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**Adverbial Constructions in English: Forms,  
Positions, and Semantic Underpinnings**

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صدق الله العلي العظيم

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**To**  
**Our families**  
**With love, gratitude and respect**

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## 0.1. Introduction

Adverbials are a fundamental component of clause structure, providing additional information about the action, occurrence, or situation described in a sentence. These elements can take various forms, including single adverbs, phrases, or clauses, and serve diverse semantic roles such as indicating time, place, manner, degree, and more. Understanding the forms, positions, and functions of adverbials is crucial for a comprehensive grasp of English grammar and effective communication.

This paper aims to explore the intricate realm of adverbials, offering a comprehensive analysis of their definition, forms, positions within sentences, semantic roles, and syntactic distribution. By delving into the nuances of adverbials, we can enhance our knowledge of this vital aspect of language and gain valuable insights into their multifaceted nature.

### 1.1. Definition of Adverbial

Adverbial is "an element of clause structure which functions like an adverb. It may be a single adverb (soon), an adverbial phrase (*very soon, in the morning*), or an adverbial clause (*when it was dark...*). Adverbials are often classified on the basis of the kind of meaning they express, such as time (answering the question 'when?'), place ('where'), and manner ('how')." (Crystal, 1992:8). Adverbial tells us something additional about an action, occurring, or situation as described by the rest of the sentence, for example:

(1) The time when it occurred (time adverbial):

We got together *after dinner late in the evening*.

(2) The place where it occurred (place adverbial):

Will you be staying *in a hotel*?

(3) The manner in which it occurred (manner adverbial):

Before reaching a decision, we have to study this plan *very carefully*.

There are of course other meanings of adverbials time-when, duration, frequency, place, direction and distance, manner, means and instruments, cause, reason and purpose, condition and contrast, degree, role, standard and point of view, comparison, addition, exception and restriction, etc...

(Leech and Svartvik, 1994: 82 – 225).

## 1.2. The Forms of Adverbials

Adverbials have different forms. They can be:

(1) Adverbs or adverb phrases:

A friend of mine has *very kindly* offered to help me do my homework.

(2) Prepositional phrases:

I found several people waiting *outside the doctor's door*.

Tom promised his girlfriend to engage her *on 1<sup>st</sup> December 2009*.

(3) Clauses with a finite verb:

We have to preserve these buildings *before it is too late*.

(4) Infinite clauses:

As usual , Peter was playing *to win*.

(5) *-ing* participle clauses:

*Wishing to encourage him*, they praised Tom.

(6) *-ed* participle clauses:

*If urged by our friends*, we'll stay.

(7) verbless clauses:

Peter was playing, *unaware of the danger*

(Quirk and Greenbaum, 1973:209).

### 1.3. The Positions of Adverbials: Initial, medial or final?

Adverbials can occur in different places as most of them are mobile. However, we can distinguish three main positions:

(1) Initial position is before the subject:

*Fortunately*, I had plenty of food with me.

(2) Medial position is immediately before the main verb, if no auxiliaries are present:

She *never* protests and she *always* agrees with me.

If there is an auxiliary verb present, the adverbial is placed after the auxiliary. If there are more than one auxiliary verb present, the adverbial is placed after the first auxiliary:

We will *never* be lonely because of your family will *often* come along and pay us visits.

This is an idea which has *never* been tried.

Occasionally a medial position adverbial comes before the operator. This may, for example, occur after forms of *be* when *be* is not an auxiliary but a main verb:

It *never* was my attention to make things difficult for you.

(3) Final position is after the verb if there is no object or complement:

I went *to some second year-seminars*.

An adverbial in final position comes after an object or complement:

She didn't wake me up *till nine o'clock*.

The position of an adverbial depends on its structure (whether it is an adverb, a prepositional phrase, clause, etc...), partly on its meaning (whether it denotes time, place, manner, degree, reason, purpose, etc...)

(Leech and Svartvik, 1994:226-227; Quirk and Greenbaum, 1973:208-209).

## 1.4. The Semantic Role and Syntactic Distribution of Adverbials

### 1.4.1. Adverbials of Time

There are three types of time adverbials:

(1) Time-when adverbials which denote a point of time or period of time normally have final position:

I'll be writing to you *again*.

My father retired *last year*.

The national strike ended *at 9 o'clock tonight*.

Adverbials such as *once* and *recently*, which denote a point of time, but also imply the point from which that time is measured, occur either in initial, medial or final position:

*Once* you spoke about it happened that you became a journalist.

Shelley *once* said, in the youth of the world, all language was metaphorical

We owned an Alsatian dog *once*.

*Recently* I have published my novel.

My house has been built *recently*.

(2) Time duration adverbials normally have final position:

I'll be in California *for the summer*.

They were on duty *all the night long*.

This watch has not functioned correctly *since last September*.

But single-word usually take medial position:

She has *temporarily* taken over the art column of the newspaper.

(3) Time frequency adverbials denoting frequency usually have final position:

Your wage will be paid *weekly*.

Our office gets about 100 requests *every day*.

About this question we have to think *twice*

(Leech and Svartvik, 1994:228-229).

Time frequency adverbs denoting indefinite frequency typically have medial position. Such adverbs are , for example, *always, ever, generally, never, normally, occasionally, rarely, regularly, sometimes, seldom, often, usually, almost, nearly*:

I *always* sleep with my windows open.

He *never* forgets his wife's birthday.

We *often* wish that you lived near us.

I *almost* forgot to tell you about the meeting.

We do not *normally* go to bed before midnight.

He *generally* leaves office at seven in the afternoon.

At midday light the temperature *regularly* rises up to 60 in Maysan in summer.

He might sometimes make an impression of lack of proportion.

The baby can *nearly* walk

(Eckersley and Eckersley, 1960:264-265)

But prepositional phrases denoting indefinite frequency have initial or final position:

*As a rule*, it's very quiet here during the day.

~It's very quiet here during the day, *as a rule*.

*On several occasions* we've had reason to complain.

~We've had reason to complain on *several occasions* (Leech and Svartvik, 1994:229).

#### 1.4.2. Adverbials of Place

Place adverbials usually have final position:

The parrot sat *on a perch*.

He stood *in the doorway*.

Badr Shaker Al-Shiaab, the poet, was born *in a small village in Basrah in the south of Iraq*.

He lives near me (Thomson and Martinet, 1985:54)

Two place adverbials can occur together in final position, usually with smaller location before the larger one :

Many people eat [*in Chinese restaurant*][ *in London*].

Only the larger locational unit can be moved to initial position:

*In London* many people eat *in Chinese restaurants* (Leech and Svartvik, 1994:227-228).

### 1.4.3. Adverbials of Manner, Means and Instrument

Adverbials which donate manner, means and instrument usually have final position:

The new hotel opens *formally* this afternoon under its new ownership.

Will you be coming *by car*?

He threatened the shop owner *with a big knife*?

In passive, however, medial position is common:

Discussions were *formally* opened here today on the question of international disarmament.

In active sentence like this one, *well* can only have final position:

She put the point *well*.

But in the corresponding passive sentence we can have either final or medial position:

~The point was put *well*.

~The point was *well* put (Ibid.:227).

### 1.4.4. Adverbials of Degree

Degree adverbials like *definitely*, *really*, *very much* have a heightening effect on some part of the sentence . Degree adverbs often occur in medial position:

I'm *definitely* going to join postgraduate programs at Georgetown university.

I *entirely* agree with your suggestions.

I don't think this *really* affects the situation at all.

His frustration is *thoroughly* justified.

I should *very much* appreciate it if you would let me know your reasons.

There are also degree adverbs like *nearly* and *scarcely* which have a lowering effect. They also have medial position:

We can *hardly* expect Iraqis to take provincial elections seriously.

I *nearly* missed you at the train station.

I *rather* doubt I'll be back before nine tonight.

Tom felt Lisa was *scarcely* listening to he was saying.

For emphasis, degree adverbs can occur before the operator:

I *really* don't know where we would be without you.

I *simply* can't speak too highly of her.

For some degree adverbials final position is possible:

Fortunately, our relationship did not cease *entirely* (Ibid.:229-230; Thomson and Martinet, 1985:59-62).

#### **1.4.5.Sentence Adverbials**

The normal place for most sentence adverbials is initial position:

*Naturally* ,the population is rising.

*Yet* he has failed to produce any evidence to substantiate his claim.

Sentence adverbials have a wide range of possible structures, for example, instead of *frankly* in this sentence:

*Frankly*, this isn't good enough.

We could use infinite clauses like *to be frank*, *to put it frankly*, *-ing* participle clauses like *frankly speaking*, or finite verb clauses like *if I may be frank*.

Sentence adverbials often convey speakers' comments on the content of what they are saying:

*Certainly*, her French is very fluent.

The document should be signed, *hopefully* by December.

*Of course*, no body imagines that he'll ever repay the loan.

*Honestly*, Tom didn't get the money.

*Surely*, he was there.

*Strongly enough*, her face reminds me of my passed away girlfriend.

*Unfortunately*, that is unexpected behavior of a close friend.

Other sentence adverbials with this function are, for example, *actually*, *admittedly*, *definitely*, *in fact*, *indeed*, *luckily*, *officially*, *preferably*, *really*, *superficially*, *surprisingly*, *technically*, *theoretically*.

Sentence adverbials like *however*, *therefore*, *moreover*, have a connective role:

The team didn't like the food. However, they have not complained  
(*Ibid.*:231-232; 56-59).

#### **1.4.6. Two or More Adverbials**

(1) Time adverbials in end position tend to occur in the order

*duration + frequency + time-when*

Our electricity was cut off [*briefly*][*today*].

I'm paying my rent [*monthly*][*this year*]

I used to swim [*for an hour or so*] [*every day*] [*when I was a child*]

(*Ibid.*:230)

- (2) When more than one of the main classes of adverbial structures (adverbs, prepositional phrases, etc.)

*manner/means/instrument + place + time*

He climbed [*awkwardly*] [*out of the window*].

He'd study [*happily*] [*anywhere*].

Tom went [*to bed*] [*very early*].

She queued [*patiently*] [*at the bus stop*] [*every day*]

(Thomson and Martinet, 1985:58).

- (3) An adverbial clause normally comes after other adverbial structures (adverbs, prepositional phrases, etc.):

We plan to stop [*for a few days*][*wherever we can find reasonable accommodation*].

A sentence like this one with a string of final-placed prepositional phrases is 'heavy':

He was working [*on his speech*][*in the office*][*the whole morning*].

Some adverbials which normally have final position can be put in initial position to avoid having too many adverbials at the end of a sentence:

[*The whole morning*]he was working[*on his speech*][*in the office*].

It is not usual for more than one adverbial to be in final position or medial position, but there are exceptions. For example, to introduce a new topic in conversation we might find sentences like this one :

[*Anyway*][*the next morning*][*somehow*] I hadn't got any business to do

(Leech and Svartvik, 1994:230-231).

## 1.5. Classes of Adverbials

Adverbials may be *integrated* to some extent into the structure of the clause or they may be *peripheral* to it. If integrated, they are termed ADJUNCTS. If peripheral, they are termed DISJUNCTS and

CONJUNCTS, the distinction between the two being that conjuncts have primary a connective function.

An adverbial is integrated to some extent in clause structure if it is affected by such clausal processes as negation and interrogation. For, example, it is an adjunct if

either (1) it cannot appear initially in a negative declarative clause:

\**Quickly* they didn't leave for home.

or (2) it can be focus of a question or clause negation :

Does he write to his parents *because he wants to* (or does he write to them *because he needs money*)?

We didn't go to Chicago *on Monday*, (but we did go there *on Tuesday*)

In contrast, a disjunct or a conjunct is not affected by either of these clausal processes. For examples, the disjunct *to my regret* can appear initially in a negative declarative clause:

*To my regret* , they didn't leave for home.

and cannot be the focus of a question or of clause negation:

\*Does he write to his parents, *to my regret* ,(or does he write to them, *to my relief*)?

\*We didn't go to Chicago, *to my regret*,(but we did go there, *to my relief*)?

Items can belong to more than one class. For example, *naturally* is an adjunct in:

They aren't walking *naturally*(‘in a natural manner’)

and a disjunct in

*Naturally*, they are walking(‘of course’)

(Quirk and Greenbaum, 1973:207-208).

### 1.5.1. Adjuncts

#### 1.5.1.1. Syntactic Features of adjuncts

Certain syntactic features are general to adjuncts.

- (1) They can come within the scope of predication pro-forms or predication ellipsis. For example, in

John *greatly* admires Bob, and so does Mary

The pro-form in the second clause includes the adjunct of the first clause, so that the sentence means the same as

John *greatly* admires Bob, and Mary *greatly* admires Bob

- (2) They can be the focus of limiter adverbials such *only*:

They *only* want the car *for an HOUR* ('for an hour and not for longer')

- (3) They can be the focus of additive adverbials such also:

They will also meet *AFTERWARDS* ('afterwards in addition to some other time')

- (4) They can be the focus of a cleft sentence:

It was when we were in *Paris* that I first saw John

(Ibid.:209).

#### 1.5.1.2. Subclassification of Adjuncts

Semantically speaking adjuncts can be divided into the following subclasses:

- (1) View point adjuncts

Adverbs functioning as viewpoints adjuncts are most commonly derived from adjectives by the addition of an *-ly* suffix:

*Geographically, ethnically, and linguistically*, these islands are closer to the mainland than to their neighboring islands

To tap a private telephone line is not *technically* a very difficult operation

Viewpoint adjunct derived from nouns by the addition suffix-wise(especially American English) are considered informal:

*Program-wise*, the new thing on TV last night was the first installment of a new science series

All *-ly* viewpoint adjuncts have a corresponding participle clause with *speaking*, e.g.: *visually~visually speaking*, and a corresponding prepositional phrase with the frame *from* a [adjective phrase] point of view, e.g.: *morally~from a moral point of view*. Other examples of viewpoint adjuncts:

Many of these people have suffered , *economically speaking*, because of their political affiliations

*As far as mathematics is concerned*, he was a complete failure

*Looked at politically*, it was not an easy problem

Viewpoint adjuncts, whatever their structure, are usually in initial position(Ibid.:211).

## (2) Focusing adjuncts

Focusing adjuncts indicate that what is being communicated is limited to a part that is focused – LIMITER ADJUNCTS – or that a focused part is an addition – ADITIVE ADJUNCTS. Most focusing adjuncts are adverbs.

### LIMITERS

- a. exclusive which restrict what it is said to the part focused e.g.:

*alone, just, merely, only, purely, simply* :

You can get a B grade *just/merely/purely/simply for that answer*

*You can get a B grade for that answer alone*

He *not only protested*: he(also) refused to pay his taxes

*Not only did he protest*: he(also) refused to pay his taxes

- b. particularizers which restrict what it is said particularly or mainly to the part focused e.g.: *chiefly, especially, mainly, mostly; in particular* :

*The workers, in particular, are dissatisfied with government*

#### ADDITIVE

*also, either, even, neither, nor, too; as well as, in addition:*

I know your family has expressed its support. *We too/as well* will do what we can for you.

Yesterday the Robinsons were here with their new baby. They brought *their other children too/as well*.

My father won't give me the money. He won't *even lend* it to me.

They won't help him, but *neither/nor* will they *harm* him

They won't help, but they won't *harm* him *either*

(Ibid.:211-214; see also Leech and Svartvik, 1975:121-124).

#### (3) Intensifiers

Intensifiers can be classified into three semantic:

##### EMPHASIZERS

Common emphasize include:

- a. *actually, certainly, clearly, definitely, indeed, obviously, plainly, really, surely, for certain, for sure, of course*

I *actually* sat next to her

- b. *frankly, honestly, literally, simply; fairly*(Britain English), *just*

I *honestly* don't know what he wants

I *just* can't understand it

They *literally* tore his argument into pieces

I *simply* do not believe it

Most emphasize normally precede the item they emphasize but *for certain* and *for sure* are exceptional in being post posed.

## AMPLIFIERS

- a. maximizers which can donate the upper extreme of the scale: *absolutely, altogether, completely, entirely, fully, quite, thoroughly, utterly; in all respects; most*

I can *perfectly* see why you are anxious about it

We *absolutely* refuse to listen to your grumbling

I *entirely* agree with you

- b. boosters which can donate a high point on the scale: *badly, deeply, greatly, heartily, much, so, violently, well; a great deal, a good deal, a lot, by far; exclamatory how; more*

They like her *very much*

I *so* wanted to see her ('I wanted to see her so much')

I can *well* understand your problem

## DOWNTONERS

They have a lowering effect on the force of the verb. They can be classified under four groups:

- a. compromisers which have only a slight lowering effect: *kind of /sort of, quite/rather, more or less*

I *kind of* like him

I *quite* enjoyed the party, but I've been to better ones

- b. diminishers(scale downwards considerably): *partly, slightly, somewhat; in part; a little*

The accident *somewhat* influenced his actions in later life

We know them *slightly*

- c. approximators which serve to express an approximation to the force of the verb: *almost, nearly, as good as, all but*

I *almost* resigned

- d. minimizers(scale downwards considerably): *a bit, barely, hardly, little, scarcely, in the least, in the slightest, at all*

I didn't enjoy it in *the least*

Do you like her? *A bit*

(Quirk and Greenbaum, 1973:214 - 218).

(4) Process adjuncts

Process adjuncts define in some way the process denoted by the verb. They can be divided into three semantic groups: manner, means and instrument. Common pro-forms for process adjuncts co-occur with dynamic verbs, but not with stative verbs. Process adjuncts favor final position, since they usually receive the information focus.

a. manner:

They walked (*in*) *single file*

She replied to questions *with great courtesy*

He spoke *in away that reminded me of his father*

He always writes *in a carefree manner*

You should write *as I tell you to*

She cooks the chicken  $\left\{ \begin{array}{l} \text{the way I like} \\ \left\{ \begin{array}{l} \text{in} \\ \text{a} \end{array} \right\} \text{the way I like} \end{array} \right.$

b. means:

He decided to treat the patient *surgically*

I go to school *by car*

He gained entry into the building *by means of a bribe to the guard*

c. instrument:

He examined the specimen *microscopically*

You can cut the bread *with that knife*

The injured horse was humanely killed *with a rifle bullet*

(Ibid.: 220-222)

### (5) Subject adjuncts

Subject adjuncts relate to the referent of the subject in an active clause (or the agent in a passive clause) as well as to the process or state denoted by the verb. They can be divided into three groups:

#### a. general:

*Resentfully*, the workers have stood by their leaders ('The workers have stood by their leaders and were resentful about it')

*With great unease*, they elected him as their leader('They were very uneasy when they...')

#### b. volitional:

He left his proposals vague *on purpose*(' It was his purpose to ...')

He *deliberately* misled us('We were being deliberate when he ...')

#### c. formulaic:

He kindly offered me a ride('He was kind enough to ...')

We cordially invite you to our party(' We express our cordiality to you by inviting...')

He humbly offered his apologies('He was humble enough to offer...')

(Ibid.:222-224)

### (6) Place adjuncts

Place adjuncts denote static position, direction(with verbs of motion), movement, and passage. Most place adjuncts are prepositional phrases, but clause, adverbs phrases and noun phrases are frequently used:

He lives *in a small village*

The mosque was built *where there had once been a prison*

He ran *past the sentry*

I took the papers *from the desk*

She threw it *ten yards*

He jumped *over the fence*

The children are running [*around*] [*upstairs*]

*In the park* some the children are walking *to the lake* (Ibid.: 224-229)

### (7) Time adjuncts

Time adjuncts can be divided into three groups: time-when, duration and frequency. Each group can be, in turn, divided into other subgroups.

#### TIME WHEN

- a. Those denoting a point of time: *again*(‘on another occasion’), *just*(‘at this very moment’), *late*(‘at a late time’), *now*(‘at this time’), *nowadays*(‘at the present time’), *presently*(‘at this time’), *then*(‘at that time’), *today*:

I was in Baghdad *last year* and I am *now* living in Basrah

I’m *just* finishing my homework

I was awarded my Bachelor of Art degree *in 2000*

I’ll tell you all the new *when I get back home*

- b. Those denoting a boundary of time, i.e. a point of time but also implying the point from which that time is measured: *afterwards*, *before*, *eventually*(‘in the end’), *formerly*, *just*(‘a very short time ago’), *lately*(‘a short time ago’), *recently*(‘ a short time ago’), *soon*, *then*(‘after that’):

I haven’t any time at the moment but I’ll see you *soon*

Take a drink and *then* go to bed

She left him *after* he struck her

#### DURATION

- a. those denoting length of time : *always*, *long*, *momentarily*(‘for a moment’), *permanently*, *temporarily*:

I have *always* lived here

I'll be in Kurdistan *for the summer*

- b. those denoting duration from some preceding point of time :  
*lately/recently*(during a recent period'), since('from some time in the past'):

Things haven't become any better *lately*

He insulted me last year and I haven't spoken to him *since*

### FREQUENCY

- a. definite, i.e., those naming explicitly the times by which the frequency is measured :

- i. period frequency: *hourly, daily, weekly, monthly annually* :

Committee meetings take place *weekly*

If so desired, rent can be paid *per week* instead of *per month*

- ii. number frequency: *again, once*('one time only'), *twice; three times, on five occasions*:

I have been in USA *once*(only)

He *again* demanded a refund('for second time')

- b. indefinite, i.e., those not naming explicitly the times by which the frequency is measured:

- i. usual occurrence :

We *normally* don't go to bed before midnight

*As usual*, nobody asked anything at the end of the lecture

Common adverbs: *commonly, generally, invariably, normally, usually*

- ii. continuous frequency :

Does he *always* dress well?

He is *continually* complaining about the noise

Common adverbs: *always, constantly, continually, continuously*

iii. high frequency:

I have *often* told them to relax more

Have been drunk *many times*?

Common adverbs: *frequently, often, regularly, repeatedly*

iv. low or zero frequency

I *sometimes* think she doesn't know what she's talking about

I have been in his office *on several occasions*

Common adverbs: *infrequently, occasionally, rarely, seldom, sometimes; never, ever* ('at any time')

(Ibid.: 230-234)

### 1.5.2. Disjuncts

Most disjuncts are prepositional phrases or clauses . They can be divided into two main subclasses:

#### (1) Style disjuncts

They convey the speaker's comment about the style or form of what is being said – expressing the conditions under which the listener should interpret the accompanying sentence. In

*Frankly*(said Jane) Charles should have gone by bus

,Jane is not just saying that 'Charles should have gone by bus', but also adding a comment about how she is making her point – she is 'being frank'. There are many words of this kind, such as *honestly, literally, briefly, strictly, and confidently*.

#### (2) Attitudinal disjuncts

They make an observation about the truth of a clause , or a value judgment about its content. In

*Fortunately* (said Jane) Charles caught the bus

,Jane is not saying that 'Charles caught the bus', but that (in her opinion) it was fortunate that he did so. Other words of this kind include *curiously, foolishly, regrettably, undoubtedly, and hopefully*.

### 1.5.3. Conjuncts

Most conjuncts are adverb phrases or prepositional phrases. They have connective role. Examples of the use of conjuncts are given below:

I'd like to do two things for me. *First*, phone the office and tell them I'll be late. *Secondly*, order a taxi to be here in about half an hour.

You can tell him from me that I'm not going to put up complaints any longer. *What is more*, I'm going to tell him that myself when I see him tomorrow.

It was a very difficult examination. *Nevertheless*, he passed it distinction.

Conjuncts can be divided into many subclasses, such as (1) Enumerative: *first, second, third...*; *firstly, secondly, thirdly ...*; *to begin with, next, finally, to conclude*, etc. (2) Reinforcing: *also, furthermore, moreover, then, in addition, above all, what is more*. (3) Equative: *equally, likewise, similarly, in the same way*. (4) Transitional: *by the way, incidentally*. (5) Summative: *then, (all) in all, in conclusion, to sum up*. (6) Apposition: *in other words, for example, for instance, that is*. (7) Result: *consequently, hence, so, therefore, thus, as a result*. (8) Inferential: *else, otherwise, then, in other words*. (9) Reformulatory: *better, rather, in other words*. (10) Replative: *alternatively, rather, on the other hand*. (11) Antithetic: *instead, then, on the contrary, in contrast with, by comparison, on the other hand*. Concessive: *anyhow, anyway, else, however, nevertheless, besides, still, though, yet, in any case, in spite of, after all*. (12) Temporal: *meantime, meanwhile, in the meantime*.

How can we distinguish conjuncts from conjunctions? The clause conjunctions are restricted to initial position in the clause:

John plays the guitar, *and* his sister plays the piano

This generally true of conjunctions and also some conjuncts( notably *yet* and *so*), but it is not true of most conjuncts, e.g.: *moreover*:

John plays the guitar; his sister, *moreover*, plays the piano

(Quirk and Greenbaum, 1973:246-248, 254).

## 1.6. Conclusion

Adverbials constitute a rich and multifaceted domain within the study of English grammar. This term paper has provided an in-depth examination of adverbials, encompassing their definition, forms, positioning, semantic roles, and syntactic distribution. Through this exploration, we have gained a deeper understanding of the diverse functions adverbials serve, from specifying temporal, spatial, and manner aspects to conveying viewpoints, focus, intensity, and various other semantic nuances.

The intricate interplay between the form, position, and meaning of adverbials underscores their pivotal role in effective communication and precise expression. By mastering the intricate details of adverbials, we can enhance our command of the English language, enabling us to convey our thoughts and ideas with greater clarity, precision, and nuance.

This analysis of adverbials not only contributes to our theoretical knowledge but also has practical implications for language education, writing, and communication. As we continue to explore the complexities of language, a comprehensive grasp of adverbials remains an essential component in our pursuit of linguistic mastery.

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