Reading And Comprehension(3)

Ms. Hadeel Indiwi

9Last

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Let's study! English
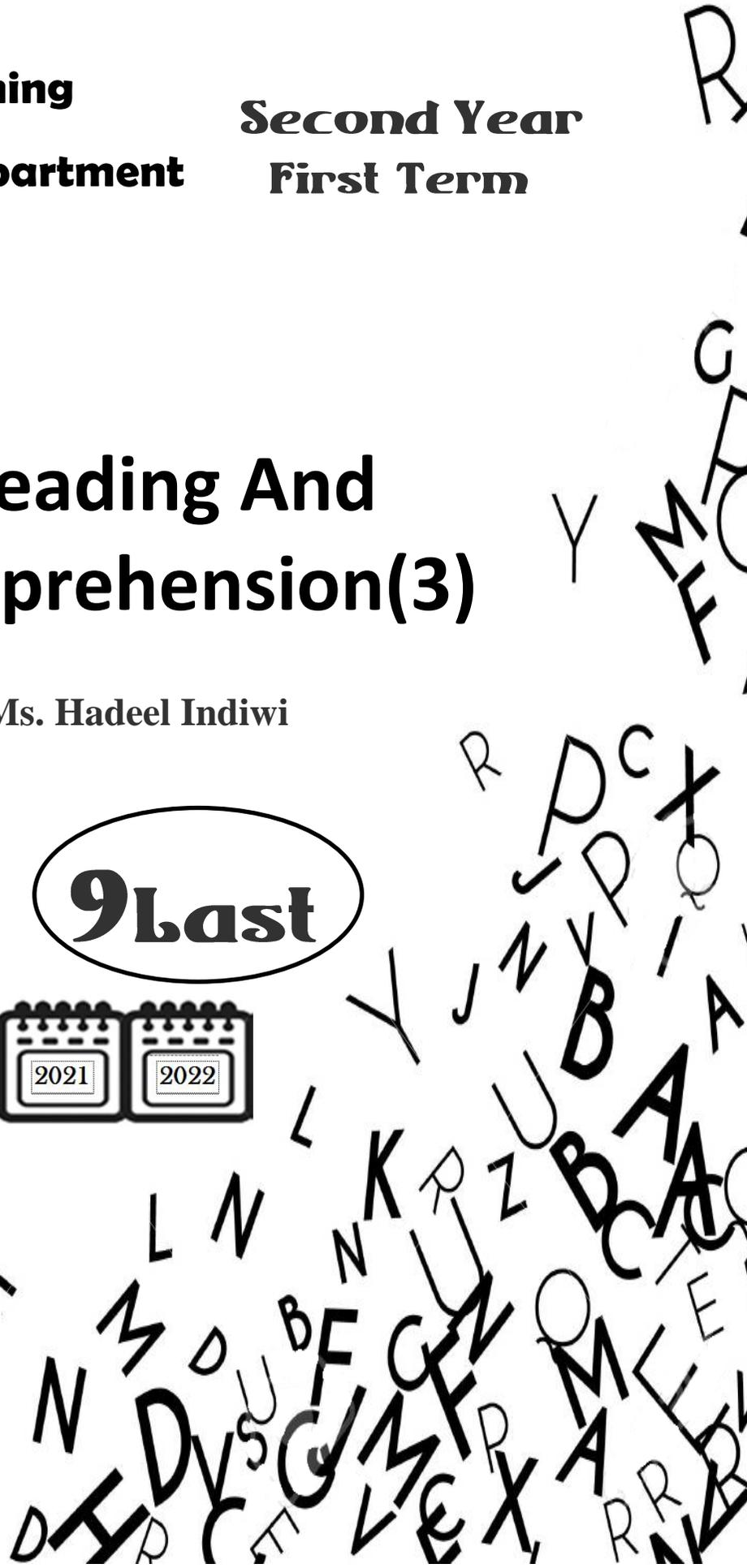
Hello everyone...

What did we have last time, who can tell me?

عمَّ تحدثنا في المحاضرة السابقة؟ من يخبرنا؟

<u>A student</u>: we talked about trade

تحدثنا عن التّجارة

Good morning everyone:

ملاحظات امتحانية:

1 . سوف يأتي في الامتحان أسئلة حفظيه وخاصة من الأوراق الخارجية.

2 . القسم العملي سوف يكون عن القواعد (adverb, adjectives, sentence structure ..etc.)

3 . الأسئلة سوف تكون اختيارية و دقيقة لذا يرجى الانتباه .

4 . حاولوا أن تقرأوا النص كاملا قبل الإجابة .

5 . سوف يكون هناك أسئلة حول الفكرة الأساسية للمقطع.

6 . وسوف يكون هنالك أسئلة عن علامات الترقيم . الخ.ن من خلال أمثلة أو من خلال متى تأتي علامة الترقيم هذه.. الخ .

Now, let's start with Connect Speech.

The Handout:

What is Connected Speech:

When we speak naturally, we do not pronounce a word, stop, and then say the next word in the sentence. Fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words.

عندما نتحدث بشكل طبيعي و بسلاسة، لا نلفظ الكلمات ثم نتوقف ثم نلفظ الكلمة اللاحقة من الجملة. يتدفق الحديث بطلاقة وبإيقاع وتصطدم الكلمات ببعضها البعض. لجعل الكلام يتدفق بسلاسة، يمكن أن تتغير الطريقة التي ننطق بها في نهاية وبداية بعض الكلمات اعتمادًا على الأصوات في بداية هذه الكلمات ونهايتها.

These changes are described as features of connected speech.

توصف هذه التغييرات على أنها ميزات للكلام المتصل.

Sounds Link:

Linking is a way of joining the pronunciation of two words so that they are easy to say and flow together smoothly. In English, there are different ways that this happens.

الربط هو وسيلة لربط نطق كلمتين بحيث يسهل قولهما وتتدفقان معًا بسلاسة. في اللغة الإنجليزية، هناك طرق مختلفة لحدوث ذلك.

Consonant to vowel linking – when the first word ends with a consonant sound and the second word begins with a vowel sound.

ربط حرف العلة –عندما تنتهي الكلمة الأولى بصوت ساكن وتبدأ الكلمة الثانية بصوت متحرك.

ملاحظة: من الأفضل أن يتم حفظ vowel and consonant بالمصطلح الأجنبي وليس العربي .

Vowel to vowel linking – when certain vowels come next to each other, an extra Sound is added to make the link smooth.

ربط حرف العلة بحرف العلة – عندما تأتي بعض أحرف العلة بجانب بعضها البعض ، تتم إضافة صوت آخر لجعل الارتباط سلسًا.

Consonant to Consonant Linking: When a word ends in a consonant sound and the following word begins with a consonant sound, depending on the particular sounds, the last sound of the first word or both the last sound and the first sound of the next word can change.

ربط حرف ساكن بحرف ساكن: عندما تنتهي الكلمة بصوت ساكن وتبدأ الكلمة التالية بصوت ساكن، اعتمادًا على أصوات معينة، يمكن أن يتغير الصوت الأخير للكلمة الأولى أو كل من الصوت الأخير والصوت الأول للكلمة التالية.

Consonant to vowel linking

When one word ends with a consonant sound and the next word begins with a vowel sound, there is a smooth link between the two. In these examples, the link is shown in Red joining the linked words.

عندما تنتهي كلمة واحدة بصوت ساكن وتبدأ الكلمة التالية بحرف علة ، يكون هناك ارتباط سلس بين الاثنين. في هذه الأمثلة ، يظهر الارتباط باللون الأحمر لربط الكلمات المرتبطة.

"Book_on_accounting" → "Bookonaccounting"

Examples: an egg (a negg)

 a fried egg (a friedegg)

a box of eggs (a Boxofegg)

Keep in mind that the sound is what is linked, so don't let the spelling confuse you. For example, the word "please" has a vowel "e" at the end, but it is pronounced /pliz/. Below, the /z/ sound is linked to "omit" because it begins with a vowel sound.

"Please_omit her name." → "Plea zomit her name."

"In_and_out" "I nanout" (the /d/ is dropped)

"Such_anice_evening." "Su cha nicevening"

"Is_Alvin_over there? "I zalvinover there"?

"I'm_already there." "I malready there".

"My goal is to travel around America." My goa lis to travelaroundAmerica.

"Can I sing a song in our accounting class?" Ca nIsinga so nginou

raccounting class?

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Consonant to Consonant Linking
1. Linking between the same stop consonants

Rule 1: When the final consonant sound in the first word is the same as the first sound in the second word, and the sound is a stop (i.e., p, t, k, b, d, g), the sound is held for extra time, then released.

القاعدة 1: عندما يكون الصوت الساكن الأخير في الكلمة الأولى هو نفسه الصوت الأول في الكلمة الثانية ، والصوت هو توقف (على سبيل المثال ، p، t ، k ، b ، d g،) ، يتم تعليق الصوت لوقت إضافي ، ثم إصداره.

So, for "start time," you do this by holding your tongue in the "t" position, and then releasing the "t" after the second "t" in "time" and remember to hold it for extra time.

More examples:
good day   at ten help pay   big garden

2. Linking between the same continuous consonants

Rule 2: To link the same continuous consonant (i.e., s, z, f, v, m, n, l, r, th), hold the linked sound for slightly more time than a single sound.

القاعدة 2: لربط نفس الحرف الساكن المستمر (على سبيل المثال، s،z ، f ،v ، m، n،l ، r ،th)، ، علق الصوت المرتبط لفترة أطول قليلاً من صوت واحد.

This city some money nine nails tough fight

ملاحظة: نحن نتعامل مع أصوات وليس أحرف إي nine الصوت ينتهي ب حرف ساكن (n) وليس متحرك vowel (e)

3. Linking from stop consonants to other consonant sounds

Rule 3: To link different stop sounds, or a stop sound to a continuous sound, do not release the first stop consonant, but hold it and then pronounce the next sound immediately.

القاعدة 3: لربط أصوات التوقف المختلفة، أو صوت التوقف بصوت مستمر، لا تحرر أول حرف ساكن، ولكن احتفظ به ثم الفظ الصوت التالي على الفور.

big deal get through old man cap driver

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Vowel to Vowel Linking

When one word or syllable ends in a vowel, and the next word or syllable begins with a vowel, we insert a glide sound to connect them together - either J or W.

عندما تنتهي كلمة أو مقطع لفظي بحرف متحرك، وتبدأ الكلمة أو المقطع التالي بحرف متحرك، نقوم بإدخال صوت انزلاقي لربطهما معًا – إما J أو W.

Choosing the glide sound will depend on the position of your lips. If your lips are spread out, like in the EE /i/ and AI /aɪ/ vowels, you use the Y sound to connect the words together. E.g.: the end. If your lips are rounded, like in the OH /oʊ/ and OO /u/ vowels, then you use a W sound to connect the words together. E.g.: go away, two eggs, three eggs

e write	first word ends with	we say
pay all	/eɪ/	pay_yall
the end	/i:/	the_yend
lie on	/aɪ/	lie_yon

we write	first word ends with	we say
go out	/əʊ/	go$_w$out

| too often | /u:/ | too$_w$often |

Now, let's move to **Clauses.**

Relative pronouns: that, which, who, whom, whose, what

Indefinite relative pronouns: whoever, whomever, whatever, whichever, whether, if

Interrogative pronoun: who

Interrogative adjective: what

Interrogative adverb: how

Subordinating conjunctions: how, if, when, whenever, where, whether, why.

ملاحظة: تم ذكر coordinating conjunctions, subordinating conjunction **في المحاضرة 2 . لكن تم ذكرها بشكل أوسع بهذه المحاضرة.**

Coordinate conjunction: Connect two independent clauses to make one compound sentence. A comma is used before the coordinating conjunction words.

Conj.	Meaning	function	Example
for	because	Shows reasons or purpose	She was tired when she arrived in class, **for** she had studied all night.
And	In addition to	Connects two or more ideas	I like to eat cookies, **and** I like to drink milk
Nor	And not	Shows a result of negation	Monica does not know about Michael and Bobby, nor about Jessica and Susan.
But	However	Shows contrast	I tried out for the basketball team, **but** I didn't make it.
Or	Either	Shows choices	
Yet	But	Shows unexpected contrast	It's snowing outside, **yet** it's the middle of summer!
So	Therefore	Shows consequence	The lady was feeling ill, **so** she went home to bed.

Coordinating conjunctions are words used as joiners. They join different kinds of grammatical structures; they connect words, phrases, and clauses that are of equal importance and in structure. Coordinating conjunctions go in between items joined, not at the beginning or end. Coordinating conjunctions are important when creating compound sentences. There are seven conjunctions for you to remember and they can easily be remembered by learning the acronym: FANBOYS.

Coordinating conjunctions هي الكلمات التي تستخدم للربط. تربط أنواع مختلفة من التراكيب النحوية ؛ تربط الكلمات والعبارات والجمل المتساوية في الأهمية والبنية. Coordinating conjunctions تقع بين العناصر التي نريد ربطها ، وليس في البداية أو النهاية. تنسيق coordinating conjunctions مهم عند إنشاء جمل مركبة. هناك سبع Conjunctions يجب عليك تذكرها ويمكن تذكرها بسهولة من خلال تعلم الاختصار FANBOYS

F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Subordinate conjunction: connect **independent and independent clauses** to make a <u>complex sentence</u>. A comma is used to separate the dependent clause from the independent clause if the subordinate conjunction comes at the beginning.

E.g. Even if the movies are closed, we could still go to the mall.

No comma is used between if the subordinate conjunction comes in the middle.

E.g. We could still go to the mall **even if** the movies are closed.

Time	Cause and Effect	Contrast	Condition
When	Because	Although	If
Since	Since	Even though	Unless
Until	Now that	Whereas	Only if
Before	As long as	While	Whether or not
After		Though	Even if
While			
As			
By the time			
As soon as			

Transitions: Are words and phrases that provide a connection between two independent sentences.

A semi colon is used before the transition word; it should be followed by a comma.

E.g. Lily travelled to Europe last summer; **however**, Dan found a job and stayed in his hometown.

Addition	Contrast	Order of Time	Introduction
Moreover	Nevertheless	First, second	For instance
Furthermore	On the other hand	Then	Including
Also		Next	Such as
In addition	Nonetheless	Finally	To illustrate
Besides	Despite	meanwhile	
	In contrast		
	Contrary to		

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The Handout
Clause

Like a phrase, a clause is a group of related words, but unlike a phrase, a clause has a Subject and predicate.

مثل العبارة، الجملة عبارة عن مجموعة من الكلمات ذات الصلة، ولكن على عكس العبارة، تحتوي الجملة على فاعل ومسند.

Very Important Note:

Complex sentence: When I have 2 clauses, dependent and independent clauses. With a subordinate conjunction.

Compound sentence: 2 independent sentences joined by coordinate conjunction.

Simple sentence: 1 subject and 1 verb.

When I'm connecting 2 Verbs or 2 subjects with a coordinating conjunction, it is still simple sentence not Compound.

Ex: Go and Walk.

Types of Clauses:

An **independent clause or main clause**, along with having a subject and predicate expresses a complete thought and can stand alone as a sentence. On the contrary, a **subordinate** or **dependent clause** does not express a complete thought and therefore is not a sentence.

جملة مستقلة أذلك،ة رئيسية، جنبًا إلى جنب مع وجود فاعل ومسند تعبر عن فكرة كاملة ويمكن أن تقف بمفردها كجملة. على العكس من ذلك ، فإن subordinate or dependent clause لا تعبر عن فكرة كاملة وبالتالي فهي ليست جملة.

Every **main clause/independent clause** will follow this pattern:

ستتبع كل جملة رئيسية / جملة مستقلة هذا النمط:

SUBJECT + VERB = COMPLETE THOUGHT.
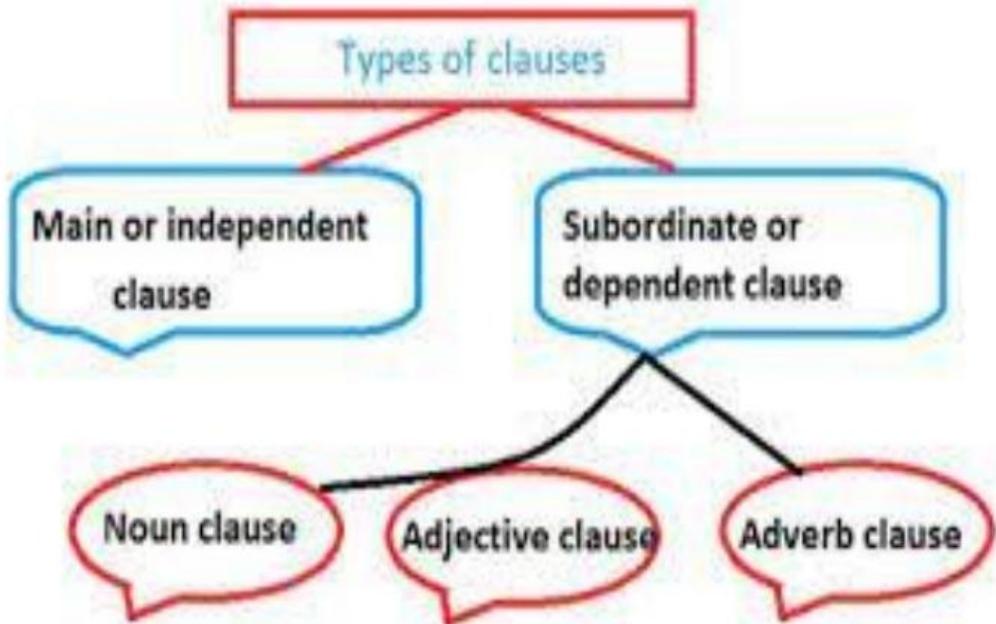
Here are examples:

 My dog loves pizza crusts.

My dog = subject; **loves** = verb.

Cola spilled over the glass and splashed onto the counter.

 Cola = subject; **spilled, splashed** = verbs.

Remember that every sentence must have at least one main clause.

تذكر أن كل جملة يجب أن تحتوي على جملة رئيسية واحدة على الأقل.

Subordinate clauses/Dependent clause

A subordinate clause has a subject and predicate but, unlike an independent clause, cannot stand by itself. It depends on something else to express a complete thought, which is why it is also called a **dependent clause.** Typically, a dependent clause is made dependent due to certain words or phrases that modify the sentence to be incomplete. These words or phrases include the subordinating conjunctions. Some common subordinating conjunctions are: after, although, as, as if, because, before, even if, even though, if, in order, to, since, though, unless, until, whatever, when, whenever, whether, and while. Some subordinate clauses are introduced by relative pronouns (who, whom, that, which, what, whose).

تحتوي subordinate clause على فاعل ومسند ولكن ، على عكس الجملة المستقلة ، لا يمكنها أن تعطي معنى بمفردها. يعتمد الأمر على شيء آخر للتعبير عن فكرة كاملة ، وهذا هو سبب تسميته أيضًا بعبارة تابعة. عادةً ما يتم جعل الجملة

التابعة معتمدةً على بعض الكلمات أو العبارات التي توضح الجملة لتصبح غير مكتملة. تتضمن هذه الكلمات أو العبارات تتضمن subordinate conjunction. بعض subordinate conjunction الشائعة هي: after, although, as, as if, because, before, even if, even though, if, in order, to, since, though, unless, until, whatever, when, whenever, whether, and while

يتم تقديم subordinate clauses بواسطة relative pronouns وهي (who, whom, that, which, what, whose).

A subordinate clause will follow this pattern:

<u>Subordinate Conjunction + Subject + Verb</u>

<u>=</u>

<u>Incomplete Thought</u>

Here are examples:

 Because my dog loves pizza crusts, he never barks at the delivery man.

Because = subordinate conjunction; my dog = subject; loves =verb.

 Anthony ran for the paper towels **as cola spilled over the glass and splashed onto the counter.**

As = subordinate conjunction; **cola** = subject; **spilled**, **splashed** = verbs.

<u>Remember that subordinate clauses can never stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a **main clause.**</u>

تذكر أن subordinate clauses لا يمكن أن تقف وحدها كجمل كاملة. لإكمال الفكرة، يجب عليك إرفاق كل subordinate clause بجملة رئيسية.

These are the patterns:

<u>MAIN CLAUSE + Ø + SUBORDINATE CLAUSE.</u>

Anthony ran for the paper towels **as cola spilled over the glass and splashed onto the counter.**

<u>SUBORDINATE CLAUSE + , + MAIN CLAUSE.</u>

Because my dog loves pizza crusts, he never barks at the deliveryman.

Types of subordinate clause / dependent clause

Subordinate clause can act as an adjective, noun, or an adverb in a sentence. There are three types of subordinate clause depending upon its function in a sentence: **noun clause**, **adverb clause**, and **adjective clause**.

يمكن أن تعمل subordinate clause كصفة أو اسم أو ظرف في الجملة. هناك ثلاثة أنواع من subordinate clause اعتمادًا على وظيفتها في الجملة: noun clause, adverb clause, and adjective clause.

Noun clauses describe something about the verb or the sentence. Any clause that functions as a noun becomes a noun clause.

تصف noun clause شيئًا عن الفعل أو الجملة. أي جملة تعمل كاسم تصبح جملة اسمية. (Noun clause)

Noun clause will follow this pattern:
Relative Pronoun + Subject + Verb =Incomplete Thought.
Relative Pronoun as Subject + Verb = Incomplete Thought.

Consider this sentence:
 You really do not want to know **the ingredients** in Aunt Nancy's stew.
Ingredients = noun.
If we replace the noun ingredients with a clause, we have a noun clause:
 You really do not want to know **what Aunt Nancy adds to her stew.**
What Aunt Nancy adds to her stew = noun clause.
We use relative pronouns (who, what, which, whose, whoever, whatever, when, where, why, whether, how and that) in noun clauses.

نستخدم (relative pronouns: who, what, which, whose, whoever, whatever, when, where, why, whether, how and that) في noun Clauses.

Noun clause functions as a subject, direct object, indirect object, and as a subject complement after linking verbs.

تعمل noun phrase كفاعل، مفعول به مباشر ، ومفعول به غير مباشر ، كفاعل مكمل بعد الأفعال الرابطة .

What she is doing is not known. (noun clause as a subject)

 I noticed **where they were going.** (noun clause as a direct object)

 I will give **whoever gets the best mark** a new calculator. (noun clause as an indirect object)

 You look **what you claim to be.** (noun clause as a subject complement after look)

Adjective clause: An adjective clause is a subordinate clause used to modify a noun or a pronoun in the main clause. It may be introduced by the pronouns who, whose, whom, which, or that (and sometimes when or where). These pronouns are called relative pronouns because they relate to a noun or a pronoun in the sentence. Occasionally, no relative pronoun is used, but it is implied or understood. Like subordinate clauses, adjective clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought. Adjective clause functions as an adjective, answering the questions What kind? How many? or which one?

Adverbial clause: adverbial clause عبارة عن subordinate clause
تُستخدم لتوضيح اسم أو ضمير في الجملة الرئيسية. يمكن تقديمه بواسطة الضمائر who، who ، who ، (and sometimes when or where)، or that.
تسمى هذه الضمائر relative pronouns لأنها تتعلق باسم أو ضمير في الجملة. في بعض الأحيان، clauses،تخدام relative pronoun، ولكن يتم فهمه ضمنيًا. مثل subordinate clauses ، لا يمكن أن تكون adjective clauses منفصلة كجمل كاملة. يجب عليك ربطهم بالجمل الرئيسية لإنهاء الفكرة. Adjective clause تعمل كصفة تجيب على الأسئلة أي نوع؟ كم العدد؟ أو أي واحد؟

Consider this sentence:

 This is a book **that** I like.

That = relative pronoun; **I** = subject; **like** = verb

The patterns look like these:

Relative Pronoun or Adverb + Subject + Verb = Incomplete Thought.

 Is she the girl **whom you met at the party?** (whom relates to girl)

This is a book **that** I like. (that relates to book)

 This is a book **I like.** (that is implied)

 This is a house **where Washington slept.** (where relates to house)

Relative Pronoun as the Subject + Verb = Incomplete Thought.

WHO (used for people as subjects)

My friend missed the lecture. + She borrowed Sam's notes to review.

→My friend **who missed the lecture** borrowed Sam's notes to review.

WHOM (used for people as objects)

The candidate won by a landslide. + Many people admire him.

→The candidate **whom many people admire** won by a landslide.

WHOSE (used to indicate possession)

I admire Professor Brooks. + His books were stolen.

→I admire Professor Brooks, **whose books were stolen.**

THAT (use for people, place, and things introduces information necessary to explain a noun)

I met a man on the bus today. + He works at the World Bank.

→The man **that I met on the bus** today works at the World Bank.

WHICH (used for places, things introduces extra information about an already specific noun)

My new car needs very little gas. + It was a gift from my son.

→My new car, **which was a gift from my son**, needs very little gas.

NOTE: When an adjective clause provides extra information, it is set off by commas.

ملاحظة: عندما adjective clause توفر معلومات إضافية، ينم الفصل بينها بفاصلة

WHEN and **WHERE** (used to replace in which, on which, etc. not which)

July 25 was sad for me. + I left home on that day.

→July 25, **when I left home,** was sad for me.

I have always wanted to visit the big house. + Julio lives in that house.

→I have always wanted to visit the big house **where Julio lives.**

WHY (usually introduces a noun clause)

My cousin ran away. + I don't know why.

→ I don't know **why my cousin ran away.**

Punctuating can be tricky. You must decide if the adjective clause is essential or nonessential and then use commas accordingly. Essential adjective clauses do not require commas. An adjective clause is essential when you need the information it provides. The clause helps determine which one of many the writer means.

وضع علامات الترقيم يمكن أن يكون صعب. يجب أن تحدد ما إذا كانت adjective clause أساسية أم غير أساسية ثم استخدام الفواصل وفقًا لذلك. عندما تكون adjective clause أساسية لا تتطلب فاصلات. تكون adjectiveأساسية عندما تحتاج إلى المعلومات التي توفرها. تساعد هذه الجملة في تحديد أي واحد من بين العديد من الكلمات التي يقصدها الكاتب.

⬥ A dog **that eats too much pizza** will soon develop pepperoni breath.

Dog is nonspecific. To know which dog we are talking about, we must have the information in the adjective clause. Thus, the adjective clause is essential and requires no commas.

Dog غير محدد. لمعرفة الكلب الذي نتحدث عنه، يجب أن تكون لدينا المعلومات في adjective clause. وبالتالي، فإن adjective clause أساسية ولا تتطلب فواصل.

If, however, we revise dog and choose more specific words instead, the adjective clause becomes nonessential and does require commas to separate it from the rest of the sentence.

ومع ذلك، إذا قمنا بمراجعة dog واخترنا كلمات أكثر تحديدًا بدلاً من ذلك، فإن adjective clause تصبح غير أساسية وتتطلب فواصل لفصلها عن بقية الجملة.

⬥ My dog Floyd, **who eats too much pizza,** has developed pepperoni breath.

Another example:

 The vegetables **that people leave uneaten** are often the most nutritious.

If, however, we eliminate vegetables and choose a more specific noun instead, the adjective clause becomes nonessential and does require commas to separate it from the rest of the sentence.

ومع ذلك، إذا استبعدنا vegetables واخترنا اسمًا أكثر تحديدًا بدلاً من ذلك، فإن adjective clause تصبح غير أساسية وتتطلب فاصلات لفصلها عن بقية الجملة.

 Broccoli, **which people often leave uneaten**, is very nutritious.

Adverbial clauses: Many subordinate clauses begin with subordinating conjunctions called adverbial clauses. Like an adverb, it modifies a verb, an adjective,-clause, or another adverb clause in the sentence. It add information to a verb of the main clause in terms of **time, frequency, condition, cause and effect and intensity** What these conjunctions have in common is that they make the clauses that follow them unable to stand alone. The clauses act as adverbs, answering questions like how, when, where, why, to what extent, and under what conditions.

Adverbial clause: تبدأ العديد من subordinate clause بsubordinate conjunctions تسمى adverbial clause. مثل الظرف، فإنه يوضح فعلًا أو صفة أو جملة أو adverb clause أخرى في الجملة. إنها تضيف معلومات إلى فعل الجملة الرئيسية من حيث **الوقت والتكرار والحالة والسبب والنتيجة والشدة.** ما تشترك فيه هذكظظروف،nctions هو أنها تجعل الجمل التي تليها غير قادرة على أن تعطي معنى بمفردها. تعمل هذه الجمل كظروف ، تجيب على أسئلة مثل كيف ومتى وأين ولماذا وإلى أي مدى وتحت أي ظروف.

It mostly uses the following subordinating conjunctions:

Time: when, whenever, since, until, before, after, while, as, by the time, as soon as

Cause and effect: because, since, now that, as long as, so, so that

Contrast: although, even, whereas, while, though

Condition: if, unless, only if, whether or not, even if, providing that, provided that, in case

While Mauna Loa was erupting and spewing fountains of lava into the air, we drove away as quickly as we could.

While = a subordinating conjunction introducing the adverbial clause. Mauna Loa = the subject; was erupting and [was] spewing = verb. The adverbial clause answers the question when did we drive?

 The group of tourists decided to have lunch in the village because the van needed repairs.

Because = subordinating conjunction. The van = subject; needed = verb; the adverbial clause answers the question why the tourists decided to have lunch in the

village.

Now, let's go to the text:

My Mother and I:

1. My mother believed you could be anything you wanted to be in America. You could open a restaurant; you could work for the government and get good retirement. You could buy a house with no money down. You could become rich and instantly famous.

اعتقدت والدتي أنك يمكن أن تكون أي شيء تريده في أمريكا. يمكنك فتح مطعم، يمكنك العمل في الحكومة والحصول على تقاعد جيد. يمكنك شراء منزل بدون نقود. يمكن أن تصبح ثريًا ومشهورًا على الفور.

2.   "Of course you can be a prodigy, too," my mother said when I was nine. "You can be the best anything."

"بالطبع يمكنك أن تكون معجزة أيضًا، " قالت والدتي عندما كنت في التاسعة من عمري. "يمكنك أن تكون الأفضل في أي شيء".

3. America was where all my mother's hopes lay. She had come here in 1949 after losing everything in China: her parents, her home, her first husband and two daughters. But she never looked back with regret. There were so many ways for things to get better.

كانت أمريكا حيث تكمن كل آمال أمي. جاءت إلى هنا في عام 1949 بعد أن فقدت كل شيء في الصين: والديها ومنزلها وزوجها الأول وابنتاها. لكنها لم تنظر إلى الوراء بأسف. كان هناك العديد من الطرق لكي تتحسن الأمور.

4. Every night after dinner, my mother and I would sit at the kitchen table. She would present new tests, taking her examples from stories of amazing children she had read in Ripley's Believe It or Not', or Reader's Digest, and a dozen other magazines she kept in a pile in our bathroom. My mother got these magazines from people whose houses she cleaned and since she cleaned many houses each week, we had o great assortment. She would look through them all, searching for stories about remarkable children.

في كل ليلة بعد العشاء، كنا نجلس أنا وأمي على طاولة المطبخ. كانت تقدم اختبارات جديدة ، مع أخذ أمثلة لها من قصص الأطفال الرائعين الذين قرأتهم في Ripley's Believe It or Not، أو Reader's Digest وعشرات المجلات الأخرى التي احتفظت بها في كومة في حمامنا. حصلت والدتي على هذه المجلات من الأشخاص الذين نظفت منازلهم ، وبما أنها كانت تنظف العديد من المنازل كل أسبوع ، فقد كان لدينا تشكيلة رائعة. كانت تنظر في كل منهم ، وتبحث عن قصص عن أطفال رائعين.

5. The first night she brought out a story about a three-year. Old boy who knew the capitals of all the states and even most of the European countries.

في الليلة الأولى أخبرتني قصة عن طفل عمره ثلاث سنوات. يعرف عواصم جميع الدول وحتى معظم الدول الأوروبية.

6. "What's the capital of Finland?" my mother asked me, looking at the story.

"ما هي عاصمة فنلندا؟" سألتني والدتي. و هي تقرأ القصة.

7. All I knew was the capital of California, because Sacramento was the name of the street we lived on in Chinatown. "Nairobi!" I guessed, saying the most foreign word I could think of. She checked to see if that was possibly one way to pronounce "Helsinki" before showing me the answer.

" وهيكنت أعرفه هو عاصمة كاليفورنيا ، لأن ساكرامينتو كان اسم الشارع الذي كنا نعيش فيه في الحي الصيني. خمنت "نيروبي!" وهي أكثر كلمة أجنبية يمكن أن أفكر بها. قامت بالتحقق لمعرفة ما إذا كانت هذه إحدى طرق نطق "هلسنكي" قبل أن تريني الإجابة.

8. The tests got harder-multiplying numbers in my head, finding the queen of hearts in a deck of cards, trying to stand on my head without using my hands, predicting the daily temperatures in Los Angeles, New York and London.

حصلت الاختبارات على أرقام مضاعفة أصعب في رأسي كمحاولة إيجاد ملكة القلوب في مجموعة أوراق اللعب، محاولة الوقوف على رأسي دون استخدام يدي ، التنبؤ بدرجات الحرارة اليومية في لوس أنجلوس ونيويورك ولندن.

9. After seeing my mother's disappointed face time and time again, something inside of me began to die. I hated the tests, the raised hopes and failed expectations. Before going to bed scratch out the face in the mirror. staring back at me was angry, powerful. This girl and I were my reflection, blinking so I could see more clearly. The girl me-because I had never seen that face before. I looked at girl! I made high-pitched noises like a crazed animal, trying to scratch out the face in the mirror

بعد رؤية وجه والدتي المحبط مرارًا وتكرمجنون،دأ شيء ما بداخلي يموت. كرهت الاختبارات والآمال المبنية والتوقعات الفاشلة. اخدش وجهي في المرآة قبل الذهاب للنوم. فقد كان انعكاسي غاضبًا وقويًا. كنت أنا وهذه الفتاة انعكاسًا لي ، وأومض عيناي حتى أتمكن من الرؤية بشكل أكثر وضوحًا. الفتاة أنا – لأنني لم أر هذا الوجه من قبل. نظرت إلى الفتاة! و أصدرت أصواتً عالية النبرة مثل حيوان مجنون ، محاولًا خدش الوجه في المرآة.

10. And then I saw what seemed to be the prodigy side of me-because I had never seen that face before. I looked at my reflection, blinking so I could see more clearly. The girl staring back at me was angry, powerful. This girl and I were the same. I had new thoughts, willful thoughts, or rather thoughts filled with lots of won'ts. I won't let her change me, I promised myself. I won't be what I'm not.

ثم رأيت ما بدا أنه الجانب المعجزة مني – لأنني لم أر هذا الوجه من قبل. نظرت إلى انعكاسي ، وأومضت حتى أتمكن من الرؤية بشكل أكثر وضوحًا. كانت الفتاة التي كانت تحدق في وجهي غاضبة وقوية.   هذه الفتاة وأنا كنا نفس الشيء. راودتني أفكار جديدة ، أو أفكار متعمدة ، أو بالأحرى أفكار مليئة بالكثير من الرفض. وعدت نفسي لن أسمح لها بتغييري. لن أكون ما لست عليه.

New words:

1. Prodigy: عبقري
2. Assortment: تصنيف
3. Remarkable: مدهش
4. Crazed: مخبول
5. Scratch out: يمحي
6. Blink: أومض/ رمش

ملاحظة: هذا Hound out لم يتم إعطاءه ولكنه مطلوب .

The Handout.

Correlative conjunctions.

Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one Sentence element to another. Correlative conjunctions include pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." For example:

Correlative conjunctions هي نوع من tag-team conjunctions. يأتون في أزواج، وعليك أن تستخدمهما في أماكن مختلف، "في جملة لجعلهما يعملان. يحصلون على أسمائهم من حقيقة أنهم يعملون معًا (co) ويربطون أحد عناصر الجملة بعنصر آخر. تتضمن Correlative conjunctions أزواج مثل " both/and," "either/or," "neither/nor," "not/but" and "not only/but also." علي سبيل المثال:

Either…or	I want *either* **the cheesecake** *or* **the chocolate cake**.
Both…and	We'll have *both* **the cheesecake** *and* **the chocolate cake**.
Whether…or	- I didn't know *whether* you'd want the cheesecake *or* the chocolate cake, so I got both.
Neither…nor	Oh, you want *neither* **the cheesecake** *nor* **the chocolate cake**? No problem.
Not only…but also	I see you're in the mood *not only* **for desserts** *but also* **appetizers**.

Correlative conjunctions are more similar to coordinating conjunctions than to subordinating conjunctions because the sentence fragments they connect are usually equal. Subordinating conjunctions connect independent clauses and dependent clauses, which have very different functions. Coordinating conjunctions and correlative conjunctions, on the other hand, connect words and phrases that carry equal weight in the sentence.

Correlative conjunctions هي أكثر شبهاً coordinating conjunctions أكثر من subordinating conjunction لأن أجزاء الجملة التي تربطها تكون عادةً متساوية. تربط subordinating conjunction الجمل المستقلة والجمل التابعة ، والتي لها وظائف مختلفة جدًا. من ناحية أخرى، يربط coordinating conjunctions and correlative conjunctions بين الكلمات والعبارات التي تحمل نفس الأهمية في الجملة.

Remember that correlative conjunctions link equivalent elements.

تذكر أن correlative conjunctions تربط العناصر المتكافئة.

 Either go big **or** go home.

The equivalent elements being linked are go big and go home. They are both verbs.

 It was neither **big** nor **clever**.

The equivalent elements are big and clever. They are both adjective.

 They stole not only **the TV** but also **the satellite dish**.

The equivalent elements are the TV and the satellite dish. They are both noun phrases.

"Both/and" connects either two subjects or two objects:

 Both **Jon** and **Lauren** enjoyed the movie. (subjects)

Jon enjoyed both **the movie** and **the company**. (objects)

"As/as" compares nouns using an adjective or an adverb:

Peter is as **tall** as **Jeff**.

A lion can't run as **fast** as a **cheetah**

"Not only/ but also" can connect nouns or entire clauses:

I'm not only **going to the concert**, but also **meeting the band backstage!**

Not only **will I see your** $10, but also **raise you** $20.

Correlative Conjunctions require parallel structure. They connect words and phrases and clauses.

تتطلب correlative conjunctions بنية متوازية. يربطون الكلمات والعبارات والجمل.

Either ... or, neither ... nor, and not only ... but also require special attention when you are proofreading for parallelism. Be sure that you have equal grammatical units after both parts ... Either ... or, neither ... nor, and not only ... but also

تتطلب اهتمامًا خاصًا عندما تقوم بالتدقيق اللغوي للتوازي. تأكد من أن لديك وحدات نحوية متساوية بعد الجزأين.

You can have two main clauses like this:

Not only **did Michael grill a steak for Tiffany**, but he also prepared a hotdog for Rocket, her dog.

You can shorten the sentence with two prepositional phrases:

Michael grilled meat not only f**or Tiffany** but also **for Rocket,** her dog.

You can have two nouns as this version does:

Michael grilled meat for not only **Tiffany** but also **Rocket, her dog.**

* * * * * * * * * * * * * *

Subject – verb agreement:

When using correlative conjunctions, the subject-verb agreement is very important for the sentence to make sense.

عند استخدام correlative conjunctions، يكون اتفاق الفاعل والفعل مهمًا جدًا لكي تكون الجملة منطقية.

Joining two singular subjects = singular subject

When correlative conjunctions join sentences with two singular subjects, the verb used must also be singular. However, when we use the correlative conjunction pair both..and, we can use a plural verb form.

عندما تربط correlative conjunctions جملتين منفصلتين، يجب أن يكون الفعل المستخدم أيضًا مفردًا. ومع ذلك ، عندما نستخدم correlative conjunctions (both..and).. يمكننا استخدام صيغة الجمع.

 Neither **Ravi** nor **his brother** is coming with us.

Joining two plural subjects = plural verb

When correlative conjunctions join sentences with two plural subjects, the verb used must be a plural one.

عندما تربطcorrelative conjunctions جمل لديها فاعلين جمع، يجب أن يكون الفعل المستخدم هو صيغة الجمع.

 Neither **the students** nor **the teachers** were present at the candlelight march.

Joining one singular subject and one plural subject = verb agrees with the closest subject

When correlative conjunctions join sentences with one singular and one plural subject, the verb used must agree to the noun or subject it is placed closest to in the sentence. (The verb „like‟ is plural and is used because it is closest to the noun „kids‟ which is also plural).

عندما تربط correlative conjunctions الجمل مع فاعل مفرد وآخر جمع، يجب أن يوافق الفعل المستخدم مع الاسم أو الفاعل الأقرب له في الجملة.

 Neither **my husband** nor **my kids** like reading books.

Don't forget that neither/nor plays a negative role.

Be aware that neither/nor plays a negative role in your sentence. Be careful not to use double negative.

 We did not discuss neither the flooding nor the landslide. = This is a double negative.

Remember that two negatives make a positive. So, the example above means that the flooding and the landslide were discussed; however, this would not have been the intended meaning.

لذا،أن اثنين من السالب يعطي موجب. لذا ، فإن المثال أعلاه يعني أنه تمت مناقشة الفيضانات والانهيارات الأرضية ؛ ومع ذلك ، لم يكن هذا هو المعنى المقصود.

Here are two better options:
 We discussed neither the flooding nor the landslide.
 We did not discuss either the flooding or the landslide.
<u>Don't use a comma with a correlative conjunction</u>.

<u>لا تستخدم فاصلة مع Correlative conjunctions.</u>

تنويه : بالنسبة لأرقام الصفحات المذكورة في المحاضرة الأولى تجدونها ضمن المحاضرات كالآتي :

Pg15: Punctuation lecture No.2 ...
Pg 47: Grave Yard of the Atlantic Lecture No.4
Pg 67: public places have eyes lecture No.3...
Pg 79: Discrimination in Textbooks Lecture No.5...
Pg 115: Story of an Hour lecture No.6...
Pg 125: Women Lecture No.8...
Pg157: Brave little Parrot. **محذوف**
Pg 195: Leaving America. **محذوف**
Pg 205: My Mother and I lecture No.9

The Tell-Tale Heart lecture No.7
<u>ليس موجود في الكتاب تم إعطاءه من قبل الآنسة</u>

Never give u

That's all for today

Thank you very much