

TOPIC 15.

THE EXPRESSION OF MANNER, MEANS AND INSTRUMENT.

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1. INTRODUCTION.

In Spain some of the curriculum reforms in language teaching outlined in the LOGSE are based on those advocated in Europe in the seventies, such as the notional functional syllabus proposed by Wilkins, which attempts to organise second language curricula along semantic rather than grammatical principles. Wilkins suggested that basic categories of meaning should constitute the essential framework of the language course. His syllabus includes notions of time, space, quantity and so on, as well as communicative functions such as enquiring, informing, requesting, greeting and so forth. This unit is concerned with the notions of **manner, means and instrument**.

2. THE EXPRESSION OF MANNER, MEANS AND INSTRUMENT.

If you want to specify HOW an action is performed or HOW an event takes place, you can use an **adverbial** of manner, means or instrument. **By adverbial we mean an adverb, an adverbial phrase, a prepositional phrase or a noun phrase**. If we talk about a journalist who is writing an article we can answer the question “*How did he write the article?*” in several ways: *He wrote it - simply / - by hand / - with a fountain pen*.

Three observations can be made:

- the three sentences are three answers to only one question.
- the adverbials have an end-position, in other words, they are placed after the verb.
- and just looking at the variable part of the sentences, we see that nº1 is an adverb, and nº2 & nº3 are prepositional phrases. But these adverbials express different meanings:

How did he write the letter? He wrote it - simply.(manner).- by hand (means).- with a fountain pen (instrument).

MANNER expresses the way you do something.

MEANS expresses the method, instrument or process that allows you to do something.

INSTRUMENT: it's a tool or device used to do a particular task.

But manner, means and instrument are not only expressed by adverbs and prepositional phrases. They could also be expressed by the most important and necessary element of a sentence: the **verb**.

3. THE EXPRESSION OF MANNER.

Manner is the way in which you do something. The main method of expressing manner is by **adverbs or adverbial phrases**.

3.1. Adverbs:

3.1.1. Adverbs ending in -ly.

Many adverbs of manner and degree are derived from adjectives and participles by means of the adverbial suffix “-ly”: *beautiful, beautifully, stupid, stupidly, obvious, obviously*.

But in some cases the addition of -ly to an adjective forms both an adverb and a new adjective: *kind words* (adjective), *to speak kindly* (adverb), *kindly heart* (adjective).

There are also some adjectives ending in -ly which cannot be used as adverbs. Instead we have to use an adverbial phrase: *silly, in a silly way, friendly, in a friendly way*.

Frequently the adjective form and the adjective +-ly form are used as adverbs but they have different meanings:

<i>Close</i> (near)	<i>close to the station</i>
<i>Closely</i> (carefully)	<i>watch him closely</i>
<i>Free</i> (without payment)	<i>all members are admitted free</i>
<i>Freely</i> (unchecked)	<i>the blood flowed freely</i>
<i>Just</i> (very recently)	<i>he has just arrived</i>
<i>Justly</i> (with justice)	<i>he was justly pardoned</i>
<i>Hard</i> (intensive adverb)	<i>it rained hard last night</i>
<i>Hardly</i> (barely)	<i>we hardly ever go there</i>

When we add the suffix -ly to form an adverb, there may be some **changes in the spelling**:

3.1.2. Spelling difficulties:

-**Adjectives ending in -y: Consonant + y.** The y changes to i: *happy, happily*. **Vowel + y.** The y is retained: *coy, coyly*. Note the exception: *day, daily*.

-Adjectives ending in -e: Sometimes this is retained and sometimes it is not: *extreme, extremely; true, truly.*

-Adjectives ending in vowel + l: They double the *-l*: *final, finally.*

-Adjectives ending in -le: They change to *-ly*: *noble, nobly; simple, simply.*

-Adjectives ending in -able, -ible: The final *-e* changes to *-y*: *sensible, sensibly; capable, capably.*

3.1.3. Adverbs which have the same form as the adjective and also the same meaning such as *far, little, much, straight, well, etc.*: *the far horizon* (adjective); *she travelled far* (adverb); *a straight line* (adjective); *go straight in* (adverb). Words indicating time and ending in *-ly*, such as *early, weekly, hourly*: *an hourly service of trains* (adjective); *the medicine should be taken hourly* (adverb). *Fast, late and hard* are also examples of this.

3.1.4. Adverbs formed with other suffixes: **-wards:** used in adverbs of manner and direction: *to walk backwards* **-wise** and **-ways:** used with the meaning of “in the manner of, “as far as... is concerned”: *Place the sticks crosswise; He looked sideways at her.*

3.1.5. Adverbs formed from other parts of speech by the addition of the prefix **-a**: *ashore, adrift abroad, aloud.*

3.2. Position of adverbs.

As we have seen, an adverb need not necessarily be of manner. Very often the position of the adverb is very important for determining the function. Normally, manner adverbs appear at the end of the sentence: *He drove the car slowly down the county lane.*

We could look at some cases where we have adverbs which have different functions: *My mother drives badly* (manner adverb). *The lawn badly needs cutting* (the adverb is a reinforcement of the verb, meaning that the grass is very long and it urgently needs cutting). So by changing the position of the adverb we change the meaning of it.

Another important detail is that adverbs can be graded: *My mother drives very badly*

Adverbs of manner are usually placed after the verb they qualify. If the verb has an object the adverb comes after the object: *Listen carefully;*

Your daughter speaks English very well. In passive constructions, adverbs of manner are very often placed before the participle, although final position is also possible: *Tear gas was indiscriminately sprayed on the protesters.*

3.3. Other ways of expressing manner.

3.3.1. Prepositional Phrases.

Manner can also be achieved by prepositional phrases, that is, a **preposition+ a noun phrase**. Some common prepositional phrases for the expression of manner are:

-**with/without+ noun phrase**: *he wrote it with simplicity; or he obeyed without question.*

-**in a+ adjective +way/manner**: *he wrote it in a simple way/manner.*

These are three ways of expressing the same idea. But we have to bear in mind that when a manner adverb is available, it's better to use the adverb instead of the prepositional phrase, as it has the advantage of being shorter and less formal than the others.

3.3.2. Comparison.

A manner phrase sometimes expresses a comparison, introduced by "**like**" or by "**as**": But the example: Sue is the manager, *as the manager*, she has to make important decisions; is different from: Mary is the assistant manager, *like the manager* (Sue), she also has to make important decisions. There's a difference in the use of the sentences.

-"**like**": refers to a resemblance (after the manner of). In other words, she acts in the same way the manager acts, she is similar to the manager

-"**as**": refers to actual role (in capacity of). He acts as a manager because she is a manager, so she is supposed to act in that way, she has the position of manager.

-We can also mention the expression from French: **à la**, that describes the way a dish should be prepared: *I like spaghetti à la Bolognese.*

-**as if/ as though** can also express manner, when the comparison is an unreal situation: *He behaves as if/though he were a manager* (but he is not a manager).

-**suffixes -wise, -style, -fashion.**

Other minor methods of expressing manner are adding **-wise, -style** and **-fashion** to a noun. These suffixes are considered as a miscellaneous group that describes the way in which we do something: Don't hide the head in the sand, *ostrich-wise*; He jumps *cowboy-style*; He learns those words *parrot-fashion*. These expressions could be paraphrased by means of post-modification, in this way: Don't hide the head in the sand, *in the manner of an ostrich*; he jumps *in the style of cowboys*; she learns those words *in the fashion of parrots*.

3.3.3. Verbs.

Another way of expressing manner is through the verb. English is very productive in this sense because manner can be expressed by adverbs, prepositional phrases, comparison and also by verbs. *He always says what he thinks aloud (adverb). He always speaks up what he thinks (verb).*

To express the different ways in which we look or walk or even laugh we use the verb (expressing manner): People walking along the streets: Old man who *hobbles*, young man who *runs, paces, dawdles, strolls, creeps,* Look: *stare, peep, glare, glance, ..*

3.3.4. Noun phrases.

Finally, noun phrases, which can be regarded as prepositional phrases where the preposition *in* has been omitted, can also express manner: I did it (in) *my way*.

3.4. Adjectives used instead of adverbs.

Sometimes a verb is followed by an adjective instead of an adverb of manner. This can happen for several reasons:

-Because the verb is a verb of perception, such as “look,, seem, taste, feel, smell, etc”, in this case they are followed by a subject complement: the liquid tasted *awful*. However, if these verbs refer to actions they are used with adverbs, e.g. I tasted the soup *suspiciously*

-Other verbs are followed by adjectives when they describe the subject of the sentence, not the action. This often happens in descriptions with “sit, stand, or lie”: She sat *motionless*, waiting for their decision. Some verbs are used to show how the subject changes in some way and then is followed by adjectives: She fell *unconscious* on the floor. It’s getting *dark*. Adjectives are also used to show a change in the Object of the sentence: She drives me *mad* . In certain substandard varieties of English, adjectives often replace adverbs of manner, as if the *-ly* suffix had been dropped: Love me *tender*, love me *true*.

4. THE EXPRESSION OF MEANS.

Means is the method, instrument or process which allows you to make something possible.

4.1. Adverbs in -ly.

The typical way of expressing means is by adverbs ending in *-ly*, so students will find the same problems already explained when talking about manner. *He*

decided to treat the patient surgically, meaning that the doctor decided that his patient needs to undergo surgery.

4.2. Prepositional phrases:

-By + noun. But “**means**” is realized mostly by prepositional phrases introduced by the preposition “**by**”: *He dreams of travelling by plane*. We have to mention that the article is omitted in by-phrases denoting communication, transport, services: *by plane, by boat, by post, by radio, by letter...* except when we talk about possession: *He dreams of travelling in his father's plane*. It is interesting to note that there is some confusion among our students when trying to express means of transport: *by train, by bus, by taxi, by car* but *on foot, on horseback*.

We sometimes prefer to replace the preposition of means **-by**, by a different type of prepositional phrase: How does he get in the house? He gets in it *by the backdoor*. He gets in it *through the window*. We also use different prepositions when we talk about mass media: he saw his plane *on TV*.

-By+ gerund: to express means we also use the preposition **by+ gerund**: *He won the race by cycling faster than the others*. So, **-by** can be followed by a noun or a gerund.

-“By means of”+ noun. We can also find the complex preposition “**by means of**” which focuses on the method used to achieve something: He gained the entry into the building *by means of* a bribe to the guard.

-Without+ gerund conveys the opposite meaning to “**by**”. *Without* is followed by “**any**”, not “**some**”: She reached the shelf *without standing on a chair*; or the houses were built *without using any wood*.

4.3. Noun phrases:

Means is sometimes expressed by means of noun phrases, which can be considered as related to prepositional phrases: He travelled to Washington (*by*) *first class*.

4.4. Verbs:

Verbs can also serve to express *means*. The interesting thing is that English is very rich in verbs of means and this causes problems to students when they try to translate them: *to drive, to sail, to cycle, to fly*, these verbs contain a lot of

information, so English in this sense is a very rich language: He *cycled* home, this sentence could be difficult to translate. He sent the letter *by post* (adverb of means) could be re-written as *He posted the letter* (the relation between the verb and the direct object expresses the idea of means). This verb describes the means we use to send something, and it is rather difficult to find an equivalent verb translation in Spanish.

5. THE EXPRESSION OF INSTRUMENT.

An instrument is a tool or device used to do a particular task. Instrument can be expressed by adverbs ending in *-ly*, so students will find again the same problems already explained when talking about manner. He examined his plane *microscopically*.

But instrument is commonly expressed by:

5.1. A prepositional phrase

Introduced by the preposition **with**: He examined his plane *with a microscope*. The non-use of an instrument can be expressed by the preposition **without**: *He examined his plane without a microscope* (but with other tool). Sometimes we can use the preposition **by** to express instrument. So, we could say: He was killed *with an arrow* or he was killed *by an arrow*. The difference is that the **with**-phrase always implies an agentive sentence: someone killed him with an arrow; whereas the **by**-phrase corresponds to the subject of the active sentence: an arrow killed him.

5.2. Noun phrases

They can also express instrument, as it happens in: *Fly (with) Air France*. Subjects have the role of instrument when they refer to the thing with which an agent performs the action expressed by the verb as it happens in the following examples: *the knife* has cut the tablecloth.

5.3. Verbs

They are another way of expressing instrument. *Jack received also some books and he started to order them in the bookcase of his room*. We can say: He classified the books *with labels* (prep.) or **He labelled the books** (verb). There is a pair of verbs which imply the use of an instrument as in: *Spray the plants* (with a spray), *Water the garden*, *Hose the garden* (with a hose pipe). Sometimes we find

that the instrument is an invention and then it is transformed into a verb, or the verb is the name of the Trademark: She *hoovered* the carpet, We *sellotaped* the paper on the wall.

6. OVERLAPPING.

Sometimes when we are analysing a sentence formed by : Subject + Verb + Object Complement + Adverbial, we find that the distinction between the expression of means and the expression of instrument is not clear because it's not always so easy to draw a clear line between these concepts.

He examined his plane *microscopically*. We are not sure if it expresses means (where we can paraphrase the sentence saying: he examined his plane *by means of a microscope*) or instrument (paraphrasing it: he examined his plane *with a microscope*).

But the problem becomes bigger when we think about the expression of manner. How do we know when it is expressing manner, means or instrument?

Adverbs of means and instrument cannot be modified while manner adverbs can. He examined his plane *very microscopically* expresses manner, so we can paraphrase it: he examined his plane *in great detail*

In this sentence: *You can pay with credit card*, it results very difficult to say if we are talking about means or instrument. The prepositional phrase *with credit card* can be considered to express instrument (a credit card is an instrument that is used to pay), or it could express means (a credit card is a kind of service). Our understanding of the utterance will ultimately depend on the context. So we have to focus ourselves on the context in order to know if the sentence refers to an expression of manner, means or instrument.

7. ADVERBIALS

To finish off, let's briefly explain adverbials, since they are in many cases the ways of expressing manner, means and instrument. Adverbials fall into four main categories: adjuncts, conjuncts, disjuncts and subjuncts.

-Adjuncts are a type of adverbial indicating the circumstances of the action. Adjuncts may be obligatory or optional. They express such relations as time, place, manner, reason, condition, i.e. *She was walking slowly* (manner adjunct).

-Conjuncts are a type of adverbial. Conjuncts bind together sentences, and express relations between them: e.g. **contrast** (*however, on the other hand*), **similarity** (*likewise, similarly*), **continuation** (*furthermore, moreover*), **digression/change of topic** (*anyway*), **sequence** (*first, to begin with, secondly, finally, to conclude*). Conjuncts can also be described as text organizers, in that

they guide the hearer/reader through the text, showing how the different pieces hang together, and where they belong in the text.

-**Disjuncts** are a type of adverbial that is always optional in the clause. Disjuncts are evaluative; they express the speaker's judgement of the truth of the utterance: (**modal disjuncts**): *probably, certainly, maybe*), the speaker's evaluation of a fact (fact-evaluating disjuncts, e.g. *fortunately, actually, to my surprise*), the speaker's comment on his/her own wording of the sentence (e.g. *briefly, in other words, to tell you the truth*), or the speaker's comment on the subject referent (subject-evaluating disjuncts, e.g. *Wisely, she spent the money = 'she was wise to spend the money.*

-**Subjuncts** may have a parenthetical role regarding the whole sentence, in this case they have wide orientation and they are classified as viewpoint and courtesy subjuncts. In case they refer to some specific element within the sentence they have narrow orientation and are classified as: *emphasizer, intensifier, focusing and manner subjuncts.* e.g. *Intentionally, they said nothing about the fire.*

8. CONCLUSION

Our students are now required to express their ideas and communicate in the foreign language. To achieve this they will need to learn how to express different notions and quality among them. That is why this unit is so relevant for second language teaching. Otherwise how would an English student beg his teacher to pass him because, he studied **hard** and he did his exam **without cribs**?

9. BIBLIOGRAPHY

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