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MODIFICATION OF THE VERB PHRASE - ADJUNCT ADVERBS

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ABSTRACT

Syntax starts off with features, as its basic atoms; these features are then combined into lexical items, which are essentially bundles of features, which we have assumed so far are unstructured. Adverbial clauses are extremely heterogeneous in form. They include clause types that don't appear in other constructions. Because of their heterogeneity, it is much easier to group adverbial clauses by semantic type rather than grammatical form. Not all adverbial clauses are embedded structures. As you will see, some are contained within the predicate of a higher clause, but others simply stand apart from the sentence. The following discussion focuses on the types of adverbs discussed in the adjunct adverb.

Key words: English language, adverbs, clauses, adjunct adverb

INTRODUCTION

Adverbs are usually related to adjectives in terms of their morphological form. The adverbs are formed from related adjectives by adding the affix *-ly*. It is seen that the adverbs in these examples combine with other elements to form adverbial phrases (AdvPs), in the same way as all other categories may project. The mechanism by which adjuncts are incorporated into phrase structure is still a major research topic. Starting from the main division of Adverbs our focus will be dedicated on the types of adverbs discussed in the adjunct adverb.

1. KINDS OF ADVERBIAL CLAUSES

The kinds of Adverbial clauses are used in the function of Adverbials (Adjunct positions).

Place: Replace Adverbial of Place. Add information about location or direction to the contents of the main clause.

*I found my notebook **WHERE I LEFT IT**.*

- a. ***WHEREVER WE VISITED**, we were met with friendliness.*

Time: Replace Adverbial of Time. Provide temporal information w.r.t. the contents of the main clause. In English these do *not have future Tense*.

- a. *I'll give it to you, **AS SOON AS I** (*will) **FINISH**.*
- b. ***WHEN (I AM) ON HOLIDAY I** (will) put aside my work.*

Manner (Condition): There exist many kinds of Adverbials of 'Manner', e.g. **cause, reason, purpose, result, condition, concession**. These also include **conditional clauses**.

- a. *His voice broke **AS IF HE WERE GOING TO CRY**.*
- b. *There is no light here **SO THAT WE COULD WORK**.*
- c. *We had to go there **BECAUSE WE WERE ASKED TO**.*
- d. *I am not going to go there **IN CASE YOU DON'T CALL ME FIRST**.*
- e. *He **will** do it, **IF YOU ASK HIM**.*
- f. ***IF YOU ASKED HIM** he **would** do it.*
- g. ***(AL)THOUGH** the weather is fantastic we will have to stay at home.*
- h. ***SINCE** she did not answer we can do it our way.*

Manner (Grading): Adverbial clauses of Manner can be also related to Adjectives or Adverbs (grading, degree, comparison, etc.).

- a. *Mary is **more** careless **than** anybody can imagine.*
- b. *He was **so** stupid **that** I could not believe it.*
- c. *The airplane got **as** high **as** **THE EXPERTS PREDICTED**.*
- d. *This government has lied too often **FOR US TO BELIEVE THEIR PROMISES**.*

2. ADJUNCT ADVERBS

Adjunct is general term that refers to any item (or person) that functions in an auxiliary capacity. In linguistics it is typically used to describe an optional element, one that is not essential to the acceptability of the utterance. In this section, we are going to use the term in a restricted sense to refer to a large class of adverbial constructions. Although these adverbs are usually optional, there will be a few constructions in which they are required. (An adjunct is optional only in that it is not required for grammaticality; adjuncts provide crucial information in the discourse.)

Adjuncts are integrated into the sentence or clause in which they appear (Quirk et al., 1972, p. 421). They usually (but not always) appear in the predicate and they usually modify some or all of the VP, although it is not always easy to specify the exact modification relationship. Adjuncts can be stacked up. A given simple sentence can contain only one subject, one direct object (or alternatively one subject complement), one indirect object, but it can contain a number of adjuncts.

3. INTENSIFYING, DOWNTONING, AND LIMITING ADJUNCTS

Adjunct intensifiers and downtoners are closely related to those that modify nouns, noun phrases, and adjectives. Predictably, when an intensifying adjunct modifies a lexical verb, it simply

intensifies the meaning of that verb, while a downtoner downplays it. Most intensifying and downtoning adjuncts co-occur with a limited number of verbs.

Intensifiers often co-occur with psych-verbs, though they can modify other verb types. As you will see, some intensifiers are quite narrowly constrained in terms of context. *Really* is the most versatile intensifying adjunct.

*Rick **really** loves the races.*

*I **just** hate theme parks.*

*Albert's criticism bothered me **a lot**.*

*They **fully** appreciate her predicament.*

*Jack **completely** ignored her request.*

*She needed dental work **badly**.*

Downtoners are usually quite flexible. Note that a bit can be used as a downtoner when it appears in an affirmative

I rather enjoyed the play.

*Barbara **sort of** snickered.*

*This will hurt **a bit**.*

*Stuart was **somewhat** annoyed by her remarks.*

*I was **kind** of hurt by her behaviour.*

Downtoners rarely occur in negative constructions, probably because it is redundant to downtone a quality that has already been negated - * *didn't I rather enjoy the play*; ??*Barbara didn't sort of snicker*. The last sentence is possible if a contrast is implied - *Barbara didn't a sort of snicker*; she positively guffawed.

Like the negative particle, some intensifying adverbs have scope and that scope can be manipulated by placing the adverb at different points in the predicate.

I really will slug you. [Intensifying will, i.e., intention]

I will really slug you. [Intensifying slug]

I will really slug you hard. [Intensifying both slug and hard]

I will slug you really hard. [Intensifying hard]

(Really can be considered an adjunct in all but the last of the above examples.) Limiting adjuncts focus the hearer on a narrow or literal interpretation of the verb. They are often used when the speaker wants to undercut a stronger implication.

I merely spoke to you. [I didn't yell at you.]

I only tapped him. [I didn't hit him.]

I just sneezed. [I'm not dying.]

Note that just can function as both an intensifier and a limiter. In *I just hate him*, it's clearly an intensifier and in *I just dislike him* [I don't despise him], it's a limiter. Intensifiers and limiters each constitute a small class of adverbs.

4. SOME OTHER ADJUNCT CATEGORIES

There are a great many other constructions in English that appear adverbial in nature. It is difficult to catalog all of the possible semantic categories, so it's list just a few of them below.

Adverbs of accompaniment usually occur with the preposition with:

I walked with my mother;

Signe played with her friends;

Lu partied with her roommates.

We can also include in this category constructions like:

They ate chicken with lemon sauce and I like strudel with vanilla ice cream.

On the other hand, in *They ate chicken with their fingers*, the with prepositional phrase is clearly an adverb of means. Our interpretation of these sentences depends a lot on what we know

about the world; we recognize fingers and forks as perfectly reasonable instruments for eating chicken, but it's impossible to construe lemon sauce as a tool in this context. But lemon sauce is an adverb of means in *He won her heart with his wonderful lemon sauce.*

There is a small set of verbs that take **adverbs of remuneration (payment)**. They usually appear as for prepositional phrases:

The realtor will sell you this house for \$150,000;

I bought this for very little;

My dad works for peanuts.

Adverbs of source indicate the source or place of origin of someone or something:

Hamish is from New Zealand;

Jamie borrowed this book from his mother;

Helen stole the stereo from her neighbour;

Susan bought that car from Bob;

He got the money from his partner.

There is a great deal of semantic overlap between adverbs of direction and adverbs of source. Usually, adverbs of direction co-occur with dynamic verbs and adverbs of source with stative verbs:

Solange came from France yesterday versus *Solange comes from France.*

Concessive adverbs indicate that one circumstance is surprising in light of another. Concessive adverbs appear as prepositional phrases:

Joe was a graceful dancer in spite of his size, Farah became an accomplished pianist despite her arthritis.

5. CONCLUSION

There is some amount of overlap in the semantic categories discussed in the adjunct section, and there are a number of other adverbial constructions for which conventional semantic labels don't exist. How, for example, should we treat *Mary Ann hid the presents from Trevor* and

The doctors isolated the infected child from the family? Is this an adverb of direction or do we need a separate "concealment" category? Should we create a special "material/ingredient" category for constructions like *This cake was made with thirty egg whites* and *These tiles are made from cement*?

There is a large set of verbs all of which communicate some kind of social interaction and all of which can be followed by a with prepositional phrase.

Tristan flirted with Isolde.

Grade joked with George.

Alice corresponded with Gertrude.

Charlotte argued with the merchant.

The coach consulted with the umpire.

The fact that all of these sentences are about communication of some sort and that the participants are not necessarily in proximity suggests that more than "accompaniment" is at stake. Yet another semantic category may be in order.

Creating semantic categories for all the possible adjuncts in English is a daunting task. It's not surprising that linguists disagree about what criteria should be used to create these categories and where the semantic boundaries should be drawn.

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