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# **iEnglish<sup>®</sup>** **201**

## **The Complete Sentence**

**2nd Edition**



**G. H. Wang and S. D. Wang**

**iEnglish® 201**  
**The Complete Sentence, 2nd Edition**  
by G. H. Wang and S. D. Wang

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## How to Read This Book

**3** Check your answer/s to questions here in the very next frame.

Read the frames in order and answer the question/s.

Lesson 1:  
Clauses

Which of the following groups of words is a sentence because it has both a subject and a predicate? \_\_\_\_\_

- a. no stone unturned
- b. divided cannot stand
- c. time is money

*iEnglish® 201* Page: 7 Frame: 4

**1** Follow the frame numbers.

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## Lesson 1 Clauses

Welcome to *iEnglish® 201: The Complete Sentence!* In this book we will examine what it means to write a complete sentence in English, which is very important in formal written English. Too often, we can have the tendency to write in the same manner as we speak, in broken sentences or sentence fragments. While incomplete sentences are usually acceptable in spoken English, the same does not hold true for formal written English. Therefore, in this book, we will see how English sentences are composed, and how sentences are written so that they are complete in every way, including capitalization and punctuation.

Then, let's begin! Please turn to Frame 2 on page 3.

## Lesson 1

### Clauses

Our first lesson introduces the basic building blocks of complete sentences called **clauses**.

Before we discuss clauses, though, we must first recognize that all complete sentences contain at least two essential parts: (i) a topic, (ii) and a verb phrase with its complements\* that says something about the topic.

**Love will find a way.**

Which word tells the topic of this sentence? \_\_\_\_\_

Now check your answer on the top left corner of Frame 3 on page 5.

\*A complement is a word or phrase that completes the meaning or grammatical construction of another word or phrase.

The topic of a sentence is its **subject**. The subject is always a noun or noun phrase, or another type of word that is acting like a noun.

**Love is a fruit in season at all times.**

(Mother Teresa)

Which noun is the subject of the above quote by Mother Theresa?

---

The verb phrase and its complements that, together, say something about the subject, is called **a predicate**. Every complete sentence contains both a subject and a predicate.\* A vertical line (|) helps to show the division between the subject and its predicate.

**Love | makes all things easy.**

The predicate in this example contains how many words? (1, 2, 3, 4, 5)

\*An exception is imperatives or commands: e.g. “Eat, drink and be merry!” Here, the subject is implied to be *you*.

Which of the following groups of words is a complete sentence because it has both a subject and a predicate? (*a, b, c*)

- a. no stone unturned**
- b. divided cannot stand**
- c. time is money**

c

Which group of words is a complete sentence? (*a, b, c*)

- a. every cloud**
- b. haste\* makes waste**
- c. has a silver lining**

\*Haste (an uncountable noun) is the act of doing something quickly and carelessly.

b

## Lesson 1 Clauses

A group of words that contains a subject and a predicate has a special name: *clause*. Clauses are the building blocks of sentences.

In other words, all complete sentences must contain at least one \_\_\_\_\_, which contains a \_\_\_\_\_ and a \_\_\_\_\_.

clause, subject, predicate

## Lesson 1 Clauses

The subject can consist of more than one word.

Put a vertical line (|) between the subject and predicate in this example:

**A good beginning makes a good ending.**

A good beginning | makes a good ending.

## Lesson 1 Clauses

When the subject contains more than one word, look for the noun that is the main topic or **doer** of the action. We call this **the head noun**.

What is the head noun in the subject of this example?

\_\_\_\_\_.

**A good beginning | makes a good ending.**

beginning

## Lesson 1 Clauses

With one line underscore the head noun of the subject in the following sentences. The first one has been done for you.

- a. The first step | is the most difficult.
- b. A house divided | cannot stand.
- c. An apple a day | keeps the doctor away.

- b. A house divided
- c. An apple a day

## Lesson 1 Clauses

The other essential part of the clause is the predicate. The following sentence contains two clauses and, therefore, (*one, two*) subject-predicate pairs.

**When the going | (1) gets tough,  
the tough | (2) get going.**

The most important part of the predicate is the verb or verb phrase that says something about the subject. We can underscore the verb phrase with two lines.

There are two verb phrases in the above saying. Which is the one that says something about the subject, “the tough”? (*1, 2*)

two  
(2) get going

## Lesson 1 Clauses

For this English proverb:

**The pen is mightier than the sword.**

1. Put a vertical line (|) between the subject and predicate.
2. Underscore the head noun of the subject with one line.
3. Underscore the main verb of the predicate with two lines.

## Lesson 1 Clauses

The pen | is mightier than the sword.

**You | can lead a horse to water,  
but you | can't make it drink.**

As you can see by the two vertical lines (|), this sentence contains two c\_\_\_\_\_. Furthermore, the verb phrases each contain (*one, two*) verbs.

**Not everything that counts | can be counted,  
and not everything that can be counted | counts.**

(Sign hanging in Albert Einstein's office)

This saying actually contains four clauses, but two, in particular, are especially important. The vertical lines show where the predicates of these two important clauses begin.

For each of these two clauses: (i) underscore the head noun of the subject with one line, (ii) and underscore the verb phrase of the predicate with two lines.

Not everything that counts | can be counted, and not everything that can be counted | counts.

## Lesson 1 Clauses

We have said that the clause is the building block of sentences, and we have seen that a sentence can be composed of one or more clauses.

That means, one sentence can contain one or more sets of subject and predicate. (*True, False*)

True

## Lesson 1 Clauses

Now, there are two kinds of clauses:

- i. the independent clause**
- ii. the dependent clause**

Both types of clauses contain a s\_\_\_\_\_ and  
p\_\_\_\_\_.

subject, predicate

## Lesson 1 Clauses

An independent clause can form a sentence by itself.

### **Charity | begins at home.**

1. This saying contains one (*independent, dependent*) clause.
2. A complete sentence must contain at least one (*independent, dependent*) clause.

1. independent
2. independent

## Lesson 1 Clauses

A dependent clause cannot form a complete sentence by itself. It must always be joined to an independent clause to form a complete sentence.

### **~~When the going~~ | gets tough:**

This group of words has been struck through because it is not a complete sentence. The problem is that it only contains one (*independent, dependent*) clause.

Dependent clauses begin with words and expressions like the following:

- i. **subordinate conjunctions:** *as, after, although, before, because, for, if, since, so that, that, unless, until, when, whenever, where, whereas, wherever, whether, while, why*
- ii. **relative pronouns:** *that, which, whichever, who, whoever, whom, whose, whosoever, whomever*
- iii. **phrases:** *as if, as long as, as soon as, as though, even if, in case, or else*

When a clause (*starts, ends*) with one the above expressions, it (*can, cannot*) form a complete sentence by itself.

starts, cannot

## Lesson 1 Clauses

The clauses below can be combined in pairs (a-b, c-d) to form complete sentences. Write “I” for independent clause or “D” for dependent clause and read the message in the complete sentences.

- a. **you | needn't cry** \_\_\_\_\_
- b. **because it's\*** | **over** \_\_\_\_\_
- c. **rather, you | should smile** \_\_\_\_\_
- d. **because it | happened** \_\_\_\_\_

*\*It could mean or represent a lot of things, one of which is a relationship.*

- a. I
- b. D
- c. I
- d. D

## Lesson 1 Clauses

The four clauses here all combine to form one complete sentence. Write “I” for independent clause or “D” for dependent clause and read the message in the sentence.\*

- a. I | have learned \_\_\_\_\_
- b. that heroes | are the people \_\_\_\_\_
- c. who | do what has to be done \_\_\_\_\_
- d. when it | needs to be done, regardless of the consequences.  
\_\_\_\_\_

\*Hint: Feel free to refer back to the lists in Frame 19, page 37.

- a. I
- b. D
- c. D
- d. D

## Lesson 1 Clauses

In this and the following frames, the clauses combine in pairs to form complete sentences. Write “I” for independent clause or “D” for dependent clause and read the message in the complete sentences.

- a. if you want something done \_\_\_\_\_**
- b. ask a busy person \_\_\_\_\_**
  
- c. when the cat's away \_\_\_\_\_**
- d. the mice will play \_\_\_\_\_**

- a. D
- b. I
- c. D
- d. I

## Lesson 1 Clauses

- a. make hay \_\_\_\_\_
- b. while the sun shines \_\_\_\_\_
- c. learn to walk \_\_\_\_\_
- d. before you run \_\_\_\_\_

- a. I
- b. D
- c. I
- d. D

## Lesson 1 Clauses

- a. if you're not a part of the solution \_\_\_\_\_**
- b. you're a part of the problem \_\_\_\_\_**
  
- c. be not simply good \_\_\_\_\_**
- d. be good for something \_\_\_\_\_**

- a. D
- b. I
- c. I
- d. I

## Lesson 2

### Noun Phrases

We're now ready for the next lesson, *Lesson 2: Noun Phrases*.

In Lesson 1, we mentioned that the subject can consist of a noun, noun phrase, or words that behave like a \_\_\_\_\_.

Moreover, a noun phrase contains a head noun or d\_\_\_\_\_ of the action.

noun, doer

## Lesson 2 Noun Phrases

In addition to the head noun, a noun phrase can contain one or more **noun modifiers**. Noun modifiers are words, phrases or clauses that provide additional information about the head noun.

**a good beginning**

In this noun phrase, the two modifiers are:

\_\_\_\_\_, \_\_\_\_\_.

a, good

## Lesson 2

### Noun Phrases

A modifier may be placed before or after the head noun.

#### a house divided

1. The modifier before the head noun is: \_\_\_\_\_.
2. The modifier after the head noun is: \_\_\_\_\_.

1. a
2. divided

Lesson 2  
Noun Phrases

Modifiers that are placed before the head noun are called **pre-modifiers**, and those that are placed after the head noun are called **post-modifiers**.

Underscore the head noun with one line, and write the modifiers that are present.

**every cloud**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

every cloud

1. every
2. –

## Lesson 2

### Noun Phrases

Continue to follow the directions in the previous frame.

#### **a part of the solution**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

a part of the solution

1. a
2. of the solution

## Lesson 2

### Noun Phrases

Noun modifiers may be one word or a group of words, such as **phrases\*** or clauses. (*True, False*)

One-word noun modifiers are usually **adjectives** or **determiners**. Adjectives (e.g. *good, sweet*) describe qualities of the noun. Determiners (e.g. articles and numbers) specify, identify or quantify the noun.

Phrases (e.g. *of the solution*) or clauses (e.g. *that* | *counts*) which behave like adjectives are called **adjectivals**.

\*A phrase (countable noun) is a group of words that does not contain a subject-predicate set.

True

## Lesson 2 Noun Phrases

Place a vertical line (|) between the subject and predicate *of the independent clause only*, and underscore the head noun of the subject with one line. Then, identify the other parts of the subject.

### **The early bird catches the worm.**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

The early bird | catches the worm.

1. The, early
2. –

## Lesson 2

### Noun Phrases

Continue to follow the directions in the previous frame.

**A penny saved is a penny earned.**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

A penny saved | is a penny earned.

1. A
2. saved

## Lesson 2

### Noun Phrases

**All that glitters\* is not gold.**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

\*To glitter (verb) means to sparkle or shine with many small points of light.

All that glitters | is not gold.

1. –
2. that glitters

Lesson 2  
Noun Phrases

**They who dance must pay the fiddler\*.**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

\*A fiddler (countable noun) is someone who plays the violin, especially folk or country music.

They who dance | must pay the fiddler.

1. –
2. who dance

## Lesson 2

### Noun Phrases

**He who lives by the sword dies by the sword.**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

He who lives by the sword | dies by the sword.

1. –
2. who lives by the sword

## Lesson 2

### Noun Phrases

**The difference between stupidity and genius is that  
genius has its limits. (Einstein)**

1. Pre-modifier(s): \_\_\_\_\_
2. Post-modifier: \_\_\_\_\_

The difference between stupidity and genius | is that genius has its limits.

1. The
2. between stupidity and genius

## Lesson 2

### Noun Phrases

Let's take a moment to have a closer look at the post-modifier in this noun phrase:

*a part of the solution*

We can see that the post-modifier is a phrase that begins with the preposition *of*. We call such phrases **prepositional phrases**. Prepositional phrases are often used as post-modifiers of nouns.

**a. an apple a day**

**b. the difference between stupidity and genius**

In which of the above noun phrases is the post-modifier a prepositional phrase? (*a, b*)

b

Other groups of words can also form the post-modifier of nouns.

Both (a) and (b) below are noun phrases that can function as subjects. Underscore the head noun with one line and put parentheses “( )” around the noun post-modifier for each phrase.

**a. all that\* | glitters**

**b. he who\* | lives by the sword**

The post-modifiers in these noun phrases are (*prepositional phrases, clauses*).

\**That, who, which, whom*, etc. are relative pronouns that can function as subjects.

- a. all (that | glitters)
- b. he (who | lives by the sword)

clauses (*When a clause forms a part of the noun phrase like this, it is called an **embedded clause.***)

## Lesson 3

### Verb Phrases

Let's now move on to take a closer look at the verb phrase in *Lesson 3: Verb Phrases*.

We have learned that every sentence must contain at least one (*dependent, independent*) clause, and that every clause contains a \_\_\_\_\_ and a predicate. The verb phrase is the (*most, least*) important part of the predicate.

End of Sample Lessons,

Thank you!

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