

FRANÇAIS

2019-2020

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RÉVISIONS DE GRAMMAIRE FRANÇAISE

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Phrase verbale

- ✓ Le noyau de la phrase verbale est un verbe conjugué le plus souvent :
Nour **rédige** un texte.
Parfois, le verbe n'est pas conjugué : il est à l'infinitif :
Que **vouloir** de plus ?
- ✓ La plupart du temps, une phrase verbale comporte un **groupe sujet (GS)** et un **groupe verbal (GV)**.
- ✓ Le groupe verbal est constitué du verbe et des compléments du verbe. Les compléments du verbe ne peuvent être ni déplacés ni supprimés. Sinon, le sens de la phrase est modifié ou la phrase devient incorrecte, incomplète. Ce sont les constituants obligatoires.
L'élève studieux **(GS)** / ÉCRIT une lettre. **(GV)**
- ✓ Les compléments déplaçables ou supprimables, comme les **compléments circonstanciels**, sont des constituants facultatifs.
L'élève studieux **(GS)** / écrit une lettre **(GV)** / avec application. **(C.Circ.)**

Dans les phrases suivantes, souligne les groupes facultatifs :

- Les alpinistes se lancent sans crainte à l'assaut du flanc nord.
- L'enfant se glisse hors de la maison et reste immobile comme un chat aux aguets.
- Les enfants répondent avec une joie non dissimulée à l'appel de leur nom.

Encadre de différentes couleurs les principaux constituants des phrases suivantes :

- Les employés attendent l'ouverture de la banque.
- La tortue attend le printemps.
- Cet été, j'ai vu une tortue marine.
- Les avions traversent comme des goélands l'azur immaculé de notre pays.
- Les enfants entraient avec prudence à l'intérieur de la classe.

Phrase nominale

- ✓ Une **phrase nominale** ne comporte pas de verbe, elle est construite autour d'un nom.
- ✓ **Slogans** : Grande promotion sur la saison d'été.
- ✓ **Titres** : Cinquante nouveaux cas parmi les expatriés.
- ✓ **Des phrases exclamatives** : Quelle chaleur !
- ✓ **Des phrases interrogatives** : Quelle idée ?

LiDOK

Transforme les phrases verbales suivantes en phrases nominales, afin d'en faire des titres de journaux :

- Le Liban entre en scène.

.....
.....

- Les négociations se déroulent à Genève.

.....
.....

- Les médecins se sont rendus dans le Kesrouane.

.....
.....

- Les députés se réunissent demain à Majless El Nouwab.

.....
.....

- La fermeture des écoles et des universités a été décidée le 29 février 2020.

.....
.....
.....

Transforme les phrases nominales suivantes en phrases verbales :

- Courageux sauvetage d'un chien qui se noyait par une fille de 10 ans.

.....
.....

- Invasion de méduses à Tyr, baignade interdite.

.....
.....

- Entrée triomphale des vainqueurs au Lycée Montaigne.

.....
.....

LIDORRAH

Dans les phrases suivantes, indique si le groupe en gras est COD du verbe, sujet du verbe, complément circonstanciel ou attribut du sujet.

	<u>COD</u>	<u>Sujet</u>	<u>CC</u>	<u>Attribut</u>
Derrière la maison, se dressait une petite cabane en bois .				
Pierre confia à son frère son grand secret .				
Son grand-père était un homme compréhensif .				
Mon père travaille la nuit .				
J'aime la nuit : j'aime marcher dans les rues à la lueur des réverbères.				
Lorsque tomba la nuit , nous n'avions pas encore atteint le refuge.				
À l'orée du bois, se tenait le loup qui observait le petit Chaperon rouge.				

Analyse chaque groupe souligné et place-le dans le tableau suivant :

Derrière la montagne, s'étendait une **immense plaine**. **Son grand-père** habitait **là**, **dans une petite cabane**. **Pendant des années**, il avait semblé **robuste**, mais maintenant c'était un **invalide**. **Chaque semaine**, **Colette**, **à vélo**, **lui** apportait **en cachette des gâteaux**.

	Sujet	Attribut	COD	COI COS	CC
Groupe nominal					
Pronom					
Infinitif					
Adjectif					
Adverbe					

Les pronoms

Qu'est-ce qu'un pronom ?

Un pronom est un mot qui remplace un nom ou un groupe nominal.

*Tia regarde ses amies. Elle les regarde. **Elle** remplace Tia, **les** remplace ses amies.*

Les différents pronoms

✓ **Les pronoms personnels**

je, moi,
tu, te, toi,
il, elle, le, la, lui, l',
nous,
vous,
ils, elles, les, leur, eux, se, soi.

✓ **Les pronoms possessifs**

Mien(s), mienne(s)
Tien(s), tienne(s),
Nôtre(s)
Vôtre(s)
Leur(s)
*Mon classeur est mieux ordonné que **le tien**.*

✓ **Les pronoms démonstratifs simples**

Celui, celle, ceux, ce ; ou composés : celui-ci, celui-là....
*Peux-tu prêter ton livre d'histoire à Elio et **celui** de français également ?*

✓ **Les fonctions du pronom**

Le pronom peut prendre toutes les fonctions du nom : sujet, COD...

Distinguer pronom et déterminant

- ✓ **Le, la, les, l', leur** peuvent être pronoms personnels **OU** déterminants.
- ✓ Devant un nom, ils sont déterminants :
la fatigue, **le** bateau, **les** amis, **leur** livre, **l'**abricot.
- ✓ Devant un verbe, ils sont pronoms :
Il **la** donne ; je **la** vois ; tu **les** prends ; tu **leur** donnes.

Orthographier LEUR

- ✓ LEUR **pronom personnel** est **INVARIABLE**.
- ✓ LEUR **pronom possessif** s'accorde en **nombre** (pluriel ou singulier) :
Le leur, les leurs.
- ✓ LEUR **déterminant** s'accorde en **genre** et en **nombre** avec le nom qu'il accompagne.
Leur chienne est malade. Leurs chiennes sont malades.

Coche le pronom possessif qui convient.

Est-ce le professeur de Martine. Oui, c'est :

- Le mien.
- La sienne.
- Le sien.

Sont-elles les amies de ma sœur ? Oui, ce sont :

- Les miennes.
- Les siennes.
- Les leurs.

S'agit-il de la bicyclette de Marko et Yasma ?

- La sienne.
- La vôtre.
- La leur.

Est-ce que ce sont tes lunettes ? Oui, ce sont les :

- Les tiennes.
- Les nôtres.
- Les miennes.

Est-ce ton école ? Non, ce n'est pas :

- La sienne.
- La tienne.
- La mienne.

Est-ce la maison que vous avez achetée ? Oui, c'est :

- La nôtre.
- La sienne.
- Les nôtres.

Dans le texte suivant, relève le nom ou le GN qui est représenté par chaque pronom indiqué en gras et complète le tableau ci-dessous.

La petite fille marchait dans le bois sombre. **Celui-ci** l’effrayait un peu car **elle** n’avait pas l’habitude de **le** traverser si tard. Les troncs des grands arbres jetaient des ombres qui lui faisaient un peu peur car **elles** prenaient des formes parfois humaines. Alors la fillette se mettait à chanter à tue-tête pour éviter de songer à sa peur. Mais il faut avouer que **celle-ci** l’accompagnait jusqu’à sa sortie de la forêt.

Pronom	Nom ou groupe nominal représenté par le pronom
celui-ci	
l’	
elle	
le	
elles	
celle-ci	
l’	

Fonctions de l'adjectif

L'adjectif qualificatif est :

✓ **Epithète**

L'enfant inquiet est venu me parler.
Il appartient au Groupe Nominal.

✓ **Epithète détachée**

Inquiet, l'enfant pleura.

Il est séparé du Groupe Nominal par une virgule. Il peut se déplacer dans la phrase.

✓ **Attribut du sujet**

L'enfant est inquiet.

Il qualifie le nom par l'intermédiaire d'un verbe. Il ne peut être ni déplacé ni supprimé.

LA PÊCHE À LA TRUITE

Le neveu de notre vieux garde Bocage m'avait appris, dès mon plus jeune âge, à monter une ligne et à appâter l'hameçon comme il faut ; car si la truite est le plus vorace, c'est aussi le plus méfiant des poissons. Naturellement, je pêchais sans flotteur et sans plomb, plein de mépris pour ces aide-niais qui ne servent que d'épouvantails. Par contre, j'usais de « crins de Florence » ; légèrement bleutés, ils ont cet avantage d'être à peu près invisibles dans l'eau ; avec cela d'une résistance remarquable, à l'épreuve des truites de la douve aussi lourdes que des saumons. Je pêchais plus volontiers dans la rivière où les truites étaient de chair plus délicate, et surtout plus farouches, c'est-à-dire plus amusantes à attraper

André Gide

.....
.....
.....

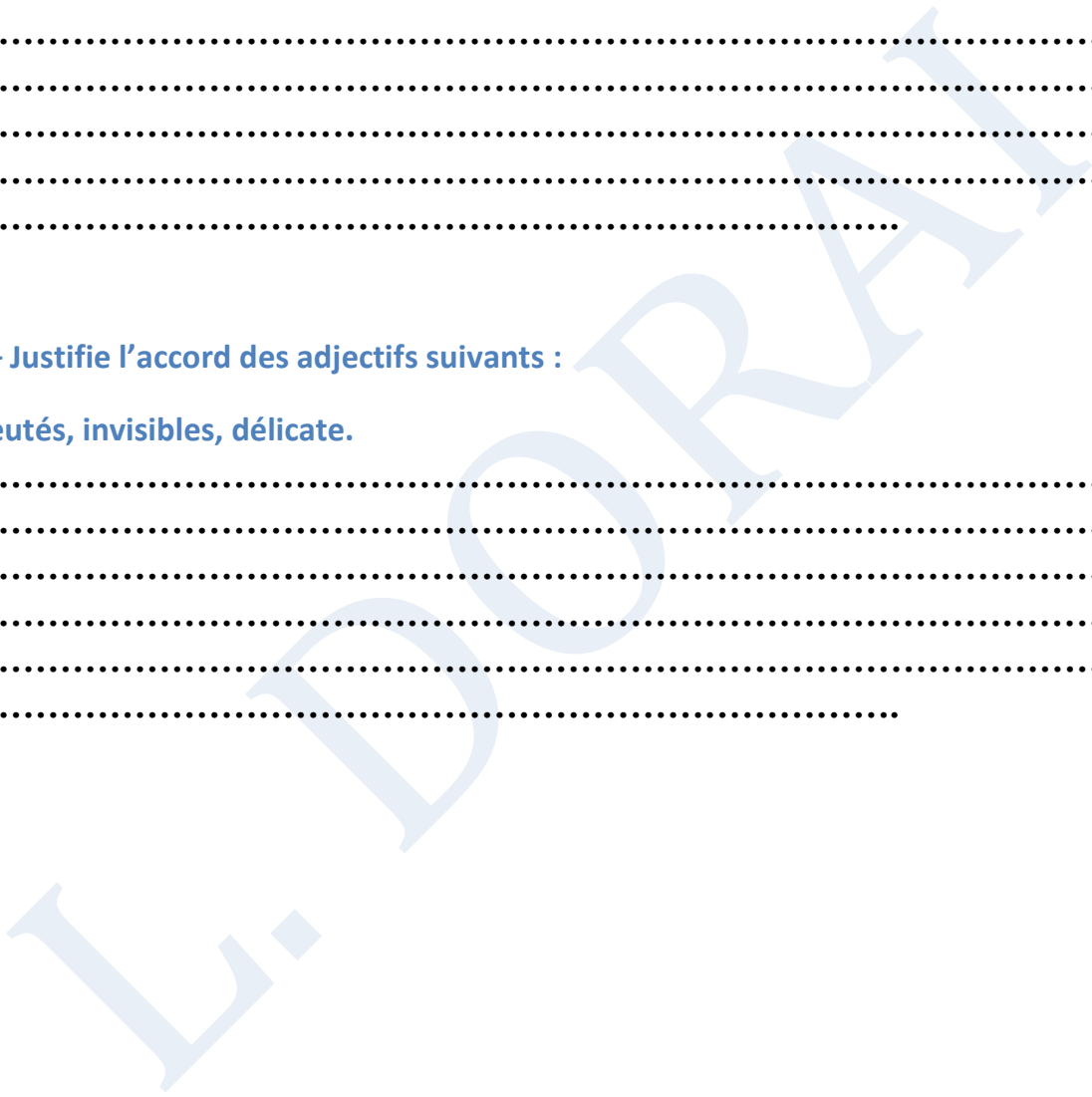
2 – Relève dix adjectifs qualificatifs.

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3 – Justifie l'accord des adjectifs suivants :

bleutés, invisibles, délicate.

.....
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4 – Justifie l'accord et la fonction des adjectifs suivants :

lourdes, farouches, amusantes.

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L. DORVILLE

Homophones 1

Qu'est-ce qu'un homophone ? Ce sont des mots qui ont la même prononciation mais qui n'ont pas la même orthographe.

✓ **a / as / à**

- **a** et **as** : il s'agit de la 3^{ème} et de la 2^{ème} personne du singulier du verbe « avoir » au présent de l'indicatif.
- **à** est une préposition, un mot invariable.

Henry **a** une poésie **à** apprendre par cœur pour demain.

✓ **et / es / est**

- **et** : c'est une conjonction de coordination, un mot invariable.
- **es / est** : il s'agit de la 2^{ème} et de la 3^{ème} personne du singulier du verbe « être » au présent de l'indicatif.

Tristan **et** Iseult **est** une célèbre légende littéraire du Moyen Âge.

✓ **sont / son**

- **sont** : c'est le verbe être conjugué à la 3^{ème} personne du pluriel au présent de l'indicatif. Pour être sûr, nous le remplaçons par l'imparfait de l'indicatif.
- **son** : c'est un déterminant possessif suivi d'un nom ou d'un groupe nominal masculin singulier.

La Fontaine est un célèbre fabuliste. **Son** recueil de fables a été traduit dans de nombreuses langues. Le Renard, le Lion, le Rat **sont** (= étaient) des animaux qui peuplent ses histoires.

✓ **ce / se**

- **ce** : c'est un déterminant démonstratif au singulier. On peut le remplacer par celui-là.

Ce texte comporte une morale. La Cigale **se** plaint.

- **se** : c'est un pronom personnel réfléchi qui sert à conjuguer un verbe pronominal

Complète le texte suivant avec : a, à, et, est, se, ce, son, sont.

_____ matin _____ mon réveil, le soleil
_____ encore bas _____ je vais courir sur la plage
avant la grosse chaleur.

_____ 7 heures déjà, le thermomètre _____ enregistre
une température de 20 degrés Celsius. La journée _____ présente
encore très chaude, avec « une mer calme _____ peu agitée »
indique le bulletin météo !

Mon cousin Nadim _____ pris le train _____ matin
pour venir me retrouver. Il arrive dans une heure _____ 10h07
précises.

Il y _____ longtemps que l'on ne s' _____ vu. Va-t-on
se reconnaître ? J'ai hâte de lui faire découvrir « mon île », si petite
_____ si sauvage.

Elle reste encore inconnue des touristes qui _____ la recherche de
coins tranquilles. Ici, on _____ sent seul au monde, loin des
agitations de la ville.

Après un petit-déjeuner copieux _____ la cabane en bois construite
de mes mains, j'ai prévu d'emmener Nadim parcourir _____ bout
de terre perdu dans la mer _____ de le faire plonger dans les
piscines naturelles dont _____ petit paradis regorge.

Je suis persuadée qu'il _____ rappellera longtemps
_____ séjour !

Homophones 2

✓ OU /OÙ

- **OU** indique un choix (ou bien), marque une alternative :
Exemple : Préfères-tu le chocolat blanc **ou** le chocolat noir ?

- **OÙ** marque le lieu, le temps.
Où irons-nous ce week-end ? (à quel endroit ?) Je sais **où** il habite (à quel endroit).

Pour appliquer cette règle, posez-vous les questions suivantes :

- Est-ce que le mot **ou** indique un lieu ?
- Le mot **où** est-il toujours au début d'une phrase ?
- Est-ce que le mot **où** marque en général le lieu ?
- Le mot **où** peut-il aussi marquer le temps ?
- **Ou** a-t-il un accent lorsqu'il exprime un choix ?

Compléter par OU ou bien par OÙ

_____ se trouvent les vestiaires ? - Donne-moi des pinces _____ des tenailles. - Je ne sais plus _____ je l'ai rencontrée. - Voulez-vous des cerises _____ des fraises ? - Je sais _____ vous habitez. _____ veux-tu aller ? - Il faut qu'il dise oui _____ non. - D'_____ viennent-ils ? - Prendrez-vous le train _____ votre voiture ? - _____ avez-vous trouvé ces bougies ? - Dis-moi _____ tu as acheté cette robe. - Je reviendrai mardi _____ mercredi. - _____ se sont-elles cachées ? - Je le retrouverai tôt _____ tard. - Elle ouvrit le placard _____ les outils étaient rangés. - Ils devaient être trois _____ quatre. - _____ nous partons tout de suite, _____ nous restons tout l'après-midi. - D'_____ viens-tu ? - Je ne peux pas dire qui de lui _____ de moi gagnera la partie.

Les temps du récit au passé

✓ **Le passé simple**

Il est utilisé dans un récit au passé. Il exprime :

- une action passée, accomplie
- une action de premier plan
- une action soudaine, brève.

Ulysse voguait vers Ithaque (**arrière-plan**) quand il rencontra le Cyclope (**premier plan**).

✓ **L'imparfait**

Il est utilisé dans un récit au passé. Il exprime :

- une action non bornée dans le temps passé
- une répétition dans le passé
- une description dans le passé
- un fait d'arrière-plan.

Toutes les nuits, Pénélope défaisait son canevass (**répétition ou habitude**). C'était une femme d'une fidélité à toute épreuve (**description**).

✓ **Concordance de temps**

Dans une phrase complexe (avec deux verbes conjugués au moins), lorsque le verbe de la proposition principale est au passé (imparfait, passé composé, passé simple, plus-que-parfait), le verbe subordonné doit également être à un temps du passé.

C'est la règle de la concordance des temps.

Je **croyais** qu'Achille **accompagnait** Hector sur le champ de bataille. Télémaque **vit** que Pénélope **mentait** aux Rois grecs.

Complète ce texte : les verbes entre parenthèses (..) doivent être mis soit à l'imparfait ou au passé simple.

Elles (chanter) _____ ainsi, faisant (résonner) leur belle voix, et mon cœur (vouloir) _____ les entendre ; et, en remuant les sourcils, je (faire) _____ signe à mes compagnons de me détacher ; mais ils (agiter) _____ plus ardemment les avirons ; et, aussitôt, Périmèdès et Eurylokhos, se levant, me (charger) _____ de plus de liens.

Après que nous les eûmes dépassées et que nous n'(entendre) _____ plus leur voix et leur chant, mes chers compagnons (retirer) _____ la cire de leurs oreilles et me (détacher) _____ ; mais, à peine avions-nous laissé l'île, que je (voir) _____ de la fumée et de grands flots et que j'(entendre) _____ un bruit immense. Et mes compagnons, frappés de crainte, (laisser) _____ les avirons tomber de leurs mains. Et le courant (emporter) _____ la nef, parce qu'ils n'(agiter) _____ plus les avirons.

D'après Homère, L'Odysée, chant XII

MATHS EN ÉTÉ

De la 6ème à la 5ème

Pourquoi ce devoir de vacances ?

Chers élèves, Chers parents.

Certains parmi vous se posent les questions suivantes : pourquoi un devoir de vacances en maths pour l'été ? Est-il obligatoire ? Doit-on le remettre à la rentrée ? Sera-t-il noté ? etc...

En aucun cas, je considère ce travail comme devoir, car je comprends que c'est l'été, et qu'il faut se reposer pour bien démarrer la prochaine année académique en septembre.

Ce travail n'est autre qu'une révision de ce qui a été donné durant cette année. Par suite, il est trop conseillé de résoudre les exercices proposés mais à titre personnel. Donc, il ne doit pas être rendu à la rentrée.

Par contre, dans le but de donner aux élèves, surtout à ceux qui ont fait ce travail, un PUSH, la première évaluation juste après la rentrée sera entièrement prise de cette fiche.

Bonnes vacances et bon travail.

Surtout, reposez-vous bien.

Cordialement, Elie Chebli.

Thème 1 :

1- Calculer les expressions suivantes :

a) $12 + 4 \times 5 + 7 + 8$

b) $12 - 3 \times 3 + 41 - 5 \times 3$

c) $2 \times 7 + 5 \times 3 - 4 \times 2$

d) $3 \times (7 + 4) \times 8$

e) $37 - 4 \times (2 + 3)$

f) $\frac{1+3}{5+7}$

g) $\frac{1+3+5+7}{9+11+13+15}$

2- Placer des parenthèses de telle façon que toutes les expressions soient égales à 50.

a) $22 + 3 \times 2$

b) $10 \times 2 \times 2 + 1$

c) $7 + 3 \times 4 + 1$

3- Compléter les phrases suivantes :

Un entier naturel est divisible par 2 si

Un entier naturel est divisible par 3 si

Un entier naturel est divisible par 5 si

4- Compléter par vrai ou faux:

40 est un multiple de 8 :

24 est un multiple de 6 :

37 est un multiple de 7 :

63 est un multiple de 9 :

3 est un multiple de 6 :

8 est un multiple de 4 :

5 est un multiple de 1 :

1 est multiple de 8 :

5- Compléter :

$$\begin{array}{r} 7 \square 4, 2 8 \\ - 4 1 3, \square 9 \\ \hline \square 6 \square, 2 \square \end{array}$$

$$\begin{array}{r} 1 4 9, \square 3 \\ + 27 \square, 4 \square \\ \hline \square \square 7, 0 7 \end{array}$$

Thème 2 :

1- Trouver deux fractions égales à :

$\frac{12}{24}$; $\frac{5}{2}$; $\frac{4}{3}$

2- Simplifier les fractions suivantes :

$\frac{36}{24}$; $\frac{12}{24}$; $\frac{1900}{3800}$; $\frac{99}{27}$

3- Simplifier les fractions suivantes :

$$\frac{24}{36} \quad ; \quad \frac{12}{52} \quad ; \quad \frac{33}{66} \quad ; \quad \frac{45}{50}$$

4- Calculer les opérations fractionnaires et simplifier si c'est possible:

$$\begin{array}{lll} \frac{4}{9} \times \left(\frac{3}{2} + \frac{5}{2}\right) & ; & \frac{6}{3} \times \left(\frac{15}{5} + \frac{10}{5}\right) & ; & \frac{3}{8} \div 2 \\ \frac{92}{54} \times \left(\frac{10}{120} - \frac{48}{144}\right) & ; & \frac{60}{36} \div \frac{72}{48} & ; & \left(\frac{3}{5} + \frac{1}{5}\right) \times \frac{15}{28} \\ \left(\frac{7}{4} + \frac{1}{2}\right) \times \frac{6}{5} & ; & \left(\frac{3}{4} - \frac{6}{8}\right) \times \frac{2}{15} & ; & \left(\frac{12}{35} + \frac{14}{35}\right) \times \frac{7}{13} \\ \left(\frac{12}{23} - \frac{5}{23}\right) \div \frac{5}{18} & ; & \left(\frac{7}{5} - \frac{1}{3}\right) \times \left(\frac{3}{4} + \frac{5}{6}\right) & ; & \frac{2}{7} \div \left(\frac{3}{4} + \frac{6}{5}\right) \end{array}$$

5-

Certains nombres ont été reliés entre eux. Continue en essayant d'expliquer la règle qui permet de faire ce travail.

8 0,25 100 $\frac{4}{3}$ 5 0,1 $\frac{15}{7}$ 6 0,4

0,75 10 $\frac{7}{15}$ 0,125 0,01 $\frac{1}{6}$ 2,5 0,2 4

6-

Un intrus se cache dans la liste de nombres ci-dessous. Lequel ?

$$\frac{24,5}{7} \quad ; \quad \frac{49}{14} \quad ; \quad \frac{7}{2} \quad ; \quad \frac{1\ 848}{528} \quad ; \quad \frac{28}{8} \quad ; \quad 3,6$$

7-

Isabelle organise un goûter. Elle veut partager 4,95 L de jus de fruit dans des verres identiques dont la contenance est 0,33 L. Elle a payé 1,80 € le lot de vingt verres.

1- Combien de verres remplit-elle ?

2- Quel est le coût total des verres qu'elle utilise réellement ?

3- Quel est le coût du jus de fruit, sachant qu'un litre vaut 2,20 € ?

4- Les petits gâteaux qu'elle a offerts à ses amis lui ont coûté 8,80 €.
À combien lui revient ce goûter ?

Thème 3 :

1- Calculer :

$(+8,12) + (-6,5) + (-2,4) + (+8,15)$;	$(+19,15) - (+7,5) - (-5,3)$
$(+18,15) - (+6,5) - (-4,3)$;	$(+9,12) + (-7,5) + (-3,4) + (+9,15)$
$(+81) + (40)$;	$(-100) + (+36)$
$(+100) + (-121)$;	$(+256) + (-20)$
$(-200) - (+109)$;	$(+201) - (-201)$
$(+354) - (+20)$;	$(+1.4) + (+2.5) + (+7.3)$
$(+2.2) + (-2.3) + (+9)$;	$(-3.1) + (-1.2) + (+2.5)$
$(-0.9) + (-0.3) - (-0.1)$;	$(+0.4) + (+1.9) - (+1)$

2- Si $a = +2.7$ et $b = -3.5$, calculer :

$a-b=$

$b-a=$

3- Hier, il faisait -3°C . Aujourd'hui, le thermomètre indique -8°C .

De combien le thermomètre a-t-il baissé ?

4- Ecris toutes les entiers possibles dans les cas suivants :

$X < 0$ et $x \geq 5$

$X < 1$ et $x \geq -9$

$0 < x \leq +6$

5- Compléter les opérations suivantes :

$(+2) + (\dots\dots) = +5$

$(-5) + (\dots\dots) = 0$

$(\dots\dots) - (+4) = +2$

$(\dots\dots) + (+4) = +2$

Thème 4 :

1- Deux des tableaux suivants ne sont pas des tableaux de proportionnalité. Lesquels? Justifier?

3	5	7	9
9	15	21	27

0,2	0,6	1	1,4
3	9	16	21

0,4	3	5	8
1	7,5	12,5	20

4	5	6	7
6	7,5	9	10

2-

Calculer mentalement :

- a) 25 % de 400 b) 50 % de 70 c) 50 % de 0,62 d) 25 % de 42

3-

Le hamburger très célèbre pèse 140 g. Il est constitué, en autres, de 26 % de protides (protéines ...), 25,8 % de lipides (les graisses), 43,8 % de glucides (les sucres).

Calcule successivement la masse de protides, de lipides et de glucides contenue dans ce hamburger.

4-

Voici la taille, en *cm*, des 30 nouveaux-nés qui ont vu le jour dans une maternité :

53 49 55 50 52 51 53 51 52 59
 53 51 52 54 52 51 52 51 51 53
 53 53 54 52 54 55 50 56 51 49

1- a) complète le tableau suivant.

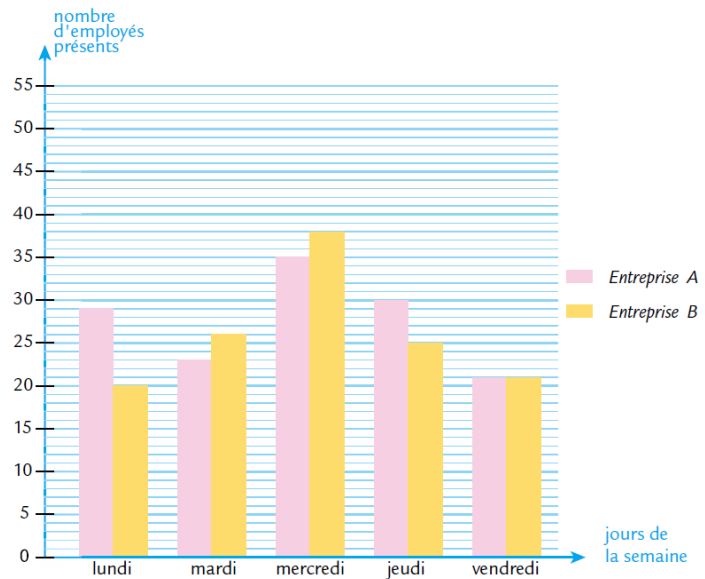
taille (<i>cm</i>)	49								
effectif	2								

b) Quelle est la taille la plus fréquente chez ces nouveaux-nés ?

2- Combien de nouveaux-nés mesurent moins de 51 *cm* ?

5-

Le diagramme ci-contre représente le nombre d'employés présents dans deux entreprises les cinq jours de la semaine (les employés sont parfois partis en déplacement, parfois ils prennent des récupérations, donc le nombre de personnes n'est pas le même tous les jours).



1- Combien de personnes ont travaillé dans les entreprises A et B mardi ?

2- Durant une journée, 30 personnes sont venues travailler. Quel est ce jour et quelle est l'entreprise concernée ?

Thème 5 :

1- Construis un angle $\hat{x}oy$ de mesure 60° .

Construis $[Oz)$ opposée à $[Ox)$.

Calcule angle $\hat{y}oz$.

Que peux-tu dire des angles $\hat{x}oy$ et $\hat{y}oz$? justifie.

Construis la demi-droite $[Ol)$ de telle manière que les angles $\hat{x}oy$ et $\hat{x}ol$ soient deux angles adjacents complémentaires.

2- a) construit un angle $\hat{x}oy = 80^\circ$.

b) construit $[oz)$ tel que $[ox)$ est la bissectrice de $\hat{y}oz$.

c) construit $\hat{x}ot$ adjacent supplémentaire à $\hat{x}oy$. trouve la mesure de l'angle $\hat{x}ot$.

d) $[ou)$ est une demi-droite opposée à $[ox)$. trouve la mesure de l'angle $\hat{y}ou$.

e) comment sont les angles $\hat{x}ot$ et $\hat{y}ou$. Compare ces deux angles

3- Trace deux angles $\hat{x}oy$ et $\hat{y}ot$ adjacents supplémentaires tels que $\hat{x}oy = 40^\circ$.

Calcule l'angle $\hat{y}ot$

Trace les bissectrices $[ou)$ et $[ov)$ des angles $\hat{x}oy$ et $\hat{y}ot$

Calcule $\hat{u}ov$.

4- Trace deux angles adjacents $\hat{x}\hat{y}$ et $\hat{y}\hat{z}$ tel que $\hat{x}\hat{y} = 50^\circ$ et $\hat{y}\hat{z} = 100^\circ$, puis trace $[\hat{O}t)$ tel que $\hat{x}\hat{O}t$ soit plat.

Calcule $\hat{z}\hat{O}t$.

Nomme les paires d'angles adjacents supplémentaires.

Trace $[\hat{O}l)$ telle que $\hat{x}\hat{O}y$ et $\hat{y}\hat{O}l$ soient adjacents complémentaires.

Calcule angle $\hat{y}\hat{O}l$ et $\hat{z}\hat{O}l$.

Nomme une autre paire d'angles adjacents complémentaires.

Que représente $[\hat{O}l)$ par rapport à $\hat{x}\hat{O}t$?

5- PAS est un triangle rectangle en A tel que $PA=3\text{cm}$; $SA=2\text{cm}$.

Construis le point R symétrique du point S par rapport à la droite (PA).

Explique pourquoi les points S ; A et R sont alignés.

Prouve que le triangle SPR est isocèle.

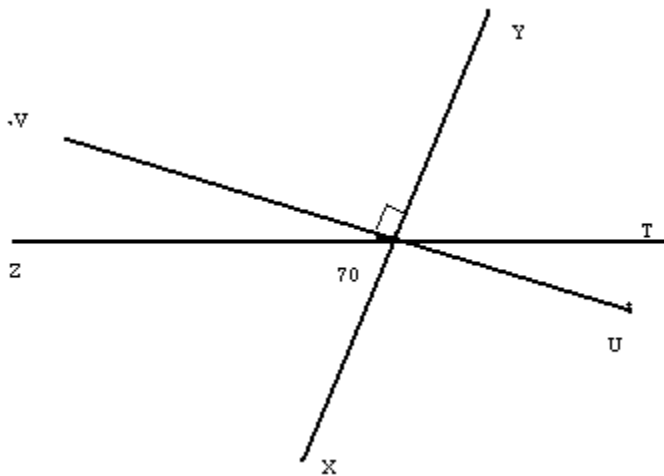
6- Trace un cercle \mathcal{O} et de rayon 4cm.

Marque un point A sur le cercle puis construis les points B ; C et D sur le cercle tel que $AB=BC=CD=4\text{cm}$.

Comment sont les triangles OAB ; OBC et OCD explique.

Démontre A ; O et D sont alignés.

7- Reproduis la figure ci-dessous.



Quelles sont les mesures des angles $\hat{x}\hat{O}t$, $\hat{u}\hat{O}t$, $\hat{z}\hat{O}v$, et $\hat{y}\hat{O}z$

8- Trace un segment $[AB]$ de longueur 5 cm . M et N sont deux points distincts de (AB) tels que $BM=BN=3\text{cm}$ et M appartient $[AB]$.

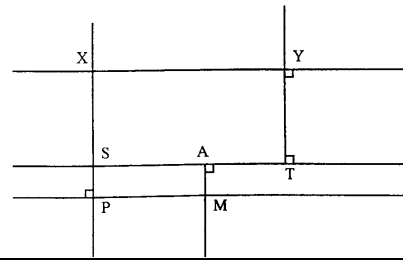
E est un point de $[AB]$ tel que $BE = 2 \text{ cm}$.

Place les points M , N et E.

Calcule AM , AN , EM et EN.

9- Observe attentivement le dessin ci-contre.

- 1) Montre que $(SA) \parallel (XY)$?
- 2) Montre que $(AM) \parallel (YT)$?
- 3) Montre que $(AM) \perp (XY)$?



10-

On considère trois points A, B et C alignés dans cet ordre tels que $AB = 4 \text{ cm}$ et $AC = 7 \text{ cm}$.

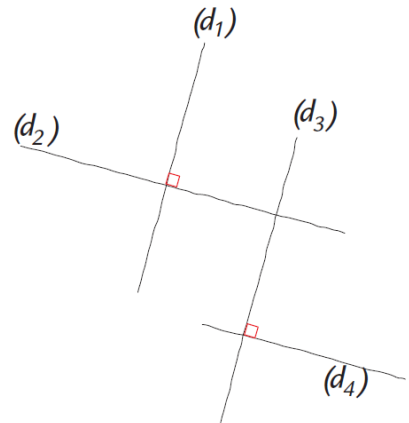
- 1- Trace la droite (d) passant par C et perpendiculaire à la droite (AB) .
- 2- Trace la médiatrice (Δ) du segment $[AB]$.
- 3- Démontre que les droites (Δ) et (AB) sont perpendiculaires.
- 4- Que peux-tu dire des droites (Δ) et (d) ?

11-

On considère la figure à main levée ci-contre.

Les droites (d_1) et (d_3) sont parallèles.

- 1- Démontre que (d_2) est perpendiculaire à (d_3) .
- 2- Démontre que (d_2) et (d_4) sont parallèles.



12 -Une seule phrase est fausse, encercle son numéro :

- 1- Dans un parallélogramme, les côtés opposés sont égaux.
- 2- Dans un parallélogramme, les côtés opposés sont parallèles.
- 3- Dans un parallélogramme, les diagonales sont de même longueur.
- 4- Dans un parallélogramme, les diagonales se coupent en leur milieu.

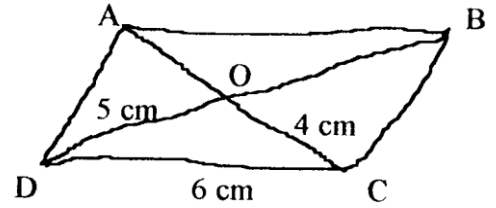
13- Un quadrilatère qui a ses diagonales perpendiculaires est ?

- 1- Un rectangle.
- 2- Un losange.
- 3- Un parallélogramme.
- 4- Un trapèze.

14-

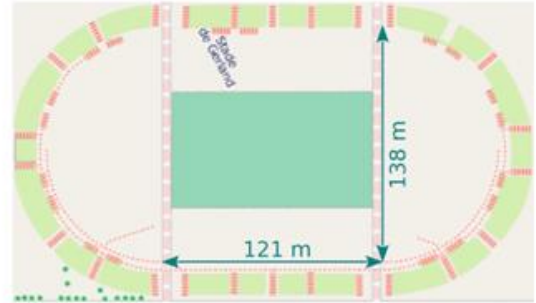
Le parallélogramme ABCD ci-contre a été dessiné à main levée.

En justifiant tes réponses, donne la longueur des segments [AB] et [BD].

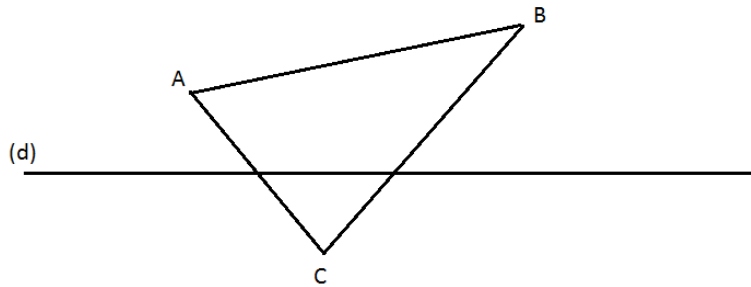


15- Calculer le périmètre du stade de Lyon (il est constitué d'un rectangle et de deux demi-cercles)

Donner la valeur exacte et une valeur approchée au centimètre.



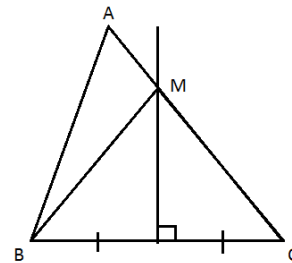
16- Tracer le triangle A'B'C', le symétrique du triangle ABC par rapport à la droite (d).



17- Dans la figure ci-contre, on sait que :

- $M \in [AC]$
- $AB = 4\text{ cm}$.
- $AC = 6\text{ cm}$.
- $BC = 7\text{ cm}$.

Calculer le périmètre du triangle AMB .

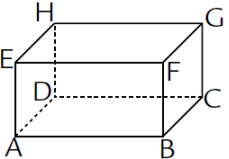
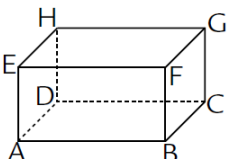
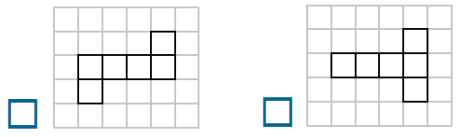


18-

Complète les égalités suivantes avec l'unité de volume qui convient.

- a) $12,56 \text{ dm}^3 = 12\ 560 \dots\dots$ b) $78\ 925 \text{ dm}^3 = 78,925 \dots\dots$
c) $0,25 \text{ m}^3 = 250 \dots\dots$ d) $7\ 900 \text{ mm}^3 = 7,9 \dots\dots$

19- Choisir une seule réponse.

<p>1- Les faces d'un parallépipède rectangle sont des :</p> <p><input type="checkbox"/> carrés <input type="checkbox"/> rectangles</p> <p><input type="checkbox"/> losanges <input type="checkbox"/> triangles</p>	<p>2- Le nombre d'arêtes d'un parallépipède rectangle est :</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 6 <input type="checkbox"/> 12</p>
<p>3- Dans la figure représentée en perspective cavalière ci-contre, les faces ABCD et EFGH sont :</p>  <p><input type="checkbox"/> parallèles.</p> <p><input type="checkbox"/> perpendiculaires.</p> <p><input type="checkbox"/> sécantes.</p>	<p>4- Dans la figure représentée en perspective cavalière ci-contre, les arêtes [BC] et [CG] sont :</p>  <p><input type="checkbox"/> parallèles.</p> <p><input type="checkbox"/> perpendiculaires.</p> <p><input type="checkbox"/> sécantes.</p>
<p>5- Parmi les figures suivantes, quelles sont celles qui ne représentent pas le patron d'un cube ?</p>  <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>6- Les dimensions d'un parallépipède rectangle sont 2 cm, 5 cm et 6 cm alors son volume est :</p> <p><input type="checkbox"/> 42 cm <input type="checkbox"/> 60 cm³</p> <p><input type="checkbox"/> 104 cm² <input type="checkbox"/> 13 cm³</p>
<p>7- 25 L sont égaux à :</p> <p><input type="checkbox"/> 25 dm³ <input type="checkbox"/> 2,5 dm³</p> <p><input type="checkbox"/> 250 dm³ <input type="checkbox"/> 25 000 cm³</p>	<p>8- L'aire totale des faces d'un cube de 3 cm d'arête est :</p> <p><input type="checkbox"/> 36 cm² <input type="checkbox"/> 54 cm²</p> <p><input type="checkbox"/> 36 cm³ <input type="checkbox"/> 54 cm³</p>

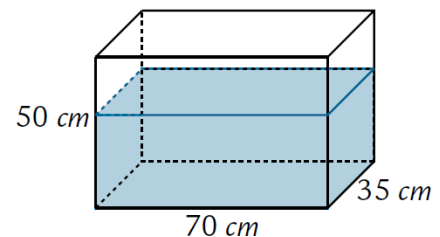
20-

Un aquarium a la forme d'un parallépipède dont les dimensions sont 45 cm de longueur, 35 cm de largeur et 50 cm de hauteur.

On le remplit d'eau jusqu'à ce que le niveau d'eau soit à 10 cm du bord supérieur.

1- Quel est le volume d'eau en L ?

2- On dépose au fond de l'aquarium des objets décoratifs et le niveau de l'eau monte de 4 mm. Quel est le volume total de ces objet en cm³ ?



Arabe Langue Maternelle (ALM)

أَلَصَّفُ الْأَسَاسِيَّ السَّادِسِ

مَلَفُ الْعَطَلَةِ الصَّيْفِيَّةِ

٢٠٢٠/٢٠١٩

الغُرَابُ

حَطَّ بُلْبُلٌ عَلَى شَجَرَةٍ مِنَ الْأَشْجَارِ، وَأَنْشَدَ^١ أُغْنِيَةَ حُبِّ لِلْسَّمَاءِ الزَّرْقَاءِ، فَأَهْمَلَ^٢ الْأَوْلَادُ
لُعْبَهُمْ، وَتَرَكَضُوا نَحْوَ الشَّجَرَةِ فَرِحِينَ وَتَحَلَّقُوا^٣ حَوْلَهَا، وَصَفَّقُوا إِعْجَابًا بِغِنَاءِ الْبُلْبُلِ.
وَكَانَ الْغُرَابُ وَقْتَنِيذٍ يُرَاقِبُ^٤ مَا يَجْرِي^٥، فَغَارَ مِنَ الْبُلْبُلِ، وَسَارَعَ إِلَى الْغِنَاءِ، وَصَاحَ:
غَاقُ غَاقُ غَاقُ.

فَاسْتَاءَ^٦ الْأَوْلَادُ مِنَ الْغُرَابِ، وَبَادَرُوا^٧ إِلَى رَجْمِهِ بِالْحِجَارَةِ، وَأَرْغَمُوهُ^٨ عَلَى الْهَرَبِ.
فَكَرَّرَ الْغُرَابُ طَوِيلًا فِي مَا حَدَّثَ، ثُمَّ قَرَّرَ أَنْ يَصِيرَ شَبِيهًا بِالْبُلْبُلِ مُعْتَقِدًا أَنَّ الْأَوْلَادَ لَا يُحِبُّونَ
لَوْنَهُ الْأَسْوَدَ، فَقَصَدَ^٩ أَحَدَ الرَّسَّامِينَ، وَتَصَنَّعَ الْبُكَاءَ، فَأَشْفَقَ عَلَيْهِ^{١٠} الرَّسَّامُ، وَسَأَلَهُ
بِرِقَّةٍ: «لِمَاذَا تَبْكِي أَيُّهَا الْغُرَابُ؟!»

قال الغُرَابُ: «آه يا عمِّي الرَّسَّامَ. حَيَاتِي كُلُّهَا هَمٌّ^{١١} وَغَمٌّ^{١٢}.»

قال الرَّسَّامُ مُتَسَائِلًا: «هَلْ أَسْتَطِيعُ مُسَاعَدَتَكَ؟»

أجاب الغُرَابُ: «أَنْتَ وَحَدَاكَ الْقَادِرُ عَلَى مُسَاعَدَتِي.»

دُهِشَ^{١٣} الرَّسَّامُ، وَقَالَ: «وَكَيْفَ أَسْتَطِيعُ مُسَاعَدَتَكَ؟»

١ - أَنْشَدَ: غَنَى

٢ - فَأَهْمَلَ: لَمْ يَهْتَمَّ

٣ - تَحَلَّقُوا: وَقَفُوا بِشَكْلِ دَائِرِيٍّ

٤ - يُرَاقِبُ: يُشَاهِدُ، يُلَاحِظُ

٥ - يَجْرِي: يَخْدُثُ

٦ - اسْتَاءَ: تَضَايَقَ، اِنْتَرَعَجَ

٧ - بَادَرُوا: أَسْرَعُوا

٨ - أَرْغَمُوهُ: أَجْبَرُوهُ

٩ - قَصَدَ: ذَهَبَ إِلَى

١٠ - أَشْفَقَ عَلَيْهِ: عَطَفَ عَلَيْهِ

١١ - هَمٌّ: حُزْنٌ

١٢ - غَمٌّ: حُزْنٌ

١٣ - دُهِشَ: تَعَجَّبَ

فَطَلَبَ الْغُرَابُ مِنْهُ أَنْ يَطْلِيَهُ^١ بِالْأَلْوَانِ صُفْرٍ وَحُمْرٍ وَبَيْضٍ، لِيَصِيرَ شَبِيهَاً بِالْبُلْبُلِ الَّذِي يُحِبُّهُ
الْأَوْلَادُ، أَوْ أَحْسَنَ مِنْهُ.

فَصَحِكَ الرَّسَامُ، وَقَالَ لِلْغُرَابِ: «وَهَلْ تَظُنُّ^٢ أَنْ تَغْيِرَ مَظْهَرَكَ^٣ وَحَدَهُ يَكْفِي؟!» فَبَادَرَ
الْغُرَابُ إِلَى تَصْنَعِ الْبُكَاءِ ثَانِيَةً، فَرَقَّ لَهُ قَلْبُ الرَّسَامِ، وَأَمْسَكَ بِرِيشتِهِ وَغَمَسَهَا^٤ فِي أَلْوَانِ
بَهِيجَةٍ^٥، وَطَلَى الْغُرَابَ، وَجَعَلَهُ شَبِيهَاً بِالْبُلْبُلِ.

فَرِحَ الْغُرَابُ، وَتَرَكَ الرَّسَامَ مِنْ دُونِ أَنْ يَشْكُرَهُ، وَطَارَ إِلَى الشَّجَرَةِ الَّتِي يَلْعَبُ حَوْلَهَا
الْأَوْلَادُ، وَحَطَّ عَلَى غُصْنٍ مِنْ أَغْصَانِهَا، فَرَأَاهُ أَحَدُ الْأَوْلَادِ، وَصَاحَ وَاحِدٌ مِنْهُمْ: «اللَّهُ! أَنْظِرُوا
إِلَى هَذَا الطَّيْرِ. مَا أَجْمَلُهُ!»

إِبْتَهَجَ^٦ الْغُرَابُ، وَامْتَلَأَ زَهْوَاً وَفَخْرًا، وَقَرَّرَ أَنْ يُعْنِي لَهُمْ كَيْ يَلْقَى^٧ الْمَزِيدَ مِنْ إِعْجَابِهِمْ،
وَصَاحَ بِصَوْتٍ عَالٍ: غَاقَ غَاقٌ.

فَبُهِتَ^٨ الْأَوْلَادُ وَزَعَفُوا^٩ غَاضِبِينَ، وَرَجَمُوا^{١٠} الْغُرَابَ بِالْحِجَارَةِ، فَطَارَ وَقَدِ اسْتَوْلَتْ
عَلَيْهِ الْحَيْرَةُ وَالْحُزْنُ؛ وَقَصَدَ رِفَاقَهُ الْغُرَابَانَ، وَلَكِنَّهُمْ لَمْ يَعْرِفُوهُ وَظَنُّوا أَنَّهُ بُلْبُلٌ، وَرَفَضُوا أَنْ
يُكَلِّمُوهُ، وَابْتَعَدُوا عَنْهُ، فَعَاشَ الْغُرَابُ الْمَطْلِيُّ بِالْأَلْوَانِ بَقِيَّةَ عُمُرِهِ وَحِيدًا مِنْ دُونِ صَدِيقٍ.
الْأَسْئَلَةُ وَالتَّمَارِينُ:

١- ماذا فَعَلَ الْبُلْبُلُ؟ وما كَانَ تَأْثِيرُ عَمَلِهِ عَلَى الْأَوْلَادِ؟ لِمَاذَا؟

٢- لِمَاذَا ضَرَبَ الْأَوْلَادُ الْغُرَابَ بِالْحِجَارَةِ؟

١ - يَطْلِي: يَدُهْن

٢ - تَظُنُّ: تَعْتَقِدُ

٣ - مَظْهَرٌ: شَكْلٌ

٤ - غَمَسَهَا: غَطَّسَهَا

٥ - بَهِيجَةٌ: فَرِحَةٌ

٦ - إِبْتَهَجَ: فَرِحَ كَثِيرًا

٧ - يَلْقَى: يَجِدُ

٨ - فَبُهِتَ: دُهَشَ

٩ - زَعَفُوا: صَرَخُوا

١٠ - رَجَمُوا: ضَرَبُوا بِالْحِجَارَةِ

- ٣- كَيْفَ حَاوَلَ الْعُرَابُ أَنْ يَحُلَّ مُشْكَلَتَهُ مَعَ الْأَوْلَادِ؟ وَهَلْ نَجَحَ فِي حَلِّهَا؟ لِمَاذَا؟
- ٤- النَّصُّ مَثَلٌ خُرَافِيٌّ. أُعْطِيَ ثَلَاثًا مِنْ خَصَائِصِهِ.
- ٥- مَنْ يُمَثِّلُ كُلُّ مِنَ الْبُلْبُلِ وَالْعُرَابِ مِنَ النَّاسِ؟
- ٦- مَا الْعِبْرَةُ الَّتِي يَحْمِلُهَا هَذَا الْمَثَلُ؟
- ٧- اسْتَخْرِجْ مِنَ الْمَقْطَعِ الثَّلَاثِ ثَلَاثَةَ أَفْعَالٍ مُضَارِعَةٍ مَرْفُوعَةٍ مُخْتَلِفَةٍ فِي عِلْمَةِ الرَّفْعِ، وَانْكَرُ عِلْمَةَ رَفْعِ كُلِّ مِنْهَا.
- ٨- اسْتَخْرِجْ مِنَ الْمَقْطَعِ الْخَامِسِ فِعْلَيْنِ مُضَارِعَيْنِ مَنْصُوبَيْنِ مُخْتَلِفَيْنِ فِي عِلْمَةِ النَّصْبِ، وَأَعْرِبْهُمَا إِعْرَابًا كَامِلًا.
- ٩- أَحْوَلُ إِلَى الْمَثَلِيِّ:
- حَطَّ الْبُلْبُلُ عَلَى شَجَرَةٍ وَأَنْشَدَ أُغْنِيَةً فَسَمِعَهُ الْأَوْلَادُ.
- ١٠- أَعْرِبُ الْكَلِمَاتِ الْمَشَارَ إِلَيْهَا بِحَطِّ فِي النَّصِّ.

التعبير الكتابي

اَكْتُبْ مَثَلًا خُرَافِيًّا تَكُونُ الْعِبْرَةُ مِنْهُ: الذِّكَاؤُ أَفْضَلُ مِنَ الْقُوَّةِ (٥ اسطرًا)

المستقبل

كَانَ النَّهْرُ قَلِيلَ الْمِيَاهِ، فَنَظَرْتُ إِلَيْهِ تِلْكَ الشَّجَرَةَ بِأَسْفٍ، وَقَالَتْ لَهُ: «لَقَدْ أَمْسَيْتَ^١ عَجُوزًا، وَسَتَمُوتُ فِي يَوْمٍ قَرِيبٍ.»

قَالَ النَّهْرُ بِصَوْتِ هَادِرٍ^٢ حَانِقٍ^٣: «أَأَنْتِ تَقُولِينَ هَذَا الْكَلَامَ لِأَنَّ مِيَاهِي صَارَتْ قَلِيلَةً؟»
قَالَتْ الشَّجَرَةُ: «لَا دَاعِي^٤ إِلَى غَضَبٍ لَا سَبَبَ لَهُ، فَأَنْتِ تَعْرِفُ، وَأَنَا أَعْرِفُ أَنَّ الْأَنْهَارَ تَمُوتُ عِنْدَمَا تَجْفُ^٥ مِيَاهُهَا.»

قَالَ النَّهْرُ: «أَنْتِ مُخْطِئَةٌ لِأَنَّكَ تَنْظُرِينَ إِلَى حَالِي الْيَوْمِ مُتَنَاسِيَةً الْمُسْتَقْبَلِ، فَالصَّيْفُ الَّذِي نَحْنُ فِيهِ لَنْ يَبْقَى^٦ إِلَى الْأَبَدِ، وَسَيَرْحَلُ^٧، وَيَأْتِي الشِّتَاءُ.»

قَالَتْ الشَّجَرَةُ: «هَلْ تُرِيدُ مِنِّي أَنْ أُصَدِّقَكَ وَأُكْذِبَ مَا تَرَاهُ أَغْصَانِي هَذِهِ؟!»
بَعْدَ أَسَابِيحَ، تَحَقَّقَ مَا قَالَهُ النَّهْرُ لِلشَّجَرَةِ. فَقَدْ رَحَلَ الصَّيْفُ، وَأَقْبَلَ^٨ الشِّتَاءُ بِأَمْطَارِهِ الْغَزِيرَةِ^٩ وَتَلَوَّجِهِ، فَازْدَادَ مَاءُ النَّهْرِ، وَصَاحَتْ^{١٠} الشَّجَرَةُ بِدَهْشَةٍ^{١١}: «لَقَدْ عُدْتُ^{١٢} أَيُّهَا النَّهْرُ شَابًا قَوِيًّا.»

قَالَ النَّهْرُ: «هَلِ افْتَنَعْتَ^{١٣} الْآنَ أَنَّكَ كُنْتِ مُخْطِئَةً؟»

١ - أَمْسَيْتَ: أَصْبَحْتَ، صِرْتَ

٢ - هَادِرٌ: صَاحِبٌ، قَوِيٌّ جَدًّا

٣ - حَانِقٌ: غَاضِبٌ

٤ - لَا دَاعِي: لَا سَبَبَ

٥ - تَجْفُ: تَنْشَفُ

٦ - يَبْقَى: يَطَّلُ

٧ - يَرْحَلُ عَنِ الْمَكَانِ: يَتْرُكُ الْمَكَانَ، يُغَادِرُ الْمَكَانَ

٨ - أَقْبَلَ: جَاءَ، أَتَى

٩ - الْغَزِيرَةُ: الْكَثِيرَةُ الْمَاءِ

١٠ - صَاحَتْ: صَرَخَتْ

١١ - بِدَهْشَةٍ: بِتَعْجَبٍ

١٢ - عُدْتُ: رَجَعْتُ

١٣ - افْتَنَعْتَ بِكَلَامِهِ: قَبِلَ كَلَامَهُ، رَضِيَ بِكَلَامِهِ

قَالَتِ الشَّجَرَةُ: «أَخْطَأْتُ فِعْلاً، فَقَدْ كَانَ يَجِبُ عَلَيَّ أَنْ لَا أَنْسَى الْمُسْتَقْبَلَ عِنْدَمَا أَنْظُرُ

إِلَى الْحَاضِرِ.»

قال النَّهْرُ: «لَأَنَّكَ قَدْ اعْتَرَفْتَ بِخَطْبِكَ، فَأَنْتِ تَسْتَحْقِينَ الْمُكَافَأَةَ^١.»

وَدَفَعَ النَّهْرُ مَاءَهُ بِقُوَّةٍ نَحْوَ الشَّجَرَةِ، فَسَارَعَتْ جُذُورُهَا إِلَى الشُّرْبِ مِنْهُ حَتَّى الْاِزْتِوَاءِ.

زَكَرِيَّا تَامِر

لِمَاذَا سَكَتَ النَّهْرُ (بِتَصْرُفٍ)

الْأَسْئَلَةُ وَالتَّمَارِينُ:

- ١- في أَيِّ فَصْلِ يَمُوتُ النَّهْرُ؟ ولماذا؟
- ٢- لِمَاذَا تَكَلَّمَ النَّهْرُ مَعَ الشَّجَرَةِ عَلَى مَجِيءِ الشِّتَاءِ؟ وَهَلْ هُوَ عَلَى حَقِّ؟ أَجِيبْ مُعَلِّلاً؟
- ٣- لِمَاذَا كَافَأَ النَّهْرُ الشَّجَرَةَ؟ وَمَا كَانَتْ هَذِهِ الْمُكَافَأَةُ؟
- ٤- أُعْطِيَ رَأْيِي بِشَخْصِيَّةِ النَّهْرِ.
- ٥- مَا الْعِبْرَةُ الَّتِي نَسْتَنْتِجُهَا مِنَ النَّصِّ؟
- ٦- اسْتَخْرِجْ مِنَ النَّصِّ:

أ . اسْمَ إِشَارَةٍ لِلْمَوْثَبِ الْبَعِيدِ: _____

ب . اسْمَ إِشَارَةٍ لِلْمَذْكَرِ: _____

ج . اسْمًا مَوْصُولًا: _____

٧- أَمَلُ الْفَرَاغِ بِأَحَدِ أَسْمَاءِ الْإِشَارَةِ أَوْ أَحَدِ الْأَسْمَاءِ الْمَوْصُولَةِ فِي مَا يَلِي:

قال النَّهْرُ الْبَعِيدُ بِالصَّوْتِ يَهْدُرُ: أَعْرِفُ أَنَّ

تَقُولِينَهُ لِي مِنَ الْكَلِمَاتِ غَيْرِ مُهِمٍّ لِأَنَّكَ لَمْ تُفَكِّرِي بَعْدُ الْمُسْتَقْبَلِ

يَنْتَظِرُكَ، وَبِ..... النَّاسِ يَنْتَظِرُونَ..... سَتُعْطِينَهُمْ مِنْ فَاكِهَتِكَ.

أَلْمِصْبَاحُ السِّحْرِيِّ

كَانَ فِي قَدِيمِ الزَّمَانِ بِلَادٌ اسْمُهَا بِلَادُ "النَّخِيلِ الْأَسْمَرِ". وَهِيَ أَرْضٌ جَمِيلَةٌ خَضْرَاءُ، فِيهَا كُلُّ مَا يَشْتَهِيهِ^١ الْإِنْسَانُ، وَأَهْلُهَا نَاسٌ طَيِّبُونَ يَعِيشُونَ بِأَمْنٍ وَسَلَامٍ.
وَفِي أَحَدِ الْأَيَّامِ، هَجَمَ لُصُوصٌ^٢ عَلَى بِلَادِ "النَّخِيلِ الْأَسْمَرِ"، فَدَمَّرُوا^٣ الْبُيُوتَ وَأَحْرَقُوهَا، وَقَطَّعُوا الْأَشْجَارَ، وَقَتَلُوا النَّاسَ.

ذَهَبَ أَهَالِي الْبَلَدِ إِلَى زُعَمَائِهِمْ^٤ يُطَالِبُونَهُمْ بِحَلِّ يُخَلِّصُهُمْ مِنْ هَؤُلَاءِ اللَّصُوصِ.
قَالَ الزُّعَمَاءُ: «نَحْنُ جَمِيعًا أَضْعَفُ مِنَ الْأَعْدَاءِ، وَبَدَلْ أَنْ تُفَكِّرُوا فِي مُحَارَبَتِهِمْ وَالتَّعَرُّضِ لِمَزِيدٍ مِنَ الْخَسَائِرِ، أَطِيعُوهُمْ^٥ فَتَعِيشُوا.»

عَادَ النَّاسُ مِنْ عِنْدِ الزُّعَمَاءِ خَائِبِينَ، وَبَدَؤُوا يُفَكِّرُونَ فِي مُصِيبَتِهِمْ^٦ مِنْ جَدِيدٍ.
فَجَاءَهُ قَالَ رَجُلٌ: «أَنَا وَجَدْتُ الْحَلَ.»

تَطَّلَعَ^٧ النَّاسُ إِلَيْهِ غَيْرَ مُصَدِّقِينَ. تَابَعَ الرَّجُلُ كَلَامَهُ: «أَلْحَلُّ عِنْدَ عَلَاءِ الدِّينِ. إِنَّهُ عَالِمٌ عَظِيمٌ عِنْدَهُ مِصْبَاحُ سِحْرِي يَسْكُنُهُ عِفْرِيْتُ^٨ قَوِيٌّ يَسْتَطِيعُ^٩ أَنْ يَفْعَلَ كُلَّ شَيْءٍ.»
فَانْطَلَقَ النَّاسُ فَوْرًا إِلَى عَلَاءِ الدِّينِ.

كَانَ عَلَاءُ الدِّينِ أَشْهَرَ النَّاسِ فِي بِلَادِ "النَّخِيلِ الْأَسْمَرِ"؛ وَحِينَ رَأَى النَّاسَ قَادِمِينَ، خَرَجَ

١ - يَشْتَهِيهِ: يَتَمَنَاهُ، يُجِبُّهُ

٢ - لُصُوصٌ: سَارِقُونَ

٣ - فَدَمَّرُوا: هَدَمُوا، خَرَّبُوا

٤ - زُعَمَائِهِمْ: مُفْرَدُهَا زَعِيمٌ: رَئِيسٌ

٥ - أَطِيعُوهُمْ: إِفْعَلُوا مَا يُطَالِبُونَهُ مِنْكُمْ

٦ - مُصِيبَتِهِمْ: مُشْكَلَتُهُمْ الْكَبِيرَةُ

٧ - تَطَّلَعَ: نَظَرَ

٨ - عِفْرِيْتُ: جِنِّيٌّ

٩ - يَسْتَطِيعُ: يَقْدِرُ

إِلَيْهِمْ وَاسْتَقْبَلَهُمْ بِتَرْحِيبٍ وَاحْتِرَامٍ. لَكِنَّهُ عِنْدَمَا عَرَفَ مَا يُرِيدُونَ، حَيَّبَ آمَالَهُمْ. قَالَ إِنَّهُ لَا يَمْلِكُ الْمِصْبَاحَ السِّحْرِيَّ، وَفَجْأَةً أَدْهَشَهُمْ بِالْعِبَارَةِ التَّالِيَةِ: «لَكُنْكُمْ تَقْدِرُونَ عَلَى مُحَارَبَةِ الْأَعْدَاءِ دُونَ مُسَاعَدَةِ مَنْ أَحَدٍ، وَدُونَ قُوَّةِ سِحْرِيَّةٍ.»

قَالَ زَعِيمُ جَمَاعَةٍ مِنْ أَوْلِيكَ الرَّجَالِ: «نَحْنُ عُلَمَاءُ يَا عِلَاءَ الدِّينِ، لَا نَقْدِرُ أَنْ نُحَارِبَ.»
سَأَلَ عِلَاءَ الدِّينِ جَمَاعَةً ثَانِيَةً: «وَأَنْتُمْ أَيُّهَا السَّادَةُ؟»

أَجَابَ أَحَدُهُمْ: «نَحْنُ صُنَاعُ هَذِهِ الْبِلَادِ، نَصْنَعُ كُلَّ لَوَازِمِ الْعَمَلِ. لَكِنْ إِذَا انشَغَلْنَا بِالْحَرْبِ فَمَنْ يَصْنَعُ الْأَسْلِحَةَ؟»

- «وَأَنْتُمْ أَيُّهَا الشَّبَابُ؟»

- «نَحْنُ شَبَابٌ أَقْوِيَاءُ، كُنَّا جُنُوداً حِينَ هَجَمَ الْأَعْدَاءُ، لَكِنْ قَادَتْنَا تَخَلَّوْا عَنَّا وَجَرَدْنَا الْأَعْدَاءَ مِنَ الْأَسْلِحَةِ، فَكَيْفَ نُحَارِبُ بِلَا قَادَةَ وَلَا أَسْلِحَةَ؟!»

إِنْتَفَتَّ عِلَاءُ الدِّينِ نَحْوَ آخِرِ جَمَاعَةٍ مِنْ زُورِهِ سَائِلاً: «وَأَنْتُمْ أَيُّهَا السَّادَةُ؟»

أَجَابَ زَعِيمُ الْجَمَاعَةِ: «نَحْنُ فَلَاحُونَ كَمَا تَرَى، نَقْدِرُ أَنْ نُؤَمِّنَ لِلنَّاسِ وَالْجُنُودِ كُلِّ مَا يَحْتَاجُونَ إِلَيْهِ مِنَ الْغِذَاءِ. لَكِنَّا لَمْ نُجَرِّبِ الْحَرْبَ وَلَمْ نَتَعَلَّمِ الْقِتَالَ.»

إِبْتَسَمَ عِلَاءُ الدِّينِ لِلْجَمِيعِ وَهُوَ يَقُولُ: «تَمْلِكُونَ هَذِهِ الْقُدْرَاتِ كُلَّهَا وَتُرِيدُونَ مِصْبَاحاً سِحْرِيّاً لِلاِنْتِصَارِ عَلَى اللُّصُوصِ؟!»

نادر أبو تامر (بتصرف)

الأسئلة والتمارين

- 1- لماذا لا يريد الشباب أن يحاربوا؟
- 2- ورد في النص: فَجْأَةً قَالَ رَجُلٌ: أَنَا وَجَدْتُ الْحَلَّ. تَطَّلَعَ النَّاسُ إِلَيْهِ غَيْرَ مُصَدِّقِينَ. لماذا برأيك لم يُصدِّقِ النَّاسُ كَلَامَ الرَّجُلِ؟

٣- ما رأيك بكلام الزعماء وموقفهم؟

٤- أُحَدِّدُ فِي هَذِهِ الْقِصَّةِ: الْوَضْعَ الْأَوَّلَ - الْحَدَّثَ الْمُبَدَّلَ - الْعُقْدَةَ - الْحَلَ.

٥- لَقَدْ زَهَبَ أَهْلُ الْبَلَدِ إِلَى عِلَاءِ الدِّينِ لِيَجِدَ لَهُمْ حَلًّا. وَلَكِنَّهُ فِي النِّهَايَةِ يَسْأَلُهُمْ سُؤَالَ.

أُجِيبُ عَنْ سُؤَالِهِ وَاضِعًا خِطَّةً لِمُحَارَبَةِ الْأَعْدَاءِ تَشْتَرِكُ فِيهَا كُلُّ الْجَمَاعَاتِ. (عَشْرَةَ
أَسْطُرٍ عَلَى الْأَقْل)

الثعلب

زَعَمُوا أَنَّ ثَعْلَبًا جَائِعًا، حَزِينًا كَانَ يَسْتَلْقِي^١ تَحْتَ أَغْصَانِ شَجَرَةٍ، يَحْلُمُ بِدَجَاجَةٍ أَوْ أَرْنَبٍ.

وَبَعْدَ لَحْظَاتٍ، حَطَّ غُرَابٌ عَلَى غُصْنِ الشَّجَرَةِ وَنَظَرَ إِلَى أَسْفَلٍ^٢، فَرَأَى الثَّعْلَبَ حَزِينًا، فَأَشْفَقَ عَلَيْهِ^٣ وَسَأَلَهُ: «مَا بِكَ؟»

فَلَمْ يُجِبِ الثَّعْلَبُ، بَلْ رَفَعَ رَأْسَهُ وَتَأَمَّلَ الغُرَابَ بِنَظَرَاتٍ مُتَقَحِّصَةٍ، فَبَدَأَ^٤ لَهُ طَعَامًا شَهِيًّا، وَقَالَ لِنَفْسِهِ: «لَحْمُ الغُرَابِ مُرٌّ، كَرِيهٌ، وَلَكِنَّهُ أَفْضَلُ مِنَ المَوْتِ جوعاً».

ثُمَّ خَاطَبَ^٥ الغُرَابَ: «أِهْ يَا صَدِيقِي الغُرَابُ، أَنَا حَزِينٌ لِأَنِّي مَرِيضٌ».

وَسَعَلَ سُعَالًا مُصْطَنَعًا، ثُمَّ تَابَعَ الكَلَامَ مُتَسَائِلًا: «هَلْ صَحِيحٌ مَا سَمِعْتُهُ عَنْكَ يَا صَدِيقِي الغُرَابُ؟»

فَقَالَ الغُرَابُ: «مَاذَا سَمِعْتَ؟»

قَالَ الثَّعْلَبُ: «سَمِعْتُ أَنَّكَ خَيْرٌ^٦ طَبِيبٌ، فِي الغَابَةِ كُلِّهَا.»

قَالَ الغُرَابُ بِفَخْرٍ: «مَا سَمِعْتُهُ لَيْسَ بَعِيدًا عَنِ الحَقِيقَةِ، أَنَا، فِعْلًا، طَبِيبٌ قَدِيرٌ^٧، وَأَقْدَمُ خِبْرَتِي لِمَنْ يَحْتَاجُ إِلَيْهَا.»

قَالَ الثَّعْلَبُ: «إِذَا مَاذَا تَنْتَظِرُ؟! هَيَّا اتْرِكِ الغُصْنَ وَتَعَالَ افْحَظْنِي.»

١ - يَسْتَلْقِي: يَنَامُ عَلَى ظَهْرِهِ

٢ - أَسْفَلٌ ≠ أَعْلَى

٣ - فَأَشْفَقَ عَلَيْهِ: عَطَفَ عَلَيْهِ

٤ - تَأَمَّلَ: نَظَرَ مَلِيًّا

٥ - بَدَأَ: ظَهَرَ، بَانَ

٦ - خَاطَبَهُ: تَكَلَّمَ مَعَهُ

٧ - خَيْرٌ: أَفْضَلُ

٨ - قَدِيرٌ: مُتَمَكِّنٌ

فَفَكَّرَ الْغُرَابُ لِحَظَاتٍ، ثُمَّ قَالَ لِلتَّلْبِ: «أَنْتَ، بِالتَّكْيِيدِ، تَجْهَلُ^١ مِهْنَةَ الطُّبِّ، فَفَحَّصْ الْمَرِيضَ يَتِمُّ عَلَى مَرَحَلَتَيْنِ. فِي الْمَرَحَلَةِ الْأُولَى أَفْحَصُ الْمَرِيضَ وَأَنَا بَعِيدٌ عَنْهُ، فَإِذَا لَمْ أَتَمَكَّنْ مِنْ مَعْرِفَةِ مَرَضِهِ أَلْجَأُ، عِنْدِيذٍ، إِلَى الْمَرَحَلَةِ الثَّانِيَةِ، فَأَقْتَرِبُ مِنَ الْمَرِيضِ وَأَفْحَصُهُ فَحْصًا دَقِيقًا.»

فَقَالَ التَّلْبُ: «هَيَّا أَفْحَصْنِي كَمَا تَشَاءُ.»

فَقَالَ الْغُرَابُ: «افْتَحْ فَمَكَ.»

فَأَطَاعَ التَّلْبُ وَفَتَحَ فَمَهُ، فَبَدَتْ أَسْنَانُهُ حَادَّةً مُخِيفَةً جَعَلَتْ الْغُرَابَ يَزْتَجِفُ، وَلَكِنَّهُ ضَحِكَ ضِحْكَةً مَرِحَةً، فَسَأَلَهُ التَّلْبُ بِلَهْجَةٍ لَا تَخْلُو مِنْ لَوْمٍ وَاسْتِنكَارٍ: «لِمَاذَا تَضْحَكُ؟! أَلَيْسَ مِنَ الْقَسْوَةِ أَنْ تَهْزَأَ بِمَرِيضٍ مَسْكِينٍ مِثْلِي يُعَانِي الْأَوْجَاعَ?!»

فَقَالَ الْغُرَابُ: «لَقَدْ ضَحِكْتُ لِأَنَّي تَذَكَّرْتُ نَصِيحَةَ جَدِّي.»

فَقَالَ التَّلْبُ بِتَعَجُّبٍ: «وَمَا هِيَ نَصِيحَةُ جَدِّكَ?!»

فَقَالَ الْغُرَابُ: «نَصِيحَةُ جَدِّي تُحَذِّرُ مِنَ الْاقْتِرَابِ مِنْ مَرِيضٍ لَهُ أَسْنَانٌ كَأَسْنَانِكَ.» وَطَارَ الْغُرَابُ بَعِيدًا تَارِكًا التَّلْبَ جَائِعًا، نَاقِمًا عَلَى أَسْنَانِهِ الَّتِي فَضَحَتْ مَا يُرِيدُ أَنْ يَفْعَلَهُ.

إِبْنُ الْمُقَفَّعِ

"كَلِيلَةُ وَدُمْنَةُ" (بِتَصْرُفٍ)

الْأَسْئَلَةُ وَالتَّمَارِينُ:

- ١- لِمَ كَانَ التَّلْبُ حَزِينًا؟
- ٢- كَيْفَ حَاوَلَ التَّلْبُ أَنْ يَخْدَعَ الْغُرَابَ؟
- ٣- كَيْفَ فَحَّصَ الْغُرَابُ التَّلْبَ؟ وَمَا رَأْيُكَ بِهَذِهِ الطَّرِيقَةِ؟ أَشْرَحُ.

- ٤- هَلْ حَصَلَ النَّعْلَبُ عَلَى مَا يُرِيدُ؟ أُعْطِيَ شَاهِدًا مِنَ النَّصِّ يُعَلِّلُ إِجَابَتَكَ.
- ٥- أُعْطِيَ مِنْ خِلَالِ هَذَا النَّصِّ صِفَتَيْنِ لِلنَّعْلَبِ، وَصِفَتَيْنِ لِلغُرَابِ.
- ٦- هَذَا النَّصُّ مَثَلٌ خُرَافِيٌّ. أُعْطِيَ مُؤَشِّرَيْنِ مِنْ مُؤَشِّرَاتِ المَثَلِ الخُرَافِيِّ مُدَعِّمًا إِيَّاهُمَا بِشَوَاهِدَ مِنَ النَّصِّ.
- ٧- أُسْتَخْرِجُ مِنَ الصَّفْحَةِ الأُولَى مِنَ النَّصِّ أَرْبَعَةَ أفعالٍ ماضِيَةٍ مُخْتَلِفَةٍ فِي عِلَامَةِ البِنَاءِ، وَأَذْكَرُ عِلَامَةَ بِنَاءٍ كُلِّ مِنْهَا.
- ٨- أُسْتَخْرِجُ مِنَ الصَّفْحَةِ الثَّانِيَةِ مِنَ النَّصِّ فِعْلَيْنِ مُضَارِعَيْنِ مُخْتَلِفَيْنِ فِي عِلَامَةِ الرَّفْعِ، وَأَذْكَرُ عِلَامَةَ رَفْعٍ كُلِّ مِنْهُمَا.
- ٩- أُصَرِّفُ: "هُوَ تَابَعَ الكَلَامَ مُتَسَائِلًا"، مَعَ الضَّمَائِرِ: هي - هُمَا (لِلغَائِبَةِ) - أَنْتُمْ
- ١٠- أُعْطِيَ الأفعالَ الخَمْسَةَ مِنْ فِعْلِ "يَجْهَلُ"
- ١١- أَحْوَلُ إِلَى المَثْنِيِّ:

يَبْدُو النَّعْلَبُ حَزِينًا لِأَنَّهُ جَائِعٌ، لِذَلِكَ هُوَ يَسْتَلْقِي تَحْتَ الشَّجَرَةِ.

تَمارينُ قَواعدِ

أخيراً سَمَحَ لي أهلي بِالمُشارَكَةِ في الرِّحَلَةِ إلى الأرزِ خِلالِ مَوسِمِ التَّزَلُّجِ. كُنَّا سَبْعَةَ صِبْيَانٍ وَتِسْعَ فَتَيَاتٍ. وَكُنْتُ على ما أَظُنُّ، أَشَدَّهُمُ حَماسَةً لاكتِشافِ المُتَعَةِ الَّتِي يَشعُرُ بِها المُتَزَلِّجونَ وَهُمُ يَكادونَ يَطِيرُونَ مِنْ غَيْرِ أَجَنَحَةٍ، فَوَقَ ذلكَ البِساطِ الأَبْيَضِ العَجيبِ. إنطَلَقنا صَباحاً مِنَ الفُنْدُقِ، بِرِفْقَةٍ مَسْؤُولِي الرِّحَلَةِ، فَشاهَدنا مُتَزَلِّجاتٍ وَمُتَزَلِّجينَ يَنْزَلِقُونَ بِبِراَعَةٍ يَسْبِقُهُمُ مُدْرِبانِ ما هِرانِ يُشْرِفانِ عَلَيهِمُ وَيُعَلِّمانِهِمُ أَصُولَ التَّزَلُّجِ الصَّحيحِ. فَعَلَّنا لِلْمُدْرِبينَ: «مَتى نُصَبِحُ قادِرِينَ على تَحَدِّي هَؤُلاءِ؟ فَأَجابني أَحَدُ المُدْرِبينَ قائِلاً: «بِالتَّدرِيبِ المُسْتَمَرِّ يُمكِنُكُمْ أَنْ تُصَبِحوا أَفْضَلَ مِنْهُمُ.»

التَّمارينُ

- ١- أُحَوِّلُ الفِعْلَ "يُشْرِفانِ" إلى صيغَةِ الماضي.
- ٢- أُحَوِّلُ الفِعْلَ "شاهَدنا" إلى صيغَةِ المُضارعِ واضِعاً الحَرَكَاتِ.
- ٣- اسْتَخْرِجْ مِنَ النِّصِّ جُمْلَةً يَكُونُ الفاعِلُ فيها ضَميراً مُتَّصِلاً، وَالْمَفْعولُ بِهِ جَمْعاً مُؤنَّثاً سالِماً.
- ٤- أَعْرِبْ ما تَحْتَهُ خَطُّ.
- ٥- أَضْبُطْ بِالشَّكْلِ أواخرَ الكَلِماتِ في الجُمْلَةِ التَّالِيَةِ: أخيراً سَمَحَ لي أهلي بِالمُشارَكَةِ في الرِّحَلَةِ إلى الأرزِ خِلالِ مَوسِمِ التَّزَلُّجِ.
- ٦- اسْتَخْرِجْ مِنَ النِّصِّ اسْمِي اِشارَةً.
- ٧- اسْتَخْرِجْ مِنَ النِّصِّ اسْماً مُوصولاً.
- ٨- أُحَوِّلُ الجُمْلَةَ التَّالِيَةَ إلى المُفْرَدِ: فَشاهَدنا مُتَزَلِّجاتٍ وَمُتَزَلِّجينَ يَنْزَلِقُونَ بِبِراَعَةٍ، يَسْبِقُهُمُ مُدْرِبانِ ما هِرانِ يُشْرِفانِ عَلَيهِمُ وَيُعَلِّمانِهِمُ أَصُولَ التَّزَلُّجِ الصَّحيحِ.

النص الخامس

...ظَلَّ^١ الأمر هكذا شهوراً. اعتدت على الصندوق، ونشأت^٢ بيننا علاقة محبة وألفة^٣.
كنت أعني^٤ به، ألمعه كل يوم عدة مرات. واشتريت جرساً صغيراً، أصفر اللون، وعلقته
في وسطه. وكنت أستعمل هذا الجرس في تنبيه الزبائن لكي ينقلوا أرجلهم بعد أن أنتهي
من تلميع الأحذية.

وجاء يوم... ولا تستغرب^٥ يا صاحبي، لأن هذا يحدث معي كثيراً. جاء يوم كنت
أمسح حذاء شاب صغير، بدا^٦ لي أن عمره لا يزيد عن ثماني عشرة سنة. كان الشاب يلمع
مثل الضوء. ثيابه جميلة وغالية الثمن^٧، ووجهه يتدقق صحة، وكل شيء فيه يصرخ
بالحياة!

ما كنت أبداً بمسح الحذاء حتى قفز، وكان حية قرصته. قال لي: «يا ابني افتح
عينيك جيداً. لا تقترب من الجوارب^٨. ألا ترى الجوارب البيضاء نظيفة؟»
وبجرص^٩ عدت للمسح، ولكن لم تمض لحظة صغيرة حتى قفز مرة أخرى، وهو
يقول: «يا ابني كل مرة يجب أن أفهمك؟»

وفي المرة الثالثة، عندما تحرك، أمسكت برجله وثبتتها بقوة على الصندوق، وقد
اعترتني^{١٠} حالة من الغضب، فقررت أن أقوم بشيء شرير. وما كاد يقول يا ابني مرة أخرى

١ - ظلّ: بقي

٢ - نشأت: نمت، كبرت

٣ - ألفة: صداقة

٤ - أعني به: أهتم به

٥ - تستغرب: تتعجب

٦ - بدا: ظهر

٧ - الثمن: السعر

٨ - الجوارب: "الكسّات"

٩ - بجرص: بانتهاء

١٠ - اعترتني: أصابتني، استولت علي

حَتَّى كَانَتْ الْجَوَارِبُ الَّتِي أُمْسِكُهَا قِطْعَةً مِنَ السَّوَادِ. لَقَدْ وَسَّخْتُهَا تَمَامًا. وَعِنْدَمَا تَطَلَّعَ إِلَيَّ يُرِيدُ أَنْ يَتَكَلَّمَ عَاجِلْتُهُ بِضَرْبَةٍ عَلَى وَجْهِهِ، ثُمَّ أُخْرَى.
وَفِي نَفْسِ الْيَوْمِ غَادَرْتُ^١ الْمَقْهَى وَلَمْ أَعُدْ إِلَيْهِ فِي حَيَاتِي. أَمَّا الصُّنْدُوقُ فَقَدْ بَقِيَ عِنْدِي ثَلَاثَةَ أَيَّامٍ، ثُمَّ بَعْتُهُ.

عَبْدُ الرَّحْمَنِ مَنِيفُ الْأَشْجَارُ وَاعْتِيَالُ مَرْزُوقٍ (بِتَصْرُفٍ)

الْأَسْئَلَةُ وَالتَّمَارِينُ:

- ١- ماذا قَصَدَ الْكَاتِبُ بِالْعِبَارَةِ الْأُولَى فِي النَّصِّ: "وَوَظَلَ الْأَمْرُ هَكَذَا شَهْرًا"؟
- ٢- اسْتَخْرِجْ مِنَ النَّصِّ جُمْلَةً تَدُلُّ عَلَى أَنَّ الشَّابَّ كَانَ غَنِيًّا.
- ٣- لِمَاذَا عَلَّقَ الرَّاوي جَرَسًا فِي صُنْدُوقِهِ؟
- ٤- كَيْفَ كَانَتْ عِلَاقَةُ الرَّاوي بِالصُّنْدُوقِ؟ وَلِمَاذَا بَرَأَيْكَ نَشَأَتْ بَيْنَهُمَا هَذِهِ الْعِلَاقَةُ؟ وَكَيْفَ انْتَهَتْ هَذِهِ الْعِلَاقَةُ؟
- ٥- أَحَلَّلْ شَخْصِيَّةَ الشَّابِّ مُبْدِيًا رَأْيِي بِتَصْرُفِهِ؟
- ٦- هَلْ مَا فَعَلَهُ مَاسِحُ الْأَخْذِيَّةِ بِالشَّابِّ مُبَرَّرٌ؟ أَعْلَلِ الْإِجَابَةَ؟
- ٧- وَرَدَ فِي النَّصِّ: "مَا كِدْتُ أَبْدَأُ بِمَسْحِ الْحِذَاءِ حَتَّى قَفَزَ"
أَوْلِفْ جُمْلَةً اسْتَغْمِلُ فِيهَا: مَا كَادَ... حَتَّى
- ٨- اخْتَارْ عُنْوَانًا مُنَاسِبًا لِلنَّصِّ مَسْوُوعًا اخْتِيَارِي

فُرُوضُ العُطَلَةِ الصَّيْفِيَّةِ



اسمُ التَّلْمِيذِ(ة): _____

الصَّفُّ: _____

مَلَفٌ مِّنْ إِعْدَادِ: جنى مكرم بيوض.

السَّنَةُ الدَّرَاسِيَّةُ: 2020.

الأهداف اللغوية



1. في الاستماع والفهم (فهم المسموع)

- الاستماع إلى الكلام في شريط مرئي وفهمه.

2. في القراءة والفهم (فهم المكتوب)

- قراءة نصّ مع مراعاة معايير القراءة الصحيحة.

- الإجابة عن أسئلة مباشرة وغير مباشرة متعلّقة بالنصّ المقروء.

3. في الكتابة (التعبير الكتابي)

- كتابة كلمات وجمل (مع اسمي الإشارة "هذا" و"هذه").

- نسخ جمل.

- ملء الفراغ في الكلمات بشكل التاء المناسب.

- تصريف الفعل المضارع مع بعض الضمائر.

عَجِينَةُ "الْكِرِيبِ"



1. المَكُونَاتُ:

الْبَيْضُ - الطَّحِينُ - الحَلِيبُ - الزَّيْتُ - المِلْحُ - المَاءُ.

2. طَرِيقَةُ التَّحْضِيرِ:

✓ أَخْفِقُ/أَخْفِقُ الْبَيْضَ بِخَفَاقَةِ الْيَدِ.

✓ أُضِيفُ الطَّحِينُ وَالْحَلِيبَ وَالزَّيْتُ.

✓ أَرْتَشُ المِلْحَ.

✓ أَخْفِقُ/أَخْفِقُ المُحْتَوِيَاتِ.

✓ أَذْهَنُ المِقْلَى بِقَلِيلٍ مِنَ الزَّيْتُ.

✓ أَصْبُ خَلِيطَ "الْكِرِيبِ" بِالْحَجْمِ الَّذِي أُرِيدُهُ.

✓ أَقْلِبُ خَلِيطَ "الْكِرِيبِ" فِي المِقْلَى حَتَّى تَشَقَّرَ العَجِينَةُ عَلَى الوَجْهَيْنِ.

1. أقرأ النَّصَّ وَأَنْسَخْهُ.

2. أجيبُ عَنِ الْأَسْئَلَةِ التَّالِيَةِ:

أ. ما هُوَ أَصْلُ "الكِريب" ؟

ب. ما هِيَ مُكَوِّنَاتُ عَجِينَةِ "الكِريب" ؟

ج. كَيْفَ نُحَضِّرُ عَجِينَةَ "الكِريب" ؟

د. هَلْ تُحِبُّ / تُحِبِّينَ تَنَاوُلَ "الكِريب" ؟

3. أشاهدُ الشَّرِيْطَ المَرئيَّ المَتلَقَ بِطَريقَةٍ تَحضِيرِ "كِريبِ الشُّوكولاتة".

<https://www.youtube.com/watch?v=UOuAJmM1et4>

4. أَسْتَخْرِجُ مُكَوِّنَاتِ "كِريبِ الشُّوكولاتة" كَمَا وَرَدَتْ فِي الشَّرِيْطِ المَرئيِّ، وَأَكْتُبُهَا.

5. أَمَلِّأُ الفَرَاغَ فِي الكَلِمَاتِ التَّالِيَةِ بِشَكْلِ حَرَفِ التَّاءِ المُناسِبِ: ت / ة.

عَجِين.....

مُحتوياً.....

خَفَّافٌ.....

مُكَوِّنًا.....

زَيْدٌ.....

6. أَصْرِفُ الفِعْلَ "أَرَشُ" فِي جُمْلَةٍ "أَرَشُ المِلْحَ" مَعَ بَعْضِ الصَّمائِرِ:

هو - هي - أنت - أنتِ - أنا - نحن.

مَعْرُونَةُ "بولونيز"



1. المكوّنات:

المَعْرُونَةُ - البَصَلُ - الثُّومُ - الزَّيْتُ - المِلْحُ - البَهَارُ - صَلْصَةُ
الْبَنْدُورَةِ/الْبِنَادُورَةِ - الجُبْنَةُ المَبْرُوشَةُ / المَبْشُورَةُ.

2. طَرِيقَةُ التَّحْضِيرِ:

✓ أُسْلِقُ المَعْرُونَةَ ثُمَّ أَصْفِيهَا بَعْدَ أَنْ تَسْتَوِيَ.

✓ أَفْرِمُ/أَفْرِمُ البَصَلَ والثُّومَ.

✓ أُقَلِّي البَصَلَ المَفْرُومَ والثُّومَ بِقَلِيلٍ مِنَ الزَّيْتِ.

✓ أُضِيفُ اللَّحْمَةَ المَفْرُومَةَ مَعَ المِلْحِ والبَهَارِ.

✓ أُقَلِّي المَكُونَاتِ جَيِّدًا.

✓ أُضِيفُ صَلْصَةَ البَنْدُورَةِ وَأَتْرُكُ المَزِيحَ يَغْلِي حَتَّى يَسْتَوِيَ.

✓ أُضِيفُ الجُبْنَةَ المَبْرُوشَةَ / المَبْشُورَةَ.

1. أَقْرَأِ النَّصَّ وَأَنْسَخْهُ.

2. أَجِيبْ عَنِ الْأَسْئَلَةِ التَّالِيَةِ:

أ. ما هُوَ أَصْلُ مَعْرُونَةَ "بولونيز"؟

ب. ما هِيَ مُكَوِّنَاتُ مَعْرُونَةَ "بولونيز"؟

ج. هَلْ تُحِبُّ / تُحِبِّينَ تَنَاوُلَ مَعْرُونَةَ "بولونيز"؟

3. أَرِطُ الْأَفْعَالَ فِي الْعَمُودِ الْأَوَّلِ بِمَا يُنَاسِبُهَا فِي الْعَمُودِ الثَّانِي، وَأُعِيدُ كِتَابَةَ

طَرِيقَةَ تَحْضِيرِ مَعْرُونَةَ "بولونيز":

● اللَّحْمَةَ الْمَفْرُومَةَ مَعَ الْمِلْحِ وَالْبَهَارِ.	● 1. أَسْلُقُ
● الْمَعْرُونَةَ ثُمَّ أَصْفِيهَا بَعْدَ أَنْ تَسْتَوِيَ.	● 2. أَفْرِمُ/أَفْرِمُ
● صَلَاصَةَ الْبَنْدُورَةِ وَأَتْرِكُ الْمَزِيْجَ يَعْطِي حَتَّى يَسْتَوِيَ.	● 3. أُقْلِي
● الْبَصَلَ وَالثَّوْمَ.	● 4. أَضَيْفُ
● الْمُكَوِّنَاتِ جَيِّدًا.	● 5. أُقْلِي
● الْجُبْنَةَ الْمَبْرُوشَةَ / الْمَبْشُورَةَ.	● 6. أَضَيْفُ
● الْبَصَلَ الْمَفْرُومَ وَالثَّوْمَ بِقَلِيلٍ مِنَ الزَّيْتِ.	● 7. أَضَيْفُ

.1

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4. أَمَلُّ الْفَرَاغِ بِ "هَذَا" أَوْ "هَذِهِ":

.....زَيْتٍ

.....بَنْدُورَةٍ

.....بَصَلٍ

.....مَعْرُونَةٍ

5. أَشَاهِدُ الشَّرِيطَ المَرِّيَّ المَتَعَلِّقَ بِطَرِيقَةِ تَحْضِيرِ "البَيْتِزَا".

<https://www.youtube.com/watch?v=hSkBuLN4LIY>

6. أَسْتَخْرِجُ طَرِيقَةَ تَحْضِيرِ "البَيْتِزَا" كَمَا وَرَدَتْ فِي الشَّرِيطِ المَرِّيِّ، وَأَكْتُبُهَا.

فُروضُ العُطلةِ الصَّيفيَّةِ



اسمُ التلميذ(ة): _____

الصَّفُّ: _____

ملَّفٌ من إعداد: جنى مكرم بيّوض.

السَّنةُ الدَّرَاسيَّةُ: 2020.

الأهداف اللغوية



1. في القراءة والفهم (فهم المكتوب)



- قراءة الحروف المدروسة، مع الأصوات الطويلة والأصوات القصيرة.

- قراءة كلمات تحتوي على الحروف المدروسة.

2. في الكتابة (التعبير الكتابي)

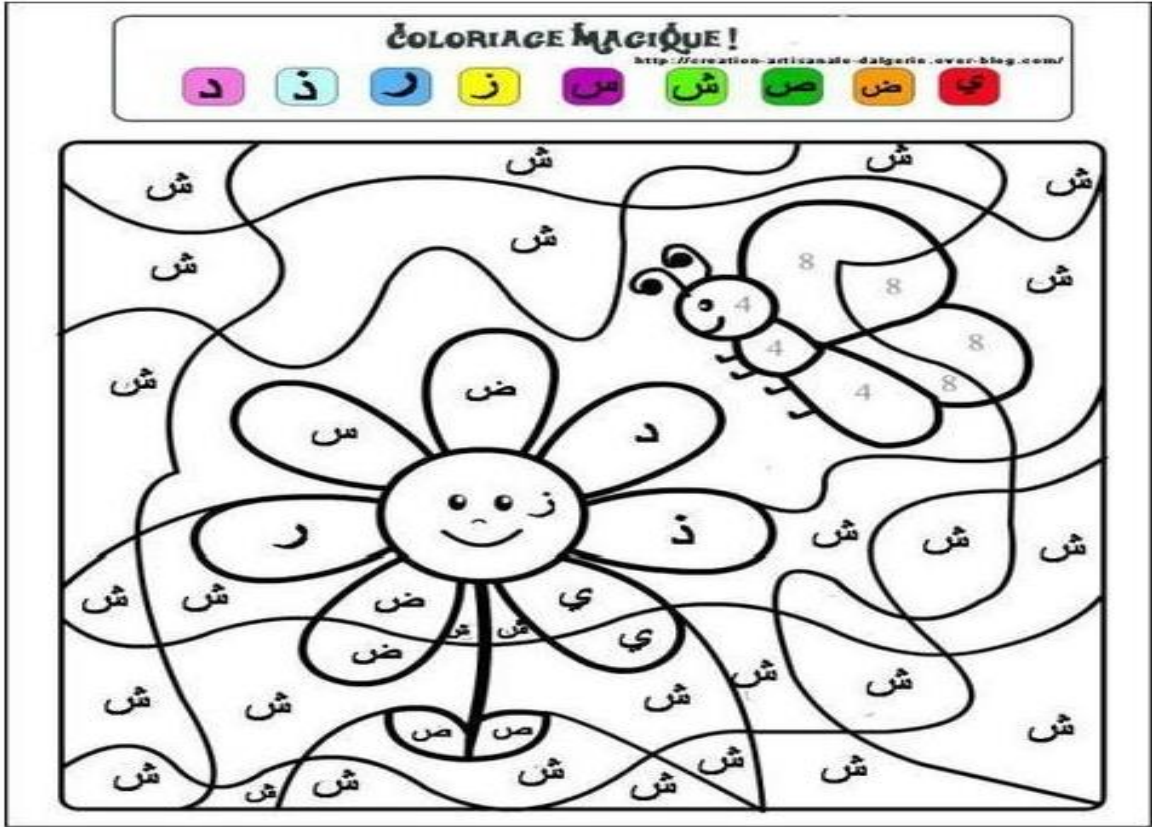


- تلوين الحروف المدروسة، مع الأصوات الطويلة والأصوات القصيرة.

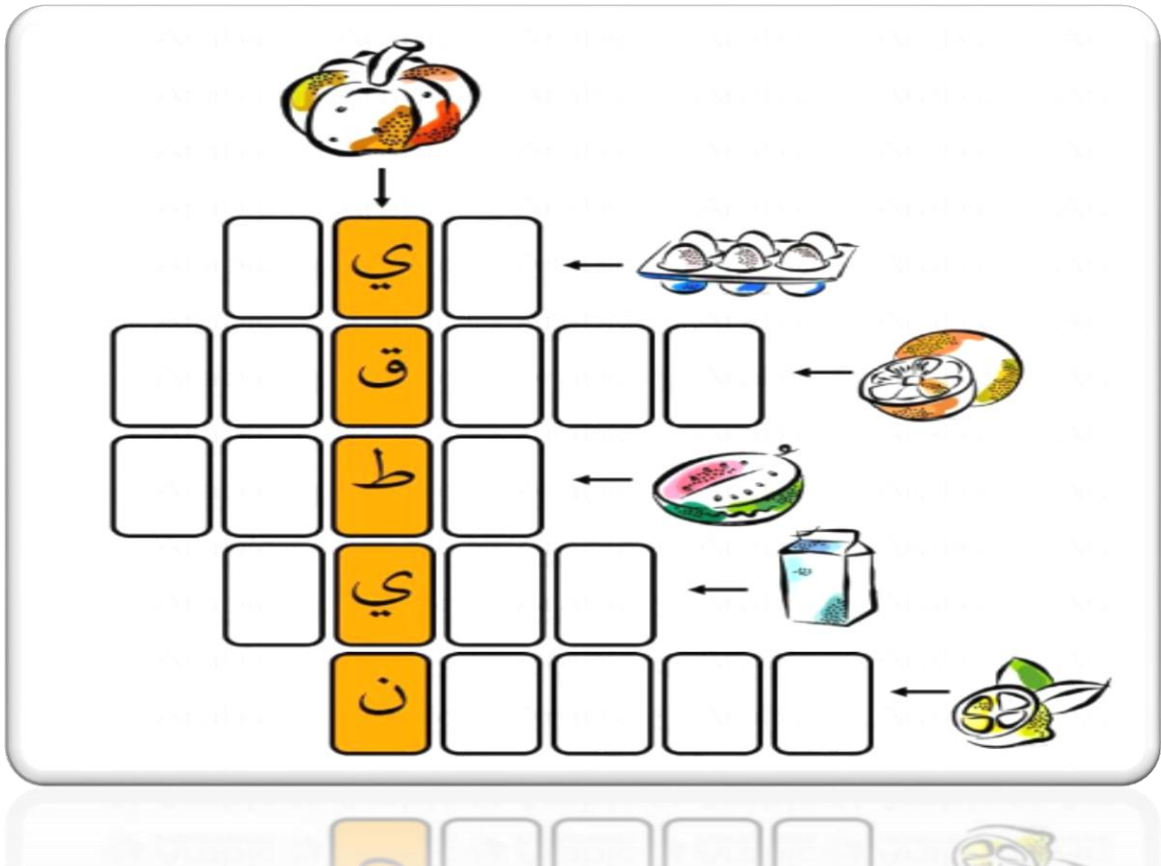
- تمييز أشكال الحروف في مختلف مواقعها في الكلمة.

- كتابة كلمات من دون قلب أمكنة الحروف و/أو إبدالها.

.1

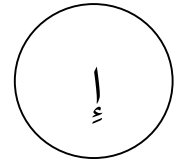
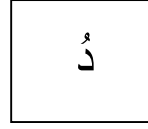
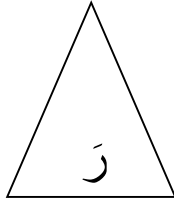


.2

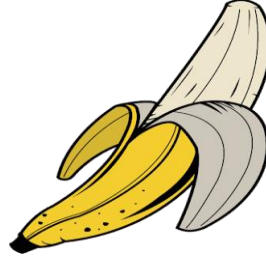




+



.3



إِبْرِيْق

زَهْرَة

مَوْزَة

دُبَّ



+

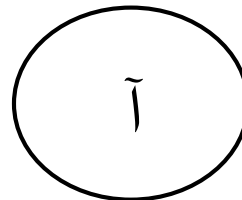
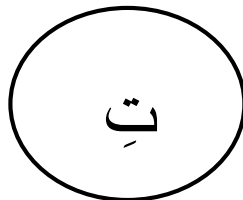
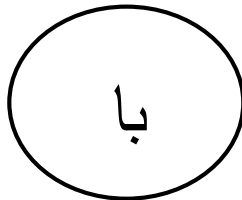
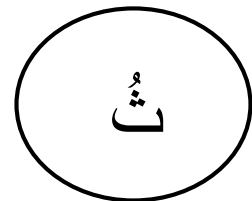
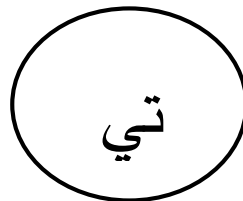
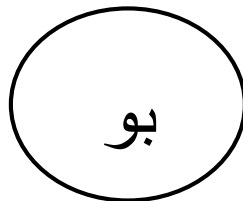
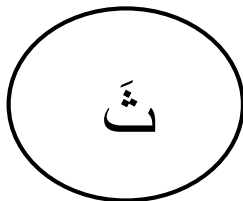
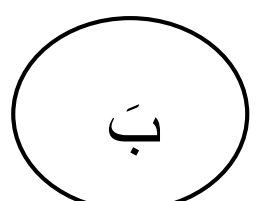
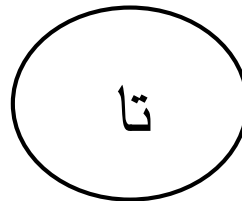
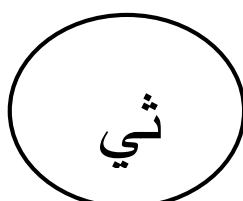
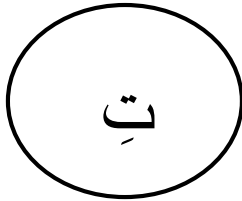
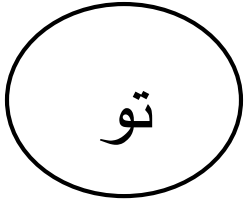
صَوْت قَصِيْر



صَوْت طَوِيْل



.4





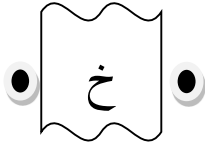
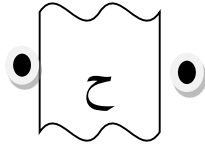
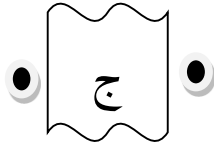
.5 +



حَلِيب



خِيَار



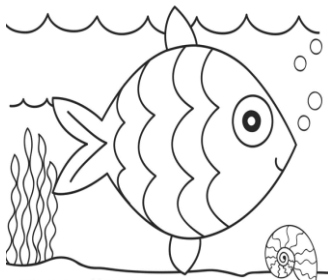
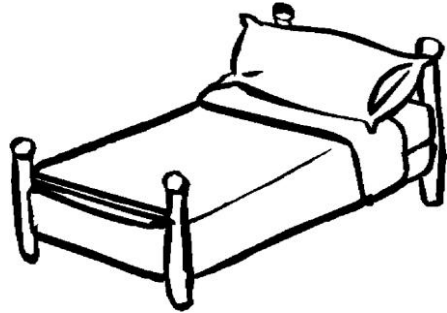
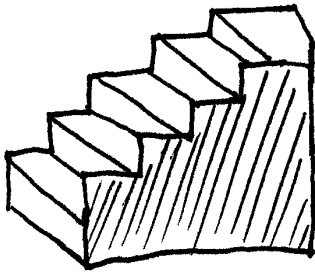
جَبَل



خَسَّ

.6

أَوَّل	وَسْط	آخِر
		س

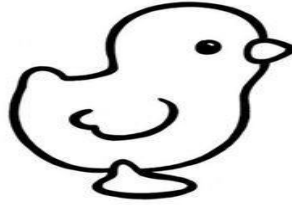
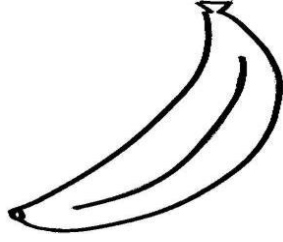
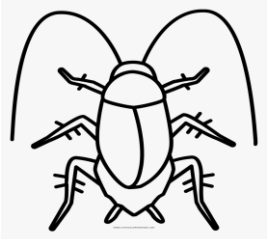


.7

آخر	وسط	أول
		ض

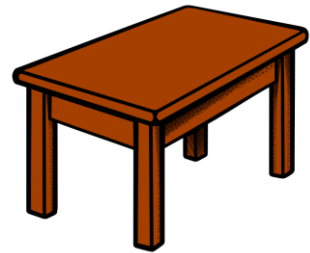
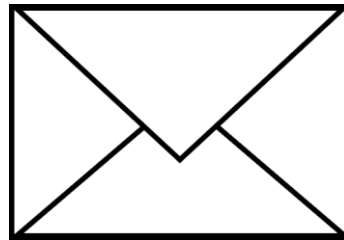


آخر	وسط	أول
		ص



الحرف الأول في الكلمة

.8



ص ط

ظ ذ

ط ت

9. ع ع غ ع ع غ

ع ع ع ع ع ع ع ع

ع ع ح ع غ ح ع ع غ

ع غ ع ع ع غ ع غ ع غ

10. ف ق ك ل ن +    

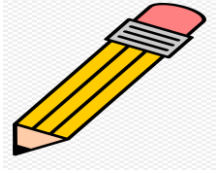
ف ق ك ل ن ف ق ك ل ن
ك ل ن ف ق ك ل ن



11. + +



قَ + مَ + رَ = _____



قَ + لَ + مَ = _____



رَ + كَ + ضَ = _____



رَ + قَ + صَ + ثَ = _____



صَ + وَ + صَ = _____



طَ + رَ + يَ + قَ = _____



12. [?] +



وَرْدَةٌ

		رَ	
--	--	----	--



هَرَّةٌ

هَ	رَ	
----	----	--



أَمِيرٌ

أَ	يَ		رَ
----	----	--	----

تلوين حروف

صفحة أفكار تعليمية



ساعد البنت في تلوين دائرة حرف أ



ح

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ح

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د

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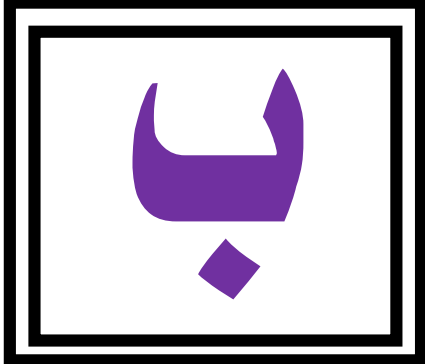
ف

ح

أ



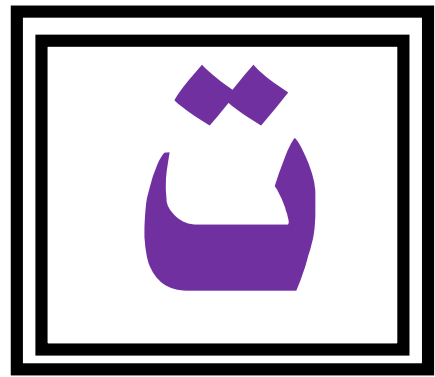
ساعد البنت في تلوين حرف **ب**



A collection of 25 circular icons containing Arabic letters for a matching activity. The letters are: 5 'ب' (Ba), 5 'ا' (Alif), 5 'ح' (Ha), 5 'ي' (Ya), and 5 'ق' (Qaf).



ساعد البنت في تلوين حرف ت



ب

أ

ح

ت

ب

ب

ح

ي

ع

ت

ت

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ت

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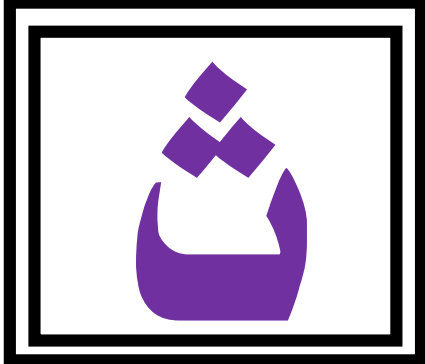
ف

ح

ب



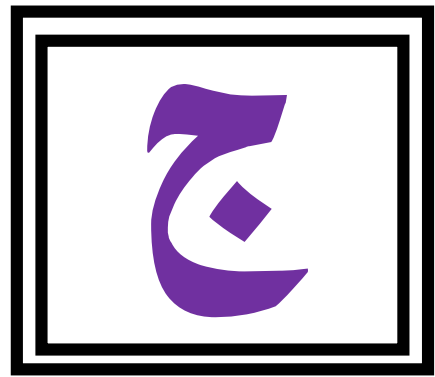
ساعد البنت في تلوين حرف ت



A collection of 20 circular icons containing the Arabic letter 'T' in various forms (T, Ta, Tah) for coloring. The letters are arranged in a grid-like pattern across the page.



ساعد البنت في تلوين حرف ج



ج

ب

ج

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د

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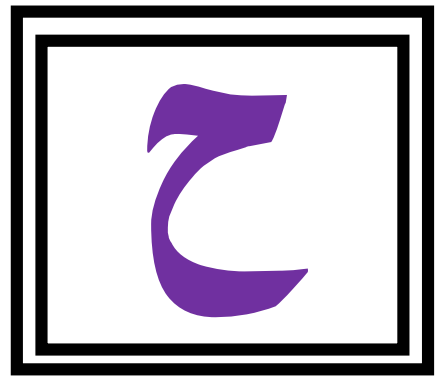
ف

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غ



ساعد البنت في تلوين حرف ح



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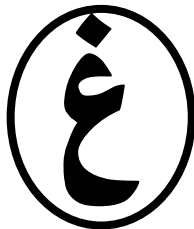
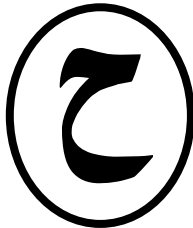
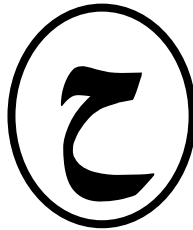
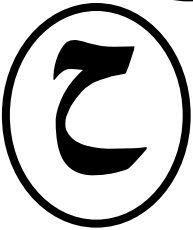
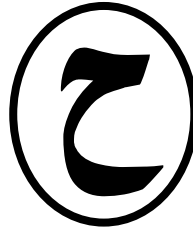
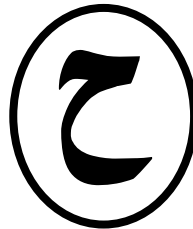
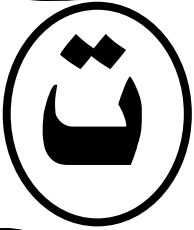
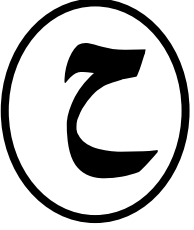
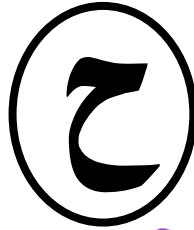
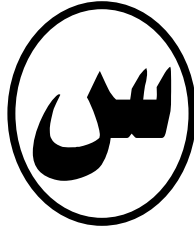
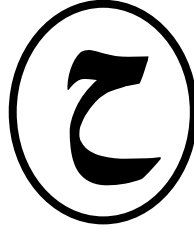
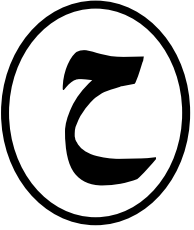
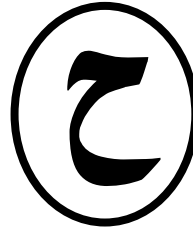
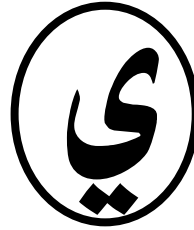
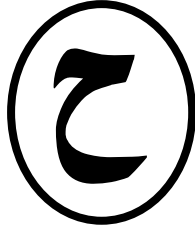
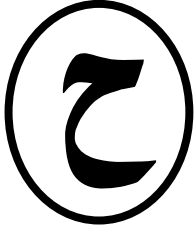
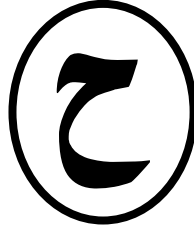
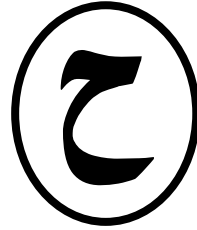
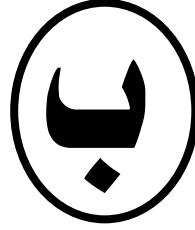
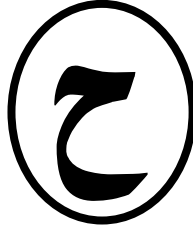
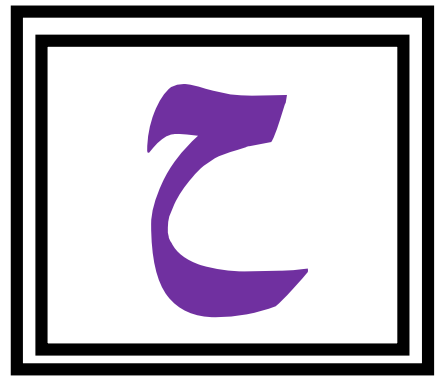
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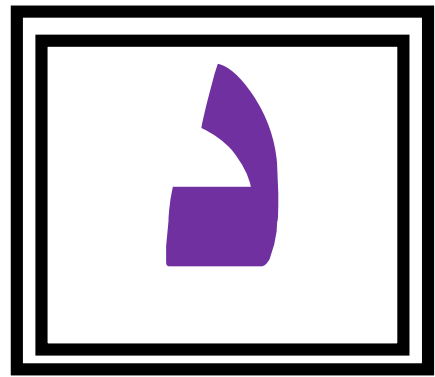


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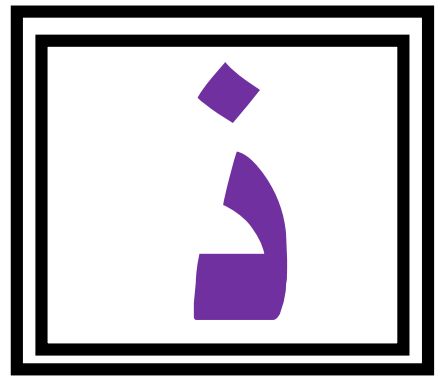
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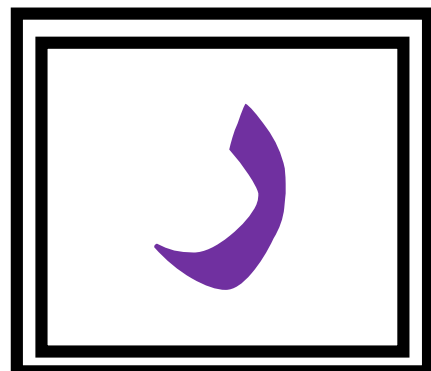
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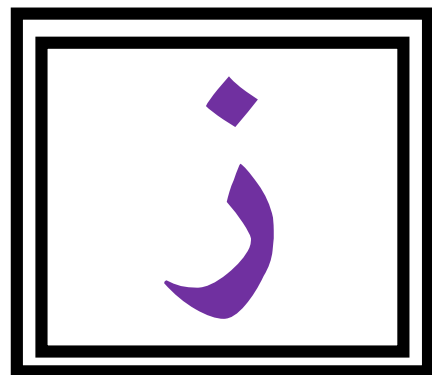
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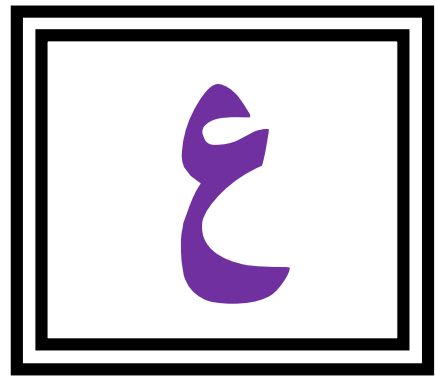
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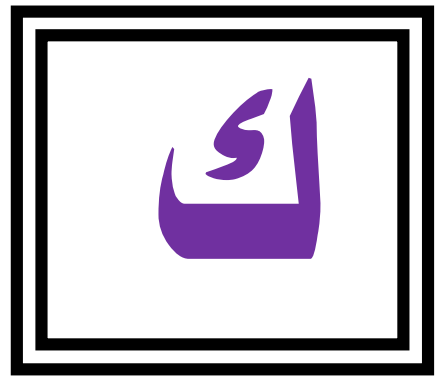
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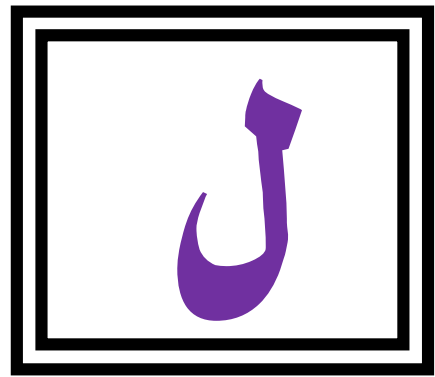


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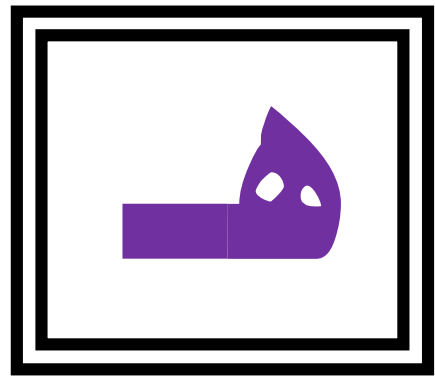
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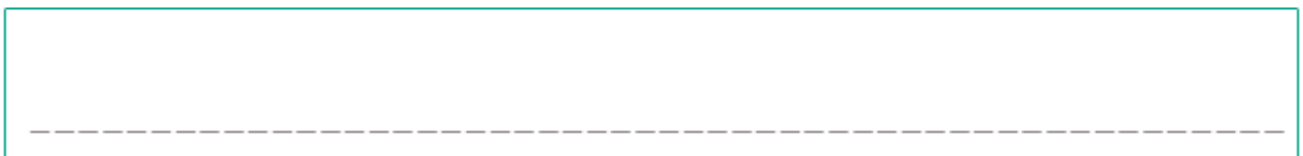




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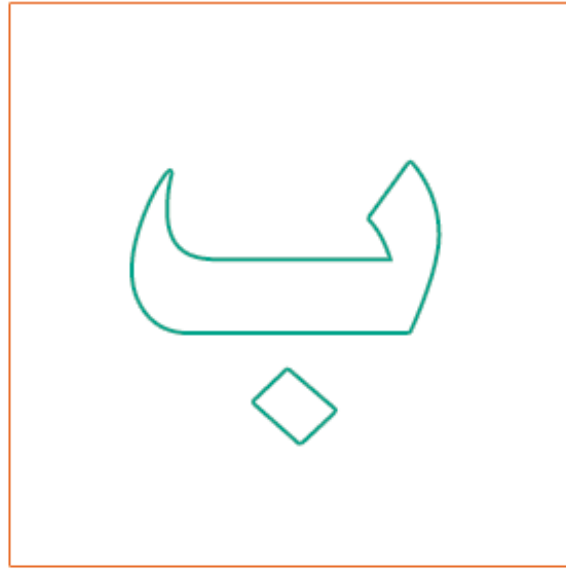


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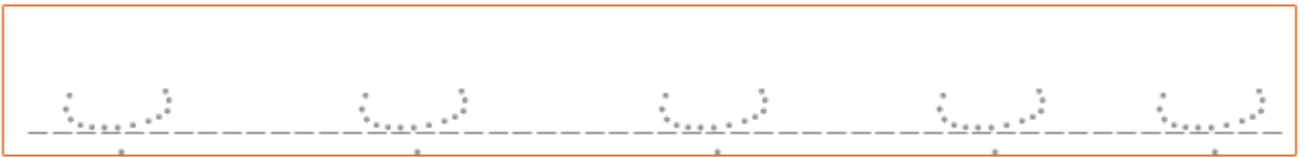




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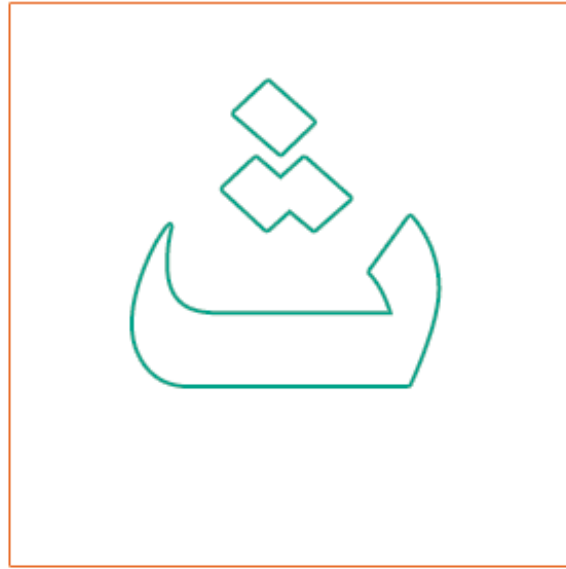
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Blank writing line for practicing the letter 'J'.

Blank writing line for practicing the letter 'J'.



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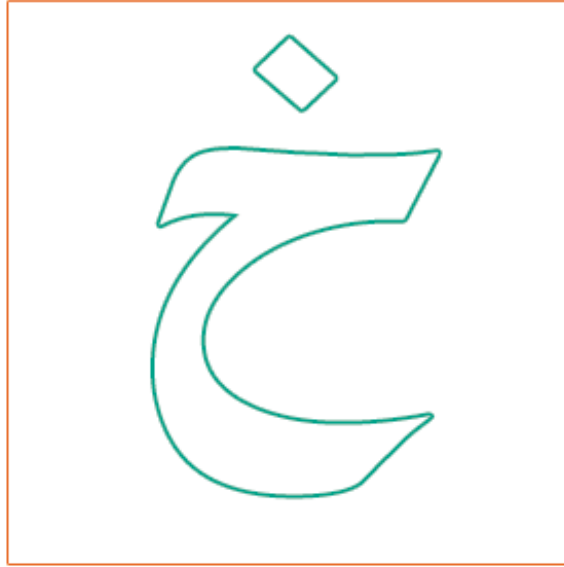
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Blank handwriting practice line with a dashed midline.

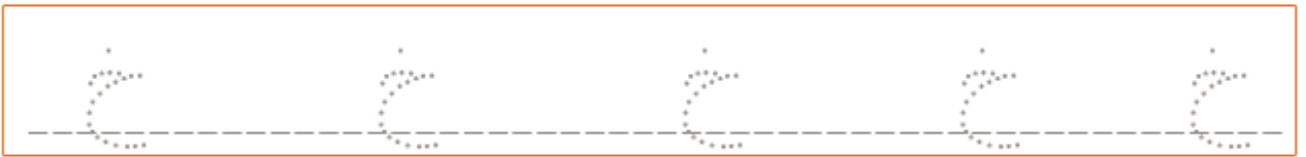
Blank handwriting practice line with a dashed midline.



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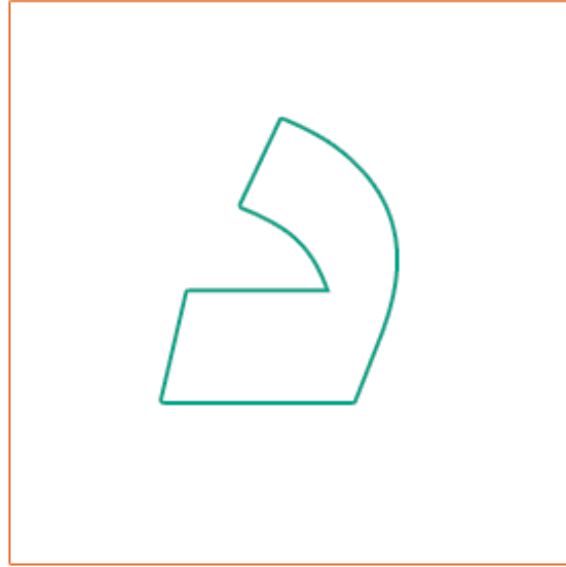


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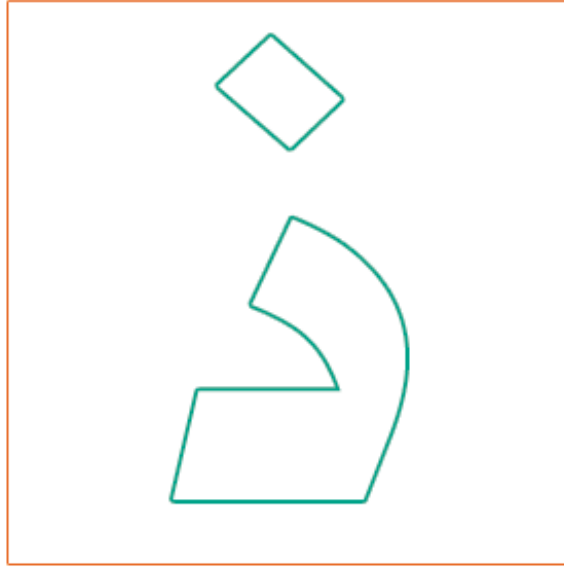


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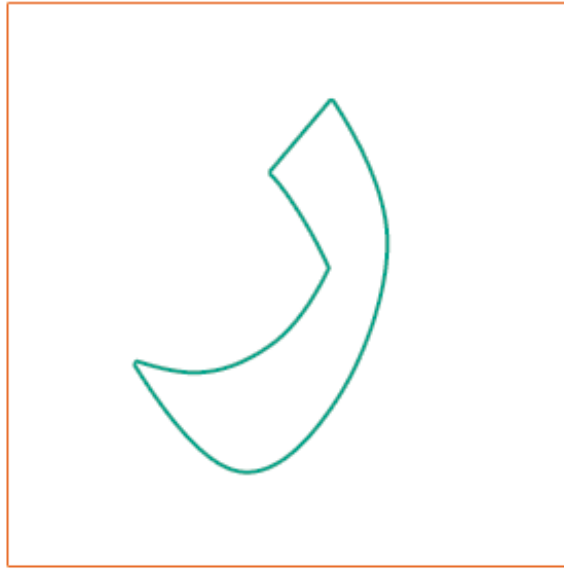


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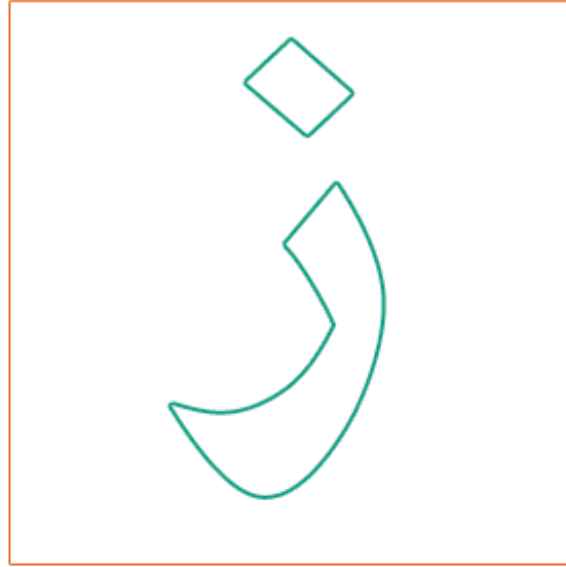


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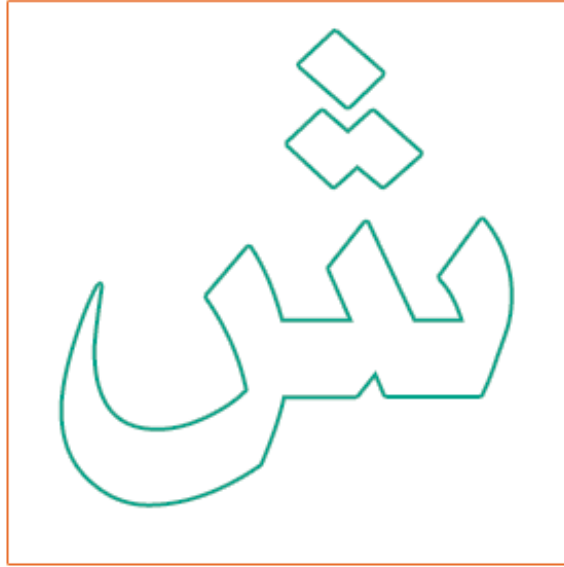
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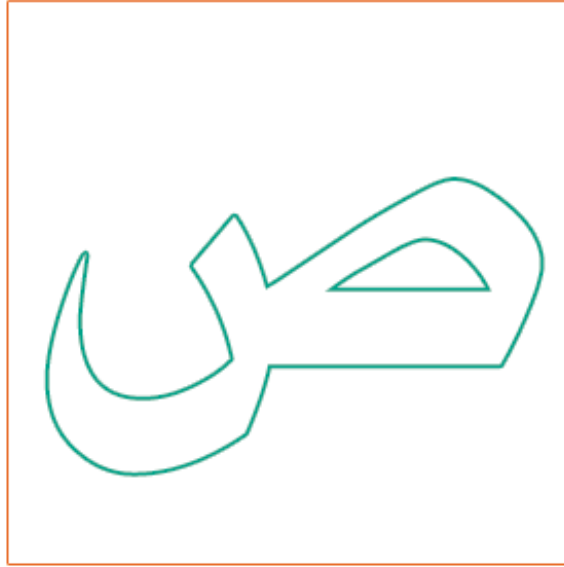
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Blank writing line for practice.

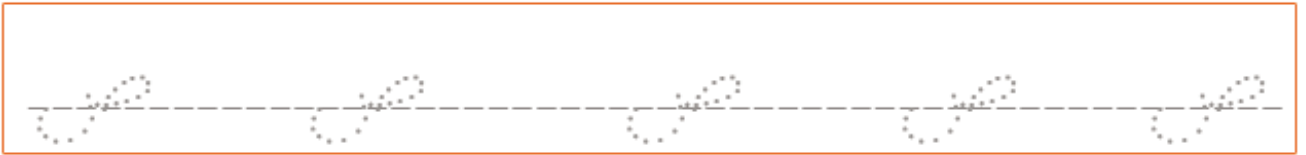
Blank writing line for practice.



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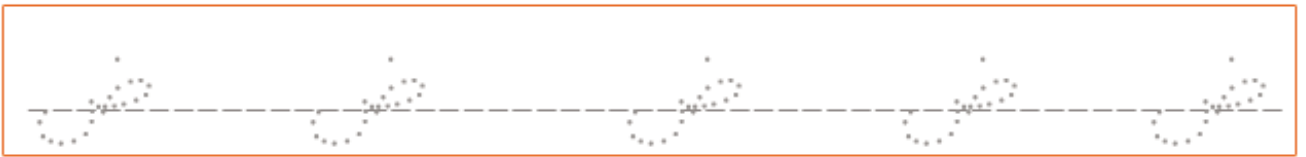




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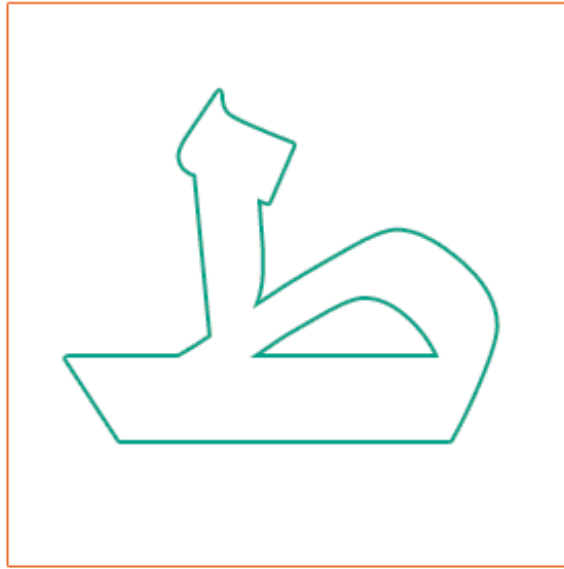


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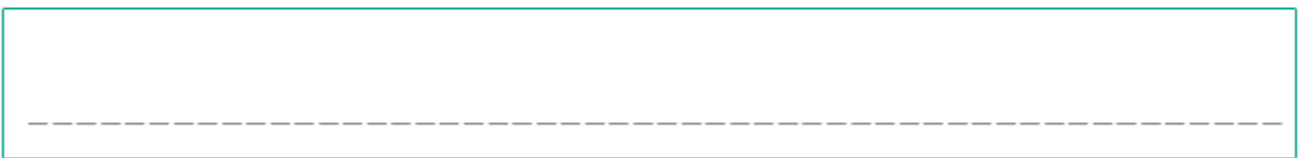




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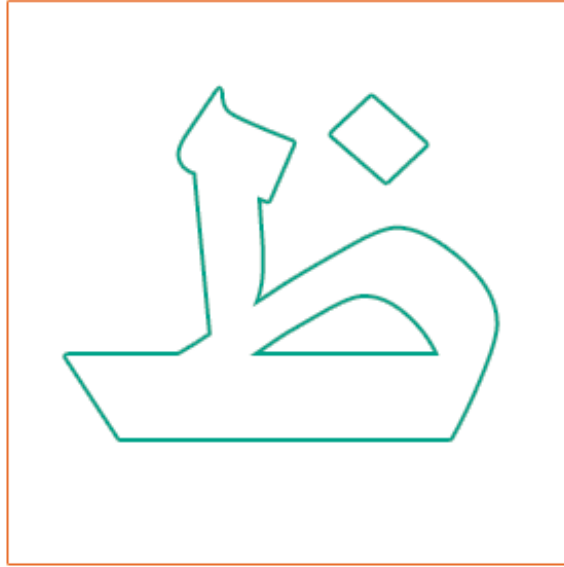


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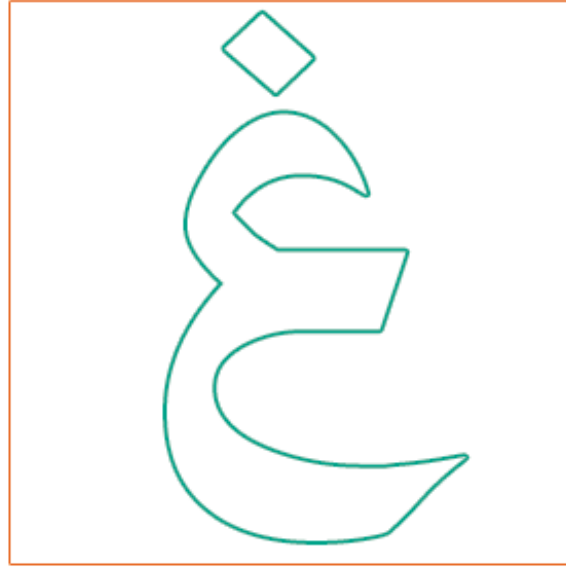
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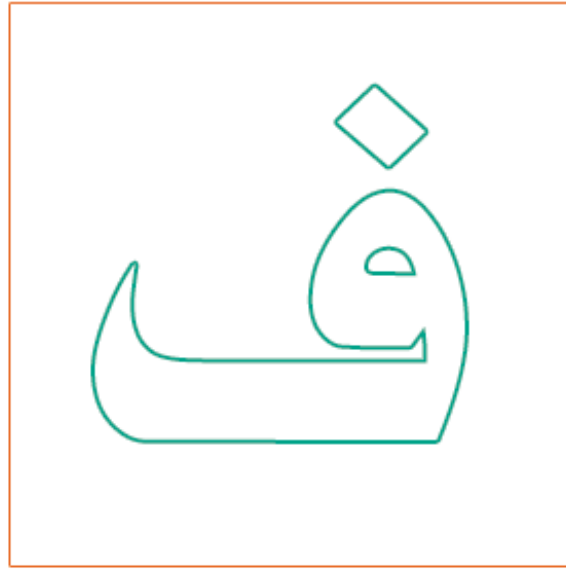
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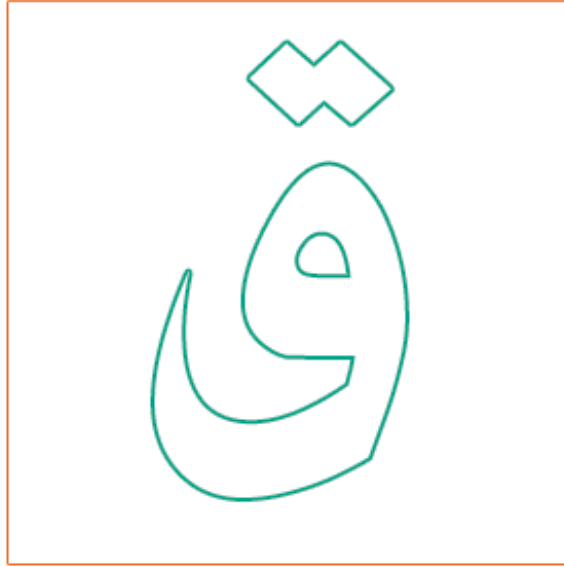
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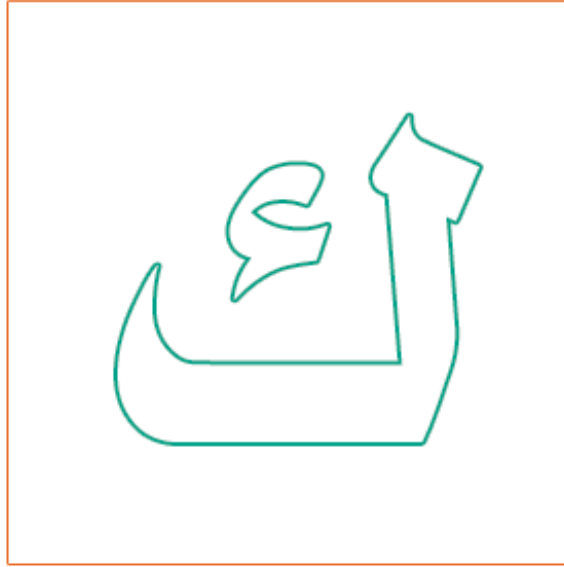
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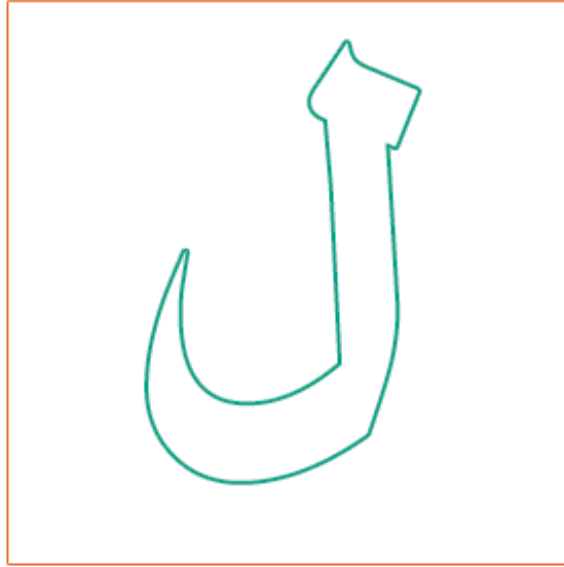
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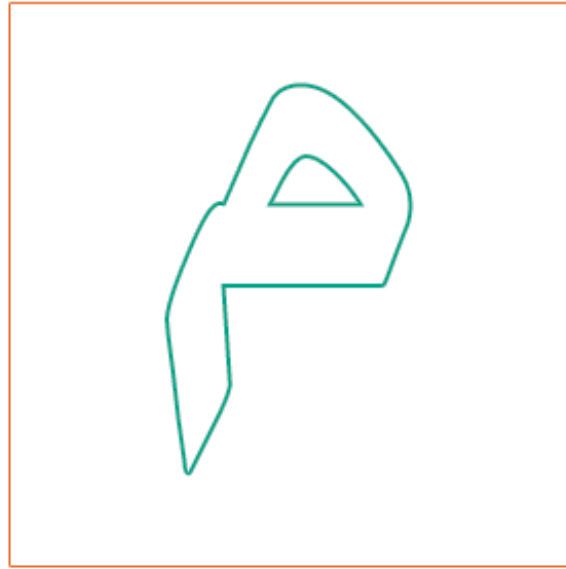


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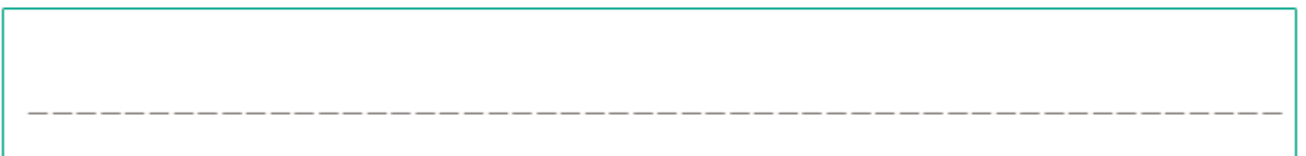




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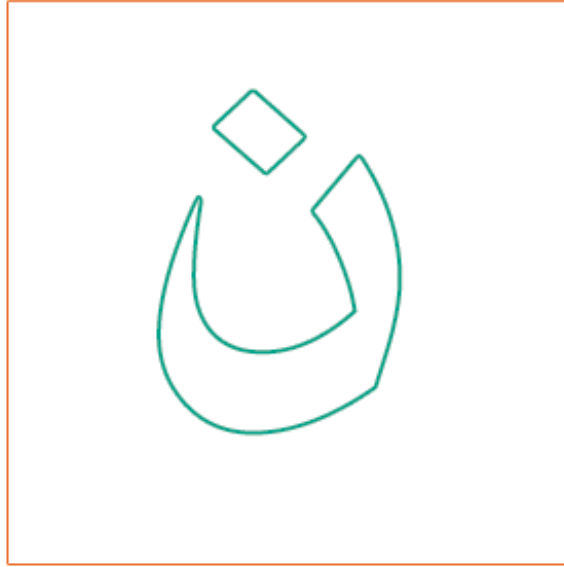


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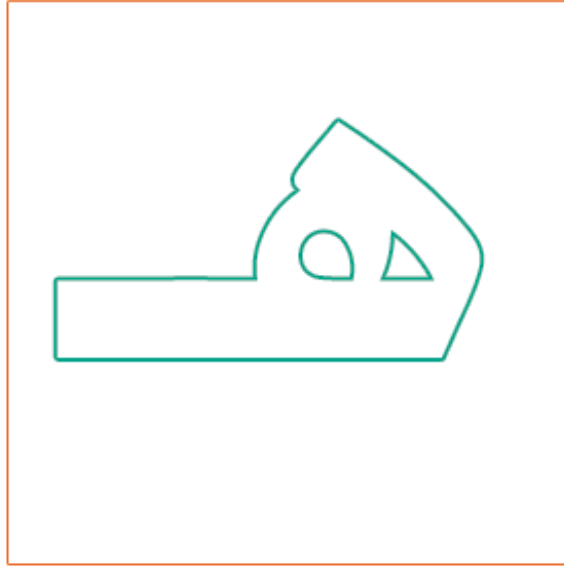


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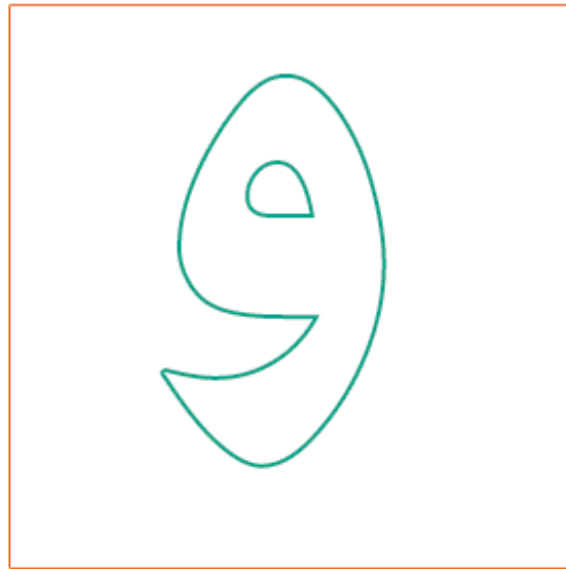


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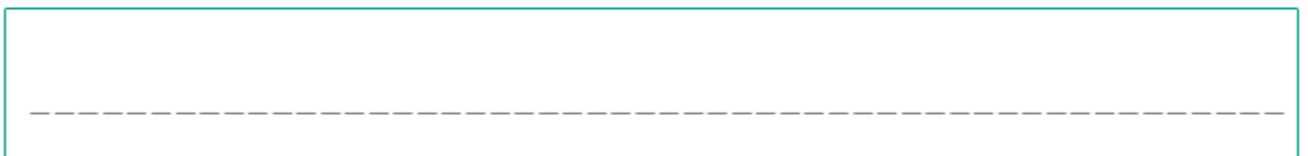




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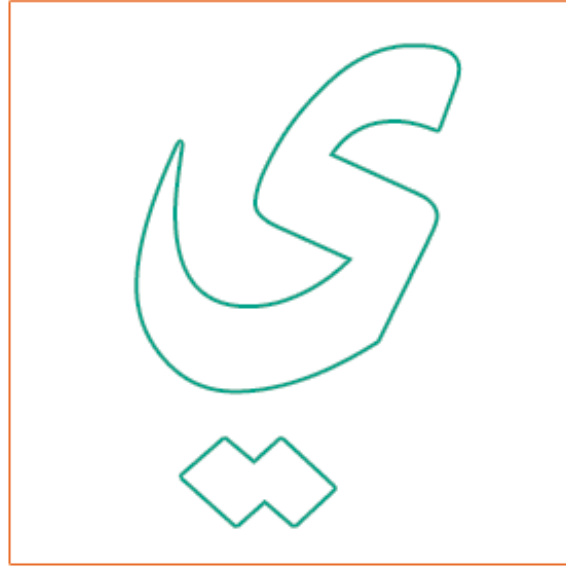


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Shrooq Abdullh | ESH24_

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Dossier de travail pour les vacances d'été SC-TECHNO

Chers élèves, afin de bien se préparer à la classe de 5^{ème}, il faudra consolider les connaissances apprises en classe de 6^{ème}.

Dans cet objectif, il faudrait revoir les chapitres travaillés depuis le début du confinement, qui sont les suivants :

- « Du besoin aux solutions techniques » (*Technologie*)
- « Les matériaux » (*Technologie*)
- « Les conditions de vie sur Terre » (*SVT*)
- « Les enjeux liés à l'environnement » (*SVT*)

Pour cela, le travail suivant est un recueil d'exercices, de liens utiles vers des animations, des QCM, et autres...

N.B : *Pour les exercices interactifs en Technologie, il faudrait avoir l'application « Adobe Flash Player », installée sur son propre laptop.*

Partie 1 : Technologie

I- Des liens vers des exercices interactifs sur les Matériaux :

http://techno-flash.com/activites/6_familles_materiaux/famille_materiaux.htm

http://a.bouque.eurotech.free.fr/6/2_materiaux/activites/7_qcm_materiaux/qcm_materiaux.htm

Métalliques	Organiques Naturels	Céramiques	Organiques Synthétiques

III- Exercices sur les objets techniques, fonctions et solutions techniques :

1- **Parmi ces objets techniques, quels sont ceux qui ont plusieurs fonctions d'usage ?** (2 réponses)

Téléphone portable – livre – crayon – train – chaise – chapeau – ordinateur -

2- **Parmi ces objets, lesquels sont des objets techniques ? Entoure-les.**

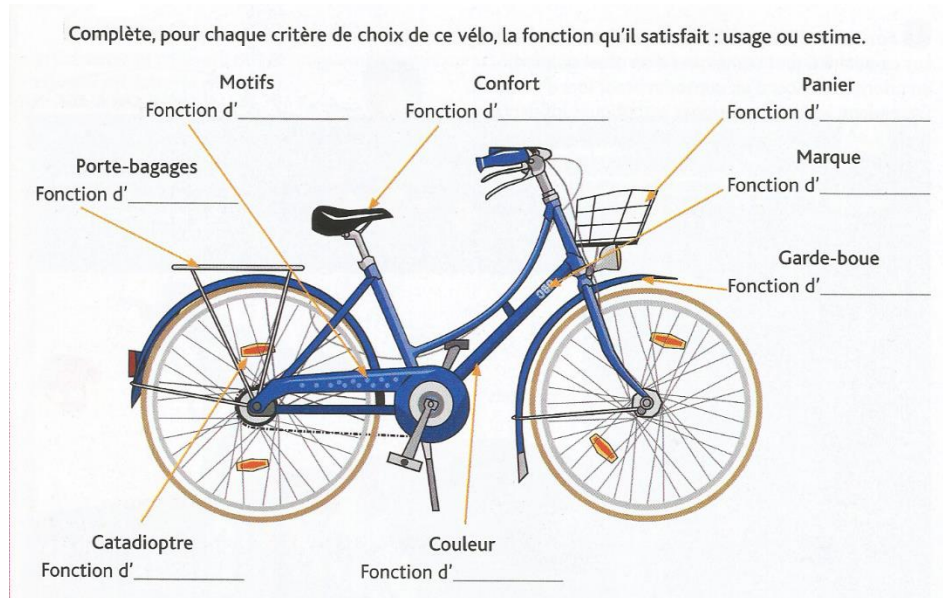
Maison – Livre – plume d'oiseau – Fleur artificielle – Feuille d'arbre – Lunettes – Vélo – calculatrice.

3- **Écrire la fonction d'usage de chacun des objets techniques ci-dessous. Utiliser un verbe à l'infinitif. :**



.....

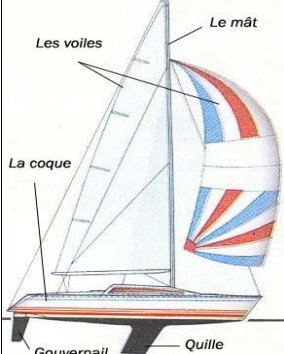
4- Fonction d'usage ou fonction d'estime ?



5- Relier la solution technique adéquate qui satisfait la fonction technique proposée.

	•	• Voir, être vu, se signaler •	•
	•	• Diriger •	•
	•	• Mettre en mouvement, propulser •	•
	•	• Ralentir, arrêter •	•
	•	• Relier les éléments Maintenir le conducteur •	•

6- Sur le modèle du vélo (travaillé en classe), compléter le tableau suivant relatif à l'objet technique « Bateau à voile », en écrivant les mots suivants à la place convenable : « les voiles – le gouvernail – se stabiliser – se propulser (avancer) – la quille – se diriger – se déplacer sur l'eau ».

	<p>Fonction d'usage assurée par cet OT</p>	<p>Fonctions techniques associées</p>	<p>Solutions techniques retenues</p>

Partie 2 : Sciences de la Vie et de la Terre

Thème : La planète Terre, les êtres vivants dans leur environnement

I- Liens à visionner :

- QCM interactif : <https://www.assistancescolaire.com/eleve/6e/svt/reviser-une-notion/6sce09#exerciceent1>
 - QCM interactif sur les conditions de vie sur Terre : <https://www.qcm-svt.fr/QCM/public-affichage.php?niveau=seconde&id=157>
-

II- Exercices à faire par écrit

I- L'impact de l'activité humaine sur l'environnement.

Le merlu est un poisson marin blanc qui est aussi appelé colin. Il vit dans les eaux de la côte atlantique ou de la méditerranée. Un adulte mesure entre 30 et 110 cm.

Il se nourrit d'autres poissons mais aussi de crevettes. Il peut descendre jusqu'à 1000 mètres, mais on le trouve en général entre 100 et 200 m de profondeur, surtout la nuit quand il est à la recherche de ses proies. C'est un des poissons les plus pêchés en Europe.

Depuis 2009, la pêche du merlu est soumise à des obligations : Les pays ne peuvent pas pêcher plus d'un certain poids de Merlus. Par exemple, en 2010, la France était autorisée à pêcher 29 000 tonnes de poissons et pas plus !

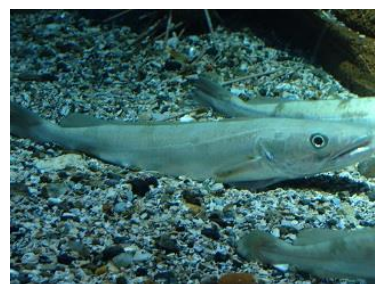


Photo de merlus.

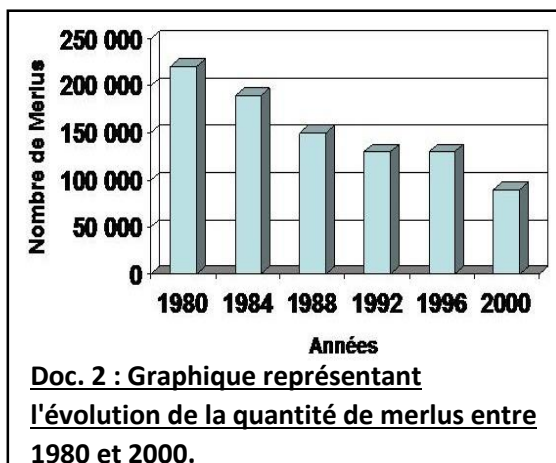
Doc. 1 : L'action de l'Homme sur le merlu.

Questions :

1 - D'après le document 2, rédige une phrase qui décrit l'évolution du nombre de merlus entre 1980 et 2000.

2 - Expliquer pourquoi les merlus sont moins nombreux en l'an 2000 qu'en 1980.

3- Quelle mesure l'Homme a-t-il mis en place pour empêcher la diminution importante de merlus ?



II- Complète le tableau ci-dessous en répondant aux questions :

En mai 2006, le volcan Mérapi (Indonésie) se réveillait. Sur cette photo, la base du volcan fait 1 km de long.	Cette photo a été prise le 23 juin 2000, au cours d'une éruption du Piton de la Fournaise (Ile de La Réunion) : on y voit une fissure de 60 m de long.
----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------



Quel type d'éruption est représenté ?	Quel type d'éruption est représenté ?
Quels éléments justifient votre réponse ?	Quels éléments justifient votre réponse ?

III- Quizz sur les gaz à effet de serre et le réchauffement climatique :

<https://www.quizz.biz/quizz-406020.html>

IV- Quizz sur le système solaire : https://www.jeuxpedago.com/jeux-svt-ce1-5eme-quiz-le-systeme-solaire-_pageid940.html

**Bon travail, mais aussi reposez-vous et
passez de bonnes vacances !**

Travail obligatoire à faire pendant les vacances : classe de 6^e

Il est à rendre sous format word à la rentrée

Exercice 1 : Histoire

Vous observez les documents puis vous répondez aux questions.

Documents 1 et 2

1 La naissance de Jésus

«Jésus étant né à Bethléem en Judée, au temps du roi Hérode, voici que des mages venus d'Orient arrivèrent à Jérusalem et demandèrent : "Où est le roi des Juifs qui vient de naître ? Nous avons vu son étoile en Orient, et nous sommes venus lui rendre hommage." [...] Les mages se mirent en route. L'étoile avançait devant eux et les guidait. Elle s'arrêta au-dessus de l'endroit où était le petit enfant. Ils entrèrent dans la maison, virent le petit enfant avec Marie, sa mère, se prosternèrent et lui rendirent hommage. Ils lui offrirent de l'or, de l'encens et de la myrrhe* . »

D'après l'Évangile de Matthieu, II, 1-11.

* Myrrhe : parfum.

2 Les rois mages. Détail d'un sarcophage,
IV^e siècle après J.-C. Musée Paléochrétien, Pio Cristiano Vatican.



Document 3

L'enseignement de Jésus

a. La vie éternelle

«Un homme demanda à Jésus : *«Maître, que dois-je faire pour hériter la vie éternelle ?»* Jésus lui dit : *«Qu'est-il écrit dans la Loi* ? Qu'y lis-tu ?»*

Il répondit : *«Tu aimeras le Seigneur, ton Dieu, de tout ton cœur, de toute ton âme, de toute ta force, et de toute ta pensée ; et ton prochain comme toi-même.»*

«Tu as bien répondu, lui dit Jésus ; fais cela, et tu vivras.»

D'après l'Évangile de Luc, 10, 25-37.

* Les commandements de la religion juive.

b. Le royaume de Jésus

«Le royaume des cieux est semblable à un filet jeté dans la mer. Quand il est plein, les pêcheurs le tirent sur le rivage ; ils mettent dans des paniers ce qui est bon et ils jettent ce qui est mauvais. Il en sera de même à la fin du monde : les anges sépareront les méchants des justes et les jetteront dans la fournaise ardente.»

D'après l'Évangile de Matthieu, XIII, 47-50.

Documents 1 et 2

1- Présentez le document 1

.....
.....
.....

2- Où Jésus est-il né d'après l'auteur ?

.....
.....

3- Qu'y a-t-il d'extraordinaire dans ce récit ?

.....
.....

4- Relevez du texte une expression indiquant que Jésus est considéré comme le « Messie ».

.....
.....

5- Définissez « Messie ».

.....
.....

6- Quel passage du texte est représenté sur le sarcophage ?

.....
.....

Document 3

1- Présentez le document.

.....
.....
.....

2- A quelles conditions un fidèle peut-il accéder au « royaume de cieux » et à « la vie éternelle », selon Jésus ?

.....
.....
.....

3- Relevez la phrase évoquant le sort qui sera réservé aux « méchants », d'après l'Évangile de Mathieu.

.....

Exercice 2 : Géographie



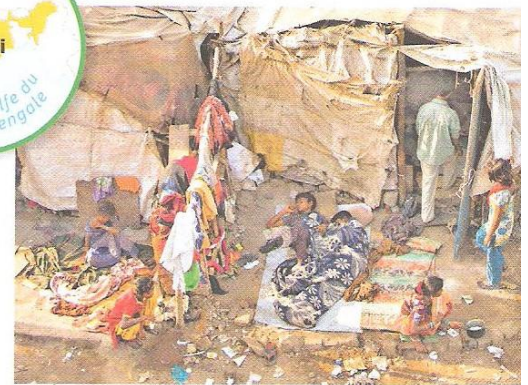
Comment habite-t-on une ville du Sud ?

Mumbai

Les indices



Doc. 1 Le centre-ville de Mumbai



Doc. 2 Un bidonville de Mumbai

Ses habitants, originaires des campagnes environnantes, sont venus tenter leur chance dans la grande ville.

1- Nommez et localisez la ville illustrée par ces deux documents.

.....

.....

.....

.....

2- Observez attentivement les documents , puis complétez le tableau.

	Document 1	Document 2
Type de quartier		
Description (état des maisons, description des rues...)		
Quel type de population vit dans ce quartier ?		
Que nous apprend cette photographie sur les conditions de vie des habitants ?		

3- A partir de vos réponses , rédigez quelques lignes pour décrire la ville de Mumbai et deux types de ses quartiers.

.....
.....

.....

.....

مادة الجغرافيا

المحور الأول والثاني والثالث من ص 1 إلى ص 10 من الملف المرفق.

يجب درس المعلومات المحددة والتدرّب عليها من خلال الأعمال التطبيقية المرفقة بكلّ درس من الكتاب المدرسي . تقدّم الأعمال التطبيقية مكتوبة بخطّ اليدّ إلى مدرّس المادة مع انطلاق العام

الدراسي 2021

مادة التاريخ

تلخيص محور الحضارة الفينيقية من الكتاب.

التحضير على شكل تصميم موسّع مكتوب بخطّ اليدّ، يُقدّم الى مدرّس المادة مع بدء العام الدراسي.

The English Department

Summer Work

2019-2020

Dear Students,

Summer is a great time to take a break from work and rest while you can. Still, reading is one way to spend this leisure time in an effective way, and it requires around 10 minutes of your daily routine in order to keep your minds healthy and active. For that, we have suggested a few interesting stories and inquire that you pick at least two to be read over the vacation. Keep in mind that we need to see a resume submitted in September of your selected readings.

Until then, stay safe and enjoy your break!

The Scholarship Jacket

By: Marta Salinas

The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grade for eight years. The scholarship jacket had a big gold S on the left front side and the winner's name was written in gold letters on the pocket.

My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports in school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew that's what I looked like. A flat chest, no hips, and a brain, that's what I had. That really isn't much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class in the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn't dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom's door when I heard angry voices and arguing. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices; Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there. "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A plus average and you know it" That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

"Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and..."

The pounding in my ears drowned out the rest if the word's only a word here and there filtered through. "... Martha is Mexican... resign... won't do it..." Mr. Schmidt came rushing out, luckily for me went down the opposite was toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grab my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into the office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it easier for him so I looked him straight in the eye. He looked away and fidgeted with the papers on his desk.

“Martha,” he said, “there’s been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board decided to change fifteen dollars—which still won’t cover the complete cost of the jacket”.

I stared at him in shock and a small sound of dismay escaped by throat. I hadn’t expected this. He still avoided looking in my eye’s.

“So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line.”

Standing with all the dignity I could muster, I said, I’ll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop. The dirt road was a quarter of a mile from the highway, so by the time I got home, my eyes were red and puffy.

“Where’s Grandpa?” I asked Grandma, looking down at the floor so she wouldn’t ask me why I’d been crying. She was sewing on a quilt and didn’t look up.

“I think he’s out back working in the bean field.”

I went outside and looked out at the fields. There he was, I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think of how I could best ask him for the money. There was a cool breeze blowing and a sweet smell of mesquite in the air, but I didn’t appreciate it. I kicked at a dirt clot. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represents eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw me and looked up.

He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn’t see them shaking. “Grandpa, I have a big favor to ask you” I said in Spanish, the only language he knew. He still waited silently, I tried again. “Grandpa, this year principal said the scholarship jacket is not going to be free. It’s going to cost fifteen dollars and I have to take the money tomorrow, otherwise it’ll be given to someone else.” The last words came out eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he’d say I could have the money. He turned to me and asked quietly, “what does a scholarship jacket mean?”

I answered quickly; maybe there was a chance. “It means you’ve earned it by having the highest for eight years and that’s why they’re giving it to you.” Too late to realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn’t that. He went back to hoeing the weeds that sprang up between the dedicated little bean plants. It was a time consuming job; sometimes the small shoots were right next to each other. Finally he spoke again.

“Then if you pay for it, Marta, it’s not a scholarship jacket, it is? Tell your principal I will not pay the fifteen dollars.”

I walked back to the house and locked myself in the bathroom for a long time. I was angry with grandfather even though I know he was right; and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

It was a very sad and withdrawn girl who dragged into the principal’s office the next day. This time he did look me in the eyes.

“What did your grandfather say?” U sat very straight in my chair. “He said to tell u he won’t pay the fifteen dollars.”

The principal muttered something I couldn’t understand under his breath, and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall gaunt man with gray hair, and I watched the back of his head while I waited for him to speak.

“Why?” he finally asked. “Your grandfather has the money. Doesn’t he own a small bean farm?”

I looked at him, forcing my eyes to stay dry. “He said if I had to pay for it, then it wouldn’t be a scholarship jacket,” I said and stood up to leave. “I guess you’ll just have to give it to Joann.” I hadn’t meant

to say that; it had just slipped out. I was almost to the door when he stopped me.

“Martha—wait.”

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding. Something bitter and vile tasting was coming up in my mouth; I was afraid I was going to be sick. I didn’t need and sympathy speeches. He sighed loudly at me, biting his lip, as if thinking.

“Okay, damn it. We’ll make an exception in your case. I’ll tell the Board, you’ll get your jacket.”

I could hardly believe it. I spoke in a trembling rush. “Oh, thank you sir!” Suddenly I felt great. I didn’t know about adrenalin in those days, but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, “I hear you’re getting a scholarship jacket this year. His face looked as happy and innocent as a baby’s but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn’t wait to tell Grandpa and ran straight to the field. I joined him in row where he was working and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, but he didn’t ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.

“The principal said he’s making an exception the jacket after al. That’s after I told him what you said.”

Grandpa didn’t say anything, he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

“Better go see if your grandmother needs any help with supper.”

I gave him a big grin. He didn’t fool me. I skipped and ran back to the house whistling some silly tune.

Thank You, Ma'am

By Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another though coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose--at last. Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner other eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the

work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's*—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Goodnight!" Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, ma'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

The Medicine Bag

Virginia Driving Hawk Sneve

My kid sister Cheryl and I always bragged about our Sioux grandpa, Joe Iron Shell. Our friends, who had always lived in the city and only knew about Indians from movies and TV, were impressed by our stories. Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we'd return home to Iowa after our yearly summer visit to Grandpa, we always had some exciting tale to tell.

We always had some authentic Sioux article to show our listeners. One year Cheryl had new moccasins that Grandpa had made. On another visit he gave me a small, round, flat rawhide drum which was decorated with a painting of a warrior riding a horse. He taught me a real Sioux chant to sing while I beat the drum with a leather-covered stick that had a feather on the end. Man, that really made an impression.

We never showed our friends Grandpa's picture. Not that we were ashamed of him, but because we knew that the glamorous tales we told didn't go with the real thing. Our friends would have laughed at the picture, because Grandpa wasn't tall and stately like TV Indians. His hair wasn't in braids but hung in stringy gray strands on his neck, and he was old. He was our great-grandfather, and he didn't live in a tepee, but all by himself in a part log, part tar-paper shack on the Rosebud Reservation in South Dakota. So when Grandpa came to visit us, I was so ashamed and embarrassed I could've died.

There are a lot of yippy poodles and other fancy little dogs in our neighborhood, but they usually barked singly at the mailman from the safety of their own yards. Now it sounded as if a whole pack of mutts were barking together in one place.

I got up and walked to the curb to see what the commotion was. About a block away I saw a crowd of little kids yelling, with the dogs yipping and growling around someone who was walking down the middle of the street.

I watched the group as it slowly came closer and saw that in the center of the strange procession was a man wearing a tall black hat. He'd pause now and then to peer at something in his hand and then at the houses on either side of the street. I felt cold and hot at the same time as I recognized the man. "Oh, no!" I whispered. "It's Grandpa!"

I stood on the curb, unable to move even though I wanted to run and hide. Then I got mad when I saw how the yippy dogs were growling and nipping at the old man's baggy pant legs and how wearily he poked them away with his cane. "Stupid mutts," I said as I ran to rescue Grandpa.

When I kicked and hollered at the dogs to get away, they put their tails between their legs and scattered. The kids ran to the curb, where they watched me and the old man.

“Grandpa,” I said, and felt pretty dumb when my voice cracked. I reached for his beat-up old tin suitcase, which was tied shut with a rope. But he set it down right in the street and shook my hand.

“Hau, Takoza, Grandchild,” he greeted me formally in Sioux.

All I could do was stand there with the whole neighborhood watching and shake the hand of the leather-brown old man. I saw how his gray hair straggled from under his big black hat, which had a drooping feather in its crown. His rumpled black suit hung like a sack over his stooped frame. As he shook my hand, his coat fell open to expose a bright-red satin shirt with a beaded bolo tie under the collar. His get-up wasn't out of place on the reservation, but it sure was here, and I wanted to sink right through the pavement.

“Hi,” I muttered with my head down. I tried to pull my hand away when I felt his bony hand trembling, and looked up to see fatigue in his face. I felt like crying. I couldn't think of anything to say, so I picked up Grandpa's suitcase, took his arm, and guided him up the driveway to our house.

Mom was standing on the steps. I don't know how long she'd been watching, but her hand was over her mouth and she looked as if she couldn't believe what she saw. Then she ran to us.

“Grandpa,” she gasped. “How in the world did you get here?”

She checked her move to embrace Grandpa, and I remembered that such a display of affection is unseemly to the Sioux and would embarrass him.

“Hau, Marie,” he said as he shook Mom's hand. She smiled and took his other arm.

As we supported him up the steps, the door banged open and Cheryl came bursting out of the house. She was all smiles and was so obviously glad to see Grandpa that I was ashamed of how I felt.

“Grandpa!” she yelled happily. “You came to see us!”

Grandpa smiled and Mom and I let go of him as he stretched out his arms to my ten-year-old sister, who was still young enough to be hugged.

“Wicinca, little girl,” he greeted her, and then collapsed.

He had fainted. Mom and I carried him into her sewing room, where we had a spare bed.

After we had Grandpa on the bed, Mom stood there helplessly patting his shoulder.

“Shouldn't we call the doctor, Mom?” I suggested, since she didn't seem to know what to do.

“Yes,” she agreed, with a sigh. “You make Grandpa comfortable, Martin.”

I reluctantly moved to the bed. I knew Grandpa wouldn't want to have Mom undress him, but I didn't want to, either. He was so skinny and frail that his coat slipped off easily. When I loosened his tie and opened his shirt collar, I felt a small leather pouch that hung from a thong around his neck. I left it alone and moved to remove his boots. The scuffed old cowboy boots were tight and he moaned as I put pressure on his legs to jerk them off. I put the boots on the floor and saw why they fit so tight. Each one was stuffed with money. I looked at the bills that lined the boots and started to ask about them, but Grandpa's eyes were closed again.

Mom came back with a basin of water. "The doctor thinks Grandpa is suffering from heat exhaustion," she explained as she bathed Grandpa's face. Mom gave a big sigh, "Oh hinh, Martin. How do you suppose he got here?"

We found out after the doctor's visit. Grandpa was angrily sitting up in bed while Mom tried to feed him some soup.

"Tonight you let Marie feed you, Grandpa," spoke my dad, who had gotten home from work just as the doctor was leaving.

"You're not really sick," he said as he gently pushed Grandpa back against the pillows. "The doctor said you just got too tired and hot after your long trip."

Grandpa relaxed, and between sips of soup he told us of his journey. Soon after our visit to him Grandpa decided that he would like to see where his only living descendants lived and what our home was like. Besides, he admitted sheepishly, he was lonesome after we left.

I knew everybody felt as guilty as I did—especially Mom. Mom was all Grandpa had left. So even after she married my dad, who's a white man and teaches in the college in our city, and after Cheryl and I were born, Mom made sure that every summer we spent a week with Grandpa.

I never thought that Grandpa would be lonely after our visits, and none of us noticed how old and weak he had become. But Grandpa knew and so he came to us. He had ridden on buses for two and a half days. When he arrived in the city, tired and stiff from sitting for so long, he set out, walking, to find us.

He had stopped to rest on the steps of some building downtown and a policeman found him. The cop, according to Grandpa, was a good man who took him to the bus stop and waited until the bus came and told the driver to let Grandpa out at Bell View Drive. After Grandpa got off the bus, he started walking again. But he couldn't see the house numbers on the other side when he walked on the sidewalk, so he walked in the middle of the street. That's when all the little kids and dogs followed him.

I knew everybody felt as bad as I did. Yet I was proud of this eighty-six-year-old man, who had never been away from the reservation, having the courage to travel so far alone.

"You found the money in my boots?" he asked Mom.

“Martin did,” she answered, and roused herself to scold. “Grandpa, you shouldn’t have carried so much money. What if someone had stolen it from you?”

Grandpa laughed. “I would’ve known if anyone tried to take the boots off my feet. The money is what I’ve saved for a long time—a hundred dollars—for my funeral. But you take it now to buy groceries so that I won’t be a burden to you while I am here.”

“That won’t be necessary, Grandpa,” Dad said. “We are honored to have you with us and you will never be a burden. I am only sorry that we never thought to bring you home with us this summer and spare you the discomfort of a long trip.”

Grandpa was pleased. “Thank you,” he answered. “But do not feel bad that you didn’t bring me with you, for I would not have come then. It was not time.” He said this in such a way that no one could argue with him. To Grandpa and the Sioux, he once told me, a thing would be done when it was the right time to do it and that’s the way it was.

“Also,” Grandpa went on, looking at me, “I have come because it is soon time for Martin to have the medicine bag.”

We all knew what that meant. Grandpa thought he was going to die and he had to follow the tradition of his family to pass the medicine bag, along with its history, to the oldest male child.

“Even though the boy,” he said, still looking at me, “bears a white man’s name, the medicine bag will be his.”

I didn’t know what to say. I had the same hot and cold feeling that I had when I first saw Grandpa in the street. The medicine bag was the dirty leather pouch I had found around his neck. “I could never wear such a thing,” I almost said aloud. I thought of having my friends see it in gym class, at the swimming pool, and could imagine the smart things they would say. But I just swallowed hard and took a step toward the bed. I knew I would have to take it.

But Grandpa was tired. “Not now, Martin,” he said, waving his hand in dismissal, “it is not time. Now I will sleep.”

So that’s how Grandpa came to be with us for two months. My friends kept asking to come see the old man, but I put them off. I told myself that I didn’t want them laughing at Grandpa. But even as I made excuses, I knew it wasn’t Grandpa that I was afraid they’d laugh at.

Nothing bothered Cheryl about bringing her friends to see Grandpa. Every day after school started, there’d be a crew of giggling little girls or round-eyed little boys crowded around the old man on the patio, where he’d gotten in the habit of sitting every afternoon.

Grandpa would smile in his gentle way and patiently answer their questions, or he’d tell them stories of brave warriors, ghosts, animals, and the kids listened in awed silence. Those little guys thought Grandpa was great.

Finally, one day after school, my friends came home with me because nothing I said stopped them. “We’re going to see the great Indian of Bell View Drive,” said Hank, who was supposed to be my best friend. “My brother has seen him three times, so he oughta be well enough to see us.”

When we got to my house, Grandpa was sitting on the patio. He had on his red shirt, but today he also wore a fringed leather vest that was decorated with beads. Instead of his usual cowboy boots he had solidly beaded moccasins on his feet that stuck out of his black trousers. Of course, he had his old black hat on—he was seldom without it. But it had been brushed and the feather in the beaded headband was proudly erect, its tip a brighter white. His hair lay in silver strands over the red shirt collar.

I stared just as my friends did and I heard one of them murmur, “Wow!”

Grandpa looked up and when his eyes met mine, they twinkled as if he were laughing inside. He nodded to me and my face got all hot. I could tell that he had known all along I was afraid he’d embarrass me in front of my friends.

“Hau, hoksilas, boys,” he greeted, and held out his hand.

My buddies passed in a single file and shook his hand as I introduced them. They were so polite I almost laughed. “How, there, Grandpa,” and even a “How do you do, sir.”

“You look fine, Grandpa,” I said as the guys sat on the lawn chairs or on the patio floor.

“Hanh, yes,” he agreed. “When I woke up this morning, it seemed the right time to dress in the good clothes. I knew that my grandson would be bringing his friends.”

“You guys want some lemonade or something?” I offered. No one answered. They were listening to Grandpa as he started telling how he’d killed the deer from which his vest was made.

Grandpa did most of the talking while my friends were there. I was so proud of him and amazed at how respectfully quiet my buddies were. Mom had to chase them home at suppertime. As they left, they shook Grandpa’s hand again and said to me:

“Martin, he’s really great!”

“Yeah, man! Don’t blame you for keeping him to yourself.”

“Can we come back?”

But after they left, Mom said, “No more visitors for a while, Martin. Grandpa won’t admit it, but his strength hasn’t returned. He likes having company, but it tires him.”

That evening Grandpa called me to his room before he went to sleep. “Tomorrow,” he said, “when you come home, it will be time to give you the medicine bag.”

I felt a hard squeeze from where my heart is supposed to be and was scared, but I answered, “OK, Grandpa.”

All night I had weird dreams about thunder and lightning on a high hill. From a distance I heard the slow beat of a drum. When I woke up in the morning, I felt as if I hadn’t slept at all. At school it seemed as if the day would never end and when it finally did, I ran home.

Grandpa was in his room, sitting on the bed. The shades were down and the place was dim and cool. I sat on the floor in front of Grandpa, but he didn’t even look at me. After what seemed a long time, he spoke.

“I sent your mother and sister away. What you will hear today is only for a man’s ears. What you will receive is only for a man’s hands.” He fell silent and I felt shivers down my back.

“My father in his early manhood,” Grandpa began, “made a vision quest to find a spirit guide for his life. You cannot understand how it was in that time, when the great Teton Sioux were first made to stay on the reservation. There was a strong need for guidance from Wakantanka, the Great Spirit. But too many of the young men were filled with despair and hatred. They thought it was hopeless to search for a vision when the glorious life was gone and only the hated confines of a reservation lay ahead. But my father held to the old ways.

“He carefully prepared for his quest with a purifying sweat bath and then he went alone to a high butte top to fast and pray. After three days he received his sacred dream—in which he found, after long searching, the white man’s iron. He did not understand his vision of finding something belonging to the white people, for in that time they were the enemy. When he came down from the butte to cleanse himself at the stream below, he found the remains of a campfire and the broken shell of an iron kettle. This was a sign which reinforced his dream. He took a piece of the iron for his medicine bag, which he had made of elk skin years before, to prepare for his quest.

“He returned to his village, where he told his dream to the wise old men of the tribe. They gave him the name Iron Shell, but neither did they understand the meaning of the dream. This first Iron Shell kept the piece of iron with him at all times and believed it gave him protection from the evils of those unhappy days.

“Then a terrible thing happened to Iron Shell. He and several other young men were taken from their homes by the soldiers and sent far away to a white man’s boarding school. He was angry and lonesome for his parents and the young girl he had wed before he was taken away. At first Iron Shell resisted the teachers’ attempts to change him and he did not try to learn. One day it was his turn to work in the school’s blacksmith shop. As he walked into the place, he knew that his medicine had brought him there to learn and work with the white man’s iron.

“Iron Shell became a blacksmith and worked at the trade when he returned to the reservation. All of his life he treasured the medicine bag. When he was old and I was a man, he gave it to me, for no one made the vision quest anymore.”

Grandpa quit talking and I stared in disbelief as he covered his face with his hands. His shoulders were shaking with quiet sobs and I looked away until he began to speak again.

“I kept the bag until my son, your mother’s father, was a man and had to leave us to fight in the war across the ocean. I gave him the bag, for I believed it would protect him in battle, but he did not take it with him. He was afraid that he would lose it. He died in a faraway place.”

Again Grandpa was still and I felt his grief around me.

“My son,” he went on after clearing his throat, “had only a daughter and it is not proper for her to know of these things.”

He unbuttoned his shirt, pulled out the leather pouch, and lifted it over his head. He held it in his hand, turning it over and over as if memorizing how it looked.

“In the bag,” he said as he opened it and removed two objects, “is the broken shell of the iron kettle, a pebble from the butte, and a piece of the sacred sage.” He held the pouch upside down and dust drifted down.

“After the bag is yours, you must put a piece of prairie sage within and never open it again until you pass it on to your son.” He replaced the pebble and the piece of iron and tied the bag.

I stood up, somehow knowing I should. Grandpa slowly rose from the bed and stood upright in front of me, holding the bag before my face. I closed my eyes and waited for him to slip it over my head. But he spoke.

“No, you need not wear it.” He placed the soft leather bag in my right hand and closed my other hand over it. “It would not be right to wear it in this time and place, where no one will understand. Put it safely away until you are again on the reservation.

Wear it then, when you replace the sacred sage.”

Grandpa turned and sat again on the bed. Wearily he leaned his head against the pillow. “Go,” he said, “I will sleep now.”

“Thank you, Grandpa,” I said softly, and left with the bag in my hands.

That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.

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