

**iEnglish®**  
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**Builder**  
**Series**

# **iEnglish®** **203**

## **The Simple Sentence**

**2nd Edition**



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

**iEnglish® 203**  
**The Simple Sentence, 2nd Edition**  
by G. H. Wang and S. D. Wang

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***iEnglish*<sup>®</sup> 200s**  
**Grammar Series**

**iEnglish<sup>®</sup> 201: The Complete Sentence**

**iEnglish<sup>®</sup> 202: Verb Tense**

**iEnglish<sup>®</sup> 203: The Simple Sentence**

**iEnglish<sup>®</sup> 204: The Compound Sentence**

**iEnglish<sup>®</sup> 205: The Complex Sentence**

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## To the Student

Hello and welcome to the *iEnglish*<sup>®</sup> LAB series! You are about to experience a new and exciting way of learning English. These books are designed to help you gain a solid understanding of English grammar and usage, one step at a time. You will be able to:

- » progress at your own best rate;
- » focus your attention on one learning point at a time;
- » think actively about what you are learning every step of the way;
- » check whether your thinking or answers are right, immediately;

The knowledge and skills you gain will help you to develop your confidence for reading and writing in English for Academic Purpose.

## To the Teacher

Hello and welcome to the *iEnglish*® LAB series! This workbook series will help your students amass English language knowledge through both consciousness-raising and deductive learning activities. Through this carefully designed series, your students will:

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- » progress at their own best rates, focusing on one learning point, one small step at a time;
- » be taught salient information about the English language that can save you hours of class time.

The knowledge and skills that your students gain from these books may be reinforced through classroom reading and writing assignments. The books will also provide your students with the concepts and vocabulary that they need to allow you to render effective teacher feedback on writing assignments with greater efficiency.

## 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

### Review of the Clause

Welcome to the third book in the *iEnglish*® 200s series!

This book and the two that follow in the series will take us to examine three types of sentences in the English language:

*iEnglish*® 203: *The Simple Sentence*  
*iEnglish*® 204: *The Compound Sentence*  
*iEnglish*® 205: *The Complex Sentence*

Before we begin on this book, *iEnglish*® 203: *The Simple Sentence*, let us review some of the topics that are covered in *iEnglish*® 201: *The Complete Sentence*. If you are unable to answer the questions in this review, then it will be helpful for you at least to read the first three lessons of *iEnglish*® 201 before continuing with the rest of this book.

Let's start!

## Lesson 1

### Review of the Clause

A sentence is composed of **clauses**, which are the building blocks of sentences.

A clause contains two essential parts:

- i. the \_\_\_\_\_;
- ii. the \_\_\_\_\_.

- i. subject
- ii. predicate

## Lesson 1

### Review of the Clause

Put a vertical line between the subject and the predicate:

**The first European to encounter tea was the  
Portuguese Jesuit Jasper de Cruz in 1560.**

The first European to encounter tea | was  
the Portuguese Jesuit Jasper de Cruz in  
1560.

## Lesson 1 Review of the Clause

Underscore the head noun of the subject with one line and the verb phrase of the predicate with two lines.

**The first European to encounter tea | was the  
Portuguese Jesuit Jasper de Cruz in 1560.**

The first European to encounter tea | was  
the Portuguese Jesuit Jasper de Cruz in  
1560.

## Lesson 1

### Review of the Clause

There are two kinds of clauses:

- i. the \_\_\_\_\_ clause, which can form a complete sentence by itself;
- ii. the \_\_\_\_\_ clause, which cannot form a complete sentence by itself.

- i. independent
- ii. dependent

## Lesson 1

### Review of the Clause

Each pair of clauses below combine to form a complete sentence. Write “I” for independent clause, “D” for dependent clause, and then read the complete message in the sentence.

- a. **strawberries are the only fruit \_\_\_\_\_**
- b. **that have their seeds on the outside \_\_\_\_\_**
- c. **the scientific term for the common tomato is lycopersicon lycopersicum \_\_\_\_\_**
- d. **which means “wolf peach” \_\_\_\_\_**
- e. **Wine is sold in tinted bottles \_\_\_\_\_**
- f. **because wine spoils when exposed to light \_\_\_\_\_**

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

## Lesson 1

### Review of the Clause

There are two kinds of verb phrases:

- i. the \_\_\_\_\_ verb phrase, which contains just one verb;
- ii. the \_\_\_\_\_ verb phrase, which contains two or more verbs.

- i. simple
- ii. complex

## Lesson 1

### Review of the Clause

For each of the following:

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

**a. Lychee\* trees can live for more than 100 years.**

**b. The first cola-flavoured beverage was introduced in 1881.**

**c. Over 90% of all fish caught are caught in the northern hemisphere.**

The verb phrases in these example are all (*simple, complex*) verb phrases.

\*A lychee (LEE-chee) is a fruit that looks like a round brown stone about 3 cm in diameter. The white flesh is sweet and the large seed inside also looks like a brown stone.

- a. Lychee trees | can live for more than 100 years.
  - b. The first cola-flavoured beverage | was introduced in 1881.
  - c. Over 90% of all fish caught | are caught in the northern hemisphere.
- complex

## Lesson 1

### Review of the Clause

Underscore the complex verb phrases only with two lines and put a box around the main verbs.

- a. Seafood is the best natural source of Omega-3 fatty acids— one serving of fatty fish per week can reduce the risk of heart attack by 50 to 70 percent.**
- b. Cooking with kids can be fun for the whole family. It also encourages children to enjoy cooking and helps to nurture a lifelong love of good food and eating well.**

- a. can reduce  
b. can be

## Lesson 1

### Review of the Clause

Cross out the incorrect verb phrases and rewrite them below the incorrect verb phrases.\*

- a. Large doses of coffee can lethal—100 cups over 4 hours can killing an average human being.**
- b. The hamburger invented in 1900 by Louis Lassen. He grinded beef, broil it, and serves it between two pieces of toast.**

\*If this exercise is difficult for you, please read *iEnglish 202\*: Verb Tense, Lesson 4: Past Simple*, in addition to *iEnglish 201\*: The Complete Sentence, Lesson 3: Verb Phrases*.

- a. ~~can~~, can be; ~~can killing~~, can kill
- b. ~~invented~~, was invented; ~~grinded~~, ground;  
broil, broiled; ~~serve~~s, served

## Lesson 1

### Review of the Clause

1. In (*active, passive*) voice clauses, the subject is the agent.
2. In (*active, passive*) voice clauses, the subject is not the agent.

1. active
2. passive

Lesson 1  
Review of the Clause

Underscore the passive verb phrases only with two lines:

- a. The tall chef's hat is called a toque.**
- b. Many of the nutrients in a potato are located just below the skin.**
- c. Diet soda has not been proven to aid in weight loss. In fact, it has actually been shown to increase hunger.**

- a. is called
- b. are located
- c. has not been proven;  
has actually been shown

## Lesson 2

### Simple Sentences vs. Sentence Fragments

If you were able to answer most of the questions Lesson 1, then you are ready to start learning about clause patterns. If the review in Lesson 1 was difficult to understand, however, it would be best to read the first three lessons of *iEnglish 201®: The Complete Sentence*, before continuing. Otherwise, the rest of this book may take a much longer time to read and follow!

Lesson 2  
Simple Sentences vs.  
Sentence Fragments

We're now ready to begin our study of simple sentences with *Lesson 2: Simple Sentences vs. Sentence Fragments*.

We have seen in *iEnglish 201®: The Complete Sentence* that the building block of the sentence is the clause and that a sentence may be composed one, two, or any number of \_\_\_\_\_.

We have also seen that a complete sentence must contain at least one (*dependent, independent*) clause, and that a dependent clause (*can, cannot*) form a complete sentence by itself.

clauses  
independent, cannot

## Lesson 2

# Simple Sentences vs. Sentence Fragments

We have also seen that when a sentence contains just (*one, two, three*) clause it is called a simple sentence.

**Christy | likes to get on the Internet.**

1. It is a simple sentence. (*True, False*)
2. It is composed of one (*dependent, independent*) clause.

one

1. True
2. independent

## Lesson 2

### Simple Sentences vs. Sentence Fragments

**Whenever she | wants to chat with her foreign friends.**

1. This sentence is composed of one (*dependent, independent*) clause.
2. It is a simple sentence. (*True, False*)

## Simple Sentences vs. Sentence Fragments

1. dependent
2. False

~~Whenever she wants to chat with her foreign friends.~~

Word groups like dependent clauses that are incorrectly written as simple sentences are called **sentence fragments**. Which of the following are sentence fragments? Draw a line through the entire fragment.

- a. **Christy has many foreign friends online.**
- b. **Who live in all parts of the world.**
- c. **She chats with them by instant messaging rather than by voice.**
- d. **Because she doesn't have a microphone.**

- b. Who live in all parts of the world.
- d. Because she doesn't have a microphone.

## Lesson 2

### Simple Sentences vs. Sentence Fragments

In addition to writing (*independent, dependent*) clauses as complete sentences, there are other ways to commit a sentence fragment error.

Sentence fragments are also created by writing **phrases** incorrectly as complete sentences. Unlike a clause, a phrase is a word or group of words that does not contain both a subject and a

\_\_\_\_\_.

dependent  
predicate

## Lesson 2

### Simple Sentences vs. Sentence Fragments

Which of the following are sentence fragments? Draw a line through the entire fragment.

- a. All over the world.**
- b. Friends from all over the world.**
- c. Enjoys talking with friends from all over the world.**
- d. Christy enjoys talking with friends from all over the world.**

- a. All over the world.
- b. Friends from all over the world.
- c. Enjoys talking with friends from all over the world.

Lesson 2

## Simple Sentences vs. Sentence Fragments

Now, there is a type of clause that is somewhat controversial, because some people see it as a sentence fragment, while others do not.

It is the clause that begins with one of the following words: *and*, *but*, *so*, *or*, *for*, *nor*, *yet*. These are called **coordinating conjunctions**, used to join two simple sentences together.\*

Strictly speaking, it is *grammatically okay* to have a sentence beginning with a coordinating conjunction, as long as it is followed by (*a dependent, an independent*) clause.

\*For more information about coordinating conjunctions, see *iEnglish® 204: The Compound Sentence*.

independent

Lesson 2  
Simple Sentences vs.  
Sentence Fragments

**And Christy is able to practice her English a lot with her foreign friends.**

1. Some people believe that sentences like this are (*sentence fragments, complete sentences*) while others see them (*sentence fragments, complete sentences*).
2. Sentences like this, strictly speaking, (*are, are not*) grammatically wrong.

1. sentence fragments, complete sentences  
and *vice versa*
2. are not

## Lesson 2

### Simple Sentences vs. Sentence Fragments

However, sentences that begin with coordinating conjunctions are less formal than sentences that begin with adverbs.

- a. And Christy is able to practice her English a lot with her foreign friends.**
- b. In addition, Christy is able to practice her English a lot with her foreign friends.**

Which sentence sounds more formal? (*a, b*)

Simple Sentences vs.  
Sentence Fragments

b

- a. **However, she's not able to practice her spoken English without a microphone.**
- b. **But she's not able to practice her spoken English without a microphone.**

Which sentence sounds more formal? (*a, b*)

Simple Sentences vs.  
Sentence Fragments

a

- a. So she is planning to get a microphone for her computer soon.
- b. Therefore, she is planning to get a microphone for her computer soon.

Which sentence sounds more formal? (*a, b*)

Simple Sentences vs.  
Sentence Fragments

b

Thus, while sentences that start with a coordinating conjunction may be fine for informal, creative and even journalistic writing, they (*are, are not*) generally preferred for formal academic writing.

Furthermore, because the *iEnglish® 200s* series aims to teach sentence grammar for formal academic writing at college, sentences that begin with coordinating conjunctions will be regarded as (*complete sentences, sentence fragments*) in this book.

are not  
sentence fragments

## Lesson 2

# Simple Sentences vs. Sentence Fragments

In other words, sentences beginning with coordinating conjunctions, such as, (*and/but/so, also/however/therefore*) will be rejected as complete sentences in this book.

and/but/so

Lesson 2  
Simple Sentences vs.  
Sentence Fragments

In this and the following frames, write *SS* if it is a simple sentence, *SF* if it is a sentence fragment.

- a. **When Christy chats with her foreign friends in English on the Internet.** \_\_\_\_\_
- b. **She learns a great deal more than just English.** \_\_\_\_\_
- c. **For example, she has a friend in Canada.** \_\_\_\_\_
- d. **Who is a business major at a university there.** \_\_\_\_\_

- a. SF
- b. SS
- c. SS
- d. SF

Lesson 2  
Simple Sentences vs.  
Sentence Fragments

- a. But the friend is originally from Peru. \_\_\_\_\_
- b. She immigrated to Canada with her parents five years ago.  
\_\_\_\_\_
- c. Christy learns about both Canada and Peru from her friend.  
\_\_\_\_\_
- d. For example, about holidays and traditions. \_\_\_\_\_

- a. SF (*in this book*)
- b. SS
- c. SS
- d. SF

Lesson 2  
Simple Sentences vs.  
Sentence Fragments

- a. Christy also learns about her friend's experiences as an immigrant to Canada. \_\_\_\_\_
- b. About how she had to learn English as a second language.  
\_\_\_\_\_
- c. Her experiences with culture shock, also. \_\_\_\_\_
- d. Mostly, though, Christy just enjoys having her online conversations with her friend. \_\_\_\_\_

- a. SS
- b. SF
- c. SF
- d. SS

## Lesson 3

### Clause Pattern S+V

Good! We now turn our attention to the topic of **clause patterns**.  
Let's begin *Lesson 3: Clause Pattern S+V*.

Clause patterns are also commonly called *simple sentence patterns*. However, we prefer the term *clause pattern*, because a sentence, as we have seen, may be composed of (*one, more than one*) clause, and each clause can have its own pattern. When there is just one clause in the sentence, however, we have a (*simple, complex*) sentence, and therefore, the clause pattern becomes, also, the simple sentence pattern.

End of Sample Lessons,

Thank you!

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