antonine
international
school

summer
WORKBOOK

Grade 5

Table of Contents

WEEK 1

A. After reading the text "Cougars" in the Reading Book pages 294 till 305, answer the following questions.

1. **What do the examples of nicknames used for cougars suggest about them?**

   _____

   _____

   _____

2. **What is the relationship between cougars and animals such as the bobcat, lynx, tiger, and lion?**

   _____

   _____

   _____

3. **How might the differences in cougars' coloring be related to the habitats in which they live in?**

   _____

   _____

   _____

4. **What conclusion can you draw from the fact that cougars have several different types of teeth?**

   _____

   _____

   _____

5. **For what purpose do cougar kittens remain with their mothers?**

   _____

   _____

   _____

6. **What is the main idea on page 304?**

_____

_____

_____

B. **Read the questions. Then, circle the best answer for each question.**

1. **What is the main topic of the article?**
   a. Facts about cougars
   b. Where most cougars live
   c. The cougar's hunting skills
   d. How cougars raise their young

2. **Unlike animals that have a lot of body fat, a cougar's main source of insulation is its**
   a. Fur coat.
   b. Whiskers.
   c. Sweat glands.
   d. Body temperature.

3. **Describing cougars' coats and colorings supports the main idea that**
   a. All cougars look the same.
   b. Adult cougars look like female lions.
   c. Cougars have coats of different color.
   d. Their fur helps keep cougars safe from predators.

4. **Which detail supports the main idea that cougars have good eyesight?**
   a. They have a sharp sense of hearing.
   b. They blend in with their surroundings.
   c. They have an orange-brown coat.
   d. They can see moving prey from long distance.

5. **The fact that cougars have three kinds of teeth suggests that these animals …**
    a. Eat plants and flesh.
    b. Are biologically complex.
    c. Have a strong sense of taste.
    d. Do not have very strong jaws.

6. **Which animal is a natural predator of the cougar?**
    a. Crocodile
    b. Hawk
    c. Lion
    d. Wolf

7. **What is the genre of the text?**
    a. Historical fiction
    b. Informational text
    c. Biography
    d. Realistic fiction

8. **What does the word** *resemble* **mean in the sentence below?**

    Those two trees resemble each other.
    a. Look alike
    b. Flake off
    c. Grow near
    d. Depend on

9. What does the word *ferocious* **mean in the sentence below?**

    The little kitten tried to act like a ferocious lion.
    a. drowsy
    b. humorous
    c. imaginary
    d. savage

10. **What does the word** *cleaved* **mean in the sentence below?**

    Peter cleaved the watermelon into thin slices for the children to taste it.
    a. Cut apart
    b. Carried over
    c. Stuck together
    d. Passed through

C. **Read the text below. Draw a slash between the complete subject and complete predicate in each sentence. Then, circle the simple subject and underline the simple predicate.**

(1) The smell of baking bread welcomes Andy home. (2) For Feast Day, Andy's mom bakes many loaves of bread. (3) The ashes in the oven are removed before putting the dough. (4) Grandma Evelyn helps Andy's mom to bake the loaves. (5) Today is bright and sunny. (6) They are celebrating the town's patron saint.

D. Read the extract below. Find four fragments. Circle them and number them. Then, next to each number, write if each fragment is missing a subject, a predicate, or both.

     I started for school very late that morning. I was afraid of the quiz about bacteria. Did not know the first word about them. For a moment I thought of running away and spending the day outdoors. It was so warm. Bright. The birds were chirping at the edge of the woods. It was much more tempting than the quiz, but I had the strength to resist. Hurried off to school. When I passed the town hall, there was a crowd in front of the bulletin-board. Then, I hurried by as fast as I could go. The principal, Mr. Brown, who was reading the bulletin.

1. _____

2. _____

3. _____

4. _____

النّصّ الأوّل: "زيارة التّلفزيون" ص100 (تطبيق الأنشطة الجزء الأوّل)

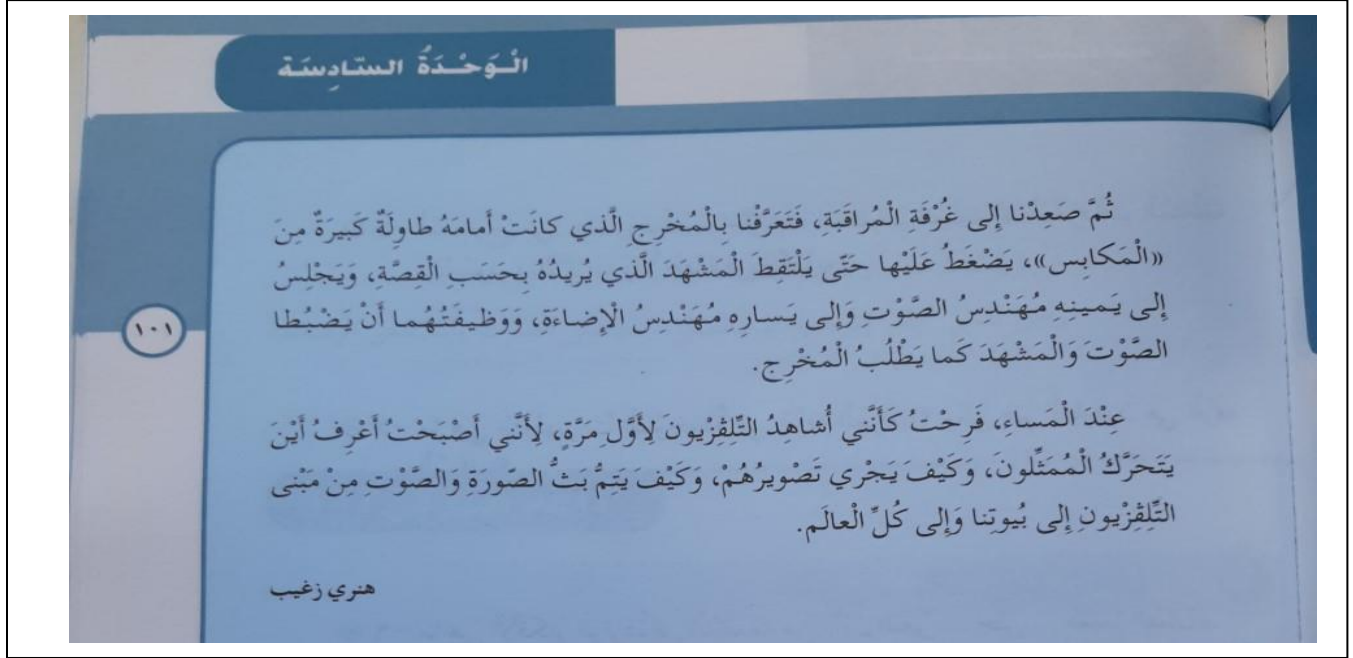**الْوَحْدَةُ السَّادِسَة** في دُنْيَا الْإعْلَام

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نَــصّ تَطْبِيقِــيّ

زِيارَةُ التِّلِفْزيون

كَثيرًا ما كُنْتُ، وَأنا أشاهِدُ التِّلِفْزيونَ، أتَساءَلُ كَيْفَ يَتِمُّ الْعَمَلُ فيه حَتَّى يَصِلَ إلى بُيوتِنا بِهَذا الشَّكْل. وَذاتَ يَوْم، وَمِنْ بَيْنِ النَّشاطاتِ اللّاصَفِّيَّةِ الَّتي تُقامُ في الْمَدْرَسَةِ، قَرَّرَ مُديرُ مَدْرَسَتِنا أنْ نَقومَ بِزِيارَةِ مَبْنى التِّلِفْزيون بِرِفْقَةِ مُعَلِّمَةِ الصَّفّ.

لَمَّا وَصَلْنا وَجَدْنا على سَطْحِ الْمَبْنى أعْمِدَةً عالِيَةً، على رُؤوسِها صُحونٌ كَبيرَةٌ، شَرَحَتْ لَنا الْمُعَلِّمَةُ أنَّها الْآلاتُ الَّتي تَبُثُّ الصّورَةَ والصَّوْتَ مِنْ داخِلِ الْمَبْنى إلى كُلِّ الْعالَم.

وَبَعْدَما اسْتَأذَنَ الْمُديرُ الْمَسْؤولينَ، دَخَلْنا قاعَةً كَبيرَةً على مَدْخَلِها عِبارَةُ «سْتوديُو رَقْمُ ١». وَكانَ التِّقْنِيّونَ فيها يَسْتَريحونَ قَبْلَ أنْ يُكْمِلوا عَمَلَهُم. فَشَرَحَ لَنا أحَدُهُمْ أنَّ هَذا «السّتوديُو» هُوَ لِتَصْويرِ الْمُسَلْسَلاتِ التَّمْثيلِيَّة. رَأيْنا فيه أرْبَعَ آلاتٍ تَتَحَرَّكُ على أقْدام، وَكَما شَرَحَ لَنا الرَّجُلُ هُناك: إنَّها «كاميراتُ التَّصْوير»، يَقِفُ خَلْفَها الْمُصَوِّرُ لِيَضْبِطَ الْمَشْهَدَ كَما يَطْلُبُهُ إلَيْهِ الْمُخْرِجُ الْمَوْجودُ فَوْقُ، خَلْفَ هَذِهِ الْواجِهَةِ الزُّجاجِيَّةِ في أعْلى «السّتوديُو».

وَرَأيْنا في السَّقْفِ مَصابيحَ كَبيرَةً تُضاءُ عِنْدَ بَدْءِ التَّصْوير، وَأسْلاكًا تَتَدَلّى مِنَ السَّقْفِ، قالَ الْمَسْؤولُ إنَّها «ميكروفونات» لِالْتِقاطِ الصَّوْت. وَتَأمَّلْنا الْمَفْروشاتِ الْمُوَزَّعَةَ في الزَّوايا، فَقالَ الْمَسْؤول: «إنَّها الدّيكورُ الْمَطْلوبُ لِلتَّمْثيلِيَّة».

الــوحــدة الـسّـادسـة

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ثُمَّ صَعِدْنا إلى غُرْفَةِ الْمُراقَبَةِ، فَتَعَرَّفْنا بِالْمُخْرِجِ الَّذي كانَتْ أمامَهُ طاوِلَةٌ كَبيرَةٌ مِنَ «الْمَكابِسِ»، يَضْغَطُ عَلَيْها حَتّى يَلْتَقِطَ الْمَشْهَدَ الَّذي يُريدُهُ بِحَسَبِ الْقِصَّةِ، وَيَجْلِسُ إلى يَمينِهِ مُهَنْدِسُ الصَّوْتِ وَإلى يَسارِهِ مُهَنْدِسُ الإضاءَةِ، وَوَظيفَتُهُما أنْ يَضْبِطا الصَّوْتَ وَالْمَشْهَدَ كَما يَطْلُبُ الْمُخْرِجُ.

عِنْدَ الْمَساءِ، فَرِحْتُ كَأَنّي أُشاهِدُ التِّلِفْزْيونَ لِأَوَّلِ مَرَّةٍ، لِأَنَّني أصْبَحْتُ أعْرِفُ أيْنَ يَتَحَرَّكُ الْمُمَثِّلونَ، وَكَيْفَ يَجْري تَصْويرُهُمْ، وَكَيْفَ يَتِمُّ بَثُّ الصّورَةِ وَالصَّوْتِ مِنْ مَبْنى التِّلِفْزْيونِ إلى بُيوتِنا وَإلى كُلِّ الْعالَمِ.

هنري زغيب

الأسئلة :

1-ما الموضوع العامّ للنّصّ؟

2-أ-ماذا رأى التّلامذة على سطْحِ المبنى؟

ب-كيف شرحت المعلّمةُ ذلك المشهد؟

3-ما علاقة التّلاميذ بالكاتب؟ أُعَلّل إجابتي.

4-أستخرج من:"لمّا وصلْنا......المطلوب للتَّمثيليّة" المفردات المتعلّقة بالتّصوير وبالآلات والأجهزة في التّلفزيون.

5-أ-ما هي التّجهيزات الموجودة في غرفة المراقبة؟

ب-من هم العامِلون في غرفة المراقبة؟

6-لماذا كان الكاتب يشعر بالسّعادة في نهاية النّصّ؟

Test
1

Count your points and wirte your score in the frame

.. / 40

./ 4

1 Write in standard or in word form.

• 42 ones, 42 hundreths : ....

8 millions, 10 thousands, five : ....

3,740,076,980 : ....

• 19.07 : ....

2 Frame each of the numbers by two consecutive multiples of   ./ 4
100,000 .

.... < 381 174 < .... < 381 000 < ....

.... < 9 234 084 < .... < 918 101 < ....

3 Complete by the greatest whole number .   ./ 6

$\dfrac{\text{......}}{3} < 1$ $\dfrac{3}{\text{......}} > 1$ $\dfrac{10 - \text{......}}{7} > 1$

$\dfrac{3 + \text{......}}{4} < 1$ $\dfrac{50 + \text{......}}{100} < 1$ $\dfrac{19}{\text{......} + 1} > 1$

4 Write in fraction form .   ./ 6

13.05 = ...   0.017 = ...   seven eighth = ...

8.4 = ...   0.009 = ...   three halves = ...

5 Write each fraction as a decimal.   ./ 6

$\dfrac{15}{10\ 000} = $ .... $\dfrac{17}{100} = $ .... $\dfrac{3}{10} = $ ....

$\dfrac{429\ 762}{1\ 000} = $ .... $\dfrac{4}{10} = $ .... $\dfrac{1\ 865}{1\ 000} = $ ....

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4 Round to the nearest whole number.   ./ 6

1.7 : ....   3.19 : ....   7.5 : ....

$\dfrac{13}{10}$: .... $\dfrac{4\,972}{10\,000}$: ....   2.3 : ....

5 Complete by the correct decimal number.   ./ 4

1.64 + ... = 2.34   .... – 5.7 = 8.9

12 – ....= 1.2   ....+ 2.1 = 7

6 Find all the numbers between 100 and 150 that are :   ./ 3

a) divisible by 2 and by 5 : ....

b) divisible by 3 : ....

....

c) divisible by 9 : ....

7 Complete by the smallest number that makes each of the   ./ 6
fractions a whole number.

$\dfrac{24 + \ldots\ldots}{10}$ $\dfrac{35 - \ldots\ldots}{10}$ $\dfrac{67 + \ldots\ldots}{10}$

$\dfrac{101 - \ldots\ldots}{100}$ $\dfrac{35 + \ldots\ldots}{100}$ $\dfrac{124 - \ldots\ldots}{100}$

8 Pose and calculate .   ./ 6

• 832.7 + 1.594 + 92.78 = ...   ' 100.7 – 59.84 = ...

61 750 ÷ 38 = ...

7 A grocer bought 3660 eggs for 2400 L.L. the dozen. He sold | ./3 |
the ten for 2500 L.L. .

What is the price of eggs he bought ?

....

....

What is the price of eggs he sold ?

....

....

Find his total benefit.

....

....

8 A merchant bought 9 dozens of plates. Each dozen costs | ./3 |
6480 L.L. . On his way, 10 plates broke. He sold each plate
for 750 L.L. . Calculate his total profit.

....

....

....

....

....

WEEK 2

A. **After reading the text "Dangerous Crossing" in the Reading Book pages 326 till 339, answer the following questions.**

1. **What do you learn about John Adams from his willingness to go on a sea voyage in mid-winter?**

_____
_____
_____

2. **From which person point of view is this story told? Explain.**

_____
_____
_____

3. **How does the use of the diary quotation contribute to the story?**

_____
_____
_____

4. **Based on the narrator's description of Johnny's thoughts, how does he feel about being in a possible battle? How do you know?**

_____
_____
_____

5. **Complete the diagram with the effect from page 335.**

Cause	Effect
John saw a flash of light And heard a loud cracking noise when the boat started Shuddering.	

6. **On page 339, what text evidence does the author provide to show how John Adams felt about finally reaching France?**

_____

_____

_____

B. **Read the questions. Then, circle the best answer for each question.**

1. **What effect were the new Americans hoping for when they sent John Adams to France?**
   e. For Adams to get out of the war zone
   f. For Adams's son to get out of the war zone
   g. For Adams to convince France to help the Americans
   h. For Adams to convince England to surrender to the Americans

2. **Which word best describes the impression given by the illustration of Captain Tucker's frigate?**
   e. celebratory
   f. cheerful
   g. humorous
   h. intimidating

3. **What was the cause of Johnny's illness?**
   e. He was seasick.
   f. He was sick with a virus.
   g. He was afraid of enemy boats.
   h. He was afraid of the long journey.

4. **What did Johnny and his father assume was the cause of the flash of light?**
    e. The storm
    f. Enemy fire
    g. A malfunction in the ship
    h. The ship is going off course

5. **What caused four crew members to get hurt?**
    e. The ship was hit by enemy fire.
    f. The ship was hit by lightning.
    g. The ship was steered off course.
    h. The ship was hit by an enemy ship.

6. **How does the illustration of Johnny looking at the Portuguese man-of-war add to the description in the passage?**
    e. It creates suspense.
    f. It shows Johnny as mature beyond his years.
    g. It shows Johnny's fear and confusion about nature.
    h. It shows a moment of shared excitement between Johnny and the sailor.

7. **What is the genre of the text?**
    e. Historical fiction
    f. Informational text
    g. Biography
    h. Realistic fiction

8. **The last illustration that shows Johnny and his father staring at the coast of Europe suggests that …**
   e. The ship arrived in France in the middle of the night.
   f. There was a battle on the French shore.
   g. John was more reserved than Johnny was about their arrival.
   h. Johnny was fearful of what would happen when they arrived in France.

9. **What does the word** *shattered* **mean in the sentence below?**

The vase shattered when it hit the ground.
   e. broke
   f. drove
   g. reflected
   h. sparkled

10. **What does the word** *cramped* **mean in the sentence below?**

There were so many boxes that the garage felt cramped.
   a. crowded
   b. delicate
   c. tired
   d. neat

C. **Circle the mistake in each sentence and correct it.**

1. He tells we to pack our belongings.
2. Ms. Parker teaches I and my classmates.
3. Us will have to feed the chickens in the morning.
4. Her always knows how to care for rabbits.
5. The fence will keep they safe.

D. Rewrite the sentences. Replace the repeated nouns with the correct pronoun.

1. Kara will be unhappy if Kara is late to class.

_____

2. Matt won many awards and put the awards on the shelf.

_____

3. Let me read your paper when your paper is done.

_____

4. Matt does research every night after Matt eats dinner.

_____

5. Both students were nervous before both students presented the projects.

_____

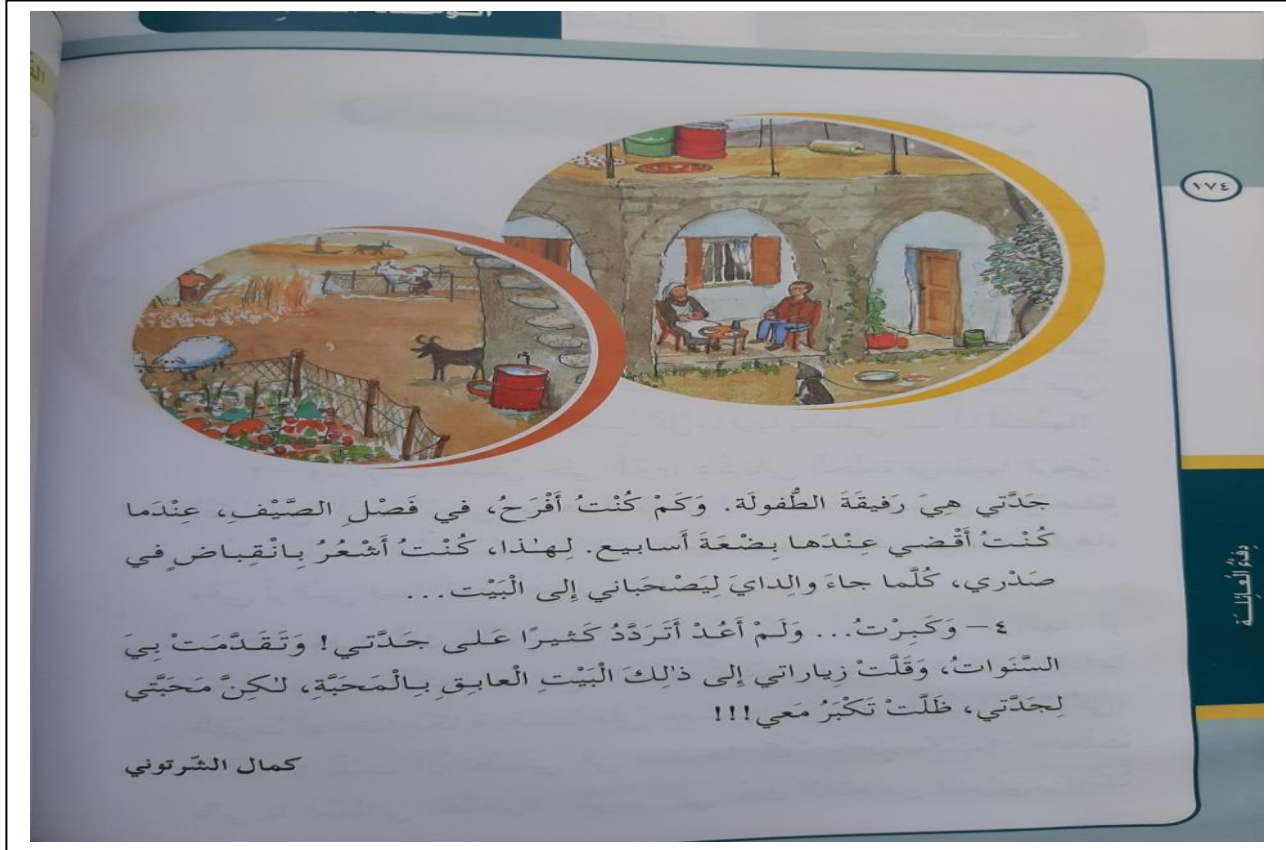النّصّ الثّاني: "جدّتي رفيقة الطّفولة" ص173 كتاب القراءة

جَدَّتي... رَفيقَةُ الطُّفولَةِ

١- أَحْبَبْتُها... أَحْبَبْتُها كَثيرًا، مُنْذُ تَفَتَّحَتْ عَيْنايَ عَلى الْمَحَبَّةِ! وَما زالَتْ صورَتُها ماثِلَةً في عَيْنَيَّ، وَهْيَ آتِيَةٌ إلى بَيْتِنا، وَأَنا طِفْلٌ صَغيرٌ، كَيْفَ كُنْتُ أَرْكُضُ، أَرْكُضُ حَتّى الْمَدْخَلِ، فَتَفْتَحُ لي ذِراعَيْها مِنْ بَعيدٍ، وَأَقْفِزُ أَغْمُرُ عُنُقَها، أُقَبِّلُها، أُقَبِّلُها، وَهِيَ تَشُدُّ عَلَيَّ، تَشُدُّ، فَأُحِسُّ كُلَّ ما فيها يَشْتاقُني كَما أَنا أَشْتاقُها!

٢- وَما زِلْتُ أَعيشُ حَتّى الْيَوْمِ، ذِكْرَياتي الْحُلْوَةَ في بَيْتِها الرّيفِيّ. أَذْكُرُ أَنّي كُنْتُ أُمْضي عِنْدَها أَيّامًا طِوالًا. وَكانَتْ تَهْتَمُّ بي بِكُلِّ عِنايَةٍ وَرِفْقٍ، تَحْمِلُ إلَيَّ مُلَبَّسًا وَسَكاكِرَ، وَلَوْزًا وَزَبيبًا، وَأَلْعَبُ في باحَةِ دارِها، وَهْيَ تُراقِبُني فيما تَقومُ بِأَعْمالِ بَيْتِها.

٣- وَفي تِلْكَ الْأَيّامِ، مِنْ طُفولَتي، كُنْتُ أَخْتَبِئُ في خِزانَتِها، أَوْ تَحْتَ سَريرِها الْكَبيرِ، وَتَروحُ، الطَّيِّبَةُ، تُناديني بِقَلَقٍ وَخَوْفٍ، حَتّى إِذا ما ظَهَرْتُ لَها ضاحِكًا هَجَمَتْ عَلَيَّ بِجِسْمِها الْمُلْتَوي، فَأَظُنُّها سَتَضْرِبُني، لكِنَّها لا تَلْبَثُ أَنْ تَضُمَّني إلى صَدْرِها بِكُلِّ حَنانٍ، مُتَمْتِمَةً: «شَغَلْتَ بالي يا شَيْطانيَ الصَّغيرَ». بَلى... في تِلْكَ الْأَيّامِ مِنْ طُفولَتي، كانَتْ

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جدَّتي هيَ رَفيقةُ الطُّفولةِ. وَكَمْ كُنْتُ أفْرَحُ، في فَصْلِ الصَّيْفِ، عِنْدَما كُنْتُ أقْضي عِنْدَها بِضْعَةَ أسابيعَ. لِهذا، كُنْتُ أَشْعُرُ بِانْقِباضٍ في صَدْري، كُلَّما جاءَ والِداي لِيَصْحَباني إلى الْبَيْتِ...

٤ - وَكَبِرْتُ... وَلَمْ أعُدْ أتَرَدَّدُ كَثيرًا عَلى جَدَّتي! وَتَقَدَّمَتْ بِيَ السَّنَواتُ، وَقَلَّتْ زياراتي إلى ذلِكَ الْبَيْتِ الْعابِقِ بِالْمَحَبَّةِ، لكِنَّ مَحَبَّتي لِجَدَّتي، ظَلَّتْ تَكْبُرُ مَعي!!!

كمال الشرتوني

الأسئلة :

1-من الرّاوي في هذا النّصّ؟

2-ما علاقته بالكاتب؟

3-من هي الشّخصيّة الّتي يتحدّث عنها؟

4-أستخرج العبارات والمفردات الّتي تعبّر عن عاطفة الكاتب نحو جدّته في المقطع الأوّل.

5-على أيّ شعور يدلّ تكرار: "أرْكُضُ...أرْكُضُ، تَشُدُّ عَلَيَّ تَشُدُّ، أُقَبِّلُها،أُقَبِّلُها..."؟

التّعبير الكتابيّ:

الموضوع الأوّل: أختار شخصًا أعْرِفُ الكثير عن تاريخه. وأُخْبِرُ أَبْرَزَ ما جرى معهُ مُرورًا بحادِثَةٍ مُهِمَّةٍ أَثَّرَتْ في مَجْرى حياته، وأخْتُمُ بانْطِباعاتي وَرَأيي فيه. (على غرار نصّ "عالِم من لبنان" مُسْتعينًا بالمعجم اللّغويّ ص 129 تطبيق القراءة الجزء الثّاني.)

23

Test **5**

Count your points and wirte your score in the frame

... / 30

1 Complete .

./ 6

$504 \div 100 = $ ....

$0.25 \times $ .... $= 250$

$420 \times $ .... $= 4.2$

$350 \div $ .... $= 3.5$

$4.5 \times 0.1 = $ ....

$45 \div 1\ 000 = $ ....

2 Add .

./ 1

$\dfrac{2}{7} + \dfrac{1}{14} + 4 = $ ....

3 Replace the point by a correct digit so that the numbers are :

./ 3

a) divisible by 2 : $6\ 4 \cdot$; $7\ 0\ 4 \cdot$; $3 \cdot 6$

b) divisible by 3 : $4\ 2 \cdot$; $5\ 3 \cdot$; $4 \cdot 3$

c) divisible by 9 : $5\ 6\ 7 \cdot$; $8 \cdot 2\ 5$; $1\ 0 \cdot$

4 Is the number 7,320 divisible by 3 ? Justify .

./ 1

....

5 the number $3\ 1\ 7\ 4 \cdot$ divisible by 2 and 3 and the sum of its digits is 21 . Find the missing digits.

./ 2

....

6 a) Write the list of divisors of 32 : ....

./ 4

b) Write the list of divisors of 24 : ....

c) What are the common divisors of 32 and 24 ? ....

d) What is the greatest common divisor of 32 and 24 ? ....

7 a) Write the multiples of 6 less than 50 : ....

./ 3

b) Write the multiples of 8 less than 50 : ....

c) What is the least non zero common multiple of 6 and 8 ? ....

- 10 -

WEEK 3

A. After reading the text "Can't You Make Them Behave,
King George?" in the Reading Book pages 358 till 369, answer the
following questions.

1. Why do you think the author begins this selection with a historical
background on page 360?

_____
_____
_____

2. What are the assumptions King George made about the relationship
between a king and his subjects?

_____
_____
_____

3. Why did King George have to accept the repeal of the stamp tax that
resulted from the colonists' protest?

_____
_____
_____

4. On page 364, what details portray King George as a normal man?

_____
_____
_____

5. How does this contrast with what you expect of a king?

_____
_____
_____

6. **On page 366, the king uses the proverb "No peace without honor." What does he mean by this?**

   _____
   _____
   _____

7. **Why do you think the British government's opinion about war was different from the King's opinion?**

   _____
   _____
   _____

8. **How does the author portray King George? Is he serious or humorous?**

   _____
   _____
   _____

9. **How can you tell the author's attitude towards the king? Cite specific examples.**

   _____
   _____
   _____

10. **Read this sentence from the passage.**

    King George had a habit of talking rapidly and repeating himself so that his talk often sounded like a gobble.

To which animal is the author comparing King George's way of speaking?

_____

_____

_____

B. Read the questions. Then, circle the best answer for each question.

1. **What is the meaning of the sentence below?**

   Knowledge is power.
   a. Good ideas are like bright light.
   b. Books are the key to an interesting life.
   c. Learning gives you control of your future.
   d. Knowing the rules doesn't help you win the game.

2. **What does the word** *repeal* **mean in the sentence below?**

   The voters decided to repeal the unfair law.
   a. appreciate
   b. cancel
   c. forge
   d. disguise

3. **What does the word** *snap* **mean in the sentence below?**

   Signing up for the soccer tournament was a snap!
   a. Easy task
   b. Good plan
   c. Sharp sound
   d. Exciting step

4. **What is the correct way to divide the word *modern* into syllables?**
   a. mo.dern
   b. mod.ern
   c. mode.rn
   d. mo.de.rn

5. **What is the correct way to divide the word *vivid* into syllables?**
   a. vi.vid
   b. viv.id
   c. v.ivid
   d. vivi.d

C. Cross the mistakes in the following sentences, and correct it.

1. They flew the kite tomorrow. _____

2. Next week, my friend Juan rode with me. _____

3. He enjoys meeting his classmates earlier. _____

4. We will watch our friends skating two weeks ago. _____

5. I went on a walk every day now. _____

D. Join the sentences to form:

1. A compound sentence:

My family enjoyed dancing in the rain. I was glad I brought an umbrella.
_____

2. A complex sentence:

The weather was warm and sunny. We decided to have lunch outdoors.

_____

النّصّ الثّالث: "وبقيت الأمّ عطشى" ص136 (تطبيق القراءة الجزء الثّاني)

١٣٦

الوَحدَةُ الثّامِنَةُ   دفءُ الْعائِلَةِ

◯ نَصٌّ تَطبيقيٌّ

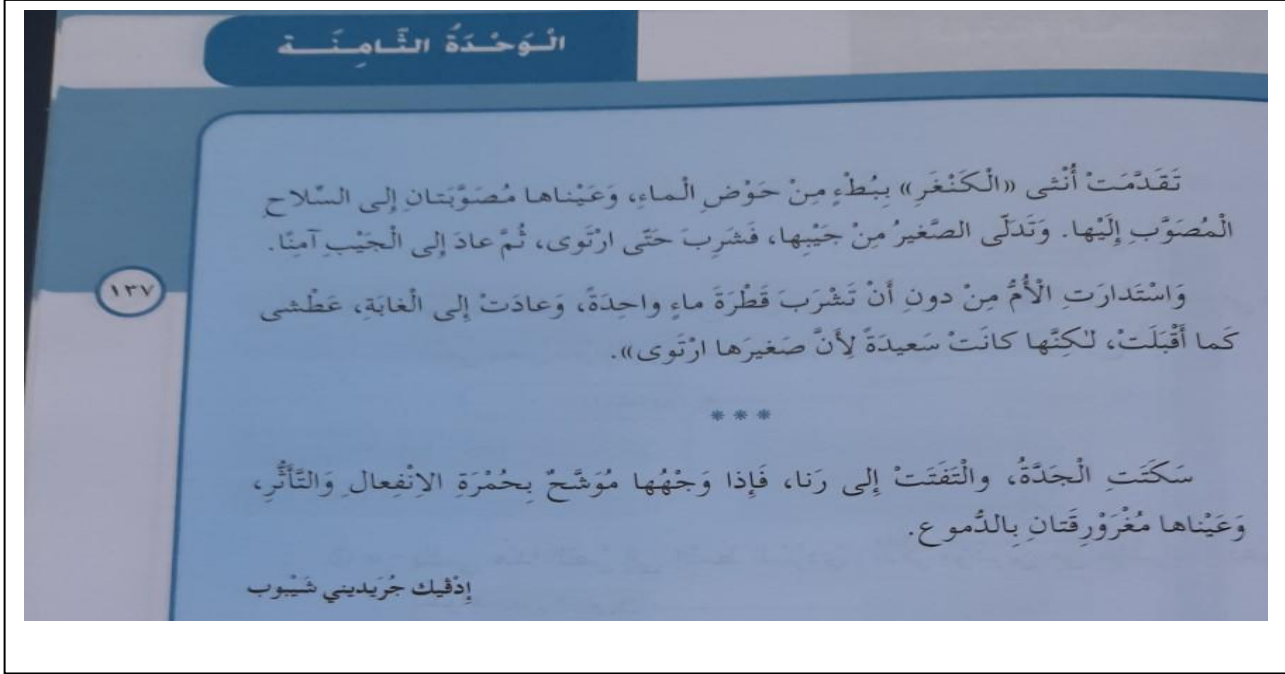**وَبَقِيَتِ الْأُمُّ عَطشى**

اِبتَسَمَتِ الْعَجوزُ لِحَفيدَتِها الْحُلوَةِ رَنا، وَاتَّكَأَتْ في جِلسَةٍ مُريحَةٍ، وَبَدَأَتْ كَلامَها بِأُسلوبِها الشَّيّقِ:

– «قِصَّتي، اللَّيلَةَ، مِنَ الْبِلادِ الْبَعيدَةِ أُوسْتراليا، وَهْيَ بِلادٌ غَنِيَّةٌ، شاسِعَةُ الْمَسافاتِ تَكثُرُ فيها الْغاباتُ وَالْأَراضي الزِّراعِيَّةُ الْخِصبَةُ. وَلكِنْ يَصدُفُ أَحيانًا أَنْ تَنحَبِسَ الْأَمطارُ في مَوْسِمِها، فَيُصيبَ الْبِلادَ جَفافٌ شَديدٌ.

وَفي مَوْجاتِ الْجَفافِ تَتَدافَعُ حَيَواناتُ الْغابِ الْعَطشى إلى قَلبِ الْقُرى وَالْمُدُنِ الْقَريبَةِ تَلتَمِسُ عُيونَ الْماءِ، فَيَتَرَصَّدُها الْأَهلونَ في كُلِّ مَكانٍ، يَحرِصونَ عَلى الْماءِ الْقَليلِ الْمُخْتَزَنِ لَدَيهِمْ لِسَقْي خُيولِهِمْ وَمَواشيهِمْ مِنَ الْبَقَرِ وَالْماعِزِ وَالْغَنَمِ. لِذلِكَ يُعَلِّقُ كُلُّ مُواطِنٍ بُنْدُقِيَّةً عَلى بابِ بَيْتِهِ، اِحْتِياطًا لِلطَّوارِئِ وَيَأْخُذُ الْأَهالي يُطلِقونَ النّارَ في الْهَواءِ، لِإبعادِ الْحَيَواناتِ وَحِمايَةِ الْماءِ.

ذاتَ يَوْمٍ شَديدِ الْحَرِّ، كانَ مُواطِنٌ في حَديقَةِ بَيْتِهِ، فَشاهَدَ أُنْثى كَنْغَرٍ حامِلَةً صِغيرَها في جَيْبِ بَطنِها، تَتَقَدَّمُ بِحَذَرٍ مِنَ الْحَديقَةِ. أَخَذَ بُنْدُقِيَّتَهُ لِيُنَفِّرَها بَعيدًا عَنِ الْماءِ الَّذي أَعَدَّهُ في الْحَديقَةِ لِدَواجِنِهِ. وَحينَ أَصبَحَتِ الْأُنثى قُبالَةَ صاحِبِ الْبَيْتِ، تَوَقَّفَتْ، وَنَظَرَتْ إلَيْهِ بِعَيْنَيْنِ فيهِما تَوَسُّلٌ وَتَضَرُّعٌ، فَانتَبَهَ إلَيْهِما الرَّجُلُ، وَالْبُنْدُقِيَّةُ في يَدِهِ وَلا يَقوى عَلى إطلاقِ النّارِ.

الْوَحْدَةُ الثَّامِنَةُ

تَقَدَّمَتْ أُنْثَى «الْكَنْغَرِ» بِبُطْءٍ مِنْ حَوْضِ الْماءِ، وَعَيْناها مُصَوَّبَتانِ إِلَى السِّلاحِ الْمُصَوَّبِ إِلَيْها. وَتَدَلَّى الصَّغيرُ مِنْ جَيْبِها، فَشَرِبَ حَتَّى ارْتَوَى، ثُمَّ عادَ إِلَى الْجَيْبِ آمِنًا.

١٣٧

وَاسْتَدارَتِ الْأُمُّ مِنْ دونِ أَنْ تَشْرَبَ قَطْرَةَ ماءٍ واحِدَةً، وَعادَتْ إِلَى الْغابَةِ، عَطْشى كَما أَقْبَلَتْ، لٰكِنَّها كانَتْ سَعيدَةً لِأَنَّ صَغيرَها ارْتَوَى».

* * *

سَكَتَتِ الْجَدَّةُ، وَالْتَفَتَتْ إِلَى رَنا، فَإِذا وَجْهُها مُوَشَّحٌ بِحُمْرَةِ الِانْفِعالِ وَالتَّأَثُّرِ، وَعَيْناها مُغْرَوْرِقَتانِ بِالدُّموعِ.

إِدْفيك جُرَيْديني شَيْوب

الأسئلة :

1–في أيّ بلدٍ تدور أحداث قصّة الجدّة؟

2–أ–لماذا أتَتِ "الكنغر" الأمّ مع صغيرها إلى الحديقة؟

ب–أين تضع الأنثى الكنغر صغيرها؟

3–لماذا عادت أنثى الكنغر سعيدة إلى الغابة بالرّغم من أنّها لم تروِ عطشها؟

4–كيف يحمي أهل القرى بيوتهم ومواشيهم من حيوانات الغاب؟

5–أستخرج من النّصّ جملةً فيها وصف.

6–أستخرج من النّصّ جملة تدلّ على الانفعال والتّأثّر.

3 Complete by < . > or =   ./ 4

4.7 × 100 47   0.1 .... 1 ÷ 100

2.5 .... 250 × 0.1 $\frac{40}{10}$ .... 0.04 × 100

4 Draw a line (xy) and mark on the same side of this line, two   ./ 3
points A and B at 5 cm from (xy) . The perpendicular from A
to (xy) , cuts (xy) at M . The perpendicular from B to (xy) , cuts (xy) at I .

a) How are the lines (AB) and (xy) ? ....

b) What is the nature of quadrilateral ABIM ? ....

7 Construct an angle $\widehat{xOy} = 60°$.
Construct a semi straight line [ot)
such that $\widehat{yOt} = 90°$.

What is the measure of $\widehat{xOt}$? ....

What is its nature ? ..../ 2

8 What angle you have to add to 75° to get a supplementary   ./ 1

angle ? ....

9 A truck carrying 325 boxes weighs 16,200 kg . What is the   ./ 4
weight of each box if the weight of the truck is 4500 kg ?

....

....

....

....

Test **6**

Count your points and wirte your score in the frame

.. / 30

1 Given $\widehat{xOy} = 70°$. [Oz) is a semi-straight line that divides $\widehat{xOy}$ in two equal angles.

. / 3

a) Draw the figure .

b) Calculate $\widehat{xOz}$: ....

What does [Oz) represent for $\widehat{xOy}$? Why ?

....

2 Observe the figure then find :

. / 4

two radii : ....

two diameters : ....

two chords : ....

two isosceles triangles : ....
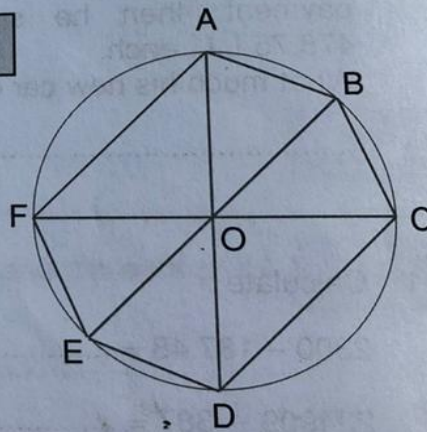
3 Pose and calculate .

. / 6

• 98 002 − 8672.4 = ... | 5486 + 54.86 = ... | 48.5 × 25 = ...

WEEK 4

A. **After reading the text "James Forten" in the Reading Book pages 420 till 431, answer the following questions.**

1. **What is the genre of the text? Provide two pieces of evidence and examples from the text.**

   _____
   _____
   _____
   _____
   _____
   _____

2. **Why do you think Forten's mother insisted he go to school?**

   _____
   _____
   _____

3. **On page 424, what can you infer about the lives of free African Americans from the dangers they faced?**

   _____
   _____
   _____

4. **On page 425, why did the black soldiers seem so special to James?**

   _____
   _____
   _____

5. **On page 426, what do you think was the most difficult part of James's job on the ship?**

   _____
   _____
   _____

6. **On page 428, what reason is provided for why the prisoners are treated so harshly?**

_____
_____
_____

7. **How did Forten use his success to help others?**

_____
_____
_____

B. **Read the questions. Then, circle the best answer for each question.**

1. **Which event in the article is described first?**
   a. James Forten plays marble.
   b. James Forten goes to school.
   c. Thomas Forten frees his wife.
   d. Thomas Forten works making sails.

2. **Right after Thomas Forten dies, James**
   a. is born.
   b. works on a ship.
   c. continues to go to school.
   d. gets permission to go to sea.

3. **What happens after the crew of the Royal Louis sights three British ships?**
   a. The Royal Louis surrenders.
   b. The captain carefully checks the ship.
   c. The crew carries more gunpowder on board.
   d. The Panoma takes off for the island of Barbados.

4. **What aspect of U.S. history best explains the fact that Thomas Forten has to buy his wife's freedom?**
    a. The Civil War
    b. Women's Rights
    c. The practice of slavery
    d. The Declaration of Independence

5. **What does the word *provisions* mean in the sentence below?**
    The cowboys took all their provisions with them when they were on a cattle drive.
    a. coins
    b. friends
    c. remarks
    d. supplies

6. **What does the word *persuade* mean in the sentence below?**
    Dolores wanted to persuade her parents to let her grow a vegetable garden.
    a. instruct
    b. burden
    c. convince
    d. entertain

C. **Circle the adjectives in each sentence. Underline the nouns they describe only.**

    1. Newspapers print many cartoons.

    2. Several cartoons tell exciting stories.

    3. People who draw cartoons are talented artists.

    4. I read a comic that took place in an Asian city.

5. This umbrella is mine.

6. Greg feels sleepy after writing all day.

7. The book on the table appears large.

D. **Read the sentences. <u>Underline</u> the adverbs.**
   Write _F_ for adverbs of frequency and _I_ for adverbs of intensity.
   1. They barely had time to get ready for the wedding. _____
   2. I am almost finished with my revision. _____
   3. My parents were totally excited when I told them about my new project. _____
   4. Danny will always remember what a great friend I was. _____
   5. I never hesitate when my mom asks for help. _____

النّصّ الرّابع: "من أصحاب الحرف" ص182 تطبيق القراءة الجزء الثّاني

الوَحْدَةُ الْعاشِرَةُ — حِرَفٌ وَمِهَنٌ

نَصٌّ تَطْبيقيٌّ
مِنْ أصْحابِ الْحِرَفِ

أسَّسَ جارُنا صالِحٌ مَشْغَلًا لِلْحِدادَةِ عِنْدَ مَدْخَلِ الْبَلْدَةِ.

وَكانَ «الْمُعَلِّمُ صالِحٌ»، كَما يُناديهِ عُمّالُهُ، كَثيرَ الْحَرَكَةِ، دائِمَ التَّنَقُّلِ مِنْ عامِلٍ إلى آخَرَ، يُهَيِّئُ هذا على حُسْنِ تَدْويرِهِ طاقَةَ الشّبّاكِ، وَيُصْلِحُ لِذاكَ كَيْفِيَّةَ إمْساكِ نَزْبيجِ الأُكْسيجينِ، وَيُؤَنِّبُ ذلِكَ، لِأنَّهُ لَمْ يَلْحَمْ جَيِّدًا طَرَفَيِ الْقَضيبِ. وَكُلَّما تَوَجَّهَ إلى زاوِيَةِ الْمَشْغَلِ، لِيُضْرِمَ النّارَ في الْكورِ، يَنْعَكِسُ على وَجْهِهِ الأسْمَرِ وَهَجُ النّارِ الْمُتَأجِّجَةِ، وَوَهْجُ الْحَديدِ الْمُحْمَرِّ الْمَدْفونِ بَيْنَ الْجَمْرِ.

وَيَأتي أحْيانًا إلى السِّنْدانِ، فَيَنْهالُ عَلَيْهِ بِمِطْرَقَةٍ كَبيرَةٍ، يَضْرِبُ بِها قِطْعَةَ الْحَديدِ الْمُحْمَرَّةِ، فَتَلينُ كَما لَوْ كانَتْ مَعْدِنًا لَيِّنًا. وَكَمْ يُعْجِبُني في طَرْقِهِ على السِّنْدانِ، أنَّ يَدَهُ لا تُخْطِئُ الْهَدَفَ، وَلَوْ كانَ يَنْظُرُ إلى ناحِيَةٍ أُخْرى.

«إنَّها اللَّباقَةُ»، سَمِعْتُهُ يَقولُها لِعامِلٍ جَديدٍ أصابَتْهُ حُروقٌ لِأنَّهُ شَدَّ حَبْلَ الْكيرِ بِقُوَّةٍ، فَانْدَلَعَتِ النّارُ عالِيَةً وَأصابَتْهُ شَراراتٌ مِنْها، فيما كانَ يُمْسِكُ بِالْمِلْقَطِ قِطْعَةً مُتَأجِّجَةً مِنَ الْحَديدِ.

وَلا يَخْلو بَيْتٌ في بَلْدَتِنا مِنْ قِطْعَةٍ صَنَعَها صالِحٌ: هُنا شُبّاكٌ أوْ بابٌ حَديدِيٌّ، وَهُناكَ خِزانَةٌ أوْ سَريرٌ أوْ مَقْعَدٌ، وَهُنالِكَ مِغْوَلٌ أوْ فَأسٌ أوْ مِشْطٌ.

الياس الحدّاد

الأسئلة :

1- ما مهنة صالح؟ وبمَ يناديه العُمّال؟

2- بمَ يتَّصِفُ المعلّم صالح في عمله؟ أدْعَمُ إجابَتي بِشَواهِدَ من النّصّ.

3- أسْتَخْرِجُ من النّصّ الأفعال الّتي تدلّ على الحركة.

٤- اللّغة العربية

4-ما الصِّفات الّتي استخدمها الكاتب في القسم الثّاني من النّصّ من:"وكان المعلّم صالح......ناحية أُخْرى"

لكلّ من الموصوفات التّالية:

النّار :.............

الحديد:...........

مِطْرَقة:...........

مَعْدَنًا:............

5-أستخرج من المقطع الأخير المفردات المتعلّقة بإنتاج مشغل الحدادة.هَل أَعْرِفُ أدوات أُخْرى تُصْنَع من الحديد؟

التّعبير الكتابيّ:

الموضوع الثّاني: قُمْتَ ورُفَقاءكَ، في فَصْلِ الرَّبيعِ، بِرِحْلَةٍ إلى إحْدى المناطِق الجَبَليّة. صِفْ مُشاهَداتِكَ، وَعَبِّر عَن انْطِباعاتِكَ ومشاعِرِكَ. (مُسْتعينًا بالمعجم اللّغويّ التّالي: الأزهار مُتَفَتِّحَةٌ في كُلِّ مَكانٍ-العُشْبُ الأَخْضَرُ – الأَشْجارُ مُكَلَّلَةٌ بالزَّهْرِ الأَبْيَضِ– العَصافيرُ تُغَرِّدُ على الأَغْصانِ، وتُزَفْزِفُ في الجَوِّ – السَّماءُ صافِيَةٌ إلّا من بَعْضِ الغُيومِ البيضِ– المناخُ لَطيفٌ– النّشاطُ يدُبُّ في الجِسْمِ.)

4 Divide.

$3.05 \overline{\smash{)}\,171.715}$ $0.8 \overline{\smash{)}\,2}$ $0.17 \overline{\smash{)}\,0.391}$

$27.01 \overline{\smash{)}\,931.845}$ $1.4 \overline{\smash{)}\,44.8}$ $0.4 \overline{\smash{)}\,1.268}$

$3.5 \overline{\smash{)}\,7.0105}$ $0.2 \overline{\smash{)}\,2.96}$ $42.5 \overline{\smash{)}\,2.975}$

$1.12 \overline{\smash{)}\,854.7}$ $3.1 \overline{\smash{)}\,3.317}$ $3610 \overline{\smash{)}\,108.3}$

WEEK 5

After reading the text "Cougars" in the Reading Book pages
510 till 525, answer the following questions.

A. Read the questions. Then, circle the best answer for each question.

1. **Who is the narrator of this passage?**
   a. Peter
   b. Angela
   c. Mrs. Tang
   d. Dr. Zweistein

2. **The first thing we learn in "LAFF" is…**
   a. what Peter looks like.
   b. what advice the Lus gave the Tangs.
   c. that Angela lives two doors down from Peter.
   d. that Peter and Angela go to the same school.

3. **Read the sentence from the passage:**

   In spite of all I could do, my grades were nothing compared to Peter's.

   What does the narrator mean in the sentence above?
   a. She always gets failing grades.
   b. Peter never shows her his grades.
   c. Her grades are lower than Peter's.
   d. She does not work as hard as peter does.

4. **What is the first important event in the passage?**
   a. Angela goes forward in time.
   b. Angela wins the story contest.
   c. Peter shows Angela the time machine.
   d. Peter wears a costume like the other kids do.

5. **How does Angela learn about peter's secret?**
   a. She sees him in the future.
   b. She peeks in his garage window.
   c. She asks him what he is making.
   d. She tells him to bring her back a rose.

6. **What do Peter's mustache and Chinese gown symbolize?**
   a. Peter's mad scientist side
   b. Angela's fear of Halloween
   c. A problem with the time machine
   d. The challenges of being an immigrant

7. **If this passage were told from peter's point of view, which part of the plot would most likely be missing?**
   a. Peter's revelation of his Dr. Lu Manchu costume
   b. The events that take place in Angela's house in the future
   c. Angela's discovery of the time machine in Peter's garage
   d. The announcement of Angela's prize in the contest

8. **How is the main conflict resolved?**
   a. Peter repairs his time machine.
   b. Angela does not enter the story contest.
   c. Angela learns an important lesson by going into the future.
   d. Peter begins to talk with other kids and starts to make friends.

9. **What does the word *admitted* mean in the sentence below?**

   Larry admitted that he did not read the directions on the box.
   a. confessed
   b. pleaded
   c. remembered
   d. squeaked

10.What does the word *original* **mean in the sentence below?**

Carlos did research to find out who the original owner of the car was.
   a. first
   b. gentle
   c. lonely
   d. odd

B. Circle the best answer for each question.

1. Which word is an adverb in the sentence below?

The enormous crowd of runners was almost at the finish line.
a. enormous
b. crowd
c. runners
d. almost

2. Which word is an adverb in the sentence below?

The rain stopped, so the children started to play cheerfully.
a. cheerfully.
b.   Stopped
c. the
d. play

3. Which word does the adverb gladly describe in the sentence below?

The neighbor gladly baked us an apple pie.
a. Neighbor
b.   Baked
c. appleI
d. Pie

4. Which word does the adverb painfully describe in the sentence below?
The lion walked painfully on the paw with a thorn in it.
a. Walked
b. Paw
c. Thorn
d. It

5. Which word does the adverb loosely describe in the sentence below?

The belt fit loosely around the boy's waist.
a. Belt
b. Fit
c. The
d. waist

C. **Circle the common nouns and underline the proper nouns in the paragraph below.**

Peter Jones is an excellent detective who works at Scotland Yard. Yesterday Mr. Merryweather came to his office with a very strange story. It seems that rare coins are missing from the Bank of London where he works. The money was kept in a safe at the bank. Peter Jones decided to call Sherlock Holmes to assist him with the case. Later on, they both worked together on solving mysteries throughout the city of London.

النّصّ الخامس: "الطّفلة والفطور" ص200 تطبيق القراءة الجزء الثّاني

الوَحْدةُ الْحادِيَةَ عَشْرَة

أَخْلاقيّاتٌ وَعِبَر

٢٠٠

نَصّ تَطْبيقيّ

الطّفَلَةُ وَالْفُطور

كانَتْ طِفْلَتانِ عائِدَتَيْنِ إلى بَيْتِهِما، وَكانَتِ الصّغْرى بَيْنَهُما تَحْمِلُ صَحْنَ الْفُطور.

وَصَلَتا إلى خَطِّ السِّكَّةِ الْحَديديَّةِ، تَطَلَّعَتا يَمينًا، وَرَأَتا الْقِطارَ لا يَزالُ بَعيدًا، فَتَسَلَّقَتا الرّدْمَ، وَدَخَلَتا إلى السِّكَّة.

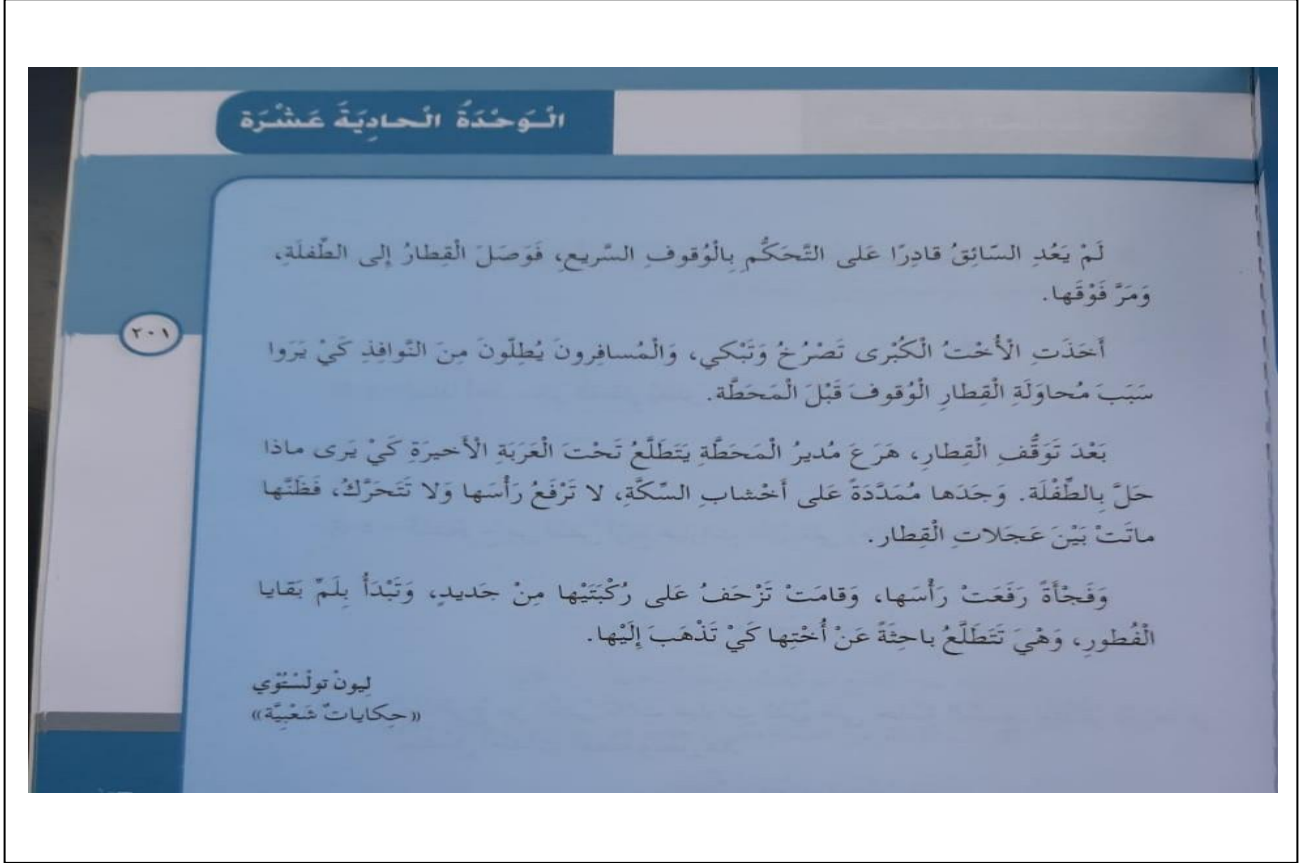فَجْأَةً سَمِعَتا صَوْتَ الْقِطارِ قَريبًا جِدًّا، فَتَراجَعَتِ الْكُبْرى إلى الْوَراءِ راكِضَةً، بَيْنَما الصّغْرى أَكْمَلَتْ وَعَبَرَت.

صاحَتِ الْكُبْرى بِأُخْتِها: «إِبْقَيْ مَكانَكِ».

لَمْ تَسْمَعِ الأُخْتُ الصّغْرى، بِسَبَبِ ضَجيجِ الْقِطارِ الْقَويِّ، ما قالَتْهُ أُخْتُها، وَظَنَّتْ أَنّها تَأْمُرُها بِالْعَوْدَةِ إِلَيْها في الْجانِبِ الآخَرِ، فَعادَتْ تَعْبُرُ السِّكَّةَ أَمامَ الْقِطارِ الْقَريبِ، فَتَعَثَّرَتْ وَسَقَطَ مِنْ يَدِها صَحْنُ الْفُطورِ، فَأَخَذَتْ تَلُمُّه.

إِقْتَرَبَ الْقِطارُ أَكْثَرَ، وَسائِقُهُ يُطْلِقُ صَفّارَةَ الإِنْذارِ الْقَويَّةَ، وَالأُخْتُ الْكُبْرى الْقَويّ، لا تَفْهَمُ وَتَظُنُّ أَنَّ أُخْتَها تَأْمُرُها بِلَمِّ الْفُطورِ، وَالأُخْتُ الصّغْرى، بِسَبَبِ ضَجيجِ الْقِطارِ رُكْبَتَيْها بَحْثًا عَنِ الْفُطورِ، فَظَلَّتْ عَلى السِّكَّةِ تَزْحَفُ عَلى

الْـوَحْدَةُ الْـحادِيَةَ عَشْرَة

٢٠١

لَمْ يَعُدِ السّائِقُ قادِرًا عَلى التَّحَكُّمِ بِالْوُقوفِ السَّريعِ، فَوَصَلَ الْقِطارُ إِلى الطِّفْلَةِ، وَمَرَّ فَوْقَها.

أَخَذَتِ الْأُخْتُ الْكُبْرى تَصْرُخُ وَتَبْكي، وَالْمُسافِرونَ يُطِلّونَ مِنَ النَّوافِذِ كَيْ يَرَوْا سَبَبَ مُحاوَلَةِ الْقِطارِ الْوُقوفَ قَبْلَ الْمَحَطَّةِ.

بَعْدَ تَوَقُّفِ الْقِطارِ، هَرَعَ مُديرُ الْمَحَطَّةِ يَتَطَلَّعُ تَحْتَ الْعَرَبَةِ الْأَخيرَةِ كَيْ يَرى ماذا حَلَّ بِالطِّفْلَةِ. وَجَدَها مُمَدَّدَةً عَلى أَخْشابِ السِّكَّةِ، لا تَرْفَعُ رَأْسَها وَلا تَتَحَرَّكُ، فَظَنَّها ماتَتْ بَيْنَ عَجَلاتِ الْقِطارِ.

وَفَجْأَةً رَفَعَتْ رَأْسَها، وَقامَتْ تَزْحَفُ عَلى رُكْبَتَيْها مِنْ جَديدٍ، وَبَدَأَ بِلَمِّ بَقايا الْفُطورِ، وَهْيَ تَتَطَلَّعُ باحِثَةً عَنْ أُخْتِها كَيْ تَذْهَبَ إِلَيْها.

ليون تولْسْتَوي
«حِكاياتٌ شَعْبِيّة»

الأسئلة :

1-من هو كاتب النَّصّ؟ وما مَصْدَره؟

2-أين تدور أَحْداث النَّصّ؟ ومتى؟

3-لماذا تَسَلَّقَتِ الطِّفْلتانِ الرَّدْمَ ودَخَلَتا السِّكَّة الحديديّة؟

4-لماذا أَخذَ سائق القطار يطْلِقُ صَفَّارته بكلّ قواه؟

5-أستخرج من النَّصّ أربَعَ عباراتٍ تدلّ على زمانٍ أو مكان.

6-أستخرج من النَّصّ ثلاث عبارات تدلّ على حاسّة السّمع، وأذكر دورها في تسلسل أحداث القصّة وتطوّرها.

<u>التَّعبير الكتابيَّ:</u>

<u>الموضوع الثّالث:</u> صِفْ حِرَفِيًّا رَأَيْتَهُ يومًا يعْمَلُ في مَشْغَلِهِ، وتحَدَّثْ عَنْ مَشاعِرِكَ حيالَهُ، وأبْدِ رأيَكَ في العَمَل الّذي يَقومُ به.(فقرة من 7 إلى 10 أسطر)

1. $[(12 \div 4)^2 + 3] \times (5-3) =$

2. $5 + [(5^2 - 5) \div 4] =$

3. $(3 \times 8) \div [3 \times (2^4 - 14)] =$

4. $(9 \div 3)^2 + [4 \times (12 - 2^3)] =$

5. $[(36 \div 6)^2 - 1) \div 7 =$

6. $[12 \times (4 + 4)] - 4^3 =$

7. $8 + [(3+2)^2 - 4] \div 3 =$

8. $2^6 \div [(15+9) \div 3] + 3 =$

9. $[2^2 \times (6+6)] \div (4+2^2) =$

10. $[6 \times (4^2 - 10)] - 12 =$

11. $[(36 - 12) \div 6] + (2^4 - 12) =$

12. $2^2 \times [(2 + 2) \times 2] =$

13. $50 - [(6 + 5) \times 2^2] =$

14. $3 + [(3-1)^2 \times 10] \div 5 =$

15. $[(9 - 3)^2 \div 6] \times (5 - 2) =$

16. $5 + [(5^3 \div 5) \div 5] \times 5 =$

17. $[(28 - 1) \div 9] \times [(3 \times 4) \div 2] =$

18. $[(4 + 4) \times 9] + [(2 + 2) \times 2] =$