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Expressing subject in tourist information leaflets

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Z á s a d y p r o v y p r a c o v á n í :

Cílem této bakalářské práce je zmapovat prostředky vyjádření podmětu v diskurzu turistických informačních brožur. Autorka stručně charakterizuje styl daného diskurzu z funkčně stylistického hlediska a obecně představí koncept podmětu, zejména s ohledem na strukturu anglické věty. Dále se bude věnovat formám vyjádření podmětu v angličtině, např. substantivní fráze, zájmeno, 'there' či podmět eliptický. Výsledky své analýzy statisticky zpracuje a interpretuje na stylistické rovině.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně Univerzity Pardubice.

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Abstract

The aim of this bachelor paper is to analyse the ways subject is expressed in tourist information leaflets. The thesis is divided into two parts. In the theoretical part, the notion of subject is defined and after that attention is paid to particular ways of expressing subject in the English language. On the basis of the study of selected information leaflets the practical part is subsequently focused on the analysis of expressing subject and its particular ways which have been detected in the studied set of tourist leaflets.

Abstrakt

Cílem této bakalářské práce je analyzovat způsoby, kterými je vyjádřen podmět v turistických informačních letácích. Práce je rozdělena do dvou částí. V teoretické části je definován pojem podmět a poté je pozornost upřena k jednotlivým způsobům jeho vyjádření v anglickém jazyce. Na základě studie vybraných informačních letáků se praktická část následně zaměřuje na analýzu vyjádření podmětu a jednotlivých způsobů, které v letácích byly detekovány.

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1. Introduction

This bachelor thesis is dedicated to the study of expressing subject in tourist information leaflets. Its intention is to introduce subject as an essential part of a sentence structure and analyse information leaflets used in tourism from the stylistic point of view, using authentic written utterances.

The thesis is divided into two main parts. The first is the theoretical part where at the very beginning the notion of subject is generally defined. Afterwards attention is paid to possible ways of subject realization in the English language. All ways of expressing subject are discussed into greater details while each of them is dedicated a separate chapter. They include the following: subject expressed by a noun or a noun phrase, pronoun, ‘there’ in the position of subject, subject expressed by gerund, infinitive or a subordinate clause and also other ways of expressing subject will be mentioned (including subject expressed by an adverb or a word/phrase in the metalinguistic use). At the end of the theoretical part ellipsis of subject is discussed as well.

Before presenting the results of the analysis, there is a brief introduction to the research while paying attention to the brief description of primary sources and characteristic features of tourist information leaflets. Furthermore, the hypotheses are stated. In the practical part of this work the previously mentioned pieces of knowledge are the basis of the analysis of the selected set of 15 tourist information leaflets from the authentic British environment. After the overall subject realization analysis paying attention to the occurrence of expressed, unexpressed and ellipted subject, detected ways of subject realization are brought into focus while each of them is dedicated a separate chapter. Further analysis of expressing subject focuses on probable reasons of absence of certain ways of subject realization in leaflets. The results of the analysis are statistically compared and interpreted on the stylistic level.

In the last chapter of the thesis, the analysis is concluded. The results of the research are reviewed and the hypotheses are either confirmed or disapproved of.

2. Subject

Generally, the word 'subject' regarding linguistics can be understood as the basic constituent of a sentence which, unlike the other constituents, is for the sentence construction in the English language necessary. From the point of view of syntax, together with predicate it creates the basic syntactic 'unit' of a clause. This basic syntactic 'unit' is capable of separately creating a clause without the presence of other constituents of a sentence (Dušková, 1994: 390). This idea is supported by Radford's definition of subject in which he states that it represents the major constituent of a clause owing to the fact that the smallest constructable clause in the English language consists of subject and predicate (Radford, 1997: 272).

From another point of view, as Aarts presents, subject may be defined as a constituent of a sentence which indicates who or what performs an action described by a verb and, furthermore, it expresses what the whole sentence is about which is put in more concrete terms by predicate. This knowledge is applied both for dynamic (e.g. The convict *ran* for his life.) as well as stative predicates (e.g. She *dislikes* me.). However, there are other cases in which a referent of subject is meaningless by its own and does not perform any kind of action; such kinds of subject in fact do not imply what a sentence is about. To give some particular examples, the following sentences contain subjects not performing any action: *It* is raining. *There* is milk on the table. Subject as a meaningless element often concerns so-called 'weather it' since such sentences provide information about weather and also those containing 'existential there'. As the author remarks, 'weather it' being understood as meaningless is his own assumption and may be not agreed on by other linguists (Aarts, 1997: 9-10).

Besides giving definition of subject, Aarts presents the theory concerning six characteristics that should be followed for successful and accurate identification of subject in any kind of a clause. The first characteristic of subject according to Aarts is that it predominantly composes of groups of words which may generally be called as noun phrases (thereinafter also abbreviated as NPs). Among particular groups of words there is always one that indicates a person, a group of people, an animal, a thing or an institution (e.g. my older *brother*, that *powerplant*).

According to the second characteristic, subject is represented by the first noun phrase in statement sentences (e.g. *The tall stranger* gave me a lift last night.). The third point claims that subject is obligatory in the English language; the presence of subject is absolutely compulsory in interrogative and declarative clauses. Concerning the fourth characteristic, Aarts states that subject is the determiner of the form of verb; a third-person singular subject necessarily requires –s ending of verb that is being connected with it. The fifth point regards the changing position of subject in those questions for which the answers ‘no’ or ‘yes’ are supposed to be given; subject moves onward from the initial position while it being replaced by verb (e.g. Are *you* familiar with it?).

Eventually, the sixth subject’s characteristic is represented by the fact that adding a tag question to a sentence should help with precise identifying and deriving of subject (e.g. *John* is too intrusive, isn’t *he*?). The subject is referred to by a pronoun in the tag question with the use of the anaphoric reference. Anaphora is the relation between the pronoun and its antecedent; in other words it may be defined as the reference to something that has been stated before in the text. Defining the subject element in a clause should be accomplished successfully after applying the previously mentioned characteristics which are by the author also called ‘distributional tests’ (Aarts, 1997: 11).

As has been already mentioned, the presence of subject is essential for the sentence structure in the English language. Unlike in the Czech language, there do not exist subjectless sentences in English (i.e. sentences with single constituent verbal structure). There are basically three possibilities: one group of clauses is represented by those in which subject is ellipted; this matter will be discussed more in the separate chapter 2.2 at the end of the teoretical part. The second group comprises of clauses in which subject is expressed; particular ways of expressing will be described into greater details in the following subchapters. Eventually, the last group concerns clauses with unexpressed subject; both structure of a sentence and verbal form indicate subject even though it is not expressed by a particular word or a group of words. However, unexpressed subject concerns imperative sentences only (e.g. Keep off the grass!) (Dušková, 1994: 390).

From the point of view of word order, subject is distinguished from other constituents of a sentence by the position in which it occurs in clauses. Word order is the language instrument dealing with the order of constituents of a sentence in phrases, clauses and sentences. In other words, word order is a term used in the grammatical analysis to refer to the sequential arrangement of words in larger linguistic units (Crystal, 1990: 335). Owing to the fact that English is considered to be a language of relatively high fixedness of word order (Biber et al. 1999: 898), there must be followed particular rules in creating sentences. The position of subject is determined predominantly by the type of a sentence. Subject is usually situated before predicate in declarative sentences (e.g. *The boy fell off the bicycle.*). With the exception of Wh-questions, subject is situated behind predicate in interrogative sentences. Wh-questions require completion of a lacking information and thus they include an interrogative word. If an interrogative word is subject or a part of subject, the question has the same syntactic structure as a declarative sentence and the same falling pronunciation (e.g. *What is left to do?*). Word order is influenced differently by subject and object function of an interrogative word; subject is placed before predicate in questions asking for a subject (e.g. *Who saw you?*) and, on the other hand, it is situated behind predicate in questions asking for an object (e.g. *Who did you see?*). In case of compound predicate subject is placed behind the first part of it (e.g. *Have you been thinking of it recently?*). Eventually, subject precedes predicate in exclamatory sentences with the exception of sentences in which subject-predicate inversion is necessary (e.g. *Long live the king! May no violence be done!*) (Dušková, 1994: 390).

Dušková considers subject to be an independent constituent of a sentence since the relation between subject and predicate is often described as predicate's unilateral dependence on subject. However, she adds that the dependence between subject and predicate might be considered as the mutual relation in a way: subject determines predicate in person and number while predicate determines subject regarding its case (Dušková, 1994: 390-391).

2.1 Ways of expressing subject

Having discussed general pieces of information concerning subject as an essential constituent of a sentence, attention of the following subchapters will be now paid to all possible ways of expressing subject in the English language.

2.1.1. Subject expressed by a noun or a noun phrase

This chapter will discuss realization of subject in the English language made with the use of a noun or a noun phrase which is considered to be the most frequent way. The notion ‘noun’ is the term used in the grammatical classification of words, traditionally defined as the ‘name of a person, a place or a thing’ (Crystal, 1990: 209). As Crystal remarks, there is the vagueness connected with the notions of ‘thing’ and ‘name’ which is exemplified by the instance “Is beauty a thing?”. This has led linguistic descriptions to analyze this word class in terms of the formal and functional criteria of syntax and morphology. Nouns are then items which display certain types of inflection (e.g. case and number) and perform a specific syntactic function in a sentence (e.g. may stand as object or subject). Then, in other words, a noun may be defined as a ‘naming word’ used for referring to things, people, abstract ideas and phenomena as well being analysed in terms of gender, number, case and countability.

There are two basic types of nouns concerning their grammatical classification: common and proper nouns. Proper nouns may be defined as items indicating particular persons, places or things. They are usually written with a capitalised first letter which implies their uniqueness. Proper nouns include the following: names and nicknames of people and animals either real or fictional (e.g. Peter Taylor, Barbie), geographical names (e.g. Danube, Prague) and days, months and feasts (e.g. Monday, January, Halloween). On the other hand, common nouns are those items not indicating any particular and unique person, place or thing. They include persons (e.g. boy, actress), animals and plants (e.g. dog, forget-me-not), things (e.g. power plant) and abstract ideas and phenomena (e.g. impertinence, peace) (Greenbaum, 1996: 96).

The constructions into which nouns commonly group are generally called noun phrases or nominal groups. The structure of a noun phrase consists minimally of a noun or its

substitute (i.e. a pronoun) while the noun is defined as the head of a noun phrase. The constructions preceding and following the noun are described as premodification (e.g. *those tall grey* buildings) and postmodification (e.g. buildings *of the city of New York*) while both premodification and postmodification can be present at the same time (e.g. *those tall grey buildings of the city of New York*) (Crystal, 1990: 209).

Concerning nouns and their definiteness, they may be either introduced by a determiner or without a determiner. The following expressions have the determining function: determiners (i.e. a, an, the), possessive pronouns (e.g. your, their) and demonstrative pronouns (e.g. this, those). Furthermore, there are other expressions including numerals (e.g. one, ten), indefinite pronouns and words expressing an inexplicit count and quantity (e.g. both, many, none) which are considered to stand for determining expressions as well.

In the analysis of nouns, the attention is usually paid to number, countability, gender, case and definiteness as well. It should be also pointed out that the so-called substantivized adjectives may occur in the position of subject as well (e.g. the old, the poor) (<<http://www.newworldencyclopedia.org/entry/Adjective>>). Their function is identical to the one of nouns, though lacking some of the formal characteristics of that class (substantival function of adjectives in the rich).

2.1.2. Subject expressed by a pronoun

Generally, the word ‘pronoun’ concerning the grammatical classification of words is, according to Crystal, understood as an element referring to “the closed sets of items which might be used to substitute for a noun phrase or a single noun“. There are seven basic groups of pronouns that are usually distinguished. They include the following: personal, possessive, reflexive, demonstrative, interrogative, relative and indefinite pronouns.

From the syntactic aspect, pronouns may be called ‘pro-forms‘. Pro-form is the term used to refer to items in a sentence collectively which substitute for other items or constructions. The reason leading to using this kind of substitution is usually to avoid

repetition. Pronouns can perform functions of determinators or predeterminators and some may also stand as adjectives or adverbs. However, they predominantly substitute for nouns or noun phrases (Crystal, 1990: 247-8).

Pronouns may refer to various objects and people according to a given context or situation. There are two basic kinds of references in connection with pronouns; they include the anaphoric and cataphoric reference. The anaphoric reference has already been explained in the chapter 2. The cataphoric reference is based on the opposite principle; it is the way of marking the identity between what is being expressed and what is about to be expressed. The meaning of particular expressions is supposed to be more specified in the subsequent context (Crystal, 1990: 43). A referent must be sought in the subsequent text and thus cataphoric words refer to the forwards (e.g. *He* is a very clever guy, *this Barrack*.).

Pronouns, together with definite article and some adverbs, belong to the group of so-called 'deictic expressions'. The term 'deictic' is used to subsume those features of language which refer directly to the personal, temporal or locational characteristics of the situation within which an utterance takes place, whose meaning is thus relative to that situation (Crystal, 1990: 86). Deixis is understood as the demonstrative function whose reference depends on a situation of a given discourse. In other words, the reference of deictic expressions changes which means that it is different every time they are used (e.g. the pronoun *he* may always refer to someone else depending by whom it is said and who s/he intends to refer to; the adverb *now* may refer to a different indication of time on each occasion it is used) (Greenbaum, 1996: 375). There are several types of pronouns which are capable of standing as deictic expression. They include personal and possessive pronouns in particular and last but not least demonstrative pronouns must be mentioned as well.

Concerning personal pronouns which are found in the position of subject most frequently if compared to other types of pronouns, they are usually divided into two groups according to their form. One form is represented by so-called 'object pronouns' which are used in the function of objects (e.g. I saw *her*.). The second form of personal

pronouns is represented by ‘subject pronouns’; these are able to perform the function of subject (e.g. *She* works hard.) (Dušková, 1994: 102). As has been mentioned, some pronouns stand for determinators of nouns or NPs and thus they may become a part of subject. This particularly concerns demonstrative pronouns (e.g. *That boy* jumped over the fence.) and possessive pronouns (e.g. *Our dog* jumped over the fence.). It is also useful to mention pronouns acting as determinators or even prederminators; these include ‘all’ and ‘both’ (e.g. *all these dogs, both these boys*).

2.1.2.1. General personal subject

General personal subject is used to refer to general human agents. There are basically several pronouns used for expressing general personal subject: ‘we’, ‘you’, ‘they’ and ‘one’ (Dušková, 1994: 395). Nevertheless, the way of referring to general human agent depends on a functional style that is supposed to be used to a considerable extent. Functional styles are the ways of expressing while focusing on a functional aspect and depending on speaker’s communicative intention and social context as well (<http://www.wordiq.com/definition/English_writing_style>). Functional styles perform various functions and they are used for various purposes. They also influence the degree of formality or informality.

Regarding the purposes of the scientific functional style as well as other styles requiring a higher degree of formality (e.g. administrative, academic), there is predominantly used the pronoun ‘we’ as the general referent (e.g. *We* must turn the TV off before disconnecting it from electricity.). Besides, the pronoun ‘one’ may also be used in the scientific style as a suitable referent (e.g. *One* should never underestimate a fever.).

In the colloquial style which represents spoken ways of communication, general human agent is usually referred to by the pronoun ‘you’ (e.g. *You* never know.) and ‘they’ (e.g. How do *they* call you at home?). It is essential to mention the basic distinction of the two previously stated referents: unlike ‘you’ which includes a listener in the target general group that is being referred to, the pronoun ‘they’ excludes both a speaker and a listener.

The difference between ‘they’ as the pronoun of the third person in plural and ‘they’ referring to general human agent resides in the fact that the second one lacks the anaphoric and deictic function. It often occurs in the function of general personal subject with a local determination. It is the presence of a local (temporal or other) determination that distinguishes general ‘they’ from the anaphorical or deictical one (Dušková, 1994: 395-6). To demonstrate this on a particular example, the sentence *They have different traditions there* implies that an entity known both to a speaker and a listener and being referred to by ‘they’ (from the geographical aspect in this example) has different traditions generally while the sentence *They have different traditions* refers to some particular group of people that is being the topic of the discussion.

From the previously applied knowledge it might have been concluded that the pronouns ‘one’, ‘you’ and ‘we’ all include both a speaker and a listener in a target general group. Besides expressing general personal subject by pronouns, there are several expressions that are able to refer to general human agent as well. As Dušková states, they include mainly the following nouns most of which are used especially in informal spoken language: people, a man, a fellow, a guy (predominantly typical of American English), a person, a girl and others (1994: 396).

2.1.2.2. Subject expressed by ‘it’

Even though the topic concerning subject expressed by pronouns has already been discussed, a separate chapter will be devoted to subject expressed by the pronoun ‘it’ since it may have different functions in a sentence that are necessary to be distinguished. In the following paragraphs three various functions of ‘it’ will be discussed more:

1. The deictic/anaphoric pronoun ‘it’

As other pronouns, ‘it’ may have the anaphoric, cataphoric and deictic function. Regarding the anaphoric function, it substitutes a noun or a NP which has been mentioned before in the text and which denotes an inanimate entity or an animal, refers to a part of a sentence or a whole sentence (e.g. Do not touch the kettle, *it* would burn you). The second common function of the pronoun ‘it’ is the deictic one which, in case

of this particular pronoun, refers to an animal or an inanimate object as well as animate elements (e.g. *It* is my son). It should also be pointed out that deictic 'it' is distinguished from so-called situational 'it' which is used, for instance, when a sound implies arrival of a person (e.g. *It* is the boys). Nevertheless, situational 'it' concerns spoken English only (Dušková, 1994: 391-2).

2. Anticipatory 'it'

The use of the pronoun 'it' as the anticipatory expression in a sentence has one crucial function: it is placed in the position of subject in those cases when subject itself is or needs to be extraposed behind verb (Dušková, 1994: 392). Similarly to existential clauses, subject is postponed and its initial position is being filled by the notional subject represented by either 'there' or anticipatory 'it'. It is usually used in both written and spoken language. The main reason leading to the use of sentences with anticipatory 'it' is the fact that it is better and often more easily comprehensible to place subject towards the end of a sentence if it is longer than complement (e.g. *It* is the weather that causes most of psychological problems of people living in this region.) (Quirk, 1985: 347).

Anticipatory 'it' is associated with the notion of cleft sentences. These are special sentence constructions created by dividing a clause into two separate sections while both of them have their own verb. Cleft sentences begin with the pronoun 'it' followed by the verb 'be' which is subsequently followed by the element on which the focus falls. This means that a sentence (e.g. *My father likes dancing*) is derivable into several more cleft sentences according to which piece of information is paid main attention (e.g. *It is my father who likes dancing. It is dancing that my father likes.*). Therefore it is assumed that the main purpose of cleft sentences is emphasising a particular fact (Quirk, 1973: 414-5). Actually, they make the division between given and new parts of communication explicit since a new piece of information is placed towards the end of a sentence.

3. Prop ‘it‘

Besides the two previously mentioned aspects of the use of the pronoun ‘it‘, Downing and Locke present its separate function: the one of so-called prop ‘it‘, sometimes also called empty ‘it‘. It is used in expressions of time (e.g. *It is half past six.*), weather and atmospheric conditions (e.g. *It is snowing. It is always hot in the south.*) and distance (e.g. *It is just a kilometre or two far from here.*).

From the semantic point of view, situations expressed by such sentences do not include any participant but they regard only processes (e.g. snow), attributes (e.g. hot) and/or locatives (e.g. in the south). Syntactically, the presence of subject is obligatory in the English language so that interrogatives would be distinguished from declaratives. It should also be pointed out that there may be the possibility of substitution of prop ‘it‘ by a noun or a NP in many of circumstantial expressions (e.g. *The south is always hot. From here to there is just a kilometre or two*). The authors therefore suggest that prop ‘it‘ in the mentioned examples might in fact be considered as ‘presentative it‘ similar to existential ‘there‘ and to anticipatory ‘it‘ (Downing, 1995: 37). However, they eventually still consider prop ‘it‘ to fulfil a separate function of the pronoun. As they also add, there is no corresponding alternative pattern for particular weather sentences (e.g. *It is raining*).

2.1.3. ‘There‘ in the position of subject

‘There‘ in the position of subject is a very specific way of subject realization in English. As Downing and Locke present, in existential clauses subject is being postponed while its common initial position is occupied by unstressed ‘there‘ which presents a notional subject (Downing, 1995: 37). The term notional subject may be understood as the element which refers to subject that is placed towards the end and which is represented by an anticipatory subject at the beginning of a clause (i.e. ‘it‘ or ‘there‘). The authors add that the notional subject that follows the existential there is usually a noun phrase (e.g. *There is a beautiful lady in the corridor.*).

‘There‘ in the position of subject is also called ‘presentative there‘ which refers to the use of ‘there‘ in presentative constructions that give information about occurrence or

existence of something. It does not carry any meaning and it is a signal of the presentative construction informing that something will be presented later in the clause. Furthermore, as Hasselgard remarks, presentative 'there' fulfils a couple of syntactic criteria for subject (<<http://folk.uio.no/hasselg/terms.html>>). They include the following: position, repetition in tag phrases and inversion with auxiliaries. However, unlike normal subjects it cannot be replaced by a pronoun.

The authors also pay attention to the plural concord which is not always made with the present tense of the verb 'be'. In addition, concord is never made when the notional subject is a series of proper names (e.g. *There is John and George coming.*). It is essential to state that the absence of concord concerns informal spoken English only. Downing and Locke call unstressed 'there' as a subject 'place-holder' or 'syntactic filler' rather than a full subject and this is supported by the idea that the unit following verb is the notional subject (Downing, 1995: 37-38).

Another point giving evidence in favour of 'there' being understood as subject is represented by the fact that it is repeated in question tags (e.g. *There is milk in the fridge, isn't there?*) as well as in short answers (e.g. *Is there any milk? No, there isn't.*) in which it substitutes the position of subject.

Dušková discusses the difference between 'there' in the position of subject (e.g. *There is a stranger in the window.*) and adverbial 'there' (e.g. *There he goes.*) (1994: 392). In her opinion, the difference resides in the reduced pronunciation and the loss of local meaning of 'there' in the position of subject. To support her point of view, she states that the functional distinction of the previously mentioned pieces of knowledge is fairly obvious from the fact that these two are possible to co-occur in one sentence (e.g. *There are buildings to be demolished there.*).

2.1.4. Subject expressed by gerund

Gerund expressing an action or a process is capable of acting as subject of a sentence. Generally, gerund may be understood as a noun formed by adding '-ing' ending to a verb that describes an action (Crystal, 1995: 452). It may be found in the position of

subject, object, nominal part of predicate, attribute and adverbial. However, most frequently it is used as subject (e.g. *Sleeping* is my hobby.) or object (e.g. I hate *sleeping*). Besides, gerund often occurs in prohibitions, especially then in the position following the negative ‘no’ (e.g. No *trespassing*.) and headlines.

Concerning the voice of gerund acting as subject, there may be either active or passive one. Gerund in the active voice is created by adding ‘-ing’ ending to a present indefinite form of a verb (e.g. *Watching* people is fun.). On the other hand, gerund in the passive voice is created by adding past participle or ‘-ed’ to a verb in connection with the word ‘being’ (e.g. *Being watched* by people is fun.).

In comparison with infinitive which expresses rather general statements and actions of longer duration, gerund may be used to put emphasis on the fact that an action is being in the process at the moment and therefore regards more detailed information. As Dušková mentions this topic, she states that infinitive structures express actions rather more abstractly or even only potentially without taking into consideration the fact whether the action will or will not be performed. On the other hand, gerund is often typical of particular actions. While infinitive is used to refer to one-time occasions, gerund as subject is understood rather as an expression of more general meaning (Dušková, 1994: 571). Anyway, as the author adds, the previously mentioned distinction of meanings does not represent any official rule but tendencies of the contemporary English only.

2.1.5. Subject expressed by infinitive

The notion of infinitive is understood as the basic verbal form without any ending which does not express any person or number. It may have several forms by which it is possible to express its tense, voice as well as its continuous character (e.g. to introduce, to have introduced, to be introduced, to have been introduced) (Leech, 1975: 284). Infinitive can often be found in connection with another verb.

Concerning its occurrence, infinitive may be often found in the position of subject, object and it may also represent a part of predicate. Besides, there is adverbial infinitive

and it may also occur in the function of the substantive postmodifier (i.e. attributive infinitive) (Dušková, 1994: 542).

Regarding the form of infinitive, there are two possibilities. The first of them is the option called 'bare infinitive' which means that there is no particle 'to' preceding infinitive itself (e.g. work). The second form may be called 'to-infinitive' since there is the particle 'to' situated in front of a verb in the infinitive form (e.g. to work) (Crystal, 1990: 157). In case of infinitive standing in the position of subject the conjunction with the particle 'to' is common and its absence is rather rare (e.g. *Jump* over the fence would be most advisable). Furthermore, negative infinitive which can also represent subject is created with the use of 'not' that is placed in front of the first part of the infinitive form (e.g. *Not to jump* over the fence would be most advisable.).

Infinitive in the position of subject expresses an action which is consequently evaluated by predicate or which is identified by another action. In these constructions, predicate is usually verbonominal with an evaluative adjective or a noun (e.g. To behave so disrespectfully in the church would be impolite.) or it may also often contain the verb 'mean' (e.g. To undergo the surgery means to have a better chance to survive). Sentences with verbonominal predicate are also constructed with the use of anticipatory 'it' while infinitive is shifted behind predicate, losing its function of subject of a clause (e.g. It would be impolite to behave so disrespectfully in the church.) (Dušková, 1994: 543). This is particularly applicable for longer sentences.

There is a type of a construction typical of the English language which occurs quite frequently: the one with an expressed agent and introduced by the preposition 'for' (e.g. For them to arrive in time was impossible). This construction may very often be found in connection with verbonominal predicate, usually in extraposition with anticipatory 'it' (e.g. *It* was impossible for them *to arrive in time*.). Infinitive as subject may be introduced by an interrogative word as well (e.g. *Where to go for a trip* is not a problem. *It* troubles me *how to cope with it*.) (Dušková, 1994: 544-5).

As has already been mentioned, the particle ‘to’ precedes the infinitive form of a verb. However, in some cases these two units might be separated by an adverbial expression and therefore this phenomenon is called ‘split infinitive’ as an adverb ‘splits’ of what the to-infinitive is constructed (e.g. to completely neglect). It is important to note that this does not concern the constructions of ‘to’ preceding participles (e.g. to be completely neglected, to have been completely neglected); these do not represent split infinitive. As Dušková suggests, split infinitive has been believed to be grammatically incorrect as it may sound clumsy and sometimes it is even capable of slightly changing the meaning of what is being said or written (e.g. the sentence *To live simply is fun* implies that it is fun to live in a modest way while the sentence *To simply live is fun* may imply speaker’s liking for living without any worries) (Dušková, 1994: 266). As she also adds, some native speakers attempt to avoid it completely, at least in written utterances.

2.1.6. Subject expressed by a subordinate clause

In the traditional classification of main and subordinate (or so-called dependent) clauses, relative clauses belong to those which are subordinate to others. Generally, relative clauses are introduced by relative expressions (i.e. pronouns and adverbs) which imply the subordinate relation between a main and a subordinate clause.

There are two types of finite clauses which can occur in the position of subject: so-called that-clauses and Wh-clauses (Downing, 1995: 34). The latter of the mentioned types can be introduced with the use of ‘what’, ‘where’, ‘when’, ‘how’, ‘which’, ‘why’ (e.g. What he did startled me. How he did it is a secret.) and also ‘-ever’ expressions (e.g. Whoever told you the lie was mistaken.) which may in some cases imply lack of speaker’s knowledge concerning the content of a given piece of information (Dušková, 1990: 611-3).

On the other hand, that-clauses are introduced by the element ‘that’ (e.g. That they arrived so late annoyed me). As Downing and Locke remark, it is more simplifying and acceptable for English if that-clauses are preceded by the expression ‘the fact’ (e.g. The fact that they arrived so late annoyed me). This, however, brings a different structure of

a sentence; the resulting combination in the given example is an appositive nominal group since it loses the status of clausal subject (Downing, 1995: 34).

2.1.7. Other ways of expressing subject

This chapter will be briefly concerned with other possible ways of expressing subject. They do not belong to any of the previously mentioned ways of subject realization in the English language and it should be remarked that both of the ways specified in the following paragraphs are of rather rare occurrence.

Subject can be expressed by an adverb (e.g. *Now* is the right time). The notion of adverb is used to refer to a heterogeneous group of items whose most frequent function is to specify the mode of action of a verb. They often stand in sentences as modifiers and have evaluative function (Crystal, 1990: 9).

Eventually, the last way of subject realization to be mentioned is the one made with the use of any word or phrase in metalinguistic use (e.g. *How do you do* is a formula people use to start a discussion) (Dušková, 1994: 391).

2.2. Ellipsis of subject

Generally, ellipsis may be understood as a term which refers to a sentence in which, usually for reasons of economy, emphasis or style, a part of the structure has been omitted. As Crystal adds, this is recoverable from a scrutiny of the context. (1990: 107)

Ellipsis of subject at the beginning of a clause can often be identified in common spoken language which does not follow established grammar frameworks. As Dušková mentions this topic, elided subject often concerns phraseological expression (e.g. thank you, beg your pardon, serves him right). Ellipsis of subject can very often be detected together with ellipsis of a definite verb (e.g. see you later, glad to be able to help). There are also fixed expressions in which subject is never present (e.g. here's to you, here goes).

Furthermore, ellipsis of subject concerns sentences with identical subject following co-ordinate conjunction such as ‘and’, ‘or’ and ‘but’ (e.g. That powerplant was built in 1999 and employs more than 500 people.) (Dušková, 1994: 401).

However, Crystal states that in such sentences as *Thanks, Yes* it is generally unclear what the full form of such sentences might be and in such circumstances the term ellipsis would probably not be used (1990: 107).

3. Introduction to the research

This part of the thesis is dedicated to the introduction to the practical research whose purpose is to analyse ways of expressing subject in authentic tourist information leaflets. The quantitative analysis will provide an output in form of tables which will be subsequently evaluated and interpreted. Attention will be paid to the occurrence of particular ways of subject realization with a special focus on the most frequently and the less frequently used ones.

3.1. Primary sources

Before presenting the outcomes of the research, the primary sources will be briefly introduced. The tourist information leaflets used for the purpose of this research have been carefully selected from various fields of interest so that the maximum range of topics they present and inform about would be covered.

The analysis will be carried on 15 pieces of leaflets from the authentic English environment from various places across the United Kingdom, including for instance those designated for visitors of a museum, gallery, amusement park, castle, ZOO, historical monument or other places of interest as well as leaflets concerning information about transport and sightseeing tours. Most of the authentic primary sources used for the analysis have been obtained in the written form while the rest of them has been found in the Internet database of tourism leaflets that are available for free downloading, presenting hundreds of British places of interest (<<http://www.tourismleafletsonline.com/>>).

It is also important to note that the selected leaflets differ in their length as well as complexity of information they provide. Nevertheless, the most frequent format of the analysed leaflets is A4, printed on both sides of the paper. All of them can be found rewritten into the editable form in the Appendices 8.1. – 8.15.

3.2. Characteristic features of tourist information leaflets

Generally, the main purpose of leaflets is to describe, inform and persuade. Tourist information leaflets are usually designed in an attractive way with the main target: to attract attention of visitors or potential visitors, provide them with useful information and give reasons for visiting a given place of interest personally.

Usually, there may be found particular features of block language in them. Block language is understood as the use of abbreviated structures in restricted communicative contexts (Crystal, 36). It concerns mainly press advertising and newspaper headlines and its main goal is to attract attention so that readers should remember or be curious about it. In block language words and phrases are preferred to whole sentences and ellipsis may often be found there as there is the need for condensation of the text and briefness. Block language in tourist information leaflets can very often be found in headlines and subheadlines (e.g. Britain's finest 13th century cathedral!, Stay safe at the Carnival!, Ready for a giant adventure?).

From the graphetic point of view, tourist leaflets are characteristic by rich colourful illustrative features including pictures, symbols and simplified maps that are supposed to evoke a pleasant and welcoming atmosphere. Besides, attention should be also paid to the use of text and background colours which often occur in striking contrasts that intensify the art of attracting one's attention. It is also differing sizes of texts and headlines which make leaflets more attractive, striking and unique. As there is a limited space for as much information as it is considered necessary to mention, texts are often of rather a condensed character.

3.3. Hypotheses

With respect to the theoretical pieces of knowledge acquired in the first part of this bachelor thesis, there might be expected certain outcomes which will be either confirmed or disproved by the analysis. Firstly, it can be expected that the most frequent way of subject realization will be the one made with the use of a noun and a noun phrase. It is this way of expressing subject which is considered to be the most common by most linguistic publications. However, there is an interesting question the analysis will later answer: whether it is a noun or a noun phrase by which subject is expressed more frequently.

Secondly, it is expected that subject will be quite frequently realized with the use of pronouns which substitute for nouns or noun phrases and are often used as deictic references. The third hypothesis focuses on the occurrence of existential sentences containing 'there' in the position of subject. It might be expected that this way of expressing subject will be detected in tourist information leaflets frequently since it is existential sentences which are used for informing about a location of a given thing. Therefore it is anticipated that this kind of sentences will be traced quite frequently as tourist information leaflets should inform about a location of places of interest or their parts.

It has to be taken into consideration that the outcomes of the research are based on the analysis of only 15 pieces of tourist information leaflets. Owing to the fact that the number of the studied primary material is not substantially high, it cannot be absolutely guaranteed that the outcomes of the research will be completely objective. Even though there was an effort to select tourism leaflets covering the most possible number of various topics they concern, this selection might not be completely exhaustive.

4. Analysis

This chapter is concerned with the analysis of tourist information leaflets and the way subject is expressed in them. As has been mentioned, fifteen tourist information leaflets regarding various places of interest in the United Kingdom have been selected as target

objects of the analysis. Before the attention is paid to the study of subject realization itself, it must be pointed out that there occur certain passages in leaflets which have been excluded from any analysing owing to the reasons stated bellow. They include the following:

a) Headlines and subheadlines

With respect to the fact that headlines and subheadlines usually consist of one word or a phrase that introduces a passage that is to be mentioned into greater details subsequently, they are most frequently expressed by a noun (e.g. Avebury, The Exhibition) or a noun phrase (e.g. Ten-minute talks, Free guided tours) and, furthermore, imperatives expressing appeal on visitors may be found there (e.g. Discover the collection, Support the National Gallery) as well as gerunds (e.g. Bringing the collections to life, Travelling by London Underground). These introductory expressions have therefore not been taken into consideration as they consist of subject only or imperatives..

b) Opening times information passages

Since these parts of tourist leaflets need to be as informative as possible, they are well arranged, brief and written in a very condensed way to spare space. As can be seen in the copied excerpt from Leaflet 12 – Tate Modern (Appendix 12), there ordinarily do not occur any whole sentences and abbreviations may be traced there as well.



c) Passages giving information about prices

Eventually, the third type of passages that have been found not relevant for the purpose of the analysis are those providing a reader with information about prices.

These, similarly to opening times information passages, do not ordinarily include any whole sentences and are arranged in the most possible brief way. See the copied excerpt from Leaflet 4 – The amazing life on board U-534 (Appendix 4) below that demonstrates the mentioned type of the passage.

	U-boat Story & Mersey Ferries River Explorer Cruise	U-boat Story Only
(valid until 28/3/10)		
Adult	£9.00	£5.00
Child (5 years and over)	£5.00	£3.00
Family (2 adults up to 3 children)	£25.00	£15.00
Concession	£7.00	£4.00

4.1. Overall subject realization analysis

To begin with more general results of the study, attention will be first paid to the overall analysis of tourist information leaflets with reference to the expressing and unexpressing subject and the use of subject ellipsis.

Subject realization	Number of occurrence	%
Expressed subject	301	62,4
Unexpressed subject	159	33
Ellipsis of subject	22	4,6
Total number of analysed clauses	482	100

Table 1: Overall subject realization summary

The table above gives an outcome of the overall analysis of all studied tourist information leaflets. The total number of analysed clauses is 482. As can be seen from the table, subject is expressed in 301 instances; particular ways of expressing subject used in leaflets will be studied into greater details in the following subchapters.

The number of clauses with unexpressed subject is 159, i.e. 33 % of the total count. This figure is rather significant and therefore requires greater attention. As has been mentioned in the chapter 2., unexpressed subject concerns imperative structures in the

English language and these have been detected as a very frequent feature working as a persuasive and appealing tool applied to leaflets' readers. As Dušková claims, imperative structures may imply various meaning nuances (1994: 330) and these are demonstrated on examples bellow. Such meaning nuances enrich texts of leaflets with various kinds of appeal aimed at visitors from 'organizers'.

- a) warning: *Please do not touch the paintings.* (Appendix 8, line 29)
- b) advice: *If you see something that looks suspicious, please contact a police officer...* (Appendix 2, line 57)
- c) suggestion: *Ask at the Information Desks for the full talks programme* (Appendix 1, line 10)
- d) wish: *Enjoy the fabulous collection of roses, huge magnolia trees and...* (Appendix 14, line 392)
- e) instruction: *Follow signs to Weymouth...* (Appendix 13, line 375)
- f) offer, invitation: *Come and see this iconic document for yourself.* (Appendix 10, line 26)
- g) request, appeal: *If you do not wish to keep this plan, please return it to an Information Desk for recycling.* (Appendix 1, line 28)

Since imperative sentences address readers directly, they theoretically put them into the position of active participants which intensifies the inviting and insisting character of the text. Undoubtedly, the sentence *Please do not touch the paintings* appears to be somewhat more insistent and also brief than its other possible equivalents: *You should not touch the paintings* or *We (would like to) ask you not to touch the paintings* etc.

Eventually, ellipsis of subject used in the analysed tourist leaflets will be briefly discussed as well. There were detected 22 instances of subject ellipsis; this number stands for 4,6 %. From the total number of clauses with elided subject, there occurred only one concerning phraseological expressions. See the example bellow:

* *Thank you for your support.* (Appendix 1, line 26)

Besides, subject ellipses have been found in clauses following co-ordinate conjunctions 'and' or 'or' which implied the identical subject in 18 instances.

*Congestion is sometimes unavoidable and * may lead to...* (Appendix 2, line 62)
*Budding young sailors can take command of The Bridge gallery and * steer a*

*ship into port using a state-of-the-art simulator, or * learn how to send...*
 (Appendix 5, line 167)

The remaining two cases of subject ellipsis have been detected in such sentences which stylistically imply rather spoken language and make texts of leaflets slightly informal:

* *Takes a lot longer than it used to!* (Appendix 7, line 211)

* *Ready for a giant adventure?* (Appendix 15, line 426)

4.2. Overview of ways of expressing subject

This subchapter deals with the overall results of the analysis focusing on the ways subject is expressed in the studied set of tourist information leaflets.

Way of expressing subject	Number of occurrence	%
Subject expressed by a noun or a NP	199	66,1
Subject expressed by a pronoun	82	27,2
‘There‘ in the position of subject	15	5
Subject expressed by gerund	5	1,7
TOTAL	301	100

Table 2: Detected ways of expressing subject

The table above presents the overall results of the analysis. As can be seen from it, subject expressed by a noun or a noun phrase has been detected in 199 instances; this number stands for 66,1 %. It can be deduced that it is the most frequently used way of expressing subject out of all the mentioned possible ways.

Subject expressed by a pronoun was used in 82 instances, i.e. 27,2 %. The analysis has lead to an interesting result: ‘there‘ in the position of subject was used only in 15 cases; this number stands for 5 % of the total count. And, finally, attention should be also paid to subject expressed by gerund which has been detected in 5 clauses, i.e. 1,7 %. Quite surprisingly, no other ways of expressing subject have been traced in the analysed leaflets; probable reasons of their absence will be paid attention at the end of the

practical part. On the contrary, the ways of expressing subject mentioned above which have been detected now require further analysis and therefore will be the subject-matter to be dealt with more in the following subchapters.

4.3. Subject expressed by a noun of a noun phrase

In the analysed set of tourist information leaflets, expressing subject by a noun or a NP has been detected in 66,1 % of the total count. Compared with other results, this percentage is very significant.

It is generally claimed that the most frequent way of subject realization is made with the use of noun phrases and nouns. As the analysis has confirmed, this applies for tourist information leaflets as well since the total count of subject expressed by nouns and NPs, including multiple coordinated subject, is 199; this number stands for 66,1 % of the count of all 301 analysed clauses.

Expressing subject	Number of occurrence	% out of total number of analysed clauses containing expressed subject
Subject expressed by a noun	76	25,2
Subject expressed by a NP	105	34,9
Multiple subject	18	6
Total	199	66,1

Table 3: Subject expressed by a noun or a pronoun

The table above presents the more detailed analysis of subject realization made with the use of nouns and noun phrases. First of all, the attention will be paid to subject expressed by a noun which has been detected in 76 instances. This number stands for 25,2 % out of the total number of the analysed clauses in which subject was expressed. During the study, attention has been paid to these points of view: distinction of two types of nouns, including proper and common (see 2.1.1.), and determination preceding

them. Out of the total count 76, proper nouns were used in 16 instances some of which might be seen below:

U-534 was used for ... (Appendix 4, line 137)

Avebury is also... (Appendix 3, line 91)

'Home' offers quality food... (Appendix 4, line 158)

The Gallery was founded in... (Appendix 1, line 17)

The last example may be considered doubtful as the word 'gallery' would probably not be regarded as a proper noun. Nevertheless, it was included into the group of proper nouns as it is presented as a kind of abbreviation of the noun phrase 'The National Gallery' which has been stated in the previous sentence.

Secondly, common nouns will be dealt with as well. They were used in 60 instances out of which 37 cases concerned those without a determiner. The absence of determination is caused by the abstract character of the given nouns.

Pre-booking is essential.. (Appendix 13, line 368)

Access is restricted during services. (Appendix 10, line 301)

Tickets can be purchased ... (Appendix 9, line 245)

In other cases common nouns occurred with a determinator.

The restaurant is open from 10.00 am. (Appendix 3, line 98)

Ensure your hand is stamped before you leave. (Appendix 13, line 381)

Having mentioned expressing subject by a noun, attention will be now paid to subject expressed by a noun phrase as this, according to the results of the analysis, is the most frequent way of subject realization detected in the studied tourist information leaflets.

Type of modification	NPs		
	Including proper nouns	Including common nouns	Total
Premodification	36	43	79
Postmodification	5	5	10
Pre- and postmodification	8	8	16
Total	49	56	105

Table 4: Subject expressed by a noun phrase

As the table above presents, the total count of NPs standing in the position of subject is 105; i.e. 34,9 %. This percentage is rather significant and therefore requires further comments. During the analysis, attention has been paid to premodification and postmodification and this point of view is also taken into consideration in the table above. Besides, the attention has also been paid to the fact whether the analysed noun phrases included proper or common nouns standing as heads of NPs.

Concerning modification, there were detected 79 instances of premodification; i.e. 75 % of the total count of all noun phrases. This figure is considerably higher than that representing postmodification and therefore it may be concluded that premodification is the most frequent kind of noun phrase modification used in tourist information leaflets. Premodified NPs including proper names are usually those denoting a place of interest itself, being often used at beginnings of paragraphs.

Berkeley Castle is a fairy-tale castle built ... (Appendix 14, line 414)

The National Maritime Museum tells of the continuing effects...

(Appendix 5, line 161)

Some premodified NPs including common names are exemplified bellow.

Our volunteer guides provide ... (Appendix 10, line 257)

Homemade cakes are a speciality in the Castle Tea Room.

(Appendix 14, line 402)

Premodification is generally a very frequent feature connected with the English language. This knowledge can be confirmed on the basis of the research carried out.

Regarding postmodification, it has been traced only in 10 instances all in all. This figure stand for 10 % of all noun phrases detected in the fifteen studied tourist leaflets. The examples bellow demonstrate postmodification.

Tickets to many attractions... (Appendix 9, line 246)

Once again the streets of Notting Hill will come alive with...
(Appendix 2, line 30)

Finally, the presence of pre- and postmodification co-occurring within a noun phrase will be now brought into focus. The occurrence of NPs containing these two has been detected in 16 instances altogether; i.e. 15 % of the total count of all noun phrases.

The great and ancient stone circle of Stonehenge is unique.
(Appendix 6, line 191)

Concerning multiple subjects detected in leaflets, they consist of coordinated nouns or NPs or these two combined together and their total count is 18, this number standing for 6 %. As the examples stated bellow demonstrate, multiple subjects are usually used in listing sentences providing information about what can be found in which location.

The Cathedral floor, Chapter House, cloisters, restaurant, shop and toilets are wheelchair accessible. (Appendix 10, line 296)

In the gallery are pictures of American wildlife, Native American artefacts of all kinds, 'Buffalo' robes to keep you warm in winter and a display about bison and their history. (Appendix 11, line 314)

The use of multiple subject therefore contributes to logical listing of everything to be found in a given location, avoid repetition of verbs and thus is used for reasons of economy.

As was mentioned in the chapter 2., subject expresses an agent performing an action described by a verb and expresses what the whole sentence is about. The very significant occurrence of nouns and NPs in the position of subject appears to be the most logical and economical solution for the purposes of tourist information leaflets: naming

things directly by their titles leads to clarity and brevity, avoiding unnecessary information and mentioning the most important facts.

4.4. Subject expressed by a pronoun

During the analysis, attention has also been paid to subject expressed by a pronoun with a special focus on the type of a pronoun representing subject. The tables stated below present the outcomes of the more detailed study, the first of them focusing on the occurrence of detected types of pronouns and the second paying closer attention to personal pronouns in the position of subject.

Type of pronoun	Number of occurrence	%
Personal	77	93,9
Demonstrative	3	3,7
Indefinite	2	2,4
TOTAL	82	100

Table 5: Subject expressed by a pronoun

Personal pronoun	Number of occurrence	%
You	44	57,1
S/he	2	2,6
It	14	18,2
We	15	19,5
They	2	2,6
TOTAL	77	100

Table 6: Personal pronouns in the position of subject

With remarkable 93,9 % of occurrence, the most frequently used pronouns standing in the position of subject were personal ones. This percentage stands for 77 cases of their

occurrence out of which 44 were represented by the pronoun ‘you’. Sentences containing this pronoun address a reader personally and such passages are used for enlivening the text and their purpose is often to put a reader theoretically into the position of a real visitor. Definitely, it appears to be very inviting and insisting to address readers by sentences such as *You are in walking distance of several important prehistoric monuments* (Appendix 3, line 90) or *...where you enjoy exclusive access to the whole Park* (Appendix 13, line 362) rather than stating for example *Visitors are in walking distance of...* which would completely lack any personal approach. As might be seen in the examples bellow, this personal approach is reached by direct addressing readers which intensifies the insistent character of the text.

Whether you come as a tourist or a pilgrim, we hope you will enjoy...

(Appendix 10, line 254)

You can also plan your route using the ArtStart touch-screen guides.

(Appendix 1, line 7)

You can get on and off the bus at any of the stops... (Appendix 9, line 242)

Besides the pronoun ‘you’, there were traced 15 instances of the use of ‘we’. Such sentences, on the other hand, express an initiative from the point of view of organizers and sometimes also express best wishes.

While we upgrade much of the Tube we are committed to... (Appendix 2, line 36)

We hope you enjoy your visit. (Appendix 3, line 81)

Furthermore, the occurrence of pronouns ‘they’ and ‘s/he’ which were also detected in texts is insignificant; their total count stands for 4. ‘He’ and ‘she’ in the position of subject occurs in two cases both of which are in passages concerned with brief descriptions of historical data.

Visit the Norman Keep ... and King Edward II's Cell, where he was murdered.

(Appendix 14, line 385)

U-534 was used for... She did not sink any other vessels. (Appendix 4, line 138)

The occurrence of the pronoun ‘they’ have been detected only in the Leaflet 2 (Appendix 2) and, as it can be seen from the examples bellow, this pronoun refers to an authority and may be connected with giving advice how to behave in a situation.

Police officers are also there to help – sometimes they may ask you to walk.
(line 64)

*If possible, get someone to signal to show the ambulance staff where they are
needed.* (line 75)

However, closer attention should be now paid to the pronoun ‘it’ which has been discussed into greater details in the chapter 2.1.2.2. In terms of the distinction of the pronoun ‘it’ as the deictic/anaphoric expression, prop ‘it’ and anticipatory ‘it’, the analysis gave an interesting outcome. Out of the total number of the use of the pronoun ‘it’ which stands for 14, there were 12 cases representing the anaphoric ‘it’ which referred to facts already stated before in texts while only 2 cases represented anticipatory ‘it’. No sentence containing prop ‘it’ has been detected. The first two examples bellow concern the use of the deictic pronoun ‘it’ and the last example demonstrates anticipatory ‘it’.

The Gallery was founded in 1824 but it did not acquire its current home until ...
(Appendix 1, line 17))

...when it was attacked by Liberator aircraft from... (Appendix 4, line 142)

It may be worthwhile waiting until the station reopens rather than...
(Appendix 2, line 42)

A possible reason for the low occurrence of anticipatory ‘it’ can be explained as follows: such sentence constructions are slightly long and wordy which is unneeded for the purpose of information leaflets. Besides, they mostly regard subjective attitudes to something. Eventually, the complete absence of sentences containing prop ‘it’, which is used in expressions of time, weather and atmospheric conditions and distance as has been discussed in the chapter 2.1.2.2., can be explained as their irrelevance for the purpose of tourist information leaflets which are not published in order to inform about such facts.

4.5. 'There' in the position of subject

This chapter will be briefly concerned with 'there' in the position of subject which is a very specific way of subject realization in the English language. As has been mentioned in the chapter 2.1.3., 'there' occurs in existential clauses playing the role of an anticipatory element referring to the notional subject introduced later in a clause. There were detected 15 instances of its occurrence; i.e. 5 % of the total count of 301 analysed clauses.

In accordance with the remark of Downing and Locke stated in the chapter 2.1.3., plural concord does not always follow presentative constructions. However, there was concord between notional subjects and verbs in all of the detected instances, correctly following grammatical rules. Presentative constructions provide readers with information about the occurrence or existence of something. Most of those occurring in the analysed leaflets give information of a certain location of something expressed by notional subject.

There is also a picnic area in the adjacent rose garden. (Appendix 14, line 398)

There are park and ride locations on the approaches to the city.

(Appendix 10, line 291)

However, some sentences containing 'there' in the position of subject simply provide information of existence without including a location.

There are 2 types of tour and you can... (Appendix 9, 238)

The occurrence of 'there' in the position of subject is rather low since such sentence constructions are usually longer which might be inconsistent with the strong need of text condensation in tourist leaflets and limited space. As might be seen in the Leaflet 11, there is an interesting tendency towards the use of different sentence constructions beginning with an adverbial (stating a location) followed by a verb which is then consequently followed by listing what is to be found in the given location.

In the gallery are pictures of American wildlife, Native American artifacts of all kinds, 'Buffalo' robes... (line 314)

When put into contrast to the sentence representing its transformation into an existential one *There are pictures of American wildlife, Native American artefacts of all kinds,*

'Buffalo' robes... in the gallery it seems that the example taken from the Leaflet 11 is more useful and interesting from the point of view of a visitor to learn the location first and then be provided with information about what is to be found there. Besides this reason and the unneeded length of existential sentences, it is enlivening of a text which stands in favour of the use of the mentioned sentence type instead of 'there' constructions.

4.7. Subject expressed by gerund

As the analysis has shown, gerund in the position of subject occurred only in 5 instances out of the total number of 301 analysed clauses. This figure stands for 1,7 % which, compared with the previously discussed ways of expressing subject detected in the studied set of tourist information leaflets, appears to be somewhat insignificant.

Concerning the voice, all of the five gerunds representing subject have occurred in the active one. Interestingly, all of them have been used in sentences which regard giving some advice to visitors or implying a solution to a possible situation. With reference to the Dušková's remark stated in the chapter 2.1.4. gerunds as subjects carry rather more general meaning. Gerunds detected in the studied leaflets have been connected with a direct object which also can be seen in the examples below:

Travelling back may be easier from another station or bus stop, so check...

(Appendix 2, line 68)

Purchasing your attraction tickets in advance can save you money and...

(Appendix 9, line 248)

With respect to the considerably rare occurrence it might be deduced that the use of gerund in the position of subject will not be frequently used in tourist information leaflets generally. The question is what is the reason of the negligible 1,7 % of the use of gerund as subject. Even though the use of gerund belongs to non-finite sentence constructions which may lead to text condensation in a way, the sentences used in the analysed leaflets containing gerunds do not refer to titles of places of interest or their parts which is not convenient for the purposes of tourist leaflets.

4.8. Further analysis of expressing subject

The previous chapters of the practical part of this bachelor thesis have focused on those ways of subject expressing which have been detected in the studied set of tourist information leaflets. On the other hand, this subchapter should pay attention to the remaining ways of subject expressing that have not been traced in leaflets. It concerns the following: subject expressed by infinitive (see 2.1.5.), finite clauses including that-clauses and Wh-clauses (see 2.1.6.) and other ways of subject expressing (see 2.1.7.)

Concerning subject expressed by infinitive and its zero occurrence, it might be explained as follows: As has already been mentioned several times, tourist information leaflets are supposed to provide visitors with information in the most possible brief way which requires primarily denoting things by their proper names and referring to the most important facts only. Although the use of infinitive in the position of subject might lead to text condensation, it appears unnecessary for the purposes of tourist leaflets as it does not mark things (places of interest) directly but rather activities.

The same reason may be applied for subject expressed by a subordinate clause (including that-clauses and Wh-clauses) which has been detected neither. This way of subject realization concerns too lengthy and wordy way of expressing which is not desired in terms of tourist information leaflets. Regarding other ways of subject expressing which include subject expressed by an adverb or with the use of any word or phrase in metalinguistic use, their occurrence has not been traced at all.

Last of all, attention should be also paid to one more interesting outcome of the analysis: the occurrence of the infinitive type of Wh-questions. See the examples below:

Why not upgrade to a fast pass? (Appendix 13, line 365)

Why not add to your visit with a game of Pirate Adventure Mini Golf?

(Appendix 13, line 371)

So why not join the multicultural crowds of over a million people...

(Appendix 2, line 31)

These sentence constructions do not predominantly have the interrogative function; their positive form implies the function of negative imperative while their negative

form, as the mentioned examples demonstrates, implies the same function as sentences containing let's. It does not concern ellipsis but nominal clause. Even though this kind of sentence occurs predominantly in the spoken language, there have been detected 6 instances of its occurrence in the studied leaflets. Besides their contribution to the enrichment of texts of tourist leaflets, these constructions may have certain impact on visitors due to their very appealing, direct and inviting character.

5. Conclusion

This paper is concerned with the study of expressing subject in tourist information leaflets. For the purposes of the research, there have been selected 15 tourist leaflets from the authentic British environment regarding various places of interest.

In the first part of the thesis attention has been paid to the theoretical background upon which the hypotheses have been later based. The second part of the thesis focused on the practical research. Firstly, a separate chapter has been dedicated to the analysis of un/expressing subject and the occurrence of subject ellipsis. Out of the total number of 482 studied clauses, subject was expressed in 62,4 % and unexpressed in 33 %. The remaining 4,6 % represent clauses containing subject ellipsis.

Having obtained these findings, attention has been paid to the occurrence of particular ways of expressing subject. Subject realized by a noun or a NP has been detected in 199 instances; i.e. 66,1 %. This figure confirms the first hypothesis: the most frequent way of expressing subject is by nouns and NPs. To determine whether it is a noun or a NP by which subject is expressed more frequently, the following figures must be compared: subject expressed by a noun has been detected in 76 instances, by a NP in 105 instances and multiple subject containing coordinated nouns or NPs has occurred in 18 cases.

The analysis has led to the detection of 82 cases of subject expressed by pronouns; i.e. 27,2 %. This outcome of the research confirms the second hypothesis: the second most frequent way of expressing subject is actually made with the use of pronouns. Finally, attention is paid to 'there' in the position of subject whose occurrence has been estimated to be quite frequent. However, according to the research, there have been detected only 15 instances of its occurrence, presenting 5 % of the total count. This figure disapproves of the last hypothesis: the use of 'there' in the position of subject is very insignificant.

Besides gerund with its negligible 1,7 % of occurrence, there have been detected no other ways of subject realization in the analysed tourist information leaflets. To conclude this research, the most frequent ways of expressing subject in tourist information leaflets are definitely those made with the use of nouns, noun phrases and pronouns.

6. Resumé

Cílem této bakalářské práce je provést výzkum zaměřený na vyjádření podmětu v turistických informačních letácích. K účelům této analýzy bylo vybráno 15 informačních letáků, které se týkají různých návštěvních míst ve Velké Británii. Letáky byly zvoleny tak, aby pokrývaly co možná největší množství druhů pamětihodností a zajímavých míst.

Tato práce je rozdělena do dvou hlavních částí – teoretické a praktické. Na začátku teoretické části je obecně definován pojem podmět, který představuje větný člen naprosto nezbytný pro větné konstrukce v anglickém jazyce. Dále je pozornost upřena k ostatním charakteristikám podmětu a rovněž jeho pozici ve větě z hlediska slovosledu. Vzhledem ke skutečnosti, že na rozdíl od českého jazyka v jazyce anglickém neexistují bezpodmětné věty, je pozornost věnována třem typům vět, které se v něm mohou vyskytovat. První z nich je představen větami, ve kterých je podmět eliptován. Druhý typ se skládá z vět, v nichž je podmět nevyjádřen. Větná struktura a taktéž forma slovesa v takových větách indikují podmět i přes skutečnost, že není vyjádřen speciálním slovem či skupinou slov. Třetí typ vět je představen těmi, v nichž podmět vyjádřen je.

Po těchto obecnějších poznátcích se pozornost obrací k jednotlivým způsobům, kterými lze v anglickém jazyce podmět vyjádřit. Jde o následující způsoby: podmět vyjádřený podstatným jménem, jmennou frází, zájmenem, gerundiem, infinitivem, vedlejší větou, ostatními způsoby, které zahrnují vyjádření podmětu pomocí adverbia a slovy nebo frázemi v metalingvistickém použití, a v neposlední řadě jsou také zmíněny existenční vazby, v nichž v pozici podmětu stojí 'there'. Závěrem první části práce je stručně prodiskutována taktéž elipsa podmětu.

Před samostatnou analýzou je část této práce věnována úvodu do výzkumu. Kvantitativní analýza má poskytnout přehledy ve formě tabulek, ve kterých jsou zjištěné výsledky statisticky zpracované. V podkapitolách druhé části jsou představeny primární zdroje, na základě kterých byla analýza provedena. Jak již bylo uvedeno, tyto primární zdroje se skládají ze souboru 15 turistických informačních letáků, z nichž

většina byla obrdžena v písemné podobě a zbývající nalezeny v internetové databázi Britských turistických letáků. Všechny mohou být nalezeny v přílohách 8.1. – 8.15. přepsány do editovatelné podoby. Po zmínce o primárních zdrojích se pozornost upírá k prodiskutování charakteristických znaků turistických informačních letáků. Obecně lze říci, že jejich účelem je upoutat pozornost, poskytnout užitečné informace a taktéž nadchnout potenciálního návštěvníka k osobní návštěvě. Z grafického hlediska lze konstatovat, že většina letáků je velmi bohatě doprovázena ilustracemi, které mají za úkol vyvolat příjemnou a lákající atmosféru. Mimo toho jsou důležitým rysem letáků různé typy písma a nadpisů a taktéž silně kontrastivní barvy pozadí a písma.

Na základě poznatků z teoretické části jsou dále stanoveny hypotézy. První z nich tvrdí, že nejčastějším způsobem bude shledáno vyjádření podmětu pomocí podstatného jména a jmenné fráze. Sám výzkum odpoví na zajímavou otázku, zda budou v pozici častěji detekována podstatná jména nebo jmenné fráze. Druhá hypotéza se zaměřuje na podmět vyjádřený pomocí zájmena: odhaduje se, že tento způsob bude velmi častý. Třetí hypotéza se věnuje 'there' v pozici podmětu a jeho pravděpodobnému dosti častému výskytu, a to vzhledem ke skutečnosti, že existenční vazby mají za úkol podat informace o lokaci určité věci, což je v rámci turistických letáků očekávatelné.

Poslední, tedy praktická část této bakalářské práce se zaměřuje na samotnou analýzu souboru vybraných primárních zdrojů. Ještě však před tím, než jsou interpretovány výsledky výzkumu, jsou vytknuty tři druhy pasáží letáků, které nebyly během analýzy brány v potaz. Zahrnují následující: nadpisy a podnadpisy a pasáže udávající informace o otevíracích hodinách a cenách. Protože se ve většině případů nadpisy skládají pouze z jednoho slova, fráze nebo imperativu a pasáže o otevíracích hodinách a cenách obsahují pouze zkratky slov s časovým nebo cenovým udáním, nebyly shledány relevantními pro účely analýzy.

Následně je pozornost výzkumu věnována celkovému přehledu realizace podmětu vzhledem k vyjádřenosti, nevyjádřenosti a elipse podmětu. Celkový počet studovaných vět je 482, z nichž 301 obsahuje podmět vyjádřený. Jednotlivé způsoby vyjádření podmětu detekované v letácích jsou blíže rozebrány v následujících podkapitolách.

Podmět nevyjádřený byl nalezen ve 159 větách, které představovaly imperativní konstrukce. Ty hrají v letácích důležitou roli vzhledem k jejich poněkud naléhavému charakteru. Implikují různé významové odstíny, které přináší různé druhy apelů určených návštěvníkům ze strany organizátorů. Významové odstíny zahrnují např. varování, návrh, pozvání, žádost a další. Svou povahou staví imperativní větné konstrukce návštěvníky teoreticky do pozice aktivního účastníka a zintenzivňují tak naléhavost textu. Co se týče eliptického podmětu, ten byl nalezen ve 22 případech,

V dalších částech analýzy se pozornost konečně upírá k jednotlivým způsobům vyjádření podmětu v letácích. Dostí překvapivě bylo zjištěno, že v primárních zdrojích se vyskytly pouze čtyři způsoby: podmět vyjádřený podstatným jménem a jmennou frází, zájmenem, gerundiem a 'there' v pozici podmětu. Ostatní způsoby, které byly zmíněny v teoretické části, nebyly vůbec zastoupeny. Jejich absenci lze objasnit možným důvodem: Protože cílem informačních letáků je podat informace co možná nejstručněji a nejjasněji, lze očekávat tendenci k přímému pojmenování věcí/míst jejich pravými jmény, čehož lze dosáhnout především pomocí podmětu ve formě podstatných jmen, potažmo zájmen. V případě vedlejších vět v pozici podmětu a jejich nulovém výskytu je jako důvod spatřována jejich přílišná délka, která není v rámci letáků žádaná.

Jak analýza ukázala, nejčastějším způsobem vyjádření podmětu je podmět představený podstatnými jmény a jmennými frázemi. Výskyt ve 199 případech představuje 66,1 %, což potvrzuje první hypotézu. Během rozboru tohoto způsobu vyjádření podmětu byla nejprve pozornost upřena k podmětu realizovanému podstatnými jmény, jejichž výskyt byl detekován v 76 případech. Z tohoto počtu bylo nalezeno 16 případů výskytu vlastních jmen a 60 případů obecných podstatných jmen.

Jmenné fráze byly detekovány ve 105 případech, což svědčí o jejich převaze nad použitím podstatných jmen v pozici podmětu. Během analýzy tohoto aspektu byla zřetel brána na modifikaci jmenných frází, zahrnující výskyt premodifikace a postmodifikace. Jak se ukázalo, premodifikace se týkala 79 případů všech jmenných frází, což představuje 75 % užití jakékoliv modifikace jmenných frází, z čehož lze usuzovat její

převládající charakter v rámci anglického jazyka. Naopak postmodifikace byla nalezena pouze v 10 případech. Zajímavou informací se může zdát, že současný výskyt premodifikace a postmodifikace se týkal 16 případů. Dále byla část rozboru určena stručné studii několikanásobného podmětu skládajícího se z koordinovaných podstatných jmen a jmenných frází. Jeho výskyt byl detekován v 18 případech, z nichž ve všech byl několikanásobný podmět užit k výčtu informací o věcech, které mohou být nalezeny v daném místě. Jeho užití tak přispívá k logickému výčtu, zatímco se věty vyhýbají zbytečnému opakování sloves.

Podmět vyjádřený zájmenem byl detekován v 82 případech, což představuje 27,2 %. Tato čísla potvrzují druhou hypotézu: realizace podmětu pomocí zájmen je dosti častým jevem. Osobní zájmena byla v tomto způsobu vyjádření podmětu zastoupena v 77 případech, tedy v 93,9 %, z nichž 44 bylo představeno zájmenem 'you'. Věty obsahující toto zájmeno oslovují čtenáře letáků přímo a staví ho tak do pozice skutečného návštěvníka, přičemž je v podstatě uplatňován osobní přístup. Přispívají tak k naléhavosti textu, neboť ho vybízejí k smýšlení, že je aktivním účastníkem. Zájmeno 'we' bylo nalezeno v 15 případech a týká se vět, které vyjadřují iniciativu vyvíjenou ze strany organizátorů. Co se týče zájmen 'they', 'he' a 'she', jejich výskyt byl zanedbatelný; byly detekovány pouze ve 4 případech.

Nyní bude pozornost zaměřena k zájmenu 'it', kterému byl v teoretické části věnován větší prostor – byly rozlišeny jeho tři základní funkce: anaforické 'it', tzv. 'prop it' a anticipační 'it'. Analýza podala zajímavý výsledek: ze celkového výskytu tohoto zájmena ve 14 případech se 12 týkalo anaforického 'it', jehož funkcí je odkazovat k předešlým skutečnostem. Pouze 2 zbývající případy představují 'it' anticipační; to se týká především tzv. cleft sentences. Jeho nízký výskyt lze objasnit pravděpodobnou příčinou, že vazby obsahující anticipační 'it', tedy tzv. cleft sentences, jsou mnohdy příliš dlouhé, což je opět nežádáné v rámci informačních letáků. 'Prop it' nebylo nalezeno v primárních zdrojích ani v jednom případě; toto zjištění není překvapující vzhledem ke skutečnosti, že tyto vazby se týkají vyjádření informací o počasí, atmosférických podmínkách a vzdálenostech, což není relevantní pro účely letáků.

Přestože byl výskyt ‘there‘ v pozici podmětu odhadován jako dosti častý jev v rámci anglického jazyka, analýza tuto hypotézu vyvrátila. ‘There‘ bylo detekováno pouze v 15 případech, což svědčí o dosti vzácném výskytu. Naopak byla zjištěna tendence k užívání jiných větných konstrukcí, které prve uvedou místo a až poté následuje výčet všeho, co může být v dané lokaci nalezeno. Tyto konstrukce v podstatě představují obrácenou metodu než ta, která je uplatňována v existenčních vazbách s ‘there‘. Zdá se, že zmíněné opačné konstrukce slouží k lepší orientaci návštěvníka, neboť se jeví jako více užitečné dozvědět se nejrve kde a poté co v daném místě nalezneme. A konečně gerundium doplněné přímým předmětem bylo nazeleno v zanedbatelných 5 případech z celkového počtu 301 analyzovaných vět, ve kterých byl podmět vyjádřen. Toto číslo představuje mizivých 1,7 %.

Závěrem lze konstatovat, že dvě ze tří stanovených hypotéz byly prokázány jako pravdivé. Podmět je v turistických informačních letácích nejčastěji vyjádřen podstatným jménem, jmennou frází a zájmenem.

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8. Appendices

List of signs used in the analysed tourist leaflets:

* = elipted subject

[= imperative structure with unexpressed subject

| = infinitive type of Wh-questions

Words in *italics* mark expressed subject.

8.1. Appendix 1

Leaflet 1

The National Gallery

Discover the collection

- 1 *The National Gallery* displays one of the finest and most comprehensive collections of
2 European painting. *It* includes many famous works, such as Van Eyck's Arnolfini
3 Portrait, Velázquez's Rokeby Venus, Turner's Fighting Temeraire and Van Gogh's
4 Sunflowers. *All major traditions of Western European painting* are represented from the
5 artists of late medieval and Renaissance Italy to the French Impressionists. *This plan*
6 will help you to explore the collection. *You* may wish to start by finding one of the
7 famous paintings illustrated overleaf. *You* can also plan your route using the ArtStart
8 touch-screen guides. *Free guided tours and a variety of audio guides* are available.

Guided tours

- 9 [Meet at the Sainsbury Wing Information Desk. *Tours* last about one hour.

Ten-minute talks

- 10 *Talks on an individual painting*, Monday to Friday, 4pm. [Ask at Information Desks for
the full talks programme.

Audio guides

- 11 For details of the various guides available, [ask at Audio Guide desks situated at the
Portico Entrance and Sainsbury Wing Level 2.

ArtStart

- 12 *Multimedia touch-screen guide to the collection*. *Terminals* located in the Espresso Bar
13 and Sainsbury Wing. For further information, [ask at Information Desks or [pick up the
14 What's On and Book Now guides for full details of talks, tours, family events and
15 sessions for people with a sensory impairment.

A public collection

- 16 *The paintings* in the National Gallery belong to the public and *entrance* to see them is
17 free. The Gallery was founded in 1824, but *it* did not acquire its current home, designed
18 by William Wilkins, until 1838. *The site* in Trafalgar Square was chosen for its central
19 location, accessible to both the rich of West London and the poorer communities of the

20 East End. *The building* has been extended and improved over the years, most notably in
21 1991 with the opening of the Sainsbury Wing, designed by Venturi, Scott Brown and
22 Associates. *The Gallery* continues to ensure that *the widest possible public* can enjoy
23 the paintings.

Support the National Gallery

24 If *you* have enjoyed your visit, please [make a donation in our visitor donation boxes,
25 which can be found at all entrances. *Donations from visitors* make a real difference to
26 the Gallery, helping to preserve and care for this unique collection. * Thank you for
27 your support. [Visit the National Gallery website for more information.

28 If *you* do not wish to keep this plan, please [return it to an Information Desk for
29 recycling. Please [do not touch the paintings.

8.2. Appendix 2

Leaflet 2

Transport for London – Get ready for the Notting Hill Carnival 29 – 30 August

Summer's here.... get ready for the Carnival

30 Once again *the streets of Notting Hill* will come alive with calypso and soca musicians,
31 giant sound systems, steel bands, vibrant costumed dancers and exotic food. So |why not
32 join the multicultural crowds of over a million people, of all ages, to celebrate Europe's
33 biggest street carnival. *This leaflet* provides you with information that will help you
34 travel around London during such a big event. So, [follow our advice, [relax and [soak
35 up the atmosphere.

Travelling by Tube

36 While *we* upgrade much of the Tube *we* are committed to providing you with up to the
37 minute information to ensure *your journey* is as smooth as possible. As well as details
38 on planned improvement works, *our website* has all the information *you* need to plan
39 your journey; first and last train times, maps, our comprehensive Journey Planner to
40 help plan your route, and up to the minute real time travel news. Please [check before
41 *you* travel to the Carnival. [Visit tfl.gov.uk or [call 0843 222 1234.

Stations in the Carnival area

42 For safety reasons *some stations* may close temporarily to prevent overcrowding. *It* may
43 be worthwhile waiting until *the station* reopens rather than finding an alternative station.

Travelling by London Overground

44 On Sunday 29 and Monday 30 August *there* will be a rail replacement bus service
45 between Gospel Oak and Stratford due to engineering works. *An amended timetable*
46 will run between Richmond and Gospel Oak on both days and between Clapham
47 Junction and Swillesden Junction on Sunday. *A normal timetable* will run on the rest of
48 the London Overground network on Sunday, and *a Saturday timetable* will run on Bank
49 Holiday Monday.

Further travel information

50 *The Transport for London network* is being upgraded through a programme of works
51 which mostly take place at weekends. Cycling: Everything *you* need to get started like
52 cycle maps, route planner, training and refresher courses. [Find it all at
53 tfl.gov.uk/cycling. Walking: [Visit tfl.gov.uk/walking for walking routes and events.
54 [Plan your journey on foot by visiting tfl.gov.uk/journeyplanner. *All details* correct at
55 time of going to print.

Stay safe at the Carnival

56 [Join in the fun, but [be prepared for every eventuality and [keep these simple safety tips
57 in mind. [Be alert for any unattended bags or suspect packages. If *you* see something
58 that looks suspicious, please [contact a police officer or a member of Transport for
59 London staff. *Pickpockets* operate in large crowds so [keep your valuables hidden – or
60 [leave them at home. *Lost property* can cause a security alert, which could disrupt your
61 day. [Keep your belongings with you at all times – particularly while travelling.
62 *Congestion* is sometimes unavoidable – and * may lead to bus delays and station
63 closures. Please [cooperate with our staff who will be doing their best to ensure *you*
64 enjoy a smooth journey. *Police officers* are also there to help – sometimes *they* may ask
65 you to walk a longer route but *this* will be for your own safety and that of others.
66 *Meeting up* with friends is easiest and safest before *you* arrive at the Carnival. *Large*
67 *crowds* make Tube stations an unsuitable meeting place. Also, [have a set meeting place
68 in case *you* lose family or friends – [try not to rely on your mobile phone. *Travelling*
69 back may be easier from another station or bus stop, so [check the options for your
70 journey before *you* go. *Walking* is sometimes quicker and easier! [Go with the flow of
71 the crowd – [don't try to walk against it.

Medical emergencies

72 [Look around first as many medical staff, stewards and police officers are in the area
73 and * can help far quicker than ringing for assistance. However, if *no one* obvious can
74 help, [call 999 with the following information: Where: the exact location – [look out for
75 street names, road junctions and landmarks. If * possible, [get someone to signal to
76 show the ambulance staff where *they* are needed.

Comfort at the Carnival

77 *It* may sound obvious, but [don't let discomfort get in the way of enjoying your day. *It's*
78 a large area, which can get crowded, so [be prepared for an exhausting, but fun, day out.
79 [Drink plenty of water to avoid dehydration. [Eat before *you* leave to maintain energy
80 levels. [Wear comfy shoes.

8.3. Appendix 3

Leaflet 3

Welcome to Avebury

81 *A world famous stone circle* at the heart of a unique prehistoric landscape. *We hope you*
82 *enjoy your visit. Please [ask if there is anything we can help you with.*

Avebury

83 *Work* started on the massive Henge monument over 5,000 years ago. Since then, a
84 *pretty village* has grown at the heart of the monument – *this* is the only place in the
85 world where *you*'ll find a pub and a chapel inside a stone circle. But *there* is more than
86 simply stones to this World Heritage Site. In the Old Farmyard *you*'ll find the
87 Alexander Keiller Museum, housing archaeological treasures from around the area, a
88 17th Century Threshing Barn, now home to an interactive display and five species of
89 bats. *You* will also find a 16th Century Dovecote, a 16th Century Manor House, tranquil
90 gardens and a shop and restaurant. *You* are in walking distance of several important
91 prehistoric monuments. *Avebury* is also a working landscape, and * has been used for
92 farming since the Bronze Age, so *you* will find sheep amongst the stones, and
93 occasionally mud. Please [be prepared for rough walking conditions and [wear sensible
94 shoes.

Where can I find food and drink?

95 *The Circle Restaurant* offers a wide range of home-made food all day. The National
96 Trust's only vegetarian restaurant, *it* specialises in vegan and gluten-free dishes, using
97 organic and local products. *Children's menus, snacks and ice creams* are also available.
98 *The restaurant* is open from 10.00 am.

Where are the WCs?

99 In the Old Farmyard, behind the Barn Gallery. *Disabled facilities and baby changing*
100 *room* also available here. *Alternative WCs* are available on the High Street (not disabled
101 accessible currently).

Where is the Shop?

102 In the Granary in the Old Farmyard, *the National Trust Shop* sells high quality gifts,
103 books and souvenirs, many unusual or unique to Avebury. *The Shop* is open from 10am.

Where is the Manor Garden?

104 *The Manor Garden entrance* is next to the Stables Gallery in the Old Farmyard. *The*
105 *garden* is open from April to October from 11-5 every day except Wednesday and
106 Thursday. *The Manor House* is in private tenancy and * has very limited opening times
107 – please [ask staff for details.

108 Additional access information: *A courtesy wheelchair* is available from the Barn
109 Gallery. *Large print versions of the exhibitions* are available.

What else can I do at Avebury?

110 [Discover more: [Visit the Alexander Keiller Museum, founded by the man who
111 excavated Avebury in the 1930s, and [discover the finds from the extensive
112 archaeological digs in the area. *The museum shops* also sell books on archaeology. *The*
113 *Stables Gallery* houses the archaeology collection, and *The Barn Gallery*, housed in a
114 beautiful 17th century threshing barn, tells the story of the landscape through a fully
115 interactive display. *One admission price* for both galleries.

116 [Let off steam: [Explore the other prehistoric monuments in the wider landscape on our
117 waymarked walks and public footpaths. *The Barn Gallery* always has fun craft activities
118 for children on wet days.

119 [Picnic: *There's* a picnic area in the Old Farmyard, but for an unusual place to have
120 lunch |why not put down a rug in the stone circle or in the tranquil Manor Garden.

121 [Try something new: *There* are guided tours, talks and events held at Avebury
122 throughout the year – [pick up an Avebury events leaflet.

123 [Stretch your legs: *We* manage 1,600 acres at the heart of the Avebury landscape. *This* is
124 some of the most glorious walking country, with rare chalkland species amongst the
125 ancient monuments. [Pick up a walks leaflet and spend the day exploring.

126 [Stay longer: *A holiday cottage* in the centre of Avebury stone circle is available: *profits*
127 go directly to help fund work here.

How can I get more involved?

128 *The National Trust* is an independent conservation charity, reliant on the generous
129 support of the public. If *you* have enjoyed your visit to Avebury today, *there* are a
130 number of ways *you* can help.[Become a member of the National Trust. [Consider a gift
131 or bequest to Avebury or the National Trust. [Become a volunteer at Avebury. Please
132 [ask staff for details.

8.4. Appendix 4

Leaflet 4

The Amazing Life on Board U-534

133 [View the amazing life on board a real German U-boat. With original film archive and
134 interactive displays, *you* will witness all the dramatic action! *U-boat Story* is a £5m
135 attraction telling the story of World War II German submarine U-534. *You* will see into
136 the cross-sectioned submarine and * discover its amazing story through a highly
137 interactive and exciting exhibition. *U-534* was used for training and weather reporting
138 during the war. *She* did not sink any other vessels.

139 On May 5th, 1945 *U-534* was underway in the Kattegat, north-west of Helsingor,
140 Denmark, and although *Admiral Dönitz* had ordered all his U-boats to surrender as from
141 08:00 May 5th, for some unknown reason *U-534* refused to do so. *U-534* was heading

142 north towards Norway, when *it* was attacked by a Liberator aircraft from RAF 547
143 Squadrom which dropped depth charges. *U-534* took heavy damage and * began to sink
144 by the stern. Amazingly *forty-nine of the fifty-two crew members survived*, including
145 five who escaped via a torpedo hatch. *The stricken vessel lay forgotten on the sea bed*
146 for over 40 years.

Lost treasure?

147 In August 1993 *the wreckage* was raised from the seabed in the hope of finding hidden
148 treasure on board. *Nothing* was found. However, *the mystery* of why *U-534* refused to
149 surrender remains to this day.

The exhibition

150 At U-boat Story, *you* will be able to look into the U-boat, now in four sections with
151 glass viewing partitions, * view its amazing interior and * discover its surprisingly well
152 preserved artefacts including a rare Enigma machine. Through the exhibition's
153 interactive and audiovisual exhibits *you* will gain a unique insight into life on board a
154 submarine during wartime, and the enduring mystery of *U-534*.

155 *U-boat Story* is fascinating look back into history. *Guided tours* are available daily
156 (please [ring or [check our website for details). *A variety of U-boat and wartime related*
157 *gifts* can be purchased in our souvenir shop. *A new waterfront café called 'Home'* is
158 located at Woodside. *'Home'* offers quality food and drinks while *you* enjoy the
159 stunning views!

8.5. Appendix 5

Leaflet 5

National Maritime Museum

160 Detailing inspirational stories of exploration, discovery and endeavour from Britain's
161 seafaring past, *the National Maritime Museum* tells of the continuing effects *the oceans*
162 still have on the world today. [Discover the courage shown by Franklin on his tragic
163 polar expedition in Explorers, or [see the original paintings, diaries and instruments
164 from Captain Cook's famous Pacific voyages in Oceans of Discovery. [See Nelson's
165 bullet-pierced coat from his final, fatal battle off Cape Trafalgar in maritime London,
166 and [trace three centuries of connections and encounters across the Atlantic in Atlantic
167 Worlds. *Budding young sailors* can take command of The Bridge gallery and * steer a
168 ship into port using a state-of-the-art simulator, or * learn how to send a semaphore
169 signal and load a cargo ship in All Hands.

Bringing the collections to life

170 Every weekend, *costumed actors* bring history to life and *families* can get creative
171 during hands-on workshops. Every Tuesday, *early years visitors* (under-5s) can enjoy
172 maritime adventures. *An exciting programme of themed activities* also takes place each
173 school holiday.

Delve deeper into the collections

174 *Regular tours, gallery talks, study days and conferences* reveal the fascinating stories
175 behind the Museum's collections. *Programmes* cover a range of topics including art,
176 history, science, time and astronomy. [Visit nmm.ac.uk/adultlearning for details of
177 events.

Unearthing history from the archives

178 *The Caird Library* is the world's largest maritime reference library and * houses
179 specialist collections such as rare printed books, manuscripts and maps for researching
180 every aspect of maritime history, astronomy and horology. *The collection* also includes
181 unique family history records for researching crews and seamen.

Enjoy a full day out

182 *Two other great museums* are also within walking distance:

Royal Observatory Greenwich

182 Built for the purpose of finding longitude at sea, *the Royal Observatory* is home of
183 Greenwich Mean Time and the famous Prime Meridian of the World as well as host to a
184 year-long programme of events celebrating International Year of Astronomy 2009. *The*
185 *Royal Observatory* also houses London's only planetarium which provides a
186 magnificent introduction to the mysteries and wonders of the night sky.

Queen's House, Greenwich

187 Completed around 1638, *Inigo Jones's 'house of delight'* introduced England to the
188 beauties of Palladian architecture. Once a *richly furnished summer villa* for Queen
189 Henrietta Maria, wife of Charles I, *it* is now the principle showcase for the National
190 Maritime Museum's world-class collection of fine art.

8.6. Appendix 6

Leaflet 6

Stonehenge

191 *The great and ancient stone circle of Stonehenge* is unique; an exceptional survival
192 from a prehistoric culture now lost to us. *The monument* evolved between 3,000 BC and
193 1,600 BC and * is aligned with the rising and setting of the sun at the solstices, *but its*
194 *exact purpose* remains a mystery. To this day *the World Heritage Site of Stonehenge*
195 endures as a source of inspiration and fascination and, for many, a place of worship and
196 celebration.

197 [Take our complimentary audio tour (available in 10 languages) and [discover the
198 story and legends which surround this unique stone circle (subject to availability).
199 [Make time to explore the extensive prehistoric landscape around the stone circle. *Some*
200 *of these mysterious remains* are older than Stonehenge itself. [Visit the superb gift shop
201 where *you* will find a whole host of souvenirs, books and gifts.

Stonehenge travel packages

202 *The Stonehenge Tour* offers an all-inclusive package from Salisbury rail or bus station
203 including commentary and admission to Stonehenge and Old Sarum
204 (www.thestonehenge.com or [call 01983 827005]. [Add on rail journey from any
205 National Rail station to your all-inclusive ticket (www.southwesttrains.co.uk or [call
206 0845 6000 650). *Some coach companies* offer day tours to Stonehenge, [ask a Tourist
207 Information Centre or your hotel concierge for details.
208 Wherever *you* are travelling in England *there* is an English Heritage site to enjoy.

8.7. Appendix 7

Leaflet 7

Torrington 1646

208 [Travel back to the 17th Century with our costumed characters and [experience life in
209 Torrington during the English Civil War.

The 1646 Café

210 *Our costumed wenches* serve in the café between 9 am and 4 pm. Monday to Saturday
211 *Sundays* are for ourselves – to spend time on our upkeep! *Takes a lot longer than *it*
212 used to!

213 *We* serve all day breakfast, light meals, cream teas, pasties, toasted sandwiches, paninis
214 and lots more. As far as possible *our food* is sourced locally using free range and
215 Fairtrade wherever *we* can. *We* also have a range of gifts including Devon made
216 biscuits, jams, fudge, cider and traditional toys. Please [note that the café is closed on
217 Wednesdays, October – March.

218 [Meet the Barber Surgeon who will enthusiastically demonstrate many of the surgical
219 procedures of our time. [See the muskets balls being made, and [hear where the lead
220 and gunpowder came from. *Ladies* can learn the secrets of the bum-roll and the bodice.
221 [Brush up your sword etiquette and [learn more of the musket. *We* shall seek volunteers
222 to dress in armour. Will *you* be a cavalry soldier or a pikeman? [Learn about herb lore
223 and how *the plants* were used to treat many ailments.

8.8. Appendix 8

Leaflet 8

The Cherwell Boathouse

224 *The Cherwell Boathouse* is situated in the heart of Oxford on the picturesque banks of
225 the River Cherwell. *It* combines a restaurant, café and punt station with plenty of
226 outdoor space and a beautiful terrace from where to relax and enjoy the surroundings.
227 Long renowned as a place to enjoy fine food and wine in a tranquil and beautiful
228 location *you* can also spend lazy hours on the river with one of our traditional hand
229 crafted boats. *We* are popular with locals, students and tourists who find the area an

230 ideal place to spend a summers day punting or visiting the restaurant throughout the
231 year to enjoy its fine food and wine.
232 *Marquee* available for private hire

8.9. Appendix 9

Leaflet 9

The Big Bus Company London

234 [Discover all of London's key attractions! [Welcome to London and [welcome to the
235 Big Bus Company. *The Big Bus Sightseeing Tour* is a great way to discover London. "
236 *The tour routes* have been carefully planned to take you to all the major Landmarks.
237 *Your ticket* lasts for 24 hours and *you* can board any of the Big Bus open-top buses
238 during this time. *There* are 2 types of tour and *you* can use both of these during you day.
239 *The Red Tour* has a personal guide who provides an entertaining live commentary in
240 English. *The Blue Tour* provides you with a recorded commentary in a choice of 8
241 languages. *Free headsets* are provided. *Tours* run every day except Christmas Day, with
242 regular departures every 15 minutes from 5.30hrs until 18.00hrs. *You* can get on and off
243 the bus at any of the stops to interchange between Red and Blue Tours, explore the area
244 or visit attractions. *Your ticket* also includes free boat trips on the River Thames and 3
245 Walking tours. *Tickets* can be purchased from uniformed Big Bus Staff, official agents
246 or via www.bigbustours.com. *Payments* can be made by cash or credit card. *Tickets* to
247 many attractions such as Madame Tussaud's, The London Eye and the Tower of
248 London can also be purchased from our uniformed staff. *Purchasing your attraction*
249 *tickets in advance* can save you money and * give you fast entry. *It* is best to purchase
250 your tickets before arriving at the attraction stop. For further information please [*ask* a
251 member of staff or [visit the Big Bus Information Centre. *We* hope *you* have a fantastic
252 day on the Big Bus Sightseeing Tour.

8.10. Appendix 10

Leaflet 10

Salisbury Cathedral and Magna Carta

Britain's finest 13th century cathedral!

253 '[Welcome to Salisbury Cathedral, an international symbol of Christianity, an
254 important heritage attraction and a beautiful and historic building. Whether *you* come as
255 a tourist or pilgrim, *we* hope *you* will enjoy your visit and * take away many rich
256 memories.' The Very Revd June Osborne – Dean of Salisbury

Free guided tours

257 *Our volunteer guides* provide a warm welcome and * lead regular tours. Should *you*
258 choose to join them, *their knowledge and enthusiasm* bring the history of this wonderful
259 building to life as you hear about...
260 ... Britain's tallest spire, 123m
261 ... finest of only four surviving original Magna Carta (1215)

- 262 ... largest and most beautiful Cathedral Close in Britain
263 ... spectacular flowing water font by Willliam Pope (2008), see above
264 ... Europe's oldest working clock (1386)
265 ... earliest surviving complete chair stalls in Britain
266 ... Britain's largest cloisters, with newly landscaped garden.

Group and Special interest tours

- 267 *A wide range of general and special interest tours* are available for groups of 15 and
268 over. For more information [visit our website, [call 01722 555 124 or [email
269 groups@salcath.co.uk

Magna Carta

- 270 *The Cathedral's Chapter House*, with its beautiful fan ceiling, is home to the best
271 preserved of the four surviving original 1215 Magna Carta. *Its significance* spans the
272 democratic world, insipiring important texts from the United States Constitution to the
273 Universal Declaration of Human Rights. *It* is seen as one of the foundation stones of
274 modern civil liberties. In August 2009 *the worldwide stature of Magna Carta* was
275 recognised when *it* was inscribed in the UNESCO 'Memory of the World' register.
276 [Come and [see this iconic document for yourself and [find out more about its enduring
277 importance.

Tower tours

- 278 [Discover the hidden medieval structure that supports the amazing spire, [see behind the
279 scenes and [climb 332 steps to see the breathtaking views over Salisbury. *Pre-booking*
280 advised, [call 01722 555156 to reserve a place or [ask about tour times on arrival. One
281 to five tours daily, according to season, approximately 90 minutes each. Height and age
282 restriction apply.

Children's activities

- 283 *Special children's trails and activity packs* are available daily and *a variety of*
284 *workshops for all ages* are held throughout the year. To find out more [call 01722
285 555180 or [check our wesite.

Refectory restaurant

- 286 *Our restaurant* in the glass-roofed refectory has stunning views of the spire as well as a
287 range of delicious homemade sweet and savoury snacks and hot or cold meals to suit all
288 appetites and dietary needs.
289 Nearby... As well as the historic city of Salisbury, *the ancient site of Old Sarum and*
290 *World Heritage Site of Stonehenge* are a short distance away.

Getting here...

- 291 By car: *There* are park and ride locations on the apporoaches to the city. *The nearest*
292 *city car parks* are Old George Mall and Crane Street.
293 Public transport: *There* are frequent train, bus and coach services from London, Bath,
294 Bournemouth and Southampton; plus daily tours from London and Salisbury that
295 include Stonehenge and Old Sarum.
296 Accessibility: *The Cathedral floor, Cahpter House, cloisters, restaurant, shop and*
297 *toilets* are wheelchair accessible. Please [contact us for further information about

298 facilities for those with disabilities.

299 ‘*Salisbury Cathedral* is the single most beautiful structure in England, and *the Close*
300 around it the most beautiful space.’ Brill Bryson – Notes from a Small Island

Visiting times

301 *Access* is restricted during services. *Opening times* may vary at short notice, especially
302 at Easter and Christmas. Please [check our website or [call 01722 555125. *We*
303 recommend you allow 1 – 2 hours to fully enjoy your visit.

Recommended donations

304 [Choose an inclusive Tower Tour package for the ultimate experience of this 13th
305 century masterpiece... [Call 01722 55156 for tour times and to reserve places.

8.11. Appendix 11

Leaflet 11

Bison Centre & Woodland Gardens at Bush Farm

General information

306 *The Bison Centre and Farm* is open from 10am – 5pm on Wednesday, Thursday,
307 Friday, Saturday and Sunday. From Easter to the end of September. And on Bank
308 Holidays except Aug 20-23 when closed for Wilderness Gathering. In winter months
309 *the Shop and Gallery* are open on Thursday and Friday only. No dogs please, *bison and*
310 *elk* react badly. *Educational Tours and Group Visits etc.* are welcome by arrangement.
311 *The hire of the Gallery for functions and group camping* also by arrangement

The Gallery

312 *Bush Farm* is tucked away in the woods at the southern end of the little village of West
313 Knoyle, two miles from the A303. *The car park* is sheltered amongst the trees and
314 *visitors* go through the gallery to collect their map for the farm walk. In the gallery are
315 *pictures of American wildlife, Native American artefacts of all kinds, “Buffalo“ robes to*
316 *keep you warm in winter and a display all about bison and their history.* Every summer
317 in the second weekend in July a *Pow Wow* is held on the farm. *Tipis* are pitched and *the*
318 *drum* calls out for the dancers to take part with bison as the backdrop.

The farm

319 *The farm walk* is for about a mile as a circular tour round the fields where *visitors* can
320 see herds of bison (between 90-100), elk and red deer all doing their own thing out in
321 the meadows. Closer to the farm yard are *lakes and woods* and here you will see
322 poultry, owls, rare breed sheep and pigs, chipmunks, guanaco, prairies dogs, rheas and
323 raccoons. Hidden in the bushes is *a duck hide* to watch wildlife on the bottom lake. By
324 the gallery lawn picnic areas is *a children’s playground and a children’s farmyard.*
325 *Teas and light meals* are served from the shop.

The woodlands

326 As well as seeing the animals, *the farm walk* takes the visitor through the tree gardens.
327 *There* are some thirty acres of mature oak woods with mown paths, secret gardens and
328 wide grassy clearings for you to wander or just sit in, enjoy glimpses of wildlife and
329 shed the cobwebs of stress.

Bison and elk

330 *Bison* is a very lean red meat. *The flavour* is unique, more resembling beef than any
331 other red meat. Because *there* is little fat in it, *there* is very little shrinkage when cooked
332 which should be done at a lower temperature to beef. At Bush Farm *we* have a variety of
333 cuts for sale – steak, joints, dice, mince, burgers and sausages. *Home produces* Venison
334 from Elk is available as well.

8.12. Appendix 12

Leaflet 12

Tate Modern

335 *Tate Modern* is the national gallery of international modern and contemporary art from
336 1900. *The Turbine Hall* on Level 1 is a great place to start your visit. *You* can buy
337 tickets for special exhibitions at the Ticketing and Information Centre. [Take the
338 escalator to Level 3 for the galleries. *Our free displays* on Levels 3 and 5 are arranged
339 by theme.

Your visit

340 Please [make the most of our knowledgeable information and gallery staff who will tell
341 you more about the Collection displays and special exhibitions.

Fun for families

342 [Explore the gallery with free trails, [get creative at the Start Desk or [join a special
343 event. [Ask at the Information Desk.

Access

344 *Tate* aims to ensure that *our buildings* are fully accessible and that *our events and*
345 *programmes* care for all visitors. For further information about how to access our
346 displays and activities please [ask at the Information Desk. *This map* is available in
347 large print.

Tate multimedia tour

348 [Discover Tate's Collection with this audiovisual guide. Available on Levels 2 and 3.

8.13. Appendix 13

Leaflet 13

Weymouth Sealife Park

349 [Welcome... to our 7 acre Park with more than 1,000 creatures on display including
350 seals, otters, crocodiles, turtles, sharks and penguins, plus 5 great kids' rides, making us
351 the perfect day out for the whole family! [Explore... [become a rockpool explorer as
352 *you* discover the wildlife of the rocky coastline. [Immerse yourself in the shallow seas
353 and the dark ocean depths with the help of naturally themed indoor and outdoor
354 exhibits. [Have fun on one of the rides or [take a break at our eatery while *the kids* let
355 off steam in Splash Lagoon. [Discover... the truth about the much misunderstood shark;
356 the plight of the endangered sea turtle; the remarkable lives of seahorses and countless
357 more surprising facts about these and other incredible creatures. *The marine world* is
358 beautiful, [find out what SEA LIFE is doing to protect it and how *you* can help.

Trainee Aquarist for a Day

359 *An amazing opportunity* to spend a day working behind the scenes with one of our
360 marine experts! *Pre-booking* is essential, please [call for prices and to book.

Birthday Parties

361 [Why not celebrate your birthday party with us? [Choose from one of our three amazing
362 party packages, including the 'After Hours Adventure' where *you* enjoy exclusive
363 access to the whole Park... allowing you to really get to see what *our animals* get up to
364 after hours! Please [call for prices and to book.

VIP tours

365 [Why not upgrade to a fast pass? *The ultimate VIP experience* at SEA LIFE! With this
366 deal *you* receive fast track admission and ride entry, great savings in the gift shop, an
367 exclusive tour of the Park and the chance to feed one of our animals. *We* reserve the
368 right to specify which *animal* will be fed. *Pre-booking* is essential, only offered during
369 the summer holidays (17th July – 18th September 2010), *limited spaces* available. Please
370 [call for prices and to book.

Pirate adventure mini golf

371 [Why not add to your visit with a game of Pirate Adventure Mini Golf?

Shark breeding centre

371 [Experience an up close and personal look into the lifecycle of these fascinating and
372 mysterious creatures. [Observe how our Sharks develop from eggs into babies, then
373 juveniles into adults. With shark numbers decreasing in the wild, *our facility* is helping
374 sustain the future of our Sharks!

How to find us?

375 [Follow signs to Weymouth (A354), then [follow brown signs to SEA LIFE Park which
376 is situated on Preston Beach Road. Weymouth station, [head towards the beach and
377 [walk left along the promenade for 20 minutes. Service 4/4A from main bus stop at
378 King's Statue to Preston Beach Road. Great for schools and groups! For details on our

379 fantastic schools and groups rates including SEA LIFE Birthday Parties for just £15 per
380 child, please [see our website or [call 0871 222 6938..
381 *Ticket* valid all day, [ensure *your hand* is stamped before *you* leave.

8.14. Appendix 14

Leaflet 14

Butterfly House & Butterfly Castle

382 [Walk into history!

The Castle

383 *Berkeley Castle* is the oldest Castle in Britain to be lived in by the same family for
384 nearly 900 years. *The Castle*, one a Norman Fortress, is now a comfortable family
385 home. [Visit the Norman Keep which contains the dungeon and King Edward II's Cell,
386 where *he* was murdered; through mediaeval kitchens, and the Great Hall, into the softer
387 and more elegant State Apartments. [See magnificent collections of furniture, rare
388 paintings by English and Dutch masters, and tapestries, as well as some of the world
389 famous Berkeley silver on display in the Castle.

The Gardens

390 *The Castle* is surrounded by eight acres of landscaped gardens, including Queen
391 Elizabeth I's bowling green, sweeping lawns, terraces and the 8th Earl's swimming pool,
392 that is now an ornamental Lily Pond with a plume fountain. [Enjoy the fabulous
393 collection of roses, huge magnolia trees and scented borders, as well as other specialist
394 plants and shrubs in this majestic setting.

Tropical Butterfly House

395 Located within the old walled kitchen garden, *tropical species* fly freely in this tranquil
396 oasis. *Some species* are bred here. [Experience the entire life cycle of these beautiful
397 creatures making their transition from chrysalis to butterfly. *The Butterfly House* is open
398 from Easter to September. *There* is also a picnic area in the adjacent rose garden.

Guided tours

399 *A guided tour of the Castle*(when available)is included within the admission price to the
400 Castle. *The tour*, conducted by one of our experienced Castle guides, lasts just over an
401 hour, and * starts every half-an-hour from 11.00am – 4.00pm.

Tea Room

402 *Homemade cakes* are a speciality in the Castle Tea Room. Located within the domestic
403 quarters of the Castle, *the Tea Room* serves delicious snacks, light lunches and locally
404 produced ice creams. *The Tea Room* is available each day that *the Castle* is open. In
405 addition *Berkeley Estate venison* can be purchased from the Tea Room.

Shops

- 406 *The Castle* has two shops:
407 *The Butterfly House Shop* contains children's gifts and many butterfly themed
408 collectibles, and
409 *The Castle Gift Shop*, based in the old garage, stocks beautiful gifts and souvenirs
410 inspired by the Castle and its contents

Spetchley Park Gardens

- 411 [Why not also visit Berkeley's estate – Spetchley Park Gardens, Worcestershire?
412 *Thirty-two acres of gardens* feature an Alpine Garden, Horse Pool and Daffodil Walk.
413 [See where *Edward Elgar* came for creative inspiration!

Weddings

- 414 *Berkeley Castle* is a fairy-tale castle built with a warm pink stone that glows softly in
415 the sunset. *It* is one of the most remarkable buildings in the country and * is possibly the
416 most outstanding example of mediaeval domestic architecture in Britain, as well as a
417 stunning venue. The Great Hall, *Long Drawing Room and the Gardens* create the perfect
418 backdrop for functions. *The Castle* is available for exclusive hire for special occasions
419 throughout the year, offering a unique and historical venue for your event. For more
420 information [email events@berkeley-castle.com.

- 421 Disabled information: Due to the nature of the building, *disabled access* to the Castle
422 and gardens is limited. *No wheelchair access*, except to the Inner Courtyard and the
423 Butterfly House. *No toilets for the disabled*. Please also [note that *there* are steps and
424 uneven surfaces throughout the building and gardens. If * in any doubt, please [contact
425 us in advance for further information.

8.15. Appendix 15

Leaflet 15

Chester ZOO

- 426 * Ready for a giant adventure?
427 [Explore 110 acres of award-winning gardens, packed with 7,000 animals and over 400
428 different species! Arriving soon in 2010, [come and [see our group of giant anteaters,
429 Giant Otters and African Painted Dogs!
430 [Walk through the free flight aviary, Tsavo National Park Bird Safari.
431 [See the world's fastest land mammal, the cheetah, from the new 'Bat's Bridge'.
432 [Immerse yourself in the Butterfly Journey, home to up to 30 different species of exotic
433 and native species.
434 [Challenge you friends and family to a round of Conservation Mini Golf, the new 9-
435 hole all weather course.
436 [Enjoy a coffee in our new Jaguar Coffee House, proudly serving Costa Coffee.
437 [See our youngsters including Bella, the giraffe and Asani, the Eastern black rhino calf,
438 the first to be born at Chester Zoo for 10 years!
439 [Reach us from the M56 Jt 14 or M53 Jt 12. [Follow the brown signs!