

On the other hand, all have corresponding comment clauses, though often a modifier such as *very* or *more* is required. Hence, we can have:

What was even $\left. \begin{array}{l} \textit{wiser,} \\ \textit{more certain,} \\ \textit{more obvious,} \end{array} \right\}$ he didn't speak at the meeting.

[c] Adverbs of content Type (bii) that express an opinion as to whether what is said is fortunate or not (eg: *fortunately*, *luckily*) allow the interpretation that the referent of the subject is fortunate or otherwise. But this is not an essential implication of their use. For example:

Fortunately, Bill keeps his car in a garage overnight during the winter.

does not necessarily mean that Bill is fortunate, though out of context this sentence conveys that implication strongly. But we can add to the sentence in such a way as to make it clear that it is someone else that is fortunate:

Fortunately, Bill keeps his car in a garage overnight during the winter. Susan was therefore able to start the car very easily when she needed to borrow it in a hurry early this morning.

From this context, it is clear that it is Susan who is fortunate. Compare also:

Fortunately for me, ['I am fortunate that'] Bill keeps his car in a garage overnight during the winter.

In contrast, adverbs of Type (bi), such as *rightly* or *wisely*, do not allow *for* prepositional phrases specifying the range of the adverb.

Conjuncts

- 8.134 Like subjuncts and disjuncts, the adverbials that we call CONJUNCTS are grammatically distinct from adjuncts in terms of the features set out in 8.25. Consider *nonetheless* in the following example:

She may be unable to attend the meeting. You should *nonetheless* send her the agenda.

The adverbial cannot be the focus of a cleft sentence; cannot be the basis of contrast in alternative interrogation or negation; cannot be focused by subjuncts; and cannot come within the scope of predication pro-forms or ellipsis. Compare:

- ... **It is nonetheless* that you should send her the agenda.
- ... *Should you send her the agenda *nonetheless* or *therefore*?
- ... *You should *only* <*nonetheLESS*> send her the agenda.

Conjuncts are more like disjuncts than adjuncts in having a relatively detached and 'superordinate' role as compared with other clause elements. But they are unlike disjuncts in not typically filling the semantic roles characteristic of adjuncts. Conjuncts, as part of their even greater distinctness from the closely interrelated clause elements such as S, C, and O, often have semantic roles that are conjunct-specific. That is, they have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit (cf 8.136).

Thus, in considering conjuncts, we find it necessary to look beyond the particular grammatical unit in which they appear. Whereas, in the case of disjuncts, we related them to the speaker's 'authority' for (or the speaker's

comment on) the accompanying clause, we relate conjuncts to the speaker's comment in one quite specific respect: his assessment of how he views the connection between two linguistic units. The units concerned may be very large or very small: sentences, paragraphs, or even larger parts of a text at one extreme (*cf* 19.86); at the other extreme, they may be constituents of a phrase realizing a single clause element. For example:

The candidate is a fine teacher, a broadcaster of some experience,
and a respected drama critic. *In addition*, she has written a
successful novel. [1]

The candidate has written a successful, lengthy, popular, and *in
addition* highly original novel. [2]

As in [2], it is common for a conjunct to have a focusing role along with the conjoining one, especially when it is conjoining relatively small units. In this way, the extreme of conjoining words within a phrase can be taken one stage further: to conjoining constituents of a word:

The patient was carefully observed in the pre- and *likewise* <POST>-
operative phase of treatment.

Like disjuncts, such conjuncts can often be seen as equivalent to adverbials in clauses having the speaker as subject:

... a respected drama critic. I tell you *in addition* that she has
written ... [1a]

Some conjuncts include a pronominal reference to the unit which is to be related:

in addition to *this* (*ie* what I have mentioned)
first of *all* (*ie* of what I shall list)
best of *all* (*ie* of what I have listed)
for all *that* (*ie* what I have said)

In the case of the informal conjunct *though*, we seem to have an abbreviation of a concessive clause (*cf* 8.145). Thus with:

I'm afraid he doesn't eat much these days – but he looks pretty fit,
though.

we are expected to understand something like the clausal disjunct (*cf* 8.143):

... pretty fit, *though I have said that he doesn't eat much*.

Note Disjuncts and conjuncts are sometimes called 'sentence adverbials' by grammarians on the double ground that they can concern a sentence as a whole (rather than a particular part of a sentence such as the predication) and – in the case of conjuncts – can relate one sentence to another. We do not follow this convention, partly because the double motivation involves two quite separate considerations; partly because other adverbials (our 'sentence adjuncts', *cf* 8.36) also relate to the sentence as a whole; partly because both disjuncts and conjuncts can also relate to quite specific units within sentences, as in:

I object to his hearty and, { *frankly*,
 above all, } crude behaviour.

A further reason is that conjuncts can relate units much larger than sentences: *nonetheless* at the beginning of a paragraph or section of a text will indicate a conjoining contrast with the whole preceding paragraph or section.

- 8.135 Although we have said (*cf* 8.134) that conjuncts indicate how the speaker 'views the connection between two linguistic units', such an indication does not conversely entail the use of a conjunct. The semantic role of expressing a relation between two units can frequently be fulfilled by an adjunct. Compare the following (where a pronoun, as frequently, functions as a linking device):

It was snowing, *and in spite of this* Mona went cycling.

The adverbial here which conjoins and indicates a concessive relation is an adjunct, as we see from its propensity to be focused in a cleft sentence:

... and it was *in spite of this* that Mona went cycling.

By contrast, in:

It was snowing, *and nonetheless* Mona went cycling.

the same conjoining function with the same concessive relation is fulfilled grammatically by a conjunct:

*... and it was *nonetheless* that Mona went cycling.

Conjuncts thus *both* indicate the relation *and* are demonstrably outside the syntactically integrated clause structure which admits adjuncts.

Moreover, there is one significant respect in which we must relax the semantic characteristic concerning the conjoining of linguistic units. It is possible for conjuncts to be used as discourse-initial items. Thus speech may actually begin, in the following way, given a particular context of situation:

So you're LEAVING, *then!*

Both *so* and *then* are conjunctive comments of an inferential nature, but in this example the speaker's inference is based on extralinguistic evidence, which has been treated just as though the person addressed had been heard to say 'Well, I'll see you tomorrow' or even merely 'Now, where's my coat?'

Discourse-initiating items can be less easy to account for plausibly, but it seems significant that such items are usually those that have a well-established conjunctive role in mid-discourse use. Consider the following as each being the first words in a discourse; they would normally occupy a separate tone unit, with a falling nucleus, though solitary initial *well* may be exceptional in having a rising nucleus or none at all:

Well, how are you this morning?

Why then (esp AmE), how shall we spend the evening?

Well now, I wonder if I could begin by asking you a few questions.

Right (then),

OK now (esp AmE, informal), } how many of you know each other?

Now, the subject of my talk is ... [≠ 'The subject of my talk now, *ie* at this moment']

Compare some of the same expressions occurring *between* linguistic units:

You didn't feel so good yesterday; *well*, how are you this morning?

I've been looking forward to this meeting for months; *why then*, how shall we spend the evening?

Thank you for welcoming me here; *now* the subject of my talk is . . .

It would seem that, in discourse-initial use, these items seek to enforce by implication some continuity with what *might* have gone before. Silence is difficult to break without some such convention.

Note Items like *well, oh, ah* have conventional values in discourse that are related to subjuncts, disjuncts, and conjuncts. On *well cf* 19.54; this typically prefaces a part of discourse which, though having perhaps something in common with what has gone before, introduces a difference of some sort. In consequence, it is convenient as a frequent discourse initiator.

The semantics of conjuncts

8.136 Much more than with disjuncts, the conjunct function entails a conjunct-specific set of semantic relations. They are connected with, but are frequently rather remote from, the adverbial relation we must assume in the speaker-related clause to which they correspond. It is necessary, therefore, to set out the conjunctive meanings concerned, although we shall return to them in 19.53ff where they can be seen in the wider context of inter-sentence relations and discourse structure.

We can distinguish seven conjunctive roles, in some cases with fairly clear subdivisions; see Fig 8.136.

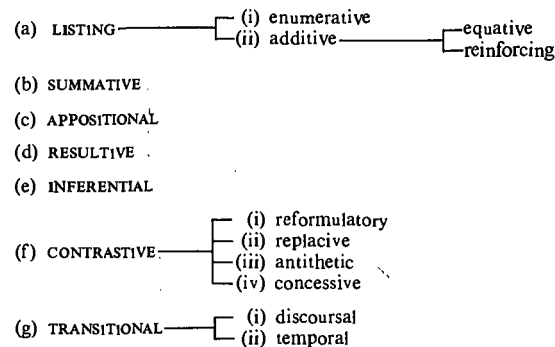


Fig 8.136

8.137 Some of the common conjuncts are listed below according to their role classes and subclasses. Except for enumerative conjuncts (which are an open class), all adverb realizations are given, as well as some frequently occurring prepositional phrases and noun phrases.

- (a) LISTING
- (i) ENUMERATIVE
 - first, second, third . . .*
 - first(ly), secondly, thirdly . . .*
 - one, two, three . . .* <esp in learned and technical use>
 - a, b, c . . .* <esp in learned and technical use>
 - in the first place, in the second place . . .*