

**THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND
“SIFAT “ (NA’AT) IN ARABIC**

A THESIS

**Submitted To English Education Department of *Tarbiyah* Faculty of *Syekh
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ABSTRACT

THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND “*SIFAT*” (*NA’AT*) IN ARABIC

Language is a means of communication which used by human beings to share their concept, thought, feeling and purpose between each others. In order to be useful, a language must have basic elements, namely sound system, the structural arrangement and the words. By this basic elements, its guide the human beings to use language effectively in day of their life.

Every language shows the disparity between others, whether in their sentence, type or form. English differs from Arabic in their sentence, from kind and their origin. In addition to this disparity they are some similarities, differences and characteristic between English and Arabic. The purpose of this writing is for knowing the structure of English and Arabic adjective, whether in their similarities, differences and also the characteristics between them.

This writing used library research for gaining some appropriate references which related to describe adjective. This research is accomplished by taking some subsequent steps: first, making a great and thorough study with respect to definition of adjective to the definition in two languages and the scrutiny of every detail of it; second, investigating every partial component of preposition everything having pertinence to it, like the type and the function of it. Third, is done by agglomerating the uses of adjective in sentence.

The English and Arabic adjective commonly have similarities in the definition, in the meaning and also have the same uses in sentence is explain noun. Besides, they have differences in the grammatical words. English adjective possess six types, namely demonstrative, distributive, quantitative, interrogative, possessive and quality. While Arabic adjective possess two types of adjective. Namely حقيقي and سببي kinds from نعت حقيقي and اسم فاعل, اسم مفعول, اسم تفضيل, اسم إشارة, اسم إشارة مشبهة, اسم صاحب نسبة, اسم سببي. has twelve parts, عدد, اسم بمعنى تشبيهة, اسم نكرة بمعنى عموم, اسم موصول

Next, they have differences in the position Arabic and English, if the position adjective English is adjective in front of or before noun. While Arabic adjective the position noun in front of and adjective in behind.

RATIFICATION

The thesis entitled “**THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND *SIFAT ‘NA’AT’ IN ARABIC***” written by **Nurhayati** whose registration number **58430771** has been examined in the viva voice held by the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies on November 19th, 2012. It has been recognized as one of the requirements for undergraduate degree in English Education.

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Assalamualaikum Wr. Wb.

After guiding, analyzing, briefing and correction, to the writing of **Nurhayati's** *sthesis* with the student's main number is **58430771** entitled in “**the comparative study between adjective in English and sifat (na'at) in Arabic**”, we strongly recommended that her thesis can be presented to the *Tarbiyah* Faculty of *IAINSyekhNurjati Cirebon*.

Wassalamu'alaikum Wr. Wb.

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LETTER OF AUTHENTICITY

Bismillahirrohmanirokhim

Here with I acknowledge that this thesis entitled “**THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND *SIFAT (NA’AT)* IN ARABIC** “, is really my own writing with some quotation from some sources by using the acceptable scientific method of writing.

Honestly speaking, I have written this latter of authenticity according to the truth. I will be responsible for any risk happens in the future if it is proven to offend the ethic of scientific writing.

Cirebon, July 2012

The writer,

ACKNOWLEDGE

Motto: study is very important and don't be lazy

THIS THESIS IS DEDICATED TO:

1. My Family

✚ Bpk. Rusim (alm) as my father, who gave me great pray but he has die.

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AUTOBIOGRAPHY



The writer's name is Nurhayati, she was born on July 27th, 1990 in Indramayu. Her father's name is Rusim (alm) and her mother's name is Karina. She is the three child in her family; they are: Maryati, Kuryati and Tamirah.

The writer's educational background that has been finished is as follows:

1. She went to the State Elementary School in 1996 and passed from the State Elementary School at *SDN Pringgacala IV* in 2002.
2. She went to the Islamic Junior High School at *MTsN Karangampel – Indramayu* in 2002, and passed in 2005.
3. She went to the Senior High School at *MAN MODEL Ciwaringin Cirebon* in 2005 and passed in 2008.
4. Then she continued her study to the English Study Program at *IAIN Syekh Nurjati Cirebon* from 2008 up to now.

PREFACE

Bismillahirrahmanirrahim.

Alhamdulillahirabbil 'alamin. In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. May invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

The Thesis entitled in “**THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND SIFAT (NA’AT) IN ARABIC**”. This thesis is presented to the English Education Department of *Tarbiyah* Faculty of *SyekhNurjati* State Institute for Islamic Studies *IAIN Cirebon* in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

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8. All my friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect, so the writer is widely open to receive any critic and suggestion to make her thesis better for reference.

Finally, the writer hopes that this thesis would be useful for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies *IAINSyekhNurjati Cirebon*.

Cirebon, July 2012

Writer

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CHAPTER I

THE COMPARATIVE STUDY BETWEEN ADJECTIVE IN ENGLISH AND *SIFAT (NA'AT)* IN ARABIC

A. The Background of the Problem

Every one as a human being or social being wherever they live and whenever were born must need language. So, the must have their own language which they use communicative to others. In fact, everyone or ethnic group or nation has their language such as Sundanese, Javanese, Indonesian, French, Arabic and Japanese. It is essentially important to know what language and how we should learn a particular language. Language as a matter of common knowledge is the medium of communication through which we express our emotion, ideas, feeling and purpose.

Language is used for communication. It means that people cannot miss language in communication for the sake of the fulfillment of their life needs. Orr (1994: 4) quoted from Ashworth and Wakefield's statement states that the important for language is it is a human universal.

According to As alkhuli (1976: 7) state that language Is an arbitrary system of vocal symbols used to communicate ideas and express feelings among the members of a certain social community? Without language people can not communicate with each other.

English is one of the languages that almost people in the world it as a means communication. In Indonesia, English is the first foreign language which a studies from Elementary school until university levels. There are four language skills that the students

should be mastered in teaching English one of the speaking. Speaking is very important in our daily life for making communication with other.

In order to be useful, a language must have basic elements, there are; the sound system, the structural arrangement and the words. Sound system determiners how communication materials must be represented by human voice. The representation of communication materials in voiced will make the words be communicated. Language skills: listening, reading, writing. It does not mean that these three skills are not important again for the sake of communication. Structure is the component of English language. It is a tool of thought. Structure is one of the important components to gain the four language three skill. The relationship between structure and grammar is very strong.

Murty (2000: 3) say how we study grammar is the sentence structure. Grammar makes us familiar with these sentence patterns. Knowing grammar, someone knows the rules by which word change their form and combine into sentence; it is not easy to understand what has been expressed by the writer and speaker.

Parts of speech are one of the elements of English grammar. They are classified into eight kinds of account of their function. The parts of speech know as noun, pronoun, and verbs. The words that modify the central cord words are the parts of speech called adjective and adverbs, whereas preposition and conjunction are words that show a particular kind of connecting relationship between these four parts of speech. However interjection is often included another part of speech; it shows some expression of emotion on feeling (surprise and feeling).

On the contrary, Arabic also has the same function as English. Ibnu Yahya (2002: 53) say that Arabic are:

1. As a formal country language in all activities, especially in affair of state and education.

2. As a native language for moslem. Originally, Arabic is only for the Arabian but when it becomes Al- qur'an language, thus grow for a native language who is adhering islam.
3. As language for human unity.
4. As language of science and technology.

English language in all over the world has their own respective and adjective. English owns adjective as Arabic does. Adjective have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important function. Adjective words normally placed before noun.

Notwithstanding the term varies in every language. “ *kata sifat*” in Indonesia”, “adjective” in English and *sifat (na'at)* in Arabic. The meaning of it is same. Although every language have self unique system and dialect, but they process similarities and differences. They are actually in vocabulary and grammatical structure.

Example adjective in English and *sifat (na'at)* in Arabic.

Adjective in English	<i>sifat (na'at)</i> in Arabic
Beautiful women	المرأة الجميلة
Clever student	التلميذ الماهر

From

the cases mentioned above, both English and Arabic are very important to be studied. Therefore the writer would like to make comparison between study adjective in English and *sifat (na'at)* in Arabic's whether in their similar and differences.

B. The Identification of the Problem

The identification of the problem is needed to give clarification about the problem that will be investigated. The writer arranged the identification of the problem referred to the background of the problem above, they are:

a. The field research

The field of the research of this thesis is “grammar”.

b. The main problem

The main problem of research is they are the differences between adjective in English and Arabic.

c. The kind of the problem

The kind of the problem of this thesis is qualitative.

C. The Limitation of the Problem

To limit the problem, this study only emphasized in adjective whether English or Arabic.

So the problem is limited on aspects as follow:

a. The definition of adjective.

b. The kinds of adjective.

c. The function of adjective.

d. The use of adjective.

D. The Questions of the Research

The questions of the research that will be obtained are as follows:

a. What are the characteristic of adjective in English and *sifat (na'at)* in Arabic?

- b. What are the similarities of adjective in English and *sifat (na'at)* in Arabic?
- c. What are the differences between adjective in English and *sifat (na'at)* in Arabic?

E. The Aims of the Research

The research accomplished by the writer is proposed.

- a. To know the characteristic of adjective explicating it in detail which is extracted from some few grammar books written whether in English and Arabic.
- b. To know the similarities of adjective in English and *sifat (na'at)* in Arabic.
- c. To know the differences between adjective in English and *sifat (na'at)* in Arabic.

F. The Use of the Research

The research product hoped to able to increase developing of language learning. There are many languages in the world. And however, they are different each other. And, even one language as English or another has the various styles. This comparative study is finding out what is similar and different in two more Brancher of knowledge (A.S, Hornby, 1980: 171) however, before carrying out the comparative study, we must select one subsystem or more of two languages that will be compared. One of the methods is by choosing and deciding what element of the subsystem to compare (Jos Daniel Parera, 1986: 52) in this case, the writer is interested is studying the subsystem of language, that is grammar by choosing its elements; it is about adjective in English and *sifat (na'at)* in Arabic.

G. The Methodology of the Research

The writer does the research by the following steps:

- 1.The objective of research

The objective of research to know adjective in English and *sifat (na'at)* in Arabic.

2. The method of research.

The method of the research is qualitative research.

3. The Source and type of data

Lofland (1984: 47) as cited in Moleong's (2004: 157) explain: primary source of qualitative research is words an action, and additional data, and so on. Dealing with the matter,

a. Primary data source

Primary data source of this research is in the form to support doing the research the writer, first of all find the thesis in the college library that the relates to writer's which will be compiled, that is adjective. It explain about is similarities and differences in English and Arabic and also they compared in the two language.

b. Secondary data source

Secondary data source the writer find some books that refer the topic of the research some of them are:

1. Ilmu nahwu written by k.h. Mochamad Anwar
2. Amriti written by as- syaikh asmawi
3. Jurmiyah written by as- syaikh asmawi.
4. A Practical English Grammar written by A.J. Thomson and A.V. Martiant.
5. English Grammar written by Nurshofiani.

Further step, the writer manipulates the references by adapting them in studying adjective in English and *sifat (na'at)* in Arabic and English in order to be able to compare the general principle of adjective between Arabic's and English.

c. The Object and Time of Research

The object of the research is adjective in English and *sifat (na'at)* that exist in a book entitled A Practical English Grammar: adjective by A.J. Thomson and A.V. Martiant and *kitab- kitab*. The writer did the research on 20th June until 20th August 2012.

d. The technique of data collection

The writer finds and collects the data, both primary and secondary data. In this matter, the writer used library research or theoretical data that is in the form of words.

Library research is the research that is implemented in the work room of research or library, until the researcher acquires data and information about research object through books and audiovisual instrument.

e. The Method of Data Analysis

There are three methods in analyzing qualitative data based on Moeloeng's description (2004: 287): There are three kinds of method in qualitative data analysis; they are (1) Constant Comparative Method as stated by Glaser and Straus in their book *The Discovery of Grounded Research*, (2) Data Analysis Method based on Spradley as found in his book *Participant Observation*, and (3) Analysis Method based on Miles and Huberman as stated in their book *Qualitative Data Analysis*.

In this thesis arrangement, the writer used Spradley Data Analysis. Entire of the research process consist of descriptive observation, domain analysis, focused observation, chosen observation, component analysis, and ended by theme analysis.

CHAPTER II

THE STRUCTURE OF ADJECTIVE IN ENGLISH

A. The Definition of adjective in English

The English language, in fact does not only deal with the system of tense and sentence patterns. But also with other elements one of the elements is the system of adjective. Adjective consist of single words or someone collection. According to language terminology (1986: 12) when several adjectives come before a noun (or when nouns are used modify another noun), the usually have to put in particular order.

According to Understanding and Using English Grammar, Betty Schramper Azar (1996: 133) adjective describes nouns. In grammar, we say the adjectives ‘modify’ nouns. The word ‘modify’ means ‘change a little.’ Adjective give a little different meaning to a noun:

Cold weather, hot weather, nice weather, bad weather. Adjectives come in front of nouns. Examples:

- a. I don’t like *cold weather*.

(Adjective) + (noun)

- b. Alex is a *happy child*.

(Adjective) + (noun)

- c. The *hungry boy* has a *fresh apple*.

(Adjective) + (noun) (adj) + (noun)

B. The Kinds of Adjective in English

According to A Practical English Grammar, A.J.Thomson and A.V.Martinet (1986: 33)

some kind of adjective can be classified there are six as follow:

1. Demonstrative

A.J.Thomson and A.V.Martinet (1992:34) demonstrative is this indicates that something is near us; that indicates that it is at a distance. Examples:

This book is in my hand

That book is over there on the table

The plural of this is these; the plural of that are those.

These books are in my hand.

Those books are over there on table.

- a. Used as adjective, they agree with their nouns in number. They are the only adjectives to do this.

This beach was quite empty last year.

This exhibition will be open until the end of May.

These people come from that hotel over there.

What does that notice say?

That exhibition closed a month ago.

He was dismissed on the 13th. That night the factory went on fire.

Do you see those birds at the top of the tree?

- b. This/ these/ that/ those + noun + yours/ hers etc. or Ann's etc. is sometimes, for emphasis, used instead of your/ her etc. + noun:

This diet of mine/ my diet isn't having much effect.

That car of Ann's/ Ann's car is always breaking down.

Remarks made in these phrases are usually, though not necessarily always, unfavorable.

c. This/ these, that/ those used as pronoun:

This is my umbrella. That's yours.

These are the old classrooms. Those are the new ones.

Who's that (man over there)? ~ That's Tom Jones.

This is possible in introductions:

Ann (to Tom) this is my brother Hugh.

Ann (to Hugh) Hugh, this is Tom Jones.

Telephone caller: good morning. This is/ I am Tom Jones.

I am slightly more formal than This is and is more likely to be used when the caller is a stranger to the other person. The caller's name + here (Tom here) is more informal than this is.

Those can be followed by a defining relative clause:

Those who couldn't walk were carried on stretchers.

d. This/ these, that/ those used with one/ ones

When there is some idea of comparison or selection, the pronoun one/ ones is often placed after these demonstratives, but it is not essential except when this etc. is followed by an adjective.

This chair is too low. I'll sit in that (one).

I like this (one) best.

I like this blue one/ these blue ones.

2. Distributive

A.J.Thomson and A.V.Martinet (1986:64) is all compared to every technically, all means a number of people or things considered as a group while every means a number of people or things considered individually. But in practice every and its compounds are often used when we are thinking of a group.

a. Each (adjective and pronoun) and every (adjective)

Each means a number of persons or things considered individually. Every can have meaning but with every there is less emphasis on the individual.

Every man had a weapon means ‘all the men had weapons’. And implies that the speaker counted the men and the weapons and found that he had the same number of each.

Each is pronoun and adjective: each (man) knows what to do.

b. Neither, either

Neither means “not one and not the other”. It takes an affirmative singular verb. It can be used by itself or followed by a noun or by of + the/ these/ those/ possessives or personal pronouns:

Example: I tried both keys but *neither* (of them) worked.

Either means “any one of two”. It takes a singular verb and.

Example: you can take *either* bag

c. Both

Both mean ‘one and the other’. It takes a plural verb.

Both can be use alone or followed by a noun:

Both (doors) were open

Or by (of) + the/ these/ those or possessives:

Both (of) the wheels both (of) your wheels

Or by of + us/ you/ them:

Both of us knew him.

A personal pronoun + both is also possible:

We both knew him.

Both. . . and . . . can be used to emphasis a combination of two adjectives, nouns, verbs etc:

It was both cold and wet.

He is both an actor and a director.

He both acts and directs.

3. Quantitative

A.J.Thomson and A.V.Martinet (1986:67) define that quantitative mean ‘a certain number or amount’. They are used with or instead of plural or countable nouns. (For some/ any with singular nouns)

- a. Some is possible plural form of a/ an.

Example: Have a biscuit/ *some* biscuits.

Some is used;

With affirmative verbs:

Example: A little salt/ little salt

Any is used:

With negative verbs:

I haven’t any matches.

With hardly, barely, scarcely (which are almost negatives):

I have hardly any spare time.

With without when without any . . .h = with no. . .

He crossed the frontier without any difficulty/ with no difficulty.

With questions expect the types noted above:

Have you got any money?

Did he catch any fish?

After if/ whether and in expressions of doubt:

If you need any more money, please let me know.

I don't think there is any petrol in the tank.

b. No (adjective) and none (pronoun)

No and none can be used with affirmative verb to express a negative:

I have no apples. I had some last year but I have none this year.

No + noun can be the subject of a sentence:

No work was done.

No letter (s) arrived.

None as the subject is possible but no very usual:

We expected letters, but no came.

None + of, however is quite usual as subject:

None of the tourist wanted to climb the mountain.

c. Some or any used with singular, countable nouns.

Some here usually means 'an unspecified or unknown':

Some idiot parked his car outside my garage.

Or other can be added to emphasize that the speaker isn't very interested:

He doesn't believe in conventional medicine; he has some remedy or other of his own.

Any can mean 'practically every', no particular (one)':

Any book about reading will tell you how to saddle a horse.

Any dictionary will give you the meaning of these words.

d. A few/ few (adjectives) are used before plural nouns:

Example: A few people/ few people

e. Many and much (adjective and pronoun)

Many (adjective) is used before countable nouns.

Much (adjective) is used before uncountable nouns.

Example: He didn't make many mistakes

We haven't much coffee.

They have the same comparative and superlative forms *more* and *most*:

Many, much, more, most can be used as pronouns:

Examples: He gets a lot of letters but she doesn't get *many*.

You have a lot of free time but I haven't *much*.

f. Cardinal numbers (adjective and pronoun)

1. One

7. Seven

2. Two

8. Eight

3. Three

9. Nine

4. Four

10. Ten

5. Five

11. Eleven

6. Six

12. Twelve

13. Thirteen

14. Fourteen

15. Fifteen

16. Sixteen

17. Seventeen

18. Eighteen

19. Nineteen

20. Twenty

21. Twenty one

22. Twenty two

23. Twenty three

24. Twenty four

25. Twenty five

26. Twenty six

27. Twenty seven

28. Twenty eight

29. Twenty nine

30. Thirty

31. Thirty one

40. Forty

50. Fifty

60. Sixty

70. Seventy

80. Eighty

90. Ninety

100. A hundred

1,000. A Thousand

1,000,000. A million

Example:

400 four hundred

140 a/ one hundred and forty

1, 006 a/ one thousand and six

5, 000 five thousand

260, 127 two hundred and sixty thousand, one hundred and twenty seven

Point to notice about cardinal numbers

When writing in words, or reading, a number composed of three or more figures we place and before the word denoting tens or units:

713 seven hundred and thirteen

5,102 five thousand, one hundred and two.

g. Ordinal numbers (adjectives and pronouns)

First	Eighteenth
Second	Nineteenth
Third	Twentieth
Fourth	Twenty First
Fifth	Twenty Second
Sixth	Twenty Third
Seventh	Twenty Fourth
Eighth	Twenty Fifth
Ninth	Twenty Sixth
Tenth	Twenty Seventh
Eleventh	Twenty Eighth
Twelfth	Twenty Ninth
Thirteenth	Thirtieth
Fourteenth	Thirty first
Fifteenth	Fortieth
Sixteenth	Fiftieth

Sixtieth

Hundredth

Seventieth

Thousandth

Eightieth

Millionth

Ninetieth

When writing in words or reading fraction other than $\frac{1}{2}$ (a half) and $\frac{1}{4}$ (a quarter), we use a combination of cardinal and ordinal number:

$\frac{1}{5}$ a/ one fifth

$\frac{3}{5}$ three fifth

$\frac{1}{10}$ a/ one tenth

$\frac{7}{10}$ seven tenths (a is more usual than one)

A whole number + fractions can be followed directly by a plural noun:

$2\frac{1}{4}$ miles = two and a quarter miles

$\frac{1}{2}$ (half) can be followed directly by a noun but other fractions require of before noun:

Half a second but a quarter of a second

When ordinal numbers are expressed in figures the last two letters of the written word must be added (except in dates)

First = 1st

Second = 2nd

Third = 3rd

Fourth = 4th

Twenty first = 21st

Forty second = 42nd

Sixty third = 63rd

Eightieth = 80th

h. Dates

❖ The days of the week

Sunday (Sun.)

Monday (Mon.)

Tuesday (Tues.)

Wednesday (Wed.)

Thursday (Thurs.)

Friday (Fri.)

Saturday (Sat.)

The months of the year

January (Jan.)

February (Feb.)

March (Mar.)

April (Apr)

May

June

July

September (Sept.)

October (Oct.)

November (Nov.)

December (Dec.)

Days and month are always written with capital letters.

Dates expressed by ordinal numbers, so when speaking we say:

March the tenth, July the fourteenth etc.

They can however, be written in a variety of ways; example: March the tenth could be written:

March 10

March 10th

10 March

10th March

10th of March

March the 10th

❖ The year

When reading or speaking we use the term hundred but not thousand. The year 1987 would be read as nineteen hundred and eighty- seven or nineteen eighty- seven.

Years before the Christian era are followed by the letters BC (Before Christ) and years dating from the Christian era are occasionally preceded by the letters AD (Anno Domini, in the year of the lord). The former are read in either way: 1500 BC would be read

As one thousand five hundred BC or fifteen hundred BC.

i. Weights, length and liquid measure

❖ Weights

The English weights table is as follows:

16 ounces (oz) = 1 pound (lb.)

14 pounds = 1 stone (st.)

8 stone = 1 hundred weight (cwt.)

20 hundred weight = 1 ton

1 pound = 0.454 kilogram (kg)

2.2 pounds = 1 kilogram

2, 204.6 lbs = 1 metric tone

Plurals

Ounce, pound and ton can take s in the plural when they are used as nouns, stone and hundred weight do not take s: example we say six pound of sugar or six pounds of sugar, but ten hundred weight of cool has no alternative.

When used in compound adjective these terms never take s:

A ten ton lorry

Kilo or kilogram usually take s in the plural when used as nouns:

Two kilos of apples or two kilograms of apples.

❖ Length

The English table of length is as follows:

12 inch (in.)	= 1 foot (ft.)
3 feet	= 1 yard (yd.)
1, 760 yards	= 1 mile (m.)
1 inch	= 2. 54 centimeters (cm)
1 yard	= 0. 914 metre (M)
1 mile	= 1. 609 kilometers (km)

Plurals

When there is more than one inch/ mile/ centimeter we normally use the plural form of these words:

One inch, ten inches one mile, four miles

One centimeter, five centimeters

When there is more than one foot we can use either foot or feet, feet is the more usual when measure heights. We can say:

Six foot tall or six feet tall two foot long or two feet long

When used in compound adjectives the above forms never take the plural form: a two mile walk, a six inch ruler.

❖ Liquid measure

2 pints (pt) = 1 quart (qt)

4 quarts = 1 gallon (gal.)

1 pint = 0.568 liter (l)

1 gallon = 4.55 liter

Traditionally British measurements have been made in ounces, inches, pints etc.

But there is now a gradual move towards the metric system.

4. Interrogative

A.J.Thomson and A.V.Martinet (1986:71) define that Interrogative is as question word.

Generally, adjective always followed with noun of questioned.

For persons: subject who (pronoun)

Object whom, who (pronoun)

Possessive whose (pronoun and adjective)

For thing subject/ object what (pronoun and adjective)

For person or things when the choice is restricted:

Subject/ object which (pronoun and adjective) the same form is used for singular and plural.

Affirmative verb after who, whose etc. used as subjects.

Who, whose, which, what when used as subjects are normally followed by an affirmative, not an interrogative, verb:

Who pays the bills? (Affirmative verb)

Whose/ which horse won? (Affirmative verb)

What happened? / What went wrong? (Affirmative verb; possible answer: we missed the train/ had an accident.)

But with who, whose etc. + be + noun or personal/ distributive pronoun, an interrogative verb is used:

Who are you?

Whose is this?

What is that noise?

With who, whose etc. used objects of a verb or preposition an interrogative verb is, of course, necessary.

❖ Examples of the use of who, whom, whose, which and what.

a. Who, whom, whose.

Who as subject:

Who keeps the keys? (affirmative verb)

Who took my gun? (affirmative verb)

Who are these boys? (interrogative verb)

Who, whom as objects of a verb:

Normal English: who did you see?

Very formal English: whom did the committee appoint?

Whose as subject:

Whose car broke down? (affirmative verb)

Whose (books) are these? (interrogative verb)

Whose as object a verb:

Whose umbrella did you borrow?

b. Which

Which as subject:

Which pigeon arrived first? (affirmative verb)

Which of them is the eldest? (affirmative verb)

Which as object of a verb:

Which hand do you use? Which of these dates would you prefer?

c. What

What as subject:

What caused the explosion? (affirmative verb)

What kind of tree is that? (interrogative verb)

What as object of a verb:

What paper do you read? What did they eat?

❖ Who, whom, which and what as objects of preposition

1. Who, whom

In formal English we use preposition + whom:

With whom did you go? To whom were you speaking?

But in ordinary English we usually move the preposition to the end of the sentence. The whom then normally changes to who:

Who did you go with? Who were you speaking to?

❖ Uses of what

a. What Is a general interrogative used for things:

What bird is that?

What country do you come from?

What makes that noise?

What did he say?

- b. What. . .for? means why?

What did you do that for? What did you do that?

- c. What + be . . .like? Is a request for a description and can be used for things or people:

What was the exam like? It was very difficult.

What was the weather like? It was very windy.

What's the food like in your hostel? It's quite good.

Used of people it my concern either appearance or character:

He's short and fat and wears glasses.

He's a very talkative, friendly man.

- d. What is he? Means what is his profession?

What is his father? He is a tailor

What (adjective) used for persons is not common: what students are you talking about?

Is possible, but which students . . .? Would be much more usual.

- e. What and how in questions about measurements

We can use what + age/ depth/ height/ length/ width but in conversation it would be more usual to say how old/ deep/ high/ tall/ long/ wide?

What size/ weight? Is usual when an exact answer is required, though how big/ heavy? Is so possible.

What age are you? / What is your age? / How old are you?

What height is he? / What is his height? / How tall is he?

What is the weight of the parcel? / How heavy is it?

What size do you take in shoes?

❖ Which compared with who and what

a. Examples of which and what used for things:

What will you have to drink?

There is gin, tea and coffee: which will you have?

What does it cost to get to Scotland? It depends on how you go.

Which (way) is the cheapest or which is the cheapest (way)?

I've seen the play and the film. What did you think of them?

Which (of them) did you like best?

b. Examples of which and who used for people:

Who do you want to speak to? I want to speak to Mr. Smith.

We have two Smith here. Which (of them) do you want?

Which (pronoun) of people is not used alone as subject of a verb:

Which of you knows the formula? (of you is essential)

Who knows the formula? Would also be possible.

c. Which (adjective) can be used of people when there is only a very slight idea of restriction:

Which poet (of all the poets) do you like best?

What would be possible here and would be more logical, but what (adjective) for people is normally avoided.

5. Possessive

A.J.Thomson and A.V.Martinet (1986:75) define that possessive adjective in English refer to the possessor and not to thing possessed. Everything that a man or boy possesses is his thing; everything that a woman or girl possesses is her thing.

Possessive adjective possessive pronoun

My mine

Your yours

His/ Her/ its his/ hers

Our ours

Your yours

Their theirs

Examples possessive adjective:

- a. Possessive adjectives in English refer to the possessor and not to the thing possessed.

Everything that a man or boy possesses is his thing; everything that a woman or girl possesses is her thing:

Tom's father is his father but

Mary's father is her father.

Everything that an animal or thing possesses is its thing:

A tree drops its leaves in autumn.

A happy dog wags its tail.

But if the sex of the animal is known, his/ her would often be used.

If there is more than one possessor, there is used:

The girls are with their brother.

Trees drop their leaves in autumn.

Note that the possessive adjective remains the same whether the thing possessed is singular and plural.

My glove, my gloves his foot, his feet.

- b. Possessive adjectives are used with clothes and parts of the body:

She changed her shoes He injured his back.

- c. To add my emphasis, own can be placed after my, your, his etc. and after one's:

My own room Her own idea

Own can be an adjective, as above or a pronoun:

A room of one's own

Note the expression:

I'm on my own = I'm alone.

- ❖ Possessive pronoun replacing possessive adjectives + nouns:

- a. This is our room or this (room) is ours.

This is their car. That car is theirs too.

You've got my pen.

You're using mine. Where is yours?

- b. The expression of mine etc. mean 'one of my' etc.

A friend of mine = one of my friends

A sister of hers = one of her sisters

6. Quality

A.J.Thomson and A.V.Martinet (1986:35) define that several variations are possible but a fairly usual order is: adjectives of size, age, shape, color, material, origin. Purpose these are really gerunds used to form compound nouns: walking stick, riding boots).

Examples:

A long sharp

New hexagonal coins

An old plastic bucket

A small round bath

Blue velvet curtain

An elegant French clock

- a. Adjectives of personality/ emotion come after adjectives of physical description, including dark, fair, pale, but before colors:

A small suspicious official

A pale anxious girl

An inquisitive brown dog

A long patient queen

A kindly black doctor

- b. Little. Old, young are often used, not to give information, but as part of an adjectives noun combination. They are then placed next to their nouns:

Your nephew is a nice little boy

That young man drives too fast

Little + old + noun is possible: a little old lady. But little + young is not.

When used to give information, old and young occupy position above:

A young colored man an old Welsh harp

Adjectives or personality/ emotion can precede or follow young/ old:

A young ambitious man an ambitious young man

Young in the first example carries a stronger stress than young in the second, so the first order is better if we wish to emphasize the age. Little can be used similarly in position.

A handy little calculator an expensive little hotel

A little Sandy beach a little grey foal

But small is usually better than little if we want to emphasize the size.

(for little meaning ‘a small amount’)

- c. Fine, lovely, nice and sometimes beautiful + adjectives of size.

(except little), shape and temperature usually express approval of the size etc. if we say a beautiful big room, a lovely warm house, nice/ fine thick steaks we imply that we like big rooms, warm houses and thick steaks.

Fine, lovely and nice can be used similarly with a number of other adjective:

Fine strong coffee a lovely quite beach a nice dry day

When used predicatively, such pairs are separated by and:

The coffee was fine and strong.

The day was nice and dry.

Beautiful is not much used in this sense as a predicative adjective.

- d. Pretty followed by another adjective with no comma between them is an adverb of degree meaning very/quite: she’s a pretty tall girl means she is quite/ very tall. But a pretty, tall girl or, more usually, a tall, pretty girl means a girl who is both tall and pretty.

❖ Comparison

- a. There are three degrees of comparison:

Positive	comparative	superlative
Dark	darker	darkest
Tall	taller	tallest
Useful	more useful	most useful

- b. One syllable adjectives form their comparative and superlative by adding er and est to the positive form:

Bright	brighter	brightest
--------	----------	-----------

Adjective ending in e add r and st:

Brave	braver	bravest
-------	--------	---------

- c. Adjectives of three or more syllables form their comparative and superlative by putting more and most before the positive:

Interested	more interested	most interested
Frightening	more frightening	most frightening

- d. Adjectives of two syllables follow one or other the above rules. Those ending in full or re usually take more and most:

Doubtful	more doubtful	most doubtful
Obscure	more obscure	most obscure

Those ending In er, y or ly usually add er, est:

Clever	cleverer	cleverest
Pretty	prettier	pretties
Silly	sillier	silliest

e. Irregular comparison

Bad	worse	worst
Far	farther	farthest (of distance only)
	Further	furthest (used more widely)
Good	better	best
Little	lest	least
Many/ much	more	most
Old	elder	eldest (of people only)
	Older	oldest (of people of things).

f. Farther/ farthest and further/ furthest.

Both forms can be used of distances:

York is farther/ further than Lincoln or Selby.

York is the farthest/ furthest town or.

York is the farthest/ furthest of the three.

(in the last sentence farthest/ furthest are pronouns). Further can also be used, mainly with abstract nouns to mean 'additional/ extra':

Further supplies will soon be available.

Further discussion/ debate would be pointless.

Similarly: further enquiries/ delays/ demands/ information/ instructions etc. Furthest can be used similarly, with abstract nouns:

This was the furthest point they reached in their discussion.

This was the furthest concession he would make.

- g. Far (used for distance) and near

In the comparative and superlative both can be used quite freely:

The farthest furthest mountain the nearest river

But in the positive form they have a limited use. Far and near are used chiefly with bank, and, side, wall etc:

The far bank (the bank on the other side)

The near bank (the bank on this side of the river)

Near can also be used with east, and far with north, south, east and west. With other nouns far is usually replaced by distant/ remote and near by nearby/ neighboring: a remote island, the neighboring village.

- h. Elder/ eldest; older, oldest.

Elder, eldest imply seniority rather than age. They are chiefly used for comparisons within a family: my elder brother, her eldest boy/ girl. But elder is not used with than, so older is necessary here:

He is older than I am. (Elder would not be possible)

In colloquial English eldest, oldest, and youngest are often used of only two boys/ girls/ children etc:

His eldest boy's at school: the other is still at home.

This is particularly common when eldest, oldest are used as pronouns:

Tom is the eldest. (of the two)

- ❖ Constructions with comparisons.

- a. With the positive form of the adjective, we use as . . . as in the affirmative and not as/ not so . . . as in the negative.

A boy of sixteen is often as tall as his father.

He was as white as a sheet.

Manslaughter is not as/ so bad as murder.

Your coffee is not as/ so good as the coffee my mother makes.

- b. With the comparative we use than:

The new tower blocks are much higher than the old buildings.

He makes fewer mistakes than you (do).

He is stronger than I expected.

I didn't expect him to be so strong.

It was more expensive than I thought.

I didn't think it would be so expensive.

- c. Comparison of three or more people/things is expressed by the use superlative with the . . .in/ of:

This is the oldest theatre in London.

The youngest of the family was the most successful.

A relative clause is useful especially with a perfect tense:

It/ this is the best beer (that) I have ever drunk.

It/ this was the worst film (that) he had ever seen.

He is the kindest man (that) I have ever met.

It was the most worrying day (that) he had ever spent.

Note that ever is used here, never. We can, however express the same idea with never and a comparative:

I have never drunk better beer.

He had never spent a more worrying day.

I have never met a kinder man.

Note that most + adjective, without the means very:

You are most kind means you are very kind.

Most meaning very is used mainly with adjectives of two or more syllables: annoying, apologetic, disobedient, encouraging, exciting, helpful, important, misleading etc.

- d. Parallel increase is expressed by the + comparative . . .the +.

Comparative:

House agent: do you want a big house?

Ann : yes, the bigger the better.

Tom : but, the smaller it is, the less it will cost us to heat.

- e. Gradual increase or decrease is expressed by two comparatives joined by and:

The weather is getting colder and colder.

He became less and less interested.

- f. Comparison of actions with gerund or infinitives:

Riding a horse is not as easy as riding a motor cycle.

It is nicer/ more fun to go with someone than to go alone.

- g. Comparison with like (preposition) and alike:

Tom is very like Bill

Bill and Tom are very alike.

He keeps the central heating full on. It's like living in the tropics.

- h. Comparisons with like and as (both adverb and adjective expressions are shown here)

In the theory (preposition) is used only with noun, pronoun and gerund:

He swims like a fish.

Be like Peter/ him: go jogging.

The windows were all barred.

It was like being in prison.

You look like a ghost.

- i. Like + noun and as + noun:

He worked like a slave. (very hard indeed)

He worked as a slave. (he was a slave)

She used her umbrella as a weapon. (she struck him with it)

- ❖ Than/ as + pronoun + auxiliary

- a. When the same verb is required before and after than/as we can use an auxiliary for the second verb:

I earn less than he does. (less than he earns)

The same tense need not be used in both clauses:

He knows more than I did at his age

- b. When the second clause consists only of than/as + I/we/you + verb,

And there is no change of tenses, it is usually possible to omit the verb:

I'm not as old as you (are). Hi has more time than I/we (have).

In formal English we keep I/we, as the pronoun is still considered to be the subject of the verb even though the verb has been omitted. In informal English, however, me/us is more usual:

He has more time than me. They are richer than us.

- c. When than/ as is followed by he/ she/ it + verb, we normally keep the verb: you are stronger than he is.

But we can drop the verb and use he/ she/ they in very formal English or him/ her/ them in very colloquial English. These rules apply also to comparisons made with adverbs:

I swim better than he does/ better than him.

They work harder than we do/ harder than us.

You can't type as fast as I can/ as fast as me.

❖ The + adjective with a plural meaning

- a. Blind, deaf, disabled, healthy/ sick, living/ dead, rich/ poor, unemployed and certain other adjectives describing the human character or condition can be preceded by the and used to represent a class of persons. These expressions have a plural meaning; they take a plural verb and the pronoun is they:

The poor get poorer; the rich get richer.

The can be used in the same way with national adjectives ending in ch or sh:

The Dutch the Spanish the Welsh

And can be used similarly with national adjectives ending in se or ss:

The Burmese the Chinese the Japanese the Swiss

Though it is just possible for these to have a singular meaning.

- b. Note that the + adjective here refers to a group of people considered in a general sense only. If we wish to refer to a particular group, we must add a noun:

These seats are for the disabled.

The disabled members of our party were let in free.

The French like to eat well.

The French tourists complained about the food.

Some colors can be used in the plural to represent people but these take s like nouns: the blacks, the whites.

- c. The + adjective can occasionally have a singular meaning:

The accused (person) the unexpected (thing)

❖ Adjective + one/ ones and adjectives used as pronouns.

- a. Most adjectives can be used with the pronouns one/ ones, when one/ ones represents a previously mentioned noun:

Don't buy the expensive apples; get the cheaper ones.

Hard beds are healthier than soft ones.

I lost my old camera; this is a new one.

Similarly with a number + adjective:

If you haven't got a big plate, two small ones will do.

- b. Adjectives used as pronouns

First/ second etc. can be used with or without one/ ones; example they can be used as adjectives or pronouns:

Which train did you catch? I caught the first (one).

The + superlative can be used similarly:

Tom is the best (runner) the eldest was only ten.

And sometime the + comparative:

Which (of these two) is the stronger?

But this use of the comparative is considered rather literary, and informal English a superlative is often used here instead:

Which (of these two) is the strongest?

Adjectives of color can sometimes be used as pronouns:

I like the blue (one) best.

Colors or horses, especially bay, chestnut, grey are often used as pronouns and take s in the plural:

Everyone expected the chestnut to win.

The coach was drawn by four grays.

C. The Position of Adjective in English.

According to Practical English Usage, Michael Swan (1985:09) that position of adjective has six parts as follow:

1. Attribute and predicative adjective position

Most adjective can go in two main places in a sentence: adjective in groups, above come before their nouns.

This book

Which boy

My rabbit

Big house

Clever girl

Adjective in this position are called *attributive adjective*.

Adjective of quality however, can some either before their nouns:

A rich man

A happy girl

Or after verb such as be, become, seem:

Tom become rich

Ann seems happy

Or appear, feel, get/ grow (become), keep, look, (appear), make, smell, sound, taste, turn:

Tom felt cold

He made her happy

He got/ grew impatient.

The idea sound interesting

Adjective in this position are called *predicative adjectives*. Verb used in this way are called link verbs or copulas.

2. Adjectives used only in attributive position

Some adjectives are used only (or mostly) in attributive position. After a verb, other words must be used. Common examples of such adjectives are:

Elder and eldest

My elder sister is a pilot.

Live (meaning not dead) compare:

A live fish it's still alive

Old (referring to relationship that have lasted a long time)

An old friend (not the same as a friend who is old)

Little compare:

A nice little house the house is quite small

Intensifying (emphasizing) adjective

He's a mere child

Its sheer madness

3. Adjectives used only in predicative position

Some adjectives beginning with a-, and few others, are used mainly in predicative position- after verb. Common examples: *afloat, afraid, alight, alike, alive, alone, awake*.

Compare:

The baby's asleep

A sleeping baby (not ~~an asleep baby~~)

The ship's still afloat

A floating leaf

He was afraid

A frightened man

The adjectives *ill* and *well* are most common in predicative position. Before a noun, many people prefer other words. Compare:

He's very well

A healthy/fit man

You look ill

Nurses look after sick people

4. Attribute adjectives after nouns

In other English, it was quite common to put attribute adjectives after nouns, especially in poetry and songs.

He came from his palace grand.

In modern English, this is only possible in few cases. It happens in some fixed phrases.

Secretary General Court martial (= military court)

Poet Laureate *President elect*

God Almighty! *Attorney General*

5. Something, everything etc

Adjectives come after *something, everything, anything, nothing, somebody, anywhere* and similar words.

Have you read anything interesting lately?

Let's go somewhere quite.

6. Expression of measurement

Adjectives come after the measurement noun in most expression of measurement.

Two meters high

Two miles long

Ten years older

Six feet deep

7. Attribute adjectives with complements

When an adjective has its own complement (e.g. skilled at design), the whole expression normally comes after the noun in attributive position.

We are looking for people skilled at design.

(NOT. . . ~~skilled at design people~~)

A relative clause is often more natural

We are looking for people who are skilled at design.

In some cases an adjective can be put before noun and its complement after it. This happens with different, similar, the same; next, last, first, second, ect; comparatives and superlatives; and a few other adjectives like difficult and easy.

A different life from this one

The next house to the Royal Hotel

The second train from this platform

The best mother in the world

A difficult problem to solve

8. Verb + object + adjective

Another possible position for adjectives is after the object, in the structure verb + object + adjective.

I' ll get car ready.

Do I make you happy?

Let's paint the kitchen yellow.

❖ Adjectives: position after as, how, so, too.

Normally adjectives go after the article a/ an.

A beautiful voice

But after as, how, so, too and this/ that meaning so, adjective g before a/ an.

This structure is common in a formal style.

As/ how/ so/ too/ this/ that + adjective +a/ an + noun

I have as good a voice as you.

How good a pianist is he?

It was so warm a day that I could hardly work.

She is too polite a person to refuse.

I couldn't afford that big a car

The structure is not possible without a/ an.

I like your country – it's so beautiful.

(NOT. . . ~~I like your so beautiful country~~)

Those girls are too kind to refuse. (NOT . . . ~~They are too kind girls to refuse~~)

❖ Adjectives with and

When two or more adjective (or other modifiers) come together, we sometimes put *and* before the last one and sometimes not. It depends partly on their position in the sentence.

1. After a verb

When adjectives comes in predicative position (after *be*, *seem*, and similar verbs), we usually put *and* before the last one.

He was tall, dark and handsome.

You're like a winter's day: short, dark and dirty.

In a very literary style, *and* is sometimes left out.

My soul is exotic, mysterious, and incomprehensible.

2. Before noun

In attributive position (before a noun), *and* is less common. *A tall, dark, handsome cowboy.*

However, *and* is possible when the adjectives describe the same kind of thing (for example appearance or character).

A cruel (and) vicious tyrant

A tall (and) elegant lady

And has to be used when two or more adjectives (or other modifiers) refers to different part of something.

A yellow and black sports car

A concrete and glass factory

❖ Adjectives without nouns

We cannot usually leave out a noun after an adjective.

Poor little boy! (NOT ~~Poor little!~~)

The most important thing is to be happy. (NOT. . . ~~The most important is to be happy~~)

1. Well known groups

The + adjective is used to talk about certain well known groups of people, especially those in a particular physical or social condition.

He's collecting money for the blind.

The unemployed are losing hope.

The meaning is usually general, but occasionally a more limited group is referred to.

After the accident, the injured were taken to hospital.

The most common expressions of this kind are:

The blind	the old
-----------	---------

The dead	the poor
----------	----------

The deaf	the rich
----------	----------

The handicapped	the unemployed
-----------------	----------------

The jobless	the young
-------------	-----------

The mentally ill

The above expressions are always plural: the dead means ‘all dead people’ or ‘the dead people’, but not ‘the dead person’.

Note that these expressions cannot be used with a possessive’ s.

The problems of the poor OR poor people’s problems.

(NOT . . . ~~the poor’s problems~~)

Adjectives are not normally used in this way without the.

This government doesn’t care about the poor. (NOT . . . about poor)

However, adjectives without the are sometimes possible after quantifiers like many and more, in paired structures with and or, and after possessives.

There are more unemployed than ever before.

Opportunities for both rich and poor.

Give me your tired, your poor. . .

2. Adjectives of nationality

A few adjectives of nationality ending in- sh –or ch are used after the without nouns. They include Irish, welsh, English, British, Spanish, Dutch, French.

The Irish are very proud of their sense of humor.

These expressions are plural; singular equivalents are for example an Irishwoman, a Welshman (NOT. . . ~~a Welsh~~)

Where nouns exist, these are preferred to expressions with the . . . ish:

We say the Danes or the Turks, not the ~~Danish~~ or the ~~Turkish~~.

3. Singular/ plural examples

In a few formal fixed phrases, the + adjective can have a singular meaning. These include the accused, the undersigned, the deceased, the former and the latter.

The accused was released on bail.

Mr Gray and Mrs Cook; the latter is a well known designer.

Plural meanings are also possible (e.g. the accused were released on bail).

4. Abstract ideas

Adjective are sometimes used after the to refer to general abstract ideas, especially in certain kinds of philosophical writing. (Examples: the beautiful, the supernatural, the unreal) the expressions are singular.

She's interested in the supernatural.

5. Leaving out nouns

We often leave out a noun that has already been mentioned, or which does not need to be mentioned, when thinking about a choice between two or more different kind of thing.

'Have you got any bread?' 'Do you want white or brown?'

I'd like two – three – hour – video – cassettes and one four hour.

Superlatives are often used in the way.

I'm the tallest in my family.

We bought the cheapest.

Color adjectives can sometimes have a plural –s in this situation.

Wash the reds and blues separately. (= red and blue clothes)

D. The Function of Adjective in English

According to Schaum's Outlines English Grammar (2004:53) adjective is explained words. Such as good, beautiful, clever, big etc. the function is to give explaining a noun.

The function of adjective, there are five as follow

1. To describe citizen

The adjective can also function to describe citizen or come from country

Example: *Spanish, Switzerland, Javanese.*

2. To describe the character

The adjective can also function to describe the character and adjective from noun. Example:

lazy, diligent, selfish, calm.

3. To describe age

The adjective can also function to describe age people or noun. Such as *young, old, new.*

4. To describe size

The adjective can also function the words to describe size is *Big, small, large, long, hort, tight.*

From the closing paragraph advance, it can draw that English adjective have the definition, kinds, position and function.

CHAPTER III

THE STRUCTURE OF ADJECTIVE IN ARABIC

A. The Definition of adjective in Arabic

النعت هو لفظ يدل على صفة في اسم قبله

According to Kitab Tarjemah Amriti juz 2, As- syaikh Asymawi (1993: 01), نعت/ صفة (adjective) is the word of become اسم صفة (noun) fall to the word before it (منعوت).

النعت تابع للمنعوت في رفعه ونصبه وخفضه وتعريفه وتنكيره تقول قام زيد العاقل ورأيت زيدا العاقل ومررت بزيد العاقل

According to Kitab Tarjemah Syarakh Ibnu Aqil (Kitab Alfiyah), Muhammad Mukhyidin Abdul Hamid (1995: 129), نعت (adjective) is تابع اسم (who follow منعوت) perfected the word at before it (noun/منعوت) with the way to explain منعوت نعت . And نعت mentioned called حقيقي (attributive adjective) example جاء زيد العاقل came zaid intellect.

According to Kitab Tarjemah Syarakh Ibnu Aqil (Kitab Alfiyah), Muhammad Mukhyidin Abdul Hamid (1995: 130), صفة explained of word who relationship with ضمير possess منعوت back to جاء زيد الكريم and نعت mentioned called سببي (predicative adjective) Example: جاء زيد الكريم. The meaning came his father zaid noble. جاء الرجل الحسن خطه .

B. The Kinds of Adjective in Arabic

According to Kitab Tarjemah Syarakh Ibnu Aqil (Kitab Alfiyah), Muhammad Mukhyidin Abdul Hamid (1995: 129), the kinds of adjective in Arabic possesses two kinds as follow:

1. حقيقي (attributive adjective)

2. سببي (predicative adjective)

must be match with منعوت in معرفة (specific) and نكرة (general)

1. معرفة (specific)

اسم معرفة (According to Kitab Tarjamah Ilmu Nahwu, Kh. Muhammad Anwar (2005:105) اسم معرفة is the word to show meaning of specific. Definition. اسم معرفة ما دل على معين

Examples: word زيد to show of people called زيد

والمعرفة خمسة اشياء الاسم المضممر نحو انا وانت والاسم العلم نحو زيد ومكة والاسم المبهم نحو هذا وهذه وهؤلاء والاسم الذى فيه الالف واللام نحو ارجل والى وما اضيف الى واحد من هذه الاربعة

there are five kinds: اسم معرفة

1. اسم مضممر , such as the word انا (Iam), انت (you);
2. اسم علم (name), such as the word: زيد (the name of people), Jakarta (the name of city);
3. مونث هذه and مذكر هذا (this) to show one something for اسم مبهم , such as the word
4. الانسان , الغلام , الرجل , such as the word ال who gave اسم
5. (اسم علم , اسم مضممر اسم مبهم , ال who gave اسم) (relation) to one of them who اسم

2. نكرة (general)

According to Tarjamah Ilmu Nahwu, Kh. Mochammad Anwar (2005:108)

والنكرة كل اسم شاع فى جنسه لا يختص به واحد دون اخر وتقريبه كل ما صلح دخول الالف واللام عليه نحو الرجل

والغلام اصلهما فى النكرة رجل وغلام

The meaning of اسم نكرة is every اسم who kind of general not ascertain everything etc. Every اسم entered الف and لام. Example الغلام and الرجل come from غلام and رجل

جمع , تثنية (singular), مفرد (موصف and صفة) منوعوت and نعت adjective and noun in a condition (plural), مؤنث (feminine) and مذكر (masculine). Such as فعل (verb) and فاعل, that meaning if mentioned back to منوعوت ضمير مستتر

مؤنث and مذكر , جمع , تثنية, مفرد must be match in نعت and منوعوت therefore (نعت حقيقي)

Example:

١. مفرد زيد حسن
٢. تثنية الزيدان حسان
٣. جمع الزيدون حسنون
٤. مفرد هند حسنة
٥. تثنية الهندان حسنتان
٦. جمع الهندات حسانات

1. Singular : Zaed is good
2. Plural : two Zaeds are goods
3. Plural : some Zaeds are goods
4. Singular : hindun is good

5. Plural : two Hinduns are goods

6. Plural : all Hinduns are goods

As for if نعت سببي (منعوت) mentioned merofakan اسم ظاهر who the meaning ضمير back to (نعت سببي) therefore نعت with اسم ظاهر must be match in case مذكر (masculine) and مؤنث (feminine) and جمع or تثنية form منعوت (singular) although مفر د (adjective) must be bent.

Example:

١.	مفر د	<u>الرجل</u> الكريم ابوه
٢.	تثنية	<u>الرجلان</u> الكريم ابوهما
٣.	جمع	<u>الرجال</u> الكريم ابوهم
٤.	مفر د	<u>المرأة</u> الكريمة امها
٥.	تثنية	<u>المرأتان</u> الكريمة امهما
٦.	جمع	<u>النساء</u> الكريمة ابوهن

1. Singular : a boy who his father noble

2. Plural : two boys who his father noble

3. Plural : all boys who his father noble

4. Singular : a woman who her mother noble

5. Plural : two women's who her mother noble

6. Plural : some women are who her mother noble

صاحب المعنى and معنى (مصدر to take from اسم مشتق) must be from نعت

افعل. التفضل and صفة مشبهة , اسم موصول , اسم فاعل (have meaning) such as

Example

زيد العاقل

Or become from the word اسم إشارة ذو معنى صاحب such as تاويلي اسم مشتق

Example

١. زيد هذا اي المشار اليه

٢. زيد دي مال اي صاحب المال

1. This is Zaed.

2. Zaed has rich.

اسم possessed (to citizen) ي نسبة

Example

رجل قريشي اي منتسب الى قريش

Boy citizen Quroisy.

. اسم نكرة must be bent منعوت but جملة فعلية or جملة اسمية well جملة can become from نعت

Example

١. جملة اسمية رجل ابوه حسن

٢. جملة فعلية رجل قام ابوه

1. Noun : a boy who his father standing up.

2. Verb : a boy who his father standing up.

. مفرد مذكر mentioned must be to say with مصدر and very much but مصدر can also from نعت .
Although جمع or تثنية , مونث form منعوت .

Example:

١. مفرد رجل عدل

٢. تثنية الرجال عدل

٣. جمع رجال عدل

٤. مفرد امرأة عدل

٥. تثنية المرأتان عدل

٦. جمع نساء عدل

1. Singular : boy who justice.

2. Plural : two boys who justice.

3. Plural : many boys who justice.

4. Singular : justice woman.

5. Plural : I have walk then meet two justice women's.

6. Plural : I have walk then meet some justice women's.

نعت and منعوت are غير مفرد, جمع or تثنية. If نعت defers of meaning therefore نعت mentioned must be isolated with حرف عطف example ان الكريم والجميل if نعت mentioned singular meaning therefore نعت cannot isolated example

الز يد ان الكريمان فلا يقال الز يد ان كريم كريم

then meet two boys who noble cannot say noble noble I have walk

C. The Positions of adjective in Arabic

According to Kitab Tarjamah Amriti, Assyekh Asmawi (1993:) is adjective has two positions in Arabic as follow:

1. after noun(منعوت)

Example:

١. زيد العاقل

٢. الرجلان الكريمات امهما

٣. زيد الكريم

1. intellect Zaed .

2. two boys who his mother noble.

3. Zaed who noble.

Also can find before noun(منعوت) that is very seldom نعت

In the first Na'at (صفة) is اسم نكره from منعوت therefore Na'at (صفة) should be تركب become حا
ل.

Example

جاعنى قاعما رجل اصله جاعنى رجل قاعم

D. The Function of adjective in Arabic

According to Jami'udurus al- arobiyah juz 3, As- syaikh Mustofa al- gholayini (1987:132) the function of adjective, there are five functions as follow:

1. للتخصيص (the adjective to specific)

Example الاستاد البقال

erteacher who vegetabl

2. للمدح (characterize with the word of eulogy)

Example زيد الكريم

Zaed who noble.

3. للذم (characterize with not good)

Example زيد الفاسق

Zaed who bad

4. للترحم (the adjective characterize with a sympathy)

Example المعلم المسكين

A teacher who poor

5. **التاكيد** (the adjective of wrong)

Example فاذا نفخ في الصور نفخة واحدة

that صفة وزن مفعال مفعيل مفعل-صفة وزن فعيل بمعنى مفعول -وزن فاعل follow of (صفة)نعت مؤنث form منعوت although مذكر all must be to say with case

Example

١. رجل شكور
٢. امرأة شكور
٣. رجل قتيل
٤. امرأة قتيل
٥. رجل مبسأ
٦. امرأة مبسأ
٧. رجل مسكين
٨. امرأة مسكين
٩. امرأة مغس

1. boy who many grateful.
2. woman who many grateful.
3. boy who killed.

4. woman who killed.

5. boy who many smile.

6. woman who many smile.

7. poor boy.

8. poor women.

9. Brave woman.

مفرد مؤنث and may with جمع مؤنث with may صفة جمع غير عاقل

خيول سابقات

خيول سابقة

Some horses who faster

Some horses who fast

جمع or مفرد may with صفة اسم جمع

Example

بنو فلان قوم صالح

بنو فلان قوم صالحون

اسم تفضيل together with من حرف جبر or in مضاف to مذكور if become صفة therefore must be one
مذكر and not مفرد not موصوف although مفرد مذكر form is

١. رجل افضل من زيد

٢. الرجال افضل من عمرو

٣. رجال افضل من بكر.

٤. امرأة افضل من دعد

٥. امرأتان افضل من هند

٦. نساء افضل من سلمى

٧. شخص افضل رجل

٨. شخصان افضل رجل

٩. شخوص افضل رجال

1. A boy excelenter than Zaed.
2. Two boys who excelenter than Umar
3. Some boys who excelenter than Bakar
4. Woman excelenter than Da'din
5. Two woman excelenter than Hindun
6. Some woman excelenter than Salma
7. one people who excelenter than boy
8. two peoples who excelenter than boy
9. many peoples who excelenter than some boy

شبه جملہ and not جملہ not نعت is نعت مفرد

Example

١. الرجل العاقل

٢. الرجلان العاقلان

٣. الرجال العقلاء

1. a boy intellect.

2. two boys intellect.

3. some boy intellect.

جملہ فعلیہ or جملہ اسمیہ from of نعت is نعت جملہ

Example

١. الرجل ابوه كريم

٢. رجل يحمل كتابا

1. Boy who his father noble

2. Boy who brings some Kitab .

جار مجرور or ظرف from of (صفة) is na'at شبه جملہ

Example

١. فى الدار رجل امام الكرسي

٢. رجل على فرسه .

1. Boy in the house in front of chair.

2. Boy on the bad.

شرط جمله

loaded three cases. جمله from of نعت

1. To fall after ال الجنسيه to specification with اسم or اسم نكره

2. (دعاء not نهى not امر) جمله خبريه

3. To contain منعوت back to ضمير

١. رجل يي حمل كتابا

1. Boy who brings some kitab

شبه جمله Loaded

Loaded or خبر become جار مجرور or ظرف the same with نعت or صفة become جار مجرور or ظرف

Example

١. في المسجد خطيب فوق المنبر

٢. امير على كرسيه

1. In the mosque any people who popular lecture in mimbar.

2. Queen on the chair.

نعت متبوع-نعت مقطوع

نعت متبوع any نعت مقطوع any نعت

منعوت I'robnya follow نعت isنعت متبوع

Example

١. جاء زيد الكريم

٢. رايت زيدا الكريم

٣. مررت بزيد الكريم

1. Have come Zaed who noble.

2. I see Zaed who noble.

3. I have walk then meet with Zaed who noble.

مبتداء خبر and become نعت but منعوت I'robnya not follow نعت isنعت مقطوع
become نصب and become مفعول به to throw فعل from

Example

١. زيد الكريم ای هو الكريم

٢. عمرو المسكين ای هو المسكين

1. Zaed who noble.

2. Umar who poor.

Loaded نعت مقطوع there are two as follow:

1. مررت نعت or صفة so not say نعت or موصوف or منعوت
صفة word عمر can not perfect of meaning expect with mentioned والتاجر
2. نعت متبوع is نعت مقطوع appear when together From loaded

Example

بسم الله الرحمن الرحيم- بسم الله الرحمن الرحيم

بسم الله الرحمن الرحيم بسم الله الرحمن الرحيم Can not say

From the closing paragraph advance, it can draw that Arabic adjective have the definition, kinds, position and function.

CHAPTER IV

THE CHARACTERISTIC OF ADJECTIVE IN ENGLISH AND ARABIC

A. The characteristic of adjective in English and Arabic

Language which I have explained in chapter one is a tool of communication. Its used by all human being to share their idea, feeling, purpose and etc to each other.

There are many language in the world, but they have special character and very language not always same between them. After describing the adjective in two languages, it is apparent and cannot be doubted that there are similarities and differences between English and Arabic adjective here the writer is able to analyses the aspects of adjective and want to classify the characteristics, similarities and differences both of them.

Between English and Arabic its appear disparity. Adjective in English and sifat (na'at) in Arabic. Both of the featuring the character.

1. English adjective

1.1 characteristic of adjective divided into six. namely demonstrative, distributive, quantitative, interrogative, possessive and quality

2. Arabic adjective

2.1 There are two types of Arabic adjective, namely حقيقي and سببي

In every word we find some meaning. So it shows that Arabic adjective is more abroad in vocabulary and sentence. Its can appear when we study Arabic seriously. فة is في التعرف and معرف

2.2 must be match with منعوت in four cases from ten cases. نعت حقيقى

١. جر and نصب, رفع is فعل اعراب

٢. مؤنث and مذكر is في التذكير

٣. نكرة ومعرفة في تعريف

٤. جمع and, تثنية, مفرد is في الافراد

2.3 while must be match with منعوت in two cases from five cases. سببى

١. جر and نصب, رفع is فعل اعراب

٢. نكرة and معرفة is في التعريف

B. The Aspects of Similarities in English and Arabic Adjective

Some of similarities are as follow:

- ❖ Both English and Arabic. The definition I s to make the relationship between meaning words. Specially noun and pronoun.

هذا بيت كبير

اشتريت ثوبا جديدا

رجل ذو علم اى صاحب العلم

1. This is big house

2. I buy new dress

3. the boy have came science

C. The Aspects of Differences in English and Arabic Adjective

As a description about similarities. English adjective distinguishes from Arabic's. Even if Arabic adjective more abroad than English but its different both of them:

- ❖ Characteristic of Arabic adjective more complete then English. In Arabic adjective there are two kinds of adjective. Namely سببى and حقيقى kinds نعت from سببى and حقيقى. has twelve parts.

اسم فا عل	التلميذ المجتهد
اسم مفعول	أكرم خالدا الحبوب
صفة مشبهة	هذا رجل حسن خلقه
اسم تفضيل	سعيد تلميذ أعقل غيره
ذو بمعنى صاحب	رجل ذو علم أى صاحب العلم
اسم موصول	الرجل الذى اجتهد
اسم عدد	رجال أربعة
اسم تدخل ي نسبة	رأيت رجلا دمشقيا
اسم بمعنى تشبيهة	رأيت رجلا أسد
اسم نكرة بمعنى عموم	أكرم رجلا ما .

Whereas English possess there are six kinds of adjective, namely demonstrative, distributive, quantitative, interrogative, possessive and quality.

CHAPTER V

CONCLUSION

Having analyzed the adjective both in English and Arabic. The writer comes to subsequent inferences from similarities, differences and characteristic as follow:

1. Characteristic

- a. characteristic of Arabic adjective more systematic than English. Because Arabic adjective full with alteration in a side اعراب at the word it.
- b. In Arabic adjective very needed by منعوت because نعت is the word to perfect منعوت
- c. We will cannot find نعت if منعوت not mention.

2. Similarities

- a. Both English and Arabic they have the same uses. Uses meaning characterize noun.
- b. Singular and مفرد have the meaning of one.
- c. Verb can also used before noun well in English and Arabic adjective.

3. Differences

- a. Although English adjective possess six types, but Arabic adjective are more complete and clear.
- b. The position English and Arabic adjective in arrange sentence.

c. جمع in Arabic is more than two, less from three called تنثية. But, in English more than two called plural.

From the simple conclusion advance, it can draw both English and Arabic adjective have the similarities and differences.

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