

The University of Pardubice

Faculty of Arts and Philosophy

Scene-Setting Adverbials in BBC Documentary Films

Iveta Vyhnálková

Bachelor Thesis

2018

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2016/2017

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Iveta Vyhnálková**
Osobní číslo: **H14080**
Studijní program: **B7310 Filologie**
Studijní obor: **Anglický jazyk pro odbornou praxi**
Název tématu: **Použití příslovečných určení v dokumentárních filmech BBC**
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

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

Cílem bakalářské práce je analýza vybraných dokumentárních filmů BBC zaměřená na objasnění výskytu a užití nevětných příslovečných určení (adjunktů) představujících kulisu děje. Studentka nejprve na základě odborné lingvistické literatury vymezí pojem adjunkt, podrobně popíše sémantické podkategorie, formální realizace a pozice příslovečných určení používaných k představení kulisy děje, zejména časových a lokálních. Dále se zaměří na užití a role těchto příslovečných určení z hlediska funkční větné perspektivy a koheze textu. Následně představí žánr dokumentárních filmů s ohledem na jeho funkce a provede analýzu korpusu výskytů nashromážděných z vybraných dokumentárních filmů různých témat (např. člověk a příroda, historie, lidské tělo, umění). Společně s kvantitativním zpracováním svých zjištění bude interpretovat užití analyzovaných adjunktů s ohledem na jejich tematickou a rematickou funkci. Na závěr svá zjištění objasní s ohledem na žánr dokumentárních filmů.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

Jazyk zpracování bakalářské práce: **Angličtina**

Seznam odborné literatury:

- Quirk, Randolph. 1985. *A Comprehensive Grammar of the English Language*. New York: Longman.
- Radford, Andrew. 2009. *Analysing English Sentences: A Minimalist Approach*. Cambridge: Cambridge University Press.
- Jacobs, Roderick. 1995. *English Syntax: A Grammar for English Language Professionals*. Oxford: Oxford University Press.
- Payne, Thomas E. 2006. *Exploring Language Structure*. Cambridge: Cambridge University Press.
- Biber, Douglas and Conrad Susan and Geoffrey Leech. 1999. *Longman Grammar of Spoken and Written English*. New York: Longman.
- Jeffries, Lesley and McIntyre, Dan. 2010. *Stylistics*. Cambridge: Cambridge University Press.
- Verdonk, Peter, 2002. *Stylistics*. Oxford: Oxford University Press.
- Culicover, Peter W. 1999. *Syntactic Nuts: Hard Cases, Syntactic Theory and Language Acquisition*. Oxford: Oxford University Press.
- Radford, Andrew. 1997. *Syntax: A minimalist Introduction*. Cambridge: Cambridge University Press.
- Brinton, Laurel J. and Brinton, Donna M. 2010. *The Linguistic Structure of Modern Language*. Amsterdam: John Benjamin Publishing.
- Huddleston, Rodney and Pullum, Geoffrey K. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Vedoucí bakalářské práce:

PhDr. Petra Huschová, Ph.D.

Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce:

30. dubna 2017

Termín odevzdání bakalářské práce:

31. března 2018



prof. PhDr. Karel Rýdl, CSc.
děkan



doc. Šárka Bubíková, Ph.D.
vedoucí katedry

V Pardubicích dne 31. října 2017

Prohlašuji:

Tuto práci jsem vypracovala samostatně. Veškeré prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, která na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 2. 7. 2018

Iveta Vyhnálková

I would like to thank to PhDr. Petra Huschová, Ph.D. for her guidance, time and endless patience, and to my partner for his wholehearted support.

ANOTATION

This bachelor thesis analyse 240 adjuncts which were used in the BBC documentary movies, classifies them based on their semantic category, form, position in a clause, and their sequences. Further, the theme and rheme function of adjuncts in the functional sentence perspective is assessed. At the end of the analysis, the findings are presented in the context of the commentary language.

KEYWORDS

adjuncts, scene-setting adverbials, commentary language, functional sentence perspective

NÁZEV

Použití příslovečných určení v dokumentárních filmech BBC

ANOTACE

Tato bakalářská práce se věnuje analýze 240 adjunktů použitých v dokumentárních filmech BBC. Cílem je jejich klasifikace ze sémantického hlediska, formy, pozice ve větě a v případě mnohačetného výskytu ve stejné pozici i jejich sled. Práce v rámci funkční větné perspektivy hodnotí také téma a réma. V závěru jsou zjištění interpretována v kontextu jazyka komentáře.

KLÍČOVÁ SLOVA

adjunkt, příslovečné určení, jazyk komentáře, funkční větná perspektiva

Table of Contents

Introduction.....	10
1 Adjuncts.....	11
1.1 Adjuncts as a Type of Adverbial.....	11
1.2 Characteristics of Adjuncts	14
1.3 Semantic Classification of Adjuncts	16
1.3.1 Adjuncts of Space	17
1.3.2 Adjuncts of Time	19
1.3.3 Process Adjuncts.....	22
1.3.4 Adjunct of Contingency.....	22
1.4 Adjunct Forms.....	23
1.5 Position of Adjuncts in Clause Structure	25
1.5.1 Initial Position.....	26
1.5.2 Medial Position.....	26
1.5.3 Final Position	26
1.6 Sequences of Adjuncts in a Clause	27
2 Functional Sentence Perspective	28
3 Language of Commentary	29
4 Analysis	31
4.1 Corpus	31
4.2 Methodology	31
4.3 Semantic Classes of Adjuncts	33
4.3.1 Space Adjuncts	33
4.3.2 Time Adjuncts.....	38
4.3.3 Process Adjuncts.....	43
4.3.4 Contingency Adjuncts.....	44
4.4 Overview of Adjunct Forms.....	46
4.5 Overview of the Adjunct Positions in a Clause	46
4.5.1 Relation Between Adjunct Position and Adjunct Form.....	48
4.5.2 Theme and Rheme of Adjuncts	49
4.5.3 Sequences of Adjuncts.....	50
4.6 Adjuncts in the Commentary Language.....	52
5 Conclusion.....	53

6	Resumé	54
7	Bibliography	57
8	The Source of the Corpus	58
9	Appendix	59

List of Tables

Table 1: Semantic Categories of Adjuncts	33
Table 2: Spatial Adjuncts.....	33
Table 4: Position of Space Location Adjuncts.....	35
Table 5: Subgroups of Time Adjuncts	38
Table 6: Forms of Time Location Adjuncts.....	39
Table 7: Forms of Time Duration Adjuncts.....	40
Table 8: Forms of Process Adjuncts	43
Table 9: Forms of Contingency Adjuncts	44
Table 10: Forms of Realisation of Adjuncts	46
Table 11: Position of Adjuncts in the Whole Corpus	47
Table 12: Position of Semantic Classes of Adjuncts	48
Table 13: Semantic Groups of the Marked Theme	49
Table 14: Sequences of adjuncts.....	50

Introduction

The purpose of the thesis is to evaluate the usage of adjuncts in BBC documentary movies, analyse adjuncts based on their semantic categories, position in a clause and form. There are two main parts of the thesis, the theoretical part and the analytical part.

The theoretical part is mainly dedicated to the adjuncts and their functions. Firstly, it is crucial to define the term adjunct itself and its characteristics as an adverbial and a sentence element. Secondly, it is necessary to establish a framework for the analysis. The framework includes semantic categories of adjuncts, positions within a clause and the form adjuncts can take. The ambiguities of adjuncts are considered, especially their similarity to other sentence elements and their semantic blends. Lastly, the specifics of the scripted commentary language, and the functional sentence perspective of adjuncts, are introduced and evaluated.

The analytical part aims to research the usage and occurrence of adjuncts in the documentary movies of the BBC, assess adjuncts as scene-setting adverbials, analyse their influence in the context of the commentary language and present a study of these findings. The analysis is based on the language corpus, consisting of four subcorpus, which present four episodes of BBC documentary movies with a nature thematic. On the basis of the criteria established in the theoretical part, adjuncts and their occurrence in the language corpus are examined and interpreted.

1 Adjuncts

1.1 Adjuncts as a Type of Adverbial

Adjuncts are a type of adverbials and sentence elements which modify the clause or the verb and convey extra pieces of information. Different linguists approach the issue of classifying adjuncts within the group of adverbials differently; although they use similar criteria to distinguish between the categories, the final number of categories and the used terminology varies, and therefore it is important to specify the term adjunct as it is used in this research.

Quirk et al. divide adverbials based on their grammatical function into four classes, which are adjuncts, subjuncts, disjuncts and conjuncts (1985, 503). Biber et al. disagree with this classification of adverbials, and although they use similar criteria, they suggest dividing adverbials into only three groups, which are circumstance adverbials, stance adverbials and linking adverbials (1999, 762 – 765). In further comparison, Huddleston et al. agree neither with Quirk et al. nor Biber et al. They classify all adverbials only as various adjuncts. The classification includes many categories of adjuncts, such as adjuncts of time, manner, location, frequency, degree, reason, purpose and result, modal adjuncts, speech-act related, evaluative and connective adjuncts (2002, 665 – 666). All of these differ in their relationships with the rest of the clause, with their precise function, and with the extent of integration within the rest of the sentence.

For the purpose of this thesis, I have decided to use Quirk's classification. Dividing adverbials into only three groups is insufficient to me, as I need to distinguish between adjuncts and subjuncts. Contrarily, the classification suggested by Huddleston et al. offers an overabundance of categories which might lead to disordered results in my research. Distinguishing between adjuncts, subjuncts, conjuncts and disjuncts allows me to be more precise and specific with my conclusions.

All said subcategories of adverbials have their specifics, conduct a different kind of information and can express various relations. Firstly, according to Quirk et al., adjuncts can be parts of other elements and are closely integrated within the rest of the clause, and because of this, they are affected by such clausal processes as negation and interrogation. (Quirk et al. 1996, 504) In comparison to the classification of adverbials presented by Bieber et al., adjuncts correspond to the group of circumstance adverbials, which are the most varied class, and are also the most integrated into the clause structure (1999, 762 – 765). Huddleston and Pullum (2002, 665 – 666) offer a different approach and a plethora of categories of adjuncts, such as

adjuncts of time, manner, location, frequency, degree, reason, purpose and result. These terms will be described later in this work as the semantic subcategories of adjuncts.

(1) *Slowly they walked back home.* (Quirk et al. 1985, 440)

In (1) the word *slowly* is an adjunct. It describes the speed of walking, and even though the sentence would still make perfect sense without it, it gives the listener an extra piece of information. According to Huddleston's classification it is an adjunct of manner, according to Biber et al. it is classified as a circumstance adverbial.

Another subcategory of adverbials suggested by Quirk et al. are subjuncts. Subjuncts cannot be parts of other elements and they depend on a context, since the same word may or may not be a subjunct. Related to adjuncts, subjuncts are more closely integrated into the rest of the clause, and because of this, they are affected by such clausal processes as negation and interrogation. (1985, 501-504) Biber et al., do not differentiate between subjuncts and conjuncts and simply classify both as circumstance adverbials which are the most varied class, and are also the most integrated into the clause structure (1999, 762 – 765), as in the sentence:

(2) *Will you kindly take the seat?* (Quirk et al. 1985, 569)

The word *kindly* is classified as a subjunct. It is integrated within the sentence structure, but it does not share a close connection with any other sentence elements, nor does it convey another piece of information. Quirk et al. reason it cannot be an adjunct of manner because “one could hardly sit in a kind manner” (1985, 569).

Another type of adverbials according to the classification of Quirk et al., disjuncts, are adverbials which are peripheral to the structure of the clause. Disjuncts comment on the form or content of the clause and “are not affected by such clausal processes as negation and interrogation”. (1985, 440) Biber et al. classify disjuncts as stance adverbials, which convey the speaker's comment on what they are saying and are identical to disjuncts. (1999, 762 – 765). Huddleston and Pullum establish three adjunct categories which are parallel to disjuncts; those are adjuncts of modality, evaluative adjuncts, and speech act-related adjuncts. They express the speaker's objective evaluation of a certain situation, are related to the performed speech act and peripheral to the rest of the clause. (2002, 771 – 773)

(3) *Frankly, I'm tired.* (Quirk et al. 1985, 440)

The word *frankly* is a disjunct. The speaker comments on the situation, expresses their personal attitude and evaluation. It is clear to the listener that the speaker is conveying his own opinion and were the word removed, the meaning of the sentence would not change.

In compliance with the classification by Quirk et.al, the last type of sentence adverbials are conjuncts, which have a connective function. They are used to connect clauses, and to indicate relations between them. As with disjuncts, conjuncts “are not affected by such clausal processes as negation and interrogation” (1996, 440). Biber et al. classify conjuncts as linking adverbials and add that linking adverbials have a more peripheral relationship with the clause than other types of adverbials. They do not add much information to the clause and since they have a connective function, they connect units of various size. (1999, 762-765) In accordance with classifications presented by Huddleston and Pullum (2002, 735), conjuncts are parallel to connective adjuncts.

(4) *It was snowing, and nonetheless Mona went cycling.* (Quirk et al. 1985, 633)

(5) *Sonia grew up in Paris; nonetheless, she doesn't speak French.* (Huddleston and Pullum 2002, 735)

In both sentence the word *nonetheless* has the same meaning and function; it expresses contrast and connects the two clauses coherently, expressing the relation between them. In (4) the word *nonetheless* is classified as a conjunct. In example (5) Huddleston and Pullum classify *nonetheless* as an adjunct of concession, a group which is correspondent to conjuncts.

1.2 Characteristics of Adjuncts

Adjuncts are sentence elements which can be both optional and obligatory, with various semantic functions, forms and positions within a clause. Hasselgård (2010, 3) mentions the definition of adjuncts presented by Sinclair et al. who say, “an adjunct is a word or a group of words which you add to a clause when you want to say something about circumstances of an event or situation, for example when it occurs, how it occur, how much it occurs, or where it occurs.” Thus, adjuncts convey additional information about described events, and as sentence elements have a powerful function.

Quirk et al. state that unlike the other types of adverbials, only adjuncts resemble other sentence elements, such as subject, complement and object (1985, 504). Because of the syntactical similarity, especially between adjuncts and complements, it is necessary to clarify the differences between them. Complements and adjuncts can be mistaken, and it might be complicated to determine the exact borderline between complements and adjuncts. As Hasselgård (2010, 14 – 15) notes, the problem occurs especially when prepositional or adverbs phrases complement the lexical *be*, as in the following example:

(6) *Anne is Scottish.* (Hasselgård 2010, 14)

(7) *Anne is from Scotland.* (Hasselgård 2010, 14)

In the first sentence the verb is copular. In the second sentence, the verb is intransitive and can be replaced by verbs without a linking function, such as *comes*, *stays* or *lives*.

Huddleston and Pullum (2002, 219 – 221) admit the disagreement among grammarians when it comes to differentiating between complements and adjuncts. They say complements are more closely related to the verb than adjuncts. They also say that “complements are sometimes obligatory whether adjuncts are always optional,” and thus classify all obligatory elements as complements, and only the optional ones as adjuncts. Contrarily, the claiming does not correspond with Quirk et al. (1985, 505 – 506), who state there are many verbs requiring a complementation, and oftentimes classify adjuncts as obligatory sentence elements.

(8) *She was a teacher.* (Quirk et al. 1985, 506)

(9) *She was in a hurry.* (Quirk et al, 1985, 506)

In both sentences the form of the verb *be* requires a completion for a clause to be meaningful. In the first sentence (8) “*a teacher*” is classified as a complement, whether in the sentence (9) *in a hurry* is classified as an obligatory adjunct.

In the analysis, ambiguities are determined based on their semantic function, not their obligatory as sentence elements, for example:

(10) *It's over a hundred metres below the level of the sea. (A6)*

In (10) adjunct A6 could be also seen as a complement for it is a necessary completion of the verb, but since it can be elicited by the question *where* and conveys a spatial meaning, I have classified it as an adjunct.

Apart from the similarities with other sentence elements, adjuncts may resemble the post-modification of noun phrases, which often carry adjunct-like elements. Hasselgård (2010, 18) explains that one of the distinctive features of adjuncts is that they modify a clause, not a phrase, therefore they are dependent on the relation towards other sentence elements. Since two identical phrases may and may not be adjuncts, adjuncts are interchangeable with parts of noun phrases and other sentence elements:

(11) *The people in the wheelchairs in the group are all very already very proficient dancers.*
(Hasselgård 2010, 18)

(12) *The elderly pushed one another along the prom in wheelchairs.* (Hasselgård 2010, 18)

In the sentence (11) *in the wheelchairs* is a post-modification in the subject *the people in the wheelchairs*, thus it cannot be an adjunct. Comparably, almost identical phrase *in wheelchairs* in (12) is a space adjunct, modifying the verb and the clause.

The level of modification and the distinction between noun phrases and adjuncts is not always clear, as in the following example from the analysis:

(13) *Early autumn in the Canadian Arctic (D4) and polar bears are gathering on the coastal strip (D5), waiting for the sea to freeze.*

Because the adjunct D4 *in the Canadian Arctic* is placed in a verbless clause it could be classified both as an adjunct or as a post-modification of the subject. If the meaning of the clause is understood as “*It is early autumn in the Canadian Arctic,*” it is clearly an adjunct. Contrarily, when interpreted, for example, as “*Early autumn in the Canadian Arctic started,*” the phrase would be a post modification of the subject. I decided to classify D4 as an adjunct, because it modifies the whole sentence, and it is possible to change its position in the clause.

The last feature typical for adjuncts, and especially those realised by clauses, is that adjuncts may oftentimes carry more adjuncts conveying background information. There is an observable hierarchy of information, as in the following sentence:

- (14) *Some will welcome the chills of autumn, but for most, time is running out before they have to retreat to the south (D3).*

The adjunct D3 *before they have to retreat to the south* is an adjunct of time location. The presented adjunct is a complex unit, within which we can identify another adjunct *to the south*, conveying spatial direction. In the analysis, I focus only on the primary level of information in adjuncts and the background meaning is not analysed further.

1.3 Semantic Classification of Adjuncts

Depending on their semantic function, adjuncts can be classified according to what type of information they convey to various subcategories. The problematic of classifying semantic functions of adjuncts is rather complex. Similar to the classification of adverbials, when it comes to the classification of adjuncts, different grammarians present different schemes of classification. Although the classifications coincide in most cases, overlaps can occur, and the presented categories sometimes do not correspond with each other. The semantic category impacts on (and is impacted by) the realisation of an adjuncts and its position in a clause.

For the analysis, I established the framework of semantic classification, distinguishing between the categories of space, time, process and contingency, which is sufficiently covering all the basic semantic categories of adjuncts. In agreement with the semantic analysis presented by Quirk et al., I will distinguish between adjuncts of space, time, process, contingency, and degree. Since the adjuncts of time and adjuncts of space are the most important as scene-setting adverbials, they will be analysed to their further subcategories, which are location, direction, and distance for space adjuncts; and location, duration, frequency, and relationship for adjuncts of time.

When classifying adjuncts by their semantic function, one of the main problems is ambiguities which can occur between semantical classes and their subclasses. The context might not provide enough information to establish the definite semantical category, blending the boundaries between the categories. In other cases, the semantical category of an adjunct can be distorted by the metaphorical meaning of an adjunct.

1.3.1 Adjuncts of Space

Adjuncts of space express a spatial reference; within them we can distinguish three further subcategories, which are spatial location, direction and distance. As Quirk et al. discuss, adjuncts of space are usually in the final position in a clause and are realized predominantly by prepositional phrases, other usual realizations are noun phrases and adverbs expressing spatial relations (1985, 515 – 516). On the other hand, as noted by Hasselgård, only few are realised by clauses (2010, 200).

Huddleston and Pullum refer to adjuncts of space as adjuncts of spatial adjuncts, and sort them into two categories: spatial location and change of location in space. The latter one indicates a change of location and is further divided into goal, source, path and direction (2002, 684). Hasselgård (2010, 16) agrees with their classification of adjuncts of position, direction and distance, and warns that spatial expressions are, compared to other semantical categories, most often used metaphorically, e.g.:

(15) *You are clearly in a very vulnerable position here.* (Hasselgård 2010, 16)

In the sentence (15), even though *in a very vulnerable position* suggests a reference to a spatial location, from the sentence context it is clear the meaning is metaphorical.

Apart from the issues with the metaphorical meaning, Hasselgård presents the problematic of the existential *there*. Although it might imply a reference to a spatial location and can be elicited by the question *where*, when used in a position of subject, it is not considered an adjunct. (2010, 203) Thus, in the analysis *there* is not considered to be an adjunct:

(16) *There are plenty to go around (D13) so there's no need to squabble over them (D14).*

Interestingly, Halliday and Matthiessen compare adjuncts of time to adjuncts of space, arguing that time can be recognized in the same way as space, since both are measurable in units. He draws a parallel between adjuncts of space and time location, both of which express a position in time or space, adjuncts of spatial distance and temporal duration and frequency, both of which express a certain extent and can be definite or indefinite. (2004, 315 – 317) Huddleston and Pullum also agree with the analogy between temporal and spatial adjuncts, specifying that spatial adjuncts are more commonly needed for the completion of the verb (2002, 694).

Space Location

The first subgroup of spatial adjuncts are adjuncts of space location, which is sometimes referred to as the space position. However, to avoid any misinterpretations, I solely use the term location, as the term position is used for the position in a clause. Adjuncts of space location can be elicited by the question *where* and, as defined by Hasselgård, they “refer to a spatial setting or location for the process (situation or event) and one or more of the participants in the process,” (Hasselgård 2010, 188). Quirk et al. specify that syntactically, space location adjuncts can refer to a location of both subjects and objects (1985, 512). They also say that even though the end position is the most typical for space adjuncts, adjuncts of space location realized by prepositional phrases are oftentimes in the initial position as well (1985, 521).

(17) *I've got a lemon at home.* (Hasselgård 2002, 188)

In the sentence (17), *at home* denotes the location of the lemon, therefore it is an object-related adjunct. The adjunct is in the final position and it is possible to elicit the location of the lemon by the question *where*. The location to which the adjunct refers is clear and unquestionable, unlike in the following example:

(18) *The baby was crawling upstairs.* (Quirk et al. 1985, 518)

The adjunct *upstairs* in the example (18) is ambiguous, as it is not apparent whether said baby was crawling in a room located upstairs or towards the direction; therefore, *upstairs* can be both adjunct of space location and space direction.

Distance

Another subgroup of space adjuncts is distance adjuncts. Hasselgård defines distance adjuncts as adjuncts referring to a spatial extent, which can be elicited by the question *how far*. Distance adjuncts are mostly realised by noun phrases and the denoted distance can be either specific or general. (Hasselgård 2010, 189 – 190)

(19) *He knows he's just got to hang on for another kilometre.* (Hasselgård 2010, 189)

In the example (19) *for another kilometre* is an adjunct of distance. It can be elicited by the question *how far* and the denoted distance is in measurable units.

Space Direction

The last subgroup of spatial adjuncts are adjuncts expressing space direction. Apart from a general direction, which is sometimes referred to as a path, they can also indicate goal or source. Space direction adjuncts refer to a motion or a change of a location. Huddleston and Pullum point out they typically occur with verbs indicating movement, such as *go*, *come*, *travel* and *move*. (2002, 684) Interestingly, Quirk et al. add that some direction adjuncts, such as *up*, *here*, *quickly*, can be used also as commands. (1985, 525)

(20) *He turned away from Roddy and pressed his hands over his ears.* (Hasselgård 2010, 188)

In the sentence (20), the phrase *away from Roddy* is an adjunct of space direction, expressing in which direction the movement happened; the verb *turned* imply a motion.

1.3.2 Adjuncts of Time

Adjuncts of time express temporal semantic relations. According to Quirk et al., possible subcategories of adjuncts of time are time location, duration, relationship and frequency, which can be either definite or indefinite. Compared to other types of adjuncts, adjuncts of time have the broadest variety of forms, but are particularly realised in the form of single adverbials, noun phrases and prepositional phrases. (1985, 526) Huddleston and Pullum say that temporal adjuncts are not usually necessary for the verb completion, and if they are, it is with the verbs such as *happen*, *live*, *occur* (2002, 694).

As was mentioned in the beginning of the semantic classification (chapter 1.3), there is a certain parallel between adjuncts of time and adjunct of space. However, as specified by Huddleston and Pullum, unlike space, temporal reference of the adjunct must be in agreement with the verb tense (2002, 694). Quirk et al. illustrate the necessity with a clear example:

(21) * *He played tomorrow.* (Quirk et. al, 1985, 552)

In the example (21) the verb *played* refers to the past, whether adjunct *tomorrow* refers to the future. Because of the clash of tenses, the clause is not meaningful.

Time Location Adjuncts

The first subgroup of time adjuncts are adjuncts of temporal location. Hasselgård (2010, 204) defines this group as adjuncts which “establish a temporal location for a situation or an event,” which can be elicited by the question *when*. Besides, she claims that time location adjuncts often denote a certain level of vagueness, with which Huddleston and Pullum agree as well:

(22) *I read your thesis last week.* (Huddleston and Pullum 2002, 694)

The phrase *last week* is an adjunct of temporal location, denoting when the action happened. The sentence can also illustrate the suggested vagueness. *Last week* could be interpreted both as an adjunct of time position and an adjunct of time duration, depending whether the speaker meant the action that was in progress last week or stating it happened in the past time point. Noticeably, the past tense of the verb *read* is in an agreement with the time reference to the past.

Time Duration Adjuncts

Time duration adjuncts are another subgroup of temporal adjuncts. Time duration adjuncts express a time stretch within which an event happened. Some grammarians further differentiate between adjuncts of duration and adjuncts of span, but as Hasselgård says, between them “there is a fine line (if any).” Time duration adjuncts can either state the whole period or just the beginning or end of it and can be elicited by the question (*for*) *how long*. Hasselgård compares adjuncts of time duration to adjuncts of spatial direction, both formally and semantically; subdividing duration adjuncts into source, goal and span, which correspond with the subclassification of adjuncts of spatial direction to source, goal and path. (2010, 25) This linearity between time and space is even more apparent in the definition of Quirk et al. (1985, 533 – 536) who say the duration and span adjuncts “relate to time as a linear dimension.” They also present some typical prepositions which occur with span and duration, such as *till*, *until*, *by*, *by the time*, *for*, *before* and *since*, as in the following example, where the phrase *for years* answers the question *for how long* and thus it is an adjunct of temporal duration.

(23) *It's been running down for years.* (Hasselgård 2010, 25)

Frequency Adjuncts

Another subgroup of temporal adjuncts is adjuncts of time frequency, which denote the recurrence with which an event happens. Generally, linguists differentiate between definite and indefinite frequency. Hasselgård says that adjuncts with definite frequency can be elicited by

the question *how many times*, adjuncts of indefinite frequency by the question *how often*. (2010, 25)

(24) *He's scored once or twice with that in this round.* (Hasselgård 2010, 20)

(25) *Mum sometimes sat like that.* (Hasselgård 2010, 20)

The frequency adjunct *once or twice* in the example (24) expresses a definite frequency and answers the question *how many times*. In comparison, the adjunct *sometimes* in the sentence (25) expresses indefinite frequency and answers the question *how often*, but it cannot be determined exactly how many times the action occurred.

Although Quirk et al. also distinguish between definite and indefinite frequency, they object that sometimes the question *how many times* cannot be answered satisfactorily and therefore define frequency as a frequency when “the number of times by which the frequency is measured is explicitly named,” and indefinite frequency when it is not. (1985, 541 – 542). They also point out the ambiguity which can occur when adjuncts are classified based on their semantic function, as in:

(26) *I once visited the city.* (Quirk et al. 1985, 532)

Depending on the context, the word *once* can be understood as an adjunct of frequency and denote how many times the speaker visited the city, or it can be an adjunct of time position which simply refers to the past.

Relationship Adjuncts

The last subcategory of time adjuncts are adjuncts of time relationship which can be rather problematic. Some authors, for example Halliday and Matthiessen do not recognize time relationship adjuncts as a separate category, and assign adjuncts to different subcategories (2004, 313 – 314). Quirk et al. (1985, 550 – 551) define relationship adjuncts as adjuncts “expressing relationship between two time positions that are both being considered in an utterance”. Since they often have a connective function, they are borderline conjuncts. Time relationship adjuncts can denote temporal sequence (expressions as *afterwards, finally, ...*), concessive relations (expressions as *by that time, up to that time, ...*), and compare one time with another (expressions as *again, once more, afresh, ...*), e.g.:

(27) *I feel better again.* (Quirk et al. 1985, 551)

In the sentence (27) the word *again* is an adjunct of time relationship. It denotes that a situation already happened in the past and is currently happening again, thus comparing two separate time points.

1.3.3 Process Adjuncts

Another semantic category of adjuncts is process adjuncts, sometimes also called manner adjuncts. Grammarians assign different semantic relations to this group, for example Quirk et al. say that process adjuncts can express manner, means, instrument or agent (1985, 556 – 557). Biber et al. they the category of comparison. (1999, 777 – 778) Conversely, Huddleston and Pullum do not use any blanket term and suggest semantic relation of manner, means and instrument (2002, 670). Hasselgård admits the chaos among grammarians and their confusing classifications of adjuncts of manner, while quoting Huddleston and Pullum that the difference between the subcategories is “far from sharp” (2010, 218). To specify process adjuncts, Hasselgård says they are mostly realized by phrases and can usually answer the questions *in what way, in what manner, how* and *by who* when conveying who or what performed the certain action (2010, 218 – 220).

To sustain a certain level of clarity in my research, I use the umbrella term process adjuncts, which includes all adjuncts conveying manner, instrument, means, similarity, method, agent or accompaniment, for instance:

(28) *How could he be a man without his dog?* (Hasselgård 2010, 219)

1.3.4 Adjunct of Contingency

The last discernible semantic group of adjuncts are adjuncts of contingency. It is complicated to clearly define this group, since different grammarians assign various semantic functions to it. According to Quirk et al. contingency adjuncts convey purpose and reason (1985, 564). Notwithstanding this, Huddleston and Pullum discern between adjuncts of cause and purpose, result, reason, and adjuncts of concession and conditions (2002, 663 – 664). Hasselgård essentially respects the class of contingency adjuncts, but adding adjuncts of cause, condition and concession, she also suggests more semantic relations. (2010, 228). However, in the analysis, I do not analyse adjuncts of contingency to their further categories.

Although it is not possible to elicit all adjuncts of contingency from one question, Hasselgård (2010, 27) suggests the question *under what circumstances* should be satisfactory in most cases. Additionally, she notes contingency adjuncts are very rarely realised by a single adverb and typically by clauses, as in the example below:

(29) *She was innocent, he knew, no matter what they would say.* (Hasselgård 2010, 27)

In the sentence (29) *no matter what they would say* is a contingency adjunct, specifically an adjunct of concession, taking the form of a clause.

1.4 Adjunct Forms

Syntactically, adjuncts can be in forms and lengths, from single adverbials to phrases and clauses. Generally, grammarians distinguish between seven basic forms; Biber et al. (1999, 767) recognise single adverbs, three types of phrases, which are adverb, noun and prepositional phrase, and finite and non-finite clauses. The realisation of an adjunct can be influenced by its semantical class and position in a clause, for example, as explained in the previous chapter, adjuncts of space location are mostly realized by prepositional phrases.

Single Adverb

The shortest form, which are only one-word expressions, are single adverbs. According to Hasselgård (2010, 38), one quarter of adjuncts take the form of a single adverb, therefore it is the second most usual form of realisation. Single nouns are as well classified as single adverbs, as in the following sentence where the noun *tomorrow* is an adjunct in the form of a single adverb:

(30) *Ring her tomorrow and invite her out.* (Hasselgård 2010, 37)

Adverb Phrase

The first possible phrasal form of an adjunct is an adverb phrase. It is a form when a single adverb does not stand on its own but has other modifiers:

(31) *If so, he must have loved her very much.* (Hasselgård 2010, 37)

The adjunct *very much* consists of the adverb *much* which is pre-modified by *very*.

Prepositional Phrase

Another form in which adjuncts can be realised is by prepositional phrases. Prepositional phrases contain a preposition which typically precedes a noun or a noun phrase. According to the research conducted by Hasselgård (2010, 38), almost 50% of adjuncts are realized by prepositional phrases; thus, most adjuncts are in the form of prepositional phrases, such as in:

(32) *I have been in the garden.* (Quirk et al. 1985, 53)

In the example (32) the adjunct is realized by a prepositional phrase *in the garden*, the opening preposition *in* precedes the determiner with noun.

Noun Phrase

The final phrasal form of adjuncts is noun phrases. According to Quirk et al. (1985, 62), the head of a noun phrase is a noun, with other possible elements which modify it, for instance determiners and postmodifiers, for instance:

(33) *Someone introduced it to me the other day.* (Hasselgård 2010, 37)

The phrase *the other day* is an adjunct in form of a noun phrase. The head noun in the phrase is *day*, which is following the terminate article *the* and pre-modifier *other*.

Finite Clause

Apart from phrases, adjuncts can also be realised by clauses. The first of them are finite clauses which carry a subject, and, according to Biber et al. (1999, 193) “are marked for tense and modality,” such as:

(34) *Cassie'd be over the moon if you let him go.* (Hasselgård 2010, 37)

In (34) *if you let him go* is an adjunct realised by finite clause; the subject is *you* and the verb tense and voice.

Non-Finite Clause

Another form of clausal realisation are non-finite clauses. As Biber et al. (1999, 198) define, unlike finite clauses, non-finite clauses usually “are not marked for tense and modality,” and do not have a subject and subordinator, as in the following sentence:

(35) *It's difficult to maintain a friendship.* (Biber et al. 1999, 198)

Even though it is possible to classify non-finite clauses further, in the analysis I differentiate only between finite, non-finite and verbless clauses.

Verbless Clauses

The last possible form of the realisation of adjuncts are verbless clauses. A verbless clause is a clause without a verb, although its meaning is implied. In written texts, the information conveyed by verbless clauses is less important. (Biber et al. 1999, 201)

(36) *The author apologizes where appropriate.* (Biber et al. 1999, 768)

In the sentence (36) *where appropriate* is an adjunct of space realized by non-finite clause; the clause does not have a subject and a reader can determine the tense only because of the context given in the main clause.

1.5 Position of Adjuncts in Clause Structure

One of the typical features of the English language is that the word order, and thus sentence elements, usually follows quite a stern subject-verb-object pattern. Quirk et al. agree that unlike other sentence elements, the position of adverbials in English sentences is relatively free. They differentiate between three basic positions of adverbials in a sentence, i.e. the initial, medial and final position, and their further variants. Similarly, Huddleston and Pullum categorise the position of adjuncts in a clause as front, central and end. (Huddleston and Pullum 2002, 669 – 670) Biber et al. agree with the classification of adverbial positions in a clause, naming the categories initial, medial and final. They reason naming the *end* position as *final* since “other sentence elements may occur after adverbials in the final position”. They observe that the position of an adverbial cannot be identified when a clause is verbless or missing the subject, like in the following example:

(37) *Are you gonna have a potato fork? There you are. On the table.* (Biber et al. 1999, 772)

In (37) the phrase *on the table* is simultaneously an adjunct and a verbless sentence. Although its meaning is clear from the context, the position of the adjunct cannot be identified. As noted by Hasselgård, this problem also occurs when there is not a subject in a clause and therefore it is not possible to differentiate between the initial and medial position (2010, 44).

Depending on the position of the adjuncts towards the verb(s), further variants of positions can be recognised, yet, in the analysis, I differentiate only between the initial, medial and final positions.

Apart from the position in a clause, adjuncts take diverse positions in relation to each other. Generally, shorter adjuncts usually precede longer ones. Thus, adjuncts usually come first in the form of adverbs, followed by noun phrases, followed by prepositional phrases, followed by non-finite clauses, followed by finite clauses. (Quirk et al. 1985, 565)

1.5.1 Initial Position

One of the positions adjuncts can take is the initial position. The initial position is a position that precedes any obligatory clause elements and the verb, which means an adjunct is placed before the subject or finite verb (Biber et al. 1999, 771). In indicative sentences the initial position is usually before the subject, in questions it usually precedes the operator or wh-element. In subordinated and coordinated clauses adjuncts in the initial position follow the conjunction. (Quirk et al. 1985, 491)

(38) *Suddenly, the driver started the engine.* (Quirk et al. 1985, 491)

In (38), the word *suddenly* is an adjunct in an initial position, preceding all other sentences elements, placed in the beginning of the sentence before the subject *the driver*.

1.5.2 Medial Position

The second possible position of adjuncts in a clause is the medial position. Hasselgård explains the medial position as the position after the subject but before the verb, with the adjuncts of time being the most common category placed in the medial position (2010, 96 – 97), as in:

(39) *The driver suddenly started the engine.* (Quirk et al. 1985, 493)

In this sentence (39) the word *suddenly* is an adjunct placed after the subject *the driver* and before the lexical verb *started*, and therefore it is in a medial position.

1.5.3 Final Position

Lastly, when an adjunct follows all obligatory sentence elements in a clause, it is in the final position. It is fairly common for more than one adverbial to be in the final position. Huddleston and Pullum point out the final position is the most common position for adjuncts (circumstance adverbials according to their classification), correlated to the fact that many adjuncts complete the meaning of the verb and therefore must follow it. (Huddleston and Pullum 2002, 772)

(40) *She kept writing letters feverishly in her study all afternoon.* (Quirk et al. 1985, 499)

In (40) there are three adjuncts *feverishly*, *in her study* and *all afternoon*, all of which are placed in the final position and completing the meaning of the clause.

1.6 Sequences of Adjuncts in a Clause

When two or more independent adjuncts appear in one clause in the same position, they create a sequence. Hasselgård specifies that this occurrence is very common for the final position, but quite rare for the medial position. Adjuncts in clusters are usually adjacent but can also be “separated by a peripheral clause element,” for instance by a disjunct or conjunct.” (Hasselgård 2010, 54) Quirk et al. add that adjuncts in a sequence can be coordinated, but only if they share the same semantic and grammatic function (1985, 520), as in where two direction adjuncts are coordinated by the conjunction *and*:

(41) *They went up the hill and towards the station.* (Quirk et al., 1985, 520)

Quirk et al. observe one more factor influencing the order, which is contextual hierarchy; meaning adjuncts complementing the verb also follow it, whether adjuncts with peripheral meaning can stand at the end of a cluster. (1985, 520) Additionally Hasselgård (2010, 146) notes, the order of adjuncts in a cluster can be affected by the semantical category and realisation of adjuncts; shorter adjuncts precede longer and, in terms of their semantic category, adjuncts in clusters follow the order of space – time, as illustrated in the following example:

(42) *He'd been like that when he'd approached them outside the funfair that day.*
(Hasselgård 2010, 147)

In the sentence (42) there are two adjuncts at the end of the clause creating a sequence. The first one is an adjunct of space *outside the funfair* and the second one is *that day*, which is an adjunct of time.

2 Functional Sentence Perspective

Functional sentence perspective (FSP) is a concept first introduced by the Prague School of Linguists. FSP relates to how a sentence and its parts function in meaning and communication. The meaning of the word *perspective* stands for the orientation of the communicated information or, in other words, communicative dynamism which influences the way information is disturbed within a clause (Firbas 1992, 5). Indisputably, there is a relationship between functional sentence perspective, communicative dynamism, and the position of adjuncts in a clause.

According to FSP, meaning is disturbed by two different functions; theme and rheme, together creating a message which a clause conveys. Halliday and Matthiessen (2004, 88 – 89) state that theme “locates and orients the clause within its context,” rheme, on the other hand, is what develops the theme, the new information. Thus, theme is put first in a clause, which is also confirmed by Hasselgård (2010, 73), who, in the context of adverbials, says, “the use of initial position for an adjunct means that the adjunct functions as clause theme.” Additionally, rheme follows theme and conveys the new, fresh information. Hasselgård claims, “the weight principle will be expected to pull long and heavy adjuncts to end position,” (2010, 126)

(43) *From house to house I wend my way.* (Halliday and Matthiessen 2004, 92)

In (43) *from house to house* is the theme and *I wend my way* is a rheme. Furthermore, the theme can be marked or unmarked. Halliday and Matthiessen say that in declarative sentences, an unmarked theme is a subject, as *a wise old owl* in:

(44) *A wise old owl lived in an oak.* (Halliday and Matthiessen 2004, 100)

Contradictory to unmarked theme, marked theme is a theme element which is not a subject, an adjunct is the most common form of marked theme, but other sentence elements, e.g. complements, can have this communicative function as well. (Halliday and Matthiessen 2004, 97)

(45) *On Saturday night, I lost my wife.* (Halliday and Matthiessen 2004, 100)

In the sentence (45) *on Saturday night* is marked theme, *I lost my wife* is rheme and *on Saturday night* is a theme, which also has a setting function. As Firbas (1992, 50) explains, adverbs, and thus adjuncts, which are context-dependent always have the function of scene-setting.

3 Language of Commentary

The language used in media is distinctive to other styles. Particularly, the commentary language in the documentary movies is used for description, explanations or specifying. As Quirk et al. (1985, 1070) said, “adjuncts denote circumstances of the situation,” thus their role in the commentary language is undeniably pivotal.

When talking about documentary movies, we need to consider not only the language, but also the medium where they are presented: the television. Tolson (2006, 12) says a television is an audiovisual medium; combining the auditory and visual perception, the used language is deictic, “with the context-dependent references to time and space,” which implies the importance of adjuncts and their usage in the commentary language. Adjuncts can set the scene for viewers and convey extra information, which is not (and sometimes cannot be) shown and communicated by a video.

To my knowledge, the technical literature does not specifically deal with the language of scripted commentary itself, but, based on their characteristics, I established that the features of scripted commentary are comparable to a mixture of sport commentary and news broadcasting. As presented by Tolson, there are characteristics of news talk and sport commentary which are also applicable to the language of documentary movies. The language is scripted and formal, usually there are little to no informal terms. The commentary is a monologue, read only by one person without any other interactions. It is read in an institutional voice, it states fact and is highly descriptive. Since the target audience is the general public, there are not many technical terms, and if there are any, they are coherently explained. The only aspect in which the scripted commentary diverges away from sport commentary and news talk, is that it is not read live in a studio, but pre-recorded; any mistakes made by a presenter can be corrected. (Tolson 2006, 69) Crystal presents similar characteristics, claiming that even though the commentary is spoken, because it was written and prepared in advance, it is a mixed medium, neither merely written nor spoken. But the commentary is read aloud as if written, and, because it is recorded, listeners hear it later, not in the moment of speaking (2002, 292). Furthermore, Crystal and Davy discuss whether the level of language descriptiveness of the commentary depends on whether the viewer and the commentator can watch the commented events at the same time. Supposing the commentator and the viewer watch the same events, the commentary can be less descriptive, which is the case of the documentary commentary (1969, 125). Hasselgård agrees when she summarizes the features of the commentary language as a spoken, public speech which is realized without participant

interaction. Specifically, with the scripted commentary, the text can be planned and edited in advance (2010, 10).

When focusing on the language of commentary in the study conducted by Hasselgård, the most frequent adjuncts are ones of space and time, followed by adjuncts of manner and the typical position of adjuncts is in the final position. Compared to other types of language, such as conversation, letters, fiction, news and academic writing, the language of commentary is the richest in adjuncts. (2010, 284)

4 Analysis

The main aim of the analysis is to research the usage and occurrence of adjuncts in the documentary movies of the BBC, to analyse their function in the context of the commentary language and to present a summary of the findings. The adjuncts are classified based on various sets of criteria, as described below.

4.1 Corpus

The language corpus for the analysis was created from a transcription of subtitles provided online by Netflix. The language represents the formal form of British English as it is natural to native speakers. For a greater diversity, four different episodes of BBC nature-cycle documentaries were analysed, and the episodes were assigned letters A, B, C and D for easier reference, followingly:

- series Planet Earth II, episode 2, referred to as corpus A,
- series The Blue Planet, episode 6, referred to as a corpus B,
- series South Pacific, episode 4, referred to as corpus C,
- series Frozen Planet, episode 3, referred to as corpus D.

In each subcorpus, 60 occurrences of adjuncts are identified, analysed and numbered in the order in which they follow. The length of the whole language corpus is around 4,300 words and each part corresponds to approximately fourteen minutes of spoken commentary in the given video.

4.2 Methodology

The aim of the analysis is to study the usage of adjuncts, the subgroup of adverbials as defined in the chapter 1.1, as scene-setting adverbials and their impact on the language of commentary. Adjuncts are assessed based on their functions in a sentence. In total, 240 adjuncts were analysed, which means 60 adjuncts from each of the subcorpus.

Firstly, the four features, which have already been established in the theoretical part as the framework of criteria, of adjuncts are being assessed:

I. Semantic categories of adjuncts

Firstly, adjuncts categorized by their semantic category. Four separated categories are distinguished, which are space, time, process and contingency. Because of their

importance in the commentary language, adjuncts of space and time are classified further; adjuncts of space to spatial location, direction and distance, and adjuncts of time to temporal location, duration, frequency and relationship.

II. Forms of adjuncts

The second aspect of this analysis is forms of realisations of adjuncts. Depending on the form, adjuncts are classified as single adverbs, phrases (adverb, noun or prepositional) and clauses (finite, non-finite or verbless)

III. Position of adjuncts in a clause

Thirdly, based on their placement in a clause, adjuncts are sorted into adjuncts in initial, medial, or final position.

IV. Sequences of adjuncts

Sequences of adjuncts are the last aspect assessed in the analysis. When two or more adjuncts occur in the same position in a clause, the sequence is analysed based on its placement in a clause, the number of adjuncts in the sequence, the semantic category of the adjacent adjuncts, and their coordination.

The given groups of criteria are further measured quantitatively, the occurrences of each of the given group are counted and expressed in both exact numbers and percentage. The main criterium is the semantic category of adjuncts, at each category are further described typical adjunct positions and forms. Subsequent is a brief summarise of adjunct forms, position and sequences in the context of the whole corpus.

4.3 Semantic Classes of Adjuncts

The first of the researched criteria are semantic classes of adjuncts. All adjuncts were assigned a class based on their meaning and the primary conveyed information. The four main semantic classes in the language corpus are summarised in the following table:

Semantic Category	Quantity	Percentage
Space	99	41,5%
Time	76	31,5%
Process	44	18,0%
Contingency	21	9,0%

Table 1: Semantic Categories of Adjuncts

With 98 occurrences, the adjuncts of space were the most numerous group, followed by adjuncts of time with 76 occurrences, process adjuncts which appeared 44 times, and lastly the adjuncts of contingency with 21 occurrences. Although spatial and temporal adjuncts usually are the most common ones, the high frequency of their usage in the corpus demonstrates their importance in the context of commentary language. The visual perception of the video(s) present the foundation, while the commentary conveys further spatial and temporal information. Temporal and spatial adjuncts are usually in a logical order, presenting events in a sequence as they happen.

4.3.1 Space Adjuncts

Spatial adjuncts have a crucial function in the commentary language of documentary movies, since they express spatial relations and convey fundamental information to the listener. They were also the most common group in the corpus, the occurrences of their further subcategories are presented in the following table:

Space Adjuncts	Number of occurrences	Percentage within Space adjuncts	Percentage in the whole corpus
Space Location	71	72%	30%
Space Direction	25	25%	11%
Space Distance	3	3%	2%
Total	99	100%	42%

Table 2: Spatial Adjuncts

It is evident that the most used subgroup of spatial adjuncts in the analysis is adjuncts of space location, which occurred 71 times and make up 72% of all spatial adjuncts and 30% of adjuncts in the whole corpus. The next group is adjuncts of space direction, which appeared 25 times, constituting 25% of spatial adjuncts and over one tenth of all adjuncts. The least prevalent spatial subgroup is distance adjuncts, which appeared only three times.

Some adjuncts cannot be easily assigned to only one semantic group, as they do not convey only a primary meaning, but rather a semantic blend, with primary and secondary information, which can be interpreted subjectively, as in the following sentence:

- (1) *Almost 11 kilometres deep (C6), the Pacific is the deepest body of water on the planet (C7).*

In (9) adjunct C6 is classified as an adjunct of space location, but partly also conveys information about distance. In such ambiguous cases, I classified adjuncts according to their dependence on context, and their substantial meaning; in my opinion, adjunct C6 predominantly conveys *where* the Pacific is the deepest, not *how far*. A similar phenomenon is observable in A11:

- (2) *Lava rises to the surface (A10) through this crack in the crust (A11), creating a chain of young volcanos.*

The adjunct *through the crack in the crust* is classified as an adjunct of space location, but could also be an adjunct of process, since it can be elicited by the question *how* or *in what manner*. Additionally, some might argue it is an adjunct of spatial direction, as it expresses the direction *through which the lava moves*.

Space location

The first subgroup of space adjuncts are adjuncts of space location, which were the most common group in the whole corpus. Their forms are shown in the table below:

Space Location	Quantity
Single Adverb	16
Noun Phrase	4
Prepositional Phrase	50
Non-Finite Clause	1
Total	71

Table 3: Forms of Space Location Adjuncts

Examining the forms of the adjuncts of space location, the most common were prepositional phrases, which appeared 50 times, followed by 16 adjuncts in the form of single adverbs and 4 noun phrases. The form of clauses is quite rare within spatial location adjuncts, only once was a space location adjunct realised by a non-finite clause. From the 16 space adjuncts realised by a single adverb, the word *here* was used eleven times, making it the most frequent adjunct in the whole corpus, for example:

- (3) *But here (A7), a mountain is in gestation (A8).*
- (4) *It isn't food that brings them here (D33).*

In both of the sentences, adjuncts A47 and D33 refer to a place known from the context, therefore the adjuncts are situational references (Quirk et al. 1985, 374). The context is provided by the video on the screen and without it, a receiver would not understand the reference, therefore the adjuncts convey a deictic function.

Apart from their meaning, it is necessary to also consider the position of adjuncts of space location:

Space Location	Quantity
Initial Position	21
Medial Position	3
Final Position	46

Table 4: Position of Space Location Adjuncts

Over two thirds of space location adjuncts are in the final position and one third in the initial. Considering the high number of spatial location adjuncts in the corpus, it is clear, that with only three adjuncts taking this position, the medial position is rather exceptional. For example, adjunct C31 is in the medial position, placed between the subject and the verb:

- (5) *Roads here (C31) are regularly swept away (C32) and some are now (C33) buried under 35 metres of rock (C34).*

Assessing the meaning they convey, in the corpus the spatial location adjuncts were used six times to refer to specific geographical locations, such as:

- (6) *In the American Rockies (A55), 100,000 avalanches devastate the slopes every winter (A56).*
- (7) *Early autumn in the Canadian Arctic (D4) and polar bears are gathering on the coastal strip (D5), waiting for the sea to freeze.*

However, the location does not need to be specific and it is mostly presented with a certain level of vagueness, e. g.:

- (8) *In all the seas of the world (B1), the warm waters of the tropics contain the richest and the most colourful communities.*
- (9) *Below the waves (C41), the battle rages on.*

Spatial adjuncts do not always convey only a reference to a location, but their meaning might be rather metaphorical, as observable in the following sentences:

- (10) *An early warning system puts everyone on the alert (A34).*
- (11) *When they descend to feed (B55), the reef itself is under threat (B56).*

In (11) adjunct A34 is classified as an adjunct of space location, as *on the alert* can be elicited by the question *where*. Yet, *on the alert*, does not convey reference to any place, since semantically the phrase is metaphorical. The same shift in meaning is evident in sentence (12), with adjunct B56 *under threat*. The preposition *under* suggests a reference to a location, yet it is not possible to physically be situated *under threat* and therefore its meaning is metaphorical.

Space Direction

The second subgroup of space adjuncts is space direction adjuncts which convey information about a path, its starting point, or its goal. On the whole, there were 25 space direction adjuncts in the corpus; which makes slightly over 10% of all classified adjuncts. The

vast majority, 24 of them, were in the form of prepositional phrases, and one was in the form of a single adverb. An adjunct representing a source and an adjunct representing a goal, were simultaneously only in two sentences in the whole corpus, as is shown below:

- (12) *This huge mountain chain continues the great spine that runs from Patagonia (A57) to Alaska (A58).*

In the sentence (12) there are two adjuncts of space direction *from Patagonia*, presenting the starting point of the journey, and *to Alaska*, presenting the goal. Both are in a sequence in the final position. The final position is highly preferred by the space direction adjuncts; 23 space direction adjuncts were in the final position, none in the medial and only 2 in the initial position, such as:

- (13) *From beneath (B54), they launch an attack on the vulnerable underside of the starfish.*

B54 is an adjunct of the space direction in the initial position. Because of their bond to the verb, space direction adjuncts naturally prefer the final position.

Space Distance

The last subgroup of spatial adjuncts are spatial distance adjuncts which express a distance between two places. In the whole corpus, there were only three adjuncts of space distance, although some of the space location and direction adjuncts also semantically suggest a (measurable) distance, as was explained in the beginning of the chapter. One space distance adjunct was realised by a prepositional phrase and two were in the form of a noun phrase:

- (14) *This vast range stretches 5,000 miles (A39) *from the equator* (A40) *down to the Antarctic* (A41).*

Adjunct A39 denotes space distance, which is expressed in measurable units (miles); the adjunct is realised by a noun phrase and is in the final position.

4.3.2 Time Adjuncts

Time adjuncts are important to the commentary since they set an event in time, can comment on temporal location, duration, frequency and even the temporal relationship between two events. They were the second most frequent group, making up over 30% of adjuncts in the whole corpus. The ratio of time adjunct subgroups is shown in the table:

Time Adjuncts	Quantity	Percentage within Time Adjuncts	Percentage in the Whole corpus
Time Location	40	53%	16,5%
Time Duration	14	18%	6,0%
Time Frequency	15	20%	6,0%
Time Relationship	7	9%	3,0%
Total	76	100%	31,5%

Table 5: Subgroups of Time Adjuncts

As with the adjuncts of space, the adjuncts of location were the most frequent ones; in total there were 40 of them, followed by time frequency adjuncts, time duration adjuncts and 7 adjuncts of time relationship. In this group can also be found many semantic blends, for example in the following:

(15) *Once (C50), a raging torrent of lava flowed right through here (C51).*

The adjunct C50 *once* is classified as an adjunct of time location, even though it could be seen as an adjunct of frequency, since it can be elicited by the question *how many times*. But semantically, the predominant conveyed meaning is *in the past* rather than *one time*. Similar instance is observable in the example below:

(16) *A mother grizzly emerges from her den (A59) after six months dozing underground (A60).*

The adjunct A60, *after six months of dozing underground*, is classified as an adjunct of time duration because it denotes *how long* the event took but could be also classified as an adjunct of time location, since it answers the question *when*.

The semantic blends like these were fairly common, and are, together with the position and forms, described further in each of the temporal subclasses.

Time location

The first subgroup of temporal adjuncts is adjuncts of time location, which set events in time. This subgroup is, compared to others, quite numerous, there were 40 adjuncts of time location in the analysis. Firstly, their forms are shown in the following table:

Time Location	Quantity
Single Adverb	14
Noun Phrase	1
Prepositional Phrase	7
Finite Clause	17
Non-Finite Clause	1
Total	40

Table 6: Forms of Time Location Adjuncts

Compared to adjuncts of space location, where there were 50 (71%) adjuncts realised by prepositional phrases, only 7 (17%) adjuncts of time location take this form. On the other hand, there was only 1 space position adjunct realised by a (non-finite) clause, whereas there are 18 adjuncts of time location in the form of a clause. It seems the parallel between space and time location differentiate in the form adjuncts take. Except for clauses and prepositional phrases, 1 adjunct of time location was in the form of a noun phrase and 14 took a form of a single adverb. Interestingly, out of the 14 single adverb time location adjuncts, the adverb *now* was used 7 times, for example:

(17) *Now (C3), it barely breaks the surface.*

(18) *Now (D7) these fearsome predators display a surprisingly tolerant side to their natures.*

Both adjuncts C3 and D7 are adjuncts of time location, saying *when* an action happened. But, when hearing the time reference, a receiver knows the event does not happen *in the present moment*, as the meaning of the word suggests, but rather when the event is shown on the screen; this does not apply only at the word *now*, but also to many other temporal expressions, e.g.:

(19) *In just a few weeks (D48) these cliffs will empty but before the guillemots can leave (D49), their chicks must fledge.*

Both adjuncts D48 and D49 express a location in time. First of them, *in just a few weeks*, is in the initial position and in the form of a prepositional phrase. The second one, *before the guillemots can leave*, is in the form of a finite clause, which has a subject and verb. Again, *in just a few weeks* is deictic and dependent of the context.

In the corpus, there was one more interesting occurrence of a time location adjunct which is worth mentioning:

(20) *It's at night (B48), when the polyps are extended (B49), that they add to the limestone foundations beneath them.*

The adjunct B48, is the focus of the cleft sentence, which is also one of the adjunct characteristics presented by Quirk et al. (1985, 504). It is the only adjunct in the whole corpus with this position and function.

Time duration

The second semantic relation which temporal adjuncts can express is duration. The forms of time duration adjuncts in the corpus were as in the following:

Time Duration	Quantity
Adverb Phrase	1
Prepositional Phrase	11
Finite Clause	2
Total	14

Table 7: Forms of Time Duration Adjuncts

In the whole corpus, there were 14 adjuncts of time duration, 11 of them were in the form of a prepositional phrase, two as a finite clause and one as an adverb phrase.

(21) *The end of the Arctic summer, and the sun hasn't set for three months (D1).*

The adjunct *for three months* expresses a time duration (i.e. time period that lasted three months). The duration is definite, it is said for exactly how long the action has not happened, unlike in the following:

(22) *But these socials can't go on for too long (A25).*

Adjunct A25 does not refer to a definite duration and it does not provide an explicit reference to how long the action was happening. In both of the two previous examples, adjuncts start with the preposition *for*, which was the most repeated one at time duration adjuncts and in total occurred 5 times. Like most of the semantic classes, duration adjuncts were most numerous in the final position: 9 adjuncts of time duration were in the final position, 4 in the initial and only 1 in the medial position.

Time frequency

Another subgroup of temporal adjuncts is time frequency. In the corpus, there are 15 adjuncts of time frequency, 11 of which are in the form of single adverbs and 4 are noun phrases. The single adverb *usually* used as a time frequency adjunct can be found in the corpus three times, every time in the medial position, e.g. adjunct A46:

(23) *Pumas are usually (A46) solitary and secretive.*

Adjunct A46 usually is an adjunct which can be elicited by the question *how often* and therefore it conveys an indefinite frequency. All frequency adjuncts in the corpus were of the indefinite frequency, except for one which is ambiguous:

(24) *In the last 100 years (C12), Kavachi has emerged above the waves (C13) just a handful of times (C14), but so far (C15) to no avail.*

In the sentence (24) adjunct C14 expresses time frequency. It can be elicited by the question *how many times* which indicated a definite frequency. Yet, the word *handful* does not provide a reference to a particular number in which the event happens.

The time frequency adjuncts are the only semantic group of adjuncts with the prevailing medial position, which occurred 8 times. Frequency adjuncts were also found 6 times in the final position and only once in the initial position. The predominance of the medial position is caused by single time frequency adverbs, which naturally prefer this position.

Time relationship

The last subgroup of temporal adjuncts are adjuncts of time relationship. The subgroup was the most infrequent, with only 7 occurrences. Only one of them was an adverb phrase, the 6 remaining ones were in the form of a single adverb, from which the adverb *still* occurred four times:

(25) *The Ethiopian volcanoes are dormant but elsewhere (A37), others still (A38) rage.*

Still, as in C20, expresses a time relationship. It compares two separated times and compares the events happened in the past with the present ones, which are happening again. Because adjuncts of time relationship are borderline to conjuncts, they can perform a rather connective function, which is more apparent in the sentence (26):

(26) *Still (C20) one of the most volcanically active areas on Earth (C21).*

Although adjunct C20 conveys time relationship, because of the context and standing in the initial position, it has also a connective function. Another time relationship adjunct in the form of a single adverb is the word *again* which appeared three times, e. g.:

(27) *Failed again (D55).*

In (27) the word *again* compares two separate times and therefore it is an adjunct of time relationship.

Time relationship adjuncts are often semantically similar (even ambiguous) with other semantic subclasses of time, which is illustrated in the following sentence:

(28) *Some will welcome the chills of autumn, but for most, time is running out before they have to retreat to the south (D3).*

I classified the adjunct D3 *before they have to retreat to the south* as an adjunct of temporal location, since it can be elicited by the question *when*. However, to a certain level, it also resembles a temporal relationship, because it denotes a temporal sequence.

The last feature of the time relationship adjuncts to be considered is their position. Even though there were not enough time relationship adjuncts to draw any satisfactory conclusions, it seems this temporal subgroup prefers the initial position. On the whole, 3 adjuncts of time relationship were in the beginning of a clause, 2 in the medial position, and only 1 in the final position.

4.3.3 Process Adjuncts

Apart from temporal and spatial relations, adjuncts can semantically express not only processes, which convey how events happened, but even their participants and tools, and can also express comparison. In the corpus, 44 adjuncts, or 18% of the whole, can be semantically classified as process adjuncts. The summary of their forms is depicted in the table (8):

Process	Quantity
Single Adverb	11
Noun Phrase	1
Prepositional Phrase	29
Non-Finite Clause	1
Verbless Clause	2
Total	44

Table 8: Forms of Process Adjuncts

The majority, 29 of process adjuncts, are in the form of prepositional phrases, 11 single adverbs, 3 clauses (1 non-finite, 2 verbless clauses) and 1 noun phrase. 13 of the process adjuncts in the form of a prepositional phrase began with the preposition *by*, which is typical for conveying a manner, tool or an agent:

- (29) *Beneath that (B32), the limestone skeleton is bare, having been vacated by the living coral tissues (B33).*

The adjunct B33 *by the living coral tissues*, is a process adjunct. Noticeably, the verb *having been vacated* is in the passive voice, which very typically occurs along with the preposition *by*. Another very common function of process adjuncts was comparison, which occurred ten times, as in:

- (30) *Like bears the world over (D10), they're not choosy feeders.*
(31) *Their gravel acts as a loafah (D37) and trashing their bodies across it (D38) helps to get rid of their old skin.*

In (30) *like the bears the world over* is a process adjunct expressing a comparison. Adjunct D37 in the sentence (31) is similarly used as a comparison, starting with the preposition *as*, which may be replaced by the preposition *like*. Nevertheless, a word itself does not

determine the semantic class, and its meaning is dependent on the context. To illustrate the statement, it is interesting to compare the adjunct D37 to adjunct B16 in the following sentence:

(32) *As the community grows (B16), intimate relationships are formed, and different creatures become increasingly (B17) dependent on one another.*

In the beginning of the adjunct B16 the word *as* is a conjunction, therefore the adjunct is not a process adjunct conveying comparison, but an adjunct of contingency in the form of a finite a clause.

As with most of the adjuncts, process adjuncts can be mainly found in the final position. In the corpus, 32 out of 44 process adjuncts were in the final position, 7 in the initial position and the remaining 4 in the medial position, for example:

(33) *To see a group walking boldly (A47) in the open (A48) is extremely rare.*

A47 is a process adjunct in the medial position, which is expressing in *what manner* the group was walking.

4.3.4 Contingency Adjuncts

The last, and least frequent, semantic group in the corpus was the adjuncts of contingency, with merely 21 adjuncts (or 9% of the whole corpus) conveying this semantic function. The forms of contingency adjuncts are shown in the table below:

Contingency	Quantity
Prepositional Phrase	4
Finite Clause	11
Non-Finite Clause	5
Verbless Clause	1
Total	21

Table 9: Forms of Contingency Adjuncts

Noticeably, contingency adjuncts are the only semantic group where the clause form has significant prevalence over other adjunct forms. In total, only 4 of them were in the form of prepositional phrases, the remaining 17 were realised by clauses (11 finite, 5 non-finite, 1 verbless clause), such as:

(34) *Sunlight is vital to them, even though they are animals (B36), because inside their flesh live millions of tiny single-celled algae, plants (B37).*

In (34) there are two contingency adjuncts in the final position realised by clauses. The first one, B36, conveys a concession, the second one, B37, denotes a reason. But concession and reason were not the only semantic relations found in the corpus. Three contingency adjuncts were in the form of a conditional clause, like the adjunct A29 in the following sentence:

(35) *It's not so risky to put your head down if others are on the lookout (A29).*

In the two previous examples, all adjuncts were in the final position, which occurred 14 times with contingency adjuncts. Barring the final position, the initial position occurred 7 times and none of the contingency adjuncts were in the medial position. All 14 contingency adjuncts in the final position were in the form of a clause, e. g.:

(36) *And all plants need sunlight to photosynthesise sugars (B38).*

Adjunct B38 is a contingency adjunct in the final position in the form of a non-finite clause. *To photosynthesise sugars* semantically conveys a reason.

4.4 Overview of Adjunct Forms

This chapter is to provide an overview of the adjunct form in the context of the whole corpus, the forms are further described in a detail at each semantic category in the chapter (4.3). Adjuncts can take many forms, from a single word to a complex clause. In the analysis, 7 types of adjunct forms were recognised, which are outlined in the following table:

Form of Realisation	Quantity	Percentage
Single Adverb	59	25,0%
Phrase	140	58,5%
Adverb Phrase	2	1,0%
Noun Phrase	12	5,0%
Prepositional Phrase	126	52,5%
Clause	41	16,5%
Finite Clause	30	12,5%
Non-Finite Clause	8	3,0%
Verbless Clause	3	1,0%

Table 10: Forms of Realisation of Adjuncts

It is apparent that over half of the adjuncts in the analysis are realised by prepositional phrases, thus prepositional phrases are by far the most common adjunct form. The least common are adverb phrases and non-finite and verbless clauses. Notably, the adjunct of space *here* is the most frequent adjunct which occurs eleven times and adjunct of time location *now* seven times. Other forms of realisation by a single adverb did not repeat with such a considerable frequency and appeared three or fewer times, with a predominance of unique realisations which were used only once.

4.5 Overview of the Adjunct Positions in a Clause

As was stated previously, based on an adjunct position towards a subject, verb and other contemporary sentence elements, we can recognise three basic positions of adjuncts in clauses, which are the initial, medial and final. The position of an adjunct has a significant role in the information flow and functional sentence perspective. Even though I commented on the adjunct position in detail together with semantic categories, it is fundamental to assess the clause

position of adjuncts in the context of the whole corpus. The position is summarised in the table below:

Position	Quantity	Percentage
Initial Position	63	26,0%
Medial Position	29	12,0%
Final Position	146	61,0%
Indeterminate Position	2	1,0%

Table 11: Position of Adjuncts in the Whole Corpus

Adjuncts vastly prefer the final position, with two thirds (61%) of them being placed in the final position, 26% of adjuncts take the initial position, only 12% are in the medial position, and in two particular sentences the position of the adjunct could not be determined. Firstly, the adjunct D4 in a verbless clause (fully explained in the chapter 1.2):

- (37) *Early autumn in the Canadian Arctic (D4) and polar bears are gathering on the coastal strip (D5), waiting for the sea to freeze.*

A similar problem is raised by the adjunct *delicately* in the following sentence:

- (38) *They even turn vegetarian, delicately (D11) picking out berries from between the thorns (D12).*

The position of the adjunct D11 cannot be determined, since the clause does not carry a subject, therefore the adjunct *delicately* could be in either initial or medial position.

4.5.1 Relation Between Adjunct Position and Adjunct Form

The relation between the adjunct form and adjunct position in a clause cannot be omitted; the numerical summary of the positions adjuncts of different forms in the corpus took, is shown in the following table:

Form of Realisation	Position			
	Initial	Medial	Final	Indeterminate
Single Adverb	13	23	22	1
Adverb Phrase	1	1	0	0
Noun Phrase	5	1	6	0
Prepositional Phrase	31	3	91	1
Finite Clause	12	1	17	0
Non-Finite Clause	1	0	7	0
Verbless Clause	0	0	3	0

Table 12: Position of Semantic Classes of Adjuncts

The table demonstrates that, except for its semantic category, the position of an adjunct in a clause can be affected by its form. Longer adjuncts, especially those realised by clauses, prefer the final position. On the whole, 27 adjuncts in the form of a clause were in the final position, 13 in the initial position and only one in the medial position. Oppositely, shorter adjuncts, thus especially the adjuncts in the form of a single adverb, prefer the medial position. This may be due to the fact, that shorter phrases in the middle of a clause do not disturb the natural flow of information. These findings are in accordance with the relation of semantic categories and preferable forms, e.g.:

(39) *All these animals are here (B25) because of the coral (B26).*

Adjunct B26 *because of the coral* is an adjunct of contingency. The majority of contingency adjuncts are realised by clauses, clauses are mostly in the final position, which is also the position preferred by the contingency adjuncts. Similarly, adjuncts of temporal frequency are usually in the medial position, the medial position is typical for single adverbs, and single adverbs are the prevailing form of frequency adjuncts.

4.5.2 Theme and Rheme of Adjuncts

Apart from the semantical and syntactical facet of adjuncts, its position in a clause is influenced by the functional sentence perspective. According to its principles, the adjuncts in the medial and final positions convey the new information and function as the rheme; this is also related to the tendency of adjuncts to create sequences in the final position (chapter 4.5.3). Oppositely, adjuncts in the initial position are the known information, and function as setting into the context.

Marked theme

Marked theme is a term used when an adjunct, not a subject, is the theme of a sentence. This means, most of the adjuncts in the initial position in the beginning of a sentence are marked theme. The exact numbers of adjuncts with a marked theme are displayed in the following table:

Semantic Group	Number of Adjuncts with the Marked Theme Function
Space adjuncts	20
Time Adjuncts	25
Process Adjuncts	4
Contingency Adjuncts	7

Table 13: Semantic Groups of the Marked Theme

To evaluate how common the marked theme function for each of the semantic group was, we need to take into the account not solely the number of occurrences, but also the total number of adjuncts in every semantic group. Thus, the marked theme was most frequent in the group of time and contingency adjuncts, in each semantic group the function was performed by 33% of adjuncts. A smaller percentage, precisely 20%, of adjuncts of space functioned as a marked theme, and only 10% of process adjuncts.

The following examples illustrate how marked theme (and rheme) function in a clause:

(40) *At the southern end (A42) stand the mountains of Patagonia.*

In (40) adjunct A42 is a spatial adjunct and marked theme, which sets the sentence in a context; the rest of the clause *stand the mountains of Patagonia* is the rheme – the new information.

(41) *In just a few weeks (D48) these cliffs will empty but before the guillemots can leave (D49), their chicks must fledge.*

Similarly, the temporal adjunct *in just a few weeks* is marked these, the information focus is on the rest of the sentence, which function as rheme.

(42) *As the lava hits the water (C42), it's burning at over 1,000 degrees Celsius.*

And lastly, C42 is a contingency adjunct and marked theme, the rest of the sentence is rheme, representing the new, more important information.

4.5.3 Sequences of Adjuncts

When talking about position and functional sentence perspective of adjuncts, it is noteworthy to study their sequences as well. Adjuncts in sequences allow a higher density of conveyed information. In the corpus, from the total of 240, over one quarter, or more specifically 62 adjuncts, were in a sequence of two or three. There were no sequences of four or more adjuncts and the final position was strongly the preferable one. When analysing sequences of adjuncts, I focused on four different criteria: number of adjuncts in sequence, their position within a clause, coordination and combination of semantic classes.

Sequences of Adjuncts	In Total	Number of Adjuncts in a Sequence	
		2 adjuncts	3 adjuncts
Initial Position	0	0	0
Medial Position	1	1	0
Final Position	29	27	2
Total	30	28	2

Table 14: Sequences of adjuncts

From the table, it is apparent there are 30 sequences of adjuncts in the BBC corpus, 29 of which are in the final position. There were zero sequences in the initial position and only one in the medial position:

(43) *To see a group walking boldly (A47) in the open (A48) is extremely rare.*

The adjunct of process *boldly*, followed by the adjunct of space location *in the open*, together form a sequence in the medial position. The sequence is, as with most of them, without any coordination. Only one sequence of adjuncts was coordinated:

(44) *Rivers of liquid rock plunge over the cliffs (C38) and into the water below (C39).*

Following the requirement for coordination, being of the same semantic class, both adjuncts C38 and C39 in the final position semantically express space direction and are coordinated by the conjunction *and*.

Adjuncts heavy on information are driven to the final position by the end-weight principle, which puts elements heavy on information at the end of a clause. This is successfully executed in sequences of three adjuncts in the final position:

(45) *This vast range stretches 5,000 miles (A39) from the equator (A40) down to the Antarctic (A41).*

The adjunct A39 is of space distance and adjuncts A40 and A41 are of space direction. The example (45) is one of two sentences in the corpus which had three adjuncts in the final position.

The last aspect that was taken into account when analysing sequences, was the semantic categories of adjuncts in a sequence. The semantic categories and their order in sequences seems to be quite arbitrary, with one exception; seven sequences consist of adjuncts of space, followed by adjuncts of contingency, e. g.:

(46) *Others climb out, away from the reef (B14), to filter their food from the water (B15).*

In the sentence 46 adjunct of space B14 *away from the reef* precedes the adjunct of contingency B15 *to filter their food from the water*.

The rest of semantic combinations in sequences occurred only three or fewer times. Interestingly, in 21 sequences a spatial adjunct was presented at least once. That might be

related to the high occurrence of spatial adjuncts in the corpus and the characteristic of the commentary language, which tends to be rich on spatial adjuncts

4.6 Adjuncts in the Commentary Language

As was shown in the examples in the chapter 4.3, the significant importance of adjuncts in commentary language is indisputable. Adjuncts can comment on the development of events, give more specific information, whether it is a place (specific or vague geographic location), time or manner.

When listening to the commentary, one must notice that the narrator often takes long pauses in the commentary, but rather than as a means of hesitation, they are used to give viewers time to watch and concentrate on the visual picture. Since the text of the commentary is prepared and revised in advance, adjuncts in the scripted commentary rarely take the function of space fillers. The commentary language is abundant in adjuncts and, because of them viewers do not need to depend solely on visual perception, the language and used adjuncts set the scene for them.

5 Conclusion

Adjuncts as scene-setting adverbials play a crucial role in the commentary language. They function as a means capable of conveying many relations: setting events in time and place, to compare, to express cause, reason, condition, concession, agent, manner, and many others.

In the corpus, many adjuncts were deictic, when the conveyed reference is dependent on context and without it losing its meaning. The deictic function was very common within temporal adjuncts but can be also seen as a spatial adjunct. On the other hand, spatial adjuncts often had a metaphorical meaning, which was not very usual with other semantic categories. Speaking of semantic categories, it is important to mention semantic blends, which occurred not only between the semantic categories of adjuncts themselves, but also between adjuncts and other types of adverbials, for example adjuncts of time relationship and conjuncts, where the difference can be ambiguous as well.

Based on the analysis, most adjuncts can be found in the final position, and the fewest in the medial position. Only shorter adjuncts (realised by a single adverb) prefer the medial position; longer adjuncts, are very exceptionally in the medial position and usually take the final or initial position. Sequences of adjuncts, and especially adjuncts in the form of clauses, are mostly in the final position, applying the end-weight principle. In the functional sentence perspective, adjuncts in the initial position in the beginning of a clause are marked theme and oppositely, adjuncts in the medial and final position have rheme function, which is the focused information. Focusing on adjuncts and their preferred form, adjuncts were mostly realised by prepositional phrases, except for time frequency adjuncts, which prevailed in the form of a single adverb, and time location and contingency adjuncts which predominated in a clausal form. If we were to describe “the most typical” adjunct in the corpus, it would be an adjunct of space location in the form of a prepositional phrase in the final position.

6 Resumé

Tato bakalářská práce zkoumá adjunktivy (*adjuncts*) jako prostředky přenášející informace na pozadí jazyka komentářů dokumentárních filmů BBC. Práce je rozdělena do dvou hlavních částí, teoretické a analytické.

Lingvisté představují rozdílné přístupy ke členění příslovečných určení, proto je vymezení pojmů adjunkt a příslovečné určení (*adverbials*) zásadní. Tato práce se řídí klasifikací, kterou prezentuje Quirk a kol., kteří dělí příslovečná určení na adjunktivy, subjunktivy (*subjuncts*), konjunktivy (*conjuncts*) a disjunktivy (*disjuncts*). Adjunkt i subjunkt jsou integrovány do větné struktury a jsou ovlivněny větnými procesy, například negací a tázací strukturou. Adjunkt je samostatný větný člen, který může vyjadřovat okolnosti dějů. Subjunkt, i přes svou podobnost adjunktovi, není samostatným větným členem a pouze modifikuje jiné větné prvky. Konjunktivy fungují jako spojky, navazují dvě věty na sebe a vyjadřují poměry mezi větami. Konjunktivem je například slovo *tudíž* (*therefore*). Disjunkt neslouží k upřesňování informací ve větě, nýbrž k projevoování názorů a postojů mluvčího. Typickým disjunktivem je například slovo *upřímně* (*frankly*).

Po představení pojmu adjunkt je možné v následující části práce určit soustavu kritérií pro samotnou analýzu. Prvním hlediskem je sémantická kategorie adjunktů. Ta má čtyři hlavní podkategorie, kterými jsou místo (*place*), čas (*time*), způsob (*process*) a kontingence (*contingency*). Kategorie místa je dále řazena na lokaci (*location*), vzdálenost (*distance*) a směr (*direction*). V rámci kategorie času jsou adjunktivy řazeny dle sémantických funkcí na lokaci (*location*), frekvenci (*frequency*), trvání (*duration*) a časový vztah (*relationship*). Kategorie způsobu v této práci není dělena dále, je ale nutné upřesnit, že vyjadřuje nejenom způsob, ale i zprostředkovatele, nástroj, doprovázející osobu. Tato sémantická kategorie je v anglickém jazyce typicky doprovázena slovesem v trpném rodě. Poslední klíčovou sémantickou kategorií je kontingence, která je zastřešujícím termínem pro běžně používané kategorie příslovečných určení jako důvod, příčina, přípustka a podmínka.

Druhým hlediskem hodnotícím adjunktivy je jejich forma. Adjunktivy mohou být v rozličných formách a délkách, od jednotlivých slov po celé věty. V analýze jsem pracovala se sedmi možnými syntaktickými podobami:

- samostatné adverbium (*single adverb*),
- adverbialní fráze (*adverb phrase*),

- jmenné fráze (*noun phrase*),
- předložková fráze (*prepositional phrase*),
- finitní věta (*finite clause*), neboli věta, ve které je možné určit slovesný tvar,
- nefinitní věta (*non-finite clause*), neboli věta, ve které je neurčitý slovesný tvar,
- věta bez slovesa (*verbless clause*).

Syntaktická forma adjunktů může být částečně ovlivněna jeho sémantickou funkcí. Například lokace místa se nejčastěji vyskytuje ve formě předložkové fráze, a také má vliv na jeho pozici: delší adjunktů ve formě vět jsou zpravidla umístěny buď na začátku, nebo na konci.

Na rozdíl od jazyka českého má anglický jazyk pevně daný slovosled, který se obvykle řídí vzorem podnět-přísudek. Mohou je následovat další větné členy, kterými jsou doplněk či předmět, ale i ty mají relativně pevně danou pozici. Příslovečná určení, a tedy i adjunktů, však tvoří výjimku a jejich pozice ve větě je poměrně volná. Na základě postavení adjunktů vůči dalším větným členům lze rozlišit tři základní pozice: počáteční (*initial position*), středovou (*medial position*) a konečnou (*final position*). Počáteční pozice je pozice, která předchází podnět. Středová pozice se nachází mezi podnětem a přísudkem. Konečná pozice následuje za všemi povinnými větnými členy, například za doplňkem či předmětem. Vzhledem k povaze adjunktů je možné jich v jedné větě použít více, pokud se více adjunktů nachází v jedné větě ve stejné pozici, lze je označit za sekvenci (*sequence*).

Větná pozice má vliv na rozmístění a přenos informací, přemístěním větných členů dává uživatelům jazyka příležitost přirozeně zaostřit pozornost na nová nebo důležitá fakta. Právě uspořádáním větných členů se zabývá funkční větná perspektiva (*functional sentence perspective*), někdy také nazývána jako aktuální členění větné. Na základě principů funkční větné perspektivy lze ve větě rozeznat téma a réma. Téma představuje informaci, která je již známa a je umístěna na začátku věty. Naproti tomu réma, které následuje za tématem, je nová informace umístěna na konci věty.

V následující, analytické, části práce je nejprve představen jazykový korpus, který by vytvořen transkripcí čtyř episod dokumentárních filmů BBC. V každém podkorpusu bylo určeno a zanalyzováno 60 adjunktů, celkový korpus tedy obsahuje 240 výskytů. Počet výskytů adjunktů je dle jednotlivých kritérií vyjádřen numericky i procentuálně.

Při zpracovávání analytické části bylo primárním hlediskem dělení adjunktů dle jejich sémantické funkce, v jejímž rámci je zkoumána i jejich pozice a forma. Nejpočetnější skupinou

byly adjunktivity místa (41,5 % adjunktů), následované adjunktivity času (31,5%), adjunktivity způsobu (18%) a nejméně početnou skupinou byly adjunktivity kontingence (9%).

Častým problémem sémantického členění je sémantický mix, který nám nedává možnost jednoznačně zařadit adjunktivity pouze do jedné sémantické (pod)skupiny. Příkladem sémantické nejasnosti je slovo *jednou* (*once*), které může být chápáno jako adjunktivity časové lokace s významem *kdysi v minulosti* nebo jako adjunktivity časové frekvence, při níž se daná situace skutečně stala pouze jednou. Kromě problematiky sémantického řazení je možné setkat se (zejména u adjunktů místa) s metaforickým významem – například fráze *pod hrozbou* (*under threat*) se jeví jako adjunktivity místní lokace, významově je ale zjevné, že se nejedná o referenci ke skutečnému místu a význam fráze je pouze metaforický. U některých adjunktů (obzvláště u adjunktů času) je pozorovatelná deiktická funkce. Za příklad nám zde mohou posloužit adverbia *yní* (*now*), *zde* (*here*) nebo předložková fráze *za několik týdnů* (*in a few weeks*). Vyjádřená reference je závislá na kontextu, kterým je v tomto případě obraz v televizi.

Z hlediska formy adjunktivity byly v korpusu nejtypičtější předložkové fráze, v této formě se vyskytuje více než polovina všech analyzovaných adjunktů. Většina sémantických kategorií tuto formu preferuje. Výjimkami byly adjunktivity časové lokace a kontingence, které se vyskytovaly častěji ve formě vět, a adjunktivity časové frekvence, u kterých převládala forma samostatného adverbia. Pokud bychom měli na základě zanalyzovaného korpusu vytyčit „typický“ adjunkt, byl by to adjunktivity místní lokace ve formě předložkové fráze v závěrečné pozici, což představuje 35 adjunktů z celého korpusu.

Podíváme-li se na pozici jako takovou, zjistíme, že adjunktivity byly většinou ve finální pozici, kromě podskupiny adjunktů časové frekvence, která měla více výskytů ve středové pozici. Mnoho adjunktů, konkrétně 62, bylo v sekvencích o dvou nebo třech ve finální pozici. V počáteční pozici nebyla sekvence žádná a pouze jedna sekvence se vyskytovala ve středové pozici. Toto zjištění je významné pro funkční větnou perspektivu. Znamená to, že adjunktivity měly rématickou funkci, tedy přenášení nové informace – 50 adjunktů představovalo téma, tedy uvádění věty do kontextu. Důležitost role adjunktů v jazyce komentáře je nepopíratelná. Celkově je komentář hojný na adjunktivity, které přenášejí bližší údaje o zobrazovaných místech (například jména geografických lokací), dějích a jejich průvodcích, a zasazují je v čase.

7 Bibliography

- Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik. 1985. *A Comprehensive Grammar of the English Language*. New York: Longman.
- Hasselgård, Hilde. 2010. *Adjunct Adverbials in English*. New York: Cambridge University Press.
- Firbas, Jan. 1992. *Functional Sentence Perspective in Written and Spoken Communication*. Cambridge: Cambridge University Press.
- Halliday, M.A.K. and Matthiessen, Christian M. I. M. 2004. *Halliday's Introduction to Functional Grammar*. Oxon: Routledge.
- Crystal, David and Davy, Derek. 1969. *Investigating English Style*. Eastbourne: Longman.
- Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan. 1999. *Longman Grammar of Spoken and Written English*. Harlow: Pearson Education Ltd.
- Tolson, Andrew. 2006. *Media Talk: Spoken Discourse on TV and Radio*. Trowbridge: The Cromwell Press.
- Crystal, David. 2003. *The Cambridge Encyclopaedia of The English Language*. 2nd ed. Rotolito Lombarda: Cambridge University Press.
- Huddleston, Rodney and Pullum, Geoffrey K. 2002. *The Cambridge Grammar of the English Usage*. New York: Cambridge University Press.

8 The Source of the Corpus

Corpus A – Planet Earth II:

Planet Earth II. “Mountains.” Netflix video, 47:42. Accessed October, 2017.

<https://www.netflix.com/watch/70207860?trackId=200257858>

Corpus B – The Blue Planet:

The Blue Planet: A Natural History of the Oceans. “Coral seas.” Netflix video, 48:42. Accessed March, 2017.

<https://www.netflix.com/watch/70060730?trackId=200257858>

Corpus C – South Pacific:

South Pacific. “Ocean of Volcanoes.” Netflix video, 48:30. Accessed March, 2017.

<https://www.netflix.com/watch/70242819?trackId=200257858>

Corpus D – Frozen Planet:

Frozen Planet. “Autumn.” Netflix video, 48:12. Accessed March, 2017.

<https://www.netflix.com/watch/70242906?trackId=200257859>

9 Appendix

Appendix A Subcorpus A – Planet Earth II

Appendix B Subcorpus B – The Blue Planet

Appendix C Subcorpus C – South Pacific

Appendix D Subcorpus D – Frozen Planet

Subcorpus A – Planet Earth II, Episode 2

Human beings venture into the highest parts of our planet (A1) at their peril (A2).

- A1: space direction, final position, prepositional phrase
 - A2: process, final position, prepositional phrase
- A1, A2 final position sequence

Some might think that by climbing a high mountain (A3) they have somehow (A4) conquered it, but we can only be visitors here (A5).

- A3: process, initial position, prepositional phrase
- A4: process, medial position, single adverb
- A5: space location, final position, single adverb

It's over a hundred metres below the level of the sea. (A6)

- A6: space location, final position, prepositional phrase

But here (A7), a mountain is in gestation (A8).

- A7: space location, initial position, single adverb
- A8: space location, final position, prepositional phrase

Pools of sulphuric acid are indications that deep underground (A9) there are titanic stirrings.

- A9: space location, initial position, noun phrase

Lava rises to the surface (A10) through this crack in the crust (A11), creating a chain of young volcanos.

- A10: space direction, final position, prepositional phrase
 - A11: space direction, final position, prepositional phrase
- A10, A11 final position sequence

This one, Erta-Ale, is today (A12) the longest continually-erupting volcano on the planet (A13).

- A12: time location, medial position, single adverb
- A13: space location, final position, prepositional phrase

A lake of lava that has been molten for over 100 years (A14).

- A14: time duration, final position, prepositional phrase

Seventy million years ago (A15), this land was just as flat and as deep.

- A15: time location, initial position, noun phrase

Molten lava, rising from the Earth's core (A16), forced up a huge dome of rock 500 miles wide.

- A16: space direction, final position, prepositional phrase

Over millennia (A17), rain and ice carved the rock into a landscape of spires and canyons.

- A17: time duration, initial position, prepositional phrase

These summits, nearly three miles up (A18), are home to some very remarkable mountaineers.

- A18: space location, medial position, noun phrase

Note you need more than a head for heights to survive (A19) up here (A20).

- A19: contingency, final position, non-finite clause
 - A20: space location, final position, prepositional phrase
- A19, A20 final position sequence

But unlike other monkeys (A21), geladas chatter constantly (A22) while they do it (A23).

- A21: process, initial position, prepositional phrase
 - A22: time frequency, final position, single adverb
 - A23: time location, final position, finite clause
- A22, A23 final position sequence

It's a great way to network while your hands are busy (A24).

- A24: time location, final position, finite clause

But these socials can't go on for too long (A25).

- A25: time duration, final position, prepositional phrase

Most monkeys couldn't live up here (A26).

- A26: space location, final position, prepositional phrase

These rare creatures are usually (A27) very shy, but they drop their guard when the geladas are around (A28).

- A27: time frequency, medial position, single adverb

- A28: time location, final position, finite clause

It's not so risky to put your head down if others are on the lookout (A29).

- A29: contingency, final position, finite clause

They won't attempt an attack in broad daylight (A30).

- A30: time location, final position, prepositional phrase

But at dusk (A31) the plateau becomes a more dangerous place.

- A31: time location, initial position, prepositional phrase

With the grazing largely over (A32), there's a last chance to socialize before returning to the sleeping cliffs (A33).

- A32: contingency, initial position, prepositional phrase
- A33: time location, final position, non-finite clause

An early warning system puts everyone on the alert (A34).

- A34: space location, final position, prepositional phrase

Their day ends as it began (A35), safe on the steep cliffs (A36).

- A35: contingency, final position, finite clause
 - A36: process, final position, verbless clause
- A35, A36 final position sequence

The Ethiopian volcanoes are dormant but elsewhere (A37), others still (A38) rage.

- A37: space location, initial position, single adverb
- A38: time relationship, medial position, single adverb

This vast range stretches 5,000 miles (A39) from the equator (A40) down to the Antarctic (A41).

- A39: space distance, final position, noun phrase
 - A40: space direction, final position, prepositional phrase
 - A41: space direction, final position, prepositional phrase
- A39, A40, A41 final position sequence

At the southern end (A42) stand the mountains of Patagonia.

- A42: space location, initial position, prepositional phrase

But the Andes have the most unstable mountain weather on the planet (A43) and storms can erupt without warning (A44).

- A43: space location, final position, prepositional phrase
- A44: process, final position, prepositional phrase

Temperatures plummet and guanacos and their new-born young must suddenly (A45) endure a blizzard.

- A45: time frequency, medial position, single adverb

Pumas are usually (A46) solitary and secretive.

- A46: time frequency, medial position, single adverb

To see a group walking boldly (A47) in the open (A48) is extremely rare.

- A47: process, medial position, single adverb
 - A48: space location, medial position, prepositional phrase
- A47, A48 medial position sequence

It will be another year before the cubs can hunt for themselves (A49).

- A49: time duration, initial position, finite clause

Without their mother's skill and experience (A50), they would never (A51) survive their first winter.

- A50: contingency, initial position, prepositional phrase
- A51: time frequency, medial position, single adverb

Battered by hurricane-force winds (A52), these slopes are now (A53) lifeless.

- A52: process, final position, prepositional phrase
- A53: time location, medial position, single adverb

Further north (A54), they hold other dangers.

- A54: space location, initial position, noun phrase

In the American Rockies (A55), 100,000 avalanches devastate the slopes every winter (A56).

- A55: space location, initial position, prepositional phrase

- A56: time frequency, final position, noun phrase

This huge mountain chain continues the great spine that runs from Patagonia (A57) to Alaska (A58).

- A57: space direction, final position, prepositional phrase
- A58: space direction, final position, prepositional phrase
A57, A58 final position sequence

A mother grizzly emerges from her den (A59) after six months dozing underground (A60).

- A59: space direction, final position, prepositional phrase
- A60: time duration, final position, prepositional phrase

Subcorpus B – The Blue Planet, Episode 6

In all the seas of the world (B1), the warm waters of the tropics contain the richest and the most colourful communities.

- B1: space location, initial position, prepositional phrase

In this crowded frenetic community (B2), every individual has to find its own place, its own way of surviving.

- B2: space location, initial position, prepositional phrase

But none of these creatures would be here (B3) if it were not for the coral (B4).

- B3: space location, final position, single adverb
 - B4: contingency, final position, finite clause
- B3, B4 final position sequence

A coral larva drifts in the open sea, (B5) floating in a soup of young reef animals (B6).

- B5: space location, final position, prepositional phrase
- B6: space location, final position, prepositional phrase

If just one of these coral larvae settles in a suitable spot and survives (B7), a new reef will be founded.

- B7: contingency, initial position, finite clause

In just a few days (B8) the larva changes form and becomes a polyp, similar to a sea anemone (B9).

- B8: time location, initial position, prepositional phrase
- B9: process, final position, verbless clause

Identical copies bud off and gradually (B10) a colony develops.

- B10: process, initial position, single adverb

Each polyp surrounds itself with a hard skeleton and from this solid (B11) base begins to grow.

- B11: space direction, initial position, prepositional phrase

Some organisms, like the Christmas tree worms (B12), actually live within the coral (B13).

- B12: process, medial position, prepositional phrase
- B13: space location, final position, prepositional phrase

Others climb out, away from the reef (B14), to filter their food from the water (B15).

- B14: space direction, final position, prepositional phrase
 - B15: contingency, final position, non-finite clause
- B14, B15 final position sequence

As the community grows (B16), intimate relationships are formed, and different creatures become increasingly (B17) dependent on one another.

- B16: contingency, initial position, finite clause
- B17: process, medial position, single adverb

Even animals that spend much of their time traveling in the open ocean (B18) return to the reef (B19) for a clean (B20).

- B18: space location, final position, prepositional phrase
 - B19: space direction, final position, prepositional phrase
 - B20: contingency, final position, prepositional phrase
- B19, B20 final position sequence

Here (B21) swim the smallest and the largest fish in the sea.

- B21: space location, initial position, single adverb

When currents bring nutrient-rich water up from the deep (B22), they come here (B23) to feed (B24).

- B22: time location, initial position, finite clause
 - B23: space location, final position, single adverb
 - B24: contingency, final position, non-finite clause
- B23, B24 final position sequence

All these animals are here (B25) because of the coral (B26).

- B25: space location, final position, single adverb
 - B26: contingency, final position, verbless clause
- B25, B26 final position sequence

This extraordinary complex maze is built layer upon layer (B27) by millions and millions of individual animals, polyps (B28).

- B27: process, final position, noun phrase
- B28: process, final position, prepositional phrase
B27, B28 final position sequence

Each polyp's flesh is supported by a limestone skeleton (B29).

- B29: process, final position, prepositional phrase

Below the gut (B30) is the place where most of the growth occurs.

- B30: space location, initial position, prepositional phrase

Here (B31), the living tissue deposits an intricate lattice of limestone.

- B31: space location, initial position, single adverb

Beneath that (B32), the limestone skeleton is bare, having been vacated by the living coral tissues (B33).

- B32: space location, initial position, prepositional phrase
- B33: process, final position, prepositional phrase

And a single reef can extend for many miles (B34).

- B34: space distance, final position, prepositional phrase

Coral reefs are only found in the clear warm shallow waters of the tropics (B35).

- B35: space location, final position, prepositional phrase

Sunlight is vital to them, even though they are animals (B36), because inside their flesh live millions of tiny single-celled algae, plants (B37).

- B36: contingency, final position, finite clause
- B37: contingency, final position, finite clause
B36, B37 final position sequence

And all plants need sunlight to photosynthesise sugars (B38).

- B38: contingency, final position, non-finite clause

98% of the food that corals consume is produced by the algae (B39).

- B39: process, final position, prepositional phrase

Without them (B40), the reef would not exist.

- B40: process, initial position, prepositional phrase

Like any other plant (B41), algae need just the right amount of light.

- B41: process, initial position, prepositional phrase

The corals regulate that with pigments (B42) that we can only see when they are illuminated by ultraviolet light (B43).

- B42: process, final position, prepositional phrase
- B43: time location, final position, finite clause

At night (B44), the corals take in water, expand their tentacles and emerge to feed (B45).

- B44: time location, initial position, prepositional phrase
- B45: contingency, final position, non-finite clause

Once the prey is caught (B46), it's passed down to the polyp's mouth (B47).

- B46: time location, initial position, finite clause
- B47: space direction, final position, prepositional phrase

It's at night (B48), when the polyps are extended (B49), that they add to the limestone foundations beneath them.

- B48: time location, medial position, prepositional phrase
 - B49: time location, medial position, finite clause
- B48, B49 medial position sequence

When neighbours get too close (B50), they detect one another's presence chemically (B51).

- B50: time location, initial position, finite clause
- B51: process, final position, single adverb

Some corals are targeted by yet more deadly predators (B52).

- B52: process, final position, prepositional phrase

They also extrude their gut and digest coral wholesale (B53).

- B53: process, final position, single adverb

From beneath (B54), they launch an attack on the vulnerable underside of the starfish.

- B54: space direction, initial position, prepositional phrase

When they descend to feed (B55), the reef itself is under threat (B56).

- B55: time location, initial position, finite clause
- B56: space location, final position, prepositional phrase

The rock and coral they swallow emerges later (B57) as a fine sand (B58).

- B57: time location, medial position, single adverb
 - B58: process, final position, prepositional phrase
- B57, B58 final position sequence

On a single reef (B59), they can produce tonnes of it every year (B60).

- B59: space location, initial position, prepositional phrase
- B60: time frequency, final position, noun phrase

Subcorpus C – South Pacific, Episode 4

This tiny South Pacific island might not look like much, but it was once (C1) a mountain that towered above the waves (C2).

- C1: time location, medial position, single adverb
- C2: space location, final position, prepositional phrase

Now (C3), it barely breaks the surface.

- C3: time location, initial position, single adverb

Yet still (C4) it attracts a spectacular array of wildlife.

- C4: time relationship, initial position, single adverb

There are thousands of islands just like this scattered across the Pacific (C5), and all are teeming with life.

- C5: space location, final position, prepositional phrase

Almost 11 kilometres deep (C6), the Pacific is the deepest body of water on the planet (C7).

- C6: space location, initial position, noun phrase
- C7: space location, final position, prepositional phrase

But sometimes (C8), the seabed shoots to the surface (C9).

- C8: time frequency, initial position, single adverb
- C9: space direction, final position, prepositional phrase

This is Kavachi in the Solomon Islands (C10), one of the most active undersea volcanoes in the world (C11).

- C10: space location, final position, prepositional phrase
- C11: space location, final position, prepositional phrase

In the last 100 years (C12), Kavachi has emerged above the waves (C13) just a handful of times (C14), but so far (C15) to no avail.

- C12: time duration, initial position, prepositional phrase
- C13: space location, final position, prepositional phrase
- C14: time frequency, final position, noun phrase

- C15: time relationship, initial position, adverb phrase
C13, C14 final position sequence

Today (C16), only 1% of this vast ocean is a land, and much of it owes its existence to the explosive powers of volcanoes like Kavachi (C17).

- C16: time location, initial position, single adverb
- C17: process, final position, prepositional phrase

1,500 miles north of the equator (C18), perhaps the most famous group of volcanic islands in the world (C19).

- C18: space distance, initial position, noun phrase
- C19: space location, final position, prepositional phrase

Still (C20) one of the most volcanically active areas on Earth (C21).

- C20: time relationship, initial position, single adverb
- C21: space location, final position, prepositional phrase

Like all volcanoes (C22), it's plumbed into the very heart of the Earth (C23), home to a lot of hot, angry rock.

- C22: contingency, initial position, prepositional phrase
- C23: space direction, final position, prepositional phrase

Rising from 100 kilometres below the ocean's floor (C24), this lava has flowed nonstop (C25) for 25 years (C26).

- C24: space location, initial position, non-finite clause
- C25: process, final position, single adverb
- C26: time duration, final position, prepositional phrase
C25, C26 final position sequence

On the lowest slopes (C27), the lava travels at less than 100 metres an hour, betraying little of its awesome power.

- C27: space location, initial position, prepositional phrase

As the crust cools (C28), it is lifted by the lava still flowing beneath it (C29).

- C28: contingency, initial position, finite clause

- C29: process, final position, prepositional phrase

The advance is relentless and unpredictable, changing direction without notice (C30).

- C30: process, final position, prepositional phrase

Roads here (C31) are regularly swept away (C32) and some are now (C33) buried under 35 metres of rock (C34).

- C31: space location, medial position, single adverb
- C32: space direction, final position, single adverb
- C33: time location, medial position, single adverb
- C34: space location, final position, prepositional phrase

In the last 20 years (C35) more than 200 homes have been destroyed by Kilauea's flow (C36).

- C35: time duration, initial position, prepositional phrase
- C36: process, final position, prepositional phrase

And it doesn't stop here (C37).

- C37: space location, final position, single adverb

Rivers of liquid rock plunge over the cliffs (C38) and into the water below (C39).

- C38: space direction, final position, prepositional phrase
 - C39: space direction, final position, prepositional phrase
- C38, C39 final position sequence coordinated

Most of the lava is swept away before it can settle (C40).

- C40: time location, final position, finite clause

Below the waves (C41), the battle rages on.

- C41: space location, initial position, prepositional phrase

As the lava hits the water (C42), it's burning at over 1,000 degrees Celsius.

- C42: contingency, initial position, finite clause

Cold currents from the deep send its temperature plummeting, releasing steam with explosive consequences (C43).

- C43: process, final position, prepositional phrase

The lava fights on, but it's only a matter of time before its fire goes out (C44).

- C44: time location, final position, finite clause

But it will be some time before it's safe to settle here (C45).

- C45: time location, final position, finite clause

Pouring into the sea (C46), Hawaii's lava has forged almost 2,5 square kilometres of new land in less than 25 years (C47).

- C46: space direction, final position, prepositional phrase
- C47: time duration, final position, prepositional phrase

This spindly bush will grow into a 30-meter-tall tree, its bright flowers food for a variety of birds, like these Hawaiian honey creepers (C48).

- C48: process, final position, prepositional phrase

Their quest leads them to a remarkable, subterranean world (C49).

- C49: space direction, final position, prepositional phrase

Once (C50), a raging torrent of lava flowed right through here (C51).

- C50: time location, initial position, single adverb
- C51: space location, final position, prepositional phrase

When it stopped (C52), this was all that remained, a lava tube, pitch black, constantly (C53) damp, and very cold.

- C52: time location, initial position, finite clause
- C53: time frequency, final position, single adverb

Can anything survive in this harsh world (C54)?

- C54: space location, final position, prepositional phrase

But in total darkness (C55), eyes are little use.

- C55: space location, initial position, prepositional phrase

Rare crickets scale the rocks while translucent earwigs and milky millipedes forage for food (C56).

- C56: time location, final position, finite clause

These are cave specialists or troglobites, and they never (C57) leave the lava tube.

- C57: time frequency, medial position, single adverb

Over time (C58), most have lost their eyes and colour, like this plant hopper (C59).

- C58: time location, initial position, prepositional phrase
- C59: process, final position, prepositional phrase

As prey are few and far between, this may be its last meal for some time (C60).

- C60: time duration, final position, prepositional phrase

Subcorpus D – Frozen Planet, Episode 3

The end of the Arctic summer, and the sun hasn't set for three months (D1).

- D1: time duration, final position, prepositional phrase

It's hard to imagine the bitter cold will soon (D2) return.

- D2: time location, medial position, single adverb

Some will welcome the chills of autumn, but for most, time is running out before they have to retreat to the south (D3).

- D3: time location, final position, finite clause

Early autumn in the Canadian Arctic (D4) and polar bears are gathering on the coastal strip (D5), waiting for the sea to freeze.

- D4: space location, indeterminate position, prepositional phrase
- D5: space location, final position, prepositional phrase

Over half a tonne of bear slams into the other (D6).

- D6: space location, final position, prepositional phrase

Now (D7) these fearsome predators display a surprisingly tolerant side to their natures.

- D7: time location, initial position, single adverb

Being marooned on land means the bears no longer (D8) have access to the seals they usually (D9) hunt, and they have to scrape by on whatever they can find.

- D8: time duration, medial position, adverb phrase
- D9: time frequency, medial position, single adverb

Like bears the world over (D10), they're not choosy feeders.

- D10: process, initial position, prepositional phrase

They even turn vegetarian, delicately (D11) picking out berries from between the thorns (D12).

- D11: process, indeterminate position, single adverb
- D12: space location, final position, prepositional phrase

There are plenty to go around (D13) so there's no need to squabble over them (D14).

- D13: space location, final position, single adverb,
 - D14: contingency, final position, finite clause
- D13, D14 final position sequence

The bears select sparring partners who are well-matched and they always (D15) pull their punches, no-one wants to get hurt in a play-fight (D16).

- D15: time frequency, medial position, single adverb
- D16: space location, final position, prepositional phrase

Perhaps these bouts are a way of testing rivals in case they ever meet again out on the sea ice (D17).

- D17: contingency, final position, finite clause

One thing's for sure, the famous loners are revealing a social, playful side we rarely (D18) see.

- D18: time frequency, medial position, single adverb

It's all just boisterous fun but with so many big males around (D19), the females keep their cubs at a safe distance (D20).

- D19: process, initial position, prepositional phrase
- D20: space location, final position, prepositional phrase

The wary mother will lead her young to a quieter beach along the coast (D21) while she waits for the ocean to freeze (D22).

- D21: space direction, final position, prepositional phrase
 - D22: time duration, final position, finite clause
- D21, D22 final position sequence

The sea ice is now (D23) at its minimum extent (D24).

- D23: time location, final position, single adverb
 - D24: space location, final position, prepositional phrase
- D23, D24 final position sequence

In the Canadian Arctic (D25), vast stretches of coastline are now (D26) unlocked and ready to receive visitors.

- D25: space location, initial position, prepositional phrase

- D26: time location, medial position, single adverb

It's a journey they make every year (D27) along traditional routes (D28).

- D27: time frequency, final position, noun phrase
 - D28: space direction, final position, prepositional phrase
- D27, D28 final position sequence

Baby belugas ride piggy-back (D29), pulled along (D30) by their mother's slip stream (D31).

- D29: process, final position, single adverb
 - D30: process, final position, single adverb
 - D31: process, final position, prepositional phrase
- D30, D31 final position sequence

Thousands of belugas are being drawn to one special estuary in the Canadian Arctic (D32).

- D32: space direction, final position, prepositional phrase

It isn't food that brings them here (D33).

- D33: space location, final position, single adverb

When the tide is low (D34), they swim and flail around (D35) with great enthusiasm (D36).

- D34: time location, initial position, finite clause
 - D35: space location, final position, single adverb
 - D36: process, final position, prepositional phrase
- D35, D36 final position sequence

Their gravel acts as a loofah (D37) and trashing their bodies across it (D38) helps to get rid of their old skin.

- D37: process, final position, prepositional phrase
- D38: space direction, final position, prepositional phrase

This secluded estuary is only a temporary whale spa, the ocean will soon (D39) freeze again (D40) forcing the whales to travel south (D41).

- D39: time location, medial position, single adverb
- D40: time relationship, final position, single adverb
- D41: space location, final position, single adverb

Brunnich's guillemots have spent the summer months packed together (D42) on vertical cliffs (D43) beyond the reach of predators (D44).

- D42: process, final position, non-finite clause
 - D43: space location, final position, prepositional phrase
 - D44: space location, final position, prepositional phrase
- D42, D43, D44 final position sequence

They are among the most numerous seabirds in the Northern hemisphere (D45).

- D45: space location, final position, prepositional phrase

This colony alone contains 100,000 birds and there are many more like it (D46) all along the Arctic coastline (D47).

- D46: process, final position, prepositional phrase
 - D47: space location, final position, prepositional phrase
- D46, D47 final position sequence

In just a few weeks (D48) these cliffs will empty but before the guillemots can leave (D49), their chicks must fledge.

- D48: time location, initial position, prepositional phrase
- D49: time location, initial position, finite clause

Their feathers are now (D50) fully formed, but their stubby wings are still (D51) too short for them to fly properly (D52) – this will be a challenge.

- D50: time location, medial position, single adverb
- D51: time relationship, medial position, single adverb
- D52: process, final position, single adverb

Here (D53) he goes.

- D53: space location, initial position, single adverb

The next chick is accompanied by a parent (D54).

- D54: process, final position, prepositional phrase

Failed again (D55).

- D55: time relationship, final position, single adverb

Aquatic landings are certainly gentler and foxes can't reach you out here (D56).

- D56: space location, final position, prepositional phrase

The chicks will stay in their parents' care (D57) for another month (D58).

- D57: space location, final position, prepositional phrase
 - D58: time duration, final position, prepositional phrase
- D57, D58 final position sequence

The guillemots are not the only ones preparing to leave, all across the Arctic (D59) millions of summer visitors are beginning to return south (D60).

- D59: space location, initial position, prepositional phrase
- D60: space location, final position, single adverb