

## First Lecture

### المحاضرة الأولى

Chapter 1  
Languages and Learning  
الفصل ١  
اللغات والتعلم

#### Focus

By the end of the next lecture you will be expected to write a descriptive composition about "Learning a Language".

بنهاية المحاضرة القادمة سيكون متوقع منك أن تكتب تعبير حول " تعلم لغة " .

#### Preparing to Write, page 4

Look at the photos on page 4 and think about how the people in these photos would benefit from learning a foreign language.

انظروا إلى الصور على الصفحة ٤ وفكر في كيفية استفادة الشعب في هذه الصور من تعلم لغة أجنبية

Airline representative	ممثل شركة طيران
Businessman	رجل أعمال
A student	طالب
Health care worker	عامل رعاية الصحية

#### 1. Why might these people need to speak more than one language?

They should learn another language because they are most likely to meet people who speak a language other than their own.

١- لماذا يحتاج هؤلاء الناس التحدث بأكثر من لغة واحدة ؟  
يجب أن يتعلمون لغة أخرى لأنهم الأكثر احتمال أن يجتمع بأشخاص الذين يتكلمون لغة أخرى غير الخاصة بهم.

#### 2. What are some reasons to learn a second language?

A couple of reasons I think are important are to communicate with more people, and get to know and understand another culture.

2- ما هي بعض الأسباب لتعلم لغة ثانية ؟  
عدة أسباب أعتقد مهمان للتواصل مع عدد أكبر من الناس، والحصول على معرفة وفهم ثقافة أخرى.

#### 3. What are some ways to learn a second language?

One could learn a language on his or her own or he or she could ask someone to teach him or her. A proper way to learn a language though, is to take classes in a school or institute.

٣- ما هي بعض الطرق لتعلم لغة ثانية ؟  
يمكن أن تتعلم لغة على حضارته أو أنه أو أنها يمكن أن أطلب شخص لتعليم له أو لها. طريقة مناسبة لتعلم لغة على الرغم من ذلك، أن يأخذ دروسا في مدرسة أو معهد.

## Reading Passage

[ قطعة للقراءة ]

Want to Learn a Language?  
Don't Make It a Mount Everest  
Let's read it together

## المفردات Vocabulary

Vocabulary	meaning	Vocabulary	meaning
foreign language	لغة اجنبية	telephone booth	كشك التليفون
Creole	اللهجة العامية	Expensive	غالي
Conjugate	إقترن	Proficiency	إتقان
Technique	تقنية	private tutoring	تعليم خاص
Cab driver	سائق سيارة الاجره	criterion	معيار
Immersion	غمر ( غطس )	advantages	مزايا
Bargain	إتفاق	Dialogue	حوار
emphasize	تأكيد	likely	محتمل
Experts	خبراء	opportunity	فرصة
Individual	فردى	participate	يشارك
conversation	محادثة		

## Task 1

### الواجب

Respond to the following :

- ❖ Give four reasons why you want to learn English.  
Begin your answer like this  
I want to learn English because .....  
(Post your answer on the course forum)

الإجابة على ما يلى:

- ❖ إعطاء أربعة أسباب لماذا تريد تعلم اللغة الإنجليزية.  
تبدأ الإجابة الخاصة بك مثل هذا  
أريد أن أتعلم الإنجليزية لأن ...  
( تستطيع الإجابة على منتدى الحوار )

## Lecture

### المحاضرة الثانية

#### Exercise 1, page 12

The meaning of some words and expressions in the reading passage.  
معاني بعض المفردات والتعبير في قطعة القراءة

Words and Expressions	Meanings
<b>f</b> 1. criterion (Line 53)	a. a person who speaks more than one language
<b>i</b> 2. crucial (Line 42)	b. a course for learning something that you can use immediately, in a real situation
<b>j</b> 3. institute (Line 33)	c. the condition of being very good at something
<b>a</b> 4. polyglot (Line 10)	d. a way of learning a foreign language in which only the target language is spoken in class
<b>e</b> 5. native speakers (Lines 50–51)	e. people who speak a language as their first language
<b>h</b> 6. nonnative (Lines 55–56)	f. a quality or a value that you use to make a judgment
<b>b</b> 7. practical program (Line 19)	g. the language that you want to learn
<b>c</b> 8. proficiency (Line 32)	h. a person who does not speak a language as his or her first language
<b>g</b> 9. target language (Line 57)	i. extremely important
<b>d</b> 10. total immersion (Line 37)	j. a school or organization where learning takes place

3	Meaning
<b>Criterion</b> معيار	a quality or a value that you use to make a judgment الجودة والقيمة التي تستخدم لإصدار الحكم
<b>Crucial</b> حاسم	extremely important مهم للغاية
<b>Institute</b> معهد	school or organization where learning takes place مدرسة أو مؤسسة حيث يقام التعليم
<b>Polyglot</b> متعدد اللغات	A person who speaks more than one language الشخص الذي يتحدث بأكثر من لغة
<b>native speakers</b> المتحدثون الأصليون باللغة	people who speak a language as their first language أشخاص يتحدثون لغة باعتبارها لغتهم الأولى
<b>non native</b> المتحدثون غير الأصليون باللغة	a person who does not speak a Language as his or her first language الشخص الذي لا يتحدث لغة كاللغة الأولى له أولها
<b>practical program</b> برنامج عملي	a course for learning some thing that you can use immediately in a real situation دورة لتعلم شيء يمكنك استخدامه مباشرة، في حالة حقيقية
<b>proficiency</b> إتقان	the condition of being very good at something الشرط من كونه جيداً في شيء ما
<b>target language</b> اللغة المستهدفة	the language that you want to learn اللغة التي تريد أن تتعلم
<b>total immersion</b> الانغماس الكلي	a way of learning a foreign language in wich only the target language is spoken in class وسيلة لتعلم لغة أجنبية هو تحدث اللغة المستهدفة فقط في الصف

## Exercise 2, page 13

### Using some prepositions

استخدام بعض حروف الجر

#### 2 Using Expressions Study these expressions for discussing language learning.

Notice the prepositions in each.

be good at  
be successful at  
be proficient in

succeed at  
have success with  
keep [someone] from VERB-ing  
make [a lot of/a little] progress in

+ a subject or a skill

#### Examples

I'm good at language learning, but I'm not good at music.

Jason has made a lot of progress in Spanish this year.

A lack of free time keeps Rafael from learning Japanese.

### الجدول التالي يحدد لك بشكل أوضح قواعد استخدام بعض حروف الجر

- للتذكير فقط : تصريف الفعل المساعد **Be** في الحاضر ( is - are - am - be ) وفي الماضي ( were - was ) – التصريف الثالث ( been )
- للتذكير فقط : تصريف الفعل المساعد **have** – ( have - had - has )
- **وما كتب باللون الأحمر هنا يدل على ( صفات – أسماء – أفعال – إضافات إلى أفعال ) محددة لنا ،**
- ❖ على أساس كل ذلك .. الآن سنحدد حرف الجر المناسب في الجمل [ **at – in – from – with** ] وفق القواعد التالية لكلا منها :

حرف الجر Preposition	القاعدة Grammar	أمثلة خارجية بسيطة للتوضيح Example
<b>At</b>	<b>Be + good at</b>	he <b>is good at</b> tennis .
	<b>Be + successful at</b>	we <b>are successful at</b> study .
	<b>Succeed at</b>	<b>Success at</b> work needs a great effort.
<b>In</b>	<b>Be + Proficient in</b>	he <b>is proficient in</b> a wide range of arts and trades .
	<b>[a little one / a lot of ] Progress in</b> Make	Team made <b>a lot of progress in</b> playing football because of the ongoing exercise .
<b>from</b>	<b>Keep [some one] from + verb-ing</b>	Sports <b>keep</b> [children] <b>from becoming</b> obese .
<b>with</b>	<b>Have + success with</b>	group of people <b>have</b> achieved <b>success with</b> learning foreign

الآن أكمل الجمل . باستخدام حرف الجر الصحيح :

Now complete the sentences. Use the correct prepositions.

1. Chris is proficient **in** three languages: Spanish, English, and Japanese.
2. Jake has made a lot of progress **in** French this year because he attended every class.
3. If you want to succeed **at** speaking a foreign language, you must practice, practice, practice!
4. Anxiety can keep students **from** becoming proficient **in** a foreign language.
5. The class had a lot of success **with** the lesson because they did their homework.

Chapter 1  
Introducing the Essay

الفصل ١ عرض المقال

❖ In an essay you can:

- expresses an idea or opinion
- analyze, explain, or describe someone or some thing
- show the relationship between two or more things
- solve a problem
- or all of the above

❖ في مقال يمكنك :

- تعبر عن فكرة أو رأي
- تحليل أو تفسير أو وصف شخص ما أو بعض الأشياء
- إظهار العلاقة بين اثنين أو أكثر من الأمور
- حل مشكلة
- أو كل ما سبق

❖ The Academic Essay

An academic essay usually contains four parts:

- An introductory paragraph
- A thesis or main idea statements
- Body paragraph
- A concluding paragraph

❖ المقال الأكاديمي :

المقال الأكاديمي يحتوي عادة على أربعة أجزاء :

- فقرة تمهيدية ( المقدمة )
- أطروحة أو بيانات الفكرة الرئيسية
- جسم الفقرة
- فقرة ختامية



**2** Analyzing an Academic Essay (Part 1) With a partner, read the following student essay. Then identify and label these parts:

- The introductory paragraph
- The thesis statement/main idea
- The body paragraphs
- Words and phrases that connect ideas
- The concluding paragraph



**See exercise 2 and 3, page 15**

تحليل مقال أكاديمي (جزء 1) مع شريك، وقراءة مقال الطالب التالي . ثم تحديد الأجزاء التالية :

- الفقرة التمهيدية ( المقدمة )
- الفكرة الرئيسية
- فقرة جسم المقال
- الكلمات والعبارات التي تربط بين الأفكار
- الفقرة الختامية

# Student Essay: The Benefits of Online Language Learning

introductory paragraph

A In today's global environment, knowing a foreign language is increasingly important. The ability to speak a foreign language with clarity and fluency is invaluable for business, education, and when working, living, or traveling in another country. Most foreign language teaching occurs in a classroom with an instructor, textbooks, and several students. In my opinion, however, one of the best ways to learn a foreign language is a self-study, online course. Online language learning is a good way to learn a second language because it's convenient, it's individualized, and it takes place in a low-stress environment.

B Classroom learning is not practical for many people due to time and cost constraints. In addition, taking time away from work or other responsibilities to attend language courses at an institution is difficult for many people. With a self-study, online course, students can take lessons at home or in the office whenever they want. All they need is a computer and an Internet connection. For example, a busy executive can take a language lesson during her lunch hour. A parent with small children can study online at night. In addition, because the student doesn't have to drive anywhere, online learning saves money.

C A benefit of online language learning is that it's individualized. Many online language courses have pre-tests that assess each student's level. Online language programs can also collect information about the student's learning style and need for studying the foreign language so that the material can be adapted to the student's actual situation. In a classroom, there are many students, each with different proficiency levels, different learning styles, and different needs for speaking a foreign language. Furthermore, because online material is not as static as it is in a textbook, it can be constantly updated and refreshed. This makes the learning experience more interesting and relevant for the student.

D Finally, with online learning, the learning takes place in a low-stress environment—a private setting with no one else around. This is very important because many studies have shown that stress and anxiety inhibit perception, performance, and retention of linguistic material. In a classroom with several other students, all at different levels and with different needs, students may feel inhibited and fearful of making a mistake. They may be afraid to try making new sounds or expressing their thoughts in the new language. In addition, an atmosphere of competition that exists in many classrooms can be deadly for some students. In fact, the fear of making mistakes or seeming foolish or childlike in front of others inhibits many



people from succeeding in foreign language courses. Online learning solves all of these problems. Along with a computer, a good online language course, and a microphone, many students can make tremendous progress without the fear of appearing foolish in front of others. 40

The benefits of online self-study courses are that they are low-cost, people can do them at any time, and they can do them alone in the privacy of their own home or office. This last benefit is especially important in that many people feel less inhibited about acquiring and practicing language skills when they are alone. In addition, class size at many institutions limits the opportunities for foreign language students to get adequate individual attention. These are just a few of the reasons that an online course is a good way for many people to learn a foreign language. 45 50

### 3 Analyzing an Academic Essay Answer these questions about the essay.

1. What is the main idea of the essay? 1- ماهى الفكرة الرئيسية في المقال ؟

On line language learning is good a way a second language .

2. What is the writer's purpose in writing this essay? Check all of the choices that are correct.

2- ماهو غرض الكاتب من المقال ؟

- To analyze someone or something
- To explain someone or something
- To describe someone or something
- To state an opinion and support it
- To show a relationship between two or more things
- To solve a problem
- Other (explain) \_\_\_\_\_

3- هل يوجد كلمات وعبارات ربط بين الفقرات ؟

3. Are there connecting words and phrases within and between paragraphs? If so, what are they?

In addition – For Example - Furthermore

#### ❖ Task 2 :

- Do exercise 4 on page 18 as homework.  
Remember to post your response on the course forum. Please do not send it as email.

#### ❖ الواجب ٢ :

تمرين ٤ ص ١٨ كواجب  
تذكر لإرسال الحل على (منتدى الحوار)  
لا ترسله كإيميل

## Lecture - 4

### Chapter 2 Danger and Daring

#### Focus

In this chapter will try to learn how to write about an explorer.

#### Preparation

Take a look at the photos on page 24. All of these people are explorers.

Notice the information about their names, their achievements, and the date of their achievements are written below each photo.

أنظر إلى الصور صفحة ٢٤ ، كل هؤلاء مستكشفين

لاحظ معلومات حول أسمائهم ، وإنجازاتهم ، و كتابة تاريخ لإنجازاتهم تحت كل صورة .

### Part 1 Preparing to Write

#### Getting Started



**1 Discussing Explorers** Since the beginning of human history, people have left familiar places to explore different parts of the world. What motivates these explorers? Look at the following photos of some explorers. Scan the information about them. Complete the chart on page 25, and then answer the questions that follow.



▲ Matthew Henson (American) was the co-discoverer of the North Pole with Robert Peary in 1909.



▲ Sydney Possuelo (Brazilian) is an Amazonian rainforest explorer. He received the Patron's Medal of the Royal Geographical Society in 2004.



▲ Chiaki Mukai (Japanese) was the first Japanese woman to fly in space and was part of a NASA mission in 1985.



▲ Arlene Blum (American) was the leader of the first group of American climbers to reach the top of Annapurna in 1972.

## Annapurna: A Woman's Place

A It is clear that women mountain climbers have felt the urge to explore remote regions and ascend high peaks for many years. *On Top of the World: Five Women Explorers in Tibet* describes five of the many women who explored the high Himalayas between 1850 and 1920. One of them, Isabella Byrd, had been sickly for most of her life in England, but she experienced a dramatic change as she traveled at high elevations in Kashmir. Unlike her experiences in England, as a pioneer and traveler she laughed at fatigue, she was unafraid of danger, and she didn't worry about her next meal. 5

B Another woman explorer of her time was Alexandra David-Neel from France. Her journeys across the high Tibetan plateau from 1911 to 1944 have been characterized as the most remarkable ever made by any explorer, man or woman, in Tibet. At the age of 55 she disguised herself as a Tibetan beggar woman and walked two thousand miles across numerous high snowy passes to reach the forbidden city of Lhasa. 10

C Fanny Bullock Workman and her husband, Dr. W. H. Workman, of Massachusetts, traveled and explored in the Himalayas between 1890 and 1915. They wrote six books about their adventures. Fanny, an ardent suffragette, was once photographed on a high pass in the Himalayas carrying a newspaper bearing the headline "Votes for Women." 15

D Another early woman climber and a rival of Mrs. Workman was Annie S. Peck, a New England professor. She began her climbing career with an ascent of the Matterhorn when she was 45. In 1908, at the age of 58, she made the first ascent of Huascarán, the highest mountain in Peru. At 21,837 feet, she claimed it was the altitude record for any American. Peck described herself as a "firm believer in the equality of the sexes . . . [A]ny great achievement in any line of endeavor would be an advantage to my sex." (Annie S. Peck, *High Mountain Climbing in Peru and Bolivia*, 1912) 20  
25  
30  
35



▲ Climbing Annapurna

E In the years since World War II, women have made numerous significant climbs in the Andes and the Himalayas. One of the most remarkable of them was the late French climber Claude Kogan. British women have also 40



been successful climbers. From the 1950s onward, they have carried out many small, well-organized expeditions to previously unexplored regions of the Himalayas and written about them in an understated, characteristically British fashion. In addition to the British and other small expeditions, women climbers throughout the world have made significant contributions to climbing in the last 100 years. However, until quite recently, women have been notably absent on the world's highest mountains. There are 14 mountains in the world that soar above 8,000 meters (26,200 feet)—all located in the Himalayas. For many years, mountaineers have wanted to figure out a way to reach their summits. Attempts to climb them began in the nineteenth century; in the first half of the twentieth century, hundreds of men participated in dozens of expeditions to these peaks. But even after Fanny Workman's example, only a handful of women participated in such climbs. Elizabeth Knowlton was a member of the joint German-American climb to Nanga Parbat in 1932. In 1934 Hettie Dyhrenfurth took part in an expedition that explored and mapped the Baltoro Glacier region of the Karakoram Himalaya; she reached the top of Queen Mary Peak (24,370 feet), which gave her the world altitude record for women for which Annie Peck and Fanny Workman had competed.

F It was not until 1950 that an 8,000-meter peak was climbed by anyone. The legendary ascent of Annapurna I by Maurice Herzog's French team was closely followed by successes on all 8,000-meter giants over the next 14 years—and all by men. During this period the only attempt on an 8,000-meter peak by a woman's team was the ill-fated 1959 International Woman's Expedition to Cho Oyu in Nepal. Tragically, four climbers, including the leader, Claude Kogan, died in this attempt. By 1972, when the idea for our all-woman expedition to Annapurna was originally conceived, no women from any country had yet reached the summit of an 8,000-meter peak.

—Arlene Blum, *Annapurna: A Woman's Place*.

## Task 1

### الواجب

Do exercise 4 on page 29 as homework. Do this exercise as best as you can.

ص ٢٩ - المطلوب : من خلال القطعة استخرج [ اسم المكتشف ؟ ، من أي بلد ؟ اكتشافه في أي سنة ؟ <----- إنجازاته ]

**4 Understanding the Reading** Summarize the information from the reading selection by filling in the following graphic organizer. Skim the reading selection for details about the women explorers that Blum describes. Note their home countries, the years in which they traveled, and their achievements.

Who/Home Country?/Years	Achievements
Alexandra David-Neel, France 1911-1944	Walked 2,000 miles across Tibet. Disguised herself as a beggar.

■ ■ ■ Danger and Daring 29

## Lecture - 5

### Chapter 2 Danger and Daring

#### Words and Phrases

page 32-33

Words	meaning	المعنى بالعربي
ardent	passionate; enthusiastic	متحمس
ascent	climb	صعود - تسلق
endeavor	effort; an attempt	يسعى - يحاول
felt the urge	had a vary strong desire	شعر برغبة ملحة
summit	the top of a mountain	قمة - على قمة جبل
legendary	famous	أسطوري - مشهور
notably absent	obviously not present	الغياب اللافت ( الواضح )
pioneer	someone who is the first to explore a new place	الرائد - الشخص الأول في استكشاف مكان جديد
remote	far away from civilization	بعيد - بعيد عن الحضارة
Rival	person who is competing against another	المنافس

#### Describing personalities and achievements

وصف الشخصيات والإنجازات

**Personalities:** << الشخصيات >>

be unafraid of لم تكن خائفة

laugh at (fatigue) استمتعت بالتعب

not worry about (her next meal) لم تقلق من الأميال القادمة

figure out a way to يكتشف وسيلة لـ

**Achievements:** << الإنجازات >>

travel at high elevations السير لمسافات عالية

carry out ينفذ

make significant contributions to قام بإسهامات مميزة في

participate in expeditions شارك في الرحلات

take part in expeditions شارك في الرحلات

reach the summit of ... وصل إلى قمة ...

#### Task الواجب

Do exercise 2 on page 33 as homework

## Lecture- 6

### Chapter 2 Danger and Daring

## Organizing and developing your ideas

تنظيم وتطوير أفكارك

### Thesis Statement and Supporting Ideas

أطروحة البيان " الفكرة الرئيسية في المقال " + الأفكار المساندة " الداعمة "

Turn your books to page 34 – 37

#### review points :

- an essay is composed of three or more paragraphs and communicates an attitude or opinion about an issue.
- the thesis statement tells the reader the main idea of the essay.
- the reader should be able to predict what the essay is about by reading the thesis statement .
- the thesis statement usually appears in the introductory paragraphs.

#### استعراض نقاط :

- يتألف مقال من ثلاثة أو أكثر من الفقرات ويتصل هذا الموقف أو رأي حول قضية .
- أطروحة البيان ( thesis statement ) يقول القارئ الفكرة الرئيسية للمقال .
- وينبغي للقارئ أن يكون قادراً على التنبؤ بما هو مقال عن طريق قراءة أطروحة بيان ( thesis statement ) .
- أطروحة البيان ( thesis statement ) تظهر عادة في الفقرات التمهيديّة .

#### new points :

- the thesis statement usually contains tow parts : the topic and the approach to the topic .
- the topic presents the general subject of th essay .
- the approach presents the writer's attitude or opinion about the topic and indicates how the writer will develop the essay.

#### نقاط جديدة :

- أطروحة البيان ( thesis statement ) عادة ما تحتوي على جزئين : العنوان (the topic) والنهج الذي تتبعه لهذا الموضوع (the approach).
- العنوان ( the topic ) يطرح الموضوع العام للمقالة .
- هذا النهج ( the approach ) يعرض موقف أو رأي الكاتب حول هذا الموضوع وتبين كيف يمكن للكاتب من تطوير مقالة .

studying an example of a thesis statment

read the following thesis statment :

(( مثال على أطروحة البيان – إقرأ أطروحة البيان التالية ))

sydney possuelo is a great explorer because he has not only made significant contributions to our knowledge of the amazon but has also worked to defend the rights of the indig-enous people of brazil

- In this thesis statement , **the topic** is Sydney Possuelo.
- **The writer's approach** is to show why Possuelo is a great explorer.
- From this thesis statement, **the reader can predict that the writer** will explain that Possuelo has increased our knowledge of the Amazon while also defending the rights of the indigenous (native) people who live in that region.

- في أطروحة البيان هذه ، الموضوع هو سيدني بوسويلو.
- نهج الكاتب (موقفه أو رأيه) هو إظهار لماذا بوسويلو هو مستكشف كبير.
- من أطروحة البيان هذه ، يمكن للقارئ أن يتنبأ بأن الكاتب سيوضح أن بوسويلو زادت معرفتنا في منطقة الأمازون في حين يدافع أيضا عن حقوق الشعب (المواطنين) السكان الأصليين الذين يعيشون في تلك المنطقة.

**1 Analyzing Thesis Statements** For the thesis statements that follow, underline the topic and put a dashed line under the approach.

المطلوب تحديد عنوان كل فقرة + نهج الكاتب (موقفه أو رأيه) // بوضع خط أسفل (the topic) + خط متقطع أسفل (the approach)

1. Many explorers have the urge to explore due to their own curiosity and a desire to make a contribution to the world.
2. The adventures of medieval travelers such as Marco Polo and Ibn Battuta led to cross-cultural exchange and expanded international trade.
3. Alexander the Great was one of the ancient world's greatest explorers because he solved many mysteries about the earth's geography and weather.

### Supporting ideas :

الأفكار المساندة (الداعمة)

### نقاط جديدة :

- النهج (موقف الكاتب أو رأيه) قد يشمل اثنين أو أكثر من الأفكار المساندة حول هذا الموضوع.
- إن الكاتب بصفة عامة سيطور هذه الأفكار في فقرات منفصلة.
- يجب أن تكون كل فكرة مساندة لها نفس الدرجة في العمومية أو الخصوصية.
- يجب أن تكون كل فكرة مساندة لها نفس الدرجة في الأهمية في ما يتعلق بهذا الموضوع.
- يجب أن تكون كل فكرة مساندة متعلقة



في أطروحة البيان حول سيدني صفة 35 **الأفكار الداعمة هي** :

## ANALYZING SUPPORTING IDEAS

In the thesis statement about Sydney Possuelo on page 35, the supporting ideas are (1) he has made significant contributions to our knowledge of the Amazon and (2) he has worked to defend the rights of the indigenous people of Brazil.

Note the following:

- Making *contributions* and *defending rights* are equally general topics; one isn't more specific than the other. **الفكرتين المساندين عامتين ، وليست إحداهما أكثر تحديد من الأخرى**
- Both have the same degree of importance in relation to why Possuelo is a great explorer. **الفكرتين المساندين لهما نفس الأهمية**
- They don't overlap; *making contributions* is different from *defending indigenous people's rights*. They can each be discussed in their own parts of the essay.

**الفكرتين المساندين غير متداخلتين ، مختلفتين عن بعضهما ، يمكن مناقشة كلاً منهما على حدى**

### Task الواجب

التدريب ٤ ص ٢٧

T3'reed

<http://kfuforums.kfu.edu.sa>

اعداد وتنسيق الاخْت العنود من المستويات المتقدمة  
جزاها الله الف خير  
T3'reed