

Approaches to ‘Disjuncts’ in Current English

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Introduction

This paper is concerned with the adverbial, an element in clause structure⁽¹⁾.
Adverbial functions⁽²⁾ are realized by:

(1) adverbs⁽³⁾ :

David plays chess *well*.

David *frequently* gave William money.

(2) noun phrase (less common):

David played chess *last week*.

They praised William *many times*.

(3) prepositional phrase:

David plays chess *with great skill*.

On the hill they fought their last battle.

(4) finite verb clauses⁽⁴⁾:

David plays chess *as his father taught him*.

David gave William money *whenever he needed it*.

(5) non-finite verb clause⁽⁵⁾, in which the verb is

(a) infinitive:

David plays chess *to please his father*.

(b) ‘-ing’ participle:

Standing on this hill, they fought their last battle.

(c) ‘-ed’ participle:

Whenever approached by him, David gave William money.

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(6) verbless clauses⁽⁶⁾:

David plays chess *when on holiday*.

Though indignant at his threats, David gave William money.

Though it is true that some adverbial functions can be realized by the whole range of structures mentioned above, others are chiefly realized by only certain structures. In this paper, we concentrate on adverbial functions realized by adverbs.

We can divide adverbials into two classes, distinguished by whether or not they are integrated to some extent into the structure of the clause. Those that are integrated to some extent are termed ADJUNCTS⁽⁷⁾. Those that are peripheral to clause structure are subdivided into DISJUNCTS⁽⁸⁾ and CONJUNCTS⁽⁹⁾. The distinction between these two is drawn by whether or not they have primarily a connective function. These distinctions are summarized in the following figure.

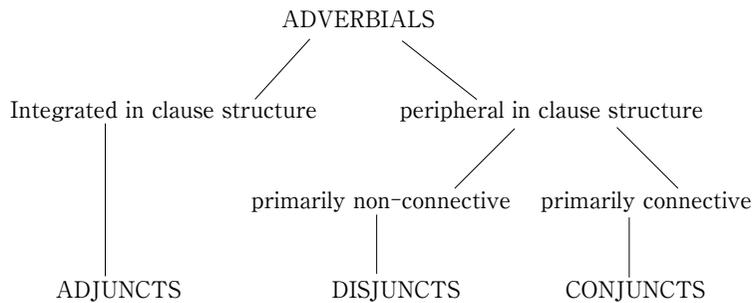


Fig. 1 Adverbials⁽¹⁰⁾

These distinctions are made by criteria based on semantic features, and criteria based on only semantic features are ambiguous and weak.

Former traditional grammarians have a similar point of view to that mentioned above, though the terms are not the same. That is, they attach importance to distinction based on semantic features.⁽¹¹⁾

As compared with these grammarians, in *Studies in English Adverbial Usage*, Greenbaum presents diagnostic criteria based on not only semantic features but also syntactic features.

An adverb that satisfies at least one of the three diagnostic criteria to be listed will be said to have an 'adjective' function in the clause:

Diagnostic Criterion 1. The item must be unacceptable in initial position in an

independent tone unit with a rising, falling-rising, or level nuclear tone when the clause is negated.

Diagnostic Criterion 2. The item must be able to serve as the focus of clause interrogation, as demonstrated by its ability to be contrasted with another focus in alternative negation.

Diagnostic Criterion 3. The item must be able to serve as the focus of clausenegation, as demonstrated by its ability to be contrasted with another focus in alternative negation.

Adverbials having an adjunctive function in the clause are said to be ADJUNCTS of the clause.

As a corollary, an adverb that satisfies all of the following diagnostic criteria is not an adjunct:

Diagnostic Criterion 1a. It is acceptable in initial position in an independent tone unit with a rising, falling-rising, or level nuclear tone when the clause is negated.

Diagnostic Criterion 2a. It cannot be the focus of clause interrogation, as demonstrated by its inability to be contrasted with another focus in alternative interrogation.

Diagnostic Criterion 3a. It cannot be the focus of clause negation, as demonstrated by its inability to be contrasted with another focus in alternative Negation⁽¹²⁾.

Adverbs that satisfy Diagnostic Criterion 1a, 2a, and 3a are disjuncts, a term suggesting their lack of integration within the clause to which they are subordinate, and conjuncts. Semantically, disjuncts express an evaluation of what is being said with respect either to the form of the communication or to its content. On the other hand, conjuncts indicate some connection with what has been said before. In the following examples, 'really' in (a) and 'probably' in (b) are disjuncts, while 'now' in (c) and 'however' in (d) are conjuncts.

(a) MOLLY: Listen, don't worry about it. *Really*, it's okay. (Ghost, p. 64.)

(b) ROBINSON: Who knows? It was *probably* some stockbroker who got depressed. (Die Hard, p. 65.)

(c) DOC GRAHAM: And *now*, Ray Kinsella, I want to ask you a question. What's so interesting about a half an inning that would make you come all the way from Iowa to talk to me about it fifty years after it happened?

(Field of Dreams, p.67.)

(d) THEO: Thirty minutes to break the code. Two hours, two and a half hours for the five mechanicals, at the minimum. The seventh lock, *however*, is out of my hands. (Die Hard, p. 34.)

The two classes are differentiated syntactically by a simple test: disjuncts can serve as a response to a ‘yes-no’ question, though sometimes they require to be accompanied by ‘yes’ or ‘no’.

Now, in this paper, we concentrate on adverbs with functions of disjuncts, following the point of view chiefly in Quirk’s *A Grammar of Contemporary English* and Greenbaum’s *Studies in English Adverbial Usage*.

The sources used in this paper include the screenplays by American authors and citations collected from *Time* and *Newsweek*. In addition, the present writer has often consulted the data in Quirk’s *A Grammar of Contemporary English* and Greenbaum’s *Studies in English Adverbial Usage*, when few good examples have been found.

What Is ‘Disjunct’ from Traditional Grammarians’ Point of View?

‘Disjunct’ is a term used by Greenbaum. The functions of disjuncts are realized by the adverbs that have been called ‘sentence modifiers’ or ‘sentence adverbs’ by writers on English grammar. Though there are various form-classes of adverbials with ‘disjunctive’ functions, as we see in the following examples, we deal with the class of items traditionally termed adverbs in this paper.

ODA MAE: And *to tell you the truth*, I don’t know how I’m doin’ this. (Ghost, p. 51.)

Simply put, many wines don’t travel well. (Time, 24 Nov. 2003, p. 8.)

She has played her share of queenly figures, but her acting essence is, *emotionally speaking*, plain-Jane. (Time, 1 Dec. 2003, p. 66.)

“*Needless to say*, that is what we purchased,” says Lyall. (Newsweek, 20 Jan. 2003, p. 54.)

Jespersen uses the term ‘a style adverb.’ He treats some functions of adverbs according to their positions in the clause. A style adverb appears between subject and verb. It serves to qualify not the real content signified by the verb, but the stylistic

choice of the following word, and carries a judgment on part of the speaker. The followings are the examples he offers in *A Modern English Grammar on Historical Principles*.⁽¹³⁾

(a) He *naturally* replied at once.

(b) He replied *naturally*.

'Naturally' in sentence (a) works as a style adverb. It conveys that speaker thinks "he replied at once" was not surprising. In (b), it is meant as descriptive of manner. The adverb is also called a style adverb in the following sentence:

(c) When I was introduced I *absolutely* blushed.

'Absolutely' puts stress on the following word "blushed". The class of style adverb includes adverbs whose functions are mainly to convey a speaker's asides and those which are mainly used to intensify some other words. Jespersen makes it clear that a style adverb doesn't cause subject-verb inversion when it is front-positioned.

Zandvoort uses the term 'sentence adverb,' which expresses an opinion on the rest of the sentence.⁽¹⁴⁾ But his 'sentence adverb' is defined a special use of an adverb of manner. When a sentence adverb appears in front of or at the end of a sentence, it tends to be semi-independent of the rest of the sentence. There is the degree of semi-independence. It is ambiguous where the border among the degree of separation is. He treats adverbs of modality apart from sentence adverbs. The adverbs that express the degree of reality belonging to a statement are called adverbs of modality.⁽¹⁵⁾ These adverbs include *possibly, probably, certainly, really, or surely*. Though these adverbs seem to carry a speaker's comment on the truth-value of what is being said, they are not treated as sentence adverbs.

Francis and Poutsma use the term 'sentence modifier.'⁽¹⁶⁾ Poutsma includes in the class the adverbs that cause subject-verb inversion when they stand in front of a sentence. On the other hand, Francis excludes such adverbs from the class of sentence modifier.

As has been mentioned above, the grammarians are not in general agreement on what to include among 'sentence adverbs' or 'sentence modifiers'. Their classification seems to be not clear enough.

Disjuncts

As we have already seen, Greenbaum divides adverbs syntactically into three groups, 'disjunct', 'conjunct', and 'adjunct'. Disjuncts and conjuncts appear peripheral in the clause, while adjuncts are integrated into the clause. But there is a gradient of integration of adverbs in the clause and not a sharp break between the integrated and the unintegrated.⁽¹⁷⁾ He applies certain tests to adverbs to define the syntactic functions of adverbs. The tests are designed to determine the presence or absence of certain syntactic features of adverbs. The result of the tests provides three diagnostic criteria. Examining the functions of disjuncts, he also offers the idea of a correspondence. A correspondence is "a paraphrase which retains at least part of the morphemic identity of the item that is being paraphrased."⁽¹⁸⁾ We will see some types of correspondence as we investigate some disjuncts closely.

First, let us look at the following example.

- (a) The highest truth on the subject remains unsaid, *probably* cannot be said.

(*The City of Angels*, p. 44.)

Probably in (a) stands at the beginning of the negated sentence. It cannot be the focus of clause interrogation nor of clause negation, thus:

*Did they leave early *probably* or did they leave early *possibly*?⁽¹⁹⁾

*They didn't leave early *probably*, but they did leave early *possibly*.⁽²⁰⁾

Probably in (a) is a disjunct. It expresses that the speaker isn't completely certain what he is saying is true. Disjuncts have the function to convey a speaker's attitude toward what is being said or a form of communication.

Let us look at the following examples.

- (b) (MRS. SELLNER: Are you sure?)

MRS. DOUBTFIRE: Oh, *definitely*! Really sure. No problem. Oh!

(*Mrs. Doughtfire*, p. 57.)

- (c) (MIRANDA : Yes, well, would you tell me a little bit about yourself?)

DANIEL: Oh, *certainly*, dear.

(*Mrs. Doughtfire*, p. 57.)

Definitely in (b) and *certainly* in (c) are responses to the preceding questions respectively, and they express the speaker's attitude and judgement towards the content of the utterance. There is a correspondence of (b) :

(b)' It is definite that I am sure.

Certainly is close in meaning to *of course*. It expresses the speaker's forceful perception.

Definitely and *certainly* can serve as disjuncts. Contrast them with the followings:

Is the analogy helpful? **However*, yes.⁽²¹⁾

Are they taking drugs everyday? *No, *therefore*.⁽²²⁾

However and *therefore* are not disjuncts.

Style Disjuncts and Attitudinal Disjuncts

As has been described above, Greenbaum presents Diagnostic Criteria for adjuncts, disjuncts, and conjuncts. Disjuncts that are classified by these Diagnostic Criteria are further subclassified. Fig. 2 gives the classes of disjuncts and their subclasses.

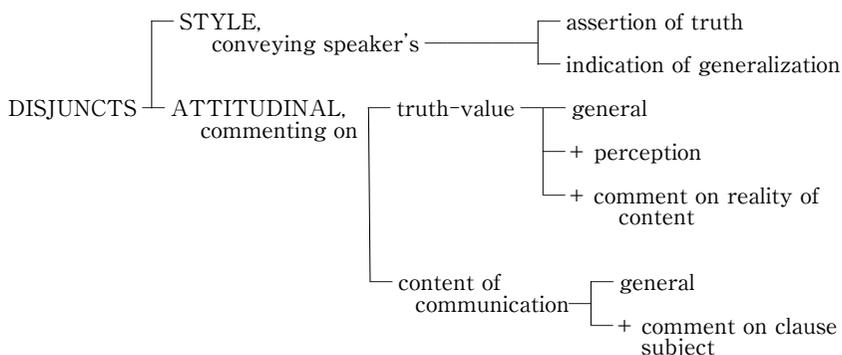


Fig.2 Disjuncts⁽²³⁾

These are semantic classes. Indeed semantic classification has disadvantage of obscuring the syntactic similarities between disjuncts, but semantic classes have a mnemonic value and most of the terms applied to them are self-explanatory and in current use. We adopt semantic classification because of its distinctive merit. Generally, these disjuncts have certain syntactic features in common. Now, let us look at such syntactic features.⁽²⁴⁾

(1) Most attitudinal disjuncts cannot appear in any position in a question:

*Does he *fortunately* know about it?

On the other hand, most style disjuncts can appear in a question, even initially:

Frankly, does he know about it?

(2) Most attitudinal disjuncts cannot appear in an indirect question:

*He asked whether, *fortunately*, they know anything about it.

Style disjuncts can appear in an indirect question:

They want to know whether, *strictly speaking*, they're trespassing.

(3) Most attitudinal disjuncts cannot appear with imperatives:

**Fortunately*, don't tell him.

On the other hand, some style disjuncts can do so, even in $I^{(25)}$ position.

Frankly, don't tell him.

(4) While disjuncts can appear in almost any position, the normal position for most disjuncts is $I^{(25)}$. However, some attitudinal disjuncts normally occur at $M2^{(25)}$, and often at $MI^{(25)}$.

(5) Disjuncts appear with some difficulty in dependent finite clause, but do so more freely than conjuncts:

He was a man who, *unaccountably*, had few friends.

What, *interestingly enough*, pleased them most was her enthusiasm.

Though he was *quite rightly* dismissed, he was given six months' salary.

As we have already seen in Fig. 2, Greenbaum divides disjuncts into two classes, 'style disjuncts' and 'attitudinal disjuncts'. Style disjuncts convey "the speaker's comment on the form of what he is saying, defining in some way under what conditions he is speaking." Attitudinal disjuncts comment "on the content of the communication."

Common adverbs as style disjuncts include:

Group A

bluntly, candidly, flatly, frankly, honestly, seriously, strictly, truly, truthfully

Group B

approximately, briefly, broadly, crudely, generally, roughly, simply

Others

confidentially, literally, metaphorically, personally

Those in Group A express the speaker's assertion that he is being truthful in what he is saying, while those in Group B indicate that the speaker is making a generalization.

Here are examples of the use of style disjuncts:

All they had, another public-health official explained, was this letter of warning,

which, *frankly*, seemed a little hysterical. (Time, 19 Jan. 2004, p. 24.)

Truly, they are right. (Time, 8 Dec. 2003, p. 52.)

KEYS: You'll be detained, *honestly*, eight days to two weeks. (E. T., p. 202.)

Generally the latter was someone the subject had known casually in high school or college. (Time, 19 Jan. 2004, p. 41)

HOLLY: *Personally*, I'd pass on the job. . . . (Die Hard, p. 62)

ODA MAE: You know, *confidentially*, nothing like this has ever happened to me before. . . . (Ghost, p. 51.)

Some adverbs as style disjuncts have a series corresponding to them in other structures, that is, correspondences. The relationship of a style disjunct to its clause can be expressed by a corresponding clause in which a verb of speaking is present. Let us take as an example the above sentence:

You know, *confidentially*, nothing like this has ever happened to me before.

The relationship of *confidentially* to the rest of the sentence can be shown by a number of correspondences:

I am speaking confidentially when I say (that) nothing . . .

I am putting it confidentially when I say (that) nothing . . .

I tell you confidentially (that) nothing . . .

I would say confidentially (that) nothing . . .

If I may speak confidentially [I would say (that)] nothing . . .

This list of correspondences is not intended to be exhaustive.

Many style disjuncts have an additional type of correspondence, in which the adjective base of the disjunct appears. Let us take as an example the sentence:

You'll be detained, *honestly*, eight days to two weeks.

A possible correspondence for *honestly* would be:

You'll be detained, *if I may be honest*, eight days to two weeks.

Those style disjuncts that have this additional type of correspondence will also have its non-finitisation as correspondence. Thus, we have:

You'll be detained, *to be honest*, eight days to two weeks.

Adverbs as attitudinal disjuncts convey the speaker's comment on the content of what he is saying. In general, they express the speaker's attitude to what he is saying, his evaluation of it, or shades of certainty or doubt about it. They include:⁽²⁷⁾

Group I

- (a) [1] *admittedly, certainly, definitely, indeed, surely, undoubtedly*
[2] *maybe, arguably, allegedly, perhaps, possibly, reportedly, supposedly*
- (b) [1] *clearly, evidently, obviously, plainly*
[2] *apparently, seemingly*
- (c) [1] *actually, really*
[2] *ideally, nominally, officially, superficially, technically, theoretically*
[3] *basically, essentially, fundamentally*

Group II

- (a) [1] *amazingly, astonishingly, incredibly, ironically strangely, unexpectedly*
[2] *appropriately, naturally, predictably, typically, understandably*
[3] *annoyingly, delightfully, disappointingly, disturbingly, refreshingly*
[4] *fortunately, unfortunately, happily, unhappily, luckily, unluckily*
[5] *amusingly, conveniently, hopefully, preferably, thankfully*
- (b) [1] *correctly, incorrectly, justly, unjustly, rightly, wrongly*
[2] *cleverly, foolishly, reasonably, unreasonably, wisely, unwisely*

Here are examples of the use of attitudinal disjuncts:

Certainly, it's hard to say if people who start off happy and satisfied simply have more sex or if it's the sex that makes them happy and satisfied.

(*Time*, 19 Jan. 2004, p. 31.)

Obviously, Europe's generation gap can only grow. (*Newsweek*, 7 Jul. 2003, p. 22.)

Actually, we're just leaving. (*Indecent Proposal*, p. 56.)

Essentially, he's recycling heat. (*Time*, 24 Nov. 2003, p. 44.)

Ironically, that is also why the Indian masses go to see Bollywood (as in Bombay plus Hollywood) films. (*Newsweek*, 7 Jul. 2003, p. 78.)

Unfortunately, the characters inhabiting this landscape in Webber's film are merely stunned. (*Time*, 29 Dec. 2003, p. 109.)

Governments are *wisely* refusing prematurely to raise taxes or cut spending, despite exceeding the European Union's cap on deficits. (*Newsweek*, 7 Jul. 2003, p. 29.)

Let us investigate disjuncts in declarative clauses. As we have already seen, they freely appear in front of clauses, even if they are negated. However, some adjuncts may appear in front of the clause, thus:

Theoretically, they could zoom for the end of the Earth at ICBM speeds, but for 747 prices. (Newsweek, 7 Jul. 2003, p. 50.)

Theoretically is not a disjunct but a viewpoint adjunct, since it can be the focus of clause interrogation and of clause negation. It indicates from what point of view the speaker is speaking. Most adjuncts can not appear in front of the negated clause:

*Always he doesn't want it. ⁽²⁶⁾

Disjuncts can appear in various positions in the clause, thus:

(a) *Naturally*, Burton loathes these myths. (Time, 2 Feb. 2004, p. 109.)

(b) Hong Kong's bureaucrats, who are unionized, are *naturally* bitter. (Newsweek, 20 Jan. 2003, p. 25.)

(c) Bush *naturally* takes a position on each issue, just as every other citizen does. (Time, 29 Dec. 2003, p. 3.)

(d) The participants can follow this program from anywhere in the world, which guarantees different point of views and, *naturally*, different ways of doing business. (Time, 29 Dec. 2003, p. 113.)

(e) *Unfortunately*, we don't live in Middle-earth, and there was never a Fellowship (Time, 2 Feb. 2004, p. 8.)

(f) The result, *unfortunately*, is an unenlightened public at increasing risk from China's serial killers. (Time, 1 Dec. 2003, p. 58.)

(g) It's my opinion that I'm stuck with, *unfortunately*. (Time, 24 Nov. 2003, p. 123.)

Naturally and *unfortunately* work as disjuncts in these cases above, which is clear from the contexts. However, the function of an adverb is not always distinctive. There are cases whether or not an adverb is disjunctive is ambiguous. We will look at such cases in the next section.

Disjuncts and Homonyms

Some adverbs work only as disjuncts, but others have homonyms. Therefore, an ambiguity occurs whether an adverb functions as a disjunct or as a homonymous adjunct. When a disjunct appears in front of the clause, it seems easy to recognize its function. Here are examples:

1) "If we do not see signs of cooperation on the part of [Pyongyang] quite soon, then *obviously* we'll have to move to the Security Council."

(*Newsweek*, 7 Jul. 2003, p. 13.)

2) And *certainly* Hutton had many other legitimate targets to choose from, including the BBC and Defense Secretary Geoff Hoon. (*Time*, 2 Feb. 2004, p. 27.)

3) *Clearly*, the few programs that Chinese had put in place — distributing condoms and educating people about the dangers of unprotected sex — were having little effect on the spread of HIV, and . . . (*Time*, 15 Dec. 2003, p. 36.)

4) MRS. DOUBTFIRE: . . . But *personally*, I prefer short, furry, and funny. (*Mrs Doubtfire*, p. 73.)

5) All they had, another public-health official explained, was this letter of warning, which, *frankly*, seemed a little hysterical. (*Time*, 19 Jan. 2004, p. 24.)

6) *Generally* the good kind, asserts David Gaper, director of facilitation for the industry trade group Airports Council International. (*Time*, 24 Nov. 2003, p. 9.)

Obviously in 1) is an attitudinal disjunct, though there is a homonymous manner adjunct. The disjunct conveys the view that the speaker can perceive the truth of what is said, and expresses conviction. It is similar to *surely* or *of course*. Contrast it with its homonymous adjunct in the following:

Her influence showed itself *more obviously* in the colors of the furniture and curtains. ⁽²⁷⁾

Certainly in 2) conveys the speaker's certainty about what he is saying. Though the attitudinal disjunct has a homonym, an intensifier, it is disjunctive here. Here is a correspondence:

2)' It is certain that Hutton had many other legitimate targets to choose from, including the BBC and Defense Secretary Geoff Hoon.

Clearly in 3) is an attitudinal disjunct and expresses the speaker's perception of the state of affair, besides conviction. Here is a correspondence:

3)' It is clear that the few programs that Chinese had put in place . . .

The disjunct has a homonymous manner adjunct. A manner adjunct doesn't collocate with a stative verb. Therefore, *clearly* is an attitudinal disjunct in the following:

Although Hagedorn is *clearly* engaged with the effect of Spanish and American colonialism on her homeland, the reader wonders about her motive in basing the book on these two historical episodes. (*Time*, 15 Dec. 2003, p. 53.)

As a manner adjunct, it is rephrased by 'in a clear manner'.

Personally in 4) is a style disjunct. The style disjunct *personally* is to be

distinguished from the intensifier *personally*, which is synonymous with the appropriate reflexive form of the pronoun:

I *personally* have never been to New York.⁽²⁸⁾

I *myself* have never been to New York.⁽²⁸⁾

These are both to be distinguished from the adjunct *personally* that is synonymous with *in person*:

He signed the document *personally*.⁽²⁸⁾

Frankly has a manner adjunct and a subject adjunct as homonyms:

For once, they have *frankly* admitted their mistakes. ('It was frank of them to . . .')⁽²⁹⁾

In 5), it is style disjunct, which is clear from its position and the context. It expresses the speaker's assertion that he is being truthful in what he is saying. It is correspondent with:

5) ' . . . , which, *frankly speaking*, seemed a little hysterical.

5) " . . . , which, to speak frankly, seemed a little hysterical.

The function of *generally* in 6) is ambiguous, because it can work as a time adjunct. It is similar to *usually* in adjunctive function, while it is replaced by *in general* as a disjunct.

Disjuncts take adjuncts as their homonyms as we have seen from 1) to 6). The adjuncts are manner adjuncts, subject adjuncts, time adjuncts and intensifiers.

Let us look at the following examples:

7) MRS. DOUBTFIRE: Stu . . . that's more of a thick soup than a name, *really*.

(*Mrs. Doubtfire*, p. 73.)

8) And with the aid of plastic surgeons who should have known better, he has almost *literally* defaced himself. (*Time*, 1 Dec. 2003, p. 60.)

The underlined adverbs above are a attitudinal disjunct and a style disjunct, which have adjuncts as homonyms. *Really* in 7) appears finally. It stresses the truth-value of the statement. As an attitudinal disjunct, it expresses the speaker's attitude toward what is being said. The speaker is certain that his statement is true not false. *Really* in 7) is replaced by *in reality*. It is contrasted in meaning with some disjuncts such as *apparently*. Let us compare 7) with the following:

9) *Apparently* the doctor has a bedside manner after all. (*Time*, 22 Dec. 2003, p. 23.)

The speaker of 9) judges what he is saying seems true, but he doesn't know in actual

fact whether it is true or false. *Apparently* weakens the truth-value of the statement. In 8), *literally* is modified by *almost*, so it doesn't work as an intensifier but as a disjunct. It indicates the writer's conviction that his surmise will be true, though its forcefulness is lessened by the added *almost*. Let us compare this with 10) :

10) REPORTER: The deadly C-O-two gas is *literally* poisoning the astronauts with every breath in and out. (Apollo 13, p. 172.)

Literally in 10) is an intensifier.

Some style disjuncts have a homonymous intensifier like *literally* above. We examine the functions of *honestly* in the following citations:

11) KEYS: You'll be detained, *honestly*, eight to two weeks. (E. T., p. 202.)

12) "*Perfect Blue* was the first animated film that could *honestly* be called a full-fledged movie." (Time, 1 Des. 2003, p. 63)

In 11), *honestly* is a style disjunct. It is similar to *speaking honestly*. *Honestly* in 12) appears immediately before the lexical verb. It seems to intensify the verb as the intensifier *really* does. On the other hand, it seems to express the speaker is being frank in what he is saying.

As we have seen, *certainly*, *really*, *literally* and *honestly* have disjunctive functions, and adjunctive functions as intensifiers. *Honestly* and *literally* as style disjuncts make a speaker's frankness clear. The others as attitudinal disjuncts express certainty, though they can bear some additional meanings according to the contexts in which they appear. All of them intensify one or more items they focus on, as intensifiers. The both functions seem to be used in 12) .

Conclusion

In general, disjuncts convey the speaker's attitude toward the content of the statement or the form of communication. And they are not integrated in the clause structure where they appear. Greenbaum presents diagnostic criteria based on not only semantic features but also syntactic features, and has clarified their functions.

In this paper, we investigate some adverbs with functions of disjuncts closely, and find out that there seems to be ambiguity among disjuncts. One of the reasons of this is because disjuncts have many kinds of homonyms. Especially, the ambiguity, as we have seen in this paper, seems to occur when a disjunct which has a homonymous intensifier

takes a position immediately before a lexical verb.

NOTES

- (1) The five units, SUBJECT, VERB, COMPLEMENT, OBJECT, and ADVERBIAL, constitute the ELEMENT of sentence (and clause) structure. R. Quirk *et al*, *A Grammar of Contemporary English*, p. 36.
- (2) The 'function' of an item means 'the sum of its syntactic features. Syntactic features comprise both those that are present for a particular item in the clause that is being considered and also those that are potential.' S. Greenbaum, *Studies in English Adverbial Usage*, p. 3.
- (3) 'Adverbs' means 'only items that are represented orthographically as single words.' *Ibid.*, p. 1. Note 2.
- (4) A finite verb clause is 'a clause containing a finite verb (such as *gave, can work, has worked, is working, is seen.*)' R. Quirk *et al*, *op. cit.*, p. 722.
- (5) A non-finite verb clause is 'a clause containing a non-finite verb (such as *to work, having worked, given.*)' .
- (6) A verbless clause is 'a clause containing no verbal element at all (but nevertheless capable of being analyzed in terms of subject, object, complement, or adverbial)' . *Loc. cit.*
- (7) Adjuncts are those constituents of a clause that are not Subject, Verb, Object, or Complement. S. Greenbaum, *op. cit.*, p.1.
- (8) The functions of disjuncts are realized by adverbs that have been called by writers on English grammar 'sentence adverbs' or 'sentence modifiers'.
- (9) They are separately treated in Sweet's *A New English Grammar*, pp. 143-4, as 'half-conjunctions' and in Curm's *Parts of Speech and Accidence*, pp. 74-5, as 'conjunctive adverbs'.
- (10) R. Quirk *et al*, *op. cit.*, p. 421.
- (11) See, for example, H. Sweet, *op. cit.*, pp. 124-7, pp.143-4.; G.O Curm, *op. cit.*, pp. 73-4.
- (12) S. Greenbaum, *op. cit.*, p.24.
- (13) O. Jespersen, *Modern English Grammar on Historical Principles*, pt. VII pp. 84-88.
- (14) R. W. Zandvoort, *A Handbook of English Grammar*, 2nd ed. Pp. 249-50.
- (15) *Ibid.* pp. 248-49.
- (16) W. N. Francis, *The Structure of American English*, pp. 399-405.
H. Poutsma, *A grammar of Late Modern English*, pt. I:I, pp. 440-47.
- (17) S. Greenbaum, *op. cit.*, p.15.
- (18) *Ibid.* p. 7.
- (19) *Ibid.* p. 115.
- (20) *Ibid.* p. 115
- (21) *Ibid.* p. 25.
- (22) *Ibid.* p. 43.
- (23) For the definition of these classes, see R. Quirk *et al*, *op. cit.*, pp. 508-520.

- (24) R. Quirk *et al*, *op. cit.*, pp. 517–518.
- (25) *I* : initial position (*ie* before the subject)
M1: medial position 1: (a) immediately before the operator, or (b) between two auxiliaries
M2: medial position 2: (a) immediately before the verb, or (b) before the complement in intensive BE clauses
- (26) S. Greenbaum, *op. cit.*, p.19.
- (27) R. Quirk et al, *op. cit.*, p. 460.
- (28) *Ibid.*, p. 510.
- (29) *Ibid.*, p. 466

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