

AYDI EST.

Open Learning * Translation

2021-2022

First Year

First Term



3+4



Grammar I

28.05.2022

04.06.2022

أ. غفران الشيخ عمر



Grammar I 1.3+4

AYDI 2022/ T1

LECTURE No.3 28.05.2022

HELLO EVERYONE!

في الامتحان سيأتي ٤٠ أو ٥٠ سؤال.

Go to page 20:

1.3.4 Adverbials/Adjuncts

Adverbials or adjuncts are members of the group of words called adverbs, but they are not necessarily just single **words** (quickly, beautifully, kindly). They can also be word groups (at the party, at nine o'clock, on the table). They are sometimes called **adverb phrases** or **adverbial phrases**.

الظروف ليس بالضرورة أن تكون كلمة واحدة فقط إذ يمكن أن تكون عبارة أيضاً مثل (at the party).

- Adverb: ظرف
- Adverbial phrase: عبارة ظرفية

The function of an **adjunct** is to say something about the circumstances of an event or situation, for example **when** it occurs, **how** it occurs, **how much** it occurs, or **where** it occurs. It is usually an optional part of the sentence.

- She ran **quickly**. (How did she run?)
- She played the violin **beautifully**. (How did she play?)
- She spoke kindly but **shyly**. (How did she speak?)
- He answered me **coldly**. (How did he answer me?)
- He closed the door **angrily**. (How did he close the door?)
- We met them **at the party**. (Where did we meet them?)
- They arrived **at nine o'clock**. (When did they arrive?)

*

Forms of adjuncts:

Adjuncts may be formed from just one adverb or they can be formed of more than one adverb which are then called **adverbial phrases**. They can also be in the form of **prepositional phrases**. However, sometimes **noun phrases** and **adverbial clauses** may act as adjuncts too.

هنا تأتي الأسئلة على نمط أسئلة الدكتور عمار صندوق يعني ممكن أن أعطيك جمل وأضع خط تحت الـ (adjunct) وأسألكم ما نوع هذا الـ (adjunct) وفي الامتحان سيكون لديكم ٥ خيارات.

على سبيل المثال (at the party) عبارة عن ثلاث كلمات أي (adverbial phrase) وكذلك الأمر بالنسبة لـ (at university) و (at school).

الـ (prepositional phrase) تبدأ بـ (preposition) مثل (at/in/on).
ما الفرق بين الـ (clause) والـ (phrase)؟

- Clause: عبارة فيها فعل
- Phrase: عبارة ليس فيها فعل
- **When I go to university,..... (clause)**

*

a) Adverbs and adverbial phrases:

i) Adverbial phrases usually consist of more than one adverb.

- He acted **very clumsily**.
- I cannot speak **too highly** of him.
- He takes his studies **very seriously indeed**.
- He did not play **well enough**.

الـ (adverbial phrase) هو (adverb) مكوّن من أكثر من كلمة واحدة.

ii) However, adverbs very often occur on their own.

- She spoke **gently**.
- He **greatly** admired his work.
- The number will **probably** be higher than we expected.

هنا لدينا (single adverb).

كلمة (higher) عبارة عن (adjective) وليس (adverb)، أنتم حفظتم أن هذه الجملة مثال على الـ (adverb) في الكتاب لكن أنا في الامتحان قد لا أضع خط تحت (probably) بل أضع خط تحت (higher) وأسألكم ما نوع هذه الكلمة، أي أنني قد أضللكم قليلاً كي أعرف من درس بتركيز ومن لم يدرس بتركيز، لذلك يرى بعض الطلاب أن أسئلتني صعبة مع أنني فقط أتلاعب بمثل هذه الأمور وأتبع بعض الـ (tricks).

*

b) Prepositional phrases:

Adjuncts consisting of a preposition and a noun phrase, such as 'in a book' and 'to the airport', are called **prepositional phrases**. The most basic use of prepositional phrases is to indicate position and direction.

- All her notes lay **on the table**.
- The voice was coming **from our house**.

واضح من الاسم أن الـ (prepositional phrase) تبدأ بـ (preposition)، و (on the table) هي عبارة جار ومجرور بدأت بحرف جر.

*

c) Noun phrases:

Occasionally, **noun phrases** can also be used as adverbials.

- We were having an exam **this time yesterday**.

كلمة (yesterday) لوحدها عبارة عن (adverb) ولكن (this time yesterday) مع بعضها اسمها (adverbial phrase) لأنها أكثر من كلمة معاً، و (this time yesterday) عبارة عن (noun phrase).

وفي الامتحان يمكن أن أضع لكم خط تحت (this time yesterday) وأسألكم ما نوع هذه الـ

(phrase) هل هي (noun phrase) أم (prepositional phrase) إلخ.

*

d) Adverbial clause:

Sometimes, a group of words including a verb functions as an adverb, this is called **adverbial clause**:

- I tidy up the dinning table **when everybody finishes eating lunch.**
- Laila prepared her lessons **when everybody was asleep.**

في المثالين لدينا (finishes) ولدينا (was) مما يعني أن لدينا (clauses) وليس (phrases)، وهذين الفعلين عاملين، وفي بعض الأحيان تكون الأفعال غير عاملة بمعنى أننا قد نجد فعل في جملة لكنها تكون (phrase) وليس (clause).

- When I saw him, he was in the kitchen cooking.
- When I saw them, they were in the kitchen cooking.
- When she sees him.....

الفعل الذي يتغير بتغير الفاعل وتغير الزمن هو فعل عامل ونسميه (finite) وأما الفعل الذي لا يتغير بتغير الزمن وتغير الفعل نسميه (nonfinite) مثل (cooking) في الأمثلة السابقة. وفي الفصل الثاني سنرى أن (present participle) و (past participle) و (to infinitive) هي (nonfinite verbs) لأنها لا تتغير بتغير الفاعل، الـ (nonfinite) لا يتغير مهما كان الـ (subject) ومهما كان الـ (tense).

- Laila prepared her lessons **when everybody was asleep.**

في (when everybody was asleep) يوجد (verb) مما يعني أنها (clause) وليس (phrase). إذا استبدلنا (everybody) بـ (they) نقول (when they were asleep) مما يعني أن هذا الفعل (finite) لأنه تغير بتغير الـ (subject). الـ (clause) هي مجموعة من الكلمات التي تتضمن (finite verb).

Uses of Adjuncts

1. Adjuncts generally **modify the meaning of a verb.**

The most common way in which adverbs or adverbials give additional information is by **adding something to the meaning of a verb phrase within a clause.**

- We **greatly** admire your recent paintings.
- The spider scrambled **hurriedly** into corner.
- Monica hummed **softly** as she ironed her shirt.
- The fireworks exploded **with a loud bang.**
- He ran **over the lawn towards the fence.**

هنا الـ (adverb) يصف الـ (verb).

*

2. They may **modify the meaning of an adjective.**

- Harry is **particularly** afraid of dogs.
- We must admit that they can be **rather** annoying.
- That is **quite** silly.
- Fears like that are **very** real to the sufferer.
- I am **extremely** happy.
- He is a **rather** tall man.
- Her dress was **fairly** nice.
- This cake is **quite** nice.
- It is a **very** hot day.

هنا جاءت (adverbs) بعد الـ (adjectives) وهنا الـ (adverbs) أعطت معاني للـ (adjectives).

*

3. They may **modify the meaning of another adverb.**

- I am **quite** seriously annoyed with you.
- He is behaving **remarkably** stupidly.
- They objected **very** strongly to their parents' decision.

هنا الـ (adverb) جاء قبل (adverb) آخر.

- Remarkably: بشكل ملحوظ

في المثال الأخير مثلاً (very) وهو (ظرف) يصف (strongly) وهو (ظرف آخر).
تذكروا دائماً أن الكلمات (very/too/rather/quite) عبارة عن (adverbs) وهي تأتي قبل الصفات أو قبل (adverb) آخر.

*

4. They may **modify the meaning of a whole sentence.**

Adverbs can be used to introduce a sentence, so they add meaning to a whole clause, for example, by giving the writer or speaker's comment on it.

- **Certainly**, the harm has been done.
- **Frankly**, I think he is lying. Nevertheless, we must give him a chance.
- **Honestly**, I didn't mean to be rude to you. However, I know that it sounded as if I did.
- **Honestly**, I can't help it.

الـ (adverbs) التي تصف (a whole sentence) تأتي عادةً في بداية الجملة كي تصف الجملة كاملة.

*

5. They may **modify the meaning of a prepositional phrase.**

- Their house is **really** in an awful mess.

هنا يأتي الـ (adverb) قبل (prepositional phrase)، وفي المثال السابق كان من الممكن

ان نقول (this house is in an awful mess) من دون (really).

*

Types of Adjuncts

Adverbials may be divided into the following types:

1) Adverbials of manner, which express **how**: e.g. *slowly, with care, well*.

- The two men were walking **slowly** up the mountain yesterday.

الـ (adverbs of manner) تجيب على سؤال (how).

- Manner: أسلوب/طريقة

*

2) Adverbials of place, which express **where**: e.g. *there, here, up, in town*.

- The two men were walking slowly up the mountain yesterday.

الـ (adverbs of place) تجيب على سؤال (where).

*

3) Adverbials of time, which express **when**: e.g. *now, today, last night, lately*.

- The two men were walking slowly up the mountain **yesterday**.

- Professor Ahmad will visit Aleppo University **next week**.

- **Next week**, Professor Ahmad will visit Aleppo University.

الـ (adverbs of time) تجيب على سؤال (when).

*

4) Adverbials of degree, which express **to what extent**: e.g. *largely, extremely, much*.

- It was **largely** my own fault.

- The journey was **extremely** tiring.

*

5) Adverbials of frequency, which express **how often**: e.g. *rarely, often, sometimes, twice daily*.

- There is a train to Aleppo **every hour**.

في الامتحان قد اضع لكم خط تحت (often) مثلاً وأسألكم عن نوع هذا الـ (adverb) وأعطيك خيارات (adverb of manner, adverb of time, adverb of frequency) (etc).

*

Position of adjuncts

The position of adjuncts within clauses is **flexible**, allowing many changes of **emphasis and focus**. Adjuncts are normally placed at the end of the clause after the verb group, or after an object or complement if there is one.

يوجد مرونة في مكان وضع الـ (adverb) وهذا يعتمد على الشيء الذي نريد أن نركز عليه في كلامنا.

He packed **slowly**.

We were talking **for hours**.

I enjoyed the course **tremendously**.

- Tremendously: very much

غالبًا تأتي الـ (adverbs) في نهاية الجملة ولكن الظروف التي تصف الـ (whole sentence) تأتي في بداية الجملة كما مر معنا قبل قليل.

*

بالنسبة لظروف التكرار يأتون عادةً بين الـ (subject) والـ (main verb)، على سبيل المثال:

- I **always** brush my teeth.

- I **never** smoke.

وتأتي ظروف التكرار بعد الـ (verb to be) إذا لم يكن لدينا (main verb)، على سبيل المثال:

- I am **always** late.

يعني لا نقول (~~I always am late~~).

إذا كان لدينا (auxiliary verb) و (main verb) تأتي الظروف بينهما، على سبيل المثال:

- She is **always** leaving her dirty socks

و نحن هنا نعبر عن انزعاج.

- I have **always** wanted to study English.

ومعنى الجملة (لطالما أردت أن أدرس إنكليزي).

(to study) عبارة عن (to infinitive) فالفعل (study) هنا عبارة عن (nonfinite) لأنه

لا يتغير بتغيير الـ (subject)، فلو قلنا (she) بدلًا من (I) لا يتغير (to study).

*

You can emphasize the adjunct by placing it at the beginning of the clause, in front of the subject

- **Gently**, she leaned forward and wiped the child's tears away.

- Leaned: انحنت

*

Some adverbs typically occur in the middle of a sentence, not at the beginning or end of a sentence. These adverbs, such as always, probably, etc are called "mid-sentence adverbs."

- We **often** swam in the river.

- He **carefully** read the paper and signed his name. I always get up at 6:30.

- You **probably** know the right answer.

*

If a clause has two adjuncts, and one is an adverb and the other is a

prepositional phrase, you can usually place either of them first.

- The teacher shouted **at the student savagely**.

Or:

- The teacher shouted **savagely at the student**.

- He got **into his car quickly**.

Or:

- He got **quickly into his car**.

- Savagely: بوحشية

*

However, if the prepositional phrase is rather long, it is more common to place the adverb first, immediately after the verb.

- The boss listened **carefully to the report of his employees**.

عندما يكون الـ (prepositional phrase) طويل نضع الـ (adverb) القصير قبله.

*

In clauses with more than one adjunct, the meaning of the adjuncts can also affect their order. **The usual order is adjunct of manner, then adjunct of place, then adjunct of time.**

- I tried to reach you **at work several times**.

- John was imprisoned **in London in 1985**.

- Her daughter eats **badly at her grandparents**.

1.3.6 Determiners

Determiners are words we use **in front of common nouns (or an adjective + common noun)**. We call them determiners because **they affect, identify or determine the meaning of the noun**. Determiners **make it clear**, for example which particular thing(s) we are referring to or how much of a substance we are talking about. **It's a basic rule in English that a singular countable noun must have a determiner in front of it.**

معنى (affect the meaning of the noun) هو أنه يؤثر على معنى الكلمة، فمثلاً هناك فرق بين أن نقول (a woman) وبين أن نقول (the woman).
معنى (make it clear) هو أنه عندما نقول (the woman) فهذا يعني أن الـ (listener) والـ (speaker) يعرفون عن أي (woman) نتحدث.

- Substance: مادة

هناك قاعدة أساسية في اللغة الإنكليزية تقول أنه يجب وضع (determiner) قبل الـ (singular countable noun).

- Singular countable: مفرد معدود

*

Determiners can be divided into **two classes**:

1) **Words that classify or identify, like a/an, and my, your, their, our, his, her, its:**

- I bought **a** new dress yesterday.
- **The** dress I am wearing is new.
- I bought **this** dress yesterday.
- Do you like **my** new dress?
- Is this **your** dress?

*

2) **Words that indicate quantity like numbers and quantifiers (some, many, any, another, other, all, both, either, each, every, little, much, more few, less, etc.)**

- I bought **two** dresses yesterday.
- There were **many** dresses in the shop.
- There is **some** evidence that the medicine works.
- You can stop **any** time you like.
- Could I have **another** cup of tea?
- **Most** people enjoy going to the theatre.
- There are **several** reasons behind this problem.
- **Each** exam question has five answers to choose from.

- Quantity: كمية

كذلك كلمة (several) تقع ضمن هذا النوع.

فقرة الـ (prepositions) غير مطلوبة، والـ (prepositions) هي إحدى الـ (word classes) أو الـ (part of speech).

وبالنسبة للـ (conjunctions) سناخذ منها التعريف فقط لأن الوحدة الأخيرة في الكتاب تتحدث عن الـ (conjunctions) بشكل تفصيلي، والـ (conjunctions) باختصار هي (كلمات الربط) التي تربط الكلمات مع بعضها أو تربط الجمل مع بعضها.

1.3.8 Conjunctions

A conjunction joins two or more words or clauses to each other.

Conjunctions are sometimes called 'joining words' like 'and', 'but', 'as soon as', 'since', 'when', 'until' etc. Conjunctions fall into two classes:

1) **Coordinating conjunctions** which are used to form compound sentences consisting of two or more co-ordinate clauses:

- I parked my car in the car park (main clause) and walked to the Station (main clause).
- She turned (main clause) and left the room (main clause).

الـ (coordinating conjunctions) هي الـ (FAN BOYS) أي (for, and, nor, but,)

(or, yet, so)

2) Subordinating conjunctions which are used to introduce subordinate or dependent clauses in complex sentences:

- The alarm was raised (main clause) as soon as the fire was discovered (subordinate clause).
- If he had studied harder (subordinate clause), he would have passed (main clause).

كاملّة على (subordinating conjunctions) لدينا (when, while, because, after,) (since etc.

- When I was walking (subordinate clause), I saw my brother (main clause).

- Because I was late (subordinate clause), I missed the bus (main clause).

- **Main clause + Main clause → Compound Clause**

- **Subordinate Clause + Main Clause → Complex Sentence**

- **Main clause = Independent Clause**

وهي جملة مستقلة لها معنى ويمكن أن تأتي لوحدها.

- **Subordinate Clause: dependent Clause**

هذه الجملة تحتاج إلى تنمة كي يتم المعنى ولا يمكن أن تأتي بمفردها، يعني لا يمكن أن نقول (because I was late) ونسكت.

Words like after, before, as, since, till and until can function as prepositions (when followed by an object) and conjunctions (when followed by a clause):

- I have not seen him since this morning. (Since here is a preposition)

- I have not seen him since he left this morning. (Since here is a conjunction)

- **Before lunch.....** ('before' here is a preposition)

لأنه جاء بعدها (noun).

- **Before you go.....** ('before' here is a conjunction)

لأنه جاء بعدها (clause).

هذه الكلمات إذا جاء بعدها اسم تكون (preposition) وإذا جاء بعدها (clause) تكون

(conjunction) أي أداة ربط.

تنمة الـ (chapter) تحدثنا عنها سابقًا لذلك لن نقف عندها لذلك في المحاضرة القادمة

سنبدأ بـ (Chapter Two).

Thank You

...

LECTURE No.4

04.06.2022

HELLO EVERYONE!

Chapter Two

Word Order in English Sentences

2.1. Inflection versus Word Order Languages

The order of words in an English sentence is very important. There are languages, such as Arabic, that use inflection (a change in the form of words) to show how the parts of a sentence fit together. The absence of inflections in English makes it a word order language, not an inflected language. Thus, the order of words or the place that a word occupies in a sentence is essential to the meaning of a sentence and a change in this order usually results in a change of meaning:

- Versus: against (مقابل/ضد)
- Fit together: suit each other (يناسبون بعضهم)
- Absence: غياب
- Occupy (v): take place (يشغل)
- Occupation: احتلال

P.41:

2.2. Mood in English

These ways of distinguishing between uses of language are examples of mood. The main clause of every sentence is in a particular mood. There are three main moods in English, they are:

- a) The declarative mood,
- b) The interrogative mood,
- c) The imperative mood.

- Distinguishing: to distinguish between two things you show the difference/you can see the difference (يميز).

Mood

Declarative Mood	Give information	Positive/affirmative Negative
Interrogative Mood	Obtain/get information	1. Yes/no questions 2. Wh-questions 3. Tag questions/questions tag 4. Indirect question 5. Rhetorical question

Imperative Mood	Commands/orders, instructions, social expressions	

1. The Declarative Mood

As I said in a declarative mood, sentences might be **positive** or **negative**. In a declarative mood, we can have a **very short sentence** like **(the baby slept)** or the opposite **(the baby didn't sleep)**, or I start adding other elements, so I say something like **(rain fell heavily last night)**, so **the main structure of a sentence in the declarative mood is:**

- S + V

If this verb is transitive, we need an **object** after it and when the verb is bi-transitive, we need **two objects** after it. If the verb is (look, taste, seem...etc.), we need a **complement** after it. Some verbs need **adverbs**, for example, the teacher **placed** us in the front / at the back / in this classroom / in this section.

فالفعل (place) يحتاج إلى (adverb) حتماً. ويستعرض الكتاب نماذج الـ (structures) للـ (declarative mood).

P.43:

2.2.2. The Interrogative Mood

The interrogative mood is the mood usually used in questions. In clauses in this mood, the subject is often placed after the main verb or after the auxiliary verb. There are two main types of questions: those that can be answered by **yes** or **no** and they are known as **yes/no questions**, and those that have to be answered with a specific piece of information or a sentence such as I don't know. These are known as **WH-questions**. Each type of question has its own special word order.

وأنا أضفت على هذين النوعين من الأسئلة الـ (tag questions/question tags) وأضفت الـ (indirect questions) والـ (rhetorical questions).

The Interrogative Mood

We all know that we have **two kinds of question**. (**Yes / No questions**) and (**WH-questions**). I'm going to add a third type which is unmentioned in the book; it is (**Tag questions / Question tags**).

We have three kinds of question:

1. **Yes / No questions**
2. **WH-questions**

3. Tag questions / Question tags

Let us discuss them one by one:

Yes / No questions:

What are the main features / characteristics (سمات / خصائص) of a (yes / no question)?

- It begins with an auxiliary verb.
- It can be answered by a short answer.

WH-questions

What are the main features / characteristics of a (WH- question)?

- It begins with a question word.
- It can't be answered by (yes) or (no).
- It needs some information / It needs a full answer.

Tag Questions

- A tag question is not a real question.
- The question mark that we use at the end of the sentence is misleading (مضللة).
- In a question tag, you want simply to make sure about something.

3. The Imperative Mood

In English as in Arabic as in many languages, sometimes we have a gap between the structure of what you say and the aim of what you say.

- Get out

This is a command. This is an order.

But when you visit someone who is in hospital and you take with you some flowers or what we call in English (bunch of flowers) i.e. (باقة ورد) or some chocolate, and you write on it (get well soon); let us analyze this. It starts with a verb and when we start with (V), it means we are in (imperative mood).

Negation

In the book, we have the topic **NEGATION**. In English, **negation** is very simple. How do we realize negation in English?

We all know that we have a word that is used a lot which is (**NOT**) and usually it is placed after auxiliary verbs. It's not only placed after auxiliary verbs, but it can also be contracted (we can have a short form), for example, we say (he isn't, he wasn't. can't, shan't (shall not), won't (will not) etc.

There is another word which is used when we want to have negation which is called (NEVER), also we have (negative adverbs) like (hardly, rarely, barely and scarcely).

What is the main difference between these negative adverbs and by using (not) or (never)?

When we use (not) or (never), the negation is 100%.

- I never watch TV.

The negation here is 100%.

But when we say,

- I hardly / rarely watch TV.

The negation here is about 90% or 95%, but they remain (negative adverbs).

Focusing

The second idea in chapter 2 is called 'focusing.'

- Focus (v.): يركز / يسلط الضوء على شيء ما

It means to stress and emphasise.

ما معنى (stress) بشكل عام؟

كلمة (stress) ك (noun) تعني (ضغط) فنحن نعيش (under stress).

Look at the following example:

- John paid the bill last night.

Subject *rest of the sentence*

What do we mean by 'rest of the sentence'?

It is **all the elements that come after the subject = predicate**

Now, in this chapter, they use a new *grammatical term* which is the **predicate**.

What do we mean by "*predicate*" in grammar?

If we have a sentence, you can leave the subject alone and call **everything that follows a predicate**.

All the elements of the sentence that follow the subject are called the predicate.

Usually the predicate tells us something about the subject.

- John paid the bill last night.

Subject *Predicate*

If a speaker or a writer puts this sentence in this order (Subject + Verb +

Object + Adverb [of time]), then the speaker is *neutral*.

What do we mean by 'neutral'?

- Neutral: حيادي

We mean that **all these elements are of equal importance**.

In real life, can we always be neutral?

Of course, we cannot.

I will talk about my own experience. I have three children.

In theory, I love them equally, but in reality, definitely one of them is closer to me than the others.

I always try to be neutral (حيادي) because to me, they are of equal importance, but I love my daughter more than my two sons.

Now, what I do if I want to focus on the subject? What I do if I want to focus on the adverb of time?

If I want to focus on the subject, the sentence would be:

- **It was John who paid the bill last night.**

Here, I **focus on the subject**.

Now, let us say that John is mean (بخيل) and I want to focus on him because he paid the bill although he is mean; in this case I say (**It was John who paid the bill last night**).

Now, if I want to focus on the adverb of time, I would say,

- **It was last night that John paid the bill.**

هنا الـ (focusing) على الـ (adverb of time) على فرض أن جون موظف وقام بدفع الفاتورة على الرغم من أنه موظف ونحن الآن في آخر الشهر.

In these two examples, in the first one, the subject is very important and in the second it's the adverb of time, so the speaker/writer is not neutral. Here, we have focusing. We focus on only one element in the sentence.

Focusing in grammar is to emphasis (to stress) one element of the sentence.

Look at the following sentences:

- **I want a cup of coffee.** [neutral]

- **What I need is a cup of coffee.**

- **All I need is a cup of coffee.**

What is the difference between the first sentence and the other two sentences?

In the second and third sentences, the meaning is if there is no coffee, you don't need any other drink. It's coffee or nothing. This is what we mean by focusing.

I'm going to give you another term for focusing which is a **cleft sentence**.

- **Focused Sentence = Cleft Sentence**

What is a cleft sentence?

A **cleft sentence**: is a sentence in which one element is **stressed/emphasised/focused**.

Another example:

- **It was the cat that ate the fish.** [focused / cleft sentence]

Thank You

...

احذر المحاضرات المسروقة!

[مكتبة العائدي لا تنشر محاضراتها على الإنترنت ونحن لا نتحمل مسؤولية أي نقص أو تشويه أو تزوير تجده في تلك المحاضرات. فالمرجع الرئيسي للمحاضرات هو المحاضرات الورقية فقط والتي يمكنك الحصول عليها من مقر مكتبة العائدي في المزة - نفق الآداب]



Page:

مؤسسة العائدي للخدمات الطلابية

Group:

مكتبة العائدي - التعليم المفتوح - قسم الترجمة



•: مكتبة العائدي: المزة- نفق الآداب



•: هاتف: 011 2119889



•: موبايل + واتساب: 0941 322227



025367