

BEHIND ENGLISH GRAMMAR

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THE LOGIC

BEHIND ENGLISH GRAMMAR

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Brinda Li (潇)

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This set of books is dedicated to my great mother—YingWang who set my on my path.

Xiaoming Han

Preface

Grammar is the key to mastering ESL because all the words have to be put together through the appropriate manipulation of grammar. However, a multitude of rules leaves students at a loss as to which course to take other than to resort to mechanical memorization, which undoubtedly greatly hinders the process of their acquisition of ESL. To help remove this obstacle, *The Logic behind English Grammar* provides students with a highly effective shortcut—directly mastering the logic which dominates the grammatical rules.

The Logical Deduction Method introduced in this book has simplified the rules into a few easily understood steps which directly lays bare the hidden logic. To grasp the logic means to grasp the essence of grammar, which can turn passive learning into active learning immediately. Thus, students themselves can create perfect sentences without the necessity of knowing the rules. This method can quickly and effectively guide students in conquering grammar. Therefore, through conscientiously and coherently going over these three books from the beginning to the end (the three reference chapters can be excluded), students will know how to speak and write appropriately and accordingly, all of which will lead to twice the results with half the effort.

There are eight essential differences between this book and other grammar books:

1. Starting with the Introduction of the Parts of Speech

As preparation, this book begins with the 26 letters of the alphabet, the use of the dictionary and the International Phonetic Alphabet in American English. The formal instruction starts with a general introduction of the ten parts of speech. Because all grammatical concepts are rooted in the parts of speech and dominated by logic, only by first knowing the parts of speech can students have a profound understanding of the significance of logic.

2. Items Divided by Categories and Closely Linked

All grammatical phenomena are divided according to their categories, with all items of the same category introduced together. What has been discussed in the previous chapters is needed not only for understanding but also for further deduction and comparison with the following chapters. Each item is built upon and compared with the previous items, and each step is closely linked to the next and introduced one by one according to its complexity. By the end of the book, all items are covered as a unified whole which is systematic, coherent, and clear.

3. No Irrelevant Grammatical Phenomena Involved in Each Section

Except for the points discussed in a given chapter or previous chapters, no irrelevant grammatical phenomena which have not yet been discussed appear

in the explanations and exercises of the given chapter. Thus, students can thoroughly grasp what they have learned without being confused.

4. Rules Deduced by Revealing the Logic behind Them

Because the syntactical structures of most clauses lie in the logic behind the rules, the instruction of the clauses is mainly presented by using the Logical Deduction Method. A few steps of logical deduction can automatically generate a sentence with accurate grammar and a condensed structure, while the origin and development of the sentence remain thoroughly clear. These logical deduction steps are both easy and interesting, which can be understood by native speakers of all languages. Also, there are specific deduction illustrations for the complicated structures which need more than two steps (see sections 21, 26, 44, 45, 48, 51-1, 53, 55-5, 55-6, 57-3, 58, 61-3 to 61-5, 72, 74, etc.). Besides, the semantic logic also dominates grammar, but it has not been revealed yet. This book first makes this logic clear (see sections 49-11, 53-6, 53-10, 53-11, 54-8, 65, 66-10, 69-2, 73-2, 73-3, etc.). (The abbreviations to the left of the examples sentences in the book are for the sole purpose of explaining the sentence structures; therefore, students can choose to ignore these abbreviations.)

5. Free of Grammatical Errors

Following the grammatical rules is passive and rigid learning, and what is learned is only on the surface, which can lead to all kinds of errors in comprehensive practice. Grasping the logic behind the rules is active and creative learning, and what is learned is the essence. By strictly following the steps of logical deduction, all kinds of grammatical errors can be avoided.

6. Learning Process Dramatically Reduced

Because the Logical Deduction Method has taken students away from the misguided task of rule memorization, a student's learning efficiency can be raised dramatically. Some complicated grammatical points (the passive voice of the sixteen tenses, the basic principles of the formation of compound sentences, etc.) which usually take months to learn only take a few minutes to understand using this method, and all that is left is how to speed up the rate of deduction. Specifically, the high efficiency and acceleration of the Logical Deduction Method can save students two thirds of the time and mental energy compared with other learning methods.

7. Appropriate Especially for Chinese Students at All Levels

This book is divided into three parts. Book One, for the beginning level, introduces the basic concepts of English (basic vocabulary, the basic structures of simple sentences, the basic grammatical elements, tenses, the passive voice, etc.). Book Two, for the intermediate level, introduces different formations of simple sentences (the grammatical points for all parts of speech, the switch among parts of speech, the parallelism of same categories, the non-predicate forms, etc.). Book Three, for the advanced level, introduces the basic manipulating logic for combining simple sentences into compound sentences (the formation of clauses and their simplified forms, the switch among clauses, etc.). The method introduced in this book is fresh and unique, so after reading it, even native speakers can deepen their understanding of the logic behind English grammar.

8. Appropriate for the Native Speakers of All Languages

The English version of this book has been tested in the ESL classrooms of West Los Angeles College and Los Angeles City College in the United States. The results indicate that this Logical Deduction Method is appropriate for the native speakers of all languages, such as Chinese, Japanese, Korean, Thai, Burmese, Vietnamese, Cambodian, Laotian, Malaysian, Indonesian, Indian, Persian, Arabic, Turkish, German, French, Italian, Hungarian, Swiss, Russian, Spanish, Portuguese, etc.

Books One through Three are designed as one unit in a system, with all grammatical categories being completely covered. Because what is explained in a previous chapter is not explained again in the following chapters, it is highly recommended to use these books from the beginning so that the learning process can advance gradually and be deeply entrenched at each step. What it brings to the teachers and the students who are struggling with English grammar is the endless subtleties and joys of quick mastery with high efficiency.

Special Thanks to Steve J. Leetch and Michael A. Agrusso for their generous assistance in the editing of this book.

Xiaoming Han (韩笑明)
Brinna Li (潇涵)

ABBREVIATIONS USED TO EXPLAIN GRAMMAR IN THIS BOOK

| | | <u>Referring Chapters</u> |
|--------|--|---|
| AA | Accompanying Adverbials | (51-8) |
| ADC | Adverbial Clauses | (64 to 74) |
| AC | Attributive Clauses | (53 to 54, 55-3 to 55-5, 56, 57-1, 57-4 to 57-5, 61, 71-8 to 71-13, 73-3 to 73-5) |
| AI | Additional Information | (73-2 to 73-10) |
| AP | Adjective Phrases | (54-2 to 54-3, 70-3, 70-6) |
| APC | Appositive Clauses | (59 to 60) |
| B-PRPP | <i>Being</i> Plus a Present Participle | (51-7) |
| CPAP | Compound Past Participles | (54-8) |
| CPRP | Compound Present Participles | (54-8) |
| CQ | Counter Questions | (13, 25, 26) |
| DS | Direct Speeches | (63-5 to 63-9) |
| ED | the Extent of Difference | (73-16) |
| ES | the Emphasis Structures | (48, 70-7) |
| GP | Gerund Phrases | (50, 51-2, 51-4, 57-4, 66-3, 66-6 to 66-7, 69-3, 70-6, 73-15, 74) |
| IF | Infinitives | (49, 54-4 to 54-5, 56, 57-1, 57-4, 60, 63-9, 64 to 65, 66-5, 73-15) |
| HPC | Higher Point of Comparison | (73-8 to 73-9, 73-11, 73-14 to 73-16) |
| LPC | Lower Point of Comparison | (73-8 to 73-9, 73-11, 73-14 to 73-16) |
| IPP | Independent Prepositional phrases | (52) |

| | | |
|------|---------------------------------|---|
| IS | Indirect Speeches | (63-5 to 63-9) |
| LA | Logical Adverbials | (49-3) |
| LO | Logical Objects | (49-3) |
| NP | Noun Phrases | (54-1, 57-4, 70-3) |
| OAPC | Object Appositive Clauses | (59-1, 59-2) |
| OC | Object Complements | (49-19, 51-7, 57-3 to 57-4) |
| OBC | Objective Clauses | (55-5, 61, 71-9 to 71-11, 71-15) |
| OOO | Objects of Object Complements | (49-19) |
| OSC | Objects of Subject Complements | (49-19) |
| PAPC | Predicative Appositive Clauses | (59-1, 59-2) |
| PAPP | Past Participle Phrases | (54-6 to 54-8, 70-4, 70-7, 73-9, 73-14 to 73-16) |
| PC | Points of Comparison | (73-4 to 73-12) |
| POC | Preposition-Objective Clause | (71-9) |
| PP | Prepositional Phrases | (52-3, 54-3, 69-1 to 69-4, 70-3, 70-6 to 70-7, 72-5 to 72-7, 73-4, 73-10) |
| PRC | Predicative Clauses | (57, 58, 59) |
| PRPP | Present Participle Phrases | (51-7, 54-6 to 54-10, 66-4 to 66-5, 66-12, 70-1 to 70-5, 70-7) |
| RQ | Rhetorical Questions | (13, 25, 26) |
| SAC | Subjunctive Attributive Clauses | (54-5) |
| SAPC | Subjective Appositive Clauses | (59-2) |
| SC | Subject Complements | (49-8, 51-7) |
| SBC | Subjective Clauses | (55-6, 57-1, 57-4 to 57-5, 59 to 60, 71-8, |

71-10 to 71-11, 73-5 to 73-7)

| | | |
|-------|---|----------------|
| SOBC | Subjunctive Objective Clauses | (62-2 to 62-3) |
| SQ | Standard Questions | (13, 25, 26) |
| SMADC | Subjunctive Manner Adverbial Clauses | (68) |
| SS | Simple Sentences | (53-74) |
| SOAPC | Subjunctive Objective Appositive Clauses | (60) |
| SSAPC | Subjunctive Subjective Appositive Clauses | (60) |
| SSBC | Subjunctive Subjective Clauses | (56) |
| SPRC | Subjunctive Predicative Clauses | (68) |
| ZSC | Zero-Subject Clause | (73-13) |

THE CONTENTS OF BOOK THREE

ATTRIBUTIVE CLAUSES AND THEIR SIMPLIFIED PHRASES

| | |
|--|----|
| 53 ATTRIBUTIVE CLAUSES | 1 |
| 53-1 WHO AND WHOM | 1 |
| 53-2 WHOM SHIFTED WITH OR WITHOUT THE PREPOSITION | 4 |
| 53-3 WHOSE | 7 |
| 53-4 WHOSE SHIFTED WITH OR WITHOUT THE PREPOSITION | 9 |
| 53-5 WHICH OR THAT | 11 |
| 53-6 WHICH SHIFTED WITH OR WITHOUT THE PREPOSITION | 12 |
| 53-7 WHICH FOLLOWING A NOUN AND OF | 15 |
| 53-8 WHICH FOLLOWING A NOUN AND OTHER PREPOSITIONS | 17 |
| 53-9 A WH- WORD FOLLOWING A QUANTITY-REFERRING PRONOUN OR A NUMERAL PLUS OF | 18 |
| 53-10 WHEN OR THE PREPOSITION PLUS WHICH | 19 |
| 53-11 WHERE OR THE PREPOSITION PLUS WHICH | 22 |
| 53-12 A PROPER NOUN AS THE MODIFIED NOUN | 26 |
| 53-13 THE COVERAGE OF AN ATTRIBUTIVE CLAUSE | 28 |
| 54 ATTRIBUTIVE CLAUSES SIMPLIFIED INTO PHRASES | 29 |
| 54-1 A WH- WORD FOLLOWED BY A FORM OF BE PLUS A NOUN PHRASE | 29 |
| 54-2 A WH- WORD FOLLOWED BY A FORM OF BE PLUS AN ADJECTIVE PHRASE | 30 |
| 54-3 A WH- WORD FOLLOWED BY A FORM OF BE PLUS A PREPOSITIONAL PHRASE | 31 |
| 54-4 AN ATTRIBUTIVE CLAUSE SIMPLIFIED INTO AN INFINITIVE | 31 |
| 54-5 A SUBJUNCTIVE ATTRIBUTIVE CLAUSE SIMPLIFIED INTO AN INFINITIVE | 33 |
| 54-6 AN ATTRIBUTIVE CLAUSE SIMPLIFIED INTO A PARTICIPLE PHRASE | 34 |
| 54-7 AN ATTRIBUTIVE CLAUSE SIMPLIFIED INTO PARALLEL PARTICIPLE PHRASES | 40 |
| 54-8 A PARTICIPLE PHRASE FURTHER SIMPLIFIED INTO A COMPOUND PARTICLE | 42 |

NOUN CLAUSES AND THEIR SIMPLIFIED PHRASES

| | |
|--|----|
| 55 SUBJECTIVE CLAUSES AND THEIR SIMPLIFIED PHRASES | 46 |
| 55-1 WHO AND WHOEVER SUBJECTIVE CLAUSES SWITCHED FROM ATTRIBUTIVE CLAUSES | 46 |
| 55-2 WHAT AND WHATEVER SUBJECTIVE CLAUSES SWITCHED FROM ATTRIBUTIVE CLAUSES | 47 |
| 55-3 A NON-SHARED SUBJECT | 48 |

| | |
|--|----|
| 55-4 THE IT...THAT SUBJECTIVE CLAUSE EQUIVALENT TO AN ATTRIBUTIVE CLAUSE | 49 |
| 55-5 AN OBJECTIVE, ATTRIBUTIVE, OR A SUBJECTIVE CLAUSE DEDUCED FROM THE SAME CONTEXT | 51 |
| 55-6 IT...WHETHER DEDUCED FROM IT...THAT | 52 |
| 56 SUBJUNCTIVE SUBJECTIVE CLAUSES AND THEIR SIMPLIFIED PHRASES | 54 |
| 57 PREDICATIVE CLAUSES | 56 |
| 57-1 THAT WITH OR WITHOUT THE SUBJUNCTIVE | 56 |
| 57-2 WHAT...BE AND ...BE WHAT | 58 |
| 57-3 WHAT...BE THAT AND THAT...BE WHAT | 61 |
| 57-4 REFERENCE CHAPTER THREE: DIFFERENT WAYS TO COMBINE SENTENCES | 62 |
| 57-5 A HIGHLY CONDENSED COMPLEX SENTENCE WITH WHAT...BE THAT | 64 |
| 58 SUBJUNCTIVE PREDICATIVE CLAUSES INTRODUCED WITH AS IF OR AS THOUGH | 66 |
| 59 APPOSITIVE CLAUSES AND THEIR SIMPLIFIED PHRASES | 68 |
| 59-1 AN OBJECTIVE APPOSITIVE CLAUSE VERSUS A PREDICATIVE APPOSITIVE CLAUSE | 68 |
| 59-2 A SUBJECTIVE APPOSITIVE CLAUSE VERSUS A PREDICATIVE APPOSITIVE CLAUSE | 69 |
| 60 SUBJUNCTIVE APPOSITIVE CLAUSES AND THEIR SIMPLIFIED PHRASES | 71 |
| 61 OBJECTIVE CLAUSES | 73 |
| 61-1 FROM A WH- QUESTION TO AN OBJECTIVE CLAUSE | 73 |
| 61-2 AN OBJECTIVE CLAUSE INTRODUCED WITH WHETHER | 77 |
| 61-3 FROM EVERY...WHO TO WHOEVER AND FROM EVERY...WHOM TO WHOMEVER | 78 |
| 61-4 FROM EVERY...THAT TO WHICHEVER...THAT AND WHATEVER THAT | 80 |
| 61-5 FROM EVERYTHING THAT TO WHATEVER | 82 |
| 62 SUBJUNCTIVE OBJECTIVE CLAUSES | 83 |
| 62-1 A SUBJUNCTIVE OBJECTIVE CLAUSE INTRODUCED BY THAT | 83 |
| 62-2 A SUBJUNCTIVE OBJECTIVE CLAUSE FOLLOWING WISH | 84 |
| 62-3 A SUBJUNCTIVE OBJECTIVE CLAUSE FOLLOWING WOULD RATHER | 85 |
| 63 OBJECTIVE CLAUSES SWITCHED FROM A DIRECT SPEECH | 88 |

| | |
|---|----|
| 63-1 A DIRECT SPEECH FOLLOWING THE MAIN SENTENCE | 88 |
| 63-2 A DIRECT SPEECH PRECEDING THE MAIN SENTENCE | 89 |
| 63-3 AN INVERTED MAIN SENTENCE REVERTED TO THE NORMAL ORDER | 91 |
| 63-4 A DIRECT SPEECH SEPARATED BY THE MAIN SENTENCE | 91 |
| 63-5 FROM A DIRECT SPEECH TO AN INDIRECT SPEECH | 93 |
| 63-6 TWO OR MORE DIRECT-SPEECH SENTENCES COMBINED INTO ONE INDIRECT SPEECH | 94 |
| 63-7 THE ORIGINAL PRESENT OR PAST TENSE FOR A DIRECT OR AN INDIRECT SPEECH | 95 |
| 63-8 AN INDIRECT SPEECH INDICATING THE FUTURE EVENT | 95 |
| 63-9 AN INDIRECT SPEECH SIMPLIFIED INTO AN INFINITIVE | 96 |

ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES

| | |
|--|-----|
| 64 PURPOSE ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES | 98 |
| 65 RESULT ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES | 100 |
| 65-1 A POSITIVE SO MAIN SENTENCE PLUS A NEGATIVE THAT CLAUSE | 100 |
| 65-2 FROM TOO...TO TO SO...AS TO | 102 |
| 65-3 FROM SO...THAT TO SUCH...THAT | 104 |
| 66 TIME ADVERBIAL CLAUSES | 106 |
| 66-1 WHEN | 107 |
| 66-2 WHENEVER OR EVERY TIME | 108 |
| 66-3 AN AFTER OR A BEFORE CLAUSE SIMPLIFIED INTO A GERUND PHRASE | 109 |
| 66-4 AN AFTER CLAUSE SIMPLIFIED INTO A PRESENT PARTICIPLE PHRASE | 110 |
| 66-5 AN AFTER CLAUSE SIMPLIFIED INTO AN INFINITIVE | 111 |
| 66-6 FROM AFTER TO SINCE AND EVER SINCE | 112 |
| 66-7 RIGHT AFTER OR SOON AFTER EQUALING AS SOON AS | 114 |
| 66-8 FROM AS SOON AS TO NO SOONER THAN | 115 |
| 66-9 AS SOON AS VERSUS ONCE | 116 |
| 66-10 FROM WHEN OR AFTER TO BEFORE OR UNTIL | 118 |
| 66-11 AS | 120 |
| 66-12 WHILE | 121 |
| 67 CONTRAST ADVERBIAL CLAUSES | 122 |
| 68 SUBJUNCTIVE MANNER ADVERBIAL CLAUSES | 123 |
| 69 CONCESSION ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES | 124 |
| 69-1 A THOUGH OR ALTHOUGH CLAUSE WITH A FORM OF BE OR HAVE AS THE PREDICATE AND ITS SIMPLIFIED PHRASE | 124 |
| 69-2 A THOUGH OR ALTHOUGH CLAUSE WITH A PREDICATE OTHER THAN A FORM OF BE OR HAVE AND ITS SIMPLIFIED PHRASE | 126 |

| | |
|---|-----|
| 69-3 A THOUGH OR ALTHOUGH CLAUSE WITH A NON-NOUN-DERIVABLE PREDICATE AND ITS SIMPLIFIED PHRASE | 128 |
| 69-4 APPROPRIATE ADJUSTMENTS | 130 |
| 69-5 EVEN GOING BEFORE THOUGH OR IF FOR EMPHASIS | 131 |
| 70 CAUSE ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES | 133 |
| 70-1 A BECAUSE CLAUSE AND ITS SIMPLIFIED PHRASE | 133 |
| 70-2 A BECAUSE CLAUSE WITH A RESULT-ONLY VERB OR THE PERFECT TENSE | 134 |
| 70-3 A BECAUSE CLAUSE WITH THE LINKING VERB BE AS THE PREDICATE | 135 |
| 70-4 A BECAUSE CLAUSE SIMPLIFIED INTO A PAST PARTICIPLE PHRASE | 137 |
| 70-5 A BECAUSE CLAUSE WITH PARALLEL PREDICATES | 138 |
| 70-6 FROM BECAUSE TO BECAUSE OF AND DUE TO | 139 |
| 70-7 A CAUSE OR TIME ADVERBIAL CLAUSE WITH THE EMPHASIS STRUCTURE | 141 |
| 70-8 BECAUSE VERSUS SINCE | 142 |
| 71 CONDITION ADVERBIAL CLAUSES | 144 |
| 71-1 IF | 144 |
| 71-2 FROM IF TO AS LONG AS OR SO LONG AS | 145 |
| 71-3 FROM IF TO UNLESS | 146 |
| 71-4 ONLY IF AND UNLESS | 147 |
| 71-5 ONLY WHEN AND UNLESS | 148 |
| 71-6 IN CASE | 149 |
| 71-7 NO MATTER WHOSE | 150 |
| 71-8 FROM EVERYONE WHO OR WHOEVER TO NO MATTER WHO | 151 |
| 71-9 FROM EVERYONE WHOM OR WHOMEVER TO NO MATTER WHOM | 152 |
| 71-10 FROM EVERY... THAT OR WHICHEVER TO NO MATTER WHICH | 152 |
| 71-11 FROM EVERYTHING THAT OR WHATEVER TO NO MATTER WHAT | 153 |
| 71-12 FROM EVERY TIME OR WHENEVER TO NO MATTER WHEN | 154 |
| 71-13 FROM EVERY PLACE OR WHEREVER TO NO MATTER WHERE | 155 |
| 71-14 NO MATTER WHY | 155 |
| 71-15 FROM WHETHER TO NO MATTER WHETHER AND WHETEHR OR NOT | 156 |
| 71-16 NO MATTER HOW | 157 |
| 72 SUBJUNCTIVE CONDITION ADVERBIAL CLAUSES | 158 |
| 72-1 CONTRARY TO THE PRESENT REALITY | 158 |
| 72-2 CONTRARY TO THE FUTURE REALITY | 160 |
| 72-3 CONTRARY TO THE PAST REALITY | 163 |
| 72-4 MIXED TENSES | 165 |
| 72-5 A CLAUSE WITH A FORM OF THERE BE OR HAVE AS THE PREDICATE AND ITS SIMPLIFIED PHRASE | 167 |

| | |
|---|-----|
| 72-6 A CLAUSE WITH A NOUN-DERIVABLE PREDICATE AND ITS SIMPLIFIED PHRASE | 168 |
| 72-7 A CLAUSE WITHOUT A NOUN-DERIVABLE PREDICATE AND ITS SIMPLIFIED PHRASE | 170 |
| 73 COMPARISON ADVERBIAL CLAUSES AND THEIR SIMPLIFIED PHRASES | 174 |
| 73-1 THE MORE... , THE MORE... DEDUCED FROM TWO UNDERLINES | 174 |
| 73-2 THE MORE... , THE MORE... DEDUCED FROM THREE OR MORE UNDERLINES | 175 |
| 73-3 THE MORE... , THE MORE... DEDUCED FROM AN UNDERLINED ADJECTIVE FOLLOWED BY A PREPOSITION | 177 |
| 73-4 THE SAME...AS WITH A FORM OF BE AS THE PREDICATE | 179 |
| 73-5 THE SAME...AS WITH A NON- BE VERB AS THE PREDICATE | 182 |
| 73-6 THE SAME...AS WITH A SHARED AUXILIARY AND PREDICATE | 185 |
| 73-7 THE SAME...AS WITH DIFFERENT TENSE AUXILIARIES AND THE SAME PREDICATE VERB IN DIFFERENT FORMS | 187 |
| 73-8 AS...AS WITH AN ADJECTIVE AS THE POINT OF COMPARISON (PC) AND ITS SIMPLIFIED PHRASE | 190 |
| 73-9 NOT AS...AS WITH AN ADJECTIVE AS THE PC AND ITS SIMPLIFIED PHRASE | 192 |
| 73-10 AS...AS WITH AN ADVERB AS THE PC AND ITS SIMPLIFIED PHRASE | 193 |
| 73-11 NOT AS...AS WITH AN ADVERB AS THE PC AND ITS SIMPLIFIED PHRASE | 195 |
| 73-12 AS...AS WITH DIFFERENT OBJECTS OR DIFFERENT PREPOSITIONAL PHRASES | 196 |
| 73-13 (JUST) AS | 197 |
| 73-14 MORE...THAN WITH AN ADJECTIVE AS THE PC AND ITS SIMPLIFIED PHRASE | 198 |
| 73-15 MORE...THAN WITH AN ADVERB AS THE PC AND ITS SIMPLIFIED PHRASE | 201 |
| 73-16 THE WORDS SHOWING THE EXTENT OF DIFFERENCE | 202 |
| 73-17 THE SWITCH OF PARTS OF SPEECH IN A COMPARISON ADVERBIAL CLAUSE | 205 |
| 73-18 INFINITIVES OR GERUNDS WITH A COMPARISON ADVERBIAL CLAUSE | 208 |
| 74 SUBJUNCTIVE CHOICE ADVERBIAL CLAUSES | 209 |
| 74-1 THE TWO CHOICES BOTH STARTING WITH A VERB | 209 |
| 74-2 THE TWO CHOICES BOTH STARTING WITH A NOUN OR A PRONOUN | 211 |
| 75 LOCATION ADVERBIAL CLAUSES | 214 |
| 76 COMPREHENSIVE EXERCISES | 214 |
| ANSWER | 216 |

ATTRIBUTIVE CLAUSES AND THEIR SIMPLIFIED PHRASES

53. ATTRIBUTIVE CLAUSES

Besides the independent prepositional phrases discussed in 52, another way to combine a pair of relevant sentences into one is by using clauses. Usually, the sentence embedded in another sentence is called the clause, and the embedding sentence is called the main sentence. A sentence embedded with one or more clauses is called a complex sentence. There are three basic categories of clauses: attributive or adjective clauses, noun clauses (see 55 to 63), and adverbial clauses (see 64 to 74). An attributive clause modifies a preceding noun in the main sentence. In this context, a restrictive attributive clause provides necessary information; a non-restrictive attributive clause separated by one or two commas provides extra information. An attributive clause usually starts with a *wh*- word (see 21), for example, with a relative pronoun (*who*, *whom*, *whose*, *which*, *that*) or a relative adverb (*when*, *where*, *how*).

53-1. *Who* and *Whom*

For a pair of relevant simple sentences (SS), the logical relationship between the link in one sentence (or the word which refers to a certain noun in the other sentence) and its intended referent in the other sentence (or the noun which is referred to by the link) determines how they are combined. There are five basic steps to help build an attributive clause: (1) underline the link in one sentence and its referent in the other; (2) match the underlined part in one sentence with an appropriate *wh*- word; (3) replace the underlined part with the *wh*-word; (4) shift the *wh*- word to the beginning of the sentence if it is not at the beginning; and (5) insert this whole sentence after the underlined part in the other sentence. Usually, *whom* as an object may be omitted in a restrictive attributive clause, but must stay in a non-restrictive attributive clause. Generally, either sentence may serve as a clause or a main sentence to express a different meaning. Note that as a subject or an object, a noun usually goes with the main sentence; a pronoun usually goes with the clause.

SS: The man is a university professor. Shirley likes him.

(1) Underline: The man is a university professor. Shirley likes him.
(*Him* is the link which makes the two sentences logically relevant.
The man is the referent.)

1st into 2nd:

- (2) Match: The man is a university professor. (1st sentence)
who (because *the man* is the subject of the sentence)
- (3) Replace: *who* is a university professor
- (4) Shift: (not necessary because *who* is already at the beginning of the sentence)
- (5) Insert: Shirley likes the man *who is a university professor*. (into 2nd sentence)

A Context for a Restrictive Clause:

Shirley likes the man *who is a university professor*, but not the one *who is a bank manager*.

(The clause provides necessary information for the modified nouns.)

A Context for a Non-Restrictive Clause:

Does Shirley like the man, *who is a university professor*?