

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

---



# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH-NHẬT**

**Sinh viên : Nguyễn Thị Thu Hiền**

**Giáo viên hướng dẫn: TS.Trần Thị Ngọc Liên**

**HẢI PHÒNG – 2021**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

-----

**A STUDY ON COMPLEX SENTENCES IN  
ENGLISH WITH REFERENCE TO VIETNAMESE**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: NGÔN NGỮ ANH-NHẬT**

**Sinh viên : Nguyễn Thị Thu Hiền**

**Giáo viên hướng dẫn: TS.Trần Thị Ngọc Liên**

**HẢI PHÒNG – 2021**

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

---

**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

Sinh viên : Nguyễn Thị Thu Hiền

Mã sinh viên:1612753013

Lớp : NA2001N

Ngành : ngôn ngữ Anh – Nhật

Tên Đề Tài: **A Study on Complex Sentences in English With Reference To Vietnamese**

# NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Các số liệu cần thiết để thiết kế, tính toán.

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. Địa điểm thực tập tốt nghiệp.

.....

.....

.....

## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP**

### **Người hướng dẫn thứ nhất:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### **Người hướng dẫn thứ hai:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày    tháng    năm

Yêu cầu phải hoàn thành xong trước ngày    tháng    năm

Đã nhận nhiệm vụ ĐTTN

*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

***Hải Phòng, ngày ..... tháng.....năm 2021***

**Trưởng khoa**

**Trần Thị Ngọc Liên**

## PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

**1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

.....  
.....  
.....

*Hải Phòng, ngày ... tháng ... năm*

**Cán bộ hướng dẫn**

*(Ký và ghi rõ họ tên)*

## **ACKNOWLEDGEMENTS**

In the process of completing this thesis, I have received a lot of help, guidance and encouragement from teachers, classmates and family. I faced a lot of difficulties and pressures but thanks to the help of my friends, I overcame all difficulties and finished my graduation paper.

First of all, my deepest thanks are due to my supervisor Dr. Tran Thi Ngoc Lien for her invaluable advice, generous assistance and continual encouragement in completion of this study.

I would like to express my gratitude to the teachers in the Department of Hai Phong University of Management & Technology for passing on the most valuable knowledge to me.

Last but not least, I would like to express my heartfelt gratitude to my family members who have constantly supported, inspired and encouraged me to complete the graduation paper.

Hai Phong, July 2021  
Nguyen Thi Thu Hien

## **LIST OF TABLES**

*Table 1: Students' opinion about the activities that they like most in debating English class*

## **LIST OF CHART**

*Chart 1: Survey results of student's interest in learning English?*

*Chart 2: Survey results of student's interest in learning English Grammar?*

*Chart 3: How to study grammar results?*

*Chart 4: Do you know about complex sentences in English?*

*Chart 5: Do you know the importance of complex sentences in English communication?*

*Chart 6: What difficulties do you face when learning complex sentences?*

*Chart 7: When do you usually use complex sentences?*

*Chart 8: What do you usually do to solve difficulties when learning complex sentences?*



## TABLE OF CONTENT

### ACKNOWLEDGEMENTS

<b>PART I: INTRODUCTION</b> .....	1
1. Rationales.....	1
2. Aims of study .....	2
3. Scope of the study .....	2
4. Methods the study .....	3
5. Design of the study .....	3
<b>PART II: DEVELOPMENT</b> .....	5
<b>CHAPTER I: THEORETICAL BACKGROUND</b> .....	5
1.1. Definition of English sentence.....	5
1.2. Classification of English sentences .....	6
1.2.1.Simple sentence.....	6
1.2.2.Compound sentence .....	7
1.2.3.Complex Sentence.....	7
1.2.4.Compound-complex sentence .....	7
2. COMPLEX SENTENCES IN ENGLISH .....	8
2.1. Coordination and subordination .....	8
2.2 Finite and non-finite clauses .....	8
2.3 Subordinators .....	9
2.4 Functional classification of dependent clauses .....	10
Nominal Clause .....	10
2.5 That – Clause.....	10
2.6 Wh-interrogative clause .....	11
2.7. Yes-no interrogative clauses .....	11
2.8 Nominal relative clause.....	11
2.9 To-infinitive nominal clauses .....	12
2.10 Nominal -ing clauses.....	12
2.11 Clauses of time.....	12
2.12 Clauses of place .....	13
2.13 Clauses of condition and concession .....	13
2.14 Clauses of condition.....	13
2.15Real and unreal conditions .....	13
2.16 Clauses of condition.....	13

2.17	Alternative conditional-concessive clause.....	13
2.18	Universal conditional-concessive clauses .....	14
2.19	Clause of reason or cause .....	14
2.20	Clauses of circumstance .....	15
2.21	Clauses of purpose.....	15
2.22	Clauses of result.....	15
2.23	Clauses of manner and comparison .....	15
	<b>IMPLIED SUBJECT</b> .....	16
2.24	Comment Clauses .....	17
	<b>CHAPTER II: RESEACH METHODOLOGY</b> .....	18
1.	Research method .....	18
2.	Research instrument.....	18
2.1.	Structure .....	18
2.2.	Function.....	20
2.3	Data collection and analysis.....	21
2.3.1	Rationale behind the use of survey questionnaire.....	21
3.	<b>SOME SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH COMPLEX SENTENCES AND VIETNAMESE</b> .....	21
3.1.	In terms of structure .....	21
3.2.	In terms of function .....	23
3.3	The data analysis.....	25
	<b>CHAPTER 3: FINDINGS AND DISCUSSION</b> .....	33
1.	Some difficulties encountered by HPU’s English major students in using English complex sentences .....	33
1.1.	Difficulties caused by differences in the structure of complex sentences between English and Vietnamese.....	33
1.2.	Difficulties caused by differences in the function of complex sentences between English and Vietnamese.....	34
2.	Suggested solution.....	35
3.	Some difficulties encountered by HPU’s English major students in using English complex sentences .....	36
3.1.	Difficulties caused by differences in the structure of complex sentences between English and Vietnamese.....	36
3.2.	Difficulties caused by differences in the function of complex sentences between English and Vietnamese.....	37

4. Suggested solution.....	38
5. Some practical exercises on complex sentences .....	39
<b>PART THREE: CONCLUSION</b> .....	45
<b>References</b> .....	46

# PART I: INTRODUCTION

## 1. Rationales

Nowadays, English has been spoken all over the world as an international language. No one can deny that English plays an important role in social life. It is widely used in every field of life such as science, technology, foreign trade, education,... perhaps it is not necessary too much about the influence and value of English. Learning English is like holding a trumps card in your hand in a game where you are sure you will be able to defeat all opponents. And that is also the key to open the door to your desired future. In Vietnam, it is now a great demand to learn English for the process of integrating into regional and international economic and diplomatic development. Moreover, English enables, us to communicate with people from different countries and understand more about their tradition and culture. However, it is not easy to learn English as the second language for Vietnamese because there are a lot of differences between two languages and grammar is the typical problem for this...

- When you start learning English, you will learn the most basic grammar rules right from the first lesson. This is essential for you to understand the structure of English. But have you ever wondered “Why do I need to learn English grammar?”

+ Knowing basic grammar is also an important tool for English readers to understand what they are reading. In fact, news articles, stories or poems often use a lot of long sentences, if you do not have a good grasp of grammar, you will certainly not understand correctly or fully understand what the writer wants to express. By analyzing the grammar of a sentence or an entire paragraph, readers can better understand the content of learning to read.

+ For some people, the purpose of studying is to pass the test or get a degree or certificate, grammar is very important. Or it is also important for anyone who has a career orientation to become an interpreter/translator, an English teacher, etc. With these jobs you need to make sure you master all the grammar and phonetic words. , ability to listen or write...

- In addition, it is important to learn good grammar in communication. You want to communicate in the most natural way, your sentences are not too constrained by theoretical grammatical structures, speak concisely and make the other person feel comfortable and break the distance. . In addition, when

listening to English you can also learn a lot of grammar in it. However, anyway, it is a very good thing to learn good grammar and you should also despise English grammar. Or at least you need to be fluent in the basic tenses and persons in English.

- English grammar is quite diverse and complex. Learners when learning this content find it difficult to remember, difficult to learn, especially in applying it depending on the context so that it is flexible and reasonable. Learning English grammar you will face many complicated rules, difficult to remember, not to mention the items that are out of the rules. For example: In English, there will be plural and singular nouns, plural nouns often add the ending "s, es", but for special nouns that are out of the rules such as: teeth (the teeth). teeth), mice (rats)...

- Regarding English grammar, in my opinion, complex sentences in English are the most difficult problem for Vietnamese people in general and HPU students in particular, there are a number of reasons as follows:

+ A complex sentence in English is also made up of two or more clauses, but in a complex sentence there **MUST** have one independent clause (main clause) and at least one dependent clause

+ Great differences appear between English and Vietnam complex sentences.

+ There are a lot complex sentences which make both English and Vietnamese easily confuse in using.

For all their reason above, I have chosen “A study on complex sentence in English with reference to Vietnam”.

## **2. Aims of study**

- Giving the definition of English complex sentences and its semantic, functions

- Identifying common mistakes made by Vietnamese learners

- Describing and clarifying different types of English complex sentences

## **3. Scope of the study**

- Firstly, complex in English are very complicated problem so presenting a full theory and description of it is impossible for me. Therefore, my graduation paper will focus mainly on describing and analyzing the most common structures and uses of natural language complex sentences.

- Secondly, more attention will be paid to the theory, description and classification of English complex sentences than to Vietnamese complex sentences which make my graduation paper more helpful and more practical for the learner of English

- Lastly, because of the limitation of time, making a through and detailed comparison between English and Vietnamese complex sentence, I shall only bring out the most striking differences between the two languages to help those interested to avoid possible deplorable mistakes in using this particular kind of sentence structure.

#### **4. Methods the study**

My strategies for completion of the graduation paper include:

- With references collected from different sources inside and outside university, I review the documents relating to English and Vietnamese complex sentences

- To complete this study, I collect materials, references to analyze and find out the similarities and differences of the conditional sentences between the two languages.

- Analyze the students' problems in using English complex sentences based 4 years being a student at Hai Phong University of management & technology. Therefore, I give suggested solutions.

#### **5. Design of the study**

There are three main parts of this study:

The first part is the introduction to explain why the subject of this research paper is to be selected and to highlight the goals, techniques and design of the study.

#### **Part 2 consists of 4 chapters:**

Chapter 1: Gives the theoretical background, presents the definition, structures and types of English complex sentence.

Chapter 2: Defining complicated English phrases and analyzing their semantic and syntactic roles, clarify kinds, including genuine and unreal complex sentences.

Chapter 3: Deals through contrast analysis with Vietnamese with the complex sentences in English.

Chapter 4: Gives users of Vietnamese frequent mistakes in utilizing complicated sentences and proposes some useful solutions.

In part three, the review of the study is concluded, and the references end the paper.

## PART II: DEVELOPMENT

### CHAPTER I: THEORETICAL BACKGROUND

#### 1.1. Definition of English sentence

We use sentences in our entire lives, in writing or in conversation, to express our views. We have however failed to pay special attention to the right and efficient writing of phrases. There are several methods to describe a phrase, but a standard grammatical definition would be preferred.

There are many authors giving different definitions of sentences in English. Here are some examples:

According to Cambridge Dictionary a sentence is defined as **a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with capital letter when written:**

+ *He's very impatient and always interrupts me mid-sentence.*

+ *Your conclusion is good, but the final sentence is too long and complicated.*

According to English-Vietnamese dictionary published in 1999 of Da Nang publisher, a sentence is defined as “a series of words making a single complete statement.”

For example: He is a doctor.

Another idea of sentence structure comes from Alice Oshima & Ann Hogue.

They stated:

“The subject is the word or words that name the person, thing, or place that a sentence is about. It is usually a noun or pronoun.”

“The predicate makes a statement about the subject. It consists of a verb and its modifiers or complements. The verb is the most important point of the predicate-it express action or a state of being.”

(OSHIMA, A& HOGUE, A; 2003, writing Academic English; 121).

Usually, the subject of a sentence, in a word order of a statement, precedes its verb predicate. However, the order of sentences may change depending on the types of sentences (statement, question, request, etc.). Moreover, sentence structure, focusing on the components (subject, verb, direct object, indirect object, adverb, complement, complement) which are used form a sentence.



A more realistic definition for us of a sentence has been given as follows: “A sentence is a word or group of words standing between an initial capital letter and a mark of end punctuation or between two marks of end punctuation” Students, on the other hand, continue to struggle with proper punctuation in their writing since sentences marked with capital letters at the start and full stops at the conclusion are not “sentences” in the sense that they do not contain a concept. This term, once again, does not assist us in comprehending what a sentence is.

Many authors have analyzed the previous definitions and sought to state the main characteristics of the phrase using these definitions.

John Ries (1931): “A sentence is a grammatically constructed smallest unit of speech which expresses its content with respect to this content’s relation to reality”.

In short, none of these definitions have provided us with a satisfactory or viable set of criteria from which to construct a complete definition. In any case, they can assist us in gaining a general understanding of what a sentence is.

## **1.2. Classification of English sentences**

We help basically four kinds of sentence in English consisting of simple sentence, compound sentence, complex sentence and compound- complex sentence.

### **1.2.1. Simple sentence**

A simple sentence is a sentence that consists of just one independent clause. A simple sentence has no dependent clauses. (An independent clause (unlike a dependent clause) can stand alone as a sentence.)

According to Quirk (1976), sentence can be classified into 7 types:

SV: The man walked into the room.

SVA: This sort of paper is (used) for printing newspaper.

SVC: My son grows older

SVO: He like flowers

SVOA: He put his books on the shelf.

SVOC: She makes me crazy in way she looks at me.

SVOO: My mother **bought** him a hat

### 1.2.2. Compound sentence

Compound sentence joins two or more sentences that have related ideas of equal importance. The two sentences go together. Each sentence or independent clause must still have a subject and a verb.

A compound sentence has at least two independent clauses that have related ideas. The independent clauses can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon, as you can see in the compound sentence examples below

For example:

- She did not cheat on the test, for it was the wrong thing to do.
- They had no ice cream left at home, nor did they have money to go to the store

### 1.2.3. Complex Sentence

A complex sentence is a sentence that contains an independent clause and one or more dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause even though it has a subject and a verb cannot stand alone.

Usually, dependent clauses begin with subordinating conjunctions

Although / Even though / Though

After / Since / Until / While / As / Before / When

If / Because / Unless

Whenever / Whereas / Wherever

The example:

+ After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station

+ Because Mary and Samantha arrived at the bus station before noon , I did not see them at the station

+ While he waited at the train station, Joe realized that the train was late

+ After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

### 1.2.4. Compound-complex sentence

The compound-complex sentence seems to be a complicate sentence in English grammar. As Oshima and Hogue in “writing academic English” published in 2003 wrote: *A compound-complex sentence is the combination of two or more independent clauses and once and more dependent clause.*

Example for: *I will come and I will bring some of my friends / if they have a day off.*

Compound sentence adverbial clause of condition Therefore, the conditional sentence is one kind of complex sentence because it contains a main clause and subordinate clause (if clause) joined together by subordinating conjunctions such as if, unless...

## **2. COMPLEX SENTENCES IN ENGLISH**

### **2.1. Coordination and subordination**

Subordination is a non-symmetrical relation, holding between two clauses in such a way that one is a constituent or part of the other.

The device of subordination enables us to organize multiple clause structures. Each subordinate clause may itself be superordinate to one or more other clauses, so that a hierarchy of clause, one within another, may be built up, sometimes resulting in sentences of great complexity.

Dependent clauses may be classified either by **STRUCTURAL TYPE**, *ie* in terms of the elements they themselves contain, or by **FUNCTION**, *ie* the part they play in the superordinate clause.

### **2.2 Finite and non-finite clauses**

- A finite clause includes a primary verb — a verb that can be inflected for tense, person and sometimes number — and includes a subject. A finite clause can stand alone as an independent clause (a sentence), or it can serve as a coordinate clause, a subordinate clause, or a supplementary clause.

#### **+ Independent clause:**

Charlie raises his hand constantly

(This finite clause is called the "main clause" or "matrix clause")

#### **+ Coordinate clause:**

He raises his hand repeatedly and he talks in class.

"And" acts as a coordinator. Finite propositions are the coordinates of "and".

#### **+ Subordinate clause:**

We know that [Charlie raises his hand constantly]].

Charlie raised his hand so that [he could ask a question].

Charlie's curiosity is due to the fact that [he asks so many questions].

"That" functions as the subordinator of the content in the finite clause; that + the finite clause complements (completes the meaning expressed by) the verb "know".

**+ Prepositional complement:**

Other children are annoyed because [Charlie raises his hand constantly].

The teacher ignores Charlie if [he waves his hand wildly].

"Because" and "if" are connective prepositions; the finite clause complements (completes the meaning of) the preposition in the prepositional phrase.

**+ Relative clause:**

A boy [who raises his hand constantly] wants to be the center of attention.

"Who" is a relative pronoun in the finite clause and refers to the noun before it. The finite clause modifies "boy".

**+ Coordinate clause/supplement clause:**

Charlie likes the teacher's attention, so [he raises his hand constantly.]

"So" functions as a coordinator and as a connective adverb (see Reversibility); the finite clause complements (completes the meaning of) "so", which expresses result.

- A non-finite clause is a subordinate clause that is based on a to-infinitive or a participle. It contains a verb that does not show tense, which means it does not show the time at which something happened. There are three types of nonfinite clauses.

## 2.3 Subordinators

Like prepositions, which they resemble in having a relating or connecting function, subordinators forming the core of the class consist of a single word; and again as with prepositions, there are numerous compound items which act, to various degrees, like a single conjunction. In addition, there is a small class of correlative subordinators, ie combinations of two markers, one (a conjunction) occurring in the subordinate clause, and the other (normally an adverb) occurring in the superordinate clause.

### SIMPLE SUBORDINATORS

after, (al)though, as, because, before, if, once, since, that, until, when, where, while, etc...

### COMPOUND SUBORDINATORS

Ending with that: in that so that, such that, except that, etc; in order that (or to + in- finitive clause)

Ending with optional that: now (that), provided (that), supposing (that), considering (that), seeing (that), etc...

Ending with as: as far as, as long as, as soon as, so long as, etc; so as (+ to + infinitive clause) ending with than: sooner than (+infinitive clause), rather than (+non-finite or verbless clause) other: as if, as though, in case

CORRELATIVE SUBORDINATORS if... then;  
(al)though . . .yet/nevertheless; as... so more|-er/less ... than; as . . . as; so ... as;  
so ... such ... as; such... (that); no sooner . . . than

## **2.4 Functional classification of dependent clauses**

Dependent clauses may function as subject, object, complement, or adverbial in the superordinate clause:

subject: That we need more equipment is obvious

direct object: I know that she is pretty

subject complement: The point is that we're leaving

indirect object: I gave whoever it was a cup of tea object complement: I imagined him overcome with grief

adjunct: When we meet, I shall explain everything

disjunct: To be honest, I've never liked him

conjunct: What is more, he has lost the friends he had

In addition, they may function within these elements, as postmodifier, prepositional complement, etc; eg

postmodifier in noun phrase : A friend who remains loyal prepositional complement :It depends on what we decide adjectival complement: Ready to act promptly

### **Nominal Clause**

## **2.5 That – Clause**

That clause can occur as:

Subject: that she is still alive is a consolation

Direct object: I told him that he was wrong

Subject complement: the assumption is that things will improve

Appositive : your assumption , that things will improve , is unfounded

Adjectival complement: I'm sure that things will improve

## 2.6 Wh-interrogative clause

The dependent wh-interrogative clause occurs in the whole range of functions available to the That-clause, and in addition can act as pre-positional complement:

Subject: how the book will sell depends on its author

Direct object: I can't imagine what made him do it

subject complement: the problem is not who will go, but who will stay  
appositive: My original, why he did it at all, has not been answered

adjectival complement: I wasn't certain whose house I was in

prepositional **complement: no one was consulted on who should have the prize**

## 2.7. Yes-no interrogative clauses

The dependent Yes-no interrogative clause is formed with *if* or *whether*:  
Do you know if/whether the bank are open?

The dependent alternative question has *if/whether... or*:

I don't know *whether it will rain or be sunny*

I don't care *if your car breaks down or not*

Only *whether* can be directly followed by *or not*:

I don't care *whether or not/if or not* your car breaks down

A clause beginning with *whether* cannot be made negative, except as the second part of an alternative question:

I don't care if it doesn't rain/whether it doesn't rain/whether it rains or not

On the other hand, *if* cannot introduce a subject clause:

Whether/if it rains or not doesn't concern me.

## 2.8 Nominal relative clause

The nominal relative clause, also introduced by a wh-element, can be:

- Subject: what he is looking for is a wife
- Direct object: I want to see whoever deals with complaints
- Indirect object: he gave whoever to the door a winning smile
- Subject complement: home is where your friends and family are
- Object complement: you can call me what(ever)(names) you like
- Appositive: let us know your college address
- Prepositional complement: vote for which(ever) candidate you like

## 2.9 To-infinitive nominal clauses

The to-infinitive nominal clause can occur as:

- subject: For a bridge to collapse like that is unbelievable
- direct object: He likes everyone to be happy
- subject complement: My wish is to be a pilot
- appositive: His ambition, to be a straight actor, was never fulfilled

adjectival

- complement: I'm glad to help you

## 2.10 Nominal -ing clauses

The nominal -ing clause, a PARTICIPLE CLAUSE, Occurs in the following positions:

- subject: Telling lies is wrong direct object: No one enjoys deceiving his own family
- subject complement: His favourite pastime is playing practical jokes
- appositive: His hobby, collecting stamps, absorbed him
- prepositional complement: I'm tired of being treated like a child
- adjectival complement: The children were busy building sandcastles

### Adverbial clauses

Adverbial clauses, like adverbials in general, are capable of occurring in a final, initial, or media position within the main clauses. Attention will be drawn, in the paragraphs that follow, to modifications of this general statement. On problems of tense, aspect mood...

## 2.11 Clauses of time

Finite adverbial clauses of time are introduced by such subordinators as *after, before, since, until, when*:

*When I last saw you, you lived in Washington*

The -ing clauses may be introduced by *after, before, since, until, when(ever)*, and *while*; -ed clauses by *once, until, when, and while*, and verb less clauses by *as soon as, once, when, while*:

*Once published, the book caused a remarkable stir.*

In addition, -ing clauses without a subject are also used express time relationship:

*Nearing the entrance, I shook hands with my acquaintances.*

Temporal clauses are common in initial position.

### **2.12 Clauses of place**

Adverbial clauses of place are introduced by *where/wherever*:

They went *wherever the could find work*

Non-finite and verbless clauses occur with both the subordinators:

*Where(ver) known*, such facts have been reported.

### **2.13 Clauses of condition and concession**

Whereas conditional clauses state the dependences of one circumstance or set of circumstances on another:

*If you treat her kindly*, (then) she'll do anything for you.

### **2.14 Clauses of condition**

Finite adverbial clauses of condition are introduced by the sub-ordinations *if/unless*:

He must be lying *if he told you that*

Other compound conditional conjunctions approximately synonymous with *provide (that)*, are *as long as*, *so long as*, ...

### **2.15 Real and unreal conditions**

A real condition leaves unresolved the question of the fulfilment or non-fulfilment of the condition, and hence also the truth of the proposition expressed by the main clause. In an unreal condition, on the other hand, it is clearly expected that the condition will *not* be fulfilled.

*If* -clauses are like questions in implying uncertainty. They tend therefore to contain non-assertive forms such as: *any, ever*

Clauses beginning with *unless*, on the other hand, lay stress on the excluded positive option, and so normally contain assertive.

For the same reason, *unless-clauses* are not usually unreal conditions.

### **2.16 Clauses of condition**

Clauses of condition are introduced chiefly by *though* or its more formal variant *although*. Other conjunctions include *while, whereas, even if*, and occasionally *if*.

*Eg.* no goals were scored, *though it was an exciting game.*

Non-finite and verbless clauses of concession are often introduced by conjunctions, but not by *whereas*.

### **2.17 Alternative conditional-concessive clause**

The correlative sequence *where...or...* is a means of coordinating two subordinate clauses, combining conditional meaning with disjunctive meaning:



*Eg. Whether they beat us or we beat them, we'll celebrate tonight.*

The concessive element of meaning comes in secondarily, through the implication that if the same thing takes place in two contrasting conditions, there must be something surprising about at least one of them.

### ***2.18 Universal conditional-concessive clauses***

The universal conditional-concessive clause, introduced by one of the *wh*-compounds (*whatever*, *whoever*, etc), indicates a free choice from among any number of conditions:

She looks pretty *whatever* she wears

That is, even though she were to wear overalls or a space suit. There is a subtle semantic difference between such conditional clauses and apparently identical time and place clauses: *Wherever* you live, you can keep a horse

The locative meaning would be 'You can keep a horse at any place where you may live'; the conditional-concessive meaning is 'It doesn't matter where you live, you can keep a horse- not necessarily in that same place'.

The longer constructions *it doesn't matter wh-* and the more informal *no matter wh-* may be added to the list of universal conditional-concessive clause introducers:

(No matter/It doesn't matter) *how hard* ! try, I can never catch up with him

### ***2.19 Clause of reason or cause***

Clauses of reason or cause are most commonly introduced by the conjunctions *because*, *as*, or *since*:

I lent him the money *because* he needed it

*As/since* Jane was the eldest, she looked after the others

These different positional tendencies (characteristic of the respective conjunctions) reflect a different syntactic status: *because*-clauses are adjuncts, whereas *as-* and *since*-clauses are disjuncts. Informally, however, a final *because*-clause sometimes functions as a disjunct of reason:

They've lit a fire, *because* I can see the smoke rising

Non-finite and verbless clauses can be used for cause, but without conjunction:

Being a man of ingenuity, he soon repaired the machine

## ***2.20 Clauses of circumstance***

Clauses of circumstance express a fulfilled condition or (to put it differently) a relation between a premise (in the subordinate clause) and the conclusion drawn from it (in the main clause). Because, since, and as can convey this meaning, but in addition there is a special circumstantial compound conjunction, seeing (that):

Seeing that the weather has improved, we shall enjoy our game  
Non-finite clauses and verbless clauses are often used but without subordinator:

The weather having improved, we enjoyed the rest of the game.

## ***2.21 Clauses of purpose***

Clauses of purpose are adjuncts, usually infinitival, introduced by (in order) (for N) to, so as to:

I left early to catch the train

They left the door open in order for me to hear the baby

Finite clauses of purpose may be introduced by so that, so (informal), or in order that (formal):

John visited London (in order that, so (that)) he could see his MP

In the purpose clause, which has 'putative' meaning, the modal auxiliaries should and may (past tense might) are used.

## ***2.22 Clauses of result***

Result clauses (disjuncts, placed finally in superordinate clauses) are factual rather than 'putative'; hence they may contain an ordinary verb form without a modal auxiliary. They are introduced by so that, informally so:

We planted many shrubs, so (that) the garden soon looked beautiful

## ***2.23 Clauses of manner and comparison***

Clauses of manner are introduced by (exactly) as, (just) as: Please do it (exactly) as I instructed ('in the way that . . .')

If an as-clause is placed initially, the correlative form so, in formal literary English, may introduce the main clause:

(Just) as a moth is attracted by a light, (so) he was fascinated by her

Such examples provide a transition to the adverbial clauses of comparison, introduced by as if, as though:

He looks as if he is going to be ill

If there is doubt or 'unreality', the modal past is used:

He treated me (just) as if he had never met me

Non-finite and verbless clauses

### ***IMPLIED SUBJECT***

If the subject is not actually expressed in a non-finite or verbless clause, it is assumed to be identical with the subject of the superordinate clause:

When ripe, the oranges are picked and sorted

He took up anthropology, stimulated by our enthusiasm

She hesitated, being very suspicious, to open the door

He opened his case to look for a book

Commonly, however, this 'attachment rule' is violated:

Since leaving her, life has seemed empty

In this case, we would assume that the superordinate clause means 'Life has seemed empty to me' and that the subject of the -ing clause is also first Such 'unattached' ('pendant' or 'dangling') clauses are frowned upon, however, and are totally unacceptable if the superordinate clause provides no means at all for identifying the subordinate subject. In the following sentence, for example, it cannot be a dog:

\*Reading the evening paper, a dog started barking Note [a] The attachment rule does not need to be observed with disjuncts: Speaking candidly (S='I'), John is dishonest [b] Tense, aspect and mood are also inferred in non-finite and verbless clauses from the sentential context.

### **SEMANTIC DIVERSITY**

We have seen that many of the relationships (time, reason, etc) discussed earlier can be expressed by means of non-finite and verbless clauses. Where these are introduced by conjunctions, the relationship may be quite explicit: if necessary, since being here, etc. Where they are not so introduced, there may be considerable indeterminacy as to the relationship to be inferred:

(soon to become a father John, went to Mexico

In this position, the clauses could have the function nearly of non-restrictive postmodifier of John. But their potential relationship to the whole superordinate clause rather than only to the subject is indicated by their mobility. For example:

Soon to become a father, John went to Mexico

John went to Mexico, feeling considerable anxiety

## 2.24 Comment Clauses

Comment clauses are somewhat loosely related to a superordinate clauses, and may be classed as disjuncts or conjuncts. In general, they may occur initially, finally, or medially, and have a separate tone unit:

a) Like a main clause:

At that time, *I believe*, labor was cheap.

b) Like an adverbial clause (introduced by *as*):

I'm a pacifist, *as you know*

c) Like a nominal relative clause as conjunct:

*What's more*, we lost all our belongings

d) To-infinitive clause as style disjunct:

I'm not sure what to do, *to be honest*

e) -ing clause as style disjunct:

I doubt, *speaking as a layman*, whether television is the right medium

f) -ed clause as style disjunct:

*Stated bluntly*, he has a chance of winning.

## CHAPTER II: RESEACH METHODOLOGY

### 1. Research method

Two research methods are used: the quantitative and the qualitative. While the former focuses on data collection and analysis, the latter helps the researcher to explain some linguistic phenomenon which she encountered in her study.

### 2. Research instrument

Research based on the theoretical framework presented in the book “A university grammar ... by Randolp Quirk.

In it, he classifies complex sentences in two ways:

#### 2.1. Structure

Analyzing by structure type, we arrive at two main class:

- **Finite clause:** a clause whose V element is a non-finite verb phrase

E.g) John has visited New York

Because John is working is...

- **Non- Finite clause:** a clause whose V element is a non-finite verb phrase

E.g.) having seen the picture, he...

For John to carry the parcels was a...

All clauses-finite, non-finite, or verbless-may of course themselves has subordinate clauses which are finite, non-finite, or verbless.

E.g.) The fol-lowing verbless clause has a finite clause within it:

Although always helpful *when his father was away*, he...

- The finite clause always contains a subject as well as a predicate, except in the case of commands and ellipsis. As nearly all independent clause are finite clause.

+ Infinitive with To

Without subject: The best thing would be *to tell everybody*

With subject: The best thing would be *for you to tell everybody*

- The use of *for* to introduce the subject should be noted. The infinitive clause with *to* and with subject is found characteristically in anticipatory *it* constructions: *It would be better (for you) to tell everybody.*

+ Infinitive without To

Without subject: All I did *hit him on the head*

Without subject: Rather than *John do it*, I'd prefer to give the job to Mary  
+ -Ing participle

Without subject: *Leaving the room*, he tripped over the mat

Without subject: *Her aunt heaving left the room*, I declared my passionate love for Celia.

+ - Ed participle

Without subject: *Covered with confusion*, I left the room

Without subject: We left the room and went home, *the job finished*

### Structural “deficiencies” of non-finite clauses

The absence of the finite verb from non-finite clauses means that they have no distinctions of person, number, or modal auxiliary. Together with the frequent absence of a subject, this suggests their value as a means of syn-tactic compression. Certain kinds of non-finite clause are particularly favored in the careful style of written prose, where the writer has the leisure to make a virtue out of compactness. But the advantage of com-pastness must be balanced against of a subject leaves doubt as to which nearby nominal element is *notionally* the subject.

When no referential link with a nominal can be discovered in the linguistic context, an indefinite subject “somebody/something” may be inferred, or else the “I” of the speaker.

*Note:*

+ In negative non-finite clauses, the negative particle is placed immediately before the verb:

It's his fault for *not* doing anything about it

The wisest policy is (for us) *not* to interfere

It should be observed that the *not* precedes the *to* of the infinitive.

+ The inseparability of *to* from the infinitive is also asserted in the widely held opinion that it is bad style to “split the infinitive”. Thus rather than:

He was wrong to *suddenly* leave the country

Many people prefer: He was wrong to leave the country *suddenly*

It must be acknowledged, however, that in some cases the “split infinitive” is the only tolerable ordering, since avoiding the “split infinitive” results in clumsiness or ambiguity, for example:

I have tried to *consciously stop worrying about it*.

## 2.2. Function

Functional classification of dependent clause

Dependent clauses may function as subject, object, complement, or adverbial in the superordinate clause:

- Subject: That we need more equipment is obvious
- Direct object: I know that she is pretty
- Subject complement: The point is that we're leaving
- Indirect object: I gave whoever it was a cup of tea
- Object complement: I imagined him overcome with grief
- Adjunct: When we meet, I shall explain everything
- Disjunction: To be honest, I've never liked him
- Conjunct: What is more, he has lost the friends he had

In addition, they many function within these elements, as post-modifier, prepositional complement...

- Post-modifier in noun phrase: A friend who remains loyal
- Prepositional complement: It depends on what we decide
- Adjectival complement: Read to act promptly

\*Note: Dependent clause rarely act as conjunct, as object complements, or as indirect objects. As object complement, they must be non-finite clauses in complex-transitive complementation. As indirect object, they must be nominal relative clause.

Just as noun phrases many occur as subject, object, complement, appositive, and prepositional complement, so very NOMIAL CLAUSE may occur in some or all of these roles. But the occurrence of nominal clause is limited by the fact that they are normally abstract, they refer to events, facts, states, ideas, etc.... The one exception on this generalization is the nominal relative clause, which may refer to object, people, substances, etc..., and may in fact be analyzed, on one level, as a noun phrase consisting of head and post modifying relative clause, the head and relatives pronoun coalescing to form a single Wh-element.

⇒ Research based on survey questionnaire analysis of 1st and 2nd year language major students to find out about their knowledge, attitude, interest in learning grammar, and difficulty theirs when learning complex sentences.

## 2.3 Data collection and analysis

### 2.3.1 Rationale behind the use of survey questionnaire.

a) Data studies are collected from two main sources:

- First resources from two book Cobuild. C. 1990. **English Grammar**. Clins Birmingham University International Language Database and Long, R.B.1962. **The Sentence and ITS Parts: A Grammar of Contemporary English**. Chicago

- Second resources the writings of 1st and 2nd year HPU language students.

b) The data was obtained from student survey questions. Specifically, through questions such as: "how do students learn grammar, the difficulties they face in the process of using grammar and the perception of the importance of grammar in English".

## 3. SOME SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH COMPLEX SENTENCES AND VIETNAMESE

### 3.1. In terms of structure

#### \* *Finite clauses*

Finite clauses must contain a verb which shows tense. They can be main clauses or subordinate clauses:

Is it raining? (Main: present)

I spoke to Joanne last night. (Main: past)

We didn't get any food because we didn't have enough time. (Main: past; subordinate: past)

#### \* *Non-finite clauses*

Non-finite clauses contain a verb which does not show tense. We usually use non-finite verbs only in subordinate clauses. We usually understand the time referred to from the context of the main clause. We often use a non-finite clause when the subject is the same as the subject in the main clause:

I had something to eat before leaving. (I had something to eat before I left.)

After having spent six hours at the hospital, they eventually came home.

Helped by local volunteers, staff at the museum have spent many years sorting and cataloguing more than 100,000 photographs.

He left the party and went home, not having anyone to talk to.

The person to ask about going to New Zealand is Beck.



You have to look at the picture really carefully in order to see all the detail.

After, although, though, and if

We often use non-finite clauses after some subordinating conjunctions like after, although, though and if:

By the end of the day, although exhausted, Mark did not feel quite as tired as he had in the past. (Although he was exhausted)

The proposal, if accepted by Parliament, will mean fundamental changes to the education system.

Finite and non - finite clauses (or infinite clauses) .

The center of a clause is the verbal group , so this classification system is based on the classification of the verb in the verbal group ,

If the verb indicates the tense and the modality of the clause, then We say the clause is a finite clause. Conversely, if one of the above information is missing, we call it nonfinite clause (or non - tensed. ) The following forms are considered as nonfinite clauses

- to - infinitive clauses
- bare infinitive clauses
- ing participial clause .
- en participial clause

-In Vietnamese, we only have finite clauses, don't have non-finite clauses, so that's the difference between English and Vietnamese.

Thus, we note that a non-finite clause is incomplete and therefore cannot stand alone, it is always a sub-clause and must have a final main clause.

Example:

1. I want to come back soon.
2. She helped me solve the problem for the Math class.
3. We found Ann accompanies her boss to the meeting.
4. The invitations were sent written by hands.
5. He made me do it.

In Vietnamese, we only have finite clauses, don't have non-finite clauses, so that's the difference between English and Vietnamese.

### 3.2. In terms of function

#### a) Complex sentence clauses act as Objects

An object in English is a word or phrase after an action verb or a preposition to indicate the object affected by the subject.

eg:

Many people believe that we have developed into a “throw-away society”  
(Nhiều người tin rằng chúng tôi đã phát triển thành một “xã hội vứt bỏ”)

#### b) Complex sentence clauses act as the Subject

Usually, clauses beginning with THAT or WH- will be used as nouns acting as the subject

*b.1) Clauses that begin with WHETHER*

E.g:

- Whether mobile phones bring more harm than good to us has caused a heated debate.

( Liệu điện thoại di động có gây hại nhiều hơn lợi cho chúng ta hay không đã gây ra một cuộc tranh luận sôi nổi)

*b.2) Clauses that begin with THAT*

E.g:

- It is obvious that we are living in an Information Age

(Rõ ràng là chúng ta đang sống trong Thời đại thông tin)

*b.3) Clauses that begin with WHAT*

E.g:

- What governments should do is to create policies to encourage low-carbon development.

(Những gì các chính phủ nên làm là tạo ra các chính sách khuyến khích giảm thiểu khí thải các-bon)

#### c) Complex sentence clauses act as complements

E.g:

This is because it is the rich and powerful people in our society who are able to impose changes

(Sự thay đổi là do chính những người giàu có và quyền lực trong xã hội của chúng ta có thể tạo ra)

#### d) Complex sentence clauses begin with adverb

An adverb clause is a clause that has the grammatical function of an adverb (modifies another clause). Adverb clauses are often called subordinate

clauses (which are clauses that do not express a complete idea and cannot stand alone.)

E.g:

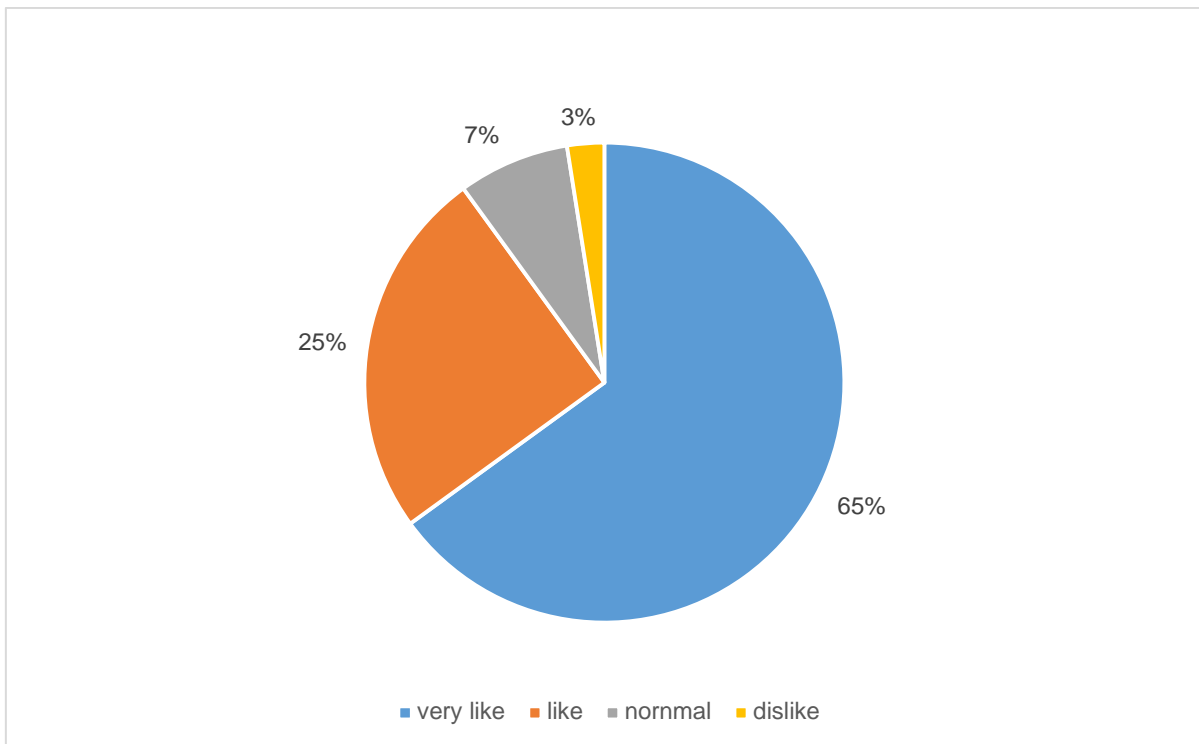
- When I finish studying, I will go abroad.

(Khi tôi học xong, tôi sẽ ra nước ngoài)

Relative clauses are usually connected to the main clause by relative pronouns: who, whom, which, whose, that...

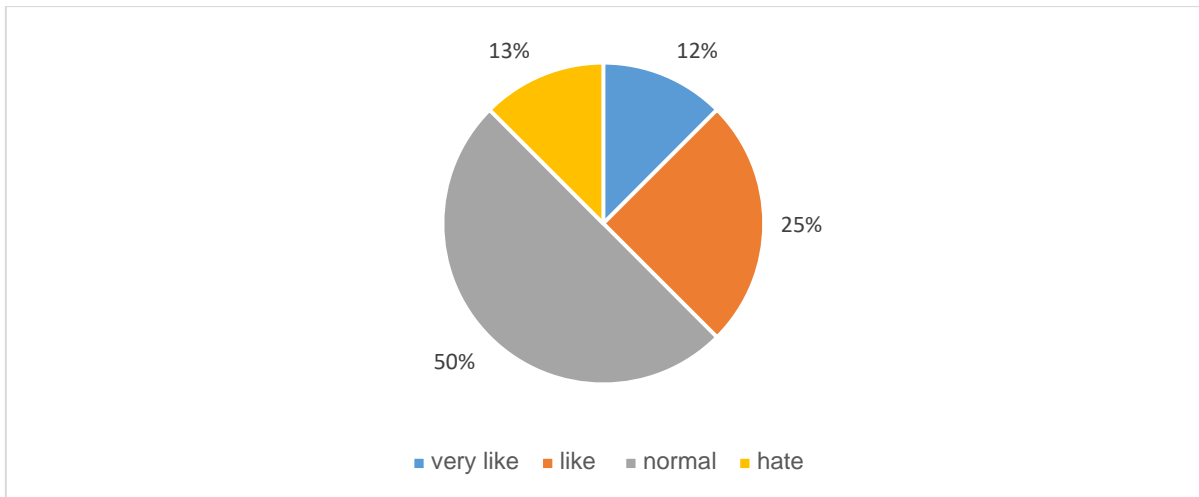
### 3.3 The data analysis

#### a) Survey results of students' interest in learning English



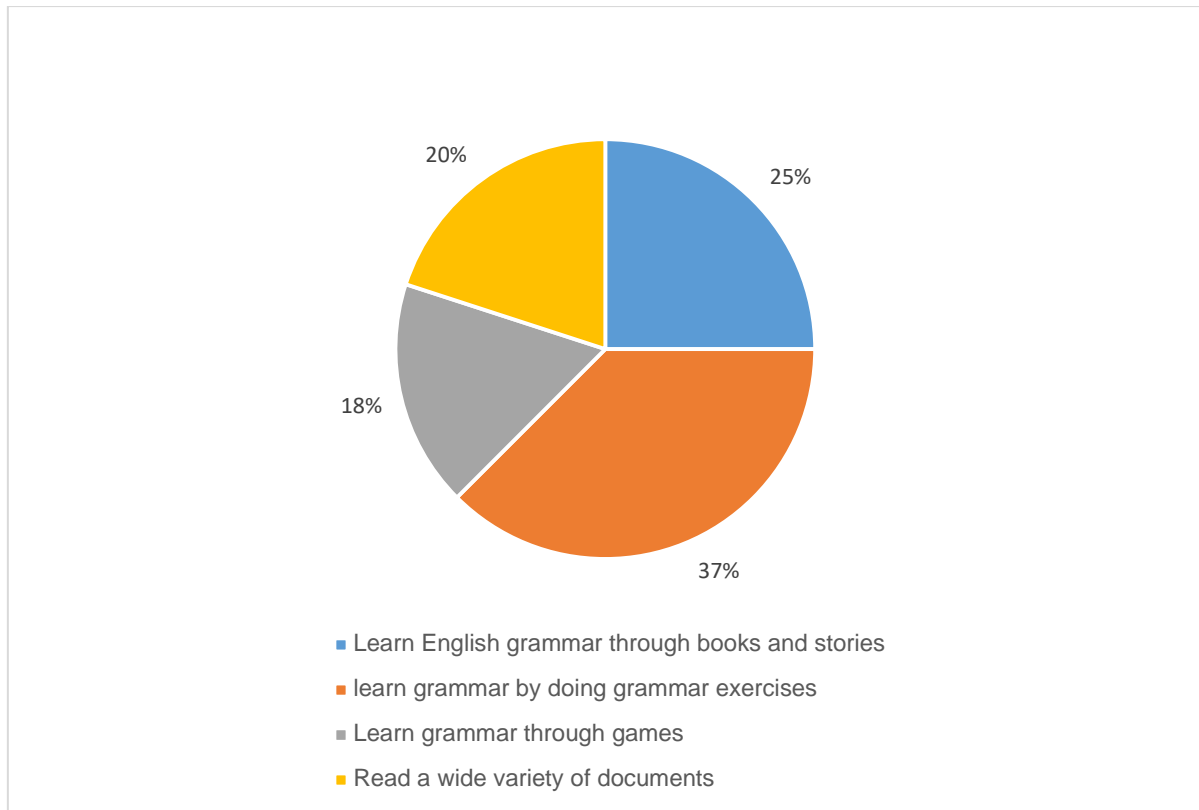
Looking at the chart, we can see that the percentage of students who really like learning English is 65% and 25% because you see that the benefits of English are great, you consider it a second language. two and important. 3% do not like according to the survey because they have not found their passion and love for them.

**b) survey results of students interest in learning English Grammar?**



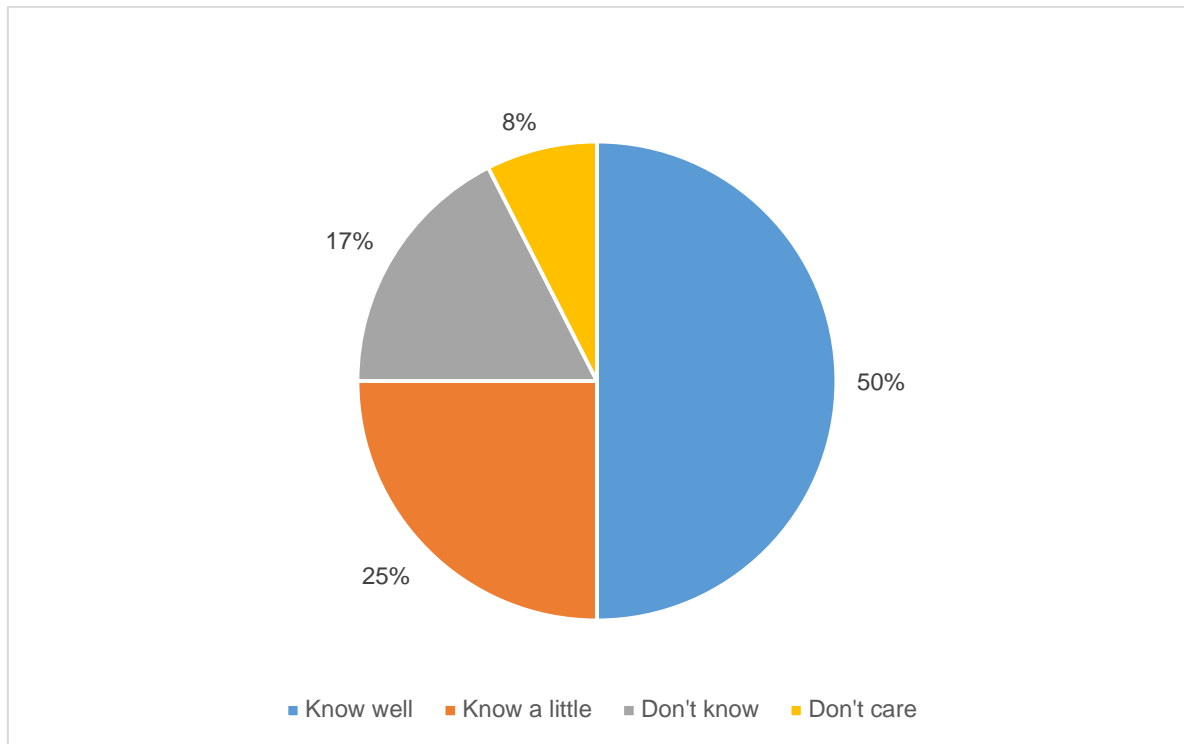
The rate of dislike for grammar study is still quite high at 57% because they have many difficulties in grammar, language difference and sentence structure.

### c)How to study grammar results?



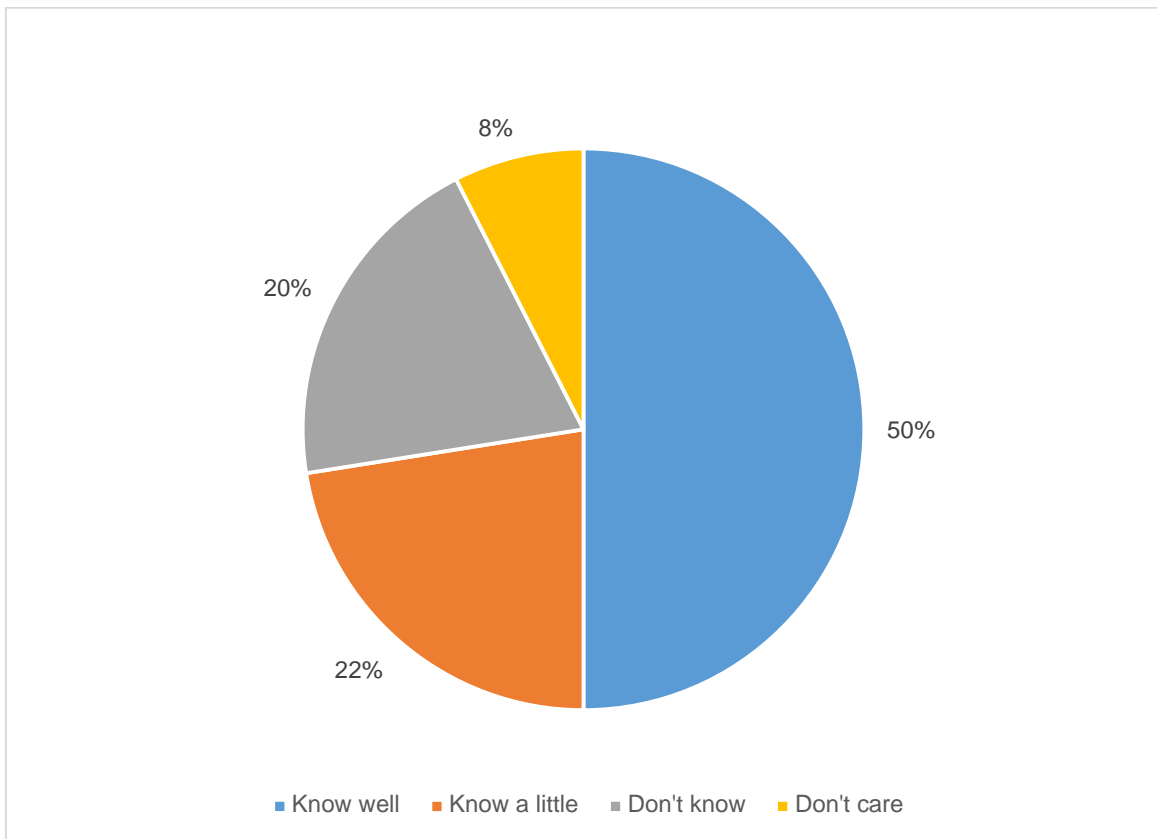
There are many different ways to learn grammar, but through the survey, we found that the rate of learning through books is 25% and applying exercises is quite high, accounting for 37%. Reality only shows that applying it to practice through exercises helps us to get better

### d) Do you know about complex sentences in English?



Almost all students know about complex sentences in English, the percentage of the graph shows that 50% are very knowledgeable and 25% know a little. the rate of not knowing is only 17%. Thereby, we see that learning grammar is quite important not only in communication and other applications.

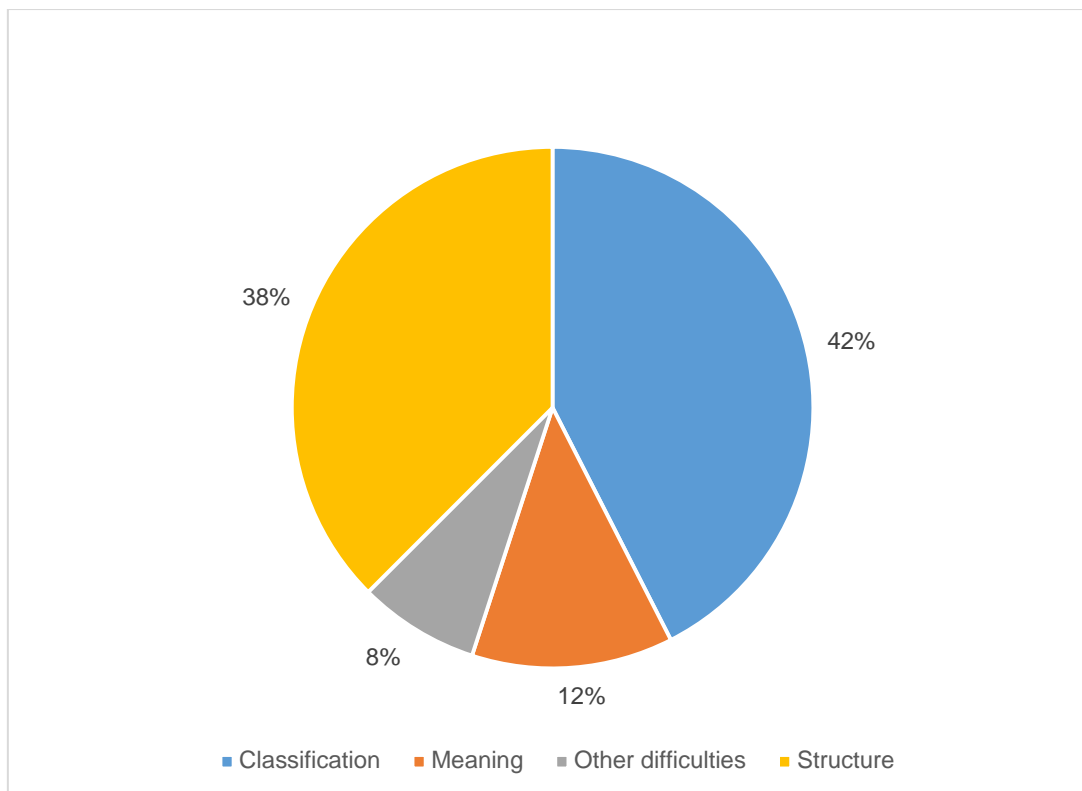
**e)Do you know the importance of complex sentences in English communication?**



The rate of not knowing the importance of English accounts for 20%, but that is quite a bad figure given the importance of English in today's developed society. When we completely put English into practice

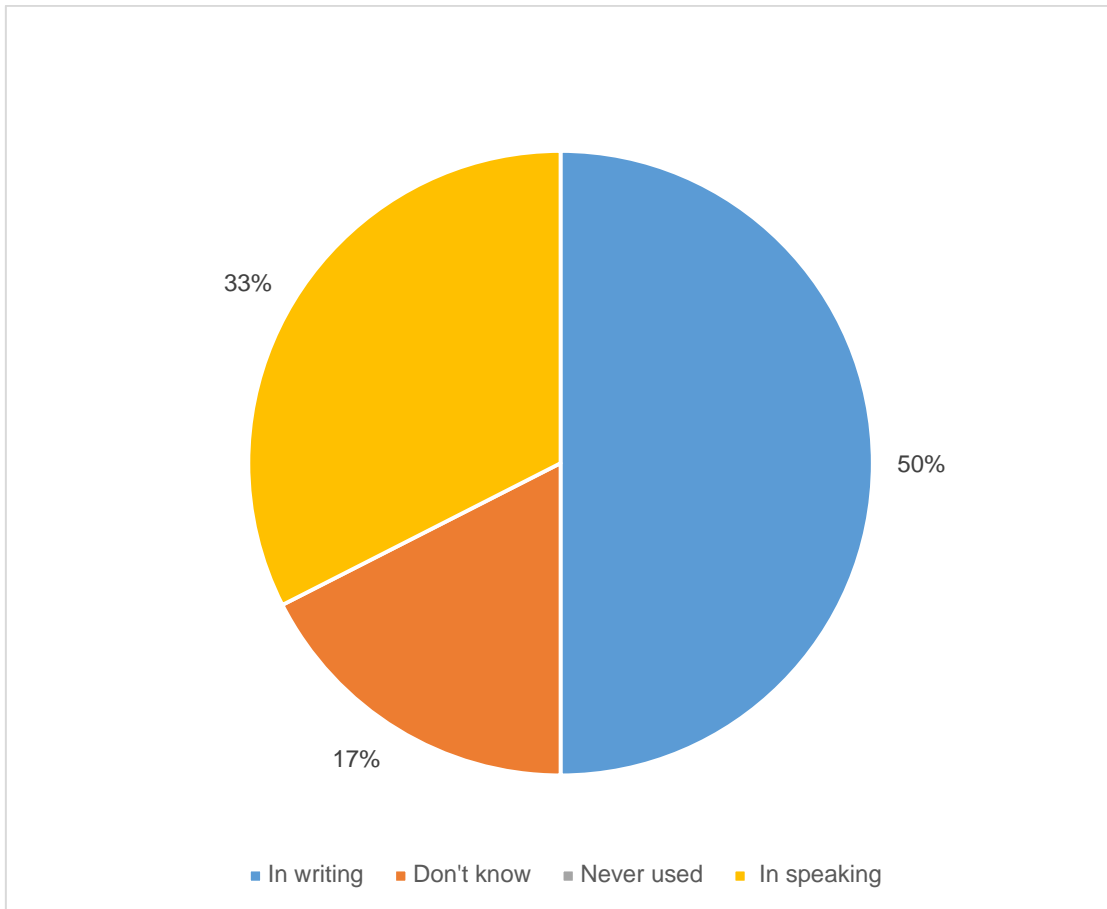


### f) What difficulties do you face when learning complex sentences?



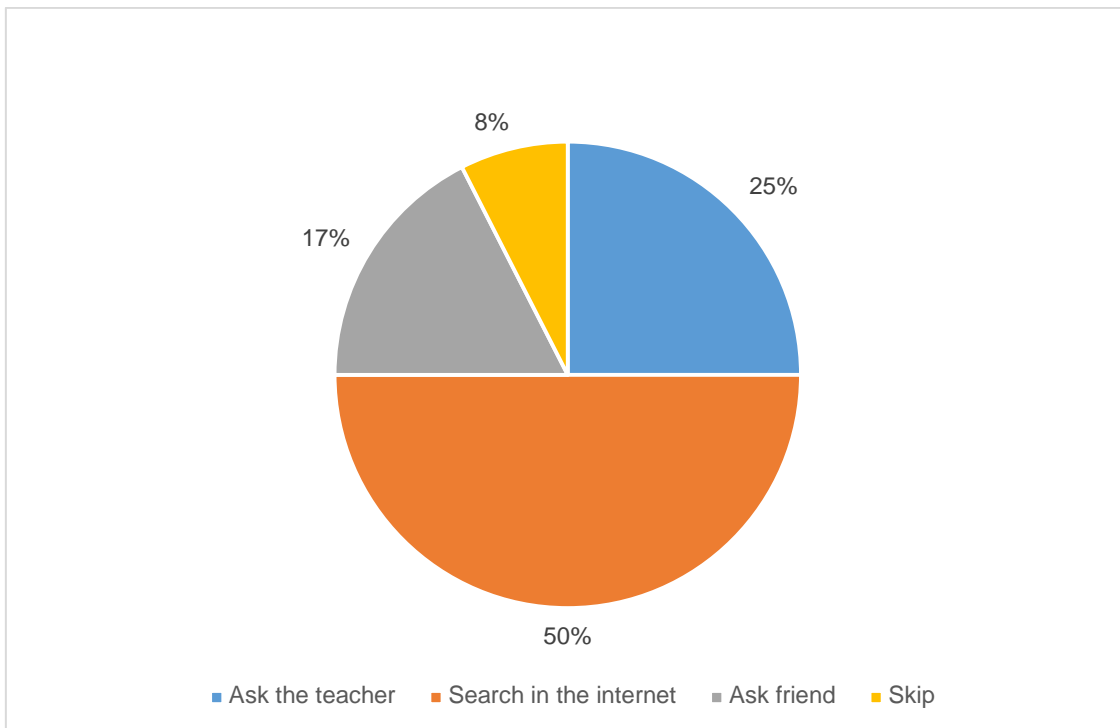
According to a survey of students, most of the difficulties when learning complex sentences are classification for 42% and structure for 38%. This is also a big obstacle that makes students dislike learning English or having difficulty in developing them.

### g) When do you usually use complex sentences?



Most students use complex sentences when writing or doing exercises, this rate accounts for 50%, when applied in exercises, you will understand more about the structure and function of complex sentences instead of speaking or applying complex sentences. Other methods...

**h)What do you usually do to solve difficulties when learning complex sentences?**



When having difficulty with complex sentences, the majority of students often search for information on the internet, the rate is 50%. Because on the internet looking up information is very fast and useful. the percentage of students asking the teacher is only 25% because they are afraid to communicate with the teacher and 17% ask their friends because they do not work in groups.

## CHAPTER 3: FINDINGS AND DISCUSSION

### 1. Some difficulties encountered by HPU's English major students in using English complex sentences

Using complex sentences in English is the biggest difficulty for Vietnamese learners for a number of reasons as I mentioned in the basic part. When they use them, they frequently make blunders. Because of the limited time, I can't list all the mistakes in my work. So I will present the most common mistake.

#### 1.1. Difficulties caused by differences in the structure of complex sentences between English and Vietnamese

- Nominal Finite “That” clause

That he tells lie upsets me (RIGHT)

He tells lie upsets me (WRONG)

*Anh ấy nói dối làm tôi buồn*

Vietnamese students do not often remember to add “That” to make a nominal finite That clause and therefore they build a grammatically wrong sentence.

- Non-finite clause

Vietnamese sentences do not distinguish between finite and non-finite sentences. So the English learners may make mistake because of the interference on their mother tongue.

The oil price increased sharply, rising to \$50 a barrel (RIGHT)

The oil price increased sharply, **rose** to \$50 a barrel (WRONG)

*Giá dầu thô tăng mạnh, tăng lên tới 50 đô la một thùng*

- Punctuation

In English, punctuation plays an important role in the correctness of a sentence especially when it is used between two clauses in a complex sentence. However, there is not a clear indicator of punctuation in Vietnamese and this negative interference may cause mistakes in making complex sentences

**For example:**

The number of male workers increased sharply; however, their productivity declined (RIGHT)

The number of male workers increased sharply however their productivity declined (WRONG)

*Số lượng nam công nhân tăng mạnh tuy nhiên sản lượng của họ lại giảm*

- **Wrong use of subordinators**

- + ***Redundancy***

Normally, two clauses in a complex sentence with adverbial clauses are linked by a subordinator in English; however, in Vietnamese, people tend to use two subordinators at the same time. And therefore, this habit may result in mistakes.

**ALTHOUGH** she was rich, she did not help us (RIGHT)

**ALTHOUGH** she was rich, **BUT** she did not help us (Wrong)

*Mặc dù cô ấy giàu nhưng cô ấy không giúp chúng tôi*

- + **Omission**

In other cases, the users may forget to add subordinators especially in case of multiple complex sentences.

We are different in the sense that I am poor but he is rich, and that I come from the countryside but he comes from the city, and that I work as a teacher but he is an entrepreneur. (RIGHT)

We are different in the sense that I am poor but he is rich, I come from the countryside but he comes from the city, and I work as a teacher but he is an entrepreneur. (WRONG)

*Chúng tôi khác nhau ở chỗ tôi thì nghèo còn anh ấy thì giàu, tôi đến từ nông thôn còn anh ấy đến từ thành phố, và tôi là giáo viên nhưng anh ấy là thương gia*

### **1.2. Difficulties caused by differences in the function of complex sentences between English and Vietnamese**

- + **As a subject**

That he became a millionaire shocked us

*Việc rằng anh ấy trở thành một triệu phú gây shock với chúng tôi (NOT USE)*

*Chúng tôi sốc khi anh ấy trở thành triệu phú (OFTEN USE)*

- + **As an object**

We don't know she did what (WRONG)

We don't know what she did (RIGHT)

*Chúng tôi không rõ cô ấy đã làm gì*

### **+ As an adverbial**

He tried his best so that he could pass the exam with flying colors

Anh ấy cố hết sức để mà anh ấy có thể đỗ đạt điểm cao (NOT OFTEN USE)

Anh ấy cố hết sức để đỗ đạt điểm cao (OFTEN USE)

### **+ As a complement**

They had their car repaired at the garage (Object complement)

Họ đã có cái ô tô sửa ở gara (NOT USE)

They bring their car to the garage to repair (WRONG)

Họ mang ô tô ra gara sửa (OFTEN USE)

## **2. Suggested solution**

Complex sentences in English is also a confusing problem for the students, they don't know how to use it. Therefore, please actively do exercises on complex English sentences and learn related document to overcome these difficulties.

Because there is a significant difference between English and Vietnamese structural conditionals, students may have difficulty understanding and using sentences and phrases in English conditionals:

- Students can learn complex English sentences from textbooks and websites, especially on the internet because students can check their answers after taking the test.

- We can study in groups with friends to improve learning efficiency.

- Learn vocabulary and grammar, thereby applying it to practical exercises to improve your skills in using sentence structure.

- Watching movies, listening to music, reading books, watching materials on grammar and sentence structure ... this is a great way for you to improve your ability to use words and grammar.

From this mistake analysis of suitable exercises can be selected.

Many of you use compound words or phrases that go together, which may be essentially correct but not considered a complete sentence. This error is common in sentences that begin with "after", "before", "although", "if", "since", "until", "when", "where", "while", "why", "because"... and must be followed by another independent clause.

E.g)

- Incorrect: While he was driving at a fast speed.

- Correct: The accident happened while he was driving at a fast speed.

From this mistake analyzing the proper exercises can be selected. Each of mistakes needs sort of exercise to correct. Now I'll show you some examples of exercises to help you overcome these errors...

### **3. Some difficulties encountered by HPU's English major students in using English complex sentences**

Using complex sentences in English is the biggest difficulty for Vietnamese learners for a number of reasons as I mentioned in the basic part. When they use them, they frequently make blunders. Because of the limited time, I can't list all the mistakes in my work. So I will present the most common mistake.

#### **3.1. Difficulties caused by differences in the structure of complex sentences between English and Vietnamese**

- **Nominal Finite “That” clause**

That he tells lie upsets me (RIGHT)

He tells lie upsets me (WRONG)

*Anh ấy nói dối làm tôi buồn*

Vietnamese students do not often remember to add “That” to make a nominal finite That clause and therefore they build a grammatically wrong sentence.

- **Non-finite clause**

Vietnamese sentences do not distinguish between finite and non-finite sentences. So the English learners may make mistake because of the interference on their mother tongue.

The oil price increased sharply, rising to \$50 a barrel (RIGHT)

The oil price increased sharply, **rose** to \$50 a barrel (WRONG)

*Giá dầu thô tăng mạnh, tăng lên tới 50 đô la một thùng*

- **Punctuation**

In English, punctuation plays an important role in the correctness of a sentence especially when it is used between two clauses in a complex sentence. However, there is not a clear indicator of punctuation in Vietnamese and this negative interference may cause mistakes in making complex sentences

**For example:**

The number of male workers increased sharply; however, their productivity declined (RIGHT)

The number of male workers increased sharply however their productivity declined (WRONG)

*Số lượng nam công nhân tăng mạnh tuy nhiên sản lượng của họ lại giảm*

- **Wrong use of subordinators**

- + ***Redundancy***

Normally, two clauses in a complex sentence with adverbial clauses are linked by a subordinator in English; however, in Vietnamese, people tend to use two subordinators at the same time. And therefore, this habit may result in mistakes.

**ALTHOUGH** she was rich, she did not help us (RIGHT)

**ALTHOUGH** she was rich, **BUT** she did not help us (Wrong)

*Mặc dù cô ấy giàu nhưng cô ấy không giúp chúng tôi*

- + **Omission**

In other cases, the users may forget to add subordinators especially in case of multiple complex sentences.

We are different in the sense that I am poor but he is rich, and that I come from the countryside but he comes from the city, and that I work as a teacher but he is an entrepreneur. (RIGHT)

We are different in the sense that I am poor but he is rich, I come from the countryside but he comes from the city, and I work as a teacher but he is an entrepreneur. (WRONG)

*Chúng tôi khác nhau ở chỗ tôi thì nghèo còn anh ấy thì giàu, tôi đến từ nông thôn còn anh ấy đến từ thành phố, và tôi là giáo viên nhưng anh ấy là thương gia*

### **3.2. Difficulties caused by differences in the function of complex sentences between English and Vietnamese**

- + **As a subject**

That he became a millionaire shocked us

*Việc rằng anh ấy trở thành một triệu phú gây shock với chúng tôi (NOT USE)*

*Chúng tôi sốc khi anh ấy trở thành triệu phú (OFTEN USE)*

- + **As an object**

We don't know she did what (WRONG)

We don't know what she did (RIGHT)



Chúng tôi không rõ cô ấy đã làm gì

**+ As an adverbial**

He tried his best so that he could pass the exam with flying colors

Anh ấy cố hết sức để mà anh ấy có thể đỗ đạt điểm cao (NOT OFTEN USE)

Anh ấy cố hết sức để đỗ đạt điểm cao (OFTEN USE)

**+ As a complement**

They had their car repaired at the garage (Object complement)

Họ đã có cái ô tô sửa ở gara (NOT USE)

They bring their car to the garage to repair (WRONG)

Họ mang ô tô ra gara sửa (OFTEN USE)

**4. Suggested solution**

Complex sentences in English is also a confusing problem for the students, they don't know how to use it. Therefore, please actively do exercises on complex English sentences and learn related document to overcome these difficulties.

Because there is a significant difference between English and Vietnamese structural conditionals, students may have difficulty understanding and using sentences and phrases in English conditionals:

- Students can learn complex English sentences from textbooks and websites, especially on the internet because students can check their answers after taking the test.

- We can study in groups with friends to improve learning efficiency.

- Learn vocabulary and grammar, thereby applying it to practical exercises to improve your skills in using sentence structure.

- Watching movies, listening to music, reading books, watching materials on grammar and sentence structure ... this is a great way for you to improve your ability to use words and grammar.

From this mistake analysis of suitable exercises can be selected.

Many of you use compound words or phrases that go together, which may be essentially correct but not considered a complete sentence. This error is common in sentences that begin with "after", "before", "although", "if", "since", "until", "when", "where", "while", "why", "because"... and must be followed by another independent clause.

E.g)

- Incorrect: While he was driving at a fast speed.

- Correct: The accident happened while he was driving at a fast speed.

From this mistake analyzing the proper exercises can be selected. Each of mistakes needs sort of exercise to correct. Now I'll show you some examples of exercises to help you overcome these errors...

## 5. Some practical exercises on complex sentences

### Exercise 1:

**a) Type I: Provide a fitting subordinator to fill the gaps in these sentences.**

1. I'm going to the bank \_\_\_\_\_ I need some money.
2. I made lunch \_\_\_\_\_ I got home.
3. \_\_\_\_\_ it's raining, she's going for a walk in the park.
4. \_\_\_\_\_ she finishes her homework soon, she will fail the class.
5. He decided to trust Tim \_\_\_\_\_ he was an honest man.
6. \_\_\_\_\_ we went to school, she decided to investigate the situation.
7. Jennifer decided to leave Tom \_\_\_\_\_ he was too worried about his job.
8. Dennis bought a new jacket \_\_\_\_\_ he had received one as a gift last week.
9. Brandley claims that there will be trouble \_\_\_\_\_ he doesn't complete the job.
10. Janice will have finished the report \_\_\_\_\_ the time you receive the letter.

**b) Type II: Use subordinating conjunctions (though, if, when, because, etc.) to connect the sentences into one complex sentence.**

1. Henry needs to learn English. I will teach him.
2. It was raining outside. We went for a walk.
3. Jenny needs to ask me. I will buy it for her.
4. Yvonne played golf extremely well. She was very young.
5. Franklin wants to get a new job. He is preparing for job interviews.
6. I'm writing a letter, and I'm leaving. You will find it tomorrow.
7. Marvin thinks he will buy the house. He just wants to know what his wife thinks.
8. Cindy and David had breakfast. They left for work.
9. I really enjoyed the concert. The music was too loud.
10. Alexander has been working sixty hours a week. There is an important presentation next week.
11. I usually work out at the gym early in the morning. I leave for work at eight a.m.

12. The car was extremely expensive. Bob didn't have much money. He bought the car.
13. Dean sometimes goes to the cinema. He enjoys going with his friend Doug. Doug visits once a month.
14. I prefer to watch TV by streaming over the internet. It allows me to watch what I want when I want.
15. Sometimes it happens that we have a lot of rain. I put the chairs on the patio in the garage when we have rain.

**Exercise 2:**

a) Rewrite the following sentences without changing its meaning.

1. Service in this hotel ought to improve. There's been a change of management. (because)

= > Service in this hotel ought to improve because there's been a change of management.

2. The Air Traffic Controllers are on strike. We have cancelled our holiday. (as)
3. Could you sell your old computer to me? You have no further use for it. (seeing (that))
4. She's never in when I phone. I'll have to write to her. (since)
5. I've had to have the document translated. I can't read Russian. (since)

b) Complete the sentences using the given conjunctions.

1. It's expensive. He's determined to buy it. (however expensive)
- = > However expensive it is, he's determined to buy it.
2. I work hard. I still have to take work home with me. (however hard)
  3. You write well. It doesn't mean you will be published. (however well)
  4. She feels sorry. The damage has been done. (no matter how sorry)
  5. How much will they pay us? It will never compensate us. (no matter how much)
  6. It doesn't matter how many cards I send. I always receive more. (no matter how many)
  7. It doesn't matter what he tells you. Don't believe a word he says. (whatever)

**Exercise 3:** Fill in the blanks with the following conjunctions in the following passage: as, because, even though, since, though, while

### A SORT OF HUMANBURGER

(1) Even though it's difficult to find work these days, Joe Dobson has just given up his job. They were surprised when he announced this at the Job Centre (2)...after a lot of effort, they had found Joe a job at a Hamburger Bar. (3)... Joe wasn't highly-qualified, this hadn't been easy. Yet Joe resigned, (4)... the job was easy and quite well-paid. 'What did you have to do for your money?' the young woman at the Job Centre asked. 'Strange (5) ... it sounds,' Joe said, 'I had to dress up as a hamburger and stand outside the restaurant.' 'A sort of humanburger?' she suggested. 'That's right,' Joe said. 'I had to stand between the two round halves of a bun, (6) ...I was "disguised" as the hamburger filling, covered in tomato sauce. The uniform was wonderful, (7) ...I looked good enough to eat. The manager was pleased with me, (8) ... I attracted a lot of customers.' 'So why did you give up, Joe?' the young woman asked kindly. (9) ... ' Joe said, his voice breaking slightly, 'students kept turning me on my side and rolling me downhill!'

### Exercise 4: Choose the correct answer

1. I almost missed my flight \_\_\_\_\_ there was a long queue in the duty-free shop.
  - A. although
  - B. since
  - C. despite
  - D. because of
2. They decided not to go out for a meal \_\_\_\_\_ they were too tired.
  - A. so
  - B. because
  - C. but
  - D. if
3. They were driving to Dallas \_\_\_\_\_ they caught an accident.
  - A. when
  - B. while
  - C. before

- D. as soon as
4. I want to be well-groomed \_\_\_\_\_ other people think nice things about me.
- A. in order to
  - B. so as not to
  - C. so that
  - D. as soon as
5. \_\_\_\_\_ I met the Gills, I had been gardening for nearly ten years.
- A. As soon as
  - B. Although
  - C. After
  - D. Before
6. In spite of his hard work, he could not finish the job.
- A. As hard as he work
  - B. Though he worked hard
  - C. Despite he worked hard
  - D. Although hard work
7. \_\_\_\_\_ she was asleep, thieves broke in and stole her handbag.
- A. In order that
  - B. Although
  - C. Because of
  - D. While
8. All people should join hand in protecting the environment \_\_\_\_\_ we can gain better health.
- A. in order that
  - B. when
  - C. because
  - D. even though
9. \_\_\_\_\_ her poverty, she feels happy
- A. Although
  - B. Because
  - C. If
  - D. In spite of
10. Tony went to work although he didn't feel very well.
- A. that he did not feel very well
  - B. despite of the fact not feeling well

C. because he did not feel very well

D. despite not feeling very well

**The key of exercise:**

**Exercise 1:**

a)

1. because / since / as
2. after / when / as soon as
3. although / even though / though
4. unless
5. because / since / as
6. before / when
7. because / since / as
8. although / even though / though
9. if / in the case that
10. by

b)

1. As Henry needs to learn English, I will teach him.
2. We went for a walk even though it was raining.
3. If Jenny asks me, I will buy it for her.
4. Yvonne played golf extremely well when she was young.
5. Because Franklin wants to get a new job, he is preparing for job interviews.
6. I'm writing you this letter which you will find after I leave.
7. Unless his wife doesn't like the house, Marvin will buy it.
8. After Cindy and David had eaten breakfast, they left for work.
9. I really enjoyed the concert although the music was too loud.
10. As Alexander has an important presentation next week, he has been working sixty hours a week.
11. I usually work out at the gym before I leave for work at eight.
12. Though Bob didn't have much money, he bought the extremely expensive car.
13. If Doug visits, they go to the cinema.
14. Since it allows me to watch what I want when I want, I prefer to watch TV by streaming over the internet.

15.If it rains a lot, I put the chairs on the patio in the garage.

Exercise 2:

a)

1. Service in this hotel ought to improve because there's been a change of management.
2. As the Air Traffic Controllers are on strike, we have cancelled our holiday.
3. Could you sell your old computer to me, seeing (that) you have no further use for it!
4. Since she's never in when I phone, I'll have to write to her.
5. I've had to have the document translated since I can't read Russian.

b)

1. However expensive it is, he's determined ...
2. However hard I work, I still ...
3. However well you write, it doesn't mean ...
4. No matter how sorry she feels, the damage ...
5. No matter how much they pay us, it will never ...
6. No matter how many cards I send, I always ...
7. Whatever he tells you, don't believe ...

Exercise 3:

1. Even though/though
2. because/as, since
3. As/Because/Since
4. even though
5. though/as
6. while
7. because
8. because/as/since
9. Because

Exercise 4:

1.B	2.B	3.A	4.C	5.D
6.B	7.D	8.A	9.D	10.D

## **PART THREE: CONCLUSION**

English complex sentences are very complicated in structure, function and meaning so my graduation paper focused on these aspects. It has looked at the most common sorts of conditional statements in English, including their fundamental forms and variations, as well as their common usage.

The difference in complex sentences between English and Vietnamese causes learners to make mistakes, so most of my graduate work focuses on identifying and analyzing the differences between complex sentences in the two languages. The above analysis has provided evidence and reasonable explanations for the common mistakes of learners. Therefore, suitable materials, exercises and teaching strategies on conditional sentences can be suggested. This research has been done mainly through translation.

I cannot fully present the theory and description of complex sentences in English as well as make a detailed comparison between the two complex sentences in English and Vietnamese, so in my graduation paper, I only present the definitions of complex sentences in English and Vietnamese. Meaning, structure and usage, some related examples so that the most common natural language only suggests some common types of exercises and teaching methods about English conditional sentences for students. Beginner and intermediate level of English helps learners understand more about it.

I hope that my research on complex sentences in English will be useful to anyone who are interested in studying English grammar.



## References

1. <https://www.oxfordlearnersdictionaries.com>
2. Murphy, Raymond.1996. **English Grammar in Use**. (Bilingual series). NXB Da Nang.
3. <https://www.thoughtco.com/complex-sentence-worksheet-1210448>
4. <https://www.google.com.vn/amp/s/vndoc.com/bai-tap-cau-phuc-trong-tieng-anh-complex-sentences-205755%3fmode=amp>
5. <https://lingoconnector.edu.vn/cach-viet-cau-don-cau-ghep-cau-phuc/>
6. Leech, G.N.1987. **Meaning and the English Verb**. Longman Group Ltd.
7. <https://www.google.com.vn/amp/s/ducthangbui.com/cau-phuc-cau-ghep/amp/>
8. <https://zim.vn/cau-phuc-va-nhung-loi-pho-bien-khi-dung-o-band-6-0-ielts-writing/>
9. [https://www.grammar-monster.com/glossary/noun\\_clauses.htm](https://www.grammar-monster.com/glossary/noun_clauses.htm)
10. <https://iievietnam.org/menh-de-danh-tu-noun-clause/>
11. <https://learningenglishm.com/noun-clause-menh-de-danh-tu/>
12. Cobuild. C. 1990. **English Grammar**. Clins Birmingham University International Language Database.
13. [https://www.google.com/search?q=wikipedia&ei=PA3fYJrNJImM0wS0irvwBQ&oq=WIKI&gs\\_lcp=Cgdnd3Mtd2l6EAEYADIHCAAQsQMQQzIICAAQsQMQgwEyBwgAELEDEEMyBQgAELEDMgQIABBDMggIABCxAXCDATIECAAQQzICCAAYAggAMgIIADoKCAAQ6gIQtAIQQzoCCC46BQguELEDogQILhBDSgQIQRgAUJnZb1ir329g\\_e5vaAFwAngAgAGRAogB3QmSAQUwLjMuM5gBAKABAaoBB2d3cy13aXqwAQrAAQE&sclient=gws-wiz](https://www.google.com/search?q=wikipedia&ei=PA3fYJrNJImM0wS0irvwBQ&oq=WIKI&gs_lcp=Cgdnd3Mtd2l6EAEYADIHCAAQsQMQQzIICAAQsQMQgwEyBwgAELEDEEMyBQgAELEDMgQIABBDMggIABCxAXCDATIECAAQQzICCAAYAggAMgIIADoKCAAQ6gIQtAIQQzoCCC46BQguELEDogQILhBDSgQIQRgAUJnZb1ir329g_e5vaAFwAngAgAGRAogB3QmSAQUwLjMuM5gBAKABAaoBB2d3cy13aXqwAQrAAQE&sclient=gws-wiz)
14. Long, R.B.1962. **The Sentence and ITS Parts: A Grammar of Contemporary English**. Chicago.

**APPENDIXE: COMPLEX SENTENCES IN ENGLISH WITH  
REFERENCE TO VIETNAMESE**

Question 1: Do you like learning English?			
a. Like very much	b. Like	c. Normal	d. Dislike
Question 2: Do you like learning English Grammar?			
a. Like very much	b. Like	c. Normal	d. Dislike
Question 3: How do you learn grammar?			
a. Learn English grammar through books and stories	b. learn grammar by doing grammar exercises	c. Learn grammar through games	d. Read a wide variety of documents
Question 4: Do you know about complex sentences in English?			
a. Know well	B. Know a little	c. Don't know	d. Don't care
Question 5: Do you know the importance of complex sentences in English communication?			
Know well	Know a little	Don't know	Don't care
Question 6: What difficulties do you face when learning complex sentences?			
A. structure	B. classification	C. meaning	D. other difficulties

Question 7: When do you usually use complex sentences:			
A. In spoken language	B. In the document	C. Don't know	D. Never used
Question 8: What do you usually do to solve difficulties when learning complex sentences?			
A. Ask the teacher	B. Search in the internet	C. Ask friends	D. do nothing