



Module 1: Family life

Lesson 1: Family relationships

Vocabulary:

1- True: Consistent with fact or reality.

True ≠ false

2- Magic

(N): The art or practice of using charms, spells, or rituals to attempt to produce supernatural effects.

Magical (adj)

Magically (adv)

3- Supportive (adj): Furnishing support or assistance.

Support (n)

Supportiveness (n)

Supportively (adv)

3- Severe (adj): harsh, or strict, as in treatment of others.

Severity (n)

Severely (adv)

4- Easy-going (adj): Living without undue worry or concern; calm.

5- Wisdom (n): The ability to discern or judge what is true and right.

Wise (adj)

Wisely (adv)

6- Fight (v): To attempt to harm or gain power over an adversary.

Fight (v) = quarrel (v)

7- Miserable (adj): Very uncomfortable or unhappy.

Misery (n)

8- Divorce (n): The legal dissolution of a marriage.

Divorce ≠ marriage

Divorced (adj) ≠ Married (adj)

9- Orphanage (n): A public institution for the care and protection of children without parents.

Orphan (noun): a child whose parents are dead.

Orphanhood (noun): the state of being an orphan

10- Afford (v):

To have the financial means for; bear the cost of:

11- Widow: A woman whose husband has died and who has not remarried.

12- Widower: A man whose wife has died and who has not remarried.

13- Aggressive (adj): Characterized by aggression.

Aggression (n)

Aggressiveness (n)

Aggressively (adv)

14- Quarrelsome (adj): Marked by quarreling.

15- Friendly (adj): Characteristic of or behaving as a friend.

16- Quick-tempered (adj): Easily aroused to anger.

17- Naughty (adj): Behaving disobediently.

18- Mean (adj): ungenerous.

19- Kind (adj): Having or showing a friendly, generous, sympathetic, or warm-hearted nature.

20- Moody (adj): Given to frequent changes of mood; temperamental.





The benefits of sharing house responsibilities:

- Easing family stress, resulting in fewer arguments at home
- Giving couples more time for activities that both enjoy
- Breaking away from gender stereotypes: e.g. men go to work, and women stay home to watch over the kids and manage household chores
- Giving couples an opportunity to achieve a fair balance at home
- Teaching children to be responsible

NOURI CHAKROUN





How to keep a healthy family environment:

- Parents should play with their children
- Parents take time from work and other commitments to celebrate birthdays and holidays and do activities together as a family.
- Eating together is extremely significant and brings the family together.
- Adults listen to children and children listen to adults. A 5-year-old can have an opinion! No opinions are wrong, no question is inappropriate; there is safety in communicating.
- Avoid using abusive language
- Family members should work through difficulties together.

The importance of a healthy family environment:

- A healthy family environment makes children more sociable
- Family is also beneficial for the child's self-confidence
- A healthy family environment leads to success at school
- It helps the child's mental and physical development
- Family love, warmth and support contributes to the child's psychological equilibrium

NOURI CHAKROUN





<i>Possessive Adjective</i>	<i>Possessive Pronouns</i>
Examples: <u>My</u> dog is big. <u>Her</u> cat is brown. <u>Their</u> sister works downtown.	Examples: The dog is <u>mine</u> . The brown cat is <u>hers</u> . <u>Theirs</u> works downtown.

2- The genitive case:

The genitive case is most commonly used to show possession

- Singular noun: The possessor + 's + the thing possessed

e.g: The student's schoolbag

- Irregular plural: The possessor + 's + the thing possessed

e.g: The children's toys

<i>Irregular plural</i>	
<i>Singular form</i>	<i>Plural form</i>
Man	Men
Woman	Women
Child	Children
Mouse	Mice
Foot	Feet
Tooth	Teeth
Goose	Geese
Person	People

- Plural noun: The possessors + ' + the thing possessed

e.g: The students' schoolbags





Module 1: Family life
Lesson 5: Safety at home

Vocabulary:

- 1- To bite (v):** To cut, grip, or tear with or as if with the teeth.
- 2- Safety (n):** The condition of being safe; freedom from danger, risk, or injury.
Safe (adj)
Safely (adv)
Save (v)
- 3- To own (v):** To have or possess as property.
Own (adj): Of or belonging to oneself or itself;
Owner (n)
- 4- To chain (v):** To bind or make fast with a chain or chains
Chain (n)
Chained (adj)
- 5- To isolate (v):** To cause to be alone or apart.
Isolation (n)
Isolated (adj)
- 6- To occur (v):** To take place; to happen.
Occurrence (n)
- 7- Hazard (n):** Risk or danger.
Hazard (v): To expose to danger or risk. (= endanger)
Hazardous (adj)
- 8- To infect (v):** To invade and proliferate in, often resulting in disease.
Infection (n)
Infected (adj)
Infectious (adj)
- 9- To supervise (v):** To manage and direct; be in charge of.
Supervised (adj)
Supervision (n)
- 10- To forbid (v):** To command (someone) not to do something.
Forbidden (adj)
Forbiddance (n)
- 11- Incident (n):**
A usually violent or disruptive occurrence, especially one that precipitates a larger crisis.





<i>Subject pronoun</i>	<i>Reflexive pronoun</i>
I	Myself
You	Yourself / yourselves
We	Ourselves
They	Themselves
He	Himself
She	Herself
It	Itself

<i>Cheating</i>			
<i>Reasons</i>	<i>Ways</i>	<i>Consequences</i>	<i>Alternatives</i>
<ul style="list-style-type: none"> * Lazyiness * To get a good Mark. * Lack of self-confidence. * To please parents 	<ul style="list-style-type: none"> *looking at others' tests. *writing information on The desk/ clothes / Small sheet of paper. *use headsets. 	<ul style="list-style-type: none"> * school report. * expelled from school For at least 15 days. * get lost. * no longer understand. * hate school. * will be disrespected. 	<ul style="list-style-type: none"> * work hard. * revise the lessons Regularly. *ask help * be self-confident.

NOURI CHAKROBORTY





Module 1: Family life

Lesson 3: Generation gap

Vocabulary:

1- Generation gap: A difference in values and attitudes between one generation and another.

2- To agree (v): To share an opinion or feeling; be in accord.

To agree \neq to disagree

Agreement (n) \neq disagreement (n)

3- Embarrassed (adj): you feel sorry about something you did wrong.

Embarrassed (adj) = ashamed of

Embarrassing (adj) = causing embarrassment

To embarrass (v): To cause to feel self-conscious or ill at ease.

4- To break (v): To violate or disregard.

5- Pig-headed: Stubborn.

6- To sneak out (v): To leave quietly.

7- Conservative (adj): Favoring traditional views and values; tending to oppose change.

8- Obey (v): To carry out or fulfill the command, order, or instruction of.

Obedient (adj)

Obedience (n)

Obey = abide = comply = follow

9- Overprotective (adj): to protect some excessively

Overprotect (verb)

Overprotection (noun)

10- Quarrel (verb/noun): a heated argument

Quarrelsome (adj)

11- Authoritarian (adj): enforcing strict obedience to authority

12- Open-minded (adj): willing to consider new ideas

open-minded \neq narrow minded

13- Strict = Severe \neq lenient \neq easy-going

14- Fashion (noun): popular trend

Fashionable (adj) \neq traditional



Ripped jeans



High-heeled shoes



Short clothes



Tattoos





Mood (n)

21- Let down: To withdraw support from.

22- Rely on: be dependent on, as for support or maintenance.

23- See eye to eye: be in agreement.

Grammar

Question word	Function	Example
what	asking for information about something	What is your name?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?





Mood (n)

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how old	age	How old are you?





Module 2: Education

Lesson 1: School memories

Vocabulary:

1- **Memory:** - The mental faculty of retaining and recalling past experience.

- Something that is remembered

2- **To notice:** to observe

3- **To erase:** to remove

4- **Instead:** In the place of something

5- **Proud (adj):** Feeling pleasurable satisfaction over an act, possession, quality, or relationship.

Pride (n)

7- **Grade** = mark

8- **To cheat:** act dishonestly or unfairly in order to gain an advantage

Cheat (noun): a person who behaves dishonestly in order to gain an advantage.

Cheating

9- **To succeed:** To accomplish something desired or intended.

Success (n)

Successful (adj)

Successfully (adv)

10- **To fail** ≠ to succeed

Failure (n)

11- **To pass an exam:** to be successful

12- **To sit for an exam:** to take an exam to qualify for a license.

13- **To revise:** To study again (academic material, for example), as for a test.

To revise = to review

Revision (n)

1) Teach ≠ learn

5) written ≠ oral

2) clever ≠ stupid

6) practical ≠ theoretical

3) good ≠ bad

7) failure ≠ success

4) hard ≠ easy

8) attend ≠ leave

Grammar:

1- Possessive adjectives vs Possessive pronouns

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its





Grammar:

Simple past

1) Form:

Affirmative form	Negative form	Interrogative form	
		Yes/No question	Wh question
I worked/knew. We worked/knew. You worked/knew. They worked/knew. He worked/knew. She worked/knew. It worked/knew.	I did not work/know. You did not work/know. We did not work/know. They did not work/know. He did not work/know. She did not work/know. It did not work/know.	Did I work/know? Did you work/know? Did we work/know? Did they work/know? Did he work/know? Did she work/know? Did it work/know?	What did I work/know? What did you work/know? What did we work/know? What did they work/know? What did he work/know? What did she work/know? Why did it work/know?
Subject + verb (past form)	Subject + did not + verb (bare infinitive form)	Did + subject + verb (bare infinitive form) ?	Wh word + did + verb (bare infinitive form)?

2) Uses:

Use	Example
1) An action that started and finished at a definite time in the past	Last night, I watched TV

3) Markers:

- yesterday
- last year/month/week/season...
- a year/month/week ago
- two/three...days/weeks...ago
- in 2005

4) Spelling:

Add "ed" to verbs ending in 'consonants': look – looked jump – jumped play – played
Verbs ending in consonant + 'y' omit 'y' + add 'ied' study – studied carry – carried dry – dried
Add "d" to verbs ending in 'e': like – liked live – lived save – saved
Verbs ending with CVC: double the last consonant + add 'ed' stop – stopped beg – begged





Grammar:

<i>Nouns</i>	
<i>Countable nouns</i>	<i>Uncountable nouns</i>
- have a singular and plural form e.g: a car \Rightarrow two cars	- have only one form (no plural) e.g: money / monies - Always use singular verbs e.g: Money is important.
- can use a singular verb or a plural verb e.g: The car is old. The cars are old.	- cannot use a / an or a number before them e.g: a money / two monies
- used with many (= a great number)	- used with much (= a great quantity)

Comparison of equality

The As + Adjective + As structure is used to express equality.
The As + much / many + noun + as is also used to express equality.

Examples:

- David is 15 years old. John is 15 years old, too.
 \Rightarrow He's **as old as** me.
- She spends 15 dinars each week. I spend 15 dinars each week, too.
 \Rightarrow I spend **as much money a week as** her.

When to give children pocket money:

Children might be ready to try managing some pocket money if they can understand that:

- they need money to buy things
- it's important to save money, and not spend it all
- spending all their money today means there's no more until the next payment.

How much pocket money?

You can base your decision about how much pocket money to give on:

- what your family budget will allow
- how old your child is
- what you expect pocket money to pay for

Tips on giving pocket money:

- Explain to your child what pocket money is for and what it isn't for.
- Negotiate guidelines about how much money can go into saving, spending and donating.
- Pay what you can afford, regardless of what other parents (or your child!) might say.
- Pay it on a set day. You might choose to pay weekly, fortnightly or monthly.
- Try not to supplement pocket money or pay in advance.

Tips to manage pocket money:

- You should budget for the week or fortnight ahead
- You should control your spending
- You should save money





Module 1: Family life
Lesson 4: Pocket money

Vocabulary:

- 1- **Stationery (n):** Writing paper and envelopes.
- 2- **To save (v):** To avoid spending (money) so as to keep or accumulate it.
Savings (n)
- 3- **To spend (v):** To pay out (money).
Spending (n): the act of paying out money.
Overspend (v): To spend more than is prudent or necessary
Overspending (n)
- 4- **Extra (n):** Something more than is usual or necessary:
- 5- **To purchase (v):** to buy
To buy \neq to sell
- 6- **Addiction (n):** Physiological or psychological dependence, as on a substance.
Addicted (adj)
- 7- **Hard-earned (adj):** obtained or earned through effort or struggle.
- 8- **To earn (v):** To gain especially for the performance of service, labor, or work.
Earning (n)
- 9- **To exchange (v):** To give in return for something received; trade.
Exchange (n) / (adj)
- 10- **Kiosk (n):**
A small structure, usually open in front, used as a newsstand or a place for selling goods.
- 11- **Expensive (adj):** Marked by high prices.
Expensive \neq cheap
- 12- **To worry (v):** To feel uneasy.
Worried (adj) = anxious
Worries (n pl)
- 13- **to reduce (v):** To bring down.
Reduction (n)
- 14- **Allowance (n):** A small amount of money regularly given to a child.
- 15- **Expenses (n):** An expenditure of money; a cost.
- 16- **Tight-fisted (adj):** not willing to spend or give much money
tight-fisted = stingy = mean
Tight-fisted \neq generous
- 17- **Littered (adj):** untidy; a large number of objects left lying about
- 18- **To complain about (verb):** to express dissatisfaction
Complaint (noun)





A sharp knife	To jump from the window	Cleaning products: Bleach	A thief breaking into the house
A cooker and a hot pan	Medicine within children's reach	Playing with electricity	Parental violence

Safety rules at home:

- 1) Do not leave your children alone at home
- 2) Keep all cleaning products away from your children
- 3) Cover the electrical outlets and wires covered
- 4) Small sized items must be kept away from children
- 5) Don't play with fire
- 6) Keep the medicine out of children's reach
- 7) Be careful when letting your child interact with pets
- 8) Avoid opening the door for strangers
- 9) Keep the first aid kit easily accessible
- 10) Be vigilant

Warning	
Expression	example
Beware	Beware of the dogs.
Be careful	Be careful. The pan is too hot.
Watch out	Watch out! The floor is slippery
Look out	Look out! The knife is sharp
Mind your...	Mind your hands. Mind your head.

Grammar:

"While" and "Whereas" are used to express **CONTRAST**.

Examples:

His father is lenient **whereas** his mother is very severe.

"lenient" and "severe" are opposites **CONTRAST**.

While discussing our problems with our parents is useful, conflicts can be harmful.

"useful" and "harmful" are opposites **CONTRAST**.





Module 1: Family life
Lesson 2: Sharing family responsibilities

Vocabulary:

1- **To cook (v):** to prepare food

Cook (n): someone who cooks food

Cooker (n): an appliance for cooking.

2- **To feed (v):** To give food to; supply with nourishment.

3- **To rock (v):** To move back and forth or from side to side, especially gently or rhythmically.

4- **Role (n):** A character or part played by a performer.

5- **Close (adj):** Being near in relationship.

6- **To bring up (v):** To take care of and educate (a child); rear.

7- **Exciting (adj):** Creating or producing excitement.

Excited (adj): Being in a state of excitement.

Excited = very happy

Excitement (n) = happiness

8- **Demanding (adj):** Requiring much effort or attention.

Demanding (adj): Requiring others to work hard or meet high expectations.

9- **To look after (v):** To take care of.

			
To sweep the floor	To mop the floor	To wash the dishes	To iron the clothes
			
To do the laundry	To cook the meals	To make the bed	To hang the clothes out to dry
			
To throw out the garbage	To water the trees	To mow the lawn	To wash the car





Grammar:

There are two types of adjectives:

Short adjectives		Long adjectives	
Definition	Example	Definition	Example
One-syllable adjectives	Fast / nice	Two-syllable adjectives not ending in "Y"	Modern / pleasant
Two-syllable adjectives ending in "Y"	Happy / easy	Three-syllable adjectives	Expensive / difficult

Comparative form:

Comparative adjectives are used to compare differences between **two** objects or **two** people.

Superlative form:

Superlative adjectives are used to describe a person or an object that is at the upper or lower limit of a quality.

	Short adjective	Long adjective
Comparative form	Short adjective + er + than	More + long adjective + than
Superlative form	The + short adjective + est	The + most + long adjective

Spelling of comparatives and superlatives with one-syllable adjectives:

Type of adjective	Comparative	Superlative
Adjectives ending in -e	Add -r e.g.: finer, nicer	add -st; e.g.: finest, nicest
Adjectives with one vowel + one consonant:	double the final consonant and add -er; e.g.: bigger, hotter	double the final consonant and add -est; e.g.: biggest, hottest
Two-syllable adjectives ending in -y	Change "y" into "i" and add -er; e.g.: happier, easier	Change "y" into "i" and add -est; e.g.: happiest, easiest

Irregular comparatives and superlatives:

Adjective	Comparative	Superlative
Good	Better	best
Bad	Worse	Worst
Far	Farther / further	Farthest / furthest
Little	Less	least
Late	Latter	last
Much	More	Most
Old	Older / elder	Oldest / eldest





Module 2: Education

Lesson 3: First day at school

Vocabulary:

1- **Afraid:** Filled with fear; frightened

2- **Excited (adj)** = very happy

Excitement (n) = Happiness

3- **To forget** ≠ to remember

4- **To shake hands:** to take someone's hand and move it up and down to greet someone.





5- **Have a good time:** have fun, enjoy yourself

6- **To meet (verb):** come into the presence or company of (someone) by chance or arrangement.
meeting (noun)

			
Indifferent (adj) Indifference (noun)	Excited (adj) Excitement (noun)	Afraid (adj) fear (noun)	Nervous (adj) Nervousness (noun)
			
Lonely (adj) Loneliness (noun)	Sad (adj) Sadness (noun)	Angry (adj) Anger (noun)	Shy (adj) Shyness (noun)
			
Curious (adj) Curiosity (noun)	Hesitant (adj) Hesitation (noun)	Hopeful (adj) Hope (noun)	Ambitious (adj) Ambition (noun)





			
Piercings	Hairstyles	Low waist pants	Disrespect for the elderly

Grammar:

Compound adjectives

A compound adjective is an adjective that contains two or more words.

NUMBER + NOUN (singular)	I have a three-week vacation
ADVERB + PAST PARTICIPLE	We live in a densely-populated city
NOUN + PAST PARTICIPLE	I love eating sun-dried raisins
NOUN + PRESENT PARTICIPLE	That was a record-breaking jump.
NOUN + ADJECTIVE	This is a smoke-free restaurant
ADJECTIVE + NOUN	It was a last-minute decision
ADJECTIVE + PAST PARTICIPLE	That is an old-fashioned dress
ADJECTIVE + PRESENT PARTICIPLE	She is a good-looking girl.

Causes of generation gap:

- Lack of understanding: this is due to social changes, different languages and the invasion of social media
- Parents often do not tolerate mistakes and tend to punish their children.
- Comparing children to each other or even to how you were as a child is another reason the gap becomes wide.
- Parents expect their children to be replicas of themselves.
- Due to busy daily life and stress, parents often find themselves too tired to spend enough time with their kids every day.

Ways to avoid generation gap:

- You should focus on similarities and not the differences between the various generations.
- Communication is the key in bridging age gap.
- Parents should be open-minded and children should be respectful.
- Parents need to allow their kids time to talk without interruption and listen to what they have to say.
- Love has a way of crossing boundaries and bringing people together





Module 2: Education

Lesson 2: School rules

Vocabulary:

1- Goal: The object toward which an endeavor is directed; an end.

Goal = Objective

2- To achieve: To succeed in accomplishing; bring about.

3- Asleep (adj): In a state of sleep

Sleep (verb/noun)

To fall asleep ≠ To stay awake

4- Awake (v. tr.): To rouse from sleep

To wake up (v. intr)

5-Biology (n): The science of life and of living organisms

Biologist

6- Earthquake:

A sudden movement of the earth's crust caused by the release of stress accumulated along geologic faults or by volcanic activity.

7- Engineer: One who is trained or professionally engaged in a branch of engineering.

8- Diploma:

A document issued by an educational institution, such as a university, testifying that the recipient has earned a degree or has successfully completed a particular course of study.

Diploma = certificate = degree

To get a diploma

9- Be fond of something / someone: liking someone or something

10- Be good at something: be skilled at something

11- Be bad at something: not be skilled at something

12- Dream about something: To fantasize about someone or something

13- to be required to do something: officially compulsory

14- To achieve (verb): successfully bring about or reach

achievement (noun)

15- To improve = to ameliorate

Improvement (n)

16- To translate: To render in another language

Translation (n)

Translator (n)

School rules

<i>DO'S</i>	<i>DON'TS</i>
1) Come to school on time, well groomed – in proper uniform and polished shoes.	1) Do not chew gum in the classroom
2) Be regular in attendance.	2) Do not damage school property; Do not write or carve on the desk.
3) Keep the classrooms and school premises clean and tidy.	3) Do not speak when the teacher is talking
4) Close the taps after use in the drinking area and washrooms.	4) Do not eat in the classroom
5) Switch off the fans and lights after use.	5) Do not disturb other students' learning
6) Be fair and honest at work.	6) Do not cheat in the exam
7) Respect your teachers and classmates.	7) Do not bully your colleagues
8) Raise your hand before speaking.	8) Do not move or change seats without permission
9) Do your homework.	9) Do not shout in the classroom
10) Bring materials and have them ready.	10) Do not get in physical fights





Grammar:

Be going to + verb → intention

<u>Affirmative form</u> Subject + to be (simple present) + going to + verb (bare infinitive form)	<u>Negative form</u> Subject + to be (simple present) + not + going to + verb (bare infinitive form)	<u>Interrogative form</u> To be (simple present) + Subject + going to + verb (bare infinitive form)
I am going to leave.	I am not going to leave.	Am I going to leave?
You are going to leave.	You are not going to leave.	Are you going to leave?
We are going to leave.	We are not going to leave.	Are we going to leave?
They are going to leave.	They are not going to leave.	Are they going to leave?
He is going to leave.	He is not going to leave.	Is he going to leave?
She is going to leave.	She is not going to leave.	Is she going to leave?
It is going to leave.	It is not going to leave.	Is it going to leave?

Present Progressive → a planned action in the future.

<u>Affirmative form</u> Subject + to be (simple present) + verb + ing	<u>Negative form</u> Subject + to be (simple present) + not + verb + ing	<u>Interrogative form</u> To be (simple present) + Subject + verb + ing
I am speaking.	I am not speaking.	Am I speaking?
You are speaking.	You are not speaking.	Are you speaking?
We are speaking.	We are not speaking.	Are we speaking?
They are speaking.	They are not speaking.	Are they speaking?
He is speaking.	He is not speaking.	Is he speaking?
She is speaking.	She is not speaking.	Is she speaking?
It is speaking.	It is not speaking.	Is it speaking?

Reflexive pronouns

- We use the reflexive pronouns when the object is the same person/thing as the subject.

e.g.: - I cut myself shaving this morning.

- The cat licks itself

- Reflexive pronouns can also be used to emphasize the subject or object - to say "that person/thing and nobody/nothing else"

e.g.: - The Theorleys built the house themselves

- The house itself is nice, but the garden is small



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