



Ministry of Higher Education and Scientific Research

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*Investigating Difficulties Faced by Iraqi EFL Learners in Using English Dependent  
and Independent Clauses*

A paper submitted as partial fulfillment of requirements for B.A degree in English  
language.

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بسم الله الرحمن الرحيم

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

صدق الله العلي العظيم

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## II

### Dedication

This graduating paper is dedicated to :

My God , Allah , who always beside me , listens to me , takes care of me and gives me the best thing ever.

My beloved parents , my mother and my father who always pray , guide , motivate me to become a better person.

### III

## Acknowledgements

I would like to express special thank and respect to my supervisor Dr. Sa`id Abdulwahab Jawad for his continuous cooperation , advice and guidance in the process of writing this paper.

## IV

### Abstract

This research paper which is titled Investigating Difficulties Faced by Iraqi EFL Learners in Using English Dependent and Independent Clauses . Consist of four chapters , the first chapter is an introduction about the topic , chapter two about the definitions of the clauses and types , chapter three about the test , definitions and features of a good test and design , material , results of the test , finally chapter four about the conclusion of the above chapters that sum up the research paper.

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## VI

### Chapter One

#### Introduction

##### 1-1 The problem

In this research paper will discuss the topic of dependent and independent clauses and will discuss the types of the sentences simple, compound, complex, compound – complex sentences. And finding the difficulties that faced them in identifying the dependent and independent clauses and the four types of the sentences.

Based on the background above the researcher formulates research questions they are;

- 1- What are the difficulties faced by Iraqi EFL learners regarding the use of dependent and independent clauses?.
- 2- How is the student ability in identifying the types of the sentences simple, compound, complex, compound- complex ?.

## 1.2 The Aims

Given the research questions , the research paper aim to the following :

- 1- Investigating the difficulties that faced by Iraqi EFL learners in recognizing the independent and dependent clauses.
- 2- Evaluating the students performance in using independent and dependent clauses and analyzing these errors.
- 3- Aiming to cover the topic of dependent and independent clauses with their relation with the topic of the types of the sentences .

## 1.3 Hypothesis

It is hypothesized that :

- 1- Iraqi EFL face difficulty in producing sentences including compound, complex, compound- complex sentences.
- 2- Iraqi EFL learners face difficulty in identifying the types of sentences they do not know the different between complex – compound and complex sentences.
- 3- The performance of the students on the recognition level better than on the production level .
- 4- The most common mistakes that faced them they do not know the differentiate between dependent clause and independent clauses.

## 1.4 Procdures

The research will follow these steps :



- 1- Presenting the topic of dependent and independent clauses and sentences with their types with examples.
- 2- Testing students from the Department of English / University of Babylon at fourth stage in the academic year of 2022- 2021 .
- 3- Analyzing the test results to see how the students performances.
- 4- Giving conclusion of the study .

### 1.5 Limits

The research will be limited to study (The Dependent and Independent Clauses and The Types of The Sentences ) . The test will be applied to 40 Iraqi EFL learners , from University of Babylon / College of Education for Human Sciences / Department of English / during the academic fourth year 2022-2021 .

### 1.6 Significance

From pedagogical point of view , it is useful to study it in educational institutions .It is provide valuable input for lectures or teachers and readers who are interested in doing futher reseraches related to a descriptive analysis of students ability in identifying dependent and independent clauses . From a practical point of view ,

studying and analyzing the test indicates the extent to which the difficulties that learners face in using dependent and independent clauses.

## Chapter Two

### Definitions and Types

In the second section , the clause will be defined as well as the dependent and independent clauses with more than one definitions in addition to examples. The types of the sentences will be defined with more than one definitions in addition to examples.

#### 2.1 Definitions of The Clause

According to Leech (2006:17 ) the clause as a major unit of grammar , defined formally by the elements it may contain : subject (S) , verb phrase ( V) , object ( O) , complement ( C) and adverbial ( A) all five element of the clauses . it means in general the clause can be capable to stand alone with their element (S,V, O , C) and also can called it as a complete sentence .in this example

## S A V O C

We / always / found / the teachers / very helpful .

From structure (we ) subject and ( always) adverb ( found) verb ( the teachers ) object ( very helpful) complement of the sentence . from meaning it has a complete thought.

There are two kinds of the clauses

### 2.1.1 Independent Clause

Frank ( 1972 : 222) is a full predication that may stand alone as a sentence .for example (The man stole the jewelry ) .

According to (ibid) that independent clause is a clause can stand alone it means that this clause is full understanding . it can depend on it from the structure it contains from the subject plus the predicate and complete of the sentence .

in this example (the man stole the jewelry ) from the structure ( the man ) is subject and ( stole )verb and ( the jewelry ) the complete of the sentence and from the meaning it have a complete thought .

Oshima and Hogue (2006 : 163) contains a subject and a verb and expresses a complete thought . it can stand alone as a sentence by itself , for example ( the sun rose) it means that independent clause is a simple sentence it can stand alone . it does not need to another sentence to complete it , in this example ( the sun) is a subject and ( rose) is a verb it has a complete thought .

Leech ( 2006 : 53 ) independent clause is one which is not part of ( that is , is not subordinate to ) another clause . for example (He scored a goal ) and ( every body cheered) means that the independent clause is knows as main clause not related to another sentence . in this example we have 2 independent clause coordinate by the conjunction ( and) .

### 2.1.2 Dependent Clause

Quirk ( 1973 : 309 ) define it as subordinate , it is a non – symmetrical relation , holding between two clauses in such a way that one is a constituent or part of the other . for example ( I like John because John likes me ) .

In this definition we understand that a dependent clause is a subordinate clause it begins with subordinate conjunction like ( because ) in this example ( I like John ) this independent or main clause from structure and meaning , while ( because John likes me ) this can be defined as dependent or subordinate . it needs to be linked to another independent clause to support it and stand alone.

Frank ( 1972 :222) dependent clause has a special introductory word that makes the full predication " depend " on an independent clause. for example ( I will go straight home after I finish my work ) .

This means the dependent clause can not stand alone from structure of the sentence and meaning the dependent clause must be linked to another clause like an independent clause to complete it . in this example ( I will go straight home ) this independent it can stand alone while dependent starts with ( after ) is a subordinate conjunction that makes the sentence complex as in ( after I finish my work ) it can not stand alone it needs to be linked to independent clause to complete it .

Oshima and Hogue ( 2006: 163) dependent clause begins with a subordinator such as when , while , if , that or who. does not express a complete thought so it is not a sentence by itself . for example ( when the sun rose) , ( whom the voters elected) . it means that a dependent clause is a clause it cannot stand alone like independent clause . because it begins with subordinator like ( if , when , who etc...) and makes the sentence incomplete it needs to be linked to another independent sentence to complete it .in this example ( when ) is a subordinator and ( the sun) is a subject and ( rose) verb. another example ( whom) is a subordinator and ( the voters) subject and ( elected) verb.

## 2.2 The Types of The Sentences

### 2.2.1 The Simple Sentence

Alexander (1990 : 4 ) is a complete unit of meaning which contains a subject and a verb followed , if necessary , by other words which make up the meaning . for example ( My car made in Germany ) .

According to ( ibid) is perfect sentence from the structure consist from subject ( My car) plus verb ( made) plus complement ( in Germany ) from the meaning it has a complete meaning .

Oshima and Hogue ( 2006: 164) simple sentence is one independent clause . for example (Fresh water boils at 100 degrees celsius at sea level). It means that a simple sentence is one single sentence it has a complete thought . in this example we have the word ( fresh water ) is a subject and ( boils) is a verb and complete of the sentence . It means that a simple sentence it can stand alone like independent clause it is expresses a complete thought . it does not need to another sentence to stand alone .

### 2.2.2 The Compound Sentence

Alexander ( 1990 : 8 ) when we join two or more simple sentence we make a compound sentence .

According to ( ibid) the join between two independent clause by conjunction like ( and, and , but, for , or , so , yet ) we used them to make a compound sentence . for example ( He washed the car and polished it ) .

( He washed the car ) is a simple sentence and ( polished it )also a simple sentence we have the conjunction ( and ) this conjunction make this sentence a compound sentence .

Oshima and Hogue (2006: 165) is two or more independent clauses joined together. for example ( salt water boils at a higher temperature than fresh water, so food cooks faster in salt water) . it means that compound sentence is consist from two or more

than one independent clauses linking together with a conjunction . in this example we have the conjunction ( so) links between 2 independent clauses.

### 2.2.3 The Complex Sentence

Green and Nelson ( 1999 : 110) is a multiple sentence in which one or more subordinate clauses. for example ( Every body knows that she is a superb administrator ) according to the definition that a complex sentence consist from one simple sentence in ( Every body knows ) while the second sentence starting with a subordinate conjunction is ( that ) ( that she is a superb administrator ) is dependent sentence.

Alexander ( 1990 :10 ) complex sentence there is one main idea and one or more subordinate ideas . for example (The alarm was raised after the fire was discovered).

Here in this definition we can identify that a complex sentence which a sentence it consist from main or independent clause and one or more dependent clauses . the dependent clause beginning with the subordinate conjunctions like ( after , when , since , that , if , so that , wether , as soon as ) . in this example ( the alarm was raised ) is a main clause it can stand alone , while ( after the fire was discovered) is a subordinate clause it cannot stand alone it need to main clause to stand alone.

### 2.2.4 The Compound – Complex Sentence

Chalker ( 1984:238) for a sentence containing a mixture .for example ( Although it was snowing I went out and posted a letter).

this means the compound – complex sentence , is a sentence that consist from one compound sentence and one complex sentence they links together by conjunction . in this example we have the sentence ( I went out and posted a letter ) is a compound sentence while the second sentence starting with the subordinate conjunction (Although it was snowing ) is a complex sentence .

According to Oshima and Hogue ( 2006 : 174) is a combination of two or more independent clauses and one ( or more) dependent clauses . for example ( I wanted to travel after I graduated from college ; however, I had to go to work immediately).

In this definition we have a compound – complex sentence is consists from one or more independent clauses means ( compound sentence) and one or more ( complex sentence) connected together with conjunction.in this example ( I wanted to travel after I graduated from college ) is complex sentence started with the conjunction ( after) this sentence connected with a compound sentence beginning with a ( however) is a conjunction links between two clauses make the sentence compound in ( however , I had to go to work immediately) .

## Chapter Three

### The Test

This chapter is the most important chapter in the research paper . It is discusses the learners performance in using Dependent and Independent Clauses and the sentence and their types .

#### 3.1 Definitions of The Test

According to Al- Juboury ( 1999 : 1) the test includes any means of checking what students can do with language and what they can not do with it .

Brown (2000: 384 ) a test in plain word , is a method of measuring a persons ability or knowledge in a given domain.

### 3. 2 Features of a Good Test

How do we know if the test a " good " test or not ? Does it accurately measure what you want it to measure ? These question can be answered through this classification : Practicality , Reliability and Validity .

#### 3.2.1 Validity

According to Al- Juboury (1999 :24) validity is the degree to which a test measure what it is supposed to measure or can be used successfully for the purpose for which it is intended .

There are four kinds of validity according to ( ibid)

- 1- Content validity : it is refers to the extent of the test , in which the good test should cover all the material to be tested.
- 2- Empirical validity : means if we went to achieve the effectiveness and quality of the test , the test score must be linked to some criteria including the scores given at the end of the course or according to the teachers judgment on his students or exams .
- 3- Face validity : which means the way the test looks to supervisors or specialists when the test provide by them it will have face validity.
- 4- Construct validity : means the test is designed according to the theory of language behavior and education .

#### 3.2.2 Reliability

According to Al- Juboury ( 1999 :24 ) means the stability of the test scores presumably , if the same test is given twice to some group of students , under the same condition , it would give the same result. For this definition we have four elements they are :



1-Multiple samples : it means that the larger size of the test , the more tasks the students have to solve , therefore the test should be long enough to provide a suitable sample of the area under test.

2-Standard conditions :it means that all students will complete the test under the same conditions for example in the listening test , all students must be able to hear the item clearly .

3-Standard tasks : means all students must get the same items or items of the same difficulty.

4-Standard scoring : means the test should be scored in an identical manner , if the test scores are different , you should give the same score for the same performance.

### 3.2.3 Practicality

According to Al- Juboury ( 1999 : 28 ) this feature of the evaluation it is practicality or usefulness . the test is reliable but difficult to evaluate or expensive may not be acceptable .

Two kinds involved :

1-Economy : means the cost in money , time , the staff of administrating the test.

2-Ease : this refers to difficulty the experienced when taking and scoring the test . for example in an oral exams requiring the use of tape recorders are not practical if it has given to thousands of students.

### 3.3 The Design of The Test

The test will be for fourth – year students from Department of English / College of Education for Human Sciences / University of Babylon / during the academic year 2022 – 2021 .

A sample of forty students from this department , the test includes two questions , the first question includes the measures of the students responses on the recognition level , it is consist from ten items . the second question includes the measures of the students responses on the production level, it is consist from ten items.

### 3.4 The Material of The Test

Most items of the test are taken from the book of ( Long man English Grammar Practice .by L.G.Alexander : 1990.

And from the book ( Modren English A Practical References Guide . by Marcella Frank : 1972 .

And from the book ( Current English Grammar by Sylvia Chalker : 1984.

And from the book{ A University Grammar of English workbook R.A.Close }by : Randolph Quirk ,Sidney Green Baum :1973.

### 3.5 The Results

#### 3.5.1 The Preformance of The Students on Recognition Level

In table (1) shows the perecentage of the correct answers are ( 151,75.5%) while the total number of the incorrect answers are (49,24.5%) this shows that the number of the correct responses are more than the incorrect responses that shows most students do not face difficulty in answering these question related to types of the sentences.

Table (1) The correct and Incorrect Responses and Their Percentages

No of the items	No of the correct responses	Precentage %	No of the incorrect responses	Precentage%
1	37	92.5 %	3	7.5 %
2	31	77.5 %	9	22.5 %
3	14	35 %	26	65 %
4	30	75 %	10	25 %
5	39	97.5 %	1	2.5 %
Total	151	75.5 %	49	24.5 %

## Table(1)

In item (1) , thirty – seven ( 92.5 %) students responses correctly. Three students (7.5%) responded incorrectly . the students are responded correctly they find this point easy to them to identify it , while the students are responded incorrectly face difficulty in identify the type of the sentence .most answers are ( complex) this is wrong the correct answers are ( compound) .

In item (2) , thirty – one (77.5) students responded correctly . Nine students (22.5%) responded incorrectly . the students are responded correctly they are identifying the complex sentence by the conjunction ( after) . the students are responded incorrectly most of them face difficulty in identifying the complex sentence because they do not know the conjunction of the complex sentence was ( after) that is why they answering it ( compound sentence) and this is wrong the correct responses are ( complex sentence) .

In item (3) , fourteen ( 35%) students responded correctly . twenty – six ( 65%) students responded incorrectly . the students are responded correctly they identifying the sentence by the conjunction ( Although) it used with the complex sentence and ( And ) is used with compound sentence and they answering ( compound – complex sentence ) . While the the students are responded incorrectly face difficulty in identifying the type of the the sentence by answering it ( complex) and this wrong because they do not differeniate between the compound sentence and complex in their conjunction ( and / although) . they failed by choosing complex sentence , while the correct response was ( compound – complex sentence).

In item ( 4) , thirty ( 75% ) students responded correctly . Ten ( 25%) students responded incorrectly . the students are responded correctly their responses are good because they do not face difficulty in identify the ( compound sentence) it was easy to them .they identify the sentence by the conjunction( and) they know ( and) used with the compound sentence links bewteen 2 independent clauses. While the students are responded incorrectly most of them answering it ( simple sentence ) and this wrong because they do not recognizing or notes the conjunction ( and ) they

failed in identifying the type of the sentence . the correct response was ( compound sentence ).

In item ( 5 ) , thirty – nine ( 97 .5%) students responded correctly . One ( 2.5%) responded incorrectly . the students are responded correctly their responses are excellent because this related to the type of the sentence was ( simple sentence ) most of them do not face difficulty in it . While the student who responded incorrectly he face difficulty in identify the type of the sentence by answering ( compound sentence ) and this wrong the correct response was ( simple sentence).

In Table (2) Presenting The Results of The Test of Q1/ B on The Recognition Level.

The number and percentage of the correct responses are ( 149,74.5 %) while the number and percentage of the incorrect responses are (51,25.5%) .That shows most students do not face difficulty in identifying the types of the sentences.

Table (2) The Correct and Incorrect Responses and Their Percentages

No of items	No of the correct responses	Percentage %	No of the incorrect responses	Percentage %
1	30	75 %	10	25 %
2	32	80 %	8	20 %
3	30	75 %	10	25 %
4	31	77.5 %	9	22.5 %
5	26	65 %	14	35 %
Total	149	74.5 %	51	25.5 %

Table (3.2)

In item (1) , thirty (75 %) students responded correctly . Ten ( 25% ) students responded incorrectly . the students are responded correctly they identify the type of the sentence ( independent ) it was easy to them . While the students are responded incorrectly they answering ( dependent ) this wrong because they do not differentiate between ( dependent and independent clauses ) .

In item ( 2 ) , thirty- two (80%) students are responded correctly . eight ( 20%) students are responded incorrectly . the students are responded correctly their

answers are good because they identifying the sentence from the subordinate conjunction ( when) in the beginning of the sentence . While the students are responded incorrectly their answers are wrong because they answer the point ( independent ) they do not pay attention to the subordinate conjunction ( when) at the beginning of the sentence they failed in identify the type of the sentence.

In item (3) , thirty ( 75%) students are responded correctly . Ten ( 25%) students are responded incorrectly . the students are responded correctly do not face difficulty in their answering this point ( The play was good) it like simple sentence without subordinate conjunction . While the students are responded incorrectly their answers are wrong most of them they are answering ( dependent ) they do not know the different between the (dependent and independent) they face difficulty in identifying the type of the sentence.

In item ( 4) , thirty – one ( 77.5%) students are responded correctly . Nine (22.5%) students are responded incorrectly . the students are responded correctly they succeeded in guessing the type of the clause was ( dependent ) and this is the correct answer. While the students are responded incorrectly face difficulty in dealing with the type of the clause most of them they answering ( independent) and this is wrong .

In item (5) twenty- six ( 65%) students are responded correctly . Fourteen (35%) students are responded incorrectly . the students are responded correctly they are succeeded in identifying the ( dependent clause ) beginning with the subordinate conjunction (since) . While the students are responded incorrectly they failed in identifying the type of the clause they answering ( independent ) and this is wrong.

### 3.5.2 The Performane of The Students on The Production Level

Table (3) Presents The Results of The Test of the Q/2 on The Production Level.

The number and percentage of the correct responses are (294, 73.5% ).While the number and precentage of the incorrect responses are ( 106, 26.5) .This table

presents the rate of the correct responses are high than incorrect responses and shows that the students do not face difficulty in dealing with the production level.

Table (3) The Correct and Incorrect Responses and Their Percentages.

No of items	No of the correct responses	Percentage%	No of the incorrect responses	Percentage %
1	10	25 %	30	75 %
2	33	82.5 %	7	17.5 %
3	39	97.5 %	1	2.5 %
4	16	40 %	24	60 %
5	34	85 %	6	15 %
6	34	85 %	6	15 %
7	27	67.5 %	13	32.5 %
8	38	95 %	2	5 %
9	24	60 %	16	40 %
10	39	97.5 %	1	2.5 %
Total	294	73.5 %	106	26.5 %

Table (3.3)

In item (1) , ten (25%) students are responded correctly . thirty (75%) students are responded incorrectly .the students are responded correctly they are succeeded in joining the sentence ( it was snowing but I went out) with structure and meaning. While the students are responded incorrectly they answering the sentence and they changed the structure of the sentence , which make the sentence meaningless ( I went but it was snowing) and this is wrong.

In item (2) , thirty – three ( 82.5%) students are responded correctly . Seven ( 17.5%) students are responded incorrectly . the students are responded correctly they succeeded in making a ( compound sentence) because they making 2 independent clauses and they linked by using ( so) . while the students are responded incorrectly they face difficulty in producing a ( compound sentence) they do not know how to join (so) they producing ungrammatical and meaningless sentences.

In item (3) , thirty – nine ( 97.5%) the students are responded correctly . One ( 2.5%) student responded incorrectly . the students are responded correctly they are producing ( simple sentence) it was easy for them . While the student responded incorrectly faced difficulty in produce ( simple sentence) .

In item (4) , sixteen ( 40%) the students are responded correctly . Twenty – four ( 60%) students are responded incorrectly . the students are responded correctly they solve the sentence correctly and joining it by answering ( we rarely stay in hotels , for we can not afford it ) they are putting the subordinate ( for) in appropriate structure and meaning. While the students are responded incorrectly they are failed in solving the sentence they changed the structure ( we can not afford it , for we rarely stay in hotels) and they do not know when they using the subordinate ( for) and this make the sentence meaningless.

In item (5) , thirty- four (85%) students are responded correctly . Six (15%) students are responded incorrectly . the students are responded correctly they do not face difficulty in linking ( so that ) . While the students are responded incorrectly most of them failed in linking ( so that ) they just putting (so) without ( that) and this is wrong .

In item (6) , thirty – four ( 85%) students are responded correctly . Six ( 15%) students are responded incorrectly. the students are responded correctly they succeeded in producing sentences by using the ( subordinate : that) with appropriate sentences. While the students are responded incorrectly they failed in producing sentences with the ( subordinate that ) they producing ungrammatical sentences.

In item (7) , twenty – seven ( 67.5%) students are responded correctly . Thirteen ( 32.5%) students are responded incorrectly . the students are responded correctly they complete the sentence by using the ( pronoun : which) with meaningful sentences. While the students are responded incorrectly they do not know how to complete the sentence and using the ( pronoun : which ) and they producing ungrammatical sentences.

In item (8) , thirty – eight ( 95%) students are responded correctly . Two ( 5%) students are responded incorrectly . the students are responded correctly their answers are very good they know how to joining ( or) it was easy to them . the students are responded incorrectly they don not know how to join ( or) in suitable place .

In item (9) , twenty – four ( 60%) students are responded correctly . Sixteen ( 40%) students are responded incorrectly . the students are responded correctly they do not face difficulty in using ( if) they solve the sentence in appropriate and meaningful way . the students are responded incorrectly they face difficulty in using ( if) they changed the structure and seems meaningless.

In item (10) , thirty – nine ( 97.5%) students are responded correctly . One ( 2.5%) student is responded incorrectly . the students are responded correctly their answers are very good they are writing and making a ( complex sentence) by using ( because ) they succeeded in producing meaningful sentences. While the student here face difficulty in produce a ( complex sentenc) .

## Chapter Four



## Conclusion

According to the results of the test , the number and percentage of the correct responses of the whole test ( 594 , 74.25 %) are more than those of the incorrect responses ( 206 , 51 .5%).

According to the preceding analysis , the following conclusions have been drawn:

- 1- The students cannot differentiate between dependent and independent clauses. Agree with the hypothesis that do not know the differentiate between dependent clause and independent clause.
- 2- The students achievement on the production level is better than their achievement on the recognition level. Disagree with the hypothesis that the performance of the students on the recognition level is better than on the production level.
- 3- Iraqi EFL learners face difficulty in identifying the types of the sentences they do not know the different between the compound – complex sentences and the complex sentences. Agree with the hypothesis that most of them face difficulty in identifying the types of the sentences like compound - complex and complex sentences.
- 4- Iraqi EFL learners do not face difficulty in producing compound and complex sentences. Disagree with the hypothesis they do not face difficulty in producing a complex and compound sentences.
- 5- Most of Iraqi EFL learners do not face difficulties in using dependent and independent clauses. Verify in the rate of the correct responses are ( 594, 74.25%) more than incorrect responses are ( 206 , 51.5%). Their result was good and this related to two reasons one because they are in final stage and another reason they takes the material in the previous years. that is why they do not face difficulty in dealing with the topic of ( Dependent and Independent Clauses) .

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2022/1/12.

## Appendix

Q1/A/ State the types of the following sentences .

( Complex Sentence , Compound Sentence , Simple Sentence, Compound – Complex Sentence ).

1-I like John and John likes me .

2- You can tell me all about the film after I have seen it my self .

3- Although it was snowing I went out and posted a letter.

4- He washed the car and polished it .

5-My car was made in Germany .

Q1/B/ Identify the underlined part of the following as either Dependent or Independent.

1- She sold her house , but yet she cant' help regretting it-----.

2-When you have finished cleaning the car , you can help me with dishes -----.

3-The play was good although it was too short .-----.

4- The alarm was raised when the fire was discovered.-----.

5- Since no one answered my call , left a message on the answer- phone -----.

Q//2//

Do as required between brackets.

1-I went out , it was snowing .(Join use / but )

-----

2- Exemplify.(Compound Sentence by using : so)

-----

3-Exemplify . ( Simple Sentence)

-----

4-We cant' afford it , we rarely stay in hotels .( Join use / for)

-----

5-I walk to work every morning , I can get some exercise. ( link : so that )

-----

6-He told me ----- complete by using (the subordinate : that )

-----

7-Those are the cars ----- complete by using (the relative pronoun : which)

-----

8-You can park your car on the drive , on the road. ( Join use / or)

-----

-

9-You are not good at figures, it is pointless to apply for a job in a bank .( Use : if as subordinate )

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10-Write a complex sentence by using ( because)

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