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THE LOGIC

BEHIND ENGLISH GRAMMAR

Xiaoming Han（韩笑明） Brinna Li（潇涵）

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藏书章

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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

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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)

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THE GRAMMATICAL USE OF THE TEN PARTS OF SPEECH

27. THE GRAMMATICAL USE OF VERBS

See 1 for the definition of verbs. When serving as predicates, some verbs may not go with the continuous tense.

27-1. Process-Result Synonymous Verbal Pairs

A process-result synonymous verbal pair refers to the two synonymous verbs which may go as a pair, with one indicating the process of the action and the other indicating the result. Because of this, the former may go with a continuous tense, but the latter may not.

Process	Result	Process	Result
look at	see	listen to	hear
look for	find	study	learn
treat	cure	check	find out

Exercise 27-1. Fill in each blank with the appropriate form of one of the verbs given above.

1) Doral was _____ the picture, and she _____ Nelson in the picture.
2) I was _____ him on the phone, but I couldn't _____ anything.
3) Lena was _____ her key in the bedroom, but her mother _____ it on the kitchen floor.
4) We are _____ English grammar now, and we will _____ some new grammatical points today.
5) The doctor has been _____ her for one hour, but he has not _____ her headache yet.
6) Gil is _____ the spelling of the paper, and she has not _____ any spelling errors yet.

27-2. Result-Only Antonymous Verbal Pairs

A result-only antonymous verbal pair refers to two antonymous verbs which may go as a pair indicating the result of the action in an opposite way to each other. Therefore, neither one of the pair should go with the continuous tense.

accept/refuse: Nancy accepted their offer and refused ours.

approve/reject: The immigration officer approved this application but rejected that one.

agree/disagree: The dean agreed with Joseph but disagreed with us.
revive/die: Some withered plants were revived by the rain, but others died.

appear/disappear: The dark clouds appeared in the sky, and the sun disappeared.

send/receive: Amy sent a package to me last week, and I received it this week.

fall asleep/wake up: The child fell asleep at three and woke up at five this afternoon.

hire/lay off He hired a new person and laid off the manager.

cause/solve Dave caused a problem in the office, and the supervisor solved it right away.

arrive/leave: We arrived at the airport at eight-thirty, but our flight left at eight-twenty.

come/go: Jonathan came home at six o'clock, and his wife went to work right afterward.

* Other result-only antonymous verbal pairs may not go with a continuous tense either. For example:

remember/forget combine/separate succeed/fail

* In spoken English, some result-only verbs are frequently used with the continuous tense, but they are only used to mean the future tense. For example:

Form	Meaning
I am coming.	= I will come soon.
She is leaving.	= She will leave soon.
The old man was dying.	= The old man will die soon.
The guests are arriving.	= The guest will arrive soon.

* There are other verbal pairs, one of which may show either the process or the result, and the other of which shows only the result. For example:

fix/damage They are fixing the car now because it was damaged in an accident. The car will be fixed soon.
(The first *fix* shows the process, and the second *fix* shows the result. *Damage* only shows the result.)

destroy/build The two houses were built in 1998, but they were destroyed by a tornado. They are rebuilding them now.
(*Build* shows the result; *rebuild* shows the process; and *destroy* only shows the result.)

27-3. A Verb and Also a Preposition

The word *like* possesses two parts of speech, so it can be used as either a verb or a preposition.

Verb	Preposition
Oliver likes fish.	Oliver swims like a fish.
Leon likes his teacher.	Leon corrected my paper like a teacher.
Evelyn likes her niece.	Evelyn takes care of her niece like a mother.
Bonnie likes the old lady.	Bonnie walks like an old lady.

Verb	Preposition
Dennis likes his father.	Dennis looks like his father.
Nichole likes the famous singer.	Nichole can sing like a famous singer.

* For the grammatical use of coordinating conjunctions, see 45.
* Quite a few words possess more than one part of speech. For example:

study as a verb:	I study every day.	*study* as a noun:	The guest is in the study.
now as an adverb:	You must do it now.	*now* as a noun:	He will arrive in Utah by now.
so as an adverb:	You should do so.	*so* as a conjunction:	This letter is urgent, so you should write it now.

28. THE GRAMMATICAL USE OF MODAL AUXILIARIES

See 2 for the definition of modal auxiliaries.

28-1. The Formal and Spoken Styles of Modal Auxiliaries

Among the modal auxiliaries (see 2), *shall* is used only for the first person *I* or *we*, and the rest can be used for all persons or things. Among them, *could* is the past form of *can*; *would* is the past form of *will*; and *might* shows a guess, meaning *maybe* or *perhaps*. Also, all the *to*-ending modal auxiliary phrases show a spoken style.

Formal Style	Spoken Style	Formal Style	Spoken Style
must	= to have to	should	= to be supposed to
can	= to be able to	may	= to be allowed to
will	= to be willing to		

Formal Style	Spoken Style
I *shall* tell her this.	I *am supposed to* tell her this.
We *shall* discuss it with them.	We *are supposed to* discuss it with them.
Gale *should* pay more attention to her son.	Gale *is supposed to* pay more attention to her son.
Daniel *should* not take this course.	Daniel *is not supposed to* take this course.
The baby *can* walk.	The baby *is able to* walk.
Now Corey *can* walk without the cane.	Now Corey *is able to* walk without the cane.
Frank *could* go out with a the help of a caregiver.	Frank *was able to* go out with the help of a caregiver.
Ally *could not* write with her right hand.	Ally *was not able to* write with her right hand.

Formal Style	Spoken Style
You *may* leave now.	You *are allowed to* leave now.
May I smoke here?	*Am* I *allowed to* smoke here?
You *must* tell me.	You *have to* tell me.
He *must* call his boss.	He *has to* call his boss.
Louise *would* go with us.	Louise *would* like to go with us.
Adrian *would* transfer to another school.	Adrian *would* like to transfer to another school.
It *might* rain tomorrow.	= Maybe it will rain tomorrow.
He *might not* be at home now.	= He is probably not at home now.
I *might* take this offer.	= Perhaps I will take this offer.

28-2. Modal Auxiliaries Indicating a Subjunctive Mood

When following the modal auxiliaries *should*, *must*, *could*, or *might*, the perfect tense expresses a

subjunctive mood which indicates either a guess or a personal opinion.

The light is not on, so they *must have left.*
That old man *must have passed away* a long time ago.
Penny *must have told* you about it, right?

You *should have gone* to school already. How come you are still here?
Bob *should have finished* his paper by now. Why is he still writing?
This problem *should have been taken care of* a month ago, but it still exists.

The young boy *could have been saved*, but he died.
Willy *could have passed* the course, but he failed.
Butch *could have married* my sister, but he did not.

He *might have changed* his mind at the last minute. You never know.
Nobody here knows this family. They *might have* already *moved away*.
Arthur *might have left* his home already. Let's call him first.

* For *would* going with the perfect tense indicating a subjunctive mood, see 72.

Exercise 28-2. Fill in each blank with a modal auxiliary and an appropriate form of the given verb.

1) My car _____ (fix) by now. Let's call the garage and find out.
2) Jane _____ (be) in her office. It is her office hours now.
3) My paycheck _____ (arrive) last week, but I have not seen it in my mailbox yet.
4) Melissa _____ (become) a famous actress later. You never know.
5) Sandy _____ (drive), but I cannot.
6) So far, that mission _____ (fulfill). Why haven't we heard anything about it yet?
7) It _____ (be) very cold up there. Let's take our jackets with us.
8) _____ I _____ (use) the phone?
9) The store _____ (close) by now. Maybe we should go tomorrow.
10) Mr. Bench _____ (go) through the hard time, but he gave up.

29. THE GRAMMTAICAL USE OF ARTICLES

See 3 for the definition of articles. For a generic reference, the indefinite article *a* and the plural form of a noun show the same meaning. Moreover, when there is a possessive or demonstrative pronoun going before a noun to show a specific reference, do not use *a* or *an* before the noun.

A dictionary is a linguistic book.	= Dictionaries are linguistic books.
A horse is a useful animal.	= Horses are useful animals.
A student has to study.	= Students have to study.
A waterfall is beautiful and poetic.	= Waterfalls are beautiful and poetic.
My dictionary is a linguistic book.	This dictionary is a linguistic book.

* For the insertion of the indefinite pronoun in a result adverbial clause, see 65-3.
* For the insertion of the indefinite pronoun in a comparison adverbial clause, see 73-17.

Exercise 29 A. Fill in the blanks with the definite article only when the indefinite article does not work. Put an x where no article is needed.

1) I bought _____ shirt yesterday. _____ shirt was made in China.
2) Professor Yang received _____ award last week. _____ award was for her academic research.
3) My friend won _____ lottery three days ago. _____ lottery is shared by four persons.
4) Elsa asked _____ question in class today. Another student answered _____ question right away.
5) There is _____ office building over there. _____ building has twenty-five stories.
6) I like _____ cookies. _____ cookies are very delicious.
7) Do you have _____ animal in your house? I am allergic to _____ animals.
8) That old fisherman lived in _____ valley years ago, but he lives on _____ island now.
9) He gave me _____ apple. _____ apple is sweet.
10) Elizabeth had _____ accident, and she lost _____ arm.
11) There was _____ earthquake in _____ Middle East last night.
12) The teacher made _____ announcement of _____ topic for _____ second paper.
13) I have _____ idea. Let's go to _____ concert or _____ opera this weekend.
14) This is _____ interesting movie. _____ movie talks about _____ love story during _____ World War II.
15) Tracy is _____ engineer; his mother is _____ experienced college professor; and his father is _____ very good chiropractor.
16) Mark Twain is _____ name of _____ author. _____ author is very famous around _____ world.
17) Do you have any knowledge about _____ Equator, _____ Meridian, _____ Sphinx, or _____ Taj Mahal?
18) I will write _____ family book. _____ book tells about _____ life of my grandmother. She had _____ happy childhood and _____ long life, but she still had _____ problems in _____ life.

Exercise 29 B. Fill in the blanks with appropriate articles or personal pronouns when necessary. Put an x where no word is needed.

Thomas told me _____ (1) funny story. _____ (2) story was about _____ (3) treasure chest of _____ (4) Australian man. _____ (5) Australian man was _____ (6) old and stingy carpenter. Before _____ (7) died, _____ (8) made _____ (9) will for _____ (10) son and left _____ (11) with _____ (12) attorney. According to _____ (13) will, _____ (14) big amount of cash was put into _____ (15) treasure chest for _____ (16) son, but _____ (17) son could not get _____ (18) from _____ (19) attorney until _____ (20) son finished eight years of hard work; otherwise, _____ (21) cash inside _____ (22) treasure chest would belong to _____ (23) government by _____ (24) end of _____ (25) eighth year. Because of _____ (26) treasure chest, _____ (27) son worked very hard for eight years and established _____ (28) family and business. However, when _____ (29) son opened _____ (30) chest, _____ (31) only saw _____ (32) note inside. _____ (33) note said: "Dear son, _____ (34) cash that _____ (35) want to give to _____ (36) is just _____ (37) achievement _____ (37) will gain from _____ (39) eight years of hard work."

30. THE GRAMMATICAL USE OF NOUNS

See 4 for the definitions of different categories of nouns.

30-1. The Plural Forms of Regular Countable Nouns

All countable nouns in a sentence must show singular or plural. Most regular countable nouns directly take the suffix *-s* to show plural, and a few regular countable nouns need adjustment.

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