

Master1
Applied Language Studies
The morph-syntactic structure of English
Semester 2
Ms. Moussa

Subordination and Subordinate Clauses

Objectives of the chapter

By the end of the chapter you should

1. Know the difference between a simple sentence and a complex sentence
2. Be able to identify the subordinate clause types.
3. Be able to describe the main structures and functions of all the types of the subordinate clause.
4. Be able to describe the basic structure of the Superordinate clause.
5. To acquire and master the relevant terminology.

A complex sentence is like a simple sentence in that it consists of only one main clause, but unlike the simple sentence it has one or more Subordinate clauses as an element of the sentence. For example, (1) is a simple sentence in that it consists only of one main clause without any subordination

(1) I reject her conclusion (1) → S/V/O_D

On the other hand, (2) is a complex sentence because the main clause contains a subordinate clause functioning as an adverbial

Although I admire her reasoning, I reject her conclusion (2) →(A_{DV}) /S/V/O_D

The subject, the verb and the direct object are identical in the main clauses in 1 and 2. The subordinate clause has its own subject, verb and object and it is introduced by a subordinator (although). The main clause is superordinate to the subordinate clause it contains. In (3), we have a complex sentence with more than one subordinate clause

He predicted (that he would discover the tiny particles) (when he conducted his next experiment)
(3)

Subordination and Coordination

We can see more exactly how subordination of clauses differs from coordination of clauses by comparing the examples 8.1 and 8.2. In the case of subordination, one clause (a subordinate clause) is embedded as part of another clause (its superordinate clause). In the example 8.2, the dependent

clause functions as an adverbial in the main clause. Whereas, in 8.1 the two clauses are independent of each other and they are of equal status but are linked by the coordination ‘but’.

Compare

8.1 (*it is cheap*) *but* (*it is very good*) → coordinated clauses

s v c_s coordination s v c_s

8.2 [*It is cheap (although it is very good)*] → subordinated clauses

s v c_s Adverbial (subordination svc_s)

There can be further degrees of embedding: one dependent clause can be subordinate to another dependent clause. The following example, simplified and extracted from Text sample 2, further illustrates this:

¹[New clinical trials show ²[that ³[including garlic in the diet]³ can reduce cholesterol]²]¹

1=The main clause, 2= a dependent clause functioning as a direct object in the main clause

3 =a dependent clause subordinate to the dependent clause 2 and functioning as subject .

When we classify clauses, we draw a major distinction between independent clauses (those which can stand alone without being subordinate to another clause) and dependent clauses (those which have to be part of a larger clause). Hence clause 1 in sentence 8.3 is an independent clause, while clause 2 and clause 3 are dependent clauses.

8.3 ¹[new clinical trials show (²that (³including garlic in the diet³) can reduce cholesterol ²)]¹

The Structural Classes of Dependent Clauses

we recognize three main structural classes of subordinate clauses: finite, non-finite and verbless clause.

1/A finite clause: a clause whose verb element is finite (such as takes, took, can work, has worked, is working, was written)

I can't go with you because I am working this evening

2/A non-finite clause: a clause whose verb element is not finite (such as to work, having worked, taken)

the classes of nonfinite verb phrase serve to distinguish four structural *subclasses of non-finite*

clauses:

➤ **To infinitive**

*a-without subject: the best thing would be **to tell the truth**.*

*b-with subject: the best thing would be **for you to tell the truth**.*

➤ **Bare infinitive**

*a-without subject: all I did is **hit him on the head**.*

*b-with subject: **rather than he do the job**, I'd prefer to finish it myself.*

➤ **Ing participle**

*a-without subject: **leaving the room**, he tripped over the mat.*

*b-with subject: **Her aunt having left the room**, I asked Ann for some help.*

➤ **Ed participle**

a-without subject: covered with confusion, he apologized abjectly

*b-with subject: **the job done**, **the chairman closed the meeting***

3/ **A verbless clause:** a verbless clause does not contain a verb element. For example

***Although always helpful**, he was not much liked*

In verbless clauses, it is always possible to postulate a missing form of the verb 'to be' and to recover the subject when omitted from context:

Subordinators as clause links

Subordinators differ in important ways from other clause links. Subordinators occur in a fixed position at the front of their clause. But, unlike coordinators, the clause introduced by a subordinator is always a dependent clause, and it does not necessarily follow the clause to which it is linked:

*He was screaming **because he had to go home**.*^[SEP]

Examples **1** and **1a** illustrate how it is often possible to move a dependent clause to a different position; but **2** and **2a** show that this is not possible for coordinate clauses:

1 *I'm still just as afraid of her, **although she's no longer my teacher**. (after the main clause*

1a *Although she's no longer my teacher, I'm still just as afraid of her. (before the main clause)*

2 *She's no longer my teacher, but I'm still just as afraid of her.*

2a **But I'm still just as afraid of her, she's no longer my teacher.* <not equivalent to 2>^[SEP]

Wh-words are like subordinators in normally being fixed at the beginning of a dependent clause. However, unlike other subordinators, wh-words usually fill a major syntactic role (e.g. subject, object or adverbial) in the dependent clause.

2 Signals of subordination

Subordination can be signaled by

- an overt link, in the form of a subordinator or wh-word^[SEP].
The main subordinators include after, although, as, because, before, if, like, once, since, that, so that, though, unless, when, whenever, where, whereas, wherever, while, except for, as long as, as soon as, in case, no sooner than ...
Wh-elements include: what, which, who, whom, why, how, that ...
- a non-finite verb phrase, that is, by a verb phrase introduced by an infinitive, *-ing* participle or *-ed* participle.
- The absence of a verb also signals a dependent clause such as in
If necessary , I'll replace the rotten wood

-Finite clauses are marked for tense or modality. Finite dependent clauses usually have **an overt link**, starting with a subordinator or a wh-word:

You can drink your orange [if you like].

-Non-finite clauses have no tense and they cannot include a modal verb. Non-finite dependent clauses usually have **no overt link**, but the **non-finite verb form itself** signals that the clause is subordinate:

[Leaving the road], they went into the deep darkness of the trees.

Most non-finite clauses have no subject, and so the **verb phrase typically begins the clause**. Hence, in most cases, the listener has no problem in recognizing when the speaker is beginning a dependent clause.

3 Syntactic Functions of Subordinate Clauses

To see in more detail how subordinate clauses are embedded in main clauses, we return to the clause patterns and elements previewed in the chapter of the basic structures of the clause. At that point, we introduced basic clause structures with the elements S (subject), O (object), C (complement), and A (adverbial) realized by phrases. But now we describe how S, O, C and A can themselves be clauses.

-Subject

- Finite clause: *That it would be unpopular with students was obvious.*
- Infinitive clause: *To meet the lady was easy enough.*
- ing-clause: *Including garlic in the diet can significantly reduce cholesterol.*

-Subject complement

- Finite clause: *That's **what I'll do tomorrow**.*^{[[L]]}_{[[SEP]]}
- Infinitive clause: *Their function is **to detect the cries of predatory bats**.*

-Direct Object

- Finite clause: *She hoped **that Joe wouldn't come in drunk**.*
- Ing-clause: *Stephanie disliked **living in this unfinished mess**.*
- Infinitive clause: *'I wouldn't like **to leave him**,' Olivia said.*

-Indirect Object

- *you can tell **whoever waiting** that I'll be back in ten minutes*

-Prepositional object

- Finite clause: *Well you pay for **what you want**.*
- Ing-clause: *Please forgive me for **doubting you**.*

-Object complement:^{[[L]]}_{[[SEP]]}

- Infinitive clause: *No one can expect us **to sign our own death sentence**.*
- Ing-clause: *She watched her son George **scything the grass**.*
- Ed-clause: *I should have got my boots **mended**.*

-Adverbial

- Finite clause: *I'm tense; excuse me **if I talk too much**.*
- Infinitive clause: *I borrowed a portable phone **to ring Waterloo**.*

- Ing-clause: *She gazed down at the floor, **biting her lip**.*
- Ed-clause: *I went on waiting, **tinged with doubt**.*

-Adjectival complement:

- Finite clause: *we are glad **that you are able to join us on our wedding***
- Infinitive clause: *everyone is happy **to have him around***

-Prepositional complement: *the news of **what happened** reached us*

-Post modifier in a noun phrase: *few immigrants retained the customs **they brought with them**.*

-Appositive clause: *you have undermined my conviction **that a nuclear war is inevitable***

4 Functions of each type of Dependent clauses

We now turn to dependent clauses, surveying the types of finite clause in this section, and then surveying non-finite clauses in 4.2

4.1 Finite Dependent Clauses

4.1.1 Nominal clauses

Nominal clauses are called **so** because their syntactic roles are comparable to those of a noun phrase. Thus, they are used as subject, complement, or object in the main clause. Finite nominal clauses are introduced by the subordinator **that** or by a **wh-word**.

- That-clauses
 1. Subject: ***That this was a tactical decision** quickly became apparent.*
 2. Direct object: They believe ***that the minimum wage could threaten their jobs**.*
 3. Subject complement: The point is ***that she made the best case***
 4. Adjective complement: He was aware ***that a Garda Inquiry was being conducted**.*
 5. Appositive clause: ***There** is a fear [**that such rules will be over-bureaucratic**].*
Appositive clauses are different

- wh-clauses [:SEP]
 1. subject: [***What I don't understand***] is *why they don't let me know anything.*
 2. subject complement: This is ***what she gave me***
 3. object: I heard ***what you said***

4. **object complement**: Perhaps I made them *what they are*.
5. **adjective complement**: we are not sure *who is coming to the meeting*
6. **prepositional complement**: they asked her about who they would appoint

Nominal clauses can also be introduced by other subordinations such as *if* and *whether*

*She asked him **if he was tired***

***Whether he is right or wrong** does not bother me at all*

4.1.2 Adverbial clauses

Adverbial clauses are used as adverbials in the main clause. Like adverbials in general, they are normally optional elements, and can be placed either at the beginning, middle, or end of the main clause:

- 1 ***If you go to a bank**, they'll rip you off.*
- 2 There's a term and a half left ***before he moves in***.
- 3 ***When the houses were ready**, prices of up to 551,000 were quoted.*
- 4 Most ions are colorless, ***although some have distinct colors***.
- 5 The conclusion, ***it seems***, is intolerable. [SEP]
- 6 He was at a tough football camp in Arkansas ***I guess***.

Finite adverbial clauses are normally introduced by a subordinator: e.g. *if*, *before*, *when*, and *although*. (Some subordinators, like *when* in **3**, begin with *wh-*, but the clauses they introduce are not nominal *wh*-clauses like those in 4.1.1).

-Most adverbial clauses belong to the class of adjuncts, expressing meanings like time, reason, and condition. However, **5** and **6** illustrate a type of adverbial clause called a comment clause, which normally has no subordinator. The next chapter provides a detailed account of adverbial clauses.

4.1.3 Relative clauses

A **relative clause** is a post modifier in a noun phrase, serving to expand the meaning and specify the reference of the head noun. It is introduced by a relativizer, which has a grammatical role (e.g. subject or direct object) in the relative clause, in addition to its linking function. The relativizer points back to its antecedent, the head of the noun phrase. The antecedent is between (); the relativizer is underlined and the dependent clause is between []

He warned the public not to approach (the men) [who are armed and dangerous].

A system is that part of (the world) [which we are interested in] and [which we are

investigating].

Nominal relative clauses are actually wh-complement clauses, but they are equivalent to a general noun as head +relative clause:

Do *what you want*. <= Do the thing *that you want*.>

Whoever rents this apartment next year might have trouble.

<= The person *who rents this apartment next year*. .>

4.1.4 Comparative clauses

Comparative clauses are complements in an adjective phrase or an adverb phrase, with a gradable word as head. Comparative forms of adjectives, adverbs, pronouns, and determiners (e.g. bigger, more carefully, less, fewer) require a basis of comparison. For example, the use of the word bigger raises the question 'bigger than what?'. A comparative clause spells out the basis of this comparison, and is introduced by a conjunction (than for unequal comparison, and as for equal comparison). In 2 below the comparative clause is part of an adjective phrase, in 3 it is part of an adverb phrase.

The clauses are enclosed in []

1 Fred likes skiing [*more than he likes studying*]

2 Maybe Henry would realize she was not as nice [*as she pretended to be*].

3 She fled these Sunday afternoons earlier [*than she should have*].

4.2. Non-finite Dependent Clauses

Non-finite clauses are regularly dependent on a main clause. They are more compact and less explicit than finite clauses: they do not have tense or modality, and they usually lack an explicit subject and subordinator. There are four major types of non-finite clause: **infinitive** clauses, **ing-**clauses, **ed-** participle clauses, and **verbless** clauses.

4.2.1 Infinitive clauses

Infinitive clauses have a wide range of syntactic functions:

1. **subject**: *To have thought this made him more cheerful*
 - a. *To be happy is her main concern (without subject)*

- b. *for you to be happy* is her main concern (with subject).
2. subject complement:^[SEP] My goal now is *to look to the future*.
- The best thing would be **to tell the truth*** (without subject)
- The best thing would be **for you to tell the truth*** (with subject)
3. Direct object He upsets you very much, and I hate *to see that*.
4. Object complement: Some of these issues dropped out of Marx's later works because he considered them *to have been satisfactorily dealt with*.
5. Adverbial: A little group of people had gathered by Mrs. Millings *to watch the police activities on the foreshore*.
6. Noun post modifier:^[SEP] It is a callous thing *to do*.
- They say that failure *to take precautions against injuring others* is negligent.
7. Adjective complement:^[SEP] I think the old man is a bit afraid *to go into hospital*.
- He is happy to please the clients.* (without subject)
- He is happy for you to please the clients.* (with subject)
8. Appositive clause: your desire *to finish the job* is understandable. (without subject)
- Your desire *for me to finish the job* is understandable. (with subject)

4.2.2 Ing Clauses

Ing-clauses, too, have a varied range of syntactic functions:

1. subject: *Having a fever* is pleasant, vacant.
2. Subject complement: The real problem is *getting something done about cheap imports*.
3. Direct object: I started *thinking about Christmas*.
4. Adverbial: I didn't come out of it *looking particularly well*, I know.
5. Prepositional object: No-one could rely on *his going to bed early* last night.
6. Complement of a preposition After *leaving the room*, she burst into tears.
7. Noun post modifier: The man *making the bogus collections* was described as middle aged.
8. Adjective post modifier:^[SEP] The town is busy *taking advantage of its first City Challenge victory*.
9. Appositive clause: his work *counselling students* is full time.

4.2.3 Ed-participle Clauses

Ed-participle clauses (also called past participle clauses) are less versatile than the other types of non-finite clauses. They can have the following functions:

1. **Object complement**: Two-year-old Constantin will have *his cleft-palate repaired*.
2. **Adverbial**: **Although freshly painted**, the house still does not look good.
3. **Noun post modifier**: This is the course *chosen by a large minority of households*.

Notice from this last example that the ed-participle form can take different forms with irregular verbs.

4.2.4. Verbless Clauses

Verbless clauses might be considered a special type of non-finite clause.

1 *She had also been taught, **when in difficulty**, to think of a good life to imitate.*

2 ***Although not a classic**, this 90-minute video is worth watching.*

3 *He does not believe celibacy should be demanded of priests **whether gay or straight**.*

4 *Every day, **if possible**, allot time at your desk to sorting and filing.*

These expressions can be treated as adverbial clauses with ellipsis of the verb *be* and the subject. For example, *when in difficulty* in **1** can be decompressed as: *when she was in difficulty*.

The label 'verbless clause' seems a contradiction in terms, since we have described the clause as a unit with a verb phrase as its central element. The reason for wanting to label these units as clauses is that (a) they behave like clauses in their syntactic functions, and (b) it is possible (taking account of the ellipsis of the verb *be*) to label their constituents as subordinator +subject complement or adverbial.

Major points of Grammar Bite : Subordinate clauses

- Dependent clauses are subdivided into finite and non-finite clauses (whereas independent clauses are generally finite).
- Finite dependent clauses include nominal, adverbial, relative and comparative clauses.
- Non-finite dependent clauses include infinitive clauses, ing-clauses, *ed-* clauses, and

verbless clauses.

SUBORDINATION AND SUBORDINATE CLAUSES

Exercise 1: Recognizing subordinate clauses

Dependent clauses can be finite or non-finite. Finite dependent clauses begin with a subordinator or wh-word. In many cases, dependent clauses function as a clause element in the main clause.

-Mark all dependent clauses in the sentences below with brackets

-Label each dependent clause as finite or non-finite.

-For finite dependent clauses, circle the word that introduces the clause.

-Identify the syntactic function of the dependent clause in the main clause

1. If a merger between Coopers and Deloitte is successful, it will become the largest firm in the country.
2. The fact is that the community needs them.
3. While he was gone, a nurse poked her head through the doorway.
4. Billy didn't even know whether he was alive.
5. Did she say anything about what happened?
6. Richard Wood, Professor of Surgery, has told Dr. Grant that such surgery cannot be halted.
7. Our goal is to make their voices heard.
8. To make matters worse, the economy is a merciless juggernaut.
9. After I asked her out; she told me that she prefers just my friendship.
10. That they are already struggling troubles Graham Taylor.
11. If we remember that most parochial autonomies and loyalties survive, we may at least say that the development of participant cultures in some of the emerging nations has not yet been precluded.

12. They fear that, as winter approaches, medical emergencies will spill over into surgical beds, halting urgent operations. adverbial
13. After the pairs discuss these questions, ask them to make up a story about the topic.
14. ADMAR hopes that its suggestions will be useful for handling 'nettlesome subordinates'.
15. she cooks but she never bakes.
16. You can be quite fluent in a language and yet, something you say is not understood and you cannot understand why.
17. Now we would all like to go to NewYork.^[L]_[SEP]
18. Marsanne and Roussanne are even more obscure, perhaps ^[L]_[SEP]because they are so often blended together. ^[L]_[SEP]
19. I would hope that we can have more control over them.^[L]_[SEP]
20. I wonder who could have done that.^[L]_[SEP]^[L]_[SEP]
21. But if I'm given a question that I wasn't expecting, I'll stop and think.^[L]_[SEP]
22. Other appeals courts have extended the law to people who obtained information in confidence from other sources and breached a duty to those sources when they ^[L]_[SEP]traded on the information. ^[L]_[SEP]
23. That the European Commission should toy with imposing a set of uniform
24. accounting rules is viewed in London with abject horror.

Exercise 2: functions of finite dependent clauses

25. The importance which Sigmund Freud attributed to this form and stage of love is well-known.
26. Scudamore added that he felt a lot less pressure than he had last season.
27. 'I thought I knew every handgun made.' said Rick.

28. There's nothing wrong with Buntaro-san, is there? ^[L]_[SEP]
29. They understand what it's all about when they read about who holds most of the jobs in senior management in Fortune 1,000 companies. ^[L]_[SEP]
30. So that was the main thing that Jennifer and I talk about when we sell our bath gels.
31. The thing that I mentioned at that meeting was that I think that you know from all the money that collection raises that we should figure out a formula.
32. These protests will be all the stronger, because the Cabinet has already changed its mind on a number of issues.

Exercise 3: Functions of nonfinite clauses

1. She made a few friends and she started being a teacher's aide.
2. You said you were going out to get yourself something to eat.
3. To be a good Muslim is to be a good citizen.
4. Try to get out and about whenever possible, making new friends and contacts.
5. I was happy to let the pleasant sunny days go by.
6. ^[L]_[SEP]When in the army, soldiers look to a patron for rewards, in return for allegiance and support.
7. In my heart, I know it's not feelings for Ed that I'm just giving to Leo; but then I remember hearing things about him ^[L]_[SEP]
8. The Trinet system, when complete, will augment and speed up the existing system run by Caltech and the Geological Survey, which is now capable of recording only limited information on shaking.
9. ^[L]_[SEP]Regarded as a barometer of interest-rate expectations, shorter-term notes made strides amid the speculation.
10. John Wesley broke away from the ceremonial formalism of the Church of England to

found a Christian movement based on social justice and personal piety.

Exercise 4: Identifying independent clauses, dependent clauses, and non-clausal material

In the following text samples from conversation and academic prose, use brackets [] to mark the beginning and end of independent clauses, and < > I to mark the beginning and end of dependent clauses. Use // to mark the beginning and end of non-clausal material-pieces of discourse that do not belong to a clause.

Conversation

Of course, anything that I've wanted I've already taken and nobody knows about it. Well, there's a couple of things I want. Not very much. Just a few things. But I think my mother would notice I took them. I mean I know she would because they are kind of like these, they are, they are probably worth a couple of hundred dollars each and I think she got them from my aunt Eva.

Academic prose

Managers often find it difficult not to pass judgment on subordinates automatically. Conscious effort is sometimes needed to avoid this defense-provoking behavior. Senders should pay careful attention to objectivity in communications. One should avoid the common tendency to formulate a reply while the other person is speaking, instead of concentrating on trying to listen to what the speaker is actually saying.

Exercise 5: Non-finite and verbless clauses

Combine the sentences in each pair by making one of the sentences a non-finite clause or a verbless clause.

1. He was accused once of a lack of gravity. He replied that this was his natural bent. ^[]_[SEP]
2. The play is a talking piece. Its action consists exclusively of monologues and duologues.

[]
[SEP]

3. He was ill but still irrepressible. He related former triumphs and famous anecdotes. []
[SEP]
4. The actor impersonates the playwright. The playwright is giving a lecture in Paris. []
[SEP]
5. He made a promise to his friend. The promise was that he would drink no more than a
pint of wine a day. []
[SEP]
6. His wife died. She left him with five children. []
[SEP]
7. He believed himself to be a failure. He had made no career for himself either []
[SEP] in politics
or in law. []
[SEP]
8. He wrote to his young son. He was repaid with an inspiring reply listing all []
[SEP] his
achievements. []
[SEP]
9. He was predictably conservative. He even opposed the abolition of slavery.
10. In religion, he was eclectic. He tried several churches.

Exercise 6: Non-finite and verbless clauses

In each of the following sentences isolate non-finite or verbless clauses. Identify the function of the subordinate clause by writing the appropriate abbreviation in the brackets

S (subject) **Od** (direct object) **Oi** (indirect object) **A**(adverbial)
Co (object complement) **Cs** (subject complement)

- . Treating sufferers from anorexia and bulimia is difficult. []
[SEP]
- . Researchers have discovered that antidepressants control some symptoms of []
[SEP] bulimia,
reducing the number of eating binges (). []
[SEP]
- . She fell ill soon after she arrived and was found to be suffering from []
[SEP] malaria (). []
[SEP]
- . Many malaria cases could be prevented if people bothered to take anti-malarial []
[SEP] drugs
regularly (). []
[SEP]
- . His doctors realized that the hypoglycaemic spells might be caused by additional insulin

flooding his body. [] [] []

- . Beyond the early weeks, light to moderate drinking doesn't seem to cause [] [] pregnant women any problems. [] []
- . Large-scale studies in progress are intended to give researchers reliable data on [] [] heavy drinking in particular. [] []
- . Immediately she sees the envelope from her dentist she starts to feel sweaty.

Exercise 7: Functions of subordinate clauses

Isolate and Identify the function of subordinate clauses by putting the appropriate abbreviation in the brackets that follow the clause.

nominal clause (N) [] []

nominal relative clause (NR)

relative clause (R)

reduced relative clause (RR)

comparative clause (C)

adverbial clause (A)

1. The ancient discipline of rhetoric was intended to prepare the beginner for tasks that involved speaking in public. [] []
2. The classical view of how to present a case in argument () involved a structure of sequent elements. [] []
3. Stylistic propriety was formalized by the Roman rhetoricians, who distinguished the three levels of the Grand, the Middle, and the Plain style (). [] []
4. From these ideas on style originated the notion of 'decorum', continually discussed by English Renaissance writers (). [] []
5. The study of rhetoric is complex because new conventions of performance for particular purposes are being generated all the time (). [] []
6. It is not surprising that myth should be a prominent element in the rhetoric of persuasion (). [] []
7. In myths and parables what we are asked to take literally () is accompanied by one or more possible levels of interpretation. [] []
8. A view expressed by some modern critics is that creative writers are no more the complete masters of what they do than are any other writers (). [] []

9. Creative writers are frequently blind to their own intentions and to the nature of what they are doing ().
10. You cannot, as a reader, wholly appreciate the rhetorical sport of a convention or a style if you have a poor knowledge of literary language and conventions ().

Exercise 8 Appositive clauses vs relative clauses

Indicate whether each underlined clause is a relative clause or an appositive clause.

1. The manager lacked the experience that would have helped him overcome the crisis.
2. You have undermined my conviction that a nuclear war is inevitable.
3. She has heard the news that all the passengers and crew escaped unhurt.
4. I cannot dispute the fact that you have won the support of most members.
5. The car hit a bus that was full of children on a school outing.
6. I have read the report that I received last week.
7. They have accepted the recommendation that my daughter be promoted to the next grade.
8. Here is the report that the accusations should be referred to the police.

ADVERBIALS

Objectives of the chapter

1. To be able to recognize adverbials in the sentence.
2. To be able to distinguish between the three types of adverbials.
3. To be able to identify the semantic functions of adverbials.
4. To be able to determine the structure of the three types of adverbials .

1/An Overview of Adverbials

We divide adverbials semantically into three major classes: **adjuncts**, **stance adverbials**, and **conjuncts**.

1/Adjuncts are the most common type of adverbials, adding something about the action or state described in the clause. They answer questions such as 'how?', 'when?', 'where?', 'how much?', 'how long?', and 'why?'. They include both obligatory adverbials, as in **1** below, and optional adverbials, as in **2**:

1 *We were **at the game**.* [SEP]

2 *Writers on style have differed [**a great deal**] [**in their understanding of** [SEP] **the subject**].*

Of the three classes, adjuncts are the most integrated into the clause. However, they can vary in **scope**; that is, they can modify differing amounts of the clause (see 11.5).

2/ Stance adverbials add speakers' comments on what they are saying or how they are saying it. Stance adverbials fall into three categories: epistemic, attitude, and style adverbials.

A-Epistemic stance adverbials focus on the question: how true is the information in the clause. They comment on factors such as certainty, viewpoint, and limitations of truth value. For example:

3 *Well she **definitely** looks at her mobile.*

4 ***From my perspective**, it was a clear case of abuse.*

5 ***On the whole**, sons-in-law were in better paid jobs than their fathers-in-law.*

B-Attitude stance adverbials express speakers' evaluations and attitudes towards the content of a clause:

6 ***To my surprise***, the space devoted to the kinetic sculptures had a lively and progressive atmosphere.

7 ***Fortunately***, this is as far from the truth.

C-Style stance adverbials convey a speaker's comment on the style or form of the communication. Often style stance adverbials clarify the speaker's manner of speaking or how the utterance should be understood:

8 Well, yes, ***technically speaking***, I guess it is burnt.

9 That proves at least that Cassetti was certainly alive at twenty minutes to one. At twenty-three minutes to one, ***to be precise***.

10 ***Quite frankly***, we are having a bad year.

SEPAs the above examples show, stance adverbials usually have scope over the entire clause. (However, in 11.5 we discuss some special cases.) Stance adverbials are always optional.

3/Conjuncts serve a connecting function, rather than adding information to a clause. They show the relationship between two units of discourse, as in the following examples:

11 They were kid boots at eight shillings a pair. He, ***however***, thought them the daintiest boots in the world, and he cleaned them with much reverence.

12 Some hospitals use their own ethics committees to settle such cases, but a hospital's biases could creep into its committee's decisions, Ms. Yuen says. ***Furthermore***, the committee's decision wouldn't be legally binding and wouldn't shield a physician from liability.

13 Humanism is a positive philosophy <. ..> Humanists believe morality comes from within man, not from God. They believe in the pursuit of human happiness and well-being. <. ..> ***Yet*** humanism is not a soft option. It is quite hard because there are no God-given certainties. You have to make up your mind what is right and what is wrong.

14 My objectives in this work are twofold: ***first***, to set out a precise yet comprehensive analysis.

Conjuncts can connect units of discourse with differing sizes, as the above examples illustrate. The linked units may be sentences, as in 11 and 12. The units may also be larger than a sentence, as in 13 where ***yet*** contrasts several sentences about the positive side of humanism with several sentences

dealing with its negative side. The units can also be smaller than a sentence: 14 exemplifies a linking adverbial connecting a to-clause to the preceding main clause.

Conjuncts also express a variety of relationships, including those illustrated above: contrast in 11, addition in 12, concession in 13 and enumeration in 14.

2/ Syntactic Forms of Adverbials

Adverbials occur in many syntactic forms. These are exemplified below:

- Single adverbs and adverb phrases

15 *Oh she **never** does anything, does she?*

16 *We know each other very well and **frankly** we would have preferred to come out of the hat first.*

-Noun phrases (including single nouns)

17 *Well I went to that wedding **Saturday**.*

18 *The man came to stay with them for a few weeks **each year**.*

-Prepositional phrases

19 *The man came to stay **with them** for a week each year.*

20 ***In this chapter**, three of the most important approaches are examined.*

-Finite clauses

21 *^L_{SEP} I had to turn it off earlier **because Rupert was shrieking**.*

22 ***If we do not act**, thousands more will come floating in on the early spring tides.*

-Non-finite clauses, including four major types:

Ing-clauses

23 *He got up and refilled the teapot, then his cup, **adding a touch of skimmed milk**.*

24 ***Using an IBM 3090 supercomputer with 12 interconnected processing units**, the supercomputer center will explore new ways to connect even more advanced supercomputers.*

Ed-clauses

25 *Now added to that - by our wall - there was this ruddy great lorry again.*

26 *We measured a seasonal total of 56.99 cm precipitation in the two caged rain gauges, compared to 56.78 cm on the open plots.*

To-infinitive clauses

27 *She called me to say a lawyer was starting divorce proceedings.*

28 *To reintroduce us to the joys of storytelling round the log jeer, Signals rounded up a slightly disconcerting group of five contemporary writers, all strange to me.*

Verbless clauses

29 *One practice is to designate protons as if less than this.*

30 *The author apologizes where appropriate.*

1.5 The relationship between adverbials and other clause elements

In the introduction to this chapter, we emphasized that adverbials are elements of clauses, not parts of phrases. However, the exact relationship between adverbials and other clause elements can vary. For example, some adjuncts have scope over an entire clause, while others just complete the meaning of the verb. Similarly, some conjuncts connect whole paragraphs, while others link a main clause to a dependent clause.

All three classes (circumstance, stance, and linking) have adverbials with differing scope: they can focus on a particular part of the clause, or they can apply to the clause as a whole. Adjuncts with limited scope usually restrict or minimize the meaning of some other element of the clause (scope is marked by underlining):

31 *Well you could have **just** one aspirin.*

32 *I was **only** joking.*

33 *The kids had 'superhero sundaes' which turned out to be **merely** ice cream.*

In these examples, the adverbial's scope extends only to the immediately following element in the clause--one *aspirin* in 31, *joking* in 32, and *ice cream* in 33. Often, this smaller scope means less choice in the placement of the adverbial. For instance, it is not acceptable to say, **Well you could*

have one aspirin just. Yet these items are not simply constituents of phrases. It is possible, for example, to move *just* to precede the main verb: *Well you could just have one aspirin.*

Stance adverbials, too, can focus on a particular element in the clause:

34 *It was all that running around that made it sort of hurt.*

35 *In short, I am literally disintegrating.*

In 34, *sort of* conveys that the term *hurt* is imprecise, and in 5, *literally* refers to the term *disintegrating*. They are thus more local in scope than many stance adverbials. However, they are not part of the structure of a phrase. It is possible to move *sort of* before the verb (. . . *that sort of made it hurt*), or to move *literally* forward (*I literally am disintegrating*) without greatly altering the meaning. Finally, some exceptional conjuncts can link not clauses, but phrases (signaled by [] in 6 and 7):

6 *The principles of care for many of the patients in the ward may be similar, e.g. [the preparation carried out pre-operatively to ensure the safety of patients undergoing surgery].*

7 *He recorded what was really there in the rocks, that is to say [repeated and sudden changes in environments and extinctions of animals and plants].*

Adverbials such as *e.g.* and *that is to say* above are less clearly elements of a clause than many conjuncts. Yet they continue to function as conjuncts do—showing how the writer is connecting two units of discourse—and they are not integrated into a particular phrase.

Major points of Grammar Bite : Overview of adverbials

- There are three classes of adverbials: circumstance, stance, and linking.
- Adjuncts are by far the most common class.^[1]_[SEP]
- Adverbials can take many forms: adverbs and adverb phrases, nouns and noun phrases, prepositional phrases, and finite and non-finite clauses.
- Prepositional phrases are the most common form overall.
- Adverbials can occur in three major positions in clauses: initial, final, and medial.^[1]_[SEP]
- Medial position has several variants.^[1]_[SEP]

The Semantic subcategories of Adverbials

Objective of this section

By the end of the section, the student is supposed

1. To be able to identify the semantic functions of adjuncts adverbials.
2. To be able to determine the structure of the three types of Adjuncts adverbial

Adverbials are classified into three classes: adjuncts, stance, and conjuncts.

Each class entails a number of semantic subcategories.

I/ADJUNCTS

Adjuncts can be semantically divided into the following categories and subcategories:

Category	Subcategories
place	distance, direction, position
time	point in time, duration, frequency, time relationship
process	manner, means, instrument, agent, accompaniment
contingency	cause reason, purpose, concession, condition, result
degree	extent (amplifier, diminisher)
addition /restriction	addition, restriction
recipient	
Preference and proportion	

>Adjuncts of Place

Adjuncts of place express distance, direction, and position.

- **Distance adverbials** usually answer the question 'How far?'. They include specific measurements and general descriptions of distance:

I had to go **a long way** to put the camp behind me.

A woman who fell **50 feet** down a cliff was rescued by a Royal Navy helicopter.

- **Direction adverbials** describe the pathway of an action. They answer the questions 'To(wards) where?', 'From where?', or 'In what direction?'. Some give a general description (e.g. *southwards*); others describe the direction from a beginning point (e.g. *From here*) or towards a destination (e.g. *to the store*):

And they went **from here** about - nine-ish, I suppose?

You used to walk **to the store**; now you ride.

- **Position adverbials** indicate a point of location. They answer the question 'Where?'.
 - 1 *It would be, be cold up **there**.*
 - 2 *The implications of this comparison will be discussed further **in Section 2.4**.*

>**Adjuncts of Time**^[L]_[SEP]

Adverbials of time are used for four temporal meanings: point in time, duration, frequency, and time relationships.

- **General time**: These tell when an event occurs:^[L]_[SEP]

*I'll see you all **tomorrow night**.*

^[L]_[SEP]

*Perhaps we can put that right **in January**.*

*It is not uncommon **nowadays** to have many hundreds of cattle in one building.*

- **Duration**: These describe how long an event lasts:^[L]_[SEP]

*I wouldn't like to go **for a week** in silence.*

^[L]_[SEP]

*It lasted **years**.*

Some observers are predicting the imminent collapse of the military regime which

*has ruled Ethiopia **for fifteen years**.*

- **Frequency**: how often an event occurs:

*I know but you don't have to do it **every single day**, do you?*

***Occasionally** she would like to gaze out the window.*

*Furthermore, the term register is **sometimes** used to refer to*

- **Time relationship**: These describe the relationship between two events, states, or times:

*I want to clean the floor **before** I take a load of stuff in.*

***After this** the conversation sank for a while into mere sociability.*

>**Adjuncts of Process**

The category of process adverbials has four subcategories: manner, means, instrument, agent.

- **Manner adverbials**

These, the most common subcategory of process, describe the manner or way something is done. They answer the question 'How?':

*I found myself writing **slowly**, and rewriting, **piecemeal, endlessly**.*

*This is blue-sky country where they play their music **in that western way**.*

*Where two independent doctors agree there is no hope of recovery, patients should be allowed to die **with dignity**.*

Adverbials of comparison are a special type of manner adverbial. They compare the manner of one state action to another:

*Then I would go through the refrigerator **like a vacuum cleaner**, sucking in whatever there was.*

*There are few better exponents of the art of looking **as though life is a complete grind**.*

Another type of manner adverbial answers the question 'With what?' or 'With whom?' (as well as

'How?'):

1 *He's coming downstairs **with two sleeping bags over the top of his head.***

2 *I would feel safer leaving **with somebody else** anyway.*

The with-adverbials illustrated by 2 are also called adverbials of accompaniment.

➤ **Means adverbials**

These describe the means by which an activity or state is accomplished:

*The US, as the country of origin for the uranium, had originally insisted that shipments be made by **air.***

*We examined this question **microscopically.** (by means of a microscope)*

➤ **c) Instrument adverbials**

These mention the item that is used for a task:

[L] [SEP]Well you can listen to what you've taped **with headphones.**

She fed it **with a teaspoon.**

He wrenched up a piece of the road **with splintering finger-nails.**

➤ **d) Agent Adverbials**

These tell the agent or the causer of a happening. They are used with passive constructions:

The fruit-pulp is also eaten **by animals.**

He was killed **by a terrorist.**

[L] [SEP]The agent adverbial corresponds to the subject of an active voice construction.

> **Adjuncts of Contingency**

Contingency adverbials tell us how one event or state is contingent-that is, dependent-upon another.

Many of the subcategories are closely related.

➤ **Cause /Reason adverbial**

These answer the question 'Why?'. For example:

*He's quite frightened **because he doesn't know you.***

*He was buried under bricks, and died **of head injuries.***

Traditionally, cause was considered an objective dependence of one event on another. Reason was a cognitive dependence, in terms of the way humans explain things. However, in real texts these are often hard to distinguish, so we treat them as one category.

These can be paraphrased as 'in order to' or 'for the purpose of'. For example:

*I've got to talk to you **to explain what we're doing.***

*Although some of them carried weapons, the knives were just **for show.***

➤ **Purpose adverbials**

Purpose adverbials also answer the question 'Why?' and are closely related to reason adverbials.

He studies hard in order to succeed.

He studies hard so that he succeeds.

➤ **Concession adverbial**

These convey an idea that contrasts with the main idea of the rest of the clause. For example:

*1700 miners have been out for seven months and, **despite intimidation,** no one has gone back to work.*

***Although it has been used by others,** this book is written for beginning students who have had no previous college science courses.*

➤ **Condition adverbials**

These express conditions that govern the proposition of the main clause:

*And **if you were in the mood** we could at least go.*

*Read the paper **if you don't believe me!***

***If the water temperature falls below 22°C** there is a sharp decrease in yield of grain.*

*He won't go with you **unless he feels he has to.***

*He will succeed **provided that he works.***

➤ **Result adverbials**

These adverbials tell the results of the events described in the rest of the clause or in the main clause:

*A gust of wind shook the front door, **so that Mr. Harrison had to hold on to it to prevent it slamming in the policeman's face.***

*It has been forced to slash prices, **with the result that profits dropped 11 per cent.***

> **Adjuncts of Degree**

Degree adverbials answer the questions 'How far/much/many?' and 'To what extent?'. Sometimes they indicate amounts, either in exact terms or more generally:

*She's getting on **a bit** now. =<i.e. she's getting rather old>*

*Our estimate puts government losses in the past four weeks **at 22,000 killed, captured, or deserted.***

Other degree adverbials intensify the message in the clause (these adverbials are called amplifiers or intensifiers):

*She looked **very much** like her mother.*

*The idea is for them eventually to be restored **completely.***

Others (called diminishers) lower the strength of a claim made in the clause:

*You know, I think you can fix it by pulling the prongs out **a little bit.***

*The land tenure system varies **slightly** from place to place.*

> **Adjuncts of Addition and Adjuncts of restriction**

This category includes two opposite types of adverbials. Addition adverbials show that an idea is being added to a previous one:

1 *Some day you'll be old, **too**, Carol.*

2 *More than 90 minerals, including gold, silver, copper, lead, zinc and cobalt are found in Kazakhstan, which **also** has productive oil fields.*

Addition adverbials often have a secondary linking function. In **1**, Carol-in addition to some other person, presumably the speaker-will be old one day. Adjuncts of addition (e.g. *also, too, as well*) are similar to conjuncts of addition (e.g. *moreover*) in that they both help build cohesion in a text.

Restriction adverbials emphasize that the idea in the clause is limited in some way. For example, *only a sick man* in **3** can be paraphrased *a sick man and no one else*

3 *The villagers say jokingly that **only** a sick man would choose such a remote place to build.*

4 *So you'll have to be **especially** good, Sundays.*

5 *Girls do have to help their mothers, sometimes; Grace **in particular** has to help her mother.*

Unlike many other adverbials, addition and restriction adverbials cannot easily be moved without affecting their scope (see 11.5). The position of the adverbial is important in determining what element of the clause is the focus of the addition or restriction. For example, moving the restriction adverbial in **4** changes the meaning:

4a *So you'll have to be good, **especially** Sundays*

➤ **Recipient**

Recipient adverbials tell to whom an action was directed. Often the recipient is a person or group of people:

1 *Okay and then I'll just write the check **for you**.*

2 *OHA will present the referendum results **to the Democrat-controlled Legislature**.*

Animals (e.g. *mice* in **3**) and even inanimate objects (e.g. *house* in **4**) may occur in recipient adverbials:

3 *Special cages have been developed **for wild mice**.*

4 *I think we're getting that **for our house**.*

The recipient adverbial can often be replaced by an indirect object (3.5.3). Compare **1** with **1a**:

1a *Okay and then I'll just write **you** the check.*

Other verbs +recipient adverbials can be alternatively analyzed as a prepositional verb with an object.

> **Adjuncts of Preference and Adjuncts of proportion**

Adjuncts Adverbials can be used to express preferences:

*Victor always preferred to relax in his own home, **rather than gallivanting in public.**
the city plans to build more apartments in urban areas **rather**
than sacrifice rural open spaces.*

As you can see, these preference clauses use the **subordinator** *rather than* followed by a non-finite verb: ing participle or the bare infinitive.

Adjuncts can also be used to express proportions. These adverbial clauses often begin with *the + comparative* and require *the + comparative* in the main clause (both underlined):

***The more Kathryn probed,** the more Sally squirmed as she gave her version of what had gone on that night.
You're out to shock and **the more you astonish people** the happier you'll be.*

Exercise1: Analyzing adverbial clauses

- Underline each of the adverbial clauses in the following sentences. ^[]Identify the semantic category: time, place, contingency (reason or conditional)
- ^[]identify the type of subordinate clauses: finite or non-finite. ^[]
- identify the subordinator or write 'none'.

- Whenever I phone them up, they all pretend to have emigrated to Australia.

Function :Adjunct of time/a finite clause /subordinator : whenever

- Because schizophrenia is a brain disorder, it's nobody's fault, she says.
- For hours, he sat there as if deliberately waiting me out.
- It's not my fault if you don't pass your exams.
- She was dark skinned and in her late fifties, although she looked much younger.
- I haven't been there since I was a kid.
- Since the purpose of the list is heuristic, there is no harm in 'mixing categories' in this way.
- Trouble just seemed to follow me wherever I went-except here,' he said.
- As far as farmers are concerned, tree planting has not been integrated into their work patterns or land management.
- If I were you I wouldn't have told her. ^[]
- Some performance curves will now be presented to show the main difference between practical and ideal cycles. ^[]

12. Dust swirled like smoke in the shaft of evening sunlight from the small window: rolls of it drifted over the floor, clinging to the men's feet and overalls. [L] [SEP]

II/STANCE ADVERBIALS

Objective of the section

By the end of the section, the student is supposed :

1. To be able to identify the semantic subfunctions of stance adverbials.
2. To be able to determine the structure of subcategories of stance adverbials

Semantic categories of stance adverbials

Stance adverbials are adverbials that overtly mark a speaker's or writer's attitude to a clause or comment about its content. They can be divided into three categories: epistemic, attitude, and style.

1/Epistemic adverbials

Epistemic stance adverbials express the speaker's judgments about the information in a proposition. They have six major areas of meaning: certainty and doubt, actuality and reality, source of knowledge, limitation, viewpoint or perspective, and imprecision.

1/Certainty and doubt

Some epistemic adverbials tell the speaker's level of certainty or doubt about the proposition in the clause.

➤ -Expressing certainty

*The sort of gossip should **certainly** be condemned.*

[L] [SEP] *During the action, the person will **undoubtedly** have certain feelings towards it and gain satisfaction from achievement.*

➤ -Expressing doubt

*In spite of that it was **probably** more comfortable than the home they'd left anyway.*

[L] [SEP] ***Maybe** it is true, maybe it isn't.*

Doubt, certainty adverbials include: *no doubt, certainly, undoubtedly, probably, perhaps, maybe, arguably, decidedly, definitely, incontestably, incontrovertibly, most likely, very likely, quite likely, of course, I guess, I think, I bet, I suppose, who knows.*

➤ 2/Actuality and reality

Actuality and reality adverbials give the proposition the status of real-life fact, usually in contrast with what someone might have supposed:

***In fact,** I'm taller than the doors.*

[L SEP] *Not all the evidence by any means concurs with the view that women were **actually** superior to men in some respects.*

Actuality and reality adverbials include: *in fact, really, actually, in actual fact, for a fact, truly.*

➤ 3/Source of knowledge

Adverbials of source of knowledge tell us where the claim reported in the proposition came from. They can allude to evidence, as with *evidently, apparently, or reportedly*:

***Evidently,** the stock market believes that matters will not rest there and Pearl's share price raced up 87p to 639p.*

They can also identify a specific source:

***According to Mr. Kandil,** nuclear power was the only clean energy alternative for Egypt.*

[L SEP] A finite clause can be used to state evidence for the truth of the main clause:

2 As Mr. Wardell (1986) notes, once managerial decisions are known they then become the basis on which groups lower down the hierarchy organize their resistance and responses.

'Mr. Wardell' is the source of knowledge in 2.

Source of knowledge adverbials include: *evidently, apparently, reportedly, reputedly, according to X, as X reports/notes.*

➤ 4/Limitation

Stance adverbials imply that there are limits to the validity of the proposition:

***In most cases,** he would have been quite right.*

***Typically,** there is a pair of ganglia in each segment of the body.*

Limitation stance adverbials include: *in most cases, in most instances, mainly, typically, generally, largely, in general, on the whole.*

➤ 5/Viewpoint or perspective

These adverbials mark the viewpoint or perspective from which the proposition is claimed to be true:

In our view, it would be a backward step.

From our perspective, movement success is paradoxical.

Viewpoint or perspective adverbials include: in our view, from our perspective, to my knowledge, to the best of our knowledge.

A number of stance adverbials are **hedges** (see 7.11.6) suggesting that the proposition (or part of it) is imprecise:

Men were *like* literally throwing themselves at me.

[L SEP]It kept *sort of* pouring out of his pocket, his brother said. [L SEP]

Indeed, the only real drawback, *if you can call it that*, is that people are continually coming up and congratulating us on our victory over England.

Hedging adverbs like **sort of**, **kind of**, and **like** are very common in conversation. Imprecision adverbials include: **like**, **sort of**; **kind of**, **so to speak**, **if you can call it that**.

2/Attitude adverbials

Attitude adverbials tell the speaker's attitude toward the proposition. Typically, they convey an evaluation, or assessment of expectations:

1 *Fortunately*, during my first few months here, I kept a journal.

2 And *most surprising of all*, much farther away still in west Australia, we have the gingin chalk of the late cretaceous age.

3 *Hopefully*, this problem will be solved when the group is thoroughly revised.

[L SEP]Often these adverbials can be restated with that-clauses and adjectives describing attitudes:

It is fortunate that...,

It is surprising that...,

I am hopeful that ...

Writing manuals often warn against the use of hopefully as a stance adverbial, as in 3. However, this use is found in the more formal registers of news and academic prose, as well as in conversation and fiction.

Other adverbials are useful for expressing different kinds of attitude, especially in writing:

- **expressing expectation:** surprisingly, not surprisingly, most surprising of all, as might be expected, as you'd expect, *as* you might expect, inevitably, naturally, as you might guess, to my surprise, astonishingly, of course, predictably
- **expressing evaluation:** unfortunately, conveniently, wisely, sensibly, unfortunately, quite rightly, even worse, disturbingly, ironically^[SEP]
- **expressing importance:** even more importantly, importantly, significantly

3 Style adverbials

Stance adverbials of style comment on the manner of conveying the message (e.g. *frankly, honestly, truthfully*):

^[SEP]Well **honestly**, I don't know.

More simply put, a feedback system has its inputs affected by its outputs.

Often these adverbials can be glossed as 'I am being X when I say ...'. For example, **1** means: 'I am being honest when I say I don't know.'

Finite clauses are occasionally used as style adverbials, often with the subordinator *if*:

Is it true that you have refused to take any money for the work you are doing,

if you don't mind my asking?

the amount of violent crime in the United Kingdom is small compared with that in other countries and, I may say so, here in Washington.

These clauses suggest that the speakers view themselves as speaking in a way that might cause offence.

Style adverbials include: *frankly, if you don't mind my saying so, literally, seriously, confidentially, to tell you the truth, technically speaking, generally speaking, to put it X (e.g. bluntly, charitably).*

Ambiguity with other adverbial classes

Some stance adverbials can have ambiguities or multiple meanings, which we now consider.

A -Stance adverbial v. Circumstance adverbial or Degree modifier

It can be difficult to tell whether a word is a stance adverbial or a circumstance adverbial (or in some cases, an adverb modifier within a phrase rather than an adverbial). The adverb *really* is particularly tricky to analyze. Some instances seem clearly to have the epistemic stance meaning of 'in reality' or 'in truth,' especially when the adverb is in initial or final position:

***Really**, you've noticed the difference?*

*I had no choice **really**.* [SEP]

But in medial position, the meaning is less clear. In the following, *really* could have a degree meaning, or be interpreted as intensifying the (underlined> adjective or verb (roughly with the meaning of very (much):

*It's **really** wonderful.*

*The numbers **really** took off in the late 1890s.*

Other stance adverbials could alternatively be interpreted as adjuncts of degree or time. In the following, *largely* and *mainly* could be interpreted to mean 'to a great extent' or 'usually', as well as being stance adverbials (limiting the truth of the proposition):

*The Cranfield Institute of Technology is **mainly** engaged in post-graduate teaching and research.*

*The great scholars also are **largely** ignored for their craft skill.*

Stance adverbial v. Linking adverbial

Some stance adverbials can also have a connecting function, overlapping with conjuncts. *In fact*, not only signals actuality, but generally indicates that what follows reinforces the point just made:

*I went up and heard the jazz at the Crown last night. <...>**In fact**, I was quite a busy little bee last night.*

*She's never seen him on the porch. **In fact**, there's no chair to sit on.*

Exercise

- a) Underline the stance adverbials in the following sentences.
 - b) [L]
[SEP]-Identify the type of each stance adverbial: epistemic, style, or attitude.
 - c) -For epistemic adverbials, identify the sub-category: certainty/doubt, limitation, actuality/reality, viewpoint/perspective, source of knowledge, imprecision.
1. Some people will perhaps feel uneasy about the definition of pedagogy as operational research in which experience is pressed into partnership with principled enquiry.
 2. According to national estimates, only about half the elderly and fewer than a third of younger people with chronic diseases get the shots each year.
 3. Workers at the many quasi-state factories go months without their salaries. Not surprisingly, they see a return to communism as the best option.
 4. I think she's pretty bold, to tell you the truth.
 5. Well, I go up like once every two weeks but only for a day or just to see them, or I have dinner with them and they come down the next day.
 6. The device projects onto a screen by passing light through an acetate sheet approximately 25 x 25 cm. [L]
[SEP]
 7. We found thirty-five acres in Oregon with a little teeny mobile home at the top of it and that's frankly my idea of a dream.
 8. This, this memo. <...> This is actually so we don't forget what our points were
 9. At present, with relatively few computers in school, this will be a problem, but hopefully in the future there will be plenty of computer time available. [L]
[SEP]
 10. He lived on a farm and they had a big family and his dad had to go out and earn extra money I guess. [L]
[SEP]
 11. Maybe we could go for a walk.

III/CONJUNCTS

Objective of the section

By the end of the section, the student is supposed :

1. To be able to identify the semantic subfunctions of conjuncts .
2. To be able to determine the structure of subcategories of conjuncts

The main function of conjuncts is to clarify the connection between two units of discourse. Because they explicitly signal the link between passages of text, they are important devices for cohesion. The six major semantic categories are: enumeration and addition, summation, apposition, result inference, contrast/concession, and transition.

1/Enumeration and addition

Conjuncts can be used to enumerate (list) pieces of information, or to signal the addition of items to a list. Conjuncts for enumeration include numbering words (e.g. *first(ly)*, *second(ly)*), as well as *finally* and some prepositional phrases:

*This new structure must accomplish two special purposes. **First**, as part of overcoming the division of Europe there must be an opportunity to overcome through peace and freedom the division of Berlin and Germany. **Second**, the architecture should reflect that America's security remains linked to Europe.*

*He couldn't bring himself to say what he thought. **For one thing**, she seldom stopped to listen. **For another**, he doubted that he could make himself clear.*

Addition conjuncts signal that a new item of discourse is being added to previous ones:

*1 Each of these crystal systems is represented by a primitive lattice. **In addition**, there are seven multi-primitive lattices.*

*2 Feedback tends to be used to stabilize systems, not to randomize them. **Similarly**, natural systems would probably evolve to avoid chaos.*

As the use of *similarly* in 2 suggests, addition often goes with similarity of meaning.

Other typical enumerating adverbials are: *lastly*, *thirdly*, *in the first/second place*, *first of all*, *for one thing ...for another thing*, *to begin with*, *next*.

Other typical addition adverbials are: *also*, *by the same token*, *further*, *furthermore*, *likewise*, *moreover*.

2/ Summation

Adverbials that mark summation signal that a unit of discourse concludes or sums up points made in the preceding discourse:

***In sum**, then, to account for a synchronic assimilation from [k] to [t] under this view, the processes of tier promotion and complex segment simplification must apply along with the spreading of the assimilation feature.*

***To conclude**, we may place the three notions of saliency in an ordered Relation as follows...* [L] [SEP]

Other typical summation conjuncts are: *all in all, in conclusion, overall, to summarize.*

3/Apposition

conjuncts of apposition show that the following piece of text is equivalent to, or included in, the point made in the preceding discourse.

An apposition conjunct may introduce the second unit as a restatement of the first, reformulating it in some way or stating it more explicitly:

*The current edition shows that road users cover their track costs by a factor of 2.4 to 1. In **other words**, users of all types pay almost two and a half times as much in taxes as is spent on all road costs from building, maintenance and signs, right down to the provision of police, traffic wardens and even grass cutting and hedge-trimming of the verges.*

*Our model allows the prevention of who, **i.e.** which Communicator may exchange when, **i.e.** at what point of time, what, **i.e.** which message, with whom, **i.e.** with which Communicator.*

In many cases, the second unit of text is an example. It is information that is logically included in part of the previous text (here marked in I):

*She understood (the parameters of the picnics) all too well. **E.g.** they could not go to the beach because of the sand.* [L] [SEP]

*If a population becomes highly entrained, (its diversity is greatly reduced). **For example**, the age structure could become very narrow.*

Other typical apposition adverbials are: *which is to say, that is to say, that is, for instance, namely, specifically.* Note that some apposition adverbials used in writing are Latin abbreviations: *e.g.* (for example), *i.e.* (that is), *viz.* (namely).

4/Result and inference

Conjuncts of result and inference signal that the second unit of discourse states the results or consequence of the preceding discourse:

*I once acquired a set of recordings of a Bach piano concerto. I was very fond of it, but my mother was forever criticizing and chastising my poor taste. **Consequently**, I now hardly listen to Bach.*

*As the spatial file contains all the geometric relationships necessary to specify the body, this can be used to generate any pictorial view. It is **thus** not necessary to produce an engineering drawing specifically for the purpose of showing everyone what it looks like.*

In conversation, this category is also commonly realized by *so*. In some cases, *so* clearly marks a resultive relationship and could be replaced by *therefore*:

*Oh well you've seen it anyway, **so** I won't put it on.*

^[SEP]**So**, does not always have such a clear role. However, at times, *so* refers to something understood from the context that is not available to readers of a written transcription. In the following example, *so* could relate to an action that is not put into words (e.g. putting away tools or closing a book) but that suggests work is finished:

*Okay, **so** that's that.*

In still other cases, *so* has little semantic content of its own. Instead, it functions more like a discourse marker. For example, in the following excerpt, *so* marks the speaker's wish for an explanation of what has been said:

A: I'm looking forward to tomorrow night.

B: So what are you guys doing?^[SEP]

C: Oh, just visiting folks, pretty much.

Other result inference adverbials mark one idea as an inferred result of another:

*He works late. **How am I supposed to get there then?***

In this example, *then* marks the connection between the idea of the first clause (his working late) and the speaker's problem getting to another location. However, this connection is not as overt as with many resultive adverbials in writing (e.g. *He works late; therefore, he cannot drive me there*).

Other typical result inference adverbials are: *hence, therefore*.

Here we note conjuncts that mark some kind of contrast or conflict between information in different discourse units. Some of these adverbials clearly mark contrasting alternatives:

*Many statutory water companies are already saddled with high borrowings. **In contrast**, the water authorities are going into the private sector flush with cash.*

*All fans should be speed-controlled. **Alternatively**, a system of variable fan speed on a motorized thermostat or electronic control will give full automation on all fans.*

5/Contrast and concession

Other conjuncts mark a concessive relationship: they show that the subsequent discourse expresses something contrary to the expectations raised by the preceding clause. *Though* and *anyway* are concessive adverbials:

A: I would love a nice new car! We won't be able to afford one for a couple years yet.

*B: You could afford a Mini **though**.*

*Now that the lawyers have taken over, science will never be able to reach a verdict, and **anyway** it no longer matters.*

Other typical contrast /concession adverbials:^[L]_[SEP]

-focus primarily on contrast: *on the other hand, conversely, instead, on the contrary, in contrast, by comparison*^[L]_[SEP]

-focus primarily on concession: *anyhow, besides, nevertheless, still, in any case, at any rate, in spite of that, after all, yet.*

6/Transition

Transition adverbials mark the insertion of an item that does not follow directly from the previous discourse. The new information is signaled as only loosely connected, or unconnected, to the previous discourse, as in the following:

A: I really don't like walking in the bathroom and seeing your underwear hanging off the mirror.

B: That's enough.

C: <laugh>^[L]_[SEP]

*A: It's kind of disgusting, how do you get them to stick there **by the way**?*

*It seems clear that there is nothing for it but to go back and attack the first difficulties again. **Incidentally**, one way to motivate yourself, if things do get sticky, is to imagine that you have to explain the subject to the class the next day.*

Other transition adverbials are: *by the by, meanwhile, now.*

Major points of grammar bite : **Conjuncts =linking adverbials**

- There are six major semantic categories of conjuncts: enumeration/addition, summation, apposition, result /inference, contrast/ concession, and transition. The greatest use and greatest diversity of conjuncts are found in academic prose.
- Conversation has the second highest frequency of conjuncts, due mostly to a few very common items, like so.
- Cohesion in news and fiction depends less on explicit conjuncts and more on chronological order or implicit connections.
- Four conjuncts are extremely common in conversation: so, then, though, *anyway*. They are important in the unfolding of conversational discourse. Initial position is the typical position for conjuncts generally.
- Three of the common conjuncts in conversation tend to appear in final position: then, *anyway*, though.

PRACTICE

Exercise1: Semantic categories of linking adverbials

In the examples below, fill in each blank with an appropriate linking adverbial from the following list: *in contrast, though, second, for example, thus, by the way likewise, in conclusion*. Identify the semantic category of each adverbial: enumeration, result, addition, contrast, summation, concession, apposition, or transition. Use each of the semantic categories only once.

1. Finally, firewall policies must be realistic reflections of the level of security in the entire network.a site with top secret or classified data should not be hooking up to the Internet in the first place; or the systems with the really secret data should be isolated from the rest of the corporate network.
2. As of last year, 70 percent of Americans over age 85 were living on their own.almost 100 years ago, 60 percent of Americans over 65 lived with an adult child.
3. Corn is really good on pizza-1 doubt they will have it
4. Two related points are relevant with respect to macroeconomic instability and policy. First, a nation engaged in world trade faces potential sources of instability which would not affect a nation 'closed' to the world economy. these new sources of instability complicate domestic stabilization policy and may make it less effective. For example, recessions and inflations can be highly contagious among nations.
5. And so now. let me conjure into final focus the prospect of unfathomed wonder to which all myths and rites in the way of great poetry and art introduce and unite us, by quoting the eloquent lines of a brief poem that deeply inspired me when I first read it some forty years ago, and which has steadied me in my thinking ever since.
6. Oh yeah I climbed through the glass to get over to the archery and it was not a smart thing.you two who haven't had lunch-there's chicken salad and potato salad.
7. Sanchez Ortega dropped out of sight within days of his being questioned by federal authorities and has not been seen since. He is believed to be somewhere in Mexico City.his partner has not been seen or heard from.
8. The office is filled by a free contractual relationship.in principle, there is free selection.

Exercise 2: Isolate all adverbials and specify their semantic subcategory

1. They were there all night I guess.
2. I guess he just started to strike her.

3. He spoke quickly, but she drawled when she talked.
4. The rules will initially apply only to the top 50 NASDAQ stocks.
5. If learned scientists and experienced engineers are baffled, the matter will certainly be beyond me.
6. Ollie hated the water even though he cleaned the pool all the time.
7. Each did its own scheduling, which had been done centrally before.
8. Richard was quite correct, as technically speaking they were all in harbor.
9. He's got to learn though to leave that cat alone.
10. Therefore, if you get an interview but not the job, you will still have reached your goal.
11. First, we have to discuss where he would fit on our club.
12. Because of the risk to health of asbestos-based products, these are now being replaced by fibre cement asbestos-free products.
13. The two miles of this road were beefed up in 1937 to handle the increasing tourist traffic, thus becoming the first divided highway in Arizona.
14. Insects may just shut down the sensitivity of their eyes in a way that's roughly comparable to our closing our eyelids.
15. Minnig's rocklike composure cracked only in a frenetic incident last week in which photographers were allowed to approach the mansion, then ignored police orders and swarmed inside for an improvised news conference with Tupac terrorists.