes**.

- Did she give you **some** tea? (I am sure she did)
- Is there **some** fruit juice in the fridge? (I am sure there is)
- Didn't John's parents give him **some** money? (I believe they did)

c. When the question is not a request for information, but a way of making an offer, a polite request, or an invitation, and we want to encourage the person we are speaking to to say **yes**.

- Would you like **some** coffee?
- May I have **some** more milk?
- Could I have **some** books, please?

Note: It is possible to use *some* with a singular countable noun to talk about a particular person or thing without mentioning that person or thing specifically.

- There must be **some** way I can contact Mary. → there must be a/one way, but I do not know it.

1.2. Any:

It is used:

a. In real questions; i.e, where the question is a real request for information.

- Is there **any** tea left?
- Do you have **any** better ideas?

b. In negative statements containing **not**.

- She did not give me **any** information.
- We haven't got **any** shirts of your size.

c. In affirmative statements if *any* comes after a word which meaning is negative.

- He never does **any** good deeds.
- She seldom/rarely has **any** food to give us.
- There is hardly **any** coffee left.
- We got there without **any** trouble.

d. In affirmative statements to mean unspecific person or thing.

- **Any** of the students could have answered the question.

- You can borrow **any** of my pens.

2. **Much and Many**

Much is used with uncountable nouns and **many** with plural countable nouns.

- **Many people** eat too **much meat**.

Much and **many** are mainly used:

- In negative statements to emphasize that we are talking about small (or smaller than expected) quantities or amounts.
 - I have not got **much** time.
 - I have not got **many** shirts.
- In questions to ask about amounts and quantities.
 - Have you got **much** work to do?
 - How **many** questions could you answer?
- In affirmative sentences particularly in formal contexts, such as academic writing, **much** and **many** are often used or phrases such as *a great deal of* or *a large amount/number of* to talk about large amounts or quantities.
 - **Much** debate has been generated by Johnson's paper.
 - **Many** people suffer from poverty. (a large number)
 - **A great deal of** the exhibition was devoted to his recent work.

Notes:

- In affirmative sentences, particularly in conversations and informal writing, *a lot of*, *lots of* or *plenty of* are preferred to talk about large amounts and quantities.
 - We have **plenty of** hotels to choose from. (many hotels is more formal)
 - John offered me **a lot of** money for the car.
 - **Lots of** her students went on to become teachers.
- In formal contexts we can use **much** and **many** independently without a noun following them.
 - **Much** remains to be done before the drug can be used with human beings.
 - **Many** argue that she is the finest poet of our generation.
- In both formal and informal contexts, **much** and **many** can be used after *too*, *(not) so*, *(not) as*.
 - There were *too many* guests at the party.
 - There is *so much* work to do this week.
 - I said there were twice *as many* women at the meeting as men.
- We can use **much** and **many** at the end of affirmative sentences after *as*, *so*, and *too*.
 - I love my parents—the light of my eyes—**so much**.
 - “Have you got many discs?” “Yes, **too many**.” “Take **as many** as you like.” “Thank you **very/so much**”
- **Much** and **many** have their comparatives and superlatives.
 - With plural countable nouns:
Many more the most
 - With uncountable nouns:
Much more the most
 - There are **many people** in Poland, **more** in India, but **the most people** live in China.
 - **Much money** is spent on education, **more** on health services, but **the most** is spent on national defense.

3 **Few/ a few, little/ a little**

These words/ expressions show the speaker's attitude towards the quantity he/she is referring to.

- **A few** (+ plural countable nouns) and **a little** (+ uncount nouns) describe the quantity in a positive way.

- I have got **a few** friends. (may be not many but enough)
- I have got **a little** money. (I have got enough to live on)
 - **Few** (+ plural countable nouns) and **little** (+ uncountable nouns) describe the quantity in a negative way.
- **Few people** visited him in hospital. (he had almost/nearly no visitors)
- She has **little** money. (almost no money)

4 No and None

The words *no* and *none* have similar meanings—*not any*—but different grammatical functions. *No* functions as an adjective modifying the noun that immediately follows it; *none* is used without a noun; therefore, its grammatical function depends on its position in the sentence.

- There is **not any** sugar.
- There is **no** sugar.
- There is **none**.
- There are **not any** sweets.
- There are **no** sweets.
- There are **none**.

5 Distributives

5.1 Both/ Either/ Neither and All/ Any/ None

Both, *either*, and *neither* are used when referring to groups of two.

- **Both:** It refers to two people or things of a group of two.
 - I have two brothers; **both** of them are engineers.
 - **Both** children were born in Italy.
 - He has crashed **both** (of) the cars.
- **Either:** It refers to one person or thing of a group of two; i.e, it implies one or the other.
 - I have two maps of the city, but I could not find **either** of them.
 - Two people said hello to me, but I did not recognize **either** of them.
- **Neither:** It refers to zero person or thing of a group of two.
 - There are two umbrellas here, but **neither** of them is mine.

Note:

- *Both* takes a plural verb, and *either* or *neither* takes a singular verb.
 - **Both** books are expensive.
 - **Either** of the alternatives is acceptable.
 - **Neither** alternative is acceptable.
 - Would you like the appointment at 9 or 10?
 - **Neither** time arranges me.

In contrast, *all/ any/ none* are used when referring to groups with more than two members.

- **All:** It refers to the total number of things or people in a group of more than two members.
 - I have three friends, but **all** of them are selfish.
 - **All** the people in the room were silent.

Note: *All* may be used with uncount nouns to refer to the total amount of something.

- **All** the fruit has gone bad.
- **All** cheese contains protein.

In this case, *all* takes a singular verb.

- **Any:** It refers to one member of a group of more than two.
 - I had four maps of the city, but I can not find **any** of them.
- **None:** It refers to zero member of a group of more than two.
 - We have invited many guests, yet **none** of them has arrived.

5.2 Every/ Each

Each: It refers to a number of people or things considered individually; i.e, the speaker thinks about the individual members of the group.

Every: It refers to all the items, without exception, of a group of people or things.

Compare:

- We greeted *each* guest. (we greeted the guests individually, one by one)
- We greeted *every* guest. (all the guests)
- *Every* man has a weapon. (all men have weapons)
- *Each* man has a weapon. (the speaker went to each man in turn and checked whether he has a weapon)

Note: *Each* and *every* take singular verbs.

Exercises

1. Complete the sentences using any or some.

1. We don't have _____ choice.
2. I bought _____ hamburgers for dinner.
3. Can I have _____ apples, please?
4. They are doing an exam; don't make _____ noise.
5. I am sure that he does not have _____ evidence for his accusations.
6. She is going on holiday with _____ friends in August.
7. There is seldom _____ world news in The Daily Star.
8. Would you like listening to _____ music?
9. I have found _____ money. Is it yours?
10. Can I have _____ tea in my milk, please?
11. I hope there wasn't _____ damage to your car.
12. She hasn't got _____ brothers or sisters.
13. Are there _____ English people living near here?
14. Weren't there _____ problems about your tax last year? I remember you told me about them.

2. Complete the sentences using much or many.

1. I don't have _____ time.
2. We want to ask you _____ questions.
3. Do you know _____ people here?
4. There is not _____ cheese in the fridge.
5. That library doesn't have _____ books.
6. They drink _____ coffee.
7. Have you made _____ mistakes in your homework?
8. _____ children dislike vegetables.
9. I don't have _____ water; I shall buy some at the shop.
10. I couldn't get _____ information about the flights to the USA.
11. There are _____ tourists here.
12. How _____ cigarettes has he smoked?
13. There was so _____ traffic; I could not cross the street.
14. He owned so _____ books; the walls of his room were lined with _____ bookcases.
15. She gave me _____ spaghetti, but I could not eat it all.

Exercise 3: Complete the sentences using a few, few, little, or a little.

1. I have got _____ close friends that I meet regularly.
2. _____ of her songs were very popular, and she eventually gave up her musical career.

3. There was _____ work to do, so I did not earn much money.
4. We had _____ money left, so we went out for a meal.
5. He has _____ close friends and often feels lonely.
6. _____ of her songs were popular, and she became very well known.
7. We decided to abandon our trip as we had _____ money left.

4. Explain the differences in meaning of the sentences in pairs.

1. a) There is little butter left.
b) There is a little butter left.
2. a) We encountered a few difficulties.
b) We encountered few difficulties.

5. Substitute *little, a little, few, a few* for the underlined words or phrases in the following sentences.

1. There are certain things we have to talk about.
2. A lot of food was prepared, but hardly any of it was eaten.
3. Would you like some cakes?
4. There are not many people who can be trusted any more.
5. There are still some people who can be trusted.
6. Hardly any people managed to attend the lecture.

6. Complete the sentences using *no, none, or not*.

1. There is ____ danger.
2. It was ____ raining when I left home.
3. There is ____ wind this morning.
4. ____ of the children was late for school.
5. We did ____ tell anyone the secret.
6. I have ____ idea what time it is.
7. ____ bicycles are allowed on the grass.
8. There is ____ time to lose.
9. ____ of the stores is open.
10. ____ harm was done.
11. He is ____ ready.

7. Fill in the blanks with the correct word chosen from the pair given in brackets.

1. I have three pencils. Have you seen _____ of them? (either, any)
2. Peter and John are twins; they _____ play the guitar. (all, both)
3. I found all of the questions difficult. Did you answer _____ of them? (either, any)
4. My friends and I would like to thank you for your hospitality; we _____ enjoyed ourselves very much. (all, both)
5. There are two public libraries in the city, but _____ of them is located close to where I live. (neither, none)
6. Two wrist watches are left here; is _____ of them yours? (any, either)
7. He has four nephews; _____ of them graduated from university. (both, all)
8. I have read five books on the topic, but _____ of them was very helpful. (none, neither)
9. I have three winter coats, but _____ of them is new. (either, none)

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ADJECTIVES

Introduction

Henry and Claire are having dinner in a quiet restaurant. It's a **warm** evening. The food is **delicious**.

An adjective is a word like quiet, warm, delicious. The word quiet describes the restaurant. It tells us what the restaurant is like.

1. What is an adjective ?

An adjective is a word that describes a person, a thing, or a place which a noun refers to. Adjectives can give us information about:

Size: large windows; a big car.

Age: a new theory; an old nation.

Shape: a square box; a round table.

Colour: blue eyes.

Origin: an Algerian woman.

Some adjectives can be identified by their endings; typical adjective endings include:

-able/ible achievable, capable, illegible

-al logical, internal, functional

-ful beautiful, careful, grateful

-ic terrific, fantastic

-ive attractive, inventive, persuasive

-less restless, careless, breathless

-ous courageous, disastrous, dangerous

However, a large number of common adjectives can not be identified in this way; they do not have a typical adjectival form: bad, distant, elementary, quiet, bright, red, good, cold, silent, simple, honest, strange, dark, great...etc.

2 Types of Adjectives

2.1 Gradable Vs Ungradable Adjectives

Gradable adjectives can be used with adverbs such as very or extremely to say that a thing or person has more or less of a particular quality. In other words, the modifying word (adverb) locates the adjective on a scale of comparison, at a position higher or lower than the one indicated by the adjective alone. This is what is known as *gradability*. Note that the comparative and the superlative forms can be formed from the absolute form of any gradable adjective.

big	bigger	biggest
careful	more careful	most careful

The lowest point on the scale of comparison is called the absolute form; the middle point is known as the comparative form, and the highest point is known as the superlative form.

Most adjectives are gradable, yet if the adjective already denotes the highest position on a scale, then it is ungradable. Ungradable adjectives themselves imply 'to a large degree' and are seldom used with adverbs such as *very* or *extremely*. Instead, we can use adverbs such as absolutely or totally. Note that ungradable adjectives do not have comparative and superlative forms.

<i>adverbs</i>	extremely, fairly, immensely, pretty (informal), really, slightly, deeply, hugely, rather, reasonably, very	+	angry, big, busy, comfortable, common, happy, important, quiet, rich, strong, young	<i>gradable adjectives</i>
<i>adverbs</i>	absolutely, completely, entirely, pretty, really, simply, totally, utterly	+	amazed, awful, dreadful, furious, huge, impossible, invaluable, terrible, wonderful, useless	<i>ungradable adjectives</i>

- Our teacher gave us a *completely impossible* problem to solve.
- She was *extremely rich*.

Note: Notice that not all the adverbs given can go with all the adjectives given. For example, we wouldn't usually say 'completely essential'. Really and pretty can be used with both gradable and ungradable adjectives.

2.2 Attributive Vs Predicative Adjectives

An adjective is attributive or used attributively when it comes before the noun it describes and, therefore, is part of the noun phrase.

- The **hot** sun beat down on us all day.
- The **high** price surprised him.

An adjective is predicative or used predicatively when it comes after a linking verb (to be, appear, look, become, sound, taste, smell,...etc). In this case, the adjective functions as a subject complement on its own.

- The sun *was* **hot**. → hot: predicative adj/subj.complement
- The price *seemed* **high**.

Note: Consider the following example:

- He is an old man.

Old is an attributive adjective, not a predicative adjective; it does not function as a subject complement on its own. It is the whole NP "an old man" which functions as a subj.complement.

3 Special Cases of Adjectives

3.1 Participle Adjectives

Some present participles (-ing forms) and past participles (-ed forms) of verbs can be used as adjectives. Most of these participle adjectives can be used before the noun they describe or following linking verbs.

- She gave me a **welcoming** cup of tea.
- I found this **broken** plate in the kitchen cupboard.
- The students' tests results *were* **pleasing**.
- My mother *appeared* **delighted** with the present.

Many adjectives end in **-ing** and **-ed**, for example: **boring** and **bored**.

Remember the differences between the following pairs of adjectives: alarmed - alarming, amazed - amazing, bored - boring, excited - exciting, frightened - frightening, pleased - pleasing, surprised - surprising, tired - tiring, worried - worrying. When we use these adjectives to describe how someone feels about something, the -ing adjectives describe the 'something' (e.g. a surprising decision) and the -ed adjectives describe the 'someone' (e.g. I was surprised).

Compare adjectives ending in -ing and -ed:

- My job is *tiring*.
- My job is *satisfying*.

In these examples, the -ing adjective tells you about the job.

- I get very *tired* doing my job.
- I'm not *satisfied* with my job.

In these examples, the -ed adjective tells you how somebody feels (about the job).

3.2 Nouns Behaving like Adjectives

In English, many names of materials, substances, and nouns indicating use or purpose look like adjectives.

- a **cotton** dress
- a **kitchen** chair
- a **plastic** box

They remain nouns, as far as their form is concerned, having the function of adjectives.

4 The Order of Adjectives

In English, it is common to use more than one adjective before a noun:

- My brother lives in *a nice new house*.
- In the kitchen there was *a beautiful large round wooden table*.

Adjectives like new/large/round/wooden are fact adjectives. They give us information about age, size, colour etc.

Adjectives like nice/beautiful are opinion adjectives. They tell us what the speaker thinks of something or somebody.

Opinion adjectives usually go before fact adjectives.

	<i>opinion</i>	<i>fact</i>	
a	nice	long	summer holiday
an	interesting	young	man
	delicious	hot	vegetable soup
a	beautiful	large round wooden	table

When we use more than one adjective before a noun, there is often a preferred order for these adjectives. However, this order is not fixed: **opinion + size/physical quality/shape/age + colour + participle adjectives + origin + material + type + purpose + noun**.

an old plastic container	(= age + material + noun)
a hard red ball	(= quality + colour + noun)
a frightening Korean mask	(= opinion + origin + noun)
a round biscuit tin	(= shape + purpose (for holding biscuits) + noun)

Notes:

1. To help you to learn this order, it can be useful to remember that gradable adjectives (describing opinion, size, quality, shape, and age) usually precede ungradable adjectives (participle adjective and adjectives describing origin, material, type and purpose).
2. As far as nouns behaving like adjs, nouns indicating material precede those indicating purpose.

- A *cotton summer* dress

- A *teak kitchen* cupboard

3. When there are two or more colour adjectives, we use and:

- a **black and white** dress

- a **red, white and green** flag

Note: This does not usually happen with other adjectives before a noun:

- a long black dress (not a long and black dress)

5 The Comparison of Adjectives

5.1 Comparing Short Adjectives

A short adjective is composed of one syllable and not more than two.

➤ One-syllable adjectives form their comparatives and superlatives by adding –er and –est to the absolute form.

- clean cleaner the cleanest
- bright brighter the brightest

➤ Two-syllable adjs ending in –y or –er or –ly form their comparatives and superlatives by adding –er and –est to the absolute form.

- pretty prettier the prettiest
- clever cleverer the cleverest
- holy holier the holiest

Note: Certain one syllable adjectives have the form of consonant-vowel-consonant (CVC); these adjs form their comparatives and superlatives by adding –er and –est after doubling the last consonant.

- fat fatter the fattest

Other examples: *big, sad, thin, and wet.*

5.2 Comparing Long Adjectives

A long adjective is composed of three or more than three syllables.

Long adjs form their comparative and superlative forms through the addition of more/less and the most/the least to the absolute form.

- difficult more/less difficult the most/the least difficult
- comfortable more/less comfortable the most/the least comfortable

Note: Two-syllable adjs which do not end in –y or –er or –ly form their comparatives and superlatives by adding more/less and the most/the least to the absolute form.

- honest more/less honest the most/the least honest
- modern more/less modern the most/the least modern

Irregular Comparatives and Superlatives

Absolute form	Comparative form	Superlative form
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/the furthest
old	older/elder	the oldest/the eldest

Exercises

1. Are the underlined adjectives gradable or ungradable? Suggest an appropriate adverb to complete each sentence. Try to use a different adverb each time.

- 1 The play was _____ marvellous.
- 2 The answer is _____ simple.
- 3 His new flat is _____ enormous.
- 4 He was _____ devastated by the news.
- 5 The instructions were _____ complicated.
- 6 The answer was _____ absurd.
- 7 I was _____ disappointed.
- 8 The questions were _____ hard.
- 9 Her books are _____ popular.
- 10 I was _____ terrified by the film.
- 11 He's a(n) _____ successful artist.
- 12 He's a(n) _____ essential member of the team.

2 Complete the sentences for each situation. Use the word in brackets + -ing or -ed.

- 1 The movie wasn't as good as we had expected. (disappoint...)
- a The movie was _____.

- b We were _____ with the movie.
- 2 Donna teaches young children. It's a very hard job, but she enjoys it. (exhaust...)
- a She enjoys her job, but it's often _____ .
- b At the end of a day's work, she is often _____ .
- 3 It's been raining all day. I hate this weather. (depress...)
- a This weather is _____ .
- b This weather makes me _____ .
- c It's silly to get _____ because of the weather.
- 4 Clare is going to Mexico next month. She's never been there before. (excit...)
- a It will be an _____ experience for her.
- b Going to new places is always _____ .
- c She is really _____ about going to Mexico.

3 Choose the correct word.

- 1 I was disappointing / disappointed with the movie. I had expected it to be better.
- 2 I'm not particularly interesting / interested in football.
- 3 The new project sounds exciting / excited. I'm looking forward to working on it.
- 4 It can be embarrassing / embarrassed when you have to ask people for money.
- 5 Do you easily get embarrassing / embarrassed?
- 6 I'd never expected to get the job. I was amazing / amazed when I was offered it.
- 7 She's learnt very fast. She's made amazing / amazed progress.
- 8 I didn't find the situation funny. I was not amusing / amused.
- 9 I'm interesting / interested in joining the club. How much does it cost?
- 10 It was a really terrifying / terrified experience. Everybody was very shocking / shocked.
- 11 Why do you always look so boring / bored? Is your life really so boring / bored?
- 12 He's one of the most boring / bored people I've ever met. He never stops talking, and he never says anything interesting / interested.

4 Put the adjectives in brackets in the correct position.

- 1 a beautiful table (wooden / round) _____
- 2 an unusual ring (gold) _____
- 3 an old house (beautiful) _____
- 4 red gloves (leather) _____
- 5 an American film (old) _____
- 6 pink flowers (tiny) _____
- 7 a long face (thin) _____
- 8 big clouds (black) _____
- 9 a sunny day (lovely) _____
- 10 an ugly dress (yellow) _____
- 11 a wide avenue (long) _____
- 12 important ideas (new) _____
- 13 a new sweater (green / nice) _____
- 14 a metal box (black / small) _____
- 15 long hair (black / beautiful) _____
- 16 an old painting (interesting / French) _____
- 17 a large umbrella (red / yellow) _____
- 18 a big cat (black / white / fat) _____

5 Put the adjectives in brackets in these sentences in the most appropriate order.

- 1 Mine's thecar. (blue, Japanese, small)

- 2 I rent a(n) house. (furnished, large, old)
 3 I've just bought a table. (beautiful, coffee, wooden)
 4 Their forces soon overcame theinvasion. (combined, military, powerful)
 5 Have you seen thisinvention? (fantastic, German, new)
 6 There was a rug on the floor. (soft, wonderful, woollen)
 7 She gave me abox. (jewellery, metal, small, square)

6 Read the situations and complete the sentences. Use a comparative form (-er or more ...).

- 1 Yesterday the temperature was six degrees. Today it's only three degrees.
 It's it was yesterday.
 2 Dan and I went for a run. I ran ten kilometres. Dan stopped after eight kilometres.
 I ranDan.
 3 The journey takes four hours by car and five hours by train.
 The journey takestraincar.
 4 I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.
 My friends I expected.
 5 There is always a lot of traffic here, but today the traffic is really bad.
 The traffic today usual.

7 Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...).

- 1 We stayed at hotel in the town. (cheap)
 2 Our hotel was than all the others in the town. (cheap)
 3 I wasn't feeling well yesterday, but I feel a bit today. (good)
 4 What's thing you've ever bought? (expensive)
 5 I prefer this chair to the other one. It's (comfortable)
 6 Amy and Ben have three daughters. is 14 years old. (old)
 7 Who is the person you know? (old)
 8 What's way to get to the station? (quick)
 9 Which is – the bus or the train? (quick)
 10 I can remember when I was three years old. It's memory. (early)
 11 Everest ismountain in the world. It is than any other mountain. (high)
 12 a: This knife isn't very sharp. Do you have a one?
 B: No, it's one I have. (sharp)

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ADVERBS

1. What is an Adverb?

By definition, an adverb is a word or a group of words that suggests the idea of adding to the meaning of a verb. Interestingly, adverbs can tell us something about the action in a sentence by modifying the verb and by telling us how, when, where, how often, to what extent ...etc something happens, or how, when, where...etc somebody does something.

- I opened the door quietly.
- We arrived at the airport at 7 o'clock.
- Paul often wears a black hat.
- I rather like swimming.

However, adverbs can also modify:

- Adjectives: eg. very good, too patient
- Other adverbs: eg. very soon, quite quickly, extremely clearly
- Prepositional phrases: eg. You are entirely in the wrong.
- A whole sentence: eg. Strangely, I won the first prize.
- Nouns: The man **over there** is a doctor.
- Past participles: Two people were **seriously** injured in the accident.

➤ Adverbs are often formed from adjectives by the addition of -ly.

adjective + -ly → adverb

<i>adjective</i>	bad	sudden	careful	heavy	quiet	nervous
<i>adverb</i>	badly	suddenly	carefully	heavily	quietly	nervously

➤ Yet, there are certain adverbs that are not formed as such.

- *Here, there, fast, often, then, furthermore, however...*etc

➤ Adverbs are not always essential to the meaning of the sentence.

Compare:

- Peter has left. and Peter has just left.
- The train stopped. and The train stopped suddenly.

Sometimes adverbs are essential to complete the sentence.

- *I live.
- I live in London.

Note: - the words *hard, fast, late, early* are adjectives and adverbs.

<i>Adjective</i>	<i>Adverb</i>
- John's job is very hard .	- John works very hard .
- Ben is a fast runner.	- Ben can run fast .
- The bus was late/early .	- I went to bed late/early .

2 Types of Adverbs

2.1 Adverbs of Manner

An adverb of manner tells us how something happens or how somebody does something.

- It is raining *heavily*.
- I understand you *perfectly*.

Compare:

Adjective	Adverb
- Sue is very <i>quiet</i> .	- Sue speaks very <i>quietly</i> .
- Be <i>careful</i> .	- Listen <i>carefully</i> !
- It was a <i>bad</i> game.	- Our team played <i>badly</i> .
- I feel <i>nervous</i> .	- I waited <i>nervously</i> .

Note:

good and well

Good is an adjective. The adverb is **well**:

- Your English is *good*. but You speak English *well*.
- Sophie is a *good* pianist. but Sophie plays the piano *well*.

2.1.1 Position of Adverbs of manner

Adverbs of manner occur after the object or after the verb.

- Some companies pay their workers *badly*.
- He was driving *dangerously*.

It is important not to put the adverb of manner between the verb and its object.

- *She speaks well German.
- She speaks German well.

If we want to emphasize the subject of a verb, we can put the adverb after the subject.

- Gillian *angrily* slammed the door.

Sometimes in narration, adverbs of manner are put at the beginning of the sentence to create suspense or dramatic effect.

- Lila held her breath and stood. *Suddenly*, she saw it: a big black thing moving towards her.

2.2 Adverbs of Place

An adverb of place tells us where something happens or where somebody does something.

The idea of place covers location and direction.

- Mary is in Jamaica. → location
- Mary flew to Jamaica. → direction

2.2.1 Position of Adverbs of Place

Adverbs of place never go between the subject and the verb; they are placed after verbs or objects.

- I met my supervisor *at university*.
- They live *in Canada*.

Adverbs of place are placed after adverbs of manner but before adverbs of time.

- Judy read quietly **in the library** yesterday.
- The child played happily **in the field**.
- Liz walks **to work** every day.
- I usually go **to bed** early.

Adverbs of place can begin a sentence when we have more than one adverb of place.

- On many large farms, farm workers live **in cottages**.

If we have more than one adverb of place, smaller places are mentioned before larger places.

- She lives **in a small house in a village in Oum El Boughi**.

2.3 Adverbs of time

An adverb of time tells us when something happens or when somebody does something.

Adverbs of time can refer to definite time, indefinite time, or duration.

2.3.1 Adverbs of Definite Time

Some of these adverbs include *today, tomorrow, yesterday, in July, at 5 o'clock, last week, next week, at night, last August, next Monday...etc.*

2.3.1.1 Position of Adverbs of Definite Time

They usually occur at the end or at the beginning of sentences

- I can't sleep *at night*.
- *At night* I can't sleep.
- The garden is lovely *in spring*.

If there are more than one adverb of time, we progress from particular to general, i.e; time, day, date, and year.

- Thomas was born *at 11:50 on Monday, November 11th 1982*.

2.3.2 Adverbs of Indefinite Time

Some of these adverbs include: *already, another time, another day, just, late, early, still, recently, then, these days, yet, soon...etc.*

2.3.2.1 Position of Adverbs of Indefinite Time

Adverbs of indefinite time can occur at the beginning or at the end of sentences; they can also occur before the verb in order to focus interest.

- I went to Algiers *recently*.
- I *recently* went to Algiers.

In the next section some adverbs of indefinite time are tackled with further details, namely *still, already, yet, and just*.

Still: When referring to time, it emphasizes continuity, i.e; it indicates that something is the same as before. Its position is the same as adverbs of frequency.

- I ate much food, but I am *still* hungry.
- He *still* works to help his family.
- 'Did you sell your car?' 'No, I've *still* got it.'
- Do you *still* live in Paris?

Already: It implies earlier than expected. Note that already is generally used in affirmative statements, with perfect tenses. Its position is the same as adverbs of frequency.

- What time is John arriving? He is *already* here. (= earlier than we expected)
- I'm going to tell you what happened. That's not necessary; I *already* know.
- Ann doesn't want to go to the cinema. She has *already* seen the film.

Yet: It implies until now. It is used in negative sentences and in questions. Yet often occurs at the end of a sentence.

- A: Where's Diane?
B: She isn't here *yet*. (= she will be here, but until now she hasn't come)
- A: What are you going this evening?
B: I don't know *yet*. (= I will know, but until now I don't know)
- A: Are you ready?

B: Not *yet*. Wait a moment. (= I shall be ready, but I'm not ready at the moment)

Compare **yet** and **still**:

- She hasn't gone **yet**. = She is still here.
- I haven't finished eating **yet**. = I'm still eating.

Just: It is used with perfect tenses to mean during a very short period before now or before then.

- She has **just** gone out.
- At that moment, they had **just** finished reading.

2.3.3. Adverbs of Duration

Some of these adverbs include *ago, during, for, since, from...to, from...until, until*.

- I met him six weeks *ago*.
- We didn't speak *during the meal*.

From...to

- We lived in Canada *from 1982 to 1990*.
- I work *from Monday to Friday*.

Note: We can also say **from...until**

- We lived in Canada *from 1982 until 1990*.

Until + the end of a period

- They are going away tomorrow. They'll be away *until Friday*.
- I went to bed early, but I wasn't tired; I read a book *until 3 o'clock*.
- Wait here *until I come*.

Note: We can say till (= until)

- Wait here *till I come*.

Compare:

- "How long will you be away?" "Until Monday."

- "When are you coming back?" "On Monday."

Since + a time in the past (to now)

Since is used after the present perfect (**has been/ has done...etc**)

- Mr. and Mrs. Kelly have been married *since 1968*. (from 1968 to now)
- I haven't seen you *since Monday*. (= from Monday until now)
- It has been raining *since I arrived*. (= from the time I arrived until now)

Compare:

- We lived in Canada *from 1982 to 1990*.
- We lived in Canada *until 1990*.
- Now we live in France. We came to France *in 1990*.
- We have lived in France *since 1990*. (= from 1990 until now)

For + a period of time

- They have been married for ten years.
- I'm going away for three days.

2.4 Adverbs of Frequency

Adverbs of frequency tell us how often something happens or how often somebody does something.

They are of two types: adverbs of indefinite frequency and adverbs of definite frequency.

2.4.1 Adverbs of Definite Frequency

They include *once/twice/several time(s) a day/a week, hourly, daily, weekly, every day, every month...etc*. They can occur at the beginning or at the end of a sentence.

- Bill watches TV for two hours every evening.
- Every week I visit my mother's tomb.

2.4.2 Adverbs of Indefinite Frequency

They include *always, usually, often, sometimes, never, rarely, seldom, occasionally, generally...etc*.

2.4.2.1 Position of Adverbs of Indefinite Frequency

1. They go before the verb.

- I *always* go to work by car.
- Ann *often* plays tennis.
- You *usually* look unhappy.
- We *rarely* (or *seldom*) watch television.

2. They go after the verb to be i.e; after *is/am/are/was/were*

- He is *never* ill.
- It is *often* very cold here in winter.

3. They go between the auxiliary and the verb.

- I will *always* remember you.
- It doesn't *often* rain here.
- Do you *usually* go to work by car?

2.5 Adverbs of Degree

Adverbs of degree tell us to what extent something happens or to what extent somebody does something. Some adverbs of degree are: *quite, rather, enough, fairly, hardly, somewhat ...etc*.

Most of these adverbs go before the word they modify; this word can be:

Adjective: *quite good*

Adverb: *quite quickly*

Verb: I *quite like* it.

Noun/Noun Phrase: It is *quite an experience*.

Adverbs of degree change the meaning of the sentence by weakening or limiting the effect of the word they modify. Note that adverbs of degree can all mean *not very* or *to a certain extent*.

- The experiment was **successful**. (100)
- The experiment was *fairly* **successful**. (70)
- She is *rather* **nice**.
- I am very tired; I can *hardly* stand up.
- “How was the film?” “Oh, it was *fairly* good. I’ve seen better.”

Note: The two meanings of ‘quite’:

1. Quite can make the word it modifies weaker or stronger, and its effect depends on stress and intonation.

If we say:

- The film was **quite good!** and our voice ‘goes up’, this means ‘I enjoyed it on the whole’.
 - The film was **quite good!** and our voice ‘goes down’ this means ‘I didn’t really enjoy it’.
- We can put ‘quite’ in front of ordinary adjectives (quite good), adverbs (quite slowly), and a few verbs (I quite enjoy). Regardless of stress, the meaning is ‘less than’.

2. We can also use ‘quite’ with ‘absolute’ adjectives (dead, empty, and full), and with strong adjectives like amazing, and wonderful. Then, it means ‘completely’. The voice goes up.

- The man was **quite dead!** The bucket is **quite full!** The film was **quite wonderful!**

2.6 Intensifiers (≠ adverbs of degree)

They include *very, too, so, extremely, really, truly, greatly, absolutely, thoroughly, and terribly*. Intensifiers often go before the word they modify; this word may be:

Adjective: She is **very** slow.

Adverb: she walks **very** slowly.

Verb: I **entirely** agree.

Intensifiers intensify or strengthen the meaning of the word they modify.

- He sat there *so* quietly.
- I’m *terribly* sorry.
- He behaved *extremely* badly.

Note: *Jolly, simply, and dead* can be used as intensifiers.

- She is a *jolly* good player. (= an extremely good player)
- His pronunciation is *simply* terrible. (= very terrible)
- You are *dead* right. (= you’re extremely right)

2.7 Focus Adverbs

Adverbs like *even, just, only, indeed* can be used to focus attention emphasize something.

- She has travelled everywhere; she has *even* travelled to Alaska.
- You need *just* to revise your lessons to pass the examination.
- Put it *just* here.
- The sauce tastes just right.
- *Only* my mother understands me.
- ‘Did he complain?’ ‘He did *indeed*. / *Indeed* he did’
- That’s *indeed* remarkable.

Even and **only** can convey different meanings depending on where they are placed in the sentence.

Compare:

- **Even** Thomas knows that 2 and 2 make 4. →Despite his stupidity, he knows that 2 and 2 make 4.
- Thomas **even** knows that 2 and 2 make 4. →Among the things he knows, he knows that 2 and 2 make 4.
- **Only** Lila knows the answer. →Lila is the only one who knows the answer.

- Lila **only** knows the answer. →She does not know other things.

2.8 Adverbs Used as Connectives

Several adverbs are used to present information in a coherent way, i.e; to connect the different sentences of speech or writing according to particular relationships. These adverbs may express:

- Sequence: First, firstly, second, secondly, third, thirdly, next, then...etc.
- Opposition: however, nevertheless, still, though, in contrast ...etc.
- Addition: too, also, furthermore, moreover, in addition, besides, further, as well, additionally ...etc.
- Cause and Effect: therefore, consequently, as a consequence, thus, as a result, hence ...etc.
- Emphasis: in fact, indeed, certainly, of course ...etc.
- Example or Illustration: for example, for instance, namely ...etc.
- Conclusion or Summary: finally, in a word, in brief, in conclusion, in the end, in summary ...etc.

Note: Many of the above adverbs are conjunctive adverbs; they connect clauses in compound sentences and even in compound-complex sentences.

Read the following paragraphs:

Living in an apartment has many advantages. **Firstly**, students can choose to live in a quiet neighbourhood. A quiet neighbourhood is conducive to studying. Away from the distractions of campus life, students can be more serious about their studies. **Secondly**, apartment life allows students to be more independent. **For example**, they can cook whatever they want to eat and have their meals whenever they want them. **Thirdly**, students can often find apartments that are cheaper than the fee for room and board in a dormitory.

However, living in an apartment also has disadvantages. Being away from campus life can make students feel isolated. Another disadvantage is that apartments close to campus are usually expensive, and those farther away are not within walking distance. **Therefore**, transportation must be considered. **Finally**, students who live in apartments must cook their own meals, shop for food, perhaps carry their clothes to a self-service laundry, and clean their entire apartment—not just their room.

Exercises

1. Which is right ?

1. Don't eat so quick/ quickly. It's not good for you.
2. Why are you angry/ angrily? I haven't done anything.
3. Can you speak slow/slowly, please?
4. Come on Dave! Why are you always so slow/slowly?
5. Bill is a very careful/ carefully driver.
6. Jane is studying hard/hardly for her examination.
7. Where's Diane? She was here, but she left sudden/suddenly.
8. Please be quiet/quietly. I'm studying.
9. Those oranges look nice/nicely. Can I have one?

2. Put in good or well.

1. Jackie did very in her exams.
2. The party was very I enjoyed it very much.
3. Martin has a difficult job, but he does it
4. How are your parents? Are they
5. Did you have a holiday? Was the weather

3. Correct the sentences that are wrong.

1. Did you watch all evening television?

-
2. Lila reads a newspaper every day.
 -
 3. Tom started last week his new job.
 -
 4. I want to speak fluently English.
 -
 5. I drink every afternoon three cups of coffee.
 -
 6. She waited for the train to arrive impatiently.
 -
 7. They burst out laughing suddenly widely.
 -
 8. She answered in a lower whisper me.
 -
 9. I explained carefully the problem.
 -
 10. Ann doesn't speak very well French.
 -
 11. I did yesterday a lot of work.
 -
 12. We met at the airport some friends.
 -

4. Put the words in the correct order

1. At the hotel/ I / early / arrived
-
2. Goes/ every year / to Italy / Julia
-
3. We / since 1688 / here / have lived
-
4. In London/ Sue / in 1960 / was born
-
5. To the bank / yesterday afternoon / went / Ann
-
6. I / in bed / this morning / my breakfast / had
-
7. In October / Barbara / to university/ is going
-
8. To the cinema / tomorrow evening / are you going?
-

5. Write sentences using *still* and *yet*. Look at the example carefully

- (before) They were waiting for the bus
 - (still) They are still waiting for the bus.
 - (yet) The bus hasn't come yet.
1. (before) He was looking for a job.
 (still)
 - (yet)
 2. (before) she was sleeping.
 (still)

- (yet)
3. (before) They were having dinner.
- (still)
- (yet)

6. Complete the sentences. Use *already*.

- Does Ann want to see the film? No, she it.
- I must see Julia before she goes. It's too late. She
- Shall I pay the bill? No, it's OK. I.....
- Shall I tell Paul about the meeting? No, he I told him.

7. Put in *until/ since/ for*

- I was tired this morning; I stayed in bed 10 o'clock.
- We waited for Sue half an hour, but she did not come.
- 'Have you just arrived?' 'No, I've been here half past seven.'
- 'How long did you stay at the party last night?' '..... midnight.'
- I'm tired; I'm going to lay down a few minutes.
- Jack has gone away; he'll be away Wednesday.
- How long have you known Ann? we were at school together.
- I usually finish work at 5, but sometimes I work six.
- Where have you been? I've been waiting for you twenty minutes.
- Don't open the door of the train the train stops.
- Next week I'm going to Tunisia three days.

8. Write these sentences with the words in brackets.

- My brother speaks to me. (never)
- Susan is polite. (always)
- I finish work at 5 o'clock. (usually)
- I go to bed before midnight. (rarely)
- I don't eat fish. (often)
- Do you work in the same place? (still)
- Is Tina here? (already)
- I can remember his name. (never)
- Jill has started a new job. (just)

9. Indicate differences in meaning between the following pairs of sentences.

- A) I am certain.
.....
B) I am fairly certain.
.....
- A) I enjoy cooking.
.....
B) I rather enjoy cooking.
.....
- A) I am sorry for the delay.
.....
B) I am extremely sorry for the delay.
.....
- A) She behaved courageously.
.....
B) She behaved so courageously.

-
5. A) Even a child can understand it.
-
- B) A child can even understand it.
-
6. A) I only saw Mary.
-
- B) I saw only Mary/ Mary only.
-

10. Define the nature and the function of the underlined words and expressions.

1. Do you often go to restaurants?
2. I have already seen the film.
3. They have lived in the same house for 20 years.
4. He sings very badly.
5. She can run very fast.
6. Do you still live in Barcelona?
7. The president's speech about the U.N.O was presented in the news yesterday.
8. I shall see her at noon.
9. I understand you perfectly.

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Adverbial Clauses

1 What is an Adverbial Clause?

An **adverb clause** is a subordinate clause which functions as an adverb. Although the kinds of adverbial clauses can often be recognized by the conjunction, such as *if* or *because*, used to join it to the rest of the sentence, this can be misleading and should not be relied on. Instead, we classify them by asking ourselves what kind of information the clause is intended to convey – what messages does the person being addressed get from the information? By substituting the following suggested phrases, you can determine the type of adverbial clause being used.

Clause type	Phrase
Time	at the time that
Place	at the place that
Reason	because/for the reason that
Manner	in the way that
Condition	on the condition that
Result	as a result
Purpose	in order that
Concession	in spite of the fact that
Comparison	(more/less) than

The word ‘**as**’ can make things tricky as it may introduce any of the following clauses:

- My uncle arrived home *as we were putting the tools away*. [adverbial clause of time]
- We were tired *as we had worked hard all afternoon*. [adverbial clause of reason]
- The shed was *as clean as you expected*. [adverbial clause of comparison]
- Uncle Andy laid tea on the patio *as he had been shown*. [adverbial clause of manner]

2 Types of Adverbial Clauses

2.1 Adverbial Clause of time

This clause tells you more about the time that something happens. Adverbial clauses of time are introduced by any of the following subordinating conjunctions: *when, whenever, while, after, before, once, as, as soon as, whilst, since, until, till*.

- My aunt jumped *when she saw the spider*.



at the time that

subordinate clause/ Adv of time, modifying the verb ‘jumped’ in the main clause.

- *While the bath was running*, she checked the state of the towels. *As she was doing so*, she noticed a hole in one of them. *Whilst she waited for the bath to fill*, she switched on the TV.

- We are going out to eat *after we finish taking the test*.

- *Once he had had his bath*, he felt better.

- *Whenever she went back in person*, they said that the owner was unavailable.

- She was determined to fight *until she got some satisfaction*.

2.2 Adverbial Clause of Place

This clause tells you more about where something happens. It is introduced by the following subordinating conjunctions: *where, wherever, everywhere*.

- She swept the shed *where the spiders were building webs*.



in the place that

subordinate clause/ Adv of place, modifying the verb ‘swept’ in the main clause.

- I shall be with you *wherever you go*.

- Lila takes the teddy bear *everywhere she goes*.

2.3 Adverbial Clause of Reason

This clause tells why something is done, or happens. Adverbial clauses of reason are generally introduced by any of the following subordinating conjunctions: *because, as, since, inasmuch, now that*.

- Bella screamed *because a spider dropped on her arm*.



for the reason that

subordinate clause/ Adv of reason, modifying the verb 'screamed' in the main clause.

- You try to fix the problem *since you think you are so clever*.
- *As you have seen the film*, we need to go somewhere else.
- *Now that I have finished the course*, I must look for a job.

2.4 Adverbial Clause of Manner

This clause tells you more about the way in which something is done. It is usually introduced by the following subordinating conjunctions: *as, as if, as though, how, in the way that*.

- I cleaned out the tool cupboard *as she had shown me*.



in the way that

subordinate clause/ Adv of manner, modifying the verb 'cleaned out' in the main clause.

- Do it *in the way that I showed you*.
- Why can't I live my life *how I want to live it*?
- How can you act *as if/ as though nothing had happened*?

2.5 Adverbial Clause of Condition

This clause tells us something that may happen under certain conditions. It is generally introduced by any of the following subordinating conjunctions: *if, unless, provided that, only if, as long as*.

- You would need to go to hospital *if you were bitten by a venomous spider*.



in the case that

subordinate clause/Adv of condition, modifying the verb 'would need' in the main clause

- We will accept your offer *provided that payment will take place in seven days*.
- You can renew a book in writing *as long as you give its number*.
- We are going to have our picnic *unless it rains*. (if it does not rain)

2.6 Adverbial Clause of Result

This clause tells us something which happened as a result of another happening. It is introduced by the following subordinating conjunctions: *so...that, or such ...that*.

- This style is *so high that we can not imitate*.



as a result

subordinate clause/ Adv of result, modifying the verb 'is' in the main clause

- She took *such long to prepare the meal that the children fell asleep*.

2.7 Adverbial Clause of Purpose

This clause tells us for which purpose something is done. It is introduced by the subordinating conjunctions *in order that, so that*.

- She is working hard *so that she can become an entomologist*.



for the purpose that

subordinate clause/ Adv of purpose, modifying the verb 'is working' in the main clause

- I have drawn a map for you *in order that you can find the house*.

2.8 Adverbial Clause of Concession

This clause tells you that something happened in spite of another occurrence. Adverbial clauses of concession are usually introduced by any of the following subordinating conjunctions: *although, though, even though, even if, whereas, while*.

- *Although I like insects* I do not wish to study entomology.



in spite of the fact that
subordinate clause/Adv of concession modifying the verb 'do (not) wish' in the main clause

- *Even though it was too hot*, I went out.

- *Even if you have already bought your ticket*, you will still need to wait in line.

2.9 Adverbial Clause of Comparison

This clause describes how something compares with something else. It is introduced by the subordinating conjunctions *as* or *than*.

- That spider was more colourful *than the others in the shed were*.



compared with
subordinate clause/ adv of comparison modifying the verb 'was' in the main clause.

- She is *as wise as she is beautiful*.

Exercises

1. Locate the adverbial clause in each sentence.

1. People may buy a lottery ticket when the new machines are installed.
2. The lettuce is wilted because Joe left the groceries in the car.
3. Her brother got married before he finished college.
4. Although Bob works hard, his boss rarely rewards him.
5. The charges will be dropped provided that all parties agree to the settlement.
6. Since I got my new glasses, I can see what I am reading.
7. Flowers have begun to bloom even though the weather is still chilly.
8. Whenever I go to that mall, I have a hard time to find a parking place.
9. No one may leave the area until the police have checked all of the buildings.
10. While you wait, we will detail your car.
11. That horse is more obstinate than a mule.
12. As the lions approached the carcass, the cheetahs retreated once more.
13. Ben fields baseballs better than he hits.
14. You seem very happy when you help other people.
15. The boy hid the gerbil where no one would ever find it.
16. Since my father has high blood pressure, he has to watch what he eats.
17. I'll let you know after I come back.
18. I shall tell you after dinner.
19. He spoke slowly so that she would understand.
20. Even though he thinks he is smart, he isn't.
21. You should say goodbye to your brother before you leave for Europe.

2. Define the form and function of the underlined words or expressions.

1. Sally brought a painting home from school to show to her mother.
2. He doesn't understand because he does not speak French very well.
3. You should keep the milk in the refrigerator so that it does not go bad.
4. Although the dolphin lives in the sea, it is not a fish; it is a mammal.
5. After the fruit is harvested, it is sold at the market.

6. Wherever there are computers, there is Microsoft software.
7. We must finish our project before the holidays.
8. The building where he works is new.
9. I will never forget the day when I graduated.
10. The doorbell rang as I was changing.
11. You look as if you have seen a ghost.
12. We must rush home as a storm is breaking.
13. We wanted to get back before it gets dark.
14. We had caught a fish as big as the one our dad caught last week.

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