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**TENSES IN ADVERBIAL CLAUSES OF COMPARISON
IN MODERN ENGLISH**

Review

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PLAN

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INTRODUCTION

The system of higher education of Uzbekistan is widely developed. As we know President resolves to improve foreign language learning system.

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games,

continuing to learning the alphabet, reading and spelling in the second year (grade).

Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

The State Testing Centre, along with other relevant agencies, is tasked with preparing draft proposals on introducing foreign languages testing to the entrance examinations for all higher educational institutions.

In order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

The National Teleradio Company, State Committee for communications, informatisation and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via “Ziyonet” educational network, promote publication of foreign language textbooks, magazines and other materials.[19.pp1-2]

The theme of my work sounds as following: Tenses in adverbial clauses of comparison in Modern English.

THEORY OF ADVERBIAL CLAUSES IN MODERN LINGUISTICS

This course paper will deal with the meanings of Tenses in adverbial clauses of comparison in Modern English, the theory and teaching to students of English as a second language. For teaching purposes, the complex system of Tenses in adverbial clauses of comparison in Modern English can be simplified by reducing their meanings to one central key meaning from which the others can be easily derived. The main focus of this diploma thesis will be on looking for such central meanings and discussion of ways how course books of ESL do and can make use of them. Geoffrey Leech explains, “What makes it so difficult to account for the use of these words (which may be called ‘modal auxiliaries’ or ‘modals’ for short) is that their meaning has both a logical and a practical (or pragmatic) element” (1971: 66). However, I have encountered the approach of Michael Lewis, which I find positively motivating for both teachers and students. Lewis (1986) does not see modals as “defective verbs” but believes that “the language behaves much more consistently than is often believed” (108, 114). He suggests focusing on the basic meaning which underlies each modal verb. Other grammarians’ (Yule, Leech) concepts and explanations of the modal verbs show considerable agreement with Lewis’s views.

In a complex sentence, an adverbial clause of result denotes some consequence or result of the action expressed in the main clause. It may be introduced by the conjunction *so that*, or simply *that* and like in simple sentences with an adverbial modifier of result, it functions as an adverbial modifier of result concretizing the predicate or verb(group) in a matrix or principle clause..

Light fell on her there, *so that Soames could see her face, eyes, hair, strangely as he remembered them, strangely beautiful.*

Clauses with the correlatives *so* and *such* (*so... that, such... that*) express manner (though with a shade of resultative meaning) and are treated as such.

One could bear in mind that the line of demarcation between cases of *so. that* and *so that* is rather difficult to draw when the two words follow one another. Note 2. The conjunction *so that* may also introduce clauses of purpose. This function is easily distinguished, as a clause of purpose may be transformed into an adverbial modifier of purpose, whereas an adverbial clause of result cannot. I tell you this *so that you may understand me properly* (for you to understand me properly).

This transformation is impossible with clauses of result. *I was tired that I could hardly speak.*

Clauses of result give rise to some discussion, since the distinction between them and some other types of subordinate clauses is in some cases doubtful and to a certain extent arbitrary.

It should first of all be noted that the term "clauses of result" must not be taken to imply that the result was necessarily planned in advance, or that it was consciously aimed at. The result may have been brought about without anybody's intention. So these clauses might be termed "clauses of consequence", but since that term is also liable to different interpretations, we may as well stick to the usual term "clauses of result".

Clauses of result may be connected with the head clause in either of two ways: (1) the clause is introduced by the conjunction *that*, while in the head clause there is the pronoun *such* or the adverb *so*, which is correlative with the conjunction; (2) the subordinate clause is introduced by the phrase *so that*.

The latter variety does not give rise to any special discussion. Let us, for instance, take the sentence: *In the centre of the chamber candlesticks were set, also brass, but polished, so that they shone like gold..*

The head clause describes a situation, and the subordinate clause says what the result (or consequence) of that action was.

Things are somewhat less clear with clauses of the first variety (those introduced by the conjunction *that*, with a correlative *such* or *so* in the head

clause). Here two possible ways of interpreting the facts appear. Let us take a sentence with the adverb *so* in the head clause correlative with the conjunction *that* introducing the subordinate clause: *She was so far under his influence that she was now inclined to believe him.*

One way to look at this sentence is this: the head clause tells of some state of things, and the subordinate clause of another state of things which came as a result or consequence of the first. Taken in this way, the clause appears as a clause of result.

However, that is not the only possible way of taking it. The other way would be this: the subordinate clause specifies the degree of the state of things expressed in the head clause by illustrating the effect it had. If the sentence is taken in isolation, it is absolutely impossible to tell which of the two views gets closer to the mark. The question might be settled by finding (or adding) a sequel to this sentence, which would make the situation quite clear: one possible sequel would show that the state of things described in the subordinate clause had some interest in itself, so that it was not mentioned merely to illustrate the intensity of the state described in the head clause and in that case the subordinate clause would have to be taken as an adverbial clause of result."

With another sequel, it would be obvious that the state of things described in the second clause had no interest as such, but was mentioned exclusively in order to illustrate the degree of the state of things described in the head clause. In that case the clause may be taken as an adverbial clause of degree.

Now reasonings of this sort are quite obviously non-grammatical. They are founded on an examination of a context outside the sentence, and a lexical, not a grammatical context at that. So from the grammatical viewpoint all this is irrelevant. The choice between the two interpretations appears to be arbitrary: neither of the two can be proved to be the only correct one.

It remains now for us to consider the mutual relations between an adverbial clause of result and an adverbial modifier of result in a simple sentence.

Adverbial modifiers of result in a simple sentence are extremely rare. Here is a case in point: *She was shaken almost to tears by her anger.*

Taking into account the lexical meanings of the words involved, we may perhaps term the phrase *almost to tears* an adverbial modifier of result.

In the vast majority of cases the result is an action or a situation which cannot be adequately expressed without a subordinate clause.

Complex sentence an adverbial clause of degree and measure (or of proportion)

There are many composite sentences which have unusual structure and specific punctuation features in Modern English, for one must always use comma after the first component. Let's consider some of them:

"The more you learn, the more you know"

"The farther you go, the worse becomes the climate".

"The more you walk, the better you feel".

"The sooner you will do it, the better you will become".

In complex sentences of this type it is impossible to differentiate which of the clauses is the main one and which is subordinate. That's why they are also called "the complex sentences with mutually subordinated clauses". There should be considered at least the two patterns of such sentences.

As to B.A.Ilyish, they are the clauses of proportionate agreement (or comparison), because they express a proportional relationship — proportionality or equivalence; the more intensive is the action or quality described in one clause, the more intensive becomes the other, described in the following clause. Although sentences containing such clauses are undoubtedly complex, it is nevertheless impossible to state which of the clauses is the main one and which is subordinate, since they are of the same pattern — two twin clauses, looking like one another.

The above mentioned grammarian B.A.Ilyish states that clauses of proportionate agreement are joined by the conjunction *as* (correlated with the adverb of degree *so* in the other clause); or by means of the correlative adverbs(*rather correlative*

conjunctive adverbs(*the term is ours – H.G.M.*) *so... so* in both clauses. Proportionate agreement between the clauses may also be expressed by the correlative particles (*rather correlative conjunctive articles*(*the term is ours – H.G.M.*) *the... the*¹, followed by the comparative degree of adverbs (or adjectives). *So fast as* depression sets in upon me, *so surely* did the dog's little ears drop down, his head hang lower, and his tail fall limp. *As time* went on, *so* their hopes began to wane. *The more* he reflected on the idea, *the more* he liked it. *The further* I penetrated into London, *the profounder* grew the stillness.

Note. Proportionate agreement occurs in such aphoristic sentences as the more, the better, the sooner..... the better, which may refer to various situations.

The second pattern of mutually subordinated clauses expresses temporal relations — a quick succession of actions or events, often overlapping with one another for a short period of time. These clauses form an indivisible whole owing to correlative elements and sometimes partial inversion in the first clause. The order in which the elements follow one

There will always be subordinate clauses that will not fit into any of the types and subtypes we have considered above. Since it would be unsound to try and squeeze them into one of the classes so far established, two ways are open to us in this respect: either we shall try to establish some new classes, based on the characteristic features of these clauses, or we shall leave them outside all classes, contenting ourselves with the statement that they are subordinate clauses.

One of these types has been extensively treated in Poutsma's grammar.¹ It is the type represented by the sentences: *The more narrowly I look the agreeable project in the face, the more I like it. The more she thought about it, the more*

¹ Compare: the authors of the Longman Grammar of Spoken and written English call “the...., the ...” conjunctions. We would rather treat them as conjunctive articles and not as conjunctions. See: D.Biber, S. Johansson, J.Leech, et al. Grammar of Spoken and Written English. Longman , 2007, p, 596

suspicious and upset she became, and she made up her mind to find out where he went and what he did every Friday night for week after week and month after month.

According to B.A.Ilyish, the characteristic features of this type are, the particle *the* with a comparative degree of an adjective or adverb at the beginning of each clause, and the meaning that two actions develop in a parallel way: as the one develops, so does the other. Another variety of the same semantic type may be seen in the sentence, *As I grew richer, I grew more ambitious*

B.A.Ilyish is of the opinion that here it is once again the conjunction *as* introducing the main clause, and only, the meanings of the words make it clear that it belongs to this particular type.

Poutsma calls such clauses "clauses of proportionate agreement". This is a plausible view, and those who would like to have a complete system, where, as far as possible, every single type of clauses should be foreseen and assigned its proper place, will agree with Poutsma in this question.

But our treatment of the sentences like "*As I grew richer, I grew more ambitious*" and "*So fast as depression sets in upon me, so surely did the dog's little ears drop down, his head hang lower, and his tail fall limp*" is totally different. We consider them to be certain subtypes of composite sentences with the subordinate clause of reason /cause, or even result, because they can be transformed into the following composite sentence with a causal or a result clause:

I grew more ambitious, because I grew richer "(causal)

or "*I grew richer, that is why I grew more ambitious*" (causal)

Such composite sentences may be treated even as composite sentences with a clause of result, compare:

"I grew richer, accordingly I grew more ambitious" (result)

or "*I grew richer, so I grew more ambitious*" (result)

Another type of subordinate clause, which Poutsma proposes to term "clauses of alternative agreement", may be seen in the following examples, taken

from Poutsma's Grammar: *He is said to have worn a coat blue on one side and white on the other, according as the Spanish or French party happened to be dominant. The day had been one long struggle between mist and sun, a continual lightening and darkening, big with momentary elations, and more tenacious disappointments, according as to which of the two antagonists got the upper hand.*

B.A.Ilyish thinks that as to these clauses, they are probably too rare to require a special category or "pigeonhole" to be arranged for them.

The same may be said about another type of subordinate clause found in Poutsma's Grammar, one which he terms "clauses of exception", and which he illustrates, among others, by the following examples:

The Somersetsshire peasants behaved themselves as if they had been veteran soldiers, save only that they levelled their pieces too high.

Miss Blimber presented exactly the same appearance she had presented yesterday, except that she wore a shawl.

We think that these sentences can be called *composite sentences with clauses of exception or exceptional clauses* (H.G.M.)

As to B.A.Ilyish sentences of the type *It is the emotion that matters* have also to be considered here and there are two ways of looking at a sentence of this type. Either one can take it as a simple sentence with the construction *it is ... that* used to emphasize the word or words included in it, or one can take it as a complex sentence with a subordinate clause beginning with the conjunction *that* (or, in other cases, with one of the relative pronouns *who*, *which*, or *that*).

If the latter alternative is preferred (and it seems to be preferable, on the whole), there arises the question, what kind of subordinate clause it is here, and this is indeed difficult to decide. Such clauses bear some resemblance to attributive clauses, but they will not easily fit into the definition of such clauses. Perhaps they had better be considered a special type of subordinate clauses, peculiar to such constructions.

We think that such sentences may be termed as“ attributive clauses” or even “subject clauses”: *Compare: “It is the emotion which matters” or “That matters is the emotion”– H.G.M.)*

In a similar way other types of subordinate clauses might be found, and an exhaustive system would hardly be possible. Besides, there is another consideration that one must take into account. In analysing a simple sentence one can't not call the phrase "*except + noun*" an *adverbial modifier of exception*; because as to B.A.Ilyish, there would seem to be no sufficient reason, therefore, to term the sentence given above from Dickens's "Dombey and Son", and other sentences of the same kind, subordinate clauses of exception.

TENSES IN ADVERBIAL CLAUSES OF COMPARISON IN MODERN ENGLISH

Complex sentences with adverbial clauses of comparison characterize the action expressed by the predicate in the main clause by comparing it with some real or hypothetical circumstance or action.

Clauses of comparison may be introduced to the principle clause by conjunctions *as, like, as if, as though, than* and conjunctions with the correlatives *as... as, so... as, as... as if*, and like in simple sentences with an adverbial modifier of comparison, it functions as an adverbial modifier of comparison concretizing the predicate or verb(group) in a matrix or principle clause.

Switwin's pale eyes bulged *as though he might suddenly have been afflicted with insight*.

Adverbial clauses of manner may refer to the verbal predicate or any verbal part as the only modifier of the action expressed, to a detached attribute or to an adverbial modifier. They may be introduced by the conjunctions *as, the way*.

There are different types of adverbial clauses of manner.

I. Clauses of manner of the first type modify the predicate of the main clause by attributing some quality to it.

I'm sorry I talked *the way I did at lunch*.

She cooks the turkey exactly *as my mother did*.

He could do it *as no one else could have done*.

II. Clauses of manner of the second type refer to attributes or predicative characterizing a state or quality of a person or non-person.

Astonished, *as one could be in such circumstances*, he didn't give a sign of it.

He was puzzled by the situation, *as one could easily be in his place*.

III. Clauses of manner of the third type refer to an adverbial modifier, giving additional information or explanation concerning it. The connection between the clauses is rather loose, and the subordinate clause is generally set off by commas.

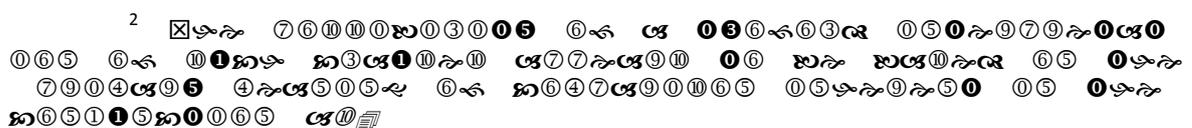
He said it with contempt, *as a grown-up serious man should treat such views.*

These two kinds of adverbial clauses are not easily kept apart. Sometimes the clause is clearly one of manner, and does not contain or imply any comparison, as in the following sentences: *You must explain Barbary to him as best you can.* Sometimes, on the other hand, the clause is clearly one of comparison, and does not contain or imply an indication of manner, as in the following sentence: *His wife must be a lady and a lady of blood, with as many airs and graces as Mrs Wilkes and the ability to manage Tara as well as Mrs Wilkes ordered her own domain.*

But there are also sentences where it may be argued, either that the comparison is merely a way of indicating the manner of an action, or that the comparison is the essential point, and the indication of manner merely an accompanying feature².

According to B.A.Ilyish, since the problem of which view is the correct one, that is, whether the comparison or the indication of manner is the essential point, cannot be solved by objective methods, it is best to say that in such cases the distinction between the two types is neutralized, and that is what makes us treat the two types under a common heading, "clauses of manner and comparison".

The most typical conjunction in such clauses is the conjunction *as*. and indeed, historically speaking, this is its earliest application in the language. The conjunction *as* is of course also used to introduce clauses of time and of cause, and it is only the context, that is, the lexical meanings of the words, that makes it clear

² 

what the function of the clause is. For instance, in the following example it is the meaning of the words *make money*, repeated as they are, that shows the clause to be a clause of comparison and not a clause of time or cause: *With the idea that she was as capable as a man came a sudden rush of pride and a violent longing to prove it, to make money for herself as men made money!* It is typical of *as*-clauses of comparison that the conjunction may have a correlative element in the head clause, which is usually another *as*. This may be seen in the following example, which is somewhat peculiar: *Do you find Bath as agreeable as when I had the honour of making the enquiry before?* The *when*-clause as such is a temporal clause: it indicates the time when an action ("his earlier enquiry") took place. However, being introduced by the conjunction *as*, which has its correlative, another *as*, in the main clause, it is at the same time a clause of comparison. It would seem that these two characteristics do not contradict each other but are, as it were, on different levels: the temporal clause occupies a position which might also be occupied by an adverbial modifier of time within a simple sentence, if, for instance, the sentence ran like this: *Do you find Bath as agreeable as last year?* In that case the phrase *as last year* would have been a subordinate part expressing comparison, while *last year* as such would have been an adverbial modifier of time. Such different levels of syntactical analysis do not appear to have received sufficient attention so far.

There may be some argument about the exact status of the *as* in the head clause. It may be said either that it is an adverb modifying the adjective or adverb which follows it, or that it makes part of a double conjunction *as ... as*, whose first element is within the head clause, while the second element introduces the subordinate clause. The first view is distinctly preferable, as the idea of an element of a subordinating conjunction coming within the head clause and tending to modify one of its parts is theoretically very doubtful.

Another variant including the conjunction *as* is the phrase *in the same way as* (*in the same manner as*), whose composition and function may be a matter of

discussion. It may be taken as a phrase equivalent in function to a conjunction, and thus belonging in its entirety to the subordinate clause. Or else the phrase *in the same way as* may be viewed as divided between the head clause and the subordinate clause, only *as* belonging to the subordinate, and *in the same way* making part of the head clause as an adverbial modifier of manner. There seems to be no valid objective method of settling this question and it remains largely a matter of individual opinion. It may perhaps be argued that some sentences rather incline toward one interpretation, and others toward the other.

Another conjunction used to introduce clauses of comparison is *than*. It is naturally always associated with the comparative degree of an adjective or adverb in the head clause, as in the sentence: *Nobody can appreciate it more than I do*. *Than-clauses* do not seem to offer occasion for any special comment.

Let us now turn to the question of clauses of manner and comparison and adverbial modifiers in a simple sentence.

It is quite clear from the outset that a clause of comparison or manner is used when an action described in the head clause is to be characterized by comparing it to some other action. Adverbial modifiers in a simple sentence give only limited possibilities for this. They can be used to express that sort of idea if the comparison is not, strictly speaking, between the actions themselves but between different subjects performing the same action. This particular kind of comparison may indeed be expressed with the help of the conjunction *like*, as in the following example: *I never see a young woman in any station conduct herself like you have conducted yourself*. This usage belongs to low colloquial style.

A similar kind of idea can also be expressed by means of a dependent appendix introduced by the conjunction *as*. In fact in some cases the difference between a simple sentence with a dependent appendix of this type (see above, p. 265) and a complex sentence with a subordinate clause of comparison appears to be very slight: one may be changed into the other by merely adding or dropping the corresponding form of the verb *do* or *be*: *He works as efficiently as you (do)*, *He*

was as excited as she (was), etc. It is therefore natural that sentences without the form of *do* or *be* should have been considered as elliptical, with the verb "understood". However, as we have adopted the principle of not admitting ellipsis unless this, is strictly necessary, we have chosen to treat those sentences (without *do* or *be*) as simple ones with a dependent appendix. So, accordingly, comparing them now with the complex sentences, we may state that the difference in such cases appears to be stylistic rather than anything else. The complex sentences are somewhat more literary in style than the simple ones with the dependent appendix introduced by the conjunction *as*.

The same considerations apply to the subordinate clauses with the conjunction *that* and simple sentences with a dependent appendix introduced by the same conjunction: compare *I am taller than he (is)*, *He works better than they (do)*, etc.

In conclusion, B.A.Ilyish points out that it seems better, therefore, to leave such clauses and others which may occur outside the exact classification, characterizing them as adverbial subordinate clauses only, which, we think, is not fair, because we should call spade a spade and treat them as we have done above.

CONCLUSION

If you've ever asked yourself 'What activities can I do in class?' I hope you'll feel, after reading this research work, that you don't need to worry as there is plenty you can do. You can start from just a bank of a few very traditional activities that we have learned, perhaps from our own days as a student of a foreign language. Then, once you've thought about your students, setting and personal style, you can change a feature or two. You'll choose to change *the* features of a particular activity for different reasons. Perhaps the activity you know only works in a large classroom or with elementary or very motivated students or takes too much preparation time. You'll want to change those features so that you can use a variation of the activity in your own setting and circumstances. Every time you change some features of an activity, the goals, cognitive processes and other features usually change too in dynamic and organic ways.

The increasing demand for learning the English language in Uzbekistan is demonstrative of the need for comparative studies of the two languages and creating effective methodologies for teaching English at Uzbek schools. Although Tenses in adverbial clauses of comparison have been much investigated separately in the two languages, namely, English and Uzbek. Thus, the topic of our research proves to be one of the actual topics in Modern English and Uzbek linguistics and in methodology of teaching English. To conclude, Tenses in adverbial clauses of comparison constitute a complex issue in the English grammar.

Learners of English want to speak English well, master the language in a very short time, learn as easily as possible and avoid ambiguities and obscurities. They expect teachers to help them with all imaginable obstacles. Tenses in adverbial clauses of comparison prove to be one of such stumbling blocks. Michael Lewis's definitions of the central meanings contribute to the simplification of both teaching and learning.

Our findings have indicated that Tenses in adverbial clauses of comparison in Modern English and Uzbek bear several similarities as well as dissimilarities. Isomorphic features exist in many languages of the world because of the universal rules of language evolution. That is, human languages develop under more or less the same circumstances and the same communicative needs. Here, it is noteworthy that the similarities between English and Uzbek are good since they offer easier language acquisition to Uzbek students.

As regards allomorphic features of languages, they represent divergent mindsets of the speakers of different languages i.e. people of the world have contrasting outlooks and attitudes to life which results in the dissimilar ways of expressing their thoughts in speech. The discrepancies between the two compared languages lead to considerable language interference amongst learners. In our course paper, we have offered a number of exercises specifically intended to eliminate such confusions.

Tenses in adverbial clauses of comparison is a very disputable but interesting theme in both English and Uzbek.

As we can see from the examples provided for Tenses in adverbial clauses of comparison, the use of them in the English language needs to be given special attention to as it may cause interlanguage interference. Taking this into consideration, we have worked out the cases that require the usage of Tenses in adverbial clauses of comparison.

We hope that our course paper will yield benefits to the comparative study of the Uzbek and English languages, to the translation processes, and to the advancement of the theory of Tenses in adverbial clauses of comparison in the languages compared. More importantly, the teaching methods, strategies and activities for teaching Tenses in adverbial clauses of comparison we have worked out will hopefully be a good manual for the teachers of the English language at Uzbek schools.

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