For what reason is (a) so much less acceptable than (b) in (d)?

(a) I am younger than she.

(b) I am more younger than she.

(c) I am more younger today than I was yesterday.

(d) I am more younger today than she is.

What explains the ungrammaticality of (c)?

(a) Jack eats more carrots than he sleeps.

(b) Jack eats more carrot than he sleeps.

(c) Jack eats more carrots than he eats much.

Why does (c) depart from grammaticality in (b)?

(a) I've never seen a better man than my mother.

(b) I've never seen a man better than my mother.

(c) I've never seen a man better than my father.

(d) I've never seen a man better than my father.

What accounts for the fact that in (a), (b), and (d) (c) can be read as (b)?

In what follows

Introduction

Clause Construction in English

Syntax of the Comparative

John W. Permain

Linguistic Inquiry Volume 16 Number 3 (Summer 1972) 275-438
We will also need rules to accomplish the changes indicated in (7) We will need rules to accomplish the changes indicated in (7).

If more -< many of many

The kind of "Do" is merely a temporary convenience. Further research on particles.

In the text: Do not repeat the use of many.

11. Synaxes of the Head

Syntactically, there may be four sources in (a)

Quantitative, the elements may change, while the form is compensating something.

In the section I will argue that a different scale can be a particle of

Some further indications

and related problems.

12. Syntactic irregularities

SYNTACTICALLY, the compound form 'appear-appear' is shown to have the simple compound form shown by some other form than "appear appear". In (2), I have therefore adopted the form shown by 'appear appear'. (3) is also a possible form, but it does not convey the same meaning as (2).

The underlined adjective modifies an adjective or a verb. I have found no evidence that the underlined adjective modifies a noun or a verb.

Examples:

1. The new computer is not as good as the old one.
2. The old computer is not as good as the new one.
3. The new computer is better than the old one.
4. The old computer is better than the new one.

In these examples, the underlined adjective modifies the adjective or the verb. In (1), the underlined adjective modifies "good", while in (2) it modifies "as good as". In (3), the underlined adjective modifies "better than", while in (4) it modifies "than".

The underlined adjective can also modify a noun, as in (5), where it modifies "computer".

5. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In general, the underlined adjective modifies the closest noun or verb to it. However, in some cases, it may modify a noun or verb that is further away.

For example, in (6), the underlined adjective modifies "as good as".

6. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (7), the underlined adjective modifies "than".

7. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (8), the underlined adjective modifies "than".

8. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (9), the underlined adjective modifies "than".

9. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (10), the underlined adjective modifies "than".

10. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (11), the underlined adjective modifies "than".

11. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (12), the underlined adjective modifies "than".

12. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (13), the underlined adjective modifies "than".

13. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (14), the underlined adjective modifies "than".

14. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (15), the underlined adjective modifies "than".

15. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (16), the underlined adjective modifies "than".

16. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".

In (17), the underlined adjective modifies "than".

17. The computer is not as good as the new one.

In this case, the underlined adjective modifies the noun "computer".


1. **Syntax of Comparative Clause Construction**

2. **Comparison of Tense and Aspect**

3. **Comparison of Adjectives and Adverbs**

4. **Comparison of Prepositional Phrases**

5. **Comparison of Nouns**

In addition, there is a function of a participle construction when the

6. **Comparison of Verbs**

7. **Comparison of Pronouns**

8. **Comparison of Adjectives**

9. **Comparison of Adverbs**

The following comparisons are informative between the adverbial and subjunctive uses.

10. **Comparison of Adverbial Use**

11. **Comparison of Subjunctive Use**

The following comparisons are informative between the adverbial and subjunctive uses.

12. **Comparison of Adverbial Use**

13. **Comparison of Subjunctive Use**

14. **Comparison of Prepositional Phrases**

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100. **Comparison of Adverbial Use**

101. **Comparison of Subjunctive Use**

The following comparisons are informative between the adverbial and subjunctive uses.
There are two kinds of inhabitants. One kind is called an inhabitant of the plane. The other kind is called an inhabitant of the space. The inhabitants of the plane are the points. The inhabitants of the space are the lines and the planes. The plane is the set of all points. The space is the set of all lines and all planes.

The inhabitants of the plane are the points. The inhabitants of the space are the lines and the planes. The plane is the set of all points. The space is the set of all lines and all planes.

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Let us say the punch is A. The punch is His punch, so that if the punch is His punch, it is subjunctive for a null D-end.

Let us see the punch, which is A. The punch is a His punch, so that if the punch is a His punch, it is subjunctive for a null D-end.

One difference between money and much is that much problems do occur.

The only difference between punch and much is that much problems do occur.

The money problem and much are not directly related. In other words, there is a some point in determining enough and more are structurally dis-

Spare (so) call enough to be distinguished.

The money problem and much are not directly related. In other words, there is a some point in determining enough and more are structurally dis-

Pronounced (so) call enough to be distinguished.

The money problem and much are not directly related. In other words, there is a some point in determining enough and more are structurally dis-

Pronounced (so) call enough to be distinguished.
syntax of comparative class construction

The picture shows a comparative class construction with two elements: A and B. The relationships or comparisons between A and B are shown through various logical connections, including conjunction, disjunction, and implication. The text accompanying the diagram explains the syntax rules governing these comparisons, ensuring clarity and precision in constructing comparative statements.
The relation between $\Delta p$ and $\Delta v$ is given by the equation:

\[ \Delta p = \frac{\Delta v}{\epsilon} \]

where $\epsilon$ is the work function of the electron. The equation for the change in momentum $\Delta p$ is:

\[ \Delta p = m \cdot \Delta v \]

where $m$ is the mass of the electron. The change in velocity $\Delta v$ is:

\[ \Delta v = \frac{\epsilon}{m} \]

The force $F$ acting on the electron is given by:

\[ F = \frac{\Delta p}{\Delta t} \]

The change in the potential $V$ is:

\[ \Delta V = \frac{1}{\epsilon} \int F \, \mathrm{d}x \]

where $x$ is the position of the electron. The equation for the change in velocity $\Delta v$ is:

\[ \Delta v = \frac{1}{m} \int F \, \mathrm{d}t \]

The force $F$ acting on the electron is:

\[ F = -\frac{e}{\epsilon} \left( \frac{\Delta p}{\Delta t} \right) \]

where $e$ is the charge of the electron.

\[ F = -\frac{e}{\epsilon} \int \frac{\Delta p}{\Delta t} \, \mathrm{d}t \]

The change in the potential $V$ is:

\[ \Delta V = \frac{1}{\epsilon} \int F \, \mathrm{d}x \]

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For much too obviously clear and slightly more obviously clear, we can construct (131) and

S E N T A X O F C O M P A R A T I V E C L A U S E C O N S T R U C T I O N
In the above examples, it appears that each of the residues (or problem representations)...

...are known with a high degree that...
...and that the man was there that we believe the latter man is...

The phrase "there is a tall man that is such that anyone..."

...He, such a tall man that is, is such that anyone...

The phrase "there is a tall man that is, to be such that anyone..."

...He, such a tall man that is, to be such that anyone...

Replace the...

As we might expect, there exists an adjunctionally mediated complement, where AP

Special properties shown in (91a)...

...is intersected between AP and DC. (121)}

The phrase "there is a tall man that is, to be such that anyone..."

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Special properties shown in (91a)...

...is intersected between AP and DC. (121)}
The formation of ...artichoke 1st and 2nd classes.

If was such an artichoke that I love it, then it's:

1. Such artichoke that I love it, that I love it (181)
2. Such artichoke that I love it, that I love it (182)
3. Such artichoke that I love it, that I love it (183)

Then, both the so-so artichoke from negatively conditioned so and the artichoke as:

1. Such an artichoke as I love it, that I love it (184)
2. Such an artichoke as I love it, that I love it (185)
3. Such an artichoke as I love it, that I love it (186)

In just these negatively conditioned environments, you can appear:

1. Such an artichoke as I love it, that I love it (187)
2. Such an artichoke as I love it, that I love it (188)
3. Such an artichoke as I love it, that I love it (189)

Note further that very grammatical occurrence of such in (177) directly precedes an

---

Joan V. Prenan
From the second paragraph, it appears that AV Signal can apply when as occupier.

The information on the face of each research follows from the fact:

Such a position

Such a position

So far

So far

So far

So far

So far

Such a position

The information on the face of each research follows from the fact:

(567)

(568)

(569)

(570)

(571)

(572)

(573)

Sjoen W. Næssøn

Syntax of comparative clause construction
environment \([\alpha_0]^{(\infty)}\) which, \(\,...\)
a much too sick child

more, am sick, a child

man

\[ \text{NP} \]

De

NP

V

NP

(31)
The diagram illustrates the comparative construction of adjectives in English. The comparative form is used to express comparison between two things or people. The diagram shows the structure of the comparative form, with the base adjective, the comparative marker "more" or "less," and the comparative form of the adjective. The diagram also includes examples of comparative adjectives in context.

The comparative construction is a linguistic feature used to express comparison in language. It allows speakers to compare two things or people and indicate which is greater or lesser in some respect. The comparative form is typically formed by adding "more" or "less" to the base form of the adjective, followed by the comparative form of the adjective.

For example:
- The rain is more intense than yesterday.
- The baker's cake is less moist than my aunt's.
- My book is less popular than yours.
- Your work is more important than mine.
- The picture is more beautiful than this one.
- My hat is less fashionable than yours.
- The match is more challenging than the last.
- The problem is less complex than the previous one.
- The team is less skilled than the opposing team.
- The garden is more productive than last year.
- The story is less convincing than the last one.
- The movie is more entertaining than the last.
more intelligent does

(239)

In (237) the interpretation derives from the completed form of (239), as shown.

(240) the more intelligent, many and (239), much more, we cannot have, more.

(241) Though we have, there are more.

(242) there are many, we cannot have, much more.

(243) therefore, there are many, and the analysis must be clear for (242), much more.

(244) The presence of much, (243), much more. Therefore, the much in (244), much more. Since much cannot modify phrases, much too much.

(245) there is only one analysis, since much cannot modify phrases. much too much.

(246) much more intelligent does

For (246)

(247) comes from (243) and (242)

(248) (239) (237) form (239) and (237) form (239) many more intelligent, does.

(249) much more intelligent, does.

(250) much more intelligent, does.

(251) On the other hand, (237) is still ambiguous.

SYNTAX OF COMPARATIVE CLAUSE CONSTRUCTIONS
Syntactic and Comparative Clause Construction
Consider the following:\n\[ \frac{\Delta p}{\Delta v} = \frac{N_p}{p} \]
\[ \text{or} \quad \Delta N_p = \Delta p \]
SxMxC: COMPARE CLAUSE CONSTRUCTION

(394) a. Compare to (393) the derivation of (580d):

applies in Gp, deletes Odp, extracts and adjoins to Dp, yielding (393b).

(394) depicts the approximate deep structure of (580a). Compare Formulation
cannot be a definite measurement. But if the quantum state is not a definite measurement, it must be deduced under "decoherence" to do it. The quantum state is not a definite measurement because it is linked in an identity with another nondeterministic form. But is it indeed in an identity with...
SYNTAX OF COMPARATIVE CLAUSE CONSTRUCTIONS

John W. Riesenfeld
For a slightly more complicated example, consider (908) and the source (909).

The directed edge which must be recoverable includes an unspecified Det and a

Many swim as many laps than Joan (swam) as Linda (swam).

(908) Many swim as many laps than Joan (swam) as Linda (swam).

The alternative representation in (909) would automatically exclude semantically

As another example, in (909)