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ENGLISH GRAMMAR IN PRACTICE

PART 2



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*Դասագիրքը հրատարակության է երաշխավորել ԵՊՀ
Ռոմանագերմանական բանասիրության ֆակուլտետի խորհուրդը*

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Սույն դասագիրքը նվիրված է անգլերենի քերականական հմտությունների կատարելագործմանը և նպատակ ունի հարստացնել անգլերենը որպես օտար լեզու սովորող հայ ուսանողների գիտելիքները՝ լուսաբանելով հայ ուսանողի համար առավել դժվարություն ներկայացնող քերականական երևույթները: Այն նախատեսված է «Լեզվաբանություն և միջմշակութային հաղորդակցություն» բաժնի առաջին և երկրորդ կուրսի ուսանողների համար որպես հիմնական դասագիրք, ինչպես նաև բոլոր նրանց համար, ովքեր ցանկանում են սովորել անգլերեն:

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PREFACE

English Grammar in Practice has been designed for intermediate and post-intermediate students who need to study and practice using the grammar of the English language.

The book can serve both as a basis for review and as a means of practicing new material. It will also be useful for more advanced students who still make some grammatical mistakes and need a book for reference and practice.

At the beginning of the book the Contents page provides a full list of units. Each grammar unit begins with a clear presentation of grammar rules illustrated with examples. The book provides opportunities for practice through extensive and varied exercises which are graded in difficulty through the unit. The Units are organized in grammar categories and can be used in accordance with the grammar syllabus of the course. The theoretical part of each unit is a comprehensive survey of major classes of words and their forms and functions. Areas of particular difficulty have been given special attention.

One of the leading objects of this book is to be both as scholarly and as practical as possible.

In order to write the present grammar book we have made use of a number of reference books in particular *Fundamentals of English Grammar* by Azar (2003), *Advanced Grammar in Use* by Hewings M. (2002), Longman Advanced Learners' Grammar by Mark Foley & Diane Hall (2003), *English Grammar in Context* by Michael Vince (2008), *A Basic English Grammar Morphology* by Mkhitarian Ye. et al. (2011), etc.

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THE ADJECTIVE

An adjective is a word that expresses quality of a substance. It describes, identifies or further defines a noun or a pronoun.

According to their morphological composition adjectives are divided into:

- a) Simple (adjectives that have neither prefixes nor suffixes, e.g. *nice, blue, strong*)
- b) Derivative (adjectives that have prefixes and/or suffixes, e.g. *powerful, unimportant, unhappy*)*
- c) Compound (adjectives that have at least two stems, e.g. *well-known, deaf-mute, much-praised*).

THE SYNTACTICAL CHARACTERISTICS OF ADJECTIVES

Adjectives can appear in attributive position, as noun modifiers inside Noun Phrases (e.g., *a happy person*), or in predicative position as a complement of a verb like **be, seem, consider**, etc. (e.g., *They are happy, they consider him happy, he seems happy*, etc.).

According to their semantic properties, adjectives fall into two large groups: **qualitative** and **relative**. Qualitative adjectives denote qualities of size, shape, colour, etc. which an object may possess in various degrees. Consequently, unlike relative adjectives, qualitative adjective may have degrees of comparison. From most of them adverbs can be formed by the suffix **-ly**, e.g., *hopeful – hopefully*.

Relative adjectives express qualities which characterize an object through its relation to another object: *wooden furniture – furniture made of wood, American coffee – coffee from America*.

One should bear in mind that it is impossible to draw a rigid line of demarcation between the two classes, for in the course of language development the so-called relative adjectives have gradually developed qualitative meanings.**

* Most frequently used adjective forming suffixes are: *-able -ible -ful -less -ous -ual -ic -ish -en -y -ive -ant -ent -ate*.

** Thus, for instance, through metaphoric extension adjectives denoting material have come to be used in the figurative sense: e.g. *golden age, golden mean, golden opportunity, golden hair*. Another example may be the generally qualitative adjective *good* that, when employed as a grading term in teaching, i.e. term forming part of the marking scale together with the grading terms *bad, satisfactory, excellent*, turns into a relative adjective that cannot be modified by any qualifiers.

Besides the division into the qualitative and the relative classes, some grammars distinguish also a class of quantitative adjectives: e.g. *numerous, enormous, much, many, little, few*.

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