

AYDI EST.

Open Learning & Translation

2021-2022

First Year

Second Term



2+3



Reading Comprehension

14.05.2022

21.05.2022

أ. رغدة تغلبي

ReadingII 1.2+3



AYDI 2022

Lecture No.2

14.05.2022

Hello everyone!

Let us start with the first text.

The first **migrations** in human history were probably voluntary. People chose to leave their birthplace in search of food, water, or living space. Other migrations have been involuntary, which means that people were forced to travel. Between the 16th and 19th centuries, for instance, European slave traders kidnapped an **immense** number of African natives and transported them against their will to the Americas. There, the Africans **encountered** a world unlike anything they had ever seen in their native lands. They were forced to work in terrible conditions, and many died young.

The practice of slavery **declined** in the 18th and 19th centuries. **Subsequently**, it was made illegal, and the descendants¹ of those early African slaves became free. Africans were **absorbed** into the cultures of the Americas, and today they are described, for example, as African Americans, Afro-Caribbeans, or Afro-Latin Americans.

In recent years, DNA² researchers believe that they have **linked** the DNA of all humans on our planet with the DNA of African natives. Scientists **assume** that the entire world was populated as a result of a migration that began in Africa around 70,000 years ago. The **implications** of this idea would have shocked the European slave traders. They probably would have found it **incredible** to think that people all over the world were, in a sense, related to one another.

¹Someone's descendants are the people in later generations who are related to them.

²DNA is a substance that carries information in the cells of the body. It is responsible for characteristics being passed on from parents to their children.

ربما كانت الهجرات الأولى في تاريخ البشرية طوعية. اختار الناس مغادرة مسقط رأسهم بحثاً عن الطعام أو الماء أو مكان المعيشة. وكانت الهجرات الأخرى غير طوعية، مما يعني أن الناس أُجبروا على السفر. وبين القرنين السادس عشر والتاسع عشر، على سبيل المثال، اختطف تجار الرق الأوروبيون عدداً هائلاً من الأفارقة الأصليين ونقلوهم رغماً عنهم إلى الأمريكتين. وهناك واجه الأفريقيون عالماً مختلفاً عن أي شيء رأوه في أراضيهم الأصلية. إذ أُجبروا على العمل في ظروف رهيبة، ومات الكثير منهم يافعين.

انخفضت تجارة الرق في القرنين الثامن عشر والتاسع عشر. وفي وقت لاحق، أصبحت غير قانونية، وأصبح أحفاد هؤلاء العبيد الأفارقة الأوائل أحراراً. تم استيعاب الأفريقيين في ثقافات

الأشياء التي يوصفون، على سبيل المثال، بالأمريكيين الأفارقة، الأفارقة الأمريكيين، أو الأمريكيين الأفرو-لاتينيين.

وفي السنوات الأخيرة، يعتقد باحثون متخصصون في الحمض النووي الحمض النووي لجميع البشر على كوكبنا ارتبط بالحمض النووي للمواطنين الأفريقيين. كما يفترض العلماء أيضًا أن العالم بأسره كان مأهولًا بالسكان نتيجة للهجرة التي بدأت في إفريقيا منذ حوالي ٧٠ ألف عام. ولعل الآثار المترتبة على هذه الفكرة لربما صدمت تجار الرقيق الأوروبيين. وربما وجدوا أنه من المذهل التفكير في أن الناس في جميع أنحاء العالم كانوا، إلى حد ما، مرتبطين ببعضهم بعضًا.

B. Write each word in bold from exercise **A** next to its definition.

1. _____ (n.) unstated conclusions based on given facts.
2. _____ (adv.) later or afterwards.
3. _____ (adj.) very unusual, surprising, or difficult to believe.
4. _____ (v.) met someone unexpectedly
5. _____ (n.) large-scale movements of people or animals
6. _____ (adj.) extremely large or great amounts
7. _____ (v.) became less in quantity, importance, or strength
8. _____ (v.) take something into a larger group and make it part of the group
9. _____ (v.) connected physically or logically
10. _____ (v.) to believe something to be true, although it is not a proven fact.

Instructor: what do I mean by migration?

Student: to move from one country to another and settle there.

Instructor: Do we have other spelling or pronunciations for migration?

Migrate- emigrate- immigrate:

- **Migrate:** is a general word. To migrate from one place to another. It also includes the migration of animals.

- **Emigrate:** it is when people leave their country. For example we say people emigrate **from** Syria.

For example, in Germany, they say we have Syrians **emigrants**.

Emigrants: are people who came from outside their country. المهاجرون

* When you immigrate, you immigrate (to) a country.

* And when you emigrate, you emigrate (from) a country.

Take a quick look to tell me what the main idea of the text is. Skim the text for the main idea.

Although we have the word migration, but the text is not about

migration, so try to go further.

Student: the reasons of migration.

Student: voluntary and involuntary migration.

Student: the history of emigration.

Instructor: You just focus on the first three lines. And the main idea is not on the first three lines.

Instructor: we are talking about slavery.

They started the text by talking about migration then voluntary and involuntary. Involuntary migration was slavery.

You can notice the repetition of the words African and slavery all over the text, so you can know that this is the main idea of the text. This is called skim reading.

In skimming and scanning we don't read the details. We have a quick look. But in the first time we read to skim to get the main idea of the text. And in the second one we scan the text to know specific information. I ask you a question and we try to find it out as fast as we can. You don't read the whole text.

The question is: **when was the practice of slavery made illegal?**

Between the 18th and the 19th century, it declined, so **it is after that**. Because we have the word (**Subsequently**).

Actually in some countries, it was made illegal before. The first country to make slavery illegal was Haiti in 1804, and the second country was the UK in 1807, but in the USA it was illegal in 1865. We have more than 50 years between making it illegal in the UK and in the US because it was so difficult to do this in the US and they had a civil war. The last country to make it illegal was Mauritania in 1981.

Let's go to our text. Now we are going to read it for details.

Let's read only the first paragraph, and while you are reading try to figure out the meaning of the bold words, and match them with the meaning below.

The first **migrations** in human history were probably voluntary. People chose to leave their birthplace in search of food, water, or living space. Other migrations have been involuntary, which means that people were forced to travel. Between the 16th and 19th centuries, for instance, European slave traders kidnapped an **immense** number of African natives and transported them against their will to the Americas. There, the Africans **encountered** a world unlike anything they had ever seen in their native lands. They were forced to work in terrible conditions, and many died young.

How can we find the meaning?

You look at the sentence itself and the context. Then you can at least get a near or approximate meaning.

- **Immense:**(adj.) Extremely large or great amounts.

(هائل) كميات كبيرة أو كبيرة للغاية

- **Encountered:** (v.) met someone unexpectedly غير متوقع قابل (واجه- قابل)

Also it has a meaning that is closer in the text which is: to experience or face something unpleasant.

- **Migrations:** (n.) large-scale movements of people or animals.

(الهجرة) تحركات واسعة النطاق للأشخاص أو الحيوانات

Now what is the meaning of **kidnap**? الاختطاف

-To take someone but against his will. اخذ احدهم غصبا عنه

What do you think the main idea of this paragraph?

Student: slavery of Africans and involuntary migration

Instructor: very good!

Now the second paragraph:

The practice of slavery **declined** in the 18th and 19th centuries. **Subsequently**, it was made illegal, and the descendants¹ of those early African slaves became free. Africans were **absorbed** into the cultures of the Americas, and today they are described, for example, as African Americans, Afro-Caribbeans, or Afro-Latin Americans.

- **Declined:** انحدر - هبط

(v.) became less in quantity, importance, or strength (it is a transitive verb)

أصبح أقل في الكمية أو الأهمية أو القوة (إنه فعل متعد)

- **Subsequently:** (adv.) later or afterwards. (It is the only adverb) بعد ذلك

- **Absorbed:** (v.) take something into a larger group and make it part of the group (assimilated- melted- became one with this group)

(يستوعب) أخذ شيئاً ما إلى داخل مجموعة أكبر وجعله جزءاً من المجموعة

Someone's **descendants** are the people in later generations who are related to them- people who come from ancestors.

What is the main idea of this paragraph?

* **Freeing the Africans slaves after the 19th century.**

Afro-Latin Americans which means in South America,

Now let's move to the last paragraph.

In recent years, DNA² researchers believe that they have **linked** the DNA of all humans on our planet with the DNA of African natives. Scientists **assume** that the entire world was populated as a result of a migration that began in Africa around 70,000 years ago. The **implications** of this idea would have shocked the European slave traders. They probably would have found it **incredible** to think that people all over the world were, in a sense, related to one another.

- **Linked:** (v.) connected physically or logically (مرتبطة) جسدياً أو منطقياً
 - **Assume:** (v.) to believe something to be true, although it is not a proven fact. (يفترض) تصديق شيء ما ليصبح صحيحاً ، على الرغم من أنه ليس حقيقة مثبتة.
 - **Implications:**(n.) unstated conclusions based on given facts. (we can guess or infer it)
(تضمينات) استنتاجات غير مذكورة بناءً على حقائق معينة. (يمكننا تخمينه أو استنتاجه)
 - **Incredible:** (adj.) very unusual, surprising, or difficult to believe.
(مذهل) غير معتاد أو مفاجئ أو يصعب تصديقه
- **(Literal question):** Why did Europeans kidnap Africans and enslave them?
السؤال الحرفي

To make them do whatever they want for free or without any charge.

- **(Inferential question)** Why would the slave traders have been shocked that Africa is the origin of all people?
السؤال الاستنتاجي

This is something that is not mentioned in the text. The slave traders thought that these black people are inferior to them; they are not like them, so they have the right to do whatever they want to them. God gave them this right! This is what they thought.

This is something inferential (not mentioned in the text, but we can infer it or read between the lines).

- Which idea is not mentioned according to the text?

- a) African slaves become free after slavery was illegal
- b) Work conditions were terrible for the slaves
- c) Voluntary migrations were for food, water or residence
- d) Slave trading began in the 16th century.

The last one is not mentioned in the text.

*

Let's move to the second page which is using these words that are highlighted. You have to put them in the gaps.

Using a Dictionary.

Complete the paragraph with the correct form of a word from the box. Use your dictionary to help you.

Early modern humans (1) **migrated** to Britain, around 30,000 years ago. (2) **subsequently**, however, most left just 3000 years later. Britain became very cold when an ice age began, and early modern humans left to find warmer areas. Humans returned to Britain when temperatures became warm again. Until recently, scientists (3) **had assumed** that people returned slowly and in small numbers. Now, however, scientists believe that humans actually returned very quickly and in large numbers. Scientists developed this theory by using *carbon dating*. Carbon dating is a process used to tell exactly how old an object is by measuring the amount of carbon - 14 it contains. Carbon - 14 is a natural material that living things (4) **absorb** until they die. In Britain, scientists discovered the bones of a large number of animals such as horses and hares. The bones had marks on them showing that the animals had been killed and cut up by humans with tools. Scientists used carbon dating and found that the animals were killed very soon after the ice age ended. The (5) **implication** was clear to the scientists: A large number of humans had followed the animals back to Britain soon after the temperature warmed.

هاجر الإنسان الحديث إلى بريطانيا منذ حوالي ٣٠٠٠٠ عام. بعد ذلك، على أية حال، غادر معظمهم بعد ٣٠٠٠ سنة فقط. أصبحت بريطانيا شديدة البرودة عندما بدأ العصر الجليدي، وغادر البشر الجدد الأوائل بحثاً عن مناطق أكثر دفئاً. وعاد الناس إلى بريطانيا عندما ارتفعت درجات الحرارة مرة أخرى. وحتى وقت قريب، افترض العلماء أن الناس يعودون ببطء وبأعداد صغيرة. أما الآن، يعتقد العلماء أن البشر عادوا بالفعل بسرعة كبيرة وبأعداد كبيرة. طور العلماء هذه النظرية باستخدام التأريخ بالكربون. التأريخ الكربوني هو عملية تُستخدم لمعرفة عمر الجسم بالضبط عن طريق قياس كمية الكربون - ١٤ التي يحتوي عليها. الكربون - ١٤ مادة طبيعية تمتصها الكائنات الحية لنهاية عمرها. وقد اكتشف العلماء في بريطانيا عظام عدد كبير من الحيوانات مثل الخيول والأرانب البرية. فكان على العظام علامات تدل على أن الحيوانات قد قُتلت وقطعها البشر باستخدام الأدوات. وقد استخدم العلماء التأريخ بالكربون ووجدوا أن الحيوانات قُتلت بعد وقت قصير جداً من انتهاء العصر الجليدي. وكان المعنى واضحاً للعلماء: لحق عدد كبير من البشر بالحيوانات إلى بريطانيا بعد فترة وجيزة من ارتفاع درجة الحرارة.

- hare: is an animal that is bigger than a rabbit.

الأرنب البري: هو حيوان أكبر من الأرنب.

Discuss: II.

With a partner, answer the questions.

1. Early humans traveled **immense** distances to populate the world. Tell your partner about the longest trip you have ever taken.

America. (2)

b) Her necklace fell to the floor when one of the links broke. (3)

c) There is a link between exercise and good health..(1)

link / unlk / (links , linking , linked)

[1] N - COUNT If there is a link between two things , there is a relationship between them; for example , one thing causes or affects the other .

• *the link between cell phones and car accidents*

[2] N - COUNT A link between two things or places is a physical connection between them .

• *A tunnel links between England and France.*

[3] N - COUNT A link is one of the rings in a chain.

• *a broken link on a bicycle chain*

*

Now let's move to the next text, which is also about migration of animals.

- In a quick look, what can kind of animals we are going to talk about?
A butterfly. It is an insect.

Interviewer: I'm talking with Maxine Felton, a butterfly expert. For more than 20 years she has **dedicated** herself to the study of butterflies. What kinds of butterflies do you study, Maxine?

المذيع: أنا أتحدث مع ماكسين فيلتون ، خبيرة الفراشات لأكثر من ٢٠ عامًا والتي كرست نفسها لدراسة الفراشات. ما أنواع الفراشات التي تدرسها ماكسين؟

• **Dedicated:** to give all her time and efforts to something

مكرسة: لإعطاء كل وقتها وجهودها لشيء ما

Maxine: I study the monarch butterfly. It is an orange, black, and white butterfly that's **approximately** 10 centimeters across.

Interviewer: What is special about the monarch butterfly?

Maxine: Well, it is the only butterfly that migrates north to south with the seasons, the same way that many birds do.

Interviewer: How interesting! And how do you follow the monarch butterfly migration?

ماكسين: أنا أدرس فراشة الملكية. إنها فراشة برتقالية، وسوداء، وبيضاء يبلغ طولها حوالي ١٠

سم.

المذيع: ما الذي يميز فراشة الملكية؟

ماكسين: حسنًا ، إنها الفراشة الوحيدة التي تهاجر من الشمال إلى الجنوب مع المواسم ، كما

تفعل العديد من الطيور.

المديع: كم هو ممتع! وكيف تتابع هجرة الفراشة الملكية؟

- **Approximately:** nearly-about. تقريبا: حوالي

Maxine: Well, I glue little numbered labels on their wings. The labels are small, so they don't **interfere** with flying. Nighttime is the best time to glue on the labels, because monarchs stay on the ground at night. Their flying is restricted to the daylight hours.

ماكسين: حسناً ، ألصق ملصقات مرقمة على أجنحتهم. الملصقات صغيرة ، لذا فهي لا تتداخل مع الطيران. الليل هو أفضل وقت للصق الملصقات ، لأن الفراشات الملكية تبقى على الأرض ليلاً. يقتصر طيرانها على ساعات النهار.

- **Interfere:** prevent something from succeeding.

التدخل: منع شيء ما من النجاح.

- **Restricted:** limited. مقيد: محدد

Interviewer: And where do the monarchs go in the winter?

Maxine: Many go to the Mexican Monarch Butterfly Reserve. When the butterflies arrive there, they cover the trees in **overwhelming** numbers.

Interviewer: That must be a beautiful sight! It sounds like there are plenty of monarchs.

المديع: وأين تذهب الفراشات الملكية في الشتاء؟

ماكسين: تذهب الكثيرات منهن إلى محمية الفراشة الملكية المكسيكية. عندما تصل الفراشات إلى هناك ، فإنها تغطي الأشجار بأعداد هائلة.

المديع: لا بد أنه مشهد جميل! يبدو أن هناك الكثير من الفراشات الملكية.

- **Reserve:** a place where animals are protected.

المحمية: مكان يتم فيه حماية الحيوانات.

- **Overwhelming:** a very large. ساحق: كبير جداً

Maxine: Well, actually, there are fewer than there once were. There are various threats to monarchs. For example, in the Butterfly Reserve some **illegal** logging still takes place. In many places, plants such as corn and wheat have **displaced** many of the milkweed plants that monarchs need for food.

ماكسين: حسناً ، في الواقع ، هناك عدد أقل مما كان موجوداً في السابق. هناك تهديدات مختلفة للفراشات الملكية. على سبيل المثال ، لا يزال هناك بعض قطع الأشجار غير القانوني في محمية الفراشة. في العديد من الأماكن ، أدت نباتات مثل الذرة والقمح إلى إزاحة العديد من نباتات الصقلاب التي تحتاجها الفراشات الملكية للحصول على الغذاء.

- **Logging:** cutting قطع

- **Illegal:** against the law غير قانوني- ضد القانون

- **Displaced:** replaced- took the place of something

أزاح: استبدلوا - حلوا مكان شيء

Interviewer: I see. Is there any good news for monarch butterflies?

المديع: فهمت. هل هناك أي أخبار سارة للفرشات الملكية؟

I want to ask a grammar question. We have (**news**) with 's', why do I have 'is'? Because it is uncountable so I deal with it as a singular noun.

Maxine: Yes, there is. Many new conservation agencies and areas have been established to protect monarchs. Recently, the World Wildlife Fund, the Mexican government, and Mexican billionaire Carlos Slim **invested** 100 million dollars in a fund to protect wildlife in Mexico. Part of the money will help to **ensure** the continued protection of monarch butterflies in Mexico.

ماكسين: نعم ، هناك. تم إنشاء العديد من وكالات ومناطق الحفظ الجديدة لحماية الفراشات الملكية. في الآونة الأخيرة، واستثمر الصندوق العالمي للطبيعة والحكومة المكسيكية والملياردير المكسيكي كارلوس سليم ١٠٠ مليون دولار في صندوق لحماية الحياة البرية في المكسيك. سيساعد جزء من الأموال في ضمان الحماية المستمرة لفرشات الملك في المكسيك.

- **Conservation:** to protect- to preserve- to keep them alive or continued

الحفاظ على: حماية - الحفاظ - الإبقاء على قيد الحياة أو الاستمرار

- **Conservation agencies:** organizations. وكالات الحفظ: المنظمات
- **Established:** founded- began أسس: أنشئ- بدأ
- **Wildlife Fund:** it is an organization that provides money for activities.

صندوق الحياة البرية : منظمة تقدم الأموال للأنشطة.

- **Invested:** put money in a project to get benefit. استثمر: وضع المال في مشروع للاستفادة منه.
- **Ensure:** to make sure that something is happened. تأكد: التأكد من حدوث شيء ما.

Self-Reflection. With a partner, discuss the questions below.

1. If you had 100 million dollars to **invest**, what would you spend it on? Explain your choices.

Would you spend them on protecting animals like this one?

Student: to protect people.

Instructor: it is ironic that the same countries that talk about rights of animals only have rights for their own humans, **but for other humans no.**

Student: to establish a company.

2. Do you think it is OK¹ for scientists to track animals as long as their efforts don't interfere with the animals' migration? Why, or why not?

Student: Yes they have the right because they are doing this for research and protect them.

Now let's fill the gaps.

USING VOCABULARY

A Complete the paragraph with the correct form of a word from the box.

approximately	ensure	illegal	invest
overwhelming	displace	establish	interfere

Salmon fishing in the Pacific Ocean is a huge business. In a good year, (1) **approximately** 800,000 tons of salmon are caught, but today salmon populations are facing (2) **overwhelming** challenges. River dams are one problem. Salmon are migrating fish that must return far up rivers and streams to the spot where they were born in order to reproduce.¹ Dams built on rivers can (3) **interfere** with salmon migration and, as a result, with salmon reproduction. Drift nets in the ocean are another obstacle. These nets, which are 32 feet (10 meters) across and 30 miles (48 kilometers) long, are (4) **illegal** in many countries because they kill too much sea life. Still, certain countries continue to use them. As competition for wild salmon increases, new ways of meeting the demand are being tested. Farmers have (5) **established** salmon farms where the fish are raised in saltwater cages. The farms have been very successful, and farm-raised salmon has (6) **displaced** wild salmon in many restaurants. Moreover, some countries have (7) **invested** money to help raise and release young salmon in rivers and streams. These salmon make their way to the ocean, where they grow to adulthood. Many will be caught and eaten, but the ones that return upstream will produce millions of babies to (8) **ensure** that salmon will survive.

¹When people, animals, or plants reproduce, they produce babies.

يُعد صيد أسماك السلمون في المحيط الهادئ عملاً تجارياً ضخماً. وفي موسم جيد، يتم صيد ما يقرب من 800,000 طن من أسماك السلمون، ولكن اليوم تواجه تجمعات السلمون تحديات هائلة. فسدود الأنهار هي واحدة من هذه المشاكل. وأسماك السلمون هي أسماك مهاجرة يجب أن تعود إلى الأنهار والجداول إلى المكان الذي ولدت فيه من أجل التكاثر. كما أن السدود المبنية على الأنهار يمكن أن تتدخل مع هجرة السلمون، ونتيجة لذلك، تتدخل مع تكاثر السلمون. أسماك الشباك العائمة في المحيط هي عقبة أخرى. فهذه الشباك، التي يبلغ طولها 32

قدماً (١٠ أمتار) وتنتشر على مدار ٣٠ ميلاً (٤٨ كيلومتراً)، تعتبر غير قانونية في العديد من البلدان لأنها تقتل الكثير من الحياة البحرية. ومع ذلك ، تستمر بعض البلدان في استخدامها. ومع تزايد المنافسة على السلمون البري ، يتم اختبار طرق جديدة لتلبية الطلب. إذ أنشأ المزارعون مزارع سلمون حيث تربي الأسماك في أقفاص ببياه مالحة. وقد حققت المزارع نجاحاً كبيراً، وتم استبدال سلمون المزارع بالسلمون البري في العديد من المطاعم. علاوة على ذلك ، استثمرت بعض البلدان أموالاً للمساعدة في تربية وإطلاق صغار السلمون في الأنهار والجداول. وإن أسماك السلمون تشق طريقها إلى المحيط، حيث تنمو حتى تبلغ سن الرشد. سيتم صيد العديد منهم وأكلهم، لكن تلك التي تعود إلى المنبع ستنتج الملايين من صغار السلمون لضمان بقاء السلمون على قيد الحياة.

- Question: why we have "these" before the word **Salmon**? We know that the word "these" comes with plural, so is the word (Salmon) is plural or singular?

It is plural. {It is the same word for singular and plural}

- **Drift nets:** very long nets that are put in the ocean الشباك العائمة
- **Obstacle:** something that prevents something from going on عقبة
- **Meeting the demand:** satisfy- be enough for the demand تلبية الطلب

ملحوظة: (خطأ شائع)

كلمة (يستبدل) تعني استبدال الشيء الجيد بالشيء السيء وليس العكس.
نقول استبدال المنزل الجديد بمنزل قديم، وليس المنزل القديم بمنزل جديد.
تذكر: الباء (ب) تأتي مع المتروك.

Next time we will do different activities. I will not send you the text because I want to make skimming and scanning in the lecture.

The texts that are going to be in the exam should be of the level of the students, and most of the vocabulary is known to you. If you have new words, they are going to be easy to find. If the meaning is obvious, I can ask you about the meaning, but if it is not obvious, of course I will not ask you about the meaning.

In reading and comprehension, it is necessary to comprehend a new text. If you want to test your comprehension, so of course the text should to be new.

Thank You

...

Lecture No.3

21.05.2022

Hello everyone!

We are going to start with the first text talking about Shakespeare. I think this is the only man of literature that everybody in the world knows even the simple farmer knows that somebody is called Shakespeare.

Pre – Reading:

Think about the following questions.

1. Do you enjoy going to theater performances?

Student: I watch TV instead of going to the theater.

2. What is the name of one of your country's famous playwrights?

Students: Saadallah Wannous/ Mohammad al-Maghot.

3. Have you ever seen one of his or her plays? What was it about?

Student: only on TV.

Vocabulary Preview:

Write the letter of the word or phrase with the same meaning as the underlined word or phrase.

- go to ; be at يذهب إلى أو يكون موجود في
- tear down ; get rid of completely يدمر أو يتخلص نهائياً من
- place مكان
- acts, sings , dances , etc. يمثل، يغني، يرقص. الخ
- have a good opinion about لديه فكرة جيدة عن
- lived or lasted through a time تعيش أو تبقى عبر الزمن

- This old book **survived** the fire in the library. (f)
- I like to watch that actress's movies. She always **performs** well.(d)
- Nobody uses the building. The city wants to **destroy** it and build something new. (b)
- Some parents did not **approve** of the play because the actors kissed.
(e)
- This is a great **location** for a theater. I'm sure the theater will do well. (c)
- We have to reserve tickets early to **attend** the opening night of the play. (a)

*

Can you give me another word for *reserve*?

☞ to **book** a ticket

-Actually when I say (approve), I mean: have a good opinion about, but

when I say (approve of) I mean: officially accept.

*

Now let's move to the text. (*Shakespeare, Where Are You Now?*)

• Scan the text for this question. (During which play did the theater burn?) ☞ It is Henry the 8th.

Read the first paragraph:

Shakespeare, Where Are You Now?

William Shakespeare (1564-1616) wrote many plays and poems which are known the world over. But perhaps you think the works of an Elizabethan playwright are not important today. Well, think again. Shakespeare's works have survived the years and then some! For example, *Romeo and Juliet* has not only been performed again and again in theaters around the world, but it has also been made into a very popular movie, twice!

شكسبير، أين أنت الآن؟

كتب ويليام شكسبير (١٥٦٤-١٦١٦) العديد من المسرحيات والقصائد المعروفة في جميع أنحاء العالم. لكن ربما تعتقد أن أعمال الكاتب المسرحي الإليزابيثي ليست مهمة اليوم. حسنًا ، فكر مرة أخرى. لقد نجت أعمال شكسبير عبر السنين وأكثر من ذلك! على سبيل المثال ، لم يتم عرض مسرحية روميو وجولييت مرارًا وتكرارًا في المسارح حول العالم فحسب ، بل تم تحويلها أيضًا إلى فيلم شائع جدًا ، مرتين!

• **Elizabethan:** the period of Queen Elizabeth the first- related to times in England from 1550-1600

• **Playwright:** the person who writes plays. كاتب مسرحي

How many years did Shakespeare live? 52

• What is the main idea of this paragraph?

The importance of Shakespeare. He is famous over the world.

They mentioned of his plays: *Romeo and Juliet*.

When you read the second paragraph, try to figure out the meaning of the words before reading the meaning below, and see if you figured out the meanings correctly.

During the late 1500s, however, Shakespeare's plays were often performed at the Globe Theatre in London. The Globe was a large open-air theater that used only natural lighting. Shows at the Globe used very few props, but performances were always interesting and exciting because the audience yelled at, cheered, and talked with the performers. The Globe was a great success. However, in 1613, during a performance of Shakespeare's

Henry VIII, a cannon was fired on stage, setting off a fire. The fire completely destroyed the theater. The Globe was fixed a year later, but it did not stay open long. The theater was closed by the Puritans, who did not approve of entertainment. The Globe never opened again, and the building was finally torn down in 1644.

لكن خلال أواخر القرن الخامس عشر الميلادي ، كانت مسرحيات شكسبير تُعرض غالبًا في مسرح غلوب في لندن. كان مسرح الغلوب مسرحًا كبيرًا في الهواء الطلق يستخدم الإضاءة الطبيعية فقط. استخدمت العروض في مسرح غلوب عددًا قليلًا جدًا من الدعائم ، لكن العروض كانت دائمًا ممتعة ومثيرة لأن الجمهور صرخ في فئاني الأداء وهتفوا وتحدثوا مع فئاني الأداء. حقق الغلوب نجاحًا كبيرًا. ومع ذلك ، في عام ١٦١٣ ، أثناء أداء مسرحية شكسبير هنري الثامن ، تم إطلاق مدفع على خشبة المسرح ، مما أدى إلى اشتعال النيران. دمر الحريق المسرح بالكامل. تم إصلاح مسرح غلوب بعد عام ، لكنه لم يظل مفتوحًا لفترة طويلة. وتم إغلاق المسرح من قبل البيوريتانز التطهيريين، الذين لم يوافقوا على الترفيه. ولم يتم فتح مسرح غلوب مرة أخرى ، وتم هدم المبنى أخيرًا في عام ١٦٤٤.

If I want to give another impression for: during the late 1500s, what do we say? **The sixteenth century.**

- **open-air** : without a roof **الهواء الطلق: بدون سقف**
- i what is the name of the theatre? **The Globe**
- **prop**: a thing actors use during a performance. It could be furniture or something in their hands even columns. **شيء داعم: شيء يستخدمه الممثلون عند تأدية الدور. يمكن أن يكون أثاث أو شيء في أيديهم حتى الركائز.**
- **audience**: a group of people watching a show **الجمهور: مجموعة من الأشخاص يشاهدون عرض.**
- **cannon**: a big gun on wheels used in war. **مدفع: بندقية كبيرة على عجلات تستخدم في الحرب**
- **fire**: to shoot **يطلق النار**
- **Puritans**: a religious group of Protestants in the 1500s and 1600s- they didn't accept anything and they are extremists and cruel to people. **البيوريتانز: مجموعة دينية متشددة ومتطرفة من البروتستانت في القرنين السادس عشر والسابع عشر الميلاديين - لم يقبلوا أي شيء يخص الفن أو الترفيه وحتى أنهم منعوا تبرج النساء.**

They word comes from the word "purify" people. They didn't accept entertainment; not because of entertainment, but because they thought that theatre performance contains a lot of kissing and something like that although in the 16th century performances on the stage didn't have any

women. The roles of women were acted by men but dressed like women. Even before the puritans, if any theatre was caught using women instead of men, it was closed. It was forbidden.

- **tear down** : to remove or take apart- destroy completely

هدم: إزالة أو تفكيك - تدمير بالكامل

- **yell**: shout يهتف - يصرخ

- **cheered**: when you are excited and want to encourage

يشجع: عندما تكون متحمسًا وترغب في التشجيع

Nowadays when the audience watches a play, they remain silent, but in the past they yelled, cheered and sometimes try to tell the performer or the actor what was happening if he didn't know what was happening.

As we said, the Globe Theatre was destroyed during *Henry VIII* paly.

- **What is the main idea of this paragraph?**

Shakespeare's plays in the Globe Theatre.

Theater lovers in England never forgot the Globe, and in 1970, a decision was made to rebuild it as close to the original design as possible. Imagine how people felt when, in 1989, those working on the new Globe came across some of the original building only about 100 meters from the new theater. They were building the new theater almost in the original Globe's location! The new Globe opened in 1999 and has since won many awards as one of the best tourist attractions in Europe. Since the new theater opened, hundreds of thousands of people have attended Shakespearean performances such as *A Midsummer Night's Dream*, *As You Like It*, and *Henry V*. Shakespeare, where are you now? At the Globe, of course!

لم ينس عشاق المسرح في إنجلترا أبدًا مسرح غلوب، وفي عام ١٩٧٠، تم اتخاذ قرار بإعادة بنائه بشكل قريب من التصميم الأصلي قدر الإمكان. تخيل كيف شعر الناس، في عام ١٩٨٩، عندما وجد العاملون في مسرح غلوب الجديد بعضًا من المبنى الأصلي على بعد حوالي ١٠٠ متر فقط من المسرح الجديد. كانوا يبنون المسرح الجديد تقريبًا في موقع غلوب الأصلي! تم افتتاح مسرح غلوب الجديد في عام ١٩٩٩ وفاز منذ ذلك الحين بالعديد من الجوائز كواحد من أفضل مناطق الجذب السياحي في أوروبا. ومنذ افتتاح المسرح الجديد، حضر مئات الآلاف من الأشخاص عروض شكسبير مثل *A Midsummer Night's Dream*، *As You Like It*، و *Henry V*. شكسبير، أين أنت الآن؟ في الغلوب بالتأكيد!

Nowadays, we have a new Globe Theater in London. When did they decide to build it? In 1970.

- **Came across**: encountered or find by accident تصادف: واجه أو وجد بالصدفة

- award: a prize ; something granted as for merit

الجائزة: جائزة. شيء مُنح على سبيل الجدارة

- Attraction: a thing or a place or sights that attract people and they are very beautiful.

منطقة جذب سياحي: شيء أو مكان أو مناظر تجذب الناس وهي في غاية الجمال.

- Did you like the finishing sentence?

Shakespeare, where are you now? At the Globe, of course!

Of course they don't mean Shakespeare himself in his place, but they mean the spirit of Shakespeare.

Let's move to the comprehension question.

Reading Comprehension

1. What is the main focus of this reading?

- a. Interesting attractions in Europe
- b. **Shakespeare and the Globe Theatre**
- c. Shakespeare's plays and poems
- d. The first play at the Globe Theatre

2. Which is probably NOT true about plays at the Globe in the 1500s?

- a. Actors didn't use very many objects on stage.
- b. The shows were very popular.
- c. The audience said things to actors on stage.
- d. **The shows were usually performed at night.**

Note: they said in the text: (they used only natural lightening) which means the light from the sun. so you have to focus of every small detail to know some information.

3. Which is true about the new Globe Theatre?

- a. It was open from 1500-1616
- b. A fire happened there around 1970
- c. Workers finished it in 1989
- d. **People could see plays there in 1999**

4. During what kind of scene did the fire at the Globe start?

- a. **During a battle scene**
- b. During a party scene
- c. During a scene in which witches cooked something
- d. During a scene on a beach after a boat sank

Note: because we have a cannon.

5. What won an award for the best attraction in Europe?
- Romeo and Juliet*
 - Shakespeare's plays**
 - The Globe Theatre
 - The original performance.

Idiomatic Expressions.

What is the meaning of an idiom? It is a group of words that don't use the literal meaning and they use this phrase in a meaning that we sometimes don't expect. Example: it is raining cats and dogs.

Find these idioms in the reading.

✓ **The world over** [around the world; everywhere] *بأنحاء العالم*

Ex: Children **the world over** like Pokemon.

Ex: William Shakespeare wrote many plays and poems which are known **the world over**.

✓ **and then some** [plus more] *وأكثر من ذلك*

Ex: He completed all his own work **and then some**

Ex: Shakespeare's works have survived the years **and then some!**

✓ **come across** [to discover ; to encounter] *وجد بالصدفة*

Ex: We **came across** \$ 50 lying on the street on the way home.

EX: the new Globe **came across** some of the original building only about 100 meters from the new theater.

Note: the last one is not an idiom, but it is a phrasal verb.

Fill in the blank with one of the above idioms. Change its form if necessary.

- A smile is understood as a sign of friendship **the world over**.
- You may **come across** a good bargain if you shop at the market.
- The website has news stories, jokes, games, **and then some**.

• A bargain: a good deal *صفقة*

Now let's move to the next page. It has more exercises.

Vocabulary and Idiom Review

A. Choose the best word or phrase to fill in the blank.

1. Computers are now used **the world over** for both education and entertainment.

- a. and then some b. in the end

- c. over and over **d. the world over**
2. I am afraid to speak in front of a large **audience**.
a. attraction b. **audience** c. prop d. stage
3. More than 1,000 **attended** people the concert.
a. **attended** b. destroyed c. produced d. survived.
4. Please **respect** the other people in the audience and don't talk during the show.
a. approve b. attend. c. fire d. **respect**
5. The huge park downtown is one of the city's most popular **attractions**.
a. **attractions** b. audiences c. plays d. successes
6. The theater does not **allow** people to eat or drink during the show.
a. **allow**. b. destroy c. perform. d. yell
7. We will have the report finished by five o'clock. You can **count on us**.
a. call us names b. calm us down
c. come across us d. **count on us**

note: count on us: depend on us *تعتمد على*

B. Choose the correct form of the word to fill in the blank.

8. He's waiting for the committee's **approval** of the plan.
a. **approval** b. approve c. approved

note: we have (committee) with 's so we have a noun after it.

9. The audience cheered when the **performer** walked onto the stage.
a. **performer** b. perform c. performance

note: we have two nouns: performer and performance, so it depends on the meaning.

10. They had trouble **locating** a place to park near the theater.
a. location. *ايجاد* b. locating c. local

Note: after (trouble), we have V + ing

Ex: I have trouble answering the last question.

Summary

Scan the passage and complete the timeline with the correct information.

destroyed the theater
the original building
rebuild the Globe

new theater opened
were performed
was torn down

1. **late 1500s:** Shakespeare's plays **were performed** at the Globe Theatre.
2. **1613:** During a performance of Henry VIII a cannon shot set off a fire that **destroyed the theater**.

3. **1644:** The theater was rebuilt, but it was soon closed by the Puritans.
4. **1700:** The Globe was torn down.
5. **1970:** Plans were made to rebuilt the Globe.
6. **1989:** Parts of the original building were found about 100 meters from the site of the new theater.
7. **1999:** the new theater opened.

Discussion

Discuss the following questions.

1. What is something you know about Shakespeare or his work?

Shakespeare himself was a controversial issue. In the beginning of his time, most of his rivals were jealous of him because he was so famous and a lot of people knew him and liked his works although he was not educated or rich, so they tried to criticize everything he did.

After the puritans, Shakespeare was only known as a poet. If you want to know about the plays of Shakespeare, you can read them, but actually reading them was not fun because they were difficult and still difficult. Even in his time, they were difficult. He used different language, but in the 18th century, some of the poets and critics started to understand this language. Some of the expression that were thought as flaws or something that is not correct grammatically, they discovered that they were meant to be like that because they have psychological depth, so this is the reason why they have more studies about his works and this is why he is very famous.

His fame began after the 18th century specifically in the 20th century and the copies of his plays were sold all over the world.

Instructor: what do you know about his plays?

Student: most of his plays are tragic.

Instructor: yes all the main characters die in the end. He has very few comedies. What Shakespearean works do you know?

Student: *Romeo and Juliet, Othello, Hamlet, Antony and Cleopatra, Macbeth, Henry V, A midsummer Night's Dream.*

2. Which present- day writers do you admire?

Student: Paulo Coelho. Dan Brown.

Student: Agatha Christie.

3. Which of those writers do you think will still be popular 100 years from now?

Student: None!

Instructor: Maybe this is not because the writers themselves are not good, maybe because the generation don't like to read.

Student: we are losing our interest in reading unfortunately.

Instructor: do you know what reading does to you?

What is the difference between reading a story and watching it?

Student: it increases the imagination.

Student: we imagine the events but we watch them, we only see the director's ideas or imagination.

Instructor: have you read something and then watched it as a movie? What was the difference? What about the emotions?

Instructor: we can find more emotions in reading than we can find in watching. When the novel is performed, it loses a lot of emotions. No director can express all the emotions of the play or the novel, so you will miss the emotions if you don't read it.

Another thing that does to you is that you will have a treasure of words or phrases which you can use either in your language (mother tongue اللغة الأم) or in foreign language.

If you want to write, read. If you want to speak, listen.

What in a Name

"*What in a Name*". The same expression came in Romeo and Juliet. Juliet was talking about Romeo. Of course the text is not about Shakespeare, but only this expression is from Shakespeare's play.

Pre - Reading:

Think about the following questions.

1. Does your name have any meaning? If so, what does it mean?

Student: pureness

2. How did your parents choose your name?

Student: my uncle chose the name.

Student: they like a name of a mountain then they liked it.

3. Who chose you name?

Student: my sister.

Student: my grandma.

4. What are some unusual names you've heard?

Student: Ghiwa.

Student: some people like to call their children very strange names.

Let's do the exercise before we read the text.

Vocabulary Preview:

Write the letter of the word or phrase with the same meaning as the underlined word.

- normally; usually
- affects
- shows
- opposite
- the basic things people used to think made all things
- relatives from long ago

- The elements of fire and water are opposites. (e) عناصر
 - My family influences how I act. (b) تؤثر
 - Typically, Canadian families have two children. (a) عادة
 - Even though I am from America, my ancestors were from Europe. (f) اسلاف
 - In contrast to Thailand, Norway is almost always cold. (d) عكس
 - Her way of dressing reflects her outgoing character. (c) تعكس
- Outgoing: sociable اجتماعي منفتح
- Now we are going to start with the text.

What's in a Name?

When naming a child, some parents seem to choose a name based simply on their personal preference. In other families, grandparents or professional name-makers come up with a child's name. And in some cases, the time of a child's birth influences how the child's name is determined.

عند تسمية طفل ، يبدو أن بعض الأهل يختارون اسماً بناءً على تفضيلاتهم الشخصية. في العائلات الأخرى، يأتي الأجداد أو صناع الأسماء المهنية باسم الطفل. وفي بعض الحالات، يؤثر وقت ولادة الطفل على كيفية تحديد اسم الطفل.

What is the main idea of the paragraph?

Finding or choosing a name.

- **Preference:** the selecting of something over another thing. Something you like.

التفضيل: اختيار شيء ما على شيء آخر. شيء تحبه.

- **Determined:** chosen or decided. تحديد - اختيار

In many European cultures, names are typically chosen by parents. Parents' choice for their child's name may be based on names of relatives

or ancestors within their particular family. For example, in Italy, children are traditionally named after their grandparents. The parents generally use the father's parents' names first. If they have more children, then they will use the mother's parents' names. Similarly, some people in Eastern Europe name their children after relatives who have died. This tradition is seen as a means to protect the child from the Angel of Death.

في العديد من الثقافات الأوروبية ، يتم اختيار الأسماء عادة من قبل الأهل. وقد يعتمد اختيار الوالدين لاسم طفلهم على أسماء الأقارب أو الأسلاف داخل أسرهم الخاصة. على سبيل المثال، في إيطاليا ، يُطلق على الأطفال اسمًا تقليديًا على اسم أجدادهم. ويستخدم الأهل عمومًا أسماء والدي الأب أولاً. وإذا كان لديهم المزيد من الأطفال، فسيستخدمون أسماء والدي الأم. وبالمثل ، فإن بعض الأشخاص في أوروبا الشرقية يسمون أطفالهم على اسم أقاربهم الذين ماتوا. يُنظر إلى هذا التقليد على أنه وسيلة لحماية الطفل من ملاك الموت.

What is the main idea of the paragraph?

Tradition of naming a child in Europe.

- **Relative:** a member of the family اقارب
- **Based on:** depend on- built on
- **Name after:** the have the same name of someone else يسمى على اسمه
- **Angel of Death:** death; the being responsible for taking people away from life ملك الموت

The traditions in Italy are similar to some tradition in the countryside even here in the Arab countries that parents name their children after their parents or ancestors.

Now the next paragraph:

Traditionally in some Asian countries, a child's grandfather or a fortune-teller chooses the child's name. In contrast to the tradition of naming children after relatives, the child's name is chosen to influence the child's character. For example, names may be is based on a connection to certain elements such as fire, water, earth, wood, or metal. Or the name might include a written character meaning beauty, strength, or kindness.

تقليدياً في بعض البلدان الآسيوية ، يختار جد الطفل أو العراف اسم الطفل. على عكس تقليد تسمية الأطفال بأسماء الأقارب، يتم اختيار اسم الطفل للتأثير على شخصية الطفل. على سبيل المثال، قد تستند الأسماء إلى ارتباط بعناصر معينة مثل النار أو الماء أو الأرض أو الخشب أو المعدن. أو قد يتضمن الاسم شخصية مكتوبًا تعني الجمال أو القوة أو اللطف.

What is the main idea of the paragraph?

Student: tradition of naming a child in Asia.

Instructor: who chooses the name in some countries in Asia?

Students: The grandfather or the fortune-teller.

Instructor: who is the fortune-teller?

Someone who tells you your future like Mike Feghali.

How are they named in Asia?

Student: based on a connection to certain elements such as fire, water, earth, wood, or metal or related to the character or the personality of the child.

Instructor: The next paragraph:

In certain African cultures, when a child is born plays a large part in determining the child's name. In Ghana's Akan culture, the day a child is born determines the child's name. But each day has different names for boys and girls. For instance, a boy born on Friday is named Kofi, whereas a girl born on the same day is named Afua. Both Kofi and Afua are names meaning "wanderer" or "explorer." Children with these names are seen as traveler.

في بعض الثقافات الأفريقية، موعد مولد الطفل يلعب دورًا كبيرًا في تحديد اسم الطفل. في ثقافة أكان الغانية، يحدد اليوم الذي يولد فيه الطفل اسم الطفل. لكن كل يوم له أسماء مختلفة للبنين والبنات. على سبيل المثال، يُدعى الصبي المولود يوم الجمعة كوفي، بينما يُطلق على الفتاة التي ولدت في نفس اليوم اسم أوفى. كل من كوفي و أوفى اسمان يعنيان "متجول" أو "مستكشف". الأطفال الذين يحملون هذه الأسماء يُعتبرون مسافرين.

In which country they are talking? In Ghana.

- For instance: for example. على سبيل المثال
- Whereas: while بينما
- Wanderer: someone who walks around with no directions. المتجول: شخص يتجول بدون اتجاهات.

What is the main idea of the paragraph?

Tradition of naming a child in Africa.

The last paragraph:

No matter where the name comes from, a child's name is the first gift in life. Whether it is chosen according to preference or **dictated** by tradition, the name reflects something about a child's culture. For that reason, all names should be **treasured** and respected.

بغض النظر عن مصدر الاسم، فإن اسم الطفل هو الهدية الأولى في الحياة. سواء تم اختياره وفقًا للتفضيل أو تمليه التقاليد، فإن الاسم يعكس شيئًا ما عن ثقافة الطفل. ولهذا السبب، يجب تقدير واحترام جميع الأسماء.

- Dictate: to order; to determine يملئ: يأمر، يحدد
- Treasure: to keep or regard as precious or valuable. يقدّر: يحتفظ به أو يعتبره ثميناً أو قيم

Of course we must all value our name because our names should reflect us and our personality or at least our culture.

Reading Comprehension

Choose the best answer.

1. What is the main idea of this reading?

- a) How names reflect a person's culture كيف تعكس الاسماء ثقافة الشخص
- b) How Asian people name their children
- c) Choosing traditional names
- d) Choosing names in Italian culture

2. In which culture are children most likely named after their grandparents?

- a. Italian
- b. Japanese
- c. Mexican
- d. Akan

3. In which culture do grandparents most likely choose the child's name?

- a. Italian
- b. Eastern European
- c. American
- d. Chinese

Note: in the text, they said Asian, so of course the only Asian country here is China.

4. In China, what should names relate to?

- a. A child's ancestors
- b. A child's birth date
- c. A child's birth element
- d. A child's personality

Note: in the text, they said character

5. Which is true in Akan culture if a twin brother and sister are born on a Friday?

- a. They will have different names.
- b. They will have to travel to a different city.
- c. They will both be named Afua.
- d. They will both be named Kofi.

Idiomatic Expressions.

Find these idioms in the reading.

- be named after [to have the same name as] يسمى على
- Her cat is named after her favorite singer.

سميت قطنها على اسم مغنيتها المفضلة.

▪ **as a means** [as a way] كوسيلة

- In English classes, my teacher uses music **as a means** of practicing listening.

في دروس اللغة الإنجليزية، يستخدم أستاذي الموسيقى كوسيلة لممارسة الاستماع.

Note: (means): we can it as singular or plural

▪ **play a large part** [to be a reason for ; to organize something]

تلعب دور كبيراً في

He **played a large part** in the success of the conference.

كان له دورًا كبيرًا في نجاح المؤتمر. (لا تستخدم كلمة يلعب مع الأشخاص بل استخدمها مع الأشياء أو الأحداث)

Fill in the blank with one of the above idioms. Change its form if necessary.

1. Cultural traditions **play a large part** in how we act.
2. John **is named after** his uncle.
3. Some people use the Internet, **as a means to** meet new people.

Summary

Read the sentences from the reading passage.

Paraphrase the sentences to create a summary of the passage.

a. A parent's choice for a name may be based on names of relatives or ancestors within their particular family.

b. For example, in Italy, children are traditionally named after their grandparents.

1. **a + b:** In Italy, relatives' or ancestors' names can determine a child's name, which can traditionally be after their grandparents.

c. Traditionally in some Asian countries ... the child's name is chosen to influence the child's character.

d. For example, names may be based on a connection to certain elements ... or the name might include a written character meaning beauty, strength, or kindness.

2. **c + d :** In some Asian cultures, a child's name is connected with certain elements or the child's character or to some meanings like beauty, strength or kindness.

e. In Ghana, the day a child is born determines the child's name in the Akan culture.

f. For instance, a boy born on Friday is named Kofi, whereas a girl born on the same day is named Afua.

3. E+f: In the Akan culture of Ghana, the name can be determined on the birthday i.e. on Friday they name the boy Kofi and the girl Afa.

Note: i.e. means: 'it means'

Discussion:

Discuss the following questions.

1. Which method of naming do you like best? Why?

Student: the meaning of the name.

Student: the child's character.

2. Do you know any other cultural traditions in naming? What are they?

Student: No

3. How will you choose your children's names?

Student: after the name of some actor or actress.

Student: after someone who influenced you.

Instructor: thank you.

Thank You

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Page:

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مكتبة العائدي: المزة- نفق الآداب



هاتف: 011 2119889



موبايل + واتساب: 0941 322227



025579