COLLINS
COBUILD

柯林斯 COBUILD 英语语法句型

2：名词与形容词

GRAMMAR PATTERNS
2: NOUNS AND ADJECTIVES

Helping learners with real English

NEW

外教社

上海外语教育出版社

COLLINS
COBUILD

柯林斯 COBUILD 英语语法句型
2: 名词与形容词

GRAMMAR
PATTERNS
2: NOUNS AND
ADJECTIVES

外教社

SFLEP

THE UNIVERSITY
OF BIRMINGHAM

**COLLINS
COBUILD**

COLLINS COBUILD

GRAMMAR PATTERNS

2: NOUNS AND ADJECTIVES

THE UNIVERSITY
OF BIRMINGHAM

COLLINS
COBUILD

HarperCollins*Publishers*

出 版 前 言

　　自 20 世纪 80 年代末起,世界各国的英语教学界就对以全新构想编写的"柯林斯 COBUILD 英语词典系列"表示出极大的兴趣,并一致认为,该系列词典开创了高科技时代词典编纂的先河。这一系列词典是在世界著名的哈珀－柯林斯出版社(HarperCollins Publishers Limited)的支持下,由英国伯明翰大学(Birmingham University)词典编纂组经过十余年的努力,精心编纂而成。参与编写工作的有数百名英语教学、词典编纂和电脑软件专家。从词典的研制到出版花费了巨额的资金。

　　"柯林斯 COBUILD 英语词典系列"之所以被称为"以全新构想编写而成的新一代辞书",是因为英国伯明翰大学词典编纂组首先意识到电脑时代的到来对于词典编纂的意义,并将大型电脑运用于词典的编纂工作。由于电脑的发展,利用电脑庞大的存储和检索功能对大量语言现象作具体详尽的分析成为可能。以往,词典编纂人员只能根据个别语言现象推断出词义和用法;现在,他们可以利用先进的电脑设备,输入和检索数以亿万字计的语料,根据大量而确切的语言数据来确定词义和用法。英国伯明翰大学词典编纂组就是根据上述原则,编纂了这一系列新颖独特的词典。

　　本系列词典中所有的例词和例句均取材于 COBUILD 英语语料库(The Bank of English)。该英语语料库的名称 COBUILD 系 COLLINS BIRMINGHAM UNIVERSITY INTERNATIONAL LANGUAGE DATABASE 的首字母缩略词,如果直译应该是"柯林斯－伯明翰大学国际语料库"。该语料库包含了小说和非小说类的多种语体,如广播和电视用语、日常自然会话、报刊杂志文章,也包含了英国英语、美国英语和澳大利亚英语及多种英语方言。

　　伯明翰大学的词典编纂组正是依据了该语料库所提供的词频,确定了哪些是最常用词,哪些是次常用词;哪些是美国英语用法,哪些是英国英语用法或澳大利亚英语用法。词典中越是常用的词,解释越是详细,不仅提供该词的语义和句法特征,提供常用的习语和词语的搭配,还专门辟出栏目以说明用法,并尽可能用简洁明了的句子来解释

词目和习语。

本社引进出版的《柯林斯 COBUILD 英语语法句型 2：名词与形容词》是对英语名词与形容词句型第一次权威而全面的研究总结。本词典详细阐述了 100 余种名词和形容词句型，涵盖 10000 多个名词和形容词，对它们做出了全新的描述。

《柯林斯 COBUILD 英语语法句型 2：名词与形容词》针对各级英语学习者及教师，对名词与形容词进行了迄今为止最广泛深入的分析，每种句型均有详尽的解释，使用同种句型的所有词一律按释义分列成组，并利用结构表展示各句型成分，清晰易懂。同时还提供上百个名词和形容词词汇表，囊括大量释义及功能相似的动词，富有启发性。

《柯林斯 COBUILD 英语语法句型 2：名词与形容词》版面设计新颖，特别是大量表格的使用，更使本词典一目了然，通俗易懂。本词典不但以五个菱形表示名词和形容词的词频信息，还提供句型、名词和形容词的索引，查找方便，功能强大，是目前在英语名词和形容词句型方面一本难得的学习指南。

为了提高我国的英语教学和科研水平，更好地为读者服务，上海外语教育出版社引进了"柯林斯 COBUILD 英语词典系列"，以让我国广大英语学习者和从事相关工作的人员能够获得更多更新颖的工具书。为此，上海外语教育出版社的编辑和哈珀－柯林斯出版社的编辑通力合作，对本系列词典中的例句进行了修订，使之更符合我国的国情。毋庸置疑，如同其他词典一样，本系列词典在编校过程中难免仍有疏漏和失误，敬请广大读者批评指正。

需要说明的是，本系列词典的例证均选自 COBUILD 英语语料库，采用这些例句的目的是为了说明词目的语义和语法特征及用法，并不代表原出版社和本社的观点。

The COBUILD Series

Founding Editor-in-Chief   John Sinclair

Editorial Team

Senior Editors   Gill Francis
Susan Hunston
Elizabeth Manning

Computer Officer   Tim Lane

Production and Design

Lesley Cuthbertson, Ray Barnett

Acknowledgements

This volume is dedicated to the memory of
Eugene Gatt Winter
(1924–1996)
adviser to the Grammar Patterns project.

Foreword

When *Collins COBUILD Grammar Patterns 1: Verbs* was published, I commented that it was 'one of the most important and useful publications' in the COBUILD range. This volume is the second in the innovative Grammar Patterns series, dealing with patterns of nouns and adjectives.

To use words correctly and effectively, you have to arrange them in appropriate patterns. The patterns that are special to a particular word you will find in *Collins COBUILD English Usage*; this book, on the other hand, deals with the patterns associated with groups of words. It gives you a comprehensive account of the noun and adjective patterns of English, using the evidence of The Bank of English which now stands at 350 million words of current written and spoken English.

The presentation of patterns is not new, of course, in language teaching. In the fifties and sixties the leading reference book for teachers and learners was A.S. Hornby's *A Guide to Patterns and Usage in English* (OUP 1954). In that book, the principal grammatical patterns of the language were set out using simple formulas, and the typical vocabulary for each pattern was shown in examples. Then for a number of years patterns went out of fashion in linguistics, but the advent of COBUILD in the eighties brought back an appreciation of the importance of the environment of a word to its usage, even its meaning.

This last point is very exciting, because it shows that these pattern grammars are much more than convenient ways of presenting the regularities of usage. During the early research days of COBUILD, I became convinced that the meaning of a word was closely related to the choice of which words occurred nearby, and their position. Fifteen years ago this was actually difficult to think about; now the evidence is in front of you.

Through the reliability and objectivity of the computer evidence, words can be subdivided according to pattern, and patterns can be seen to correlate with meaning – that is to say, words with similar patterns have similar meanings.

For example, in Section 38 you will find the pattern consisting of a noun followed by the preposition *over* and a noun group. The nouns with this pattern fall into several different meaning groups, but many of them are used to talk about reactions (the 'fuss' group) or feelings (the 'grief' group). The noun group following the preposition shows the cause of the reaction or feeling.

> *...a growing __crisis__ over education... an __outcry__ over the savaging of a six- year- old girl... the growing __scandal__ over the alleged smuggling of weapons from Lebanon... __Violence__ over reports of police corruption*

> *...__grief__ over the death of his wife... mounting __pessimism__ over the chances of reaching agreement.*

We can now see that this relation between meaning and pattern is inevitable – that meaning has a profound and systematic effect on usage. I am confident that our continuing research in this area will bring meaning and pattern closer and closer together.

So this book is not just a set of useful patterns of English that have to be learned. It is also a partial explanation of why the patterns are as they are, and why particular nouns and adjectives have them – as the example above makes clear. This makes the patterns easier to understand and recall, and enables you to use the language accurately and productively.

John Sinclair
Professor of Modern English Language, University of Birmingham
Founding Editor-in-Chief, COBUILD

Introduction

This book presents all the patterns of English nouns and adjectives, and relates these patterns to meaning. It is a companion volume to the *Collins COBUILD Grammar Patterns 1: Verbs*. The coding is based on the *Collins COBUILD English Dictionary* (1995).

What patterns are

In most cases, a noun or adjective pattern is the noun or adjective and the words that come after it. These words are often a prepositional phrase or a finite or non-finite clause. Sometimes, however, the pattern involves words that come before the noun or adjective. For example, a noun may follow a preposition, or the clause in which the noun or adjective occurs may begin with *it*.

In the *Collins COBUILD English Dictionary*, these patterns are coded in a simple way whereby the elements in each pattern are set out in the order in which they occur. Thus, **N that** means 'noun followed by a that-clause' and **ADJ** *for* **n** means 'adjective followed by *for* and a noun group'. The capital N or ADJ indicates the noun or adjective that you are concerned with; other nouns or adjectives in the pattern are indicated in small letters. For example, **ADJ n** means 'adjective followed by a noun' but **adj N** means 'noun preceded by an adjective'. We have used this same pattern notation in this book.

A pattern of a noun or adjective includes only those words that are typical of or significant for that particular noun or adjective, not those that are just part of general noun group structure. For example, most nouns in English are often used in noun groups that begin with *the*. For the pattern **the N**, however, we include only those nouns or those senses of nouns which always or usually follow *the*. However, we do also include sections describing the patterns of comparative and superlative adjectives, which can be used with all adjectives that have a comparative and superlative form. We also include patterns which are used with all graded adjectives.

Some patterns occur very frequently, some are used with only a few nouns or adjectives. In this book, we cover over 200 patterns. However, all the patterns are based on a very small number of simple elements - **n** (noun or noun group), **adj** (adjective or adjective group), **to-inf** (infinitive clause), **that** (that-clause), **wh** (wh-clause), and so on. A list of the elements is given inside the front cover of the book.

The sections

This book is divided into two parts: part 1 gives information on nouns and part 2 gives information on adjectives. The first sections in part 1 deal with the basic types of noun and how they are used. The first sections in part 2 deal with the basic types of adjectives.

Most of the other sections in this book deal with one particular pattern, and most sections have the same basic arrangement. Below we give an outline of what you will find in each section.

Pattern information

Each section begins with a heading showing the main pattern dealt with in the section and a simple description of the pattern, together with any other necessary information. The beginning of section 23 is shown below.

23 N *against* n

The noun is followed by a prepositional phrase which consists of *against* and a noun group. With some nouns, the preposition is sometimes followed by an '-ing' clause. This pattern is N *against* -ing.

Then there is a table with a shaded area showing the elements of the pattern, and simple examples of the pattern. Here is an example showing the pattern table for the pattern N *against* n.

	Noun	*against*	noun group/-ing clause
the	battle	against	a forest fire
a	campaign	against	drug traffickers
an	insurance	against	hard times
a	precaution	against	falling asleep

Meaning groups

One of the most important features of the Grammar Patterns series is its identification of the link between pattern and meaning. This is the first time this has been done systematically for all verb, noun, and adjective patterns.

The nouns and adjectives with each patten have been divided into groups according to their basic meaning. For example, in the pattern **ADJ *at* n**, there is a group of adjectives meaning 'skilful or unskilful', such as *clever, good, hopeless, marvellous*, and *terrible*. There is another group meaning 'reacting in a particular way to an idea or situation', such as *astonished, disappointed, nervous, pleased*, and *unhappy*; and another group meaning 'being angry at a situation or a person', such as *angry, annoyed, furious, indignant*, and *mad*. This division into meaning groups means that this book can be used as a grammatically-based thesaurus.

Each meaning group is labelled with one (or more) of the nouns or adjectives in it: for example THE 'KEEN' GROUP, THE 'SHORT' AND 'HEAVY' GROUP , and THE 'OPTIMISTIC' GROUP. The meaning groups are numbered. If there are any nouns or adjectives that do not belong to any of the meaning groups, they are put in a group called NOUNS WITH OTHER MEANINGS or ADJECTIVES WITH OTHER MEANINGS at the end. Before the meaning groups are described, there is a list of all the meaning groups in that pattern.

Sometimes we give additional information about the pattern as it is used with nouns or adjectives in a particular meaning group, for example that a wh-clause begins with a particular wh-word, such as *why*, or that a prepositional phrase that is part of the pattern typically has a particular meaning.

Examples

Each meaning group has examples to show the nouns or adjectives being used with the pattern in question. These examples are actual examples of current English, taken from The Bank of English corpus. Enough context is given to make the meaning of the noun or adjective clear. The pattern is highlighted in bold, and the noun or adjective itself is underlined.
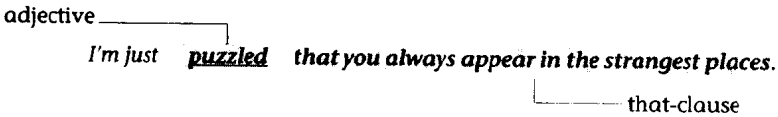
This example illustrates the pattern **N *about* n** with the noun *joke*:

noun   *I'm used to* **jokes** *about* **women drivers.**   noun group
                        about

This example illustrates the pattern ***on* N** with the noun *location*:

on   *The film was shot* **on** **location** *in Washington DC.*   noun

This example illustrates the pattern **ADJ that** with the adjective *puzzled*:

adjective

I'm just **puzzled** *that you always appear in the strangest places.*

that-clause

Each group of examples is in alphabetical order according to the base form of the nouns or adjectives that are illustrated.

We also mention and illustrate minor variations on the basic pattern. For example, at **N *among* n**, meaning group 1, there is the following note and example.

> Many of these nouns often or sometimes have the pattern **N *among* pl-n** combined with another pattern, which is used to mention the content or topic of the feeling, attitude, or view.
>
> *There is, though, a deep-seated* **belief** *among leading clubs that a parting of the ways is inevitable.*
> (**N *among* pl-n that**)

Lists

We have surveyed the patterns of about 10,000 nouns and adjectives, and this has enabled us to produce a valuable resource in the form of comprehensive lists of the nouns or adjectives in each meaning group. In most sections, these lists show every noun or adjective in the *Collins COBUILD English Dictionary* which has a particular pattern. Where it is necessary to clarify which meaning of a noun or adjective has the pattern in question, we indicate this using the number of the relevant sense in the Collins COBUILD English Dictionary.

The sections which describe the main types of noun and adjective, such as 'Section 1: Count nouns', 'Section 2: Uncount nouns', and 'Section 76: Graded and ungraded adjectives', list only the most frequent nouns or adjectives with a particular pattern. A few sections do not include lists. These are: 'Section 8: Proper nouns', 'Section 12: Nouns used as modifiers', 'Section 18: num N', 'Section 30: N *by* n', 'Section 77: Comparative adjectives', and 'Section 78: Superlative adjectives'.

Sometimes we say that a pattern is productive with a particular meaning, that is, many nouns or adjectives could be used with this pattern, or are used occasionally with this pattern. In this case, we list only the nouns or adjectives which are most frequently used in that way.

The lists are set out in boxes as shown below.

ache *2*	dependence *2 (drug)*	mania *1*
addiction *1*	dependency *3 (drug)*	overload *2 (information)*
attack *6*	deprivation *(sleep)*	pang
bug *6*	disorder *1,3*	poisoning ◇ *3 (food)*
cancer	disturbance *3*	strain *6*
complaint *3 (skin)*	fetish *1*	syndrome *2 (Gulf War)*
condition *6 (heart)*	fit *2 (coughing)*	trouble *4 (back)*
defect *(speech)*	habit *3 (cocaine)*	upset *5 (stomach)*
deficiency *1 (vitamin)*	infection	

- Sense numbers referring to the *Collins* CoBUILD *English Dictionary* are shown where necessary. A number such as *1.2* means sub-entry 1, sense 2.
- If a noun or an adjective is treated in the dictionary under another word, a ◇ symbol is put before the sense number in the list. For example, if you look in the dictionary for the noun *poisoning* ◇ 3, you will find it under sense 3 of the word *poison*.
- If a noun or an adjective is covered in the dictionary under the same word with a different word class, a ▷ symbol is put before the sense number in the list. For example, If you look in the dictionary for the noun *hiss* ▷ 1, you will find it as part of sense 1 of the verb *hiss*.
- If a noun or adjective is commonly used with another word that helps to illustrate its meaning, that word is shown in brackets after the word in the list.

The list below illustrates the presentation of other information in lists.

at the eleventh hour   **at the first hurdle**

at ... **juncture**   at ... **point**   at ... **stage**

- In sections that present patterns where a noun follows a preposition, the preposition is shown before the noun in the list.
- If the noun group usually begins with a determiner, the preposition and the determiner are shown.
- If the noun follows a range of other words, such as a range of determiners and adjectives, a row of dots is shown before the noun in the list.
- If the noun is used in two alternative phrases, both are shown, as in the list below.

at its **height**/at the height of ...   at its **zenith**/at the zenith of ...
at its **peak**/at the peak of ...

How to use this book

To find out which patterns a particular noun or adjective has, look it up in the **Word Index** (page 553) and turn to the page(s) indicated to find it listed with other nouns and adjectives with the same pattern and meaning. The Word Index also gives information *about the frequency of each noun and adjective.* To find out which nouns or adjectives have a particular pattern, for example **N** *of* **n** or **ADJ to-inf**, look the pattern up in the **Contents** or in the **Pattern Index** (page 551) and turn to the section where it is dealt with. An explanation of the grammatical terms used in this book is given in the **Glossary** (page xiv). A list of elements used in the patterns is given inside the front cover of the book.

Advice for teachers

There are many ways in which this book can be used by teachers in planning teaching material, and by learners using self-access materials. Here we describe a few ideas which should inspire teachers and learners to think of more.

The book is a useful resource for the following activities:

- raising language awareness
- building vocabulary
- checking accuracy

Language awareness

Many teachers like to supplement reading or listening practice with exercises designed to increase awareness of grammar and other aspects of language use. This book can be used to indicate what is important about how a word is used and therefore what a teacher might want to draw attention to.

Here is an example of a short passage about parents being elected to serve on councils that will run schools in Chicago.

Voters have been going to the polls to elect new local councils, one for each school. There will be six parents on each council, two community residents and two teachers. The new council arrangement takes power away from the central education bureaucracy and tries to put it in the hands of parents. Parents don't have education degrees. Parents don't have subscriptions to the leading education journals. Yet the consensus is that parents will do a better job of running the schools.

The teacher may wish to draw attention to the use of *consensus* in the last sentence of this passage, and may consult the index of this book to find the patterns that *consensus* is commonly used with. One of these patterns is **the N *be* that**, which is described in Section 42 of this book. This pattern indicates that in this passage, the whole phrase *the consensus is that* is important for the use of *consensus*. Section 42 also gives other words with a similar meaning and the same pattern. Here are a few:

assumption	**feeling**	**notion**	**thinking**
belief	**hope**	**rationale**	
expectation	**idea**	**theory**	

Learners can be asked to consider how using each of these nouns instead of *consensus* might change the meaning of the passage.

The teacher might also wish to draw learners' attention to other uses of the noun *consensus*. In the description of the pattern **N that** (Section 20), this example is given:

There was still a remarkably strong consensus that care in the community was the right policy.

In the description of the pattern **N *among* pl-n** (Section 24), this example is shown:

There is no consensus among us.

The teacher can therefore advise students that a clause beginning *there is a consensus that* is a valid alternative to the clause in the passage, and that if the student wishes to name the people who share the consensus, this can be done using a prepositional phrase beginning with *among*.

Another useful phrase in the passage is *in the hands of*. Section 66 in this book describes the pattern **in N**. This section shows *in the hands of* as a phrase in the same meaning group as *in the care of, in the clutches of*, and *in the pocket of*, among others. Again, learners can be asked to consider the difference that the choice of each noun would make to the meaning of the passage. At the same time they are made aware of the pattern associated with these nouns.

Vocabulary building

Each list in this book contains words which have two things in common: they all have the same pattern and they share an aspect of meaning. The lists therefore provide a resource for learners to extend their vocabulary by learning words concerned with a particular topic, function, or concept, and by learning the pattern of a group of words together with the words themselves. Learners can be encouraged to keep a record of new words learned, in their meaning groups, and together with their patterns.

For example, a student who has been reading about people's lives and experiences may have noticed sentences such as the following:

*I usually find people who are **good** at sport are usually very **bad** at everything else.*

*Pop was **brilliant** at his work.*

*I was **incompetent** at playing the piano, and I was too lazy to learn how to read music, and so I didn't become a composer.*

In each of these sentences, an adjective meaning 'good' or 'bad' (*good, brilliant, incompetent*) is followed by a prepositional phrase beginning with *at*. This pattern is **ADJ** **at n/-ing**. Looking at meaning group 1 in Section 92 of this book, the learner can find a list of similar adjectives:

adept	expert	new	successful
bad	good	okay	superb
brilliant	great	poor	terrible
clever	hopeless	practised	terrific
competent	incompetent	proficient	unsuccessful
effective	inept	skilful	useless
efficient	lousy	skilled	
excellent	marvellous	slow	

This list can be used for further vocabulary work. For example, a learner who is unfamiliar with some of the words in the list can use a dictionary to check which mean 'good' and which mean 'bad'. Further distinctions can be made, and the learner might end up with several lists of his or her own, such as:

'good in a general way'

brilliant	good	marvellous	superb
excellent	great	okay	terrific

'having a lot of skill'

adept	efficient	proficient
clever	expert	skilful
competent	practised	skilled

'bad in a general way'

bad	**lousy**	**terrible**
hopeless	**poor**	**useless**

'lacking skill'

incompetent   **inept**

Checking accuracy

It is not always possible to tell from intuition whether a noun or adjective can be used with a particular pattern or not. If a noun or adjective is given in this book as having a particular pattern, this means that the noun/adjective and pattern occur reasonably frequently in The Bank of English. Therefore, a teacher or learner can be confident that if the learner uses a noun/adjective and pattern that is found in this book, the learner's usage is in accord with idiomatic English.

If a noun or adjective does not occur in the lists for that pattern, this means that the noun/adjective and pattern does not occur or occurs infrequently in The Bank of English. However, nouns and adjectives are more flexible in their patterns than verbs are, and if a word is not found in the lists in this book, it does not necessarily mean that it is incorrect in a particular pattern, especially if it has a meaning that is similar to other words that are listed. For example, the adjective *dreadful* does not appear in the list given above for the pattern **ADJ** *at* **n**. Examples such as *I'm dreadful at trying on clothes* do appear in The Bank of English, but infrequently compared with the adjectives that are listed. Similarly, in Section 20, the nouns that have the pattern **N that** include *bitterness, jealousy*, and *resentment*, but not *envy*. The Bank of English does show examples such as *I heard them express envy that I was 'so placid'*, but these are rare compared with the examples for the other words. It would not be true to say, however, that 'dreadful at something' or 'envy that' are incorrect usages.

Some of the sections in this book must be used with caution as a guide to accuracy. Section 15, for example, which describes the pattern **poss N**, lists only those nouns which are typically used with a possessive. If a noun is not found in the lists in that section, it cannot be assumed that the noun cannot be used with a possessive, only that it is used in a variety of ways, and the possessive is not particularly significant. This section can therefore be used as a guide to what is important about a given noun, rather than whether a noun can be used in a particular pattern.

Glossary of grammatical terms

active voice If a verb is in the active voice, the Subject of the clause indicates the person or thing doing the action or responsible for it, e.g. *Anne has given me a tiny black kitten.* Compare **passive voice**.

adjective group An adjective group may consist of just one adjective, e.g. *I was glad.* Or the adjective may have words before it, such as an adverb, e.g. *I was very happy* or words after it, such as a clause or a prepositional phrase, e.g. *I was pleased to see her... That was kind of you.* An adjective group is used to describe someone or something, or to give information about them.

adverb of degree See **grading adverb**.

amount An amount is a word or phrase indicating an amount of something, for example *three hundred pounds, two per cent, three-foot,* e.g. *It weighed as little as two grammes.*

attributive adjective An attributive adjective is one that is used in the pattern **ADJ n.** Compare **predicative adjective**.

broad negative A broad negative is a word or phrase that indicates that something is wholly or generally not the case. It includes absolute negatives such as *no* and more general negatives such as *hardly,* e.g. *He thought there was hardly any point in having a bath... In Britain there is little call for green glass.*

collective noun A collective noun is a noun that refers to a group of people and that is used with both singular and plural verbs, e.g. *The government is heading for defeat... The government are denying that cuts must be made.* See section 7.

colour word A colour word refers to a colour. It behaves like an adjective, e.g. *The sky was blue,* and like a noun, e.g. *...several shades of yellow.* See section 129.

comparative The comparative form of an adjective consists of the adjective with '-er', e.g. *bigger,* or the adjective following *more,* e.g. *more interesting.* Only **graded adjectives** have a comparative form.

Complement A Complement is a part of a clause that provides information about the person or thing indicated by the Subject. It tells you what they are or what they are like. A Complement typically follows a **link verb** and is typically a noun group or an adjective group, e.g. *His father was an accountant.*

finite clause In a finite clause, the verb group includes an indication of tense or modality, e.g. *It's obvious you believe in happy endings.*

graded adjective A graded adjective is an adjective which has comparative and superlative forms, or which sometimes follows a **grading adverb,** e.g. *Wools are softer now... Parkfield is the most likely place for an earthquake... His accent is fairly strong.*

grading adverb A grading adverb is an adverb such as *fairly, slightly,* or *very* which modifies a **graded adjective** or **graded adverb** and

indicates the strength of the quality indicated by the graded adjective or adverb, e.g. *My left leg is slightly shorter than my right... They're both very hungry.* These words are also called **grading modifiers** and **adverbs of degree**.

grading modifier See **grading adverb**.

indefinite adverb The indefinite adverbs are *anywhere, nowhere,* and *somewhere.* They indicate a place but do not specify the place, e.g. *There is nowhere for them to go.*

indefinite pronoun An indefinite pronoun is a pronoun such as *anyone, nobody,* and *something.* It indicates a person or thing but does not specify the person or thing, e.g. *He has something new to worry about.*

infinitive clause An infinitive clause is a clause beginning with the infinitive form of a verb, e.g. *I'm not so arrogant as to think that we are going to win.*

'-ing' clause An '-ing' clause is a non-finite clause beginning with the '-ing' form of a verb, e.g. *It's been good seeing you.*

introductory *it* Introductory *it* functions as a 'dummy' Subject or Object in a sentence, without contributing to its meaning. It points forward to another clause in the sentence, e.g. *It's excellent that you're coming... It seemed a shame to betray his trust.*

link verb A link verb is a verb like *be, become,* or *seem* which needs to be followed by a Complement. The Complement describes the person or thing indicated by the Subject, e.g. *Only the children's department seemed keen to offer help.*

modal verb There are eleven modal verbs in English: *can, could, dare, may, might, must, need, shall, should, will,* and *would.* They are used to add meaning to a main verb, for example to indicate how certain or possible something is, or whether a course of action is recommended or allowed, e.g. *You would be a fool to turn this down.* See also **phrasal modal**.

non-finite clause In a non-finite clause, the verb group does not include an indication of tense or modality, e.g. *It's never easy to say goodbye.* Compare **finite clause**.

noun group A noun group may consist of just one noun, e.g. *She was afraid of dogs.* Or the noun may have words before it, such as a determiner, adjective, or other modifier, e.g. *on the other side;* or words after it, such as a prepositional phrase or a relative clause, e.g. *We were interested in people who knew things about medicinal plants.* A noun group may also consist of a pronoun, e.g. *This is really interesting to me.*

Object An Object is a part of an active clause that refers to the person or thing that is involved in an action but does not perform the action, e.g. *I was eating my dinner.* A to-infinitive clause may have an 'understood Object'. For example, in *False documents are easy to obtain, false*