

المحاضرة السابعة

سبب وتأثير المقال

عناصر المحاضرة

- ما هو السبب و تأثير مقال ؟
- أنواع السبب والتأثير المنظمات مقال.
- أ. كتلة منظمة
- ب. سلسلة منظمة

ما هو سبب وتأثير مقال؟

* سبب وتأثير المقال يوفر أسباب وتفسيرات للأحداث والظروف، أو السلوكيات.

* وهو ينطوي تتبع الآثار المحتملة أو المعروفة لقضية معينة أو فحص واحدة أو أكثر الآثار ومناقشة سبب معقول أو معروف (s).

مقدمة: السبب و الأثر

- * السبب و الأثر يحلل لماذا يحدث شيء.
- بعض الآثار هي سبب * لأسباب متعددة.
- بعض الأسباب، بدوره، يمكن أن يؤدي إلى آثار متعددة.
- كل حدث له سبب وسبب له كل نتيجة.

تلميح: السبب و الأثر

* في هذه الوحدة، سوف ننظر إلى الوضع (تأثير) ودراسة أسباب (أسباب) لذلك.

* عادة ما تكون هناك أكثر من سبب لهذا الوضع.

* عندما يكون هناك العديد من الأسباب، هناك عادة واحدة وهذا هو الأهم.

تذكر

- تذكر النقاط التالية عند الكتابة عن أسباب تأثير:
- ننظر في الأسباب المحتملة ومناقشتها.
- دعم جميع الأسباب. إعطاء أمثلة جيدة.
- تنص قائمة أهم سبب. وهذا سيجعل مقالك أكثر إثارة للاهتمام.

Cause & Effect Essay

Elements of the Lecture

- What's Cause & Effect Essay
- Types of Cause & Effect Essay Organizations
- a. Block Organization
- b. Chain Organization

What is a Cause and Effect Essay

A Cause and Effect Essay provides reasons and * explanations for events, conditions, or behaviors

It involves tracing probable or known effects of a * certain cause or examining one or more effects and (discussing the reasonable or known cause(s

Intro : Cause and Effect

- * Cause and Effect analyzes why something happens *
- * Some effects are caused by multiple causes *
- * Some causes, in turn, can result in multiple effects
- * Every event has a cause and every cause has a result

Hint: Cause and Effect

In this unit, you will look at the situation (effect) * and examine the reasons (causes) for it

Usually there are more than one reason for the * situation

When there are many reasons, there is usually * one that is most important

Remember

- Remember the following points when you write about the :causes of an effect
- .Look at the possible causes and discuss them
- .Support all the causes. Give good examples
- State your most important cause list. This will make your .essay more interesting

Understanding the Assignment

Cause and Effect Essay assignments typically use *
:the following language

"What are the causes of X?"

"What led to X?"

"Why did X occur?"

"Why does X happen?"

"What would be the effects of X?"

Define recession and discuss the probable effects a recession would have on American society.

Transitions

* Transitions for showing cause: **because** and **as**

Because and **as** introduce a reason clause. •

They both answer the question "why?" Both

because and **as** can be used at the beginning of the sentence or in the middle.

* Use a comma after the reason if you start the sentence with **because** and **as**.

Two Ways of Organization:

* There are two ways to organize a cause-and-effect essay: **block organization** and **chain organization**.

* Some topics work better when organized in block, while others work better when organized in a chain. If the causes and effects are closely related, it is better to use a **chain** organization.

First Type:

Block organization

You discuss all of the causes in one block (one, two or three paragraphs, depending on the number of causes). Then you discuss all the effects in another block.

فهم الاحاله

تسبب وتأثير المقال الاحاله تستخدم نموذجيا الصيغة التالية:

"ما هي أسباب X؟"

"ما أدى إلى X؟"

"لماذا لم تحدث X؟"

"لماذا يحدث X؟"

"ما ذا سيكون الآثار X؟"

مثال

تعريف الركود الاقتصادي ومناقشة الآثار المحتملة الركود الاقتصادي سيكون على المجتمع الأمريكي.

التحويلات

* التحويلات لإظهار السبب: لأن وكما

لأن وإدخال باعتبارها شرط السبب. كلاهما الإجابة على السؤال "لماذا؟" وكلاهما لأن وكما يمكن استخدامها by في بداية الجملة أو في وسطها.

* استخدم فاصلة بعد السبب إذا كنت تبدأ الجملة مع لأن وكما.

طريقتان لمنظمة:

* هناك طريقتان لتنظيم السبب وتأثير المقال: كتلة منظمة و سلسلة تنظيم.

* بعض المواضيع تعمل على نحو أفضل عندما نظمت في كتلة، والبعض الآخر تعمل على نحو أفضل عندما نظمت في سلسلة. إذا أسباب وآثار ترتبط ارتباطا وثيقا، فإنه معرف من الأفضل ان تستخدم السلسلة منظمة.

النوع الأول: كتلة منظمة؟

عليك مناقشة كافة الأسباب في كتلة واحدة (واحد أو اثنين أو ثلاث فقرات، اعتمادا على بني مصفر ن من الأسباب). ثم عليك مناقشة جميع الآثار في كتلة أخرى

Cause-and-Effect Structure Words

Cause structure words:

the first reason is, the next cause, because

Effect structure words:

the first effect, as a result, consequently

Note: use a semicolon before and a comma after *consequently* and *therefore*.

Transition Paragraph

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks. Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

كلمات الهيكل السبب والآخر؟

تسبب هيكل الكلمات:

السبب الأول هو، والسبب القادمة، وذلك لأن

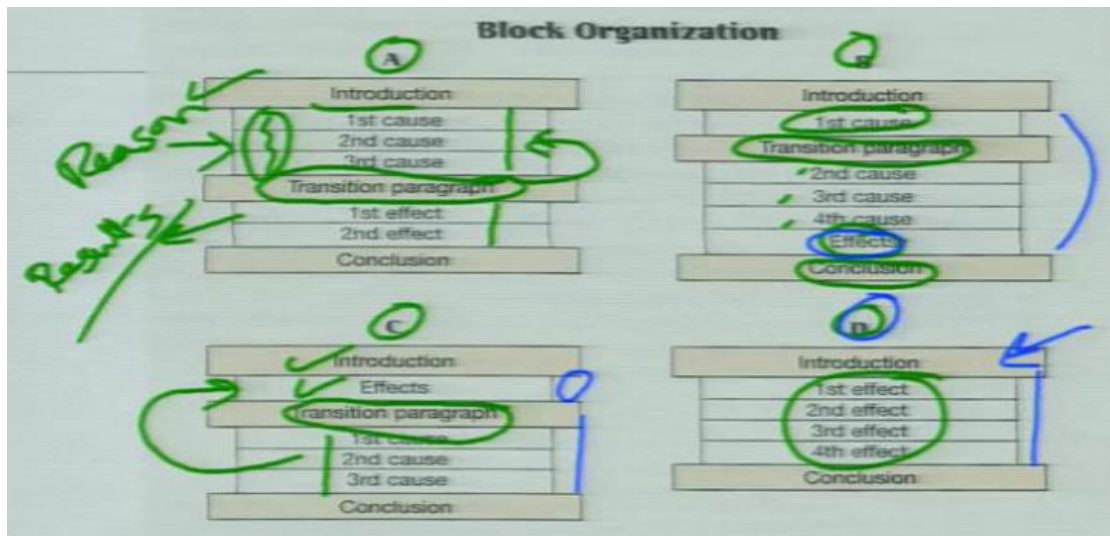
الكلمات تأثير هيكل:

تأثير الأولى، ونتيجة لذلك، وبناء على ذلك

ملاحظة: استخدم فاصلة منقوطة قبل وبعد فاصلة بناء على ذلك ولذلك.

الانتقال الفقرة

في منظمة كتلة، فقرة قصيرة تفصل في كثير من الأحيان من باب واحد رئيسي قسم آخر كبير. وتسمى هذه الفقرة فقرة الانتقال. والغرض منه هو أن تختتم مقطع واحد وإدخال قسم آخر. لم يكن لديك دائما لكتابة فقرة تمر بمرحلة انتقالية، لكنه مفيد عندما الخاص بك هو موضوع طويل ومعقد. على سبيل المثال، قد مقالا عن ظاهرة الاحتباس الحراري تشمل عدة فقرات حول أسباب وعدة فقرات عن الآثار، مع فقرة الانتقال بين الكتلتين. قد المقالات التي تناقش أساسا (أو فقط) الأسباب أو الآثار أساسا (أو فقط) لديها الفقرة الانتقالية بين كتل من أنواع مختلفة من الأسباب أو بين كتل من أنواع مختلفة من الآثار. على سبيل المثال، قد تستخدم فقرة الانتقال لفصل الأمتعة الشخصية من المتوقع زيادة حياتنا من الآثار الكثيرة على الاقتصاد.



وباختصار، يمكن للكتلة على طراز سبب / اثار المقال لها أنماط عديدة ومختلفة. وترد أدناه بعض الاحتمالات.

يفضل مشاهدة المحاضرة من اجل يوضح لكم الشرح الجداول

Shyness

¹ If you suffer from shyness, you are not alone, for shyness is a universal phenomenon.¹ According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3).² As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

² Recent research reveals that some individuals are genetically predisposed to³ shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles⁴ and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).⁵

³ However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

⁴ The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited⁶ in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

⁵ A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent.

Researchers Henderson and Zimbardo say, “One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person.” Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. “In Israel, the situation is entirely reversed,” according to Henderson and Zimbardo. “Failure is externally attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise.” The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

⁶ In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be “due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology” (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, e-mails, and converses anonymously⁷ in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

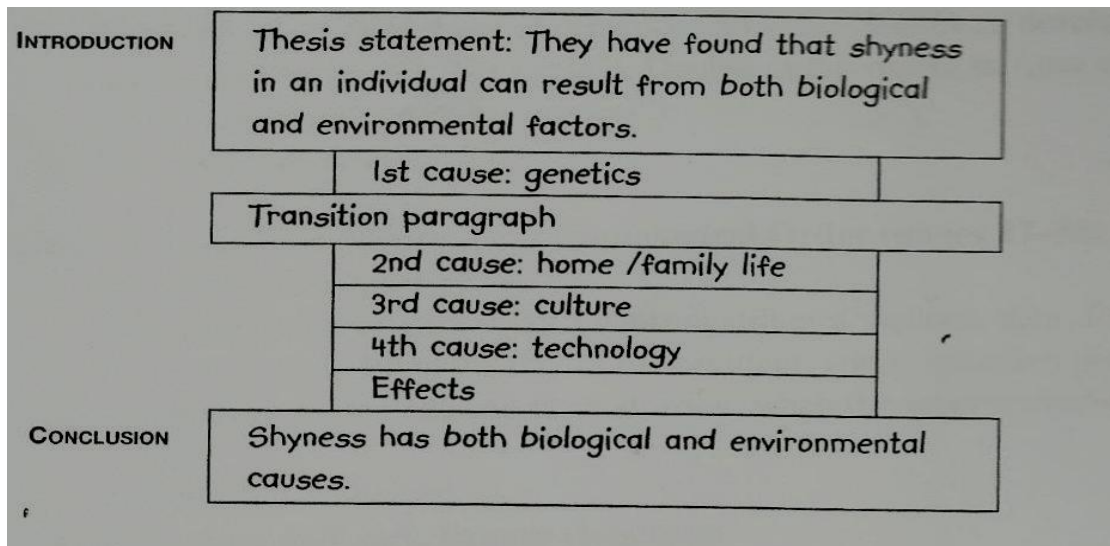
⁷ While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners (“Shyness”).⁸ Furthermore, a university professor writing about his own shyness says, “Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic⁹ behavior” (Benton).¹⁰

⁸ To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

Writing Technique Questions

1. Is the topic of this essay primarily the causes or the effects of shyness?
 - It discusses mainly the causes of shyness.
2. Which paragraph(s) discuss(es) the causes?
 - Paragraph 2, 4, 5, and 6
3. Which paragraph(s) discuss(es) the effects?
 - Paragraph 7
4. What two subtopics are named in the thesis statement?
 - biological and (2) environmental factors.
5. Which paragraph(s) discuss(es) the first subtopic?
 - Paragraph 2
6. Which paragraph(s) discuss(es) the second subtopic?
 - Paragraphs 4, 5, and 6
7. What is the function of paragraph 3?
 - Paragraph 3 is a transition paragraph. It divides the biological from the environmental causes
8. Which pattern (A, B, C, or D) does the model follow?
 - Pattern B

الافضل مشاهدة المحاضرة من اجل فهم طريقة حل الاسئلة



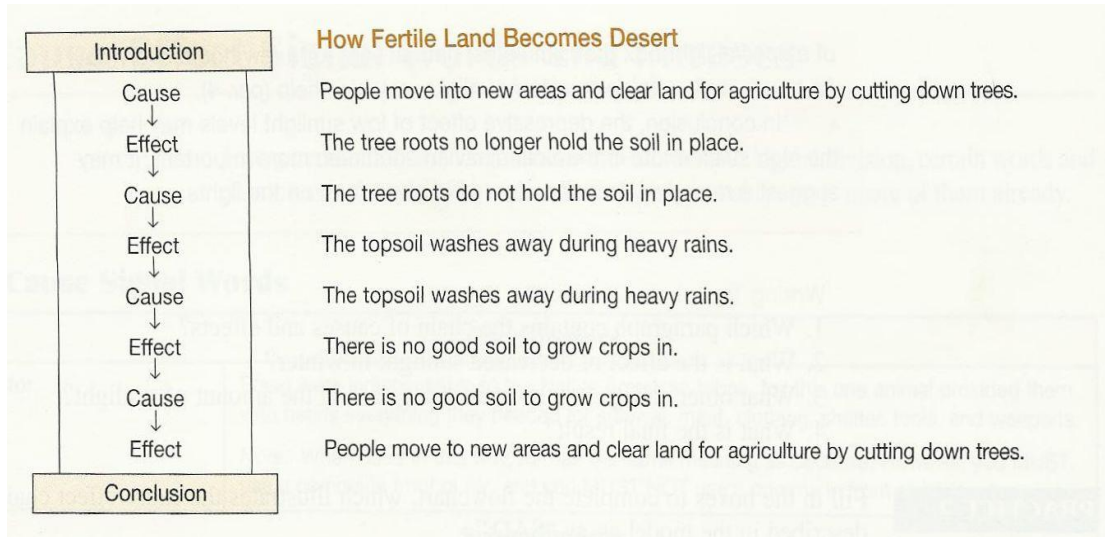
Second Type:

✳ Chain organization

You discuss a first cause and then the effect, a second cause and its effect, a third cause and its effect, and so on.

النوع الثاني: سلسلة منظمة

عليك مناقشة قضية أولاً ثم النتيجة، والسبب الثاني والنتيجة، وهو ثالث سبب والنتيجة، وهلم جرا.



في هذا الجدول نلاحظ انه يوجد السبب والنتيجة وهذا هو النوع الثاني من المنظمه وهو سلسلة التنظيم

فقط يعطينا السبب والنتيجة متسلسل ليس مثل البلوك الاسباب في كتله والنتيجة في كتله اخرى

The following short essay describes a simple chain reaction.

SAD

1 Years ago, medical researchers identified a psychological disorder that they appropriately named **Seasonal Affective Disorder**, or **SAD**. People who suffer from SAD become very depressed during the winter months. Doctors now understand the causes of this condition, which affects millions of people, particularly in areas of the far north where winter nights are long and the hours of daylight are few.

2 SAD results from a decrease in the amount of sunlight sufferers receive. Doctors know that decreased sunlight increases the production of melatonin, a sleep-related hormone that is produced at increased levels in the dark. Therefore, when the days are shorter and darker, the production of this hormone increases. Shorter, darker days also decrease production of serotonin, a chemical that helps transmit nerve impulses. Lack of serotonin is known to be a cause of depression ("Seasonal" HH, par. 1).¹ Depression may result from the resulting imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock ("Seasonal" NMHA, par. 2).² Doctors believe that the combination of chemical imbalance and biological clock disturbance results in symptoms such as lethargy,³ oversleeping, weight gain, anxiety, and irritability—all signs of depression.

3 Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front

of a special light box that simulates¹ natural light for a few hours every day. An hour's walk outside in winter sunlight may also help (par. 4).

4 In conclusion, the depressive effect of low sunlight levels may help explain the high suicide rate in the Scandinavian countries; more important, it may suggest a remedy: When the days grow short, turn on the lights.

Writing Technique Questions

1. Which paragraph contains the chain of causes and effects?
2. What is the effect of decreased sunlight in winter?
3. What other change results from a decrease in the amount of sunlight?
4. What is the final result?

Writing Technique Questions

1. Which paragraph contains the chain of causes and effects?
 - Paragraph 2 |
2. What is the effect of decreased sunlight in winter?
 - Chemical imbalance.
3. What other change results from a decrease in the amount of sunlight?
 - Disturbance in the body's natural clock.
4. What is the final result?
 - Lethargy, oversleeping, weight gain, anxiety, and irritability – all signs of depression

المحاضره الثامنه

Comparison and Contrast Essay

Introduction to Academic Writing 2: Comparison and Contrast Essays

What are Comparison and Contrast Essays?

Comparing things is something we do every day when we have to make decisions. For example, you might think of similarities or differences when we are buying a new MP3 player or choosing a place to study English. You may need to **evaluate** two sides of an issue you have studied in a class or two proposals for research or projects at your workplace. In these cases, you will need to write an essay or report to discuss your ideas about the topic. This is a comparison and contrast essay.

Comparison/Contrast Essay Organization

Like other types of essays, a comparison and contrast essay must have a clear introduction and conclusion.

The body of the essay can be organized many ways. We will look at two organizational styles.

Point by point organization

Block organization

The Introduction

For both types of organization, the introduction is the same.

Presents the topic or subject that is being compared and contrasted in the topic sentence.

Gives some general information about the topic

Ends with a thesis statement that tells the reader specifically what will be compared and contrasted.

المقارنة والنقيض مقال

مقدمة في الكتابة الأكاديمية ٢: مقارنة والنقيض المقالات

ما هي مقارنة والنقيض المقالات؟

مقارنة الأشياء هو شيء نقوم به كل يوم عندما يكون لدينا لاتخاذ القرارات. على سبيل المثال، قد تعتقد من أوجه التشابه أو الاختلاف عندما نشترى لاعب جديد MP3 أو اختيار مكان لدراسة اللغة الإنجليزية. قد تحتاج إلى **تقييم** الجانبين من مسألة كنت قد درست في فئة أو اقتراحين للبحوث أو مشاريع في مكان عملك. في هذه الحالات، وسوف تحتاج إلى كتابة مقال أو تقرير لمناقشة الأفكار حول الموضوع. هذه مقارنة وعلى النقيض مقال

مقارنة / النقيض منظمة مقال

مثل الأنواع الأخرى من المقالات، المقارنة والتباين للمقال يجب يكون مقدمة واضحة والاستنتاج.

الجسم للمقال يمكن تنظيم نواح كثيرة. سوف نلقي نظرة على اثنين من الأساليب التنظيمية.

النقطة تكون نقطه المنظمة

كتلة منظمة

مقدمة

لكلا النوعين من التنظيم، مقدمه هو نفسه.

يعرض الموضوع أو الموضوع الذي يبدأ المقارنة ويتناقض في الموضوع الجملة.

يعطي بعض المعلومات العامة حول الموضوع

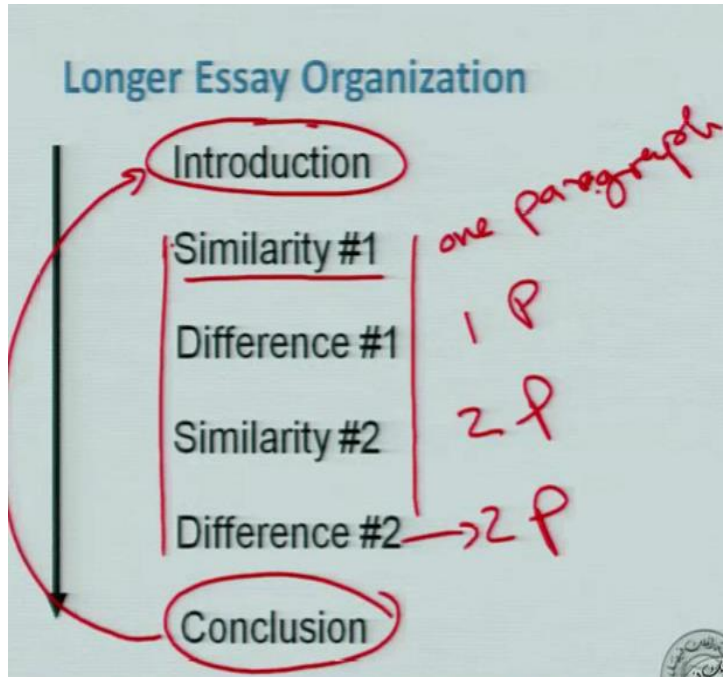
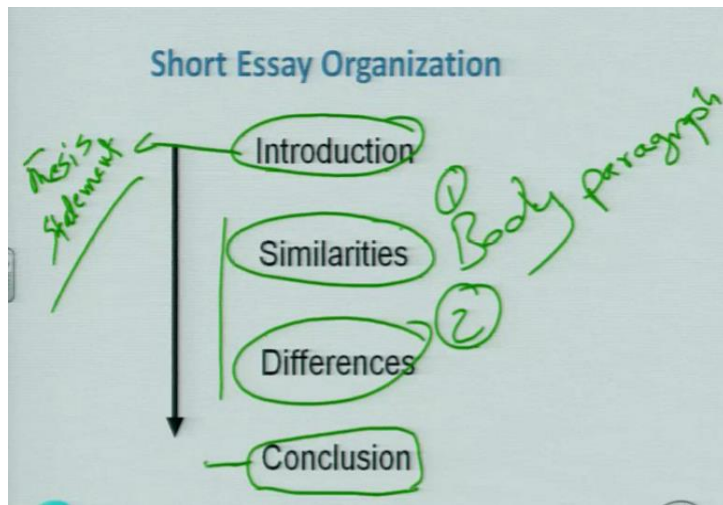
ينتهي أطروحة بيان أن يقول للقارئ خصيصا أن يقارن ما يتناقض.

Point by Point Organization

The body paragraphs alternate between similarities and differences.

In a short essay, one body paragraph will explain the similarities between the two subjects and one paragraph will explain the differences.

In a longer essay, one paragraph will explain similarities between one main idea in the two subjects and one paragraph will deal with differences in the same main idea, and so on.



النقطة بنقطة المنظمه

الجسم الفقرات بالتناوب بين أوجه التشابه والاختلاف.

في مقال قصير، الجسم واحدة للفقرة سوف يشرح أوجه التشابه بين الموضوعين وفقرة واحدة سوف يشرح الفروق.

في مقال أطول، فقرة واحدة سوف تشرح أوجه التشابه بين فكرة رئيسية واحدة في الموضوعين وفقرة واحدة ستتعامل مع وجود اختلافات في الفكرة الرئيسية نفسها، وهلم جرا.

هذا المقال القصير
مقدمة
التشابه
الخلافا
اختتام

هذا للمقال الطويل

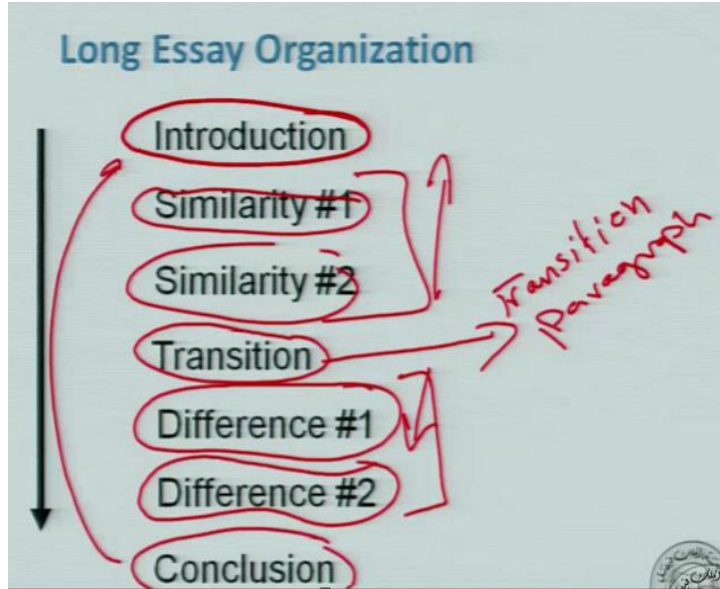
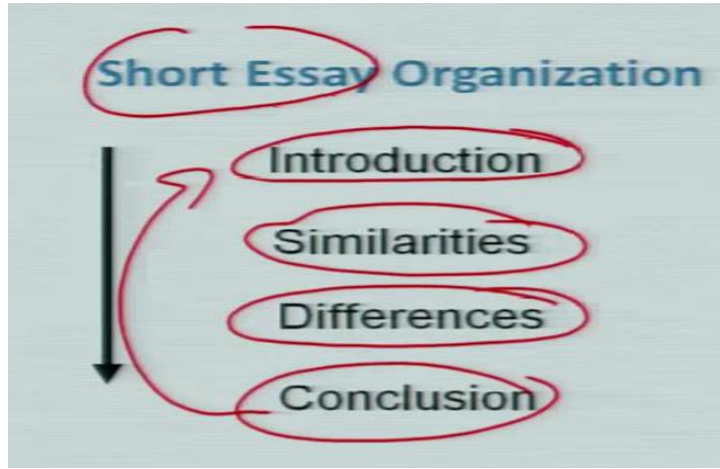
مقدمة
التشابه
الخلافا
التشابه
الخلافا
اختتام

Block Organization

In block organization, the body paragraphs first present the similarities in the two subjects. Then, in separate paragraphs, the differences are presented

For the short essay, the organization is similar to Point by Point Organization

For the longer essay, the body paragraphs first present the similarities as a set then, after a transition, present the differences as a separate set



كتلة منظمة

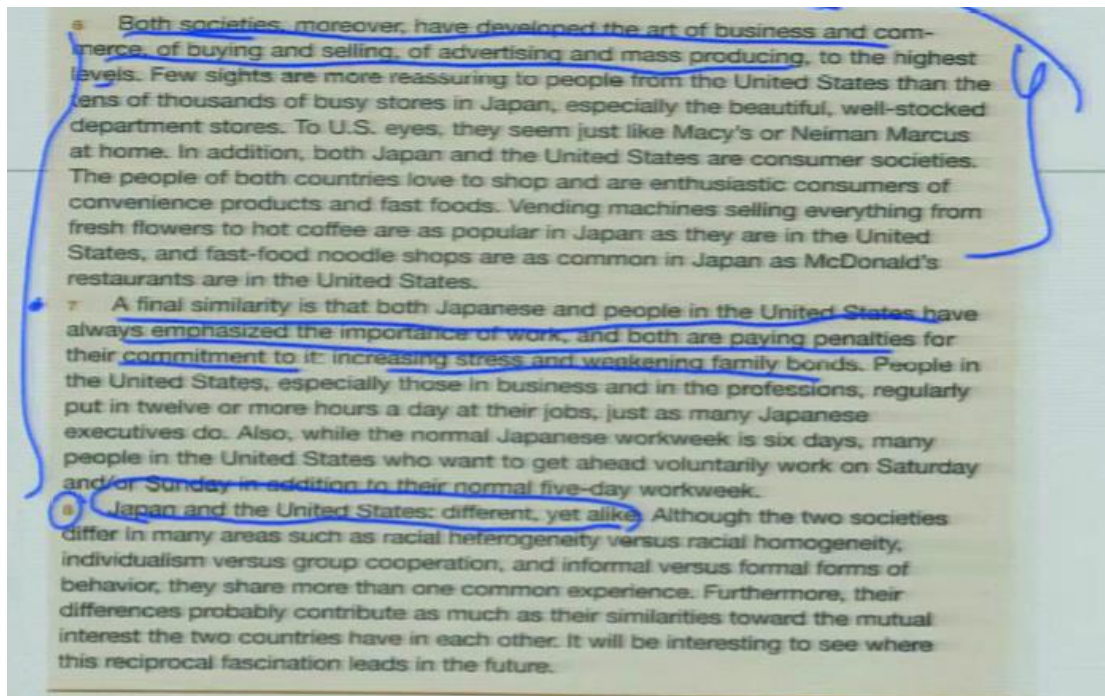
في كتلة المنظمة ، الفقرات الجسم يقدم أولاً أوجه التشابه في الموضوعين. ثم، في فقرات منفصلة، وتعرض الاختلافات.

للمقال قصير، ومنظمة يشبه النقطة بنقطة المنظمة.

للمقال الطويل ، الفقرات الجسم يقدم أولاً أوجه التشابه كمجموعة ثم، بعد فترة انتقالية، عرض الاختلافات على أنها مجموعة منفصلة.

مقدمة
التشابه
الخلافا
اختتام

مقدمة
التشابه
التشابه
الانتقاليه
الخلافا
الخلافا
اختتام



Writing Technique Questions

1. In which paragraph(s) are the similarities discussed? In which paragraph(s) are the differences discussed?

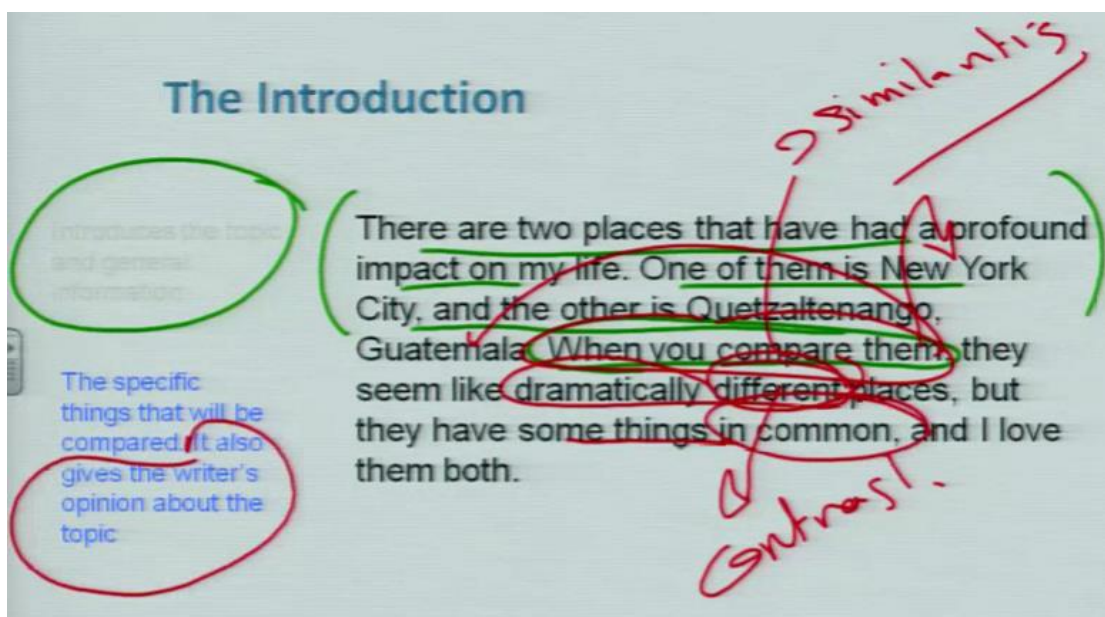
- Similarities are discussed in paragraphs 5, 6, and 7.
- Differences are discussed in paragraph 2 and 3.

2. What is the function of paragraph 4?

- It is a transition paragraph introducing the second half of the essay.

A Short Essay

Point by Point or Block Organization



introduces the similarities with general statements

Examples of similarities between the two cities explain why the writer likes the two cities

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is "the Big Apple." Quetzaltenango is known as "Xela" (pronounced (shey-la), which is a lot easier to say! Second, both cities have a "Central Park" where people like to go and walk. Although Central Park in Xela is smaller, its tropical flowers and colonial architecture mean it is just as beautiful as New York's. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

introduces the differences

Specific examples of the differences

Despite their similarities, these cities are different. Life in Xela is more colorful and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the color. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow-colored clothing of the indigenous people. And because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life.

Comparison Signal Words

Transition Words and Phrases	
similarly likewise	Human workers can detect malfunctions in machinery; similarly/likewise , a robot can be programmed to detect equipment malfunctions.
also	Human workers can detect malfunctions in machinery; a robot can also .
too	Human workers can detect malfunctions in machinery; a robot can too .
Subordinators	
<i>as</i> <i>just as</i>	Robots can detect malfunctions in machinery, as/just as human workers can. <i>Note: Use a comma when as and just as show comparison even when the dependent clause follows the independent clause as in the above example.</i>

Comparison Signal Words (continued)

Coordinators	
and	Robots and human workers can detect malfunctions in machinery.
both . . . and	Both robots and human workers can detect malfunctions in machinery.
not only . . . but also	Not only robots but also human workers can detect malfunctions in machinery.
neither . . . nor	Neither robots nor human workers are infallible. ¹
Others	
like (+ noun) * just like (+ noun) similar to (+ noun)	Robots, like/just like/similar to human workers, can detect malfunctions in machinery.
(be) like (be) similar (to) (be) the same as	Robots are like/are similar to/are the same as human workers in their ability to detect malfunctions in machinery.
(be) the same	In their ability to detect malfunctions in machinery, robots and human workers are the same .
(be) alike (be) similar	Robots and human workers are alike/are similar in their ability to detect malfunctions in machinery.
to compare (to/with)	Robots can be compared to/be compared with human workers in their ability to detect malfunctions in machinery.

Contrast Signal Words

Contrast signal words fall into two main groups according to their meaning. The words in the first group show a relationship that is called *concession*. The words in the second group show an opposition relationship.

Contrast Signal Words: Concession (Unexpected Result)

Concession signal words indicate that the information in one clause is not the result you expect from the information given in the other clause.

Although I studied all night, ^{UNEXPECTED RESULT} I failed the exam.

My failing the exam is not the result you might expect from the information in the first clause: *I studied all night*.

Look at both Contrast Clauses and Concession Clauses on pages 222–223 for additional examples of contrast subordinators.

Transition Words and Phrases	
however nevertheless nonetheless still	Millions of people go on diets every year; however/nevertheless/nonetheless/still , very few succeed in losing weight.
Subordinators	
although even though though	Although/Even though/Though most dieters initially lose a few pounds, most gain them back again within a few weeks.
Coordinators	
but yet	Doctors say that "fad" diets do not work, but/yet many people still try them.
Others	
despite (+ noun) in spite of (+ noun)	Despite/In spite of 10 years of dieting, I am still fat.

Contrast Signal Words: Direct Opposition

The second group of contrast signal words shows that two things are direct opposites. With direct opposites, the signal word can introduce either piece of information.

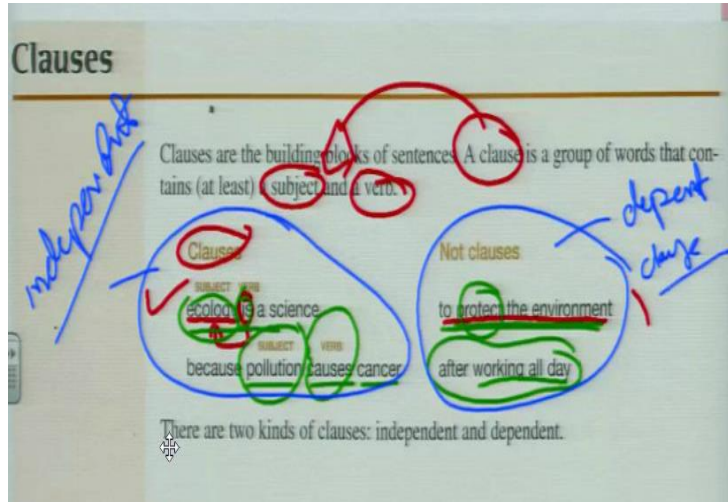
I am short, whereas my brother is tall. OR My brother is tall, whereas I am short.

Transition Words and Phrases	
however in contrast in (by) comparison on the other hand	Rock music is primarily the music of white performers; however/in contrast/in comparison/by comparison/on the other hand , jazz is performed by both white and black musicians.
on the contrary	Jazz is not just one style of music; on the contrary , jazz has many styles such as Chicago jazz, Dixieland, ragtime, swing, bebop, and cool jazz, to name just a few. <i>Note: On the contrary</i> contrasts a truth and an untruth.
Subordinators	
while whereas	New Orleans-style jazz features brass marching-band instruments, while/whereas ragtime is played on a piano. <i>Note: Use a comma with while and whereas</i> even when the dependent clause follows the independent clause.
Coordinators	
but	Jazz music was born in the southern part of the United States, but it now enjoys a worldwide audience.
Others	
differ (from)	Present-day rock music differs from early rock music in several ways.
compared (to/with)	Present-day rock music has a harder sound compared to/compared with early rock.
(be) different (from) (be) dissimilar to	The punk, rap, grunge, and techno styles of today are very different from/dissimilar to/unlike the rock music performed by Elvis Presley 50 years ago, but they have the same roots.
(be) unlike	Unlike rock, a music style started by white musicians, rhythm-and-blues styles were influenced primarily by black musicians.

المحاضرة التاسعة

أنواع شرط المستقلة وغير مستقل
ثم
- أنواع الجمل

Types of Clause Independent & Dependent
and then
Types of Sentences -



اي clause لابد يكون به على الاقل subject and verb

ولاحظنا الجمل التي تحتوي الفعل والفاعل تسمى **Independent**
والجمل التي لاتحتوي لافعل ولافاعل تسمى **Dependent**

Independent Clauses

An independent clause contains a **subject and a verb and expresses a complete thought**. It can stand alone as a sentence by itself. An independent clause is formed with a subject and a verb and often a complement

فقرات مستقلة

شرط مستقل يحتوي على **فعل وفاعل ويعبر عن الفكر كاملة**. يمكن أن تقف وحدها كحكم في حد ذاته. يتم تشكيل شرط مستقل مع فعل والفعل وغالبا ما يكون مكتملا.

Subject + Verb (+ complement)

Dependent Clauses

A dependent clause begins with a subordinator such as **when, while, if, that, or who**.

A dependent clause does not express a complete thought, so it is not a sentence by itself.

A dependent clause is also called a sentence fragment. By itself, it is an incomplete sentence, and it is an error. A dependent clause is formed with a subordinator, a subject, and a verb

الغير مستقلة

A الغير مستقلة يبدأ subordinator كما هو الحال عندما، في حين، إذا، أن، أو الذي.

A الغير مستقلة لا تعبير عن الفكر كاملة، لذلك فإنه ليس من حكم في حد ذاته. ويسمى أيضا الغير مستقل جزء الجملة. في حد ذاته، فمن جملة غير كاملة، وأنه هو خطأ. تتكون جملة تعتمد مع subordinator، الفاعل، والفعل على

Subordinators + subject + verb (+ complement)

Subordinators				
after	before	that	when	which
although	even though	though	whenever	while
as, just as	how	unless	where	who
as if	if	until	wherever	whom
as soon as	since	what	whether	whose
because	so that			

هذه الكلمات التي يبدأ معها الغير مستقل وهي تسمى subordinator

وهذه القاعدة له

Subordinators + subject + verb (+ complement)

Adding Variety to Sentence Structure

To make your writing more interesting, you should try to vary your sentences in terms of length and structure. You can make some of your sentences long and others short. Read the two paragraphs on the next page.

Read the paragraphs below. Choose the paragraph that is more effective.

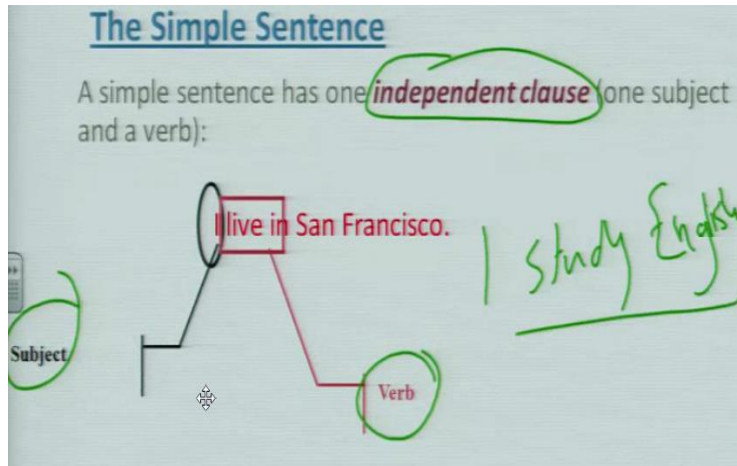
1# I love living in the city. I have a wonderful view of the entire city. I have an apartment. I can see the Golden Gate Bridge. I can see many cargo ships pass under the bridge each day. I like the restaurants in San Francisco. I can find wonderful food from just about every country. I don't like the traffic in the city.

2# I love living in the city of San Francisco. I have a wonderful view of the entire city from my apartment window. In addition, I can see the Golden Gate Bridge under which many cargo ships pass each day. I also like San Francisco because I can find wonderful restaurants with food from just about every country; however, I don't like the traffic in the city.

How do you vary sentence structure?

You will want to use a variety of sentence structures in your writing. There are three types of sentences we will study in this lesson:

- Simple Sentence
- Compound Sentence
- Complex Sentence



مضيفا متنوعا إلى بنية الجملة

لجعل الكتابة أكثر إثارة للاهتمام، يجب أن تحاول أن تختلف جملك من حيث الطول والبنية. يمكنك جعل بعض من الجمل خبرتك الطويلة وغيرها القصير. قراءة الفقرتين في الصفحة التالية

قراءة الفقرات الواردة أدناه. اختيار الفقرة التي هي أكثر فعالية.

١ أنا أحب الذين يعيشون في المدينة. لدي عرض رائع للمدينة بأكملها. لدي شقة. أستطيع أن أرى جسر البوابة الذهبية. أستطيع أن أرى العديد من سفن الشحن المرور تحت الجسر كل يوم. أنا أحب المطاعم في سان فرانسيسكو. يمكن أن أجد الطعام الرائع من البلاد فقط عن كل. أنا لا أحب حركة المرور في المدينة.

نلاحظ هنا فقط جمل بسيطه وقصيره وتستخدم Subject + Verb (+ complement)

٢ # أنا أحب الذين يعيشون في مدينة سان فرانسيسكو. لدي عرض رائع للمدينة بأكملها من نافذة شقتي. وبالإضافة إلى ذلك، أستطيع أن أرى جسر البوابة الذهبية في ظلها تمرير العديد من سفن الشحن كل يوم. أود أيضا سان فرانسيسكو لأنني أستطيع العثور على المطاعم رائعة مع الطعام من كل بلد تقريبا، ولكن أنا لا أحب حركة المرور في المدينة.

ولكن نلاحظ هنا في الجمل القويه التي تحتوي على جمل طويله وقصيره وتختلف في بنيتها

كيف تختلف بناء الجملة؟

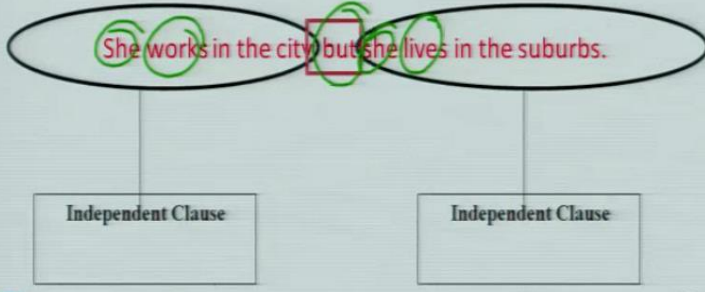
سوف تحتاج إلى استخدام مجموعة متنوعة من الهياكل الجملة في الكتابة. هناك ثلاثة أنواع من الأحكام سندرس في هذا الدرس:

- جملة بسيطة
- الجملة مجعده
- جملة مركبة

الجملة البسيطة لابد تحتوي على شرط واحد مستقل و فعل وفاعل

Compound Sentence

A **compound sentence** contains two independent clauses that are joined together.



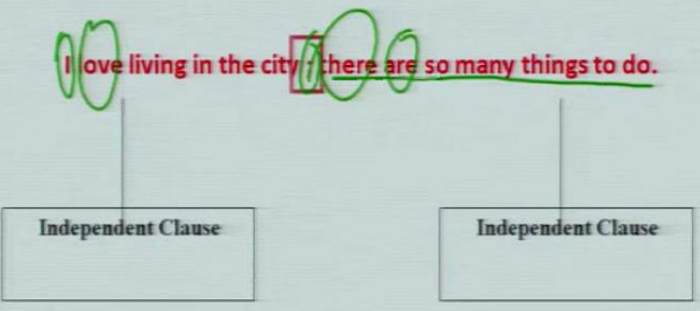
You can make a **compound sentence** by joining two logically related independent clauses by using...

- ♦ a semicolon
- ♦ a coordinating conjunction
- ♦ a transition

Independent Clause + Coordinator + independent Clause

Using a Semicolon

Independent Clause ; Independent Clause



الجملة المجمع هي تحتوي على شرطين مستقلين ويعني هي جملتين كل جملة تحتوي على فعل وفاعل وجمعة مع بعض بكلمة **but**

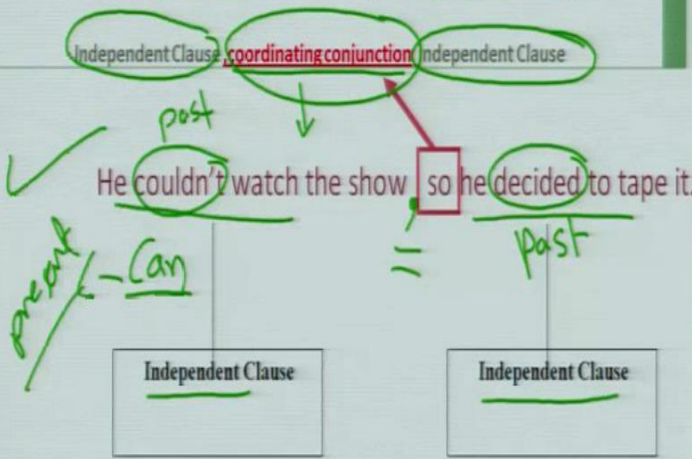
يمكنك جعل الجملة مجمع من خلال الانضمام بندين مستقلين المرتبطة منطقيا باستخدام ...

- ١ فاصلة منقوطة ;
- ٢ تنسيقي حروف العطف **but .and . or** وغيرها كثر ولكن هذي الاساسيه الانتقال
- ٣ شرط مستقلة + منسق يكون من الثلاثة الموجوده في الاعلى + شرط مستقلة

شرط مستقلة + منسق يكون من الثلاثة الموجوده في الاعلى + شرط مستقلة

هنا استخدمنا الفاصل للجملة المجمع كما نلاحظ الجملتين تحتوي على فاعل والفعل والربط بينهم الفاصله

Using a Coordinating Conjunction



باستخدام حروف العطف والتنسيق

الشرط المستقل والتنسيق حروف العطف والشرط المستقل
 نلاحظ بالحرف العطف فاصله قبل so وهي مهمه
 التنسيق حروف العطف هي ليس بس تربط بين الجمل هي ايض تساعد
 لتحقيق التوازن بين الجمل
 يعني اذا كانت الجملة الاولى تتكلم عن الماضي مثل كلمة **couldn't** يجب
 على الجملة الاخرى تكون للماضي مثل كلمة **decided**

Coordinating Conjunctions

Logical Relationship	Coordinating Conjunction
Addition	And
Contrast	But, yet
Choice	Or, nor
Cause	For
Result	So

Handwritten notes: "would you like playing soccer or phys. training?" next to Or, nor; "I was sick so I didn't come to class" next to So.

هذه حروف العطف

تستخدم الاوله للاضافه
 الثانيه النقيض
 الثالثه للاختيار
 الرابعه السبب
 الخامسه النتيجة

Coordinators (Coordinating Conjunctions)

To add a reason	
for	Japanese people live longer than most other nationalities, for they eat healthful diets.
To add a similar, equal idea	
and	They eat a lot of fish and vegetables, and they eat lightly.
To add a negative equal idea	
nor	They do not eat a lot of red meat, nor do they eat many dairy products. <i>Note: Nor means "and not." It joins two negative independent clauses. Notice that question word order is used after nor.</i>
To add an opposite idea	
but	Diet is one factor in how long people live, but it is not the only factor.
To add an alternative possibility	
or	However, people should limit the amount of animal fat in their diets, or they risk getting heart disease.
To add an unexpected or surprising continuation	
yet	Cigarette smoking is a factor in longevity, yet Japanese and other long-lived Asians have a very high rate of tobacco use.
To add an expected result	
so	Doctors say that stress is another longevity factor, so try to avoid stress if you wish to live a longer life.

For لإضافة السبب

And لإضافة فكره متساويه او متشابهها

Nor لإضافة فكره سلبيه متساويه

But لإضافة فكره معاكسه

Or لإضافة امكانيه بديله

Yet لإضافة غير متوقعة أو مفاجئة استمرار

So لإضافة النتيجة المتوقعة

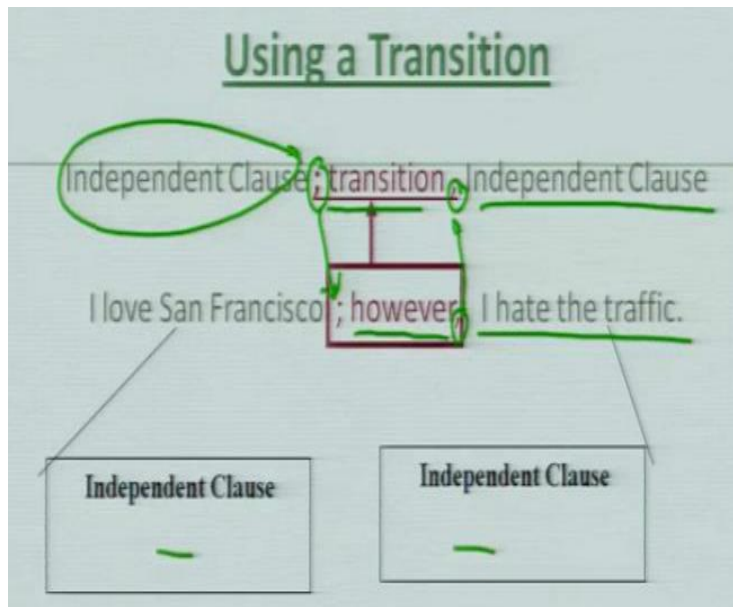
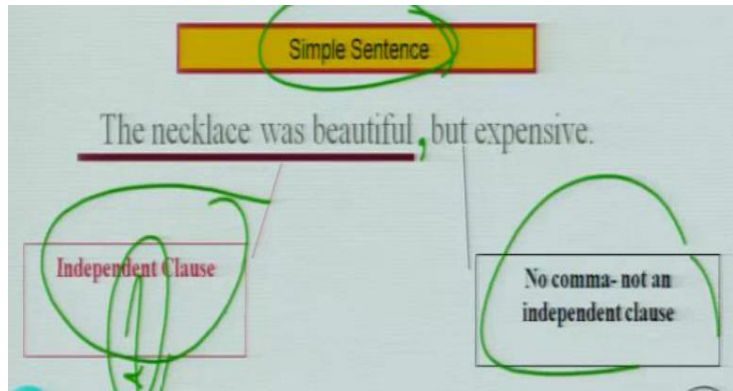
There are 7 coordinators: FANBOYS

Another way to remember these is...

For →	F
And →	A
Nor →	N
But →	B
Or →	O
Yet →	Y
So →	S

! CAUTION

Do NOT use a comma every time you use the words and, or, but, nor, for, so, yet. Use a comma only when the coordinating conjunction joins two independent clauses



تنسيق حروف العطف من اجل نذكرها تختصر في كلمه وهي **FANBOYS** وهي اختصار للحروف العطف من بداية كل كلمه

تنبيه! لا تستخدم الفاصلة في كل مرة كنت تستخدم الكلمات و، أو، ولكن، كما، على سبيل، لذلك، حتى الآن. استخدام فاصلة فقط عندما يكون تنسيق حروف العطف تنضم بندين مستقلين فعل وفاعل لكل الجملتين . اما اذا كانت تستقل بند واحد يعني فعل وفاعل والجمله الاخرى لا يوجد فعل ولا فاعل فلا تستخدم الفاصل

كما واضح لك في الصورة

الانتقاليه كما واضح لنا تكون بين فاصله منقوطة وبين فاصله بالاخير والا هم من ذلك يجب ان تكون الجملتين تحتوي على فعل وفاعل

PRACTICE 1

Independent and Dependent Clauses

Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete sentence. Write *Indep.* next to the complete sentences and put a period (.) after them. Write *Dep.* next to the incomplete sentences. The first two have been done for you as examples.

- Indep.* 1. Globalization means more travel for businessmen and women.
Dep. 2. As business executives fly around the globe to sell their companies' products and services
Indep. 3. Jet lag affects most long-distance travelers.
4. Which is simply the urge to sleep at inappropriate times
5. During long journeys through several time zones, the body's inner clock is disrupted.
6. For some reason, travel from west to east causes greater jet lag than travel from east to west.

- _____ 7. Also, changes in work schedules can cause jet lag
_____ 8. When hospital nurses change from a day shift to a night shift, for example
_____ 9. Although there is no sure way to prevent jet lag
_____ 10. There are some ways to minimize it
_____ 11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep
_____ 12. A traveler should plan to arrive at his or her destination as late as possible
_____ 13. Upon arriving, he or she should immediately go to bed
_____ 14. Then the traveler should start to live in the new time zone immediately
_____ 15. Even when the traveler arrives early in the morning and cannot go to bed immediately

- ١ مستقل independent لانه يحتوي على فعل وفاعل
٢ غير مستقل dependent لانه بدايته كانت من Subordinators وتعتبر غير مستقل كما واضح لنا
٣ مستقل independent لانه يحتوي على فعل وفاعل
٤ غير مستقل dependent لانه بدايته كانت من كلمات Subordinators
٥ مستقل independent
٦ مستقل independent

- ٧ مستقل independent
٨ غير مستقل dependent لانه بدايته كانت من كلمات Subordinators وهي when
٩ غير مستقل dependent لانه بدايته كانت من كلمات Subordinators وهي although
١٠ مستقل independent
١١ غير مستقل dependent لانه بدايته كانت من كلمات Subordinators وهي because
١٢ مستقل independent
١٣ مستقل independent
١٤ مستقل independent
١٥ غير مستقل dependent لانه بدايته كانت من كلمات Subordinators وهي when

Homework

Practice 4, pages, 167 , 168

Practice 5, page 170

Practice 4 pages, 167 , 168

Compound sentences with coordinators

A. Form compound sentences by adding another independent clause to the following independent clauses. Be sure to write a complete clause containing a subject and a verb. Circle the coordinator and add punctuation.

1. The college campus is located in the center of the city, **so** it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago, **and** it has been expanding every since.
3. Does the universe have an outer edge, **or** is it infinite?
4. Scientists predict that intelligent life exists somewhere in the universe, **but** we have not been able to find any sign of it yet.
5. Mars probes have photographed rocks with water markings on them, **yet** there is no water there now.
6. We may not be able to communicate with other life forms, **for** we will not know their language.
7. Instead of taking the psychology final exam, we can write a ten-page research paper, **or** we can give a presentation.
8. I want to write a research paper, **yet** I do not know what to write about.
9. Three weeks before the end of the term, I had not started my paper, **nor** had I even chosen a topic.
10. I needed help choosing a topic, **so** I went to the professor to ask for suggestions.

B. For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.

➤ Nuclear accidents can happen, **so** nuclear power plants must have strict safety controls.

2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.

➤ The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source, **and** the disaster at Chernobyl in the former Soviet Union confirmed them.

3. Solar heating systems are economical to operate. The cost of installation is very high.

➤ Solar heating systems are economical to operate, **but** the cost of installation is very high.

4. Energy needs are not going to decrease. Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*).

➤ Energy needs are not going to decrease, **nor** are energy sources going to increase.

5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.

➤ Burning fossil fuels causes serious damage to our planet, **so** we need to develop other sources of energy.

6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

➤ Ecologists know that burning fossil fuels causes holes in the ozone layer, **yet** people continue to do it.

7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.

➤ Developing nations especially will continue this harmful practice, **for** they do not have the money to develop "clean" energy sources.

8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

➤ All nations of the world must take action, **or** Our children and grandchildren will suffer the consequences.

Practice 5 , page 170

Compound Sentences with Conjunctive adverbs

A. Form compound sentences by adding a second independent clause to each independent clause. Be sure to add a complete clause containing a subject and a verb. Circle the conjunctive adverb and add punctuation.

1. The college campus is located in the center of the city ; **therefore** , it is very easy to get there by public transportation.

2. According to the Big Bang Theory, the universe began expanding about 13.7 billion years ago; **moreover** , it has been expanding every since.

3. Students must pay their tuition and fees before they register for classes; **otherwise** , they will have to pay a late fee.

4. Scientists predict that intelligent life exists somewhere in the universe; **however** , we have not been able to find any sign of it yet.

5. Mars probes have photographed rocks with water markings on them; **nevertheless** , there is no water there now.

6. My roommate scored high on the English placement test ; **as a result** , he is exempt from taking English classes.

7. Tuition and fees increase every year ; **for example** , tuition this year is \$50 more per unit than it was last year.

8. The class thought the teacher would give a test last Friday ; **instead** , she gave a party.

B. Using conjunctive adverbs instead of coordinators. Punctuate your new sentences correctly.

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.

➤ Nuclear accidents can happen; **therefore**, nuclear power plants must have strict safety controls.

2. Solar heating systems are economical to operate. The cost of installation is very high.

➤ Solar heating systems are economical to operate; **however**, the cost of installation is very high.

3. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.

➤ Burning fossil fuels causes serious damage to our planet; **therefore**, we need to develop other sources of energy.

4. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.

➤ Ecologists know that burning fossil fuels causes holes in the ozone layer; **nevertheless**, people continue to do it.

5. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

➤ All nations of the world must take action; **otherwise**, our children and grandchildren will suffer the consequences.

المحاضرة العاشرة

Elements of the Class

- Complex Sentences
- With adverb clause
- With adjective clause
- With noun Clauses

- عناصر من الطبقة
- الجمل المعقدة
- شروط ظرف
- مع شرط الصفة
- مع شروط الاسم

Complex Sentences

A **complex sentence** contains at least one independent clause and one dependent clause.

John cannot set up his typewriter

Independent Clause

because the wall has no outlet.

Dependent Clause

Subordinating
Conjunction

Example- Complex Sentence

A **complex sentence** contains at least one independent clause and one dependent clause.

She will go to school in the city

Independent Clause

until she finds a job.

Dependent Clause

Subordinating
Conjunction

الجمل المعقدة

الجملة المعقدة يحتوي على شرط واحد مستقل **independent**
القاعده لها (Subject + Verb (+ complement))

وعلى شرط غير مستقل **dependent**
القاعده لها (Subordinators + subject + verb (+ complement))

وهذه مثل اخرى نفس القاعده للجملة المعقدة

Use a comma after a dependent clause if it begins the sentence

Complex Sentences

Use a comma after a dependent clause if it begins the sentence.

When I first moved to the city,

Subordinating Conjunction

Use a comma if the dependent clause is the first part of the sentence.

I was afraid to drive the steep and narrow streets.

Independent Clause

استخدام فاصلة بعد الغير مستقلة إذا كانت بداية الجملة

الجملة الاولى غير مستقلة لانه بده مع احد كلمات Subordinating وضعنا في نهاية الجملة فاصلها هذه قاعده ولا بد ننتبه لها

الجملة الثانيه مستقلة لانها تحتوي على فعل وفاعل

A **complex sentence** contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more important than the other. We place the more important idea in the independent clause and the less important idea in the dependent clause.

There are three kinds of dependent clauses: adverb, adjective, and noun. You will study all of these kinds of clauses in greater detail in Chapters 12, 13, and 14.

Complex Sentences with Adverb Clauses

An adverb clause acts like an adverb; that is, it tells where, when, why, and how. An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*. It can come before or after an independent clause.

Although women in the United States could own property, they could not vote until 1920.

A citizen can vote in the United States when he or she is 18 years old.

Complex Sentences with Adjective Clauses

An adjective clause acts like an adjective; that is, it describes a noun or pronoun. An adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that*, or with a relative adverb, such as *where* or *when*. It follows the noun or pronoun it describes.

Men who are not married are called bachelors.

Last year we vacationed in Cozumel, which features excellent scuba diving.

Complex Sentences with Noun Clauses

A noun clause begins with a *wh*-question word, *that*, *whether*, and sometimes *if*. A noun clause acts like a noun; it can be either the subject or an object of the independent clause.

That there is a hole in the ozone layer of Earth's atmosphere is well known.

Scientists know what caused it.

In the first example, *That there is a hole in the ozone layer of Earth's atmosphere* is the subject of the verb *is*. In the second example, *what caused it* is the object of the verb *know*.

الجدول هذه مهم والدكتور قال ممكن يجيب اسئله منه وانت تحدد الغير مستقل هل هو صفة او ظرف او اسم من خلال الكلمات الموجودة في كل عنوان مهم ركزوا عليه

complex sentences with Adjective clauses

adjective clause begins with a relative pronoun, such as *who*, *whom*, *which*, *whose*, or *that* or with a relative adverb

complex sentences with Noun clauses

begins with a *wh*-question word, *that*, *whether*, and sometimes

complex sentences with adverb clauses

An adverb clause begins with a subordinator, such as *when*, *while*, *because*, *although*, *if*, *so*, or *that*.

Conjunctive Adverbs

To add a similar, equal idea

also besides furthermore in addition moreover	Community colleges offer preparation for many occupations; also/besides/furthermore/in addition/moreover , they prepare students to transfer to a four-year college or university.
as well	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university as well .
too	Community colleges offer preparation for many occupations; they prepare students to transfer to a four-year college or university, too .

To add an unexpected or surprising continuation

however nevertheless nonetheless still	The cost of attending a community college is low; however/nevertheless/nonetheless/still , many students need financial aid.
---	---

To add a complete contrast

on the other hand in contrast	Tuition at a community college is low; on the other hand/in contrast , tuition at private schools is high.
----------------------------------	---

To give an alternative possibility

otherwise	Students must take final exams; otherwise , they will receive a grade of Incomplete.
-----------	---

To add an expected result

accordingly as a result consequently hence therefore thus	Native and nonnative English speakers have different needs; accordingly/as a result/consequently/hence/therefore/thus , most schools provide separate English classes for each group.
--	--

To add an example

for example for instance	Most colleges now have a writing requirement for graduation; for example/for instance , students at my college must pass a writing test before they register for their final semester.
-----------------------------	---

هذه مهم الجدول والدكتور حرص عليه ولا بد ننتبه من الفواصل بين الكلمات التي موجوده
لانه الدكتور يقول ممكن اجيب لكم الكلمه ولكن ما اضع الفواصل فاعرف انه الجمله خاطئه
ونعرف مكان الكلمات كما واضح لنا في الجدول

Relationship	Transition
Addition	Moreover Furthermore In addition besides
Contrast	However On the contrary In contrast On the other hand
Result or Effect	Consequently Accordingly Thus Hence Therefore As a result
Reinforcement/Emphasis	Indeed In fact
Relationship	Transition
Exemplification	For example For instance In particular
Time	Meanwhile (at the same time) Subsequently (after) Thereafter (after)

إضافة

النقيض

نتيجة تأثير أو

تعزير / التشديد

التمثيل

الوقت

Step 1 Underline the independent clause of each sentence with a solid line.
Step 2 Underline the dependent clause with a broken line.
 One sentence has two dependent clauses.
Step 3 Write *Sub.* Above the subordinator. Refer to the list of subordinators on page 163.

الخطوة ١ تسطير جملة مستقلة عن كل جملة مع خط متصل.
 الخطوة ٢ تسطير جملة تعتمد مع خط كسر. جملة واحدة واثنين من الغير المستقلة
 الخطوة ٣ اكتب الفرعية. فوق subordinator. الرجوع إلى قائمة subordinators في الصفحة ١٦٣.

1. ^{Sub} Because the cost of education is rising, many students must work part-time.
2. ^{Sub} When students from other countries come to the United States, they often suffer from culture shock.
3. ^{Sub} Because financial aid is difficult to obtain, many students have to work part-time.
4. ^{Sub} Please tell me where the student union is.
5. ^{Sub} Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. ^{Sub} While the contractor follows the blueprint, the engineer checks the construction in progress.
7. ^{Sub} Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. ^{Sub} Students should declare a major by their junior year unless they have not made up their minds.
9. ^{Sub} Even though students declare a major now, they can change it later.
10. ^{Sub} The government says that inflation is holding steady.
11. ^{Sub} Economists are concerned that the rate of inflation will double if the government does not take immediate steps to control it.

المستقل خط متصل والغير مستقل يكون خط متقطع و subordinator نكتب عليها sub كما واضح لكم

- B. **Step 1** Add a logical independent clause to each of the dependent clauses.
Step 2 Punctuate each sentence correctly.

1. I cannot register for classes until I pay my tuition.
2. Unless I take 12 units each term, I am not a full-time student.
3. My adviser told me that computer engineering is a popular major.
4. Do you know who taught this course last term?
5. Because I had to look for a part-time job, I could not take as many classes as I wanted to.
6. I have to leave home at 6:00 in the morning if I want to get to school on time.
7. My math teacher will tell me whether I should take advanced calculus.
8. This is my new friend John, whom I met at the math club meeting last month.
9. When I left my country, I felt both sad and exited.
10. I will take the classes that my college adviser recommends.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Add commas and/or semicolons as necessary.

- Q1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Information and communication technology is reaching out to help people in the poorest countries improve their lives; for example, fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
- Q2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Furthermore, when the fishermen bring in a boatload of fish, they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
- Q3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
- The cost of the cheapest computer is at least \$200, and since this is more than an individual fisherman can afford, several fishing villages together can pool their money and buy one to share.
- Q4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand.
- The worldwide reach of the Internet is also providing employment opportunities in developing countries, and as greater numbers of people learn the technology, these opportunities will expand.
- Q5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.
- When you call your U.S. bank, you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico, and when you need technical support for your home computer, you will probably get help from a programmer in New Delhi.

السلام عليكم ورحمة الله وبركاته

ادعو الله الكل يستفيد من ما كتبت اذا اصبحت فهو من الله وحده واذا اخطانة فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم لي في ظهر الغيب

اخوكم ابو عبدالعزيز (رفيق الصمت)

المحاضرة الحادي عشر

ما هو التوازي؟

العطف

ما هو التوازي في النحو؟

أفضل طريقة لفهم فكرة التوازي هو أن ننظر إلى أمثلة

What's Parallelism

Conjunctions

What is parallelism in grammar

The best way to understand the idea of parallelism is to look at examples

What is parallelism in grammar?

The best way to understand the idea of parallelism is to look at examples.

For example:

(Not parallel)

We wanted to cook and to go swimming.

(Parallel)

We wanted to cook and to swim.

نلاحظ انه في المثال الاول

انت حرف العطف وهي تربط بين الجمل المتشابهة في المصدر ولكن الجملة الاولى تختلف عن الثانية وهذه يعتبر غير متوازي

اما المثال الثاني

فهو متشابه في الصيغة المصدر ويعتبر متوازي

What is parallelism?

Parallelism means using similar structures to express similar ideas.

Parallel structures make sentences clearer and easier to read.

Editing for parallel structure helps you avoid awkward sentences and keeps you from breaking your promise to the reader.

Using parallel structure in your writing will help with

- 1) economy
- 2) clarity
- 3) equality
- 4) delight.

ما هو التوازي؟

التوازي يعني استخدام هياكل مماثلة للتعبير عن أفكار مماثلة.

الهياكل الموازية جعل الجمل أكثر وضوحا وأسهل في القراءة.

تحرير موازية للهيكل يساعدك على تجنب الجمل محرجا ويبقى لك من كسر الوعد الخاص بك للقارئ

وباستخدام هيكل موازية في كتاباتك مع مساعدة

١) الاقتصاد

٢) وضوح

٣) المساواة

٤) فرحة.

Example:

I like to write, read, and studying.

✓ ✓ Study

Promise to reader

Promise broken

I like to write, to read and to study grammar.

○ ○ ○

Promise kept

I like writing, reading, and studying grammar.

في المثال الاول في النهاية فاجى القارئ بال **studying** وهذا اختلاف في الهيكلة الجملة او الموازنه لانه اصبح صيغة الفعل **gerund**

اما الجملة الثانيه على هيكله واحده او بنيه واحده مع اضافة **to** وتعتبر متوازي

والجملة الثالثه كذلك متوازيه في نهاية كل كلمة **ing** واصبحت متوازيه

Now you try. Which sentence is parallel?

○ This semester I'm studying art, music, and taking a math course.

○ This semester I'm studying art, music, and math.

الان نحاول نبحت عن أي الجمل هي **parallel**

الاوله بدايتها مع الاسماء ولكن اختلفة في الكلمة الاخر اصبحه صيغة الفعل **gerund**

الجملة الثانيه هي الصحيح لانها كلها اسماء التي مؤشر تحتها خط وتبع هي الجملة الموازيه **parallel**

Use parallel structure with elements in lists or in a series.

Faulty: The tribes emphasized collective survival, mutual aid, and being responsible for one another.

parallel parallel NOT parallel

Correct: The tribes emphasized collective survival, mutual aid, and responsibility for one another.

parallel parallel parallel

gerund

في المثال الاول كانت عباره اسميه وفي الاخير صيغه فعلييه واختلفة

اما المثال الاخر كلها عباره اسميه واصبحت كلها متوازيه

How Can we make a paralleled structure?

Use parallel structure with elements joined by coordinating conjunctions.

Faulty: Your company and what its potential is are of great value to me.

Correct: Your company and its potential are of great value to me.

المثال الاول يوجد عبارته اسميه ولكن يوجد في الجملة الاخره شرطين فعل واصبحة فعلين في نفس الجملة **is** و **are** وهكذا تصبح غير متوازيه وعلى الاقل تكون عبارته اسميه وشرط واحد وليس شرطين هكذا يوجد خلل في الجملة

ونشاهد الجملة الثانيه هي الصحيح لانه الجملة الاول عبارته اسميه والجملة الثانيه عبارته اسميه وتكون هكذا متوازيه

وتنسيق العطف هو **and**

What is a Conjunction?

A conjunction is like glue. It helps things to stick together.



A conjunction joins words, phrases, and sentences, which are called clauses.

conjunction العطف لربط الكلمات والعبارات، والجمل، والتي تسمى شروط

object + Subject + Verb + complement هو clauses

يعني فيه اختلاف بين العطف والشروط وهو **conjunction** و **clauses**

لابد نعرفها

What is a Conjunction?

Conjunctions join two or more words.

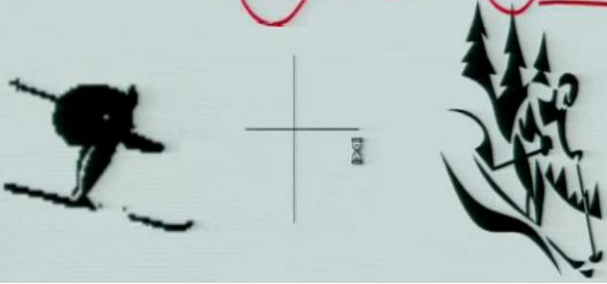
Example: I went to the store to buy eggs, milk, and bread.



What is a Conjunction?

Conjunctions can join two prepositional phrases.

Ex. I went skiing down the hill and past the trees.

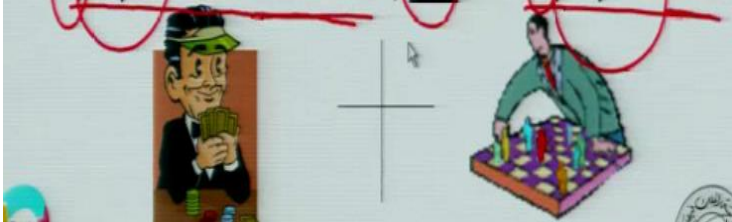


What is a Conjunction?

Conjunctions can connect two clauses or sentences.

When two sentences are joined, a comma MUST be placed before the conjunction.

Ex. I played cards for awhile, but then I played chess.



العطف تربط بين الكلمات كلمتين او اكثر كما هو واضح
ربط بين الكلمات وهي نفس النوع يعني من نوع الاطعمه ولاننسى الفاصله
بين الكلمات وبعدها العطف والكلمه كما واضح في الصوره

العطف يربط بين حروف الجر و عبارات الجر

down the hill and past the trees

كما واضح لنا بالامثله **down** حرف جر **the hill** عبارة الجر
و **past** حرف جر **the trees** عبارة الجر
يعني ما نستطيع ان نربط عبارة الجر مع العبارة الاسمييه يكون فيه خطأ في
الجملة

العطف ايضا يربط شرطين **clauses** ولكن يجب ان نضع فاصله قبل حرف
العطف لبداية الجملة الاخرى والكل منا يعلم مدى اهمية الفاصله

object + Subject + Verb + complement clauses نعرف هم

نلاحظ في المثال انه في الجملتين فعل وفاعل

Types of Conjunctions

One type of conjunction is the coordinating conjunction. They connect words, phrases, and clauses, which are sentences.

They connect things of equal value.

(This means that they would connect a noun with another noun or a prepositional phrase with another prepositional phrase.)

CONJUNCTIONS


Conjunctions are words used as joiners. Different kinds of conjunctions join different kinds of grammatical structures.

"AND"

Coordinating conjunctions affect the meaning of your sentence.

"And" connects things that are alike or joined together.

Ex. I want popcorn and pizza.




"BUT"

Coordinating conjunctions affect the meaning of your sentence.

"But" is used to connect things that are different or separated.

Ex. I want popcorn but not pizza.



نوع واحد من الربط تنسيق العطف .
اتصالهم الكلمات والعبارات، والشروط، والتي هي للجمل .
اتصالهم أشياء ذات قيمة متساوية.
(وهذا يعني أنها يربط اسما آخر مع اسم أو عبارة الجر مع آخر عبارة الجر)

الإرتباطات

الإرتباطات هي الكلمات المستخدمة والمنضمين.
أنواع مختلفة من العطف الانضمام أنواع مختلفة من التراكيب النحوية.

And

تنسيق العطف تؤثر على معنى الجملة الخاصة بك.
"And" يتصل الأشياء التي هي على حد سواء أو انضمت معا.

نشاهد في المثال ربطة الاطعمه نفس النوع و اسماء

"ولكن" "BUT"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
واضاف "لكن" وتستخدم للاتصال الأشياء التي هي مختلفة أو فصل

"OR"

Coordinating conjunctions affect the meaning of your sentence.

"Or" is used to offer a choice.

Ex. Do I want popcorn or pizza?

"OR"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"أو" وتستخدم لتقديم خيار.

"NOR"

Coordinating conjunctions affect the meaning of your sentence.

"Nor" is used to offer a negative choice.

Ex. I do not want popcorn nor pizza.

"NOR"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"ولا" يستخدم لتقديم خيار السلبية

"YET"

Coordinating conjunctions affect the meaning of your sentence.

"Yet" is used to show a change. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, yet I also want pizza.

"YET"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك.
"ومع ذلك" وتستخدم لإظهار التغيير. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

"SO"

Coordinating conjunctions affect the meaning of your sentence.

"So" is used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I want popcorn, so I made some.

"FOR"

Coordinating conjunctions affect the meaning of your sentence.

"For" is also used to show a relationship between things. When it is used to combine two sentences, you must put a comma before it.

Ex. I ordered a pizza for I was hungry.

Coordinating conjunctions join equals to one another:

- words to words,
- phrases to phrases,
- clauses to clauses

Examples:

word to word Most children like cookies and milk.

phrase to phrase The gold is hidden at the beach or by the lakeside.

clause to clause What you say and what you do are two different things.

"SO"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك. "وهكذا" وتستخدم لإظهار العلاقة بين الأشياء. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

"FOR"

العطف تنسيق تؤثر على معنى الجملة الخاصة بك. كما يستخدم "ل" لإظهار العلاقة بين الأشياء. عندما يتم استخدامها في الجمع بين جملتين، يجب وضع فاصلة قبل ذلك.

تنسيق العطف الانضمام يساوي بعضهم لبعض:

- الكلمات إلى كلمات،
- عبارات للعبارات،
- شروط لشروط

واضح لنا من الصورة الشروط مع الشروط والجر مع الجر والنوع مع النوع

Examples:

Correct: I like coffee, **but** I don't like tea.

Incorrect: **But** I don't like tea, I like coffee.

:Punctuation with coordinating conjunctions

When a coordinating conjunction joins two words, phrases, or subordinate clauses, no comma should be placed before the conjunction

Examples:

words: cookies **and** milk.

phrases: at the beach **or** by the lakeside.

subordinate clauses: what you say **and** what you do

A coordinating conjunction joining **three or more** words, phrases, or subordinate clauses creates a series and requires commas between the elements.

Examples:

words: peanuts, cookies, **and** milk.

phrases: in the mountains, at the beach, **or** by the lakeside.

subordinate clauses: what you think, what you say, **and** what you do

A coordinating conjunction joining **two independent clauses** creates a compound sentence and requires a comma before the coordinating conjunction

Examples:

Tom ate all the peanuts, **so** Phil ate the cookies.

I don't care for the beach, **but** I enjoy a good vacation in the mountains.

العطف يقع بين البنود او الشروط ليربط بينهم ، وليس في بداية أو نهاية الجمل .

علامات الترقيم مع العطف تنسيق:

عندما تنضم بالتزامن تنسيق **كلمتين** أو جملة أو شبه جملة ثانوية، يجب عدم وضع فاصلة قبل أي بالتزامن لأنها ليس مكتملة الجمل **و** فقط كلمتين

وتأتي أداة ربط تنسيق الانضمام **ثلاثة أو أكثر** من الكلمات والعبارات، أو شبه جملة ثانوية يخلق سلسلة في هذي الحالة **تطلب الفواصل بين العناصر الكلمات** والعبارات **كما واضح لنا لأنها أكثر من كلمتين** .
مهم ان نعرف امتى نضع الفواصل وامتى لا نضعهم

وتأتي أداة ربط تنسيق الانضمام **بنتين مستقلين** يخلق الجملة المركبة ويتطلب فاصلة قبل حرف العطف تنسيق

الشروط معروفها الفعل والفاعل واكتمال الجملة في هذي الحالة نضع الفاصله قبل حرف العطف لانه لو حذفنا الجملة التي بعد حرف العطف سوف تكفي الجملة الاولة لانها مكتملة لاتعتمد على الجملة الثانيه من اجل الكمال

Coordinating conjunctions

Coordinating conjunctions connect grammatically equal elements. Coordinating conjunctions are sometimes called the “Fan Boys” conjunctions—For, And, Nor, But, Or, Yet, So.

Conjunction	Function	Example
for	Connects a reason to a result	I am a little hungry, for I didn't eat breakfast this morning.
and	Connects equal similar ideas	John likes to fish and hunt.
nor	Connects two negative sentences	She does not eat meat, nor does she drink milk.
but	Connects equal different ideas	I like to eat fish but not to catch them.
or	Connects two equal choices	Do you prefer coffee or tea?
yet	Connects equal contrasting ideas	It is sunny yet cold.
so	Connects a result to a reason	I did not eat breakfast this morning, so I am a little hungry.

Paired (correlative) conjunctions

Correlative conjunctions are always in pairs. Like coordinating conjunctions, they connect grammatically equal elements. (Please also read the section Parallelism on pages 179–181.)

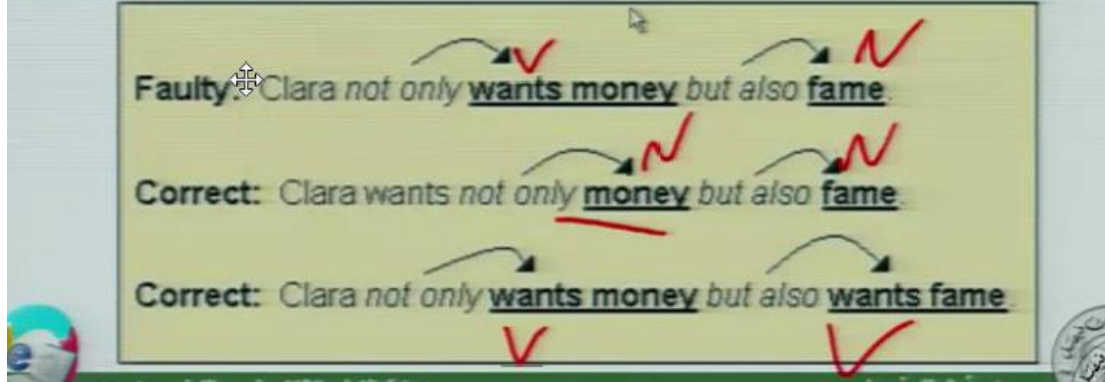
إقران (المتلازم) العطف

العطف المترابطة دائما في أزواج. مثل تنسيق العطف، اتصالهم عناصر متساوية نحويا. مهم الجدول حفظه

❖ PAIRED CONJUNCTION

Conjunction pairs	example
both ... and	Both San Francisco and Sydney have beautiful harbors.
not only ... but also	Japanese food is not only delicious to eat but also beautiful to look at.
either ... or	Bring either a raincoat or an umbrella when you visit Seattle.
neither ... nor	My grandfather could neither read nor write, but he was a very wise person.
whether ... or	The newlyweds could not decide whether to live with her parents or to rent an apartment

These pairs of conjunctions require equal (parallel) structures after each one.



هذه الأزواج من العطف تتطلب المساواة (الموازية) هياكل بعد كل واحد ولكن المثال الاول لا توجد موازنه لانه فعل واسم اما الامثله الاخرى اسم واسم وا فعل وفعل كما واضح لكم في الصورة

The curtains were pulled shut. The school was empty.

➤ The curtains were pulled shut, **and** the school was empty.

2. Alvin has always lived in the city. His parents bought a home in the suburbs.

➤ Alvin has always lived in the city, **yet** his parents bought a home in the suburbs.

3. Biggie Molar has a toothache. He will see the dentist, Dr. I. Yankum.

➤ Biggie Molar has a toothache, **so** he will see the dentist, Dr. I. Yankum.

4. Carmelo received a new Mini Cooper. He passed all his subjects with A's.

➤ Carmelo received a new Mini Cooper, **for** he passed all his subjects with A's.

5. Rod Ketchum worked in the city sewer system. He attended night school.

➤ Rod Ketchum worked in the city sewer system, **but** he attended night school.

6. I may take a trip to Mt. Rushmore. I may stay home.

➤ I may take a trip to Mt. Rushmore, **or** I may stay home

More Exercises

1. The boys were given five detentions each. They had cut Mr. Atom's science class.
 - The boys were given five detentions, **for** they had cut Mr. Atom's science class.
2. I had a chance to buy a ten speed racer. I decided on buying an ATV instead.
 - I had a chance to buy a ten speed racer, **but** I decided on buying an ATV instead.
3. Bike riding enables me to see the sights of the city. It allows me to lose weight.
 - Bike riding enables me to see the sights of the city, **and** it allows me to lose weight.
4. The canoe was old and leaky. We won the race.
 - The canoe was old and leaky, **yet** we won the race.
5. The girls had never played on the team before. They won the first game of the season.
 - The girls had never played on the same team before, **but** they won the first game of the season.
6. He was bigger and stronger than I. I let him kick sand in my face.
 - He was bigger and stronger than I, **so** I let him kick sand in my face.
7. Girls are weaker than boys. Boys are putty in their hands.
 - Girls are weaker than boys, **yet** boys are putty in their hands.

السلام عليكم ورحمة الله وبركاته

ادعو الله الكل يستفيد من ما كتبت **إذا أصبت فهو من الله وحدة وإذا أخطأ فهو مني ومن الشيطان**

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم لي في ظهر الغيب

اخوكم ابو عبدالعزيز (رفيق الصمت)