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Review

Theme: Adjective and its syntactical
characteristics in Modern English.

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Introduction

As our President said, In the future Uzbekistan must delight the world not only with highly developed economy, but also with its spiritually mature children as well. So that, The government of Uzbekistan paid great attention the social sphere from the first day of its independence. The social field compare a number of different branches of economy such as health and social protection, **public education**, culture, sport, economy and others. To emphasize the role of culture and the intellectual potential of the people on their way to progress, Islam Karimov said:”*All of us should realize that on spiritual revival of the nation, preservation of traditions, development of culture and art, science and education depend on the situation in other spheres and how productive are reforms that we are conducting*”.

Cultural and spiritual development and improvement of any society in the future is directly connected with its educational status ,structure the essence of modern system and deep spiritual level. The fact, is that education and the level of sipiritually is the only factor, which determines the image, perfect and modern potential of the country, nation and society. Worldwide reforms in multinational state during the years of independence are being effected and will be effected for the noble goal itself- peace, prosperity and happy life.

Today our country is looking like a big construction field, where new industrial enterprises, buildings of educational centers, changing and improving the outlook of towns and promote increase of the social economic and cultural level of life of the Uzbek people.

At present reputation and essence of science and scientists is increasing throughout the world. Because development of science and techniques, a number of countries develop thoroughly, they enter into the new way of progress and in that way improve their position. Essential work is carried out in our country in this matter too. No doubt that the Resolution “On accelerating the organization of scientific research activity” signed by President I.A.Karimov. And the Decree of the Cabinet of Ministers of the Republic of Uzbekistan also will be of high importance when organizing the scientific – technical activity and its development in the country.

Much attention is paid to the problems of the development of scientific and research work because the state will not have its future without all – sided elaboration of science. Taking this into account much attention in the Republic is attached to expansion of research work, efficient application of scientific achievements in various fields of the national economy.

I would like to note in particular that the announcement of the year 2014 as one of “The Health of the Child” in Uzbekistan has been met by the population of the Country with enthusiasm, which primarily reflects the termony of the adopted decline with the hopes and vital aspirations of our people.

Indeed, to see ones children healthy and comprehensively advanced and witness their happy and prosperous lives is the most cherished dream of every family.

In the meanwhile all of us are well aware of the fact that fastening a physically sound and sophisticated intellect that is capable of taking the responsibility for the fate and future of the native land is turning into today in building on comfortable life and a prosperous democratic state and civil society.

In fact the future of Uzbekistan in youth. For serving their motherland they must be healthy both physically and culturally. If children are paid attention by the childhood of them intellectual educated, and great people in future. To become this purpose a lot of activities are being made in the field of sport and education according to the orders of President I. A. Karimov.

The example of developing education system is the order called “Developing teaching and learning foreign languages” on December 12 2012. According to it foreign languages especially English are paid great attention. Usable and best methods are searching to teach English. So, as to President I. A. Karimov, if the interest to education loses, science doesn't develop, if science doesn't develop you can't imagine the future of society.

Chapter 1. Theory of adjective in Modern English

Adjective is a part of speech which denotes noun and pronoun. In Modern English many linguists investigated adjectives and created their theories. The adjective expresses the categorial semantics of property of a substance. It means that each adjective used in the text presupposes relation to some noun the property of whose referent it denotes, such as its material, colour, dimensions, position, state, and other characteristics both permanent and temporary. It follows from this that, unlike nouns, adjectives do not possess a full nominative value. Indeed, words like *long*, *hospitable*, *fragrant* cannot effect any self-dependent nominations; as units of informative sequences they exist only in collocations showing what is long, who is hospitable, what is fragrant.

The semantically bound character of the adjective is emphasised in English by the use of the prop-substitute *one* in the absence of the notional head-noun of the phrase. *E.g.*: I don't want *a yellow balloon*, let me have *the green one* over On the other hand, if the adjective is placed in a there.

The characteristic features of the adjective as a part of speech are as follows:

1) their lexical-grammatical meaning of attributes or we may say that they express property of things (persons);

2) from the morphological view point they have the category of degrees of comparison;
3) from the point of view of their combinability they combine with nouns, as it has already been stated above, they express the properties of things. The words that express things we call nouns. It seems to be important to differentiate the combinability of a word with other words and reference of a word of a part of speech to another part of speech.

We put this because adjectives modify nouns but they can combine with adverbs, link verbs and the word “one”:

a white horse. The horse is white.

The sun rose red. The sun rose extremely red.

4) the stem-building affixes are: -ful, -less, -ish, -ous, -ive, -ir, un-, -pre-, in ...;

5) their syntactic functions are: attribute and predicative. It is important to point out that in the function of an attribute the adjectives are in most cases used in pre-position; in post-position they are very seldom: time immemorial; chance to come.

The adjective has the following morphological characteristics:

Most adjectives have degree of comparison: the comparative degree and the superlative degree.

The comparative degree denotes a higher degree of a quality.

She is **taller** than her sister. My box is **smaller** than hers.

The superlative degree denotes the highest degree of a quality.

She is **the tallest** of the three sisters. Her box is **the smallest** of all our boxes.

(The noun modified by an adjective in the superlative degree has the definite article because the superlative degree of the adjective always implies limitation.)

Adjectives form their degrees of comparison in the following way:

(a) by the inflexion *-er, -est* (syntactical way);

(b) by placing *more* and *most* before the adjective (analytical way).

Monosyllabic adjectives usually form their comparative and superlatives in the first way, and polysyllabic adjectives in the second way.

The following polysyllabic adjectives, however, generally form their comparative and superlative degrees inflexionally:

1. Adjectives of two syllables which end in *-y, -aw, -er, -le*.

happy	happier	(the) happiest
narrow	narrower	(the) narrowest
clever	cleverer	(the) cleverest
simple	simpler	(the) simplest

2. Adjectives of two syllables which have the stress on the last syllable:

complete	completer	(the) completest
concise	concise	(the) concisest

Some adjectives have irregular forms of degrees of comparison, *e. g.:*

good	better	(the) best
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bad	worse	(the) worst	
many, much	more	(the) most	
little	less	(the) least	
far	farther or further	(the) farthest	or
furthest			
old	older or elder	(the) oldest or eldest	

§ 3. Spelling rules.

1. If the adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled before *-er, -est.*: sad

sadder (the) saddest

big bigger (the) biggest

2. If the adjective ends in *-y* preceded by a consonant, *y* is changed into *i* before *-er* and *-est*.

busy busier (the) busiest

big bigger (the) biggest

3. If the adjective ends in *-e* the *e* is dropped before *-er* and *-est*.

brave braver (the) bravest

fine finer (the) finest

Morphological composition of the adjective.

Adjectives are divided into simple, derivative and compound.

1. Simple adjectives are adjectives which have neither prefixes nor suffixes. They are indecomposable: e. g. *good, red, black, short, deep, fast, strong, wide, sweet*, etc.
2. Derivative adjectives are adjectives which have derivative elements, suffixes or prefixes or both: *beautiful, foolish, hopeless, unkind, unimportant*.

Productive adjective-forming suffixes are:

-less: friendless, harmless, hopeless

-like: childlike, manlike

-ish: childish, foolish

-ed (-d): beaded, blue-eyed

Unproductive suffixes are:

-ful: careful *-ible*: responsible

-able: reliable *-ant*: important

-ent: dependent *-en*: woolen

-ous: dangerous *-some*: troublesome

Productive adjective-forming prefixes are:

un-: unhappy

pre-: prewar

The unproductive prefix of the adjective is:

in-: incorrect

3. Compound adjectives are adjectives built from two or more stems.

The main types of compound adjectives are as follows:

(a) noun-stem+adjective-stem: *snow-white*

(b) noun-stem+participle-stem: *life-giving, smoke-dried*

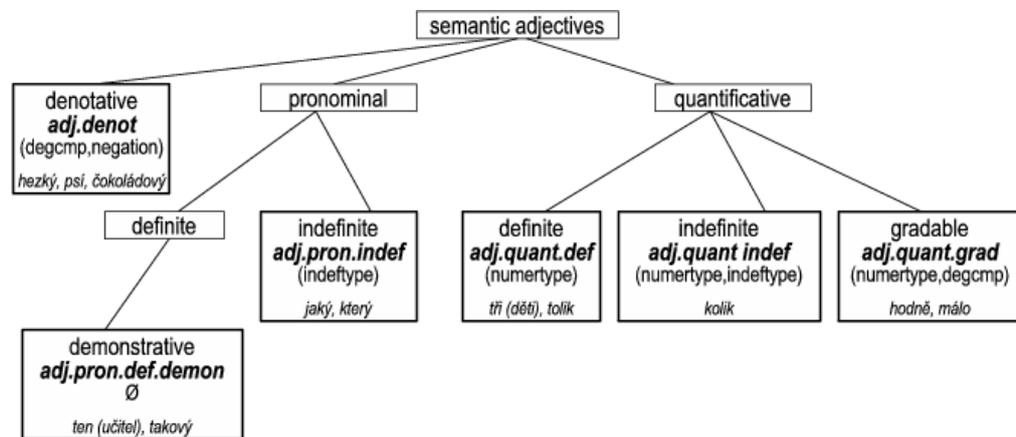
(c) adjective-stem+adjective-stem: *deaf-mute*.

(d) adjective- stem+noun-stem+suffix *-ed*: *old-hearted*

(e) noun-stem+noun-stem+suffix *-ed*: *lynx-eyed*

(f) numeral-stem+noun-stem+suffix *-ed*: *four-wheeled*

(g) adverb-stem+noun-stem+suuffix *-ed*: *over-peopled*



Classification of adjectives.

According to their meaning and grammatical characteristics adjectives fall under two classes: (1) qualitative adjectives, (2) relative adjectives.

1. **Qualitative adjectives** denote qualities of a substance directly, not through its relation to another substance, as size, colour, physical and mental qualities, qualities of general estimation: *little, large, high, soft, hard, warm, white, blue, pink, strong, bold, beautiful, important, nec* Qualitative adjectives in their turn may be differentiated according to their meaning into descriptive, denoting **a quality in a broad sense** (*wonderful, light, cold, etc.*) and limiting, denoting a specific category, a part of a whole, a sequence of order, a number (*the previous page, an equestrian statue, medical aid, the left hand*).

Limiting adjectives single out the object or substance, impart a concrete or unique meaning to it, specify it, and therefore can seldom be replaced by other adjectives of similar meaning.

Among limiting adjectives there is **a group of intensifiers**, which often form a phraseological unit with their head-word, for example: *an obvious failure, a definite loss, a sure sign, a complete fool, absolute nonsense, plain nonsense, the absolute limit. essary*, etc.

Grammatical characteristics of qualitative adjectives.

1) Most qualitative adjectives have degrees of comparison:

big	bigger	(the) biggest
interesting	more interesting	(the) interesting

Some qualitative adjectives such as *greenish, darkish, incurable, unsuitable, chief, principal*, have no degrees of comparison.

2) They have certain typical suffixes, such as *-ful, -less, -ous, -ent, -able, -y, -ish*: *careful, careless, dangerous, convenient, comfortable, silvery, watery, whitish, shortish*.

3) From most of them adverbs can be formed by the suffix *-ly*:

graceful – gracefully	gay – gaily
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3. **Relative adjectives** denote qualities of a substance through their relation to materials (*silken, woolen, wooden*), to place (*Italian, Asian*), to time (*monthly, weekly*), to some action (*preparatory, rotatory*).

Relative adjectives are also limiting in their meaning.

Many adjectives may function either as descriptive or limiting, depending on the head-word and the context. Thus *a little finger* may denote either a small finger or the last finger of a hand. In the first case *little* is descriptive, in the second it is limiting. Likewise *musical in a musical voice* is descriptive, while it is limiting in *a musical instrument*.

Grammatical characteristics of relative adjectives.

1) Relative adjectives have no degrees of comparison.

2) They do not form adverbs with the suffix *-ly*.

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

Morphological composition

According to their morphological composition adjectives can be subdivided into **simple, derived** and **compound**.

In the case of **simple adjectives** such as *kind, new, fresh*, we cannot always tell whether a word is an adjective by looking at it in isolation, as the form does not always indicate its status.

Derived adjectives are recognizable morphologically. They consist of one root morpheme and one or more derivational morphemes - suffixes or prefixes. There are the following adjective-forming suffixes:

-able	understandable
-al	musical, governmental
-ary	documentary
-ed	beaded, barbed
-en	wooden, silken, shrunken
-que	picturesque
-fold	twofold, manifold
-ful	careful, sinful
-ic	pessimistic, atomic
-id	torpid, morbid
-ish	feverish, bluish
-ive	effective, distinctive
-less	careless, spotless
-like	manlike, warlike
-ly	kindly, weekly, homely
-most	uttermost
-ory	observatory
-ous	glorious
-some	lonesome, troublesome
-y	handy, messy

Some adjectives are former participles and therefore retain participial suffixes: *charming, interesting, cunning, daring*.

The suffixes *-ly, -ed, -ful, -ary, -al, -y* are not confined to adjectives only. Thus, many adverbs are derived from adjectives by means of the suffix *-ly* (*strongly, bitterly, quickly*). Most of the verbs form their past tense and participle II with *-ed*. There are many nouns with the suffixes *-al* (*festival, scandal, criminal*), *-ary* (*boundary, missionary*), *-ful* (*mouthful, handful*), *-y* (*sonny, doggy*), etc.

Compound adjectives consist of at least two stems. They may be of several patterns:

a) consisting of a noun + an adjective:

colour-blind, grass-green;

b) consisting of an adjective + an adjective:

deaf-mute;

c) consisting of an adverb + a participle:

well-known, newly-repaired, much-praised;

d) Consisting of a noun/pronoun + a verbal:

all-seeing, heart-breaking, high-born, high-flown, man-made;

e) consisting of an adjective/adverb + a noun + the suffix *-ed*:

blue-eyed, long-legged, fair-haired, down-hearted.

Morphological characteristics

Adjectives in English do not take any endings to express agreement with the head-word.

The only pattern of morphological change is that of **degrees of comparison**, which is possible only for descriptive qualitative adjectives the meaning of which is compatible with the idea of gradation of quality.

There are three grades of comparison: **positive, comparative, and superlative**. The superlative is generally used with the definite article. Ways of formation may be *s y n t h e t i c*, *a n a l y t i c*, and *s u p p l e t i v e* (irregular). The synthetic way is by adding the inflection **-er, -est**, as *fine -finer - finest*. This means is found with monosyllabic and some disyllabic adjectives in which the stress falls on the last syllable:

1) full - fuller - fullest

Polite	- politer	- politest
profound	- profounder	- profoundest
complete	- completer	- completest

2) in which the second syllable is the syllabic [l]:

able	- abler	- ablest
noble	- nobler	- noblest

3) with adjectives in **-er, -y, -some, -ow:**,

Tender	- tenderer	- tenderest
happy	- happier	- happiest
handsome	- handsomer	- handsomest
narrow	- narrower	- narrowest

Synthetic inflection, however, is often found in other disyllabic adjectives:

You are *the horridest* man I have ever seen.

P o l y s y l l a b i c adjectives form their degrees of comparison analytically, by means of **more** and **most**:

difficult - more difficult - most difficult
curious - more curious - most curious

Note 1:

Even monosyllabic adjectives used in postposition or predicatively have a greater tendency towards analytic forms of comparison than when used attributively.

Compare:

He is *a man more clever than* you.
He is *a cleverer man*.

The superlative is sometimes used *without the* when the adjective denotes a very high degree of quality and no comparison with other objects is implied.

The path is *steepest* here.
She is *happiest* at home.

Note 2:

This morphological pattern (long - longer - longest) is not confined to adjectives, there are also a number of adverbs which may have the same endings, i.e. *soon - sooner - soonest, hard - harder - hardest*.

Superlatives are often used alone before an of-phrase:
the best of friends, the youngest of the family.

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

good/well	- better	- best
bad	- worse	- worst
little	- less	- least
many	- more	- most

Far	{	farther - farthest (with reference to distance)
		further - furthest (with reference to distance, abstract notions and in figurative use)
old	{	older - oldest (with reference to age)
		elder – eldest (with reference to the sequence of brothers and sisters)

Adjectival compounds can be inflected in two ways, either the first element is inflected (if it is an adjective or adverb), or comparison is with **more** and **most**, for example:

well-known	- better-known	- best-known
dull-witted	- more dull-witted	- most dull-witted
kind-hearted	- more kind-hearted	- most kind-hearted

The following adjectives generally do not form degrees of comparison:

1. Limiting qualitative adjectives which single out or determine the type of things or persons, such as:

previous, middle, left, childless, medical, dead, etc.

2. Relative adjectives (which are also limiting in their meaning) such as:
woollen, wooden, flaxen, earthen, ashen.

3. Adjectives with comparative and superlative meaning (the so-called gradables) which are of Latin origin:

former, inner, upper, junior, senior, prior, superior, etc. (originally with comparative meaning), and *minimal, optimal, proximal*, etc. (originally with superlative meaning).

With most of them the comparative meaning has been lost and they are used as positive forms (*the inner wall, the upper lip, superior quality, minimal losses*).

However, some comparatives borrowed from Latin (*major, minor, exterior, interior, junior, senior*) may form their own comparatives with a change of meaning.

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

Adjectives of participial origin

Only certain adjectives derived from participles reach full adjectival status. Among those in current use are *interesting, charming, crooked, learned, ragged* and those compounded with another element, which sometimes gives them quite a different meaning (*good-looking, heartbreaking, hard-boiled, frost-bitten, weather-beaten*, etc.).

In most cases, however, the difference between the adjective and the participle is revealed only in the sentence. The difference lies in the verbal nature retained by the participle. The verbal nature is explicit when a direct object or a by-object is present. This can be seen from the following pairs of sentences:

With an adjective

You are *insulting*.

His views were *alarming*

The man was *offended*.

With a participle

You are *insulting us*.

His views were *alarming the audience*.

The man was *offended by the secretary's remark*.

The verbal force of the participle is revealed in its limited combinability - it is not combinable with *very*. In the above sentences, it is possible to use *very* in the left-hand column, but not in the right-hand column.

Some adjectives only look like participles, there being no corresponding verbs:

downhearted, talented, diseased.

In some cases there are corresponding verbs, but the *-ed-* participle is not interpreted as passive, because the corresponding verb can be used only intransitively:

the escaped prisoner (the prisoner who has escaped)

the departed guests (the guests who have departed)

the faded curtains (the curtains which have faded)

the retired officer (the officer who has retired)

Substantivization of Adjectives

As is known adjectives under certain circumstances can be substantivized, i.e. become nouns.

B. Khaimovich states that "when adjectives are converted into nouns they no longer indicate attributes of substances but substances possessing these attributes.

B. Khaimovich speaks of two types of substantivization full and partial. By full substantivization he means when an adjective gets all the morphological features of nouns, like: native, a native, the native, natives. But all the partial substantivization he means when adjectives get only some of the morphological features of nouns, as far instance, the adjective "rich" having substantivized can be used only with the definite article: the rich.

B. Ilyish (15) is almost of the same opinion: we shall confine ourselves to the statement that these words are partly substantivized and occupy an intermediate position.

More detailed consideration of the problem shows that the rich and others are not partial substantivization. All the substantivized adjectives can be explained within the terms of nouns.

Substantivized adjectives may fall into several groups, according to their meaning and the nominal features they possess.

1. Some substantivized adjectives have only the singular form. They may have either the singular or plural agreement, depending on their meaning. These are:

a) substantivized adjectives denoting generalized or abstract notions.

They are used with the definite article and have singular agreement:

the fabulous, the unreal, the invisible:

The fabulous is always interesting.

There are, however, certain exceptions. Substantivized adjectives denoting abstract notions may sometimes be used in the plural. Then no article is used:

There are many *variables* and *unknowns*.

b) substantivized adjectives denoting languages are used without a determiner, but are often modified by a pronoun. They also have singular agreement.

My *Spanish* is very poor.

He speaks excellent *English*.

c) substantivized adjectives denoting groups of persons or persons of the same nationality are used with the definite article *the* and admit only of plural agreement *the old, the poor, the rich, the blind, the dumb and deaf, the mute, the eminent, the English*.

He did not look an important personage, but *the eminent* rarely do.

The poor were robbed of their lands.

2. Some substantivized adjectives have the category of number, that is they can have two forms - **the singular** and **the plural**. These are:

a) substantivized adjectives denoting social rank or position, military ranks, party, creed, gender, nationality, race, groups of people belonging to certain times or epochs, etc. In the plural the use of the article is not obligatory: *nobles, equals, superiors, inferiors, commercials, domestics, privates, regulars, ordinaries, marines, Christians, primitives, moderns, ancients, contemporaries, liberals, conservatives, Europeans, Asiatics, Eurasians, Indians, Easterns, blacks, whites*, etc.

When denoting an individual such words are used in the singular and are preceded by the indefinite article: *a noble, a private, a regular, an ordinary, a Christian, a primitive, a liberal*, etc.

There were *a few deads* missing from the briefing.

- How many have you killed?

- One hundred and twenty two *sure*s. Not counting *possible*s.

He's been working like *a black*.

b) substantivized adjectives denoting animals and plants: *evergreens, thoroughbreds* (about horses).

3. Some substantivized adjectives have **only the plural form**. These are:

a) substantivized adjectives denoting studies and examinations. They have either the singular or plural

agreement depending on whether they denote one notion or a collection of notions: *classics, finals* (final examinations), *midsessionals*, etc.

Finals were approaching.

b) substantivized adjectives denoting collection of things, substances and foods. Some of these admit either of both the singular and plural agreement (*chemicals, movables, necessaries, valuables, eatables, greens*), others admit only of a singular agreement (*bitters*).

c) substantivized adjectives which are the names of the parts of the body are used with the definite article *the* and admit of the plural agreement: *the vitals, the whites* (of the eyes).

d) substantivized adjectives denoting colours are used in the plural without any article: *greys, reds, purples, greens*.

Chapter 2. Syntactical features of adjectives

Adjectives may have different functions in the sentence.

The most common are those of **an attribute** or **a predicative**.

The attributes (premodifying and postmodifying) may be closely attached to their head-words (*o good boy, the delegates present*), or they may be loose (detached) (*Clever and ambitious, he schemed as well as he could*). In the first case the adjective forms a group with the noun it modifies; in the second case the adjective forms a sense-group separate from the head-word and the other parts of the sentence. A detached attribute is

therefore separated by a comma from its head-word if it adjoins it, or from other parts of the sentence if it is distant from the head-word. As predicatives, adjectives may form **a part of a compound nominal** or **double predicate** (*he was alone, the window was open. Old Jolyon sat alone, the dog went mad*). Predicative adjectives may be modified by adverbials of manner, degree, or consequence and by clauses, forming long phrases as, in:

He is not *so foolish as to neglect it*.

She is not *so crazy as you may imagine*.

It is not *as simple as you think*.

Adjectives may also function as **objective** or **subjective predicatives** in complex constructions:

We consider *him reliable*.

I can drink *coffee hot*.

He pushed *the door open*.

Better eat *the apples fresh*.

I consider *what he did awful*.

The fruits were picked *ripe*. subjective predicatives

The windows were flung
open.

} objects + objective predicatives

}

Adjectives may be used parenthetically, conveying the attitude of the speaker to the contents of the sentence (*strange, funny, curious, odd, surprising*), often premodified by *more* or *most*.

Strange, it was the same person.

Most incredible, he deceived us.

A certain type of exclamatory sentence is based on adjectives, often modified by other words: *How good of you! How wonderful! Excellent! Just right!*

In the sentence the adjective performs the functions of *an attribute* and *a predicative*. Of the two, the more specific function of the adjective is that of an attribute, since the function of a predicative can be performed by the noun as well. There is, though, a profound difference between the predicative uses of the adjective and the noun which is determined by their native categorical

features. Namely, the predicative adjective expresses some attributive property of its noun-referent, whereas the predicative noun expresses various substantival characteristics of its referent, such as its identification or classification of different types.

This can be shown on examples analysed by definitional and transformational procedures. Cf.:

You talk to people as if they *were a group*. → You talk to people as if they *formed a group*. Quite obviously, he *was a friend*. —» His behaviour *was like that of a friend*.

Cf., as against the above:

I will be *silent as a grave*. → I will be like a *silent grave*. Walker felt *healthy*. → Walker felt a *healthy man*. It was *sensational*. → That fact was a *sensational fact*.

When used as predicatives or post-positional attributes, a considerable number of adjectives, in addition to the general combinability characteristics of the whole class, are distinguished by a complementive combinability with nouns. The complement-expansions of adjectives are effected by means of prepositions. E.g. *fond of, jealous of, curious of, suspicious of; angry with, sick with; serious about, certain about, happy about; grateful to, thankful to, etc.* Many such adjectival collocations render essentially verbal meanings and some of them have direct or indirect parallels among verbs. Cf.: *be fond of* — love, like; *be envious of* - envy; *be angry with* — resent; *be mad for, about* — covet; *be thankful to* — thank.

Alongside of other complementive relations expressed with the help of prepositions and corresponding to direct and prepositional object-relations of verbs, some of these adjectives may render relations of addressee. Cf.: *grateful to, indebted to, partial to, useful for*.

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

As for the variable (demutative) morphological features, the English adjective, having lost in the course of the history of English all its forms of grammatical agreement with the noun, is distinguished only by the hybrid category of comparison, which will form a special subject of our study.

The order of adjectives

When two or more adjectives come before a noun, there is usually a fairly fixed order.

beautiful golden sands a nice new blue coat

The order depends mainly on the meaning. Look at these groups of adjectives and other modifiers.

Opinion: *nice, wonderful, excellent, lovely, terrible, awful, etc*

Size: *large, small, long, short, tall, etc*

Quality: *clear, busy, famous, important, quiet, etc*

Age: *old, new*

Shape: *round, square, fat, thin, wide, narrow, etc*

Colour: *red, white, blue, green, etc*

Participle forms: *covered, furnished, broken, running, missing, etc*

Origin: *British, Italian, American, etc*

Material: *brick, paper, plastic, wooden, etc*

Type: *human, chemical, domestic, electronic, money (problems), etc*

Purpose: *alarm (clock), tennis (court), walking (boots), etc.*

Adjectives usually come in this order:

1	2	3	4	5	6	7	8
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1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

an old cardboard box (age + material)

a German industrial company (origin + type)

two small round green discs (size + shape + colour)

a large informative street plan (size + quality + type)

a hard wooden seat (quality + material)

a new improved formula (age + participle form)

increasing financial difficulties (participle form + type)

two excellent public tennis courts (opinion + type + purpose)

NOTE

These rules are not absolute. The order can sometimes be different. We sometimes prefer to put a short adjective before a long one.

a big horrible building

This order of words is of course not absolutely fixed, since many adjectives may be either descriptive or limiting (see above), depending on the context. The adjectives are not separated by commas, unless they belong to the same type: *a nice little old man*. However, if there is more than one adjective of the same type they are separated by commas: *nasty, irritable, selfish man* (all three belong to the type of ‘judgement or general characterization’).

Postmodification is usual for the adjectives *elect, absent, present, concerned, involved, proper*.

The president elect (that is: who has been elected and is soon to take office).

In several noun-phrases of French origin (mostly legal or quasilegal) the adjective is also postpositional.

attorney general

heir apparent

time immemorial

body politic

Queen Regnant

Lords Spiritual (Temporal)

These noun-phrases are very similar to compounds and some of them are spelt as a compound, with a hyphen (*knight-errant, postmaster-general*). The plural ending is attached either to the first element, or to the second:

court-martials

courts-martial

postmaster-generals

postmasters-general

Postmodification may be due to the structural complexity of postmodifiers (*the children easiest to teach, the climate peculiar to this country*), or to the presence of *only* or *all* in preposition (*the only actor suitable, the only person visible, all the money available*).

2. Beside their usual function, that of modifying nouns, adjectives may be combined with other words in the sentence.

They may be modified by adverbials of degree, like *very, quite, that, rather, most, a lot, a sort of, a bit, enough, totally, perfectly, so... as: very long, a bit lazy, sort of naive, far enough, a little bit tired, a most beautiful picture, not so foolish as that, she is not that crazy*.

The adverb *very* can combine only with adjectives denoting the gradable properties. Thus it is possible to say *very tired* (tiredness may be of different degree), but it is impossible to say *very unknown, *very ceaseless, *very unique, as these adjectives do not allow of gradation.

With the adverb *too* the indefinite article is placed between the adjective and the head-noun. With the adverb *rather* the article is placed after it:

This is *too difficult* a problem to solve at once.

This is *rather a complicated* matter.

3. Predicative adjectives are combined with the link verbs *to be, to seem, to appear, to look, to turn*, or notional verbs in a double predicate:

He looks tired. She does not seem so crazy as before. She is quite healthy. She felt faint. If sounded rather

fussy. The food tasted good. The flowers smell sweet.

Chapter 3. Teaching English adjectives at Uzbek schools

Structurally English adjectives are similar with adverbs. This similarity makes difficulty to teach English as a second language. Interactive methods can help to teach English more easily. Here are a few easy-to-use activities to motivate pupils to learn English.

1. The dramatic description word game

Compile a list of nouns from the coursebook unit you're covering or the theme you're teaching around. Write the nouns on strips of paper and then fold the papers in half, so the word isn't visible. Members of the class take it in turns to choose a piece of paper.

At this point, you can take the activity in at least two different ways.

Firstly, one learner can unfold their word and collocate their noun with an adjective. This continues around the class, with the other learners having to choose a different adjective for the noun. For instance, if the first learner chooses 'tall' to go with the noun 'mountain', the next learner could choose 'rocky', then the next 'snowy' and so on. Continue until the class runs out of ideas and then allow another learner to pick a word.

Secondly, a learner – or a pair or a group, depending on how easy or difficult you judge the noun to be – picks a noun and then has to provide a number of adjectives that 'work well' with that noun. For example, for mountain they might choose 'tall, rocky, snowy,' and 'Himalayan.' The adjectives are read out to the class, who must then guess the noun.

2. 'UnCarver' the sentence

In this activity you encourage the opposite literal practice to that espoused by Raymond Carver. Write a simple subject-verb-object sentence on the board. Get the learners to make it more elaborate, exciting, or just interesting with the addition of adjectives. Go through several more examples together and then unleash the learners with their own sentences!

- This can work well as a precursor to peer editing, especially if you are looking to recycle vocabulary from recent units of study. You can increase the complexity of the example sentences if you are doing this with higher level classes.

- One nice alternative you could do is to have a fully ‘adjectivized’ sentence and have the learners change the adjectives for suitable synonyms. Individuals – or groups if you organize it this way – can then compare the synonyms they have used.

3. Finding adjectives in the classroom

The classroom provides an environment that is rich in adjectives, so why not use it? Go around the classroom and ask learners to look around and specifically use adjectives to describe the things they see.

- Get each learner to select a different adjective. If you do this, try starting with a ‘weaker’ learner so that they have less pressure to come up with an alternative, i.e. let ‘stronger’ learners have their turn later.
- When all learners have had a turn, you can repeat the process until they are at ease in describing a variety of classroom objects with a number of different adjectives.

4. The crazy adjective story

Another simple way of developing adjective use is with a simple story, gapped so that no adjectives are present. The story can be as long or short as you like, depending on how quickly you think your learners will get bored or lose concentration! Once you have your story template, there are a few different things you can do *with it*.

- Get learners to write an adjective on a piece of paper, fold the paper and put it into a box or envelope. Make a photocopy of the gapped story give one to each learner. Each then chooses one of the papers with an adjective on it. Start reading the story and, as you encounter the first blank, have the first learner read out their adjective. Keep going with each learner saying their adjective until you have finished reading the story. This is fun, yet you can follow this up in a serious way by asking if each of the random adjectives was appropriate for its gap, and discussing why or why not.
- Pre-prepare a series of adjectives on small cut out pieces of paper. Give the learners the story and get them – in groups or individually – to put the adjectives in what they consider to be appropriate places. You can either share a ‘correct’ version or you can get the learners to compare their placement and discuss the differences without reference to a ‘correct’ version.

1. Can I do it... with adjectives?

2. The classroom language used between teachers and learners is another opportunity for us to develop adjective use. One thing you could do it to have one special day – or one week – when any time a learner asks you a question, they have to purposefully use adjectives before any nouns.
 - Here's an example: if a learner needs help with a question in their book, they could ask, 'Can I have help with this difficult question in my blue grammar book?' If they fail to use adjectives, you can remind them with prompts such as, 'What kind of question?'
 - One nice way of doing this is to refuse to accept the language in any course book, or even a grammar gap fill, as being sacrosanct and, when getting feedback on an activity, require the learner to use an alternative adjective to that provided.

Conclusion

As we conclude that we found out that there are some similarities and also noticeable differences between the semantic and syntactic function of adjectives in English and Uzbek. The common point is the attitude on which adjectives are based to form noun phrases. The major grammatical similarities are that both English and Uzbek adjectives occur before nouns. However, it is not too difficult for students to understand and remember when comparing and contrasting two languages. These are just a few ideas I've tried down the years which have proven to be fun, motivating and adaptable to the needs of the particular group of learners. Teaching learners about the importance of adjectives gives them the opportunity to be more creative in their use of English

Adjectives also differ as to their function. Some of them are used only *a t t r i b u t i v e l y* and cannot be used as *p r e d i c a t i v e s* (*a top boy in the class*, but not **the boy was top*): some are used only as *predicatives* and never as *attributes* (*He is well again*, but not **The well boy*).

The change in the position and, accordingly, of the syntactic status of the adjective may also result in the change in the meaning of the adjective. Thus in *a fast train* the adjective is limiting and denotes a specific kind of train (*tez yurar poyezd*), whereas in *the train was fast* the adjective is descriptive, as it describes the way the train moved (*poyezd katta tezlikda ketdi*).

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