

# *Adverbials*

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## *1. Introduction*

Adverbs differ from the other elements of a clause by:

- range of semantic roles
- they can occur multiple in the same clause
- can have more than one realization forms
- they can have different positions in a clause
- they have distinctive grammatical function
- they have flexibility for use in information processing and in displaying textual connections

**ex.:** The girl was dressed **very beautifully**. - > **adverb**

I saw a **very beautifully** dressed girl. - > **object**

## 2. Semantic roles

a) space:

-position

ex.: He lay **on his bed**.

or with verbs, which express motion

ex.: They are strolling **in the park**.

-direction

ex.: They drove **westwards**.

or to direction along with a locational specification

ex.: She walked **down the hill**.

-goal

ex.: She walked (down the hill) **to the bus stop**.

-source

ex.: She walked (down the hill) **from the school**.

-distance

ex.: They had travelled **a long way**.

Each of these adverbials answer a specific question, which helps one to find out the adverb in a sentence:

Position -> **Where?**

Direction -> **Where? Which way?**

Goal -> **Where?**

Source -> **Where (is she coming) from?**

Distance -> **How far?**

b) time: the subroles are closely analogous to those of space

-position

ex.: She drove to Chicago **on Sunday**.

-duration - to specific position on the time scale we have the concept of span, itself subdivided in forward span and backward span (as by space goal and source)

ex.: I shall be staying here **till next week**. - forward span  
I have been staying here since **last week**. - backward span

The adverbials can also refer to a period of time:

ex.: I'm staying **for three weeks**.

-frequency

ex.: Well, I like to go **frequently** to the theater, but in fact I have been **only three times** this year.

-relationship between one time and another

ex.: He had visited his mother **already** when I saw him yesterday.

c) process - is expressed by:

-manner

ex.: casually, with difference, slowly

-means

ex.: by bus, in mathematics, through insight

-instrument

ex.: with a fork, using a dictionary

-agentive

ex.: by John

The patient was carefully treated by the nurse medically with a well tried drug.

But there are cases where 1 adverb can express the four subclasses:

ex.: She did it legally.

manner: quite legally, not illegally

means: by invoking the law

instrument: with legal arguments

and also respect, which we will see as next: in respect of law

d) respect

-more abstract

ex.: He is working in a (nearby) factory.

And it will rather answer the question 'What is he doing?' than 'Where is he working?'

e) contingency

-cause

ex.: She died of cancer.

-reason

ex.: He bought the book because of his interest in metaphysics.

-purpose

ex.: He bought the book so as to study metaphysics.

-result

ex.: He read the book, so he acquired some knowledge of metaphysics.

-condition

ex.: If he reads the book carefully, he will acquire some knowledge of metaphysics.

-concession

ex.: Though he didn't read the book, he acquire some knowledge of metaphysics.

f) modality

-emphasis

ex.: She was **certainly** been enthusiastic about her work.  
She hasn't been enthusiastic **at all** about her work.

-approximation

ex.: She has **probably** been enthusiastic about her work.

-restriction

ex.: She has been enthusiastic **only** about her work. - refers to 'work'

She alone has been enthusiastic **about** her work. - refers to 'she'

g) degree

-amplification

ex.: I **badly** want a drink.

-diminution

ex.: She helped him **a little** with his book.

-measure

ex.: He likes playing squash **more than his sister does**.

h) multiple occurrence – if there are more than one adverbial in a clause

ex.: **Next Tuesday** I shall **probably** visit her mother **in London briefly**  
**to see if she's feeling better, unless she telephones me before that.**

## 2.2 Realization

a) adverb phrase with closed class adverb as head

ex.: She telephoned **(just) then**.

b) adverb phrase with open-class adverb as head

ex.: She telephoned **very recently**.

c) none phrase

ex.: She telephoned **last week**.

d) prepositional phrase

ex.: She telephoned **in the evening**.

e) verbless clause

ex.: She telephoned **though obviously ill**.

f) nonfinite clause

ex.: She telephoned **while waiting for the plane**.  
She telephoned **hoping for a job**.

g) finite clause

ex.: She telephoned **after she had seen the announcement**.

## 2.3 Position

The adverbials can have different position in a clause and it also make a different meaning of a sentence. The **type of realization, the semantic and grammatical typology** have strong influence on where an adverbial is placed. They can have:

- initial position – immediately before the subject  
ex.: **Suddenly**, the driver started the engine.

- medial position – between the subject and the verb or if it is realized by verb phrase the adverb take the position after the subject and the operator(if there is  
ex.:The driver has **suddenly** started the engine.

There is an example where the adverb has an **initial position**, which actually must be regarded as **medial position**:

ex.: **Never** remove the cover.  
in meaning of: We **never** remove the cover

Also an adverb can have an **initial medial (iM)** position:  
ex.: She **really** had delighted her audience

**medial medial (mM)** position:  
ex.: The car may have **sometimes** been being used without permission.

or **end medial (eM)** position:  
ex.: This bridge may have been **partly** designed by Brunel.

The three positions of an adverb can also exist in one clause:  
ex.:The new law **certainly** may **possibly** have **indeed** been **badly** formulated.

- end position – position after all other obligatory elements in the clause  
ex.: The light was fading **rapidly**.  
He put the vase on the table **without saying anything**.

There can be more than one adverb with an end position:  
ex.: She kept writing letters **feverishly in her study all afternoon**.

and an adverb can also be on initial end (iE) position:  
ex.: She placed the book **offhandedly** on the table.

Only adverbials in phrasal verbs can be placed on iE position except when the direct object is a pronoun:  
ex.: She waved it **away**.  
\*She waved **away** it.

### 3. Grammatical functions

#### 3.1 Arts of grammatical functions

ex.: She was **in a hurry**. - > **Adjunct**

He **fairly** sprang at her with his questions. - > **Subjunct**

**Sadly**, the storm destroyed the entire tobacco crop. - > **Disjunct**

It was snowing, and **nonetheless** Jana went cycling. - > **Conjunct**

### 3.2 Adjuncts

- resemble the other sentence elements such as Subject, Object and Complement
- can be the focus of a cleft sentences

ex.: Hilda helped Tony because of his injury.

It was **Hilda** that helps Tony because of his injury. - > **Subject**

It was **Tony** that Hilda helped because of his injury. - > **Object**

It was **because of his injury** that Hilda helped Tony. - > **Adjunct**

- the adjuncts answer the questions:

**Why?, When?, Where?, How?, How long?, How well?**

- a) Subcategories of the adjuncts: predication( obligatory and optional) and sentence adjuncts.

- Obligatory Predication Adjuncts

ex.: He lived in Chicago. - > **Adjunct obligatory**

He loves Joan. - > **Object**

- Optional Predication Adjuncts – the opposite of the obligatory adjuncts, it is not necessary that these adjuncts exist in a sentence.

ex.: The Queen arrived.

The Queen arrived **in a blue gown**.

- position of the predication adjuncts – normally **E**, but when the object is lengthy and complex **iE**.

ex.: They want to bring **into force** a new regulation about passengers in buses

- > **Obligatory Adjunct**

I found **in the kitchen** the letter I thought I had burnt. - > **Optional Adjunct**

- sentence adjuncts – they relate to the sentence as a whole rather than solely to the verbal and post-verbal elements. The difference between predication and the sentence adjuncts is that the sentence adjuncts can occur at **I** as well as **E**.

ex.: She kissed her mother **on the cheek**.  
**On the cheek**, she kissed her mother.

There are subject and object related sentence adjuncts

ex.: I found the letter **in the kitchen**. - > **object-related**  
I typed the letter **in the kitchen**. - > **subject-related**

If move the adjunct in the examples from **E** to **I**.

ex.: **In the kitchen** I found the letter. - > **subject-related**  
**In the kitchen** I typed the letter. - > **object-related**

### 3.2.1 Adjuncts of space

There are five semantic subroles that can be distinguished within the category of space:

- **Position**
- **Direction**
- **Distance**
- **Goal**
- **Source**



a) **Position** - is expressed when a verb (e.g. **be**, **live** etc.) takes an obligatory **predication adjunct**:

ex.: They are **on the continent**.  
She lives **in Chicago**.

-can be expressed by a prepositional phrase introduced by **with** (especially in relation to animates, persons)

ex.: A: Where is Joan?  
B: She is (staying) **with her brother**.

b) **Direction**- is expressed when a special predication adjunct is optional (including **goal and source**)

ex.: The children were running very fast **towards the park**.  
... **from the school**.  
... **to the swings**.

Direction adjuncts can be used with:

- > Verbs of motion or other verbs used dynamically, that allow a directional meaning

ex.: He came **from America** last week.

- > copular verb: **be**- when they have a resultative meaning

ex.: They are **past by now**. (Have gone past.)

c) **Distance** – is expressed by a noun phrase

ex.: We hurried **a few miles** and then rested.

- is expressed by a prepositional phrase

ex.: We hurried **for a few miles** and then rested.

Apart from the use of noun phrases for some predication adjuncts of distance, space adjuncts are most commonly expressed with a prepositional phrase:

ex.: I saw Joane **at the office at which her father works**.

But the head noun is usually omitted and the whole adjunct is expressed with only the **Where-Clause**.

ex.: I saw Joane **where her father works**.

There are numerous common adverbs realizing spatial relations (most can be used for both position and direction)

ex.: **about, across, near, between, beyond...**

Ambiguity can arise when these items are used in different semantic roles with the same verbs:

ex.: Did you drive the car **near the police station**?

- > The adjuncts can be interpreted as **directional**: **towards the police station**  
**positional**: **in the vicinity of the police station**

#### d) Position of space Adjuncts

— they often appear at the End:

- ex.: **Position:** I'll meet you **downstairs**.
- Direction:** I'll go **downstairs**.
- Goal:** I'll go **downstairs to the kitchen**.
- Distance:** Try to fly **the whole distance**.

- Medial:

- ex.: Life is **everywhere** so frustrating.

- Initial –> prepositional phrases – to avoid ambiguity as end-focus:

- ex.: **Outside** children were jumping and skiing.

-> direction adjuncts – have a dramatic impact and rhetorical flavor Occurs in I in literary English and children's literature as informal speech:

- ex.: **Away** he goes.

### 3.2.2 Adjuncts of time

#### a) Realization

The adverb is the most convenient realization of time adjuncts

- closed-class adverbs

-> Refer to a time contextually given:

- ex.: **then, before, since...**

-> refer to a specific point of time:

- ex.: **now, today, tomorrow, yesterday...**

-> can be general in their reference:

- ex.: **often, always, seldom...**

- open-class adverbs

-> are lexically specific and for the most part '-ly' formations an adjective bases:

- ex.: **subsequently, eventually, immediately**

The noun phrase occurs for position, duration and frequency:

- ex.: We were in France **last year**. -> **position**
- They lived (for) **several years** in Italy. -> **duration**
- She writes an article **every month**. -> **frequency**

Prepositional phrase can express all semantic roles:

- ex.: **Time position:** He visited her **on Monday**.
- Forward span:** She is staying **till Tuesday**.
- Backward span:** The house has been empty **since the war**.
- Duration:** They worked steadily **for two hours**.
- Frequency:** There are no lectures **on Saturdays**.
- Relationship:** I had confidence in her **up to that time**.

## b) Time adjuncts

### Time position adjuncts

- those adjuncts denoting a point or period of time, especially **before** – **again**, **early**, **late**, **now**, **immediately**

**ex.:** I was in New York last year and I'm living now in Baltimore.  
Frank immediately hurried away to find a doctor.

- those adjuncts which in addition imply attention to another period of time, especially **after** – **afterwards**, **before**, **earlier**, **once...**

**ex.:** She **once** owned a dog.  
Take a hot drink **and then** go to bed.

### Adjuncts of **span** and **duration**

- they are 3 types that relate to time as to linear dimension:

#### - > Forward span

Key items are **until** and **till**, introducing either clauses as a prepositional phrase:

**ex.:** They will live in Chicago **until** William finishes his thesis.  
She will be working **till** nine o'clock.

Other modes of realizing forward span: **up to**, **over**, **for**, **before**, **by**, **by the time**:

**ex.:** Can you stay **over** the weekend?  
I have to leave **before** midday.

#### - > Backward span

The key item in realizing adjuncts of backward span is **since**:

- elicited by questions as: **How long have you...?**  
**When...?**  
**Since when...?**

If they are placed M and if the verb has progressive form they can be expressed without **for**:

**ex.:** Mary was **two years** writing that play.

#### - > Duration

The same items can be used to express measures of time that are not confined to future as past:

**ex.:** She writes for **an hour every day**.

Adverbs are used for general measures of time: **always**, **briefly**, **momentarily**, **permanently**, **temporarily**, **lately**

**ex.:** His visit used to be rare, but **lately** he has been here quite a lot.

c) Time-frequency adjuncts – frequency can be conceived in absolute terms without concern for the period of the time over which the recurrence in question took place

- Definite frequency
  - > period frequency: **daily, nightly, weekly, every week/month...**
- Indefinite frequency
  - > usual occurrence: **commonly, generally, normally, usually...**
  - > continuous/ continual/ universal frequency: **always, constantly, permanently**
  - > high frequency: **frequently, often, regularly**
  - > low frequency: **infrequently, occasionally, seldom, never...**

d) Position of time adjuncts

- Time adjuncts tend to occur in the order:  
**time duration – time frequency – time position**  
ex.: I was there **for a short while / every day / as so in January.**

### 3.2.3 Process adjuncts

There are 4 types of process adjuncts:

- **manner adjuncts**
- **means adjuncts**
- **instrument adjuncts**
- **agent adjuncts**

- All four semantic types of process adjuncts can be realized by prepositional phrases:

- ex.: She uttered the words with cold deliberation - > **manner**
- She spoke from notes. - > **means**
- The speech was made audible with amplifying system. - > **instrument**
- It was heard by millions. - > **agentive**

- **manner** and **means** adjuncts can be also realized by noun phrases:

- ex.: I'd like to send this parcel **air mail.**

- **manner** otherwise can be realized by adverb phrases:

- ex.: He glanced at her (very) lovingly.

**Position**

- Process adjuncts are usually placed at the End, since they usually receive the information focus:

- ex.: They treated his friend **badly.**

- When the verb is in the passive, process adjuncts are commonly placed iE:

- ex.: Discussions have been tentatively began.

### 3.2.4 Positions of adjunct classes in respect of each other

Two general principles can be stated:

- a) The relative order, especially of sentence adjuncts, can be changed to suit the demands of information focus
- b) Shorter adjuncts tend to precede longer one:
  - means that: adverbs precede noun phrases, which precede prepositional phrases, which precede nonfinite clauses, which precede finite clauses.

### 3.3 Subjuncts

Subjuncts have a subordinate role

- wide orientation – the whole clause
- narrow orientation – individual clause element

a) Wide orientation:

- viewpoint subjuncts - nongradable

ex.: This play presents **visually** a sharp challenge to a discerning audience.  
He **fairly** sprang at her with his questions.

They can be formed from: **adjectives + ly = AdjP**  
**nouns + wise = NP**

- courtesy subjuncts – expressions of politeness and propriety – please, cordially,

humbly. They are restricted to **eM**:

ex.: He **kindly** offered me a ride.

but in **Imperative clauses** can be in the **I, M** and **E**:

ex.: **Please** leave the room!

Leave the room, **please!**

Write on this form, **please**, your full address!

b) narrow orientation – relate to individual clause element

- item subjuncts
- emphasers
- intensifiers
- focusing subjuncts

- **item subjuncts** – an element of clause

- > subject-oriented – Subjunct has a special relation with the **Subject**

ex.: Leslie greeted the stranger **casually**. (in a casual manner)  
**Casually**, Leslie greeted the stranger. (Leslie was casual)

- > predication subjuncts – Subjunct has a special relation with the Predicate

ex.: She is a **really** intelligent child. - > part of C  
She is **really** an intelligent child. - > predication Subjunct

- > time-relationship Subjuncts – already, still and yet.

**Already** and **still** occur in M, and **yet** in M or E.

ex.: I **already** like him.

The first snowdrops are **yet** to appear.

- Differ in usage with respect to negation

- **Yet** is nonassertive form

ex.: He can't drive **yet**.

- **emphasizers** – have reinforcing effect on the true value of the clause

Emphasizers are **actually, certainly, clearly, definitely**.

Most emphasize precede the item they emphasize (**iM, M, eM**)

but **for certain, for sure** - **E**

ex.: He **really** may have injured innocent people.

They don't know **for sure**.

All the emphasize can appear in a questions except **certainly** and **surely**.

ex.: Do they **definitely** want him to be elected?

\*Do they **certainly** want him to be elected?

- **intensifiers** – concerned with the semantic category of degree

- > amplifiers: **maximizers** – denote the high level of the scale – **completely, absolutely, totally, fully**

**boosters** – the extreme level of the scale – **very much, enormously, strongly, intensely, violently**

- > downtoners: **approximators** – express an approximation to the force of the verb-  
**almost, nearly**

**compromizers** – a slight lowering effect – **more or less, kind of sort of**

**diminishers** – to a small extent – **partly, in some respects**

**minimizers** – negative maximizers – **barely, hardly, in the last**

- **focusing subjuncts** – are realized by a limited set of items, mostly adverbs and some **PP**  
- > restrictive subjuncts - indicate that the utterance is true in respect of the part focused

**exclusives** – restrict the application of the utterance exclusively to the part focused: **alone, exactly, just, merely, precisely, solely**

**particularizers** – restrict the application of the utterance predominantly to the part: **chiefly, especially, mainly, mostly, notably**

- > additive subjuncts – indicate that the utterance is additionally true in respect of the part focused: **again, also, either, further, similarly, in addition**

ex.: She **merely** forgot to give her husband a kiss.

Focusing subjuncts are most frequently placed at **M**:  
ex.: John could **only** see his wife from the doorway.

### 3.4 Disjuncts

Disjuncts – have a superior role, syntactically more detached, extend over the sentence.

ex.: **Since she ran out of money**, she had to defer buying a car.

- **style disjuncts** – express comments by speakers on the style or manner in which they are speaking.

- > modality and manner: **candidly, honestly, strictly, truly**

ex.: **Frankly**, I am tired.

- > respect: **generally, literally, personally**

ex.: **Personally**, I find the music too arid.

- **content disjuncts** – comment on the content of what is being said

- > degree of truth: **admittedly, arguably, allegedly**

ex.: **Perhaps** you can help me.

- > value judgement – convey some evaluation of what is said: **correctly, justly, wrongly**

ex.: **Rightly**, Mrs Jensen consulted her lawyer.

### 3.5 Conjuncts

Indicate a connection between the unit in which they appear and another usually preceding unit.

ex.: **In addition**, she has written a successful novel.

- most conjuncts are adverbs and PP.
- conjuncts have a superordinate role as compared with other clause elements.
- they are not filling the semantic roles characteristic of adjuncts.

Conjunctive roles:

- > listing

- > enumerative: **first, second, third, first of all, to begin with**

- > additive: **equative** – **correspondingly, likewise, in the same way**  
**reinforcing** – **again, also, besides, furthermore, above all**

- > summative: **altogether, overall, thus, all in all**

- > appositive: **namely, in other words, for example**

- > resultive: **accordingly, consequently, hence, as a result**

- > inferential: **else, otherwise, then, in other words**

- > contrastive: **reformulatory** - **better, rather, more precisely**  
**replacive** – **again, on the other hand**  
**antithetic** – **contrariwise, instead, oppositely**  
**concessive** – **anyhow, anyway, besides**

- > transitional: **discoursal** – **incidentally, by the way**  
**temporal** – **meantime, meanwhile, subsequently, originally,**  
**eventually**