SUBORDINATE DECLARATIVE CLAUSES

In 6.1, the entire clause *that Joe will pass the test* is the SUBJECT of the PREDICATER *is*.

6.1
It is clear that Joe will pass the test.

When this happens, it is called an "EXTRAPOSED" clause, and the functional label E: is placed in front of the other functional label it would have if it were not extraposed. In the case of 6.2, the function of the subordinate declarative clause is ES: for EXTRAPOSED SUBJECT. When such a clause is extraposed, the expletive pronoun *it* appears as HEAD of a np> in the position that the extraposed clause would otherwise occupy (see 6.2).

**SUBORDINATE YES/NO INTERROGATIVE CLAUSES**

When a yes/no interrogative clause is made a part of another clause (as in 6.3, 6.4, and 6.5) the word order corresponding to the declarative clause is retained; i.e., there is no OPERATER.

I wonder whether John has taken the tapes.
However, the fact that the sentence is indeed a question, albeit subordinate, is indicated by insertion of the word \textit{whether} at the beginning of the clause. Its function, like \textit{that}, is SUBORDINATER, but its part-of-speech label is sconj(yn) (subordinating conjunction of a subordinate yes/no interrogative clause). The word \textit{if} also belongs to this part of speech.
Like Subordinate yes/no interrogative clauses, these too do not have OPERATERS. Their status as questions is signaled solely by the initial question word, which now adds a third functional label to its clause function label (e.g. DO: in 6.6) and its question-marking functional label (note the WH: label on all phrases containing question words in 6.6-6.8). This new functional label is SUB: to show that the question word, when used in front of a clause without an OPERATER, also indicates that the clause is a subordinate clause.

6.6

I wonder what the musician has composed.

6.7

I don’t know who can paint the house.
Relative clauses function as POSTMODIFIERS in noun phrases. They answer our now familiar questions, "Which noun?" "What kind of a noun?" They always contain a word that has the same reference as the HEAD noun that the relative cause POSTMODIFIES. Notice that sentence 6.9 tells us mainly that We bought the book. But it also tells us that Mary wrote the book. That is, the word which is indeed a pronoun that stands in for book. The key point about the internal grammar of the relative clause is that the relative pronoun must always appear first in the clause, no matter what its logical relationship to the P:. Notice that which is the DO: in 6.9, but its position is nonetheless at the beginning of the relative clause. To indicate this difference, we also label it SUBORDINATER.
We bought the book which Mary wrote.

Notice that the word *that* is also a relative pronoun that can optionally substitute for any relative pronoun. (In 6.10 it substitutes for which, and in 6.13 it substitutes for who.)
Sentence 6.11 shows that relative pronouns can be left out altogether, but not always: when they function as the S: in the relative clause, as in 6.12 and 6.13, they cannot be deleted.

6.11

We bought the book Mary wrote.

6.12

Our neighbors know a woman who flies jets.
Sentence 6.14 illustrates the fact that a relative clause can be introduced by a relative adverb (reladv...), and 6.15 indicates that a relative clause can be introduced by a relative possessive article (relpossart...).
We live in an area where the bay meets the ocean.
NOMINAL RELATIVE CLAUSES

Here are a few sentences containing nominal relative clauses (in boldface type): *What we need is a higher minimum wage; The company will promote whoever solves the problem first.*

ADVERBIAL CLAUSES

Here are a few sentences containing adverbial clauses (in boldface type): *I have lived in Virginia since I began teaching at this university; Because she excelled in every way, she was awarded a Rhodes scholarship.*

PRACTICE (DIAGRAMMING SENTENCES WITH SUBORDINATE CLAUSES)

Try diagramming the following sentences. They mix together all of the grammatical phenomena covered so far in this book.

(a) The jury was certain that the defendant didn’t know where the jewels were hidden.
(b) Is it possible that we have really learned to diagram sentences?
(c) Whose idea was it that John would teach this course?
(d) The book that John wrote claimed that an officer whose promotion had been denied betrayed his country.
SUBORDINATION

FEEDBACK (DIAGRAMMING SENTENCES WITH SUBORDINATE CLAUSES)

On the following pages, you will find the diagrams of the four practice sentences.

(a)

The jury was certain that the defendant didn’t know where the jewels were hidden.
Is it possible that we have really learned to diagram sentences?

Whose idea was it that John would teach this course?
The book that John wrote claimed that an officer whose promotion had been denied betrayed his country.