

السلامة

ملحق رقم (١) استبيان أسلوب التركيب التكاملى

استبيان أسلوب التركيب التكاملى

(مجرد - عيائى)

إعداد : صبرى محمد حسن (١٩٩٩)

التعليمات :

فى هذا الاستبيان سوف يُعرض عليك عدداً من العبارات الاجتماعية والشخصية التى يختلف فيها الناس ولقد صيغت هذه العبارات بالصورة التى يسهل فهمها وتحديد موقف الشخص منها، ووضع أمام كل عبارة عدداً من الاختيارات التى تمثل مدى توافر أو انطباق مدلول العبارة عليك، لذا لا بد من قرأتك للعبارات بإمعان ودقة حتى يمكنك أن تعلن عن رأيك فيها باختيارك الإجابة التى تنطبق عليك .

- لاحظ أن كل الإجابات حرة فلا توجد إجابة خاطئة وأخرى صحيحة بل تكون الإجابة صحيحة إذا كانت تُعبر عن رأيك بالفعل .
- إجابتك على كل عبارة تكون بوضع علامة (✓) أمام الإجابة الصحيحة المناسبة لك .
- هل لديك سؤال قبل بداية الإجابة على الاستبيان .
- كراسة الأسئلة أمانة فلا تكتب فيها شئ لأن غيرك سيستعملها ولذا تكون الإجابة فى ورقة الإجابة المعدة لذلك والمرفقة بكراسة الأسئلة .

انتظر ولا تبدأ الإجابة حتى يؤذن لك .

استبيان أسلوب التركيب التكاملي
(تجريدي / عياني)

بيانات المبحوث :

الاسم : المدرسة :

السن : السنة الدراسية :

| البيان | دائماً | كثيراً | أحياناً | قليلاً | نادراً |
|---|--------|--------|---------|--------|--------|
| ١- يمكنني الفصل بين رغبتى وما يجب أن يكون | | | | | |
| ٢- من السهل على أن أضع نفسى بدلاً من الآخرين | | | | | |
| ٣- أخطئ دائماً لأى أمر ولو كان محتملاً | | | | | |
| ٤- دائماً أدرك الأمور فى مجاملها ثم أقوم بتفصيلها | | | | | |
| ٥- أستطيع أن أحدد الخصائص المشتركة بين الأشياء بسرعة | | | | | |
| ٦- أفضل التفكير والتعامل مع الرموز والمجردات | | | | | |
| ٧- يعجبني التفكير بالطريقة الاحتمالية إذا حدث..... إذا.....وماذا لو حدث..... | | | | | |
| ٨- لا تؤثر على رأى فى أى أمر أى ضغوط مهما كانت | | | | | |
| ٩- أفكر فى رد فعل الآخرين قبل أن أقرر أى شئ | | | | | |
| ١٠- أفضل التعامل مع الأفكار أكثر من الأشياء | | | | | |
| ١١- يمكنني اتخاذ قرار سليم تحت أى ظروف بسهولة | | | | | |
| ١٢- أحب حل ألغاز المشكلات اللفظية المعقدة | | | | | |
| ١٣- اتخذ القرارات بعد كثيراً من التفكير | | | | | |
| ١٤- لدى اتجاه قوى نحو التساؤل والاستفهام | | | | | |
| ١٥- أدرس المسائل بعناية شديدة قبل أن أفعل أى شئ | | | | | |
| ١٦- لأى مشكلة فى رأى أكثر من حل | | | | | |
| ١٧- القوانين والتعليمات مهما كان مصدرها ما هى إلا ضوابط حياة | | | | | |
| ١٨- أستجيب للانتقادات وأعدل مسارى أو رأى | | | | | |
| ١٩- أرى فى الانتقادات مميزات ومصالحات لما يخطأ فيه الآخرين | | | | | |
| ٢٠- أفكر فى المشكلة بنفسى أولاً ثم أبحث عن النصيحة لدى الآخرين | | | | | |

| نادراً | قليلاً | أحياناً | كثيراً | دائماً | البيان |
|--------|--------|---------|--------|--------|--|
| | | | | | ٢١- لا أفعل أشياء ارتجالاً أو عفو الخاطر |
| | | | | | ٢٢- أستمتع بجل الألغاز الرياضية |
| | | | | | ٢٣- أفضى وقتاً طويلاً فى تأمل الأفكار الجديدة للوقوف على تفاصيلها |
| | | | | | ٢٤- أحكم على الأمور بنظرة واحدة إما أبيض أو أسود |
| | | | | | ٢٥- الحياة العسكرية بما فيها من تحكم وانضباط أفضل حياة للإنسان |
| | | | | | ٢٦- أهتم بالأمر (الموضوعات) فى كليتها ولا أعنى التفاصيل |
| | | | | | ٢٧- أحرص على تنفيذ اللوائح والقوانين والتعليمات بحذافيرها مهما كان الوضع |
| | | | | | ٢٨- أفضل التعامل مع الأمور الواضحة المباشرة غير المبهمة |
| | | | | | ٢٩- أفضل العمل الذى لا يتطلب إلا القليل من الابتكار |
| | | | | | ٣٠- أستطيع الحكم على شخص (أو كاتب) من خلال عمل أو عملين |
| | | | | | ٣١- أفكر فى الأمور أو الموضوعات على علتها (حالتها) |
| | | | | | ٣٢- أقدم الشك على الثقة فى تعاملى مع الآخرين |
| | | | | | ٣٣- أفضل العمل الروتينى والبسيط |
| | | | | | ٣٤- أهتم بما يوجه إلى من انتقادات |
| | | | | | ٣٥- ليس لى الميل لممارسة التفكير النقدي |

المجموع الكلى للدرجات

ملحق رقم (٢) مقياس الميل نحو المادة الدراسية

مقياس الميل نحو المواد الدراسية

إعداد/ د. فؤاد أبو حطب

الاسم : الجنس (ذكر/أنثى) السن :
المدرسة : الفصل : مجموع الدرجات :
اسم مدرس المادة :

تعليمات

فيما يلي قائمتان من الصفات التي يمكن أن نوصف بها المواد الدراسية التي تدرسها،
هما القائمة (أ) والقائمة (ب) وبينهما يوجد عمود يدل على مادة دراسية معينة، والمطلوب
منك ما يلي :

١- أن تقرأ بعناية كل صفة في القائمة (أ) وما يقابلها في القائمة (ب) ثم تختار من بينهما
الصفة التي تجدها أنسب لوصف رأيك في هذه المادة الدراسية، وذلك بأن تضع تحت اسم
المادة الرمز (أ) إذا اخترت لها الصفة الموجودة في القائمة (أ) أو الرمز (ب) إذا اخترت
الصفة الموجودة في القائمة (ب).

٢- عليك أن تجيب بصراحة كاملة بحيث يكون اختيارك للرمز (أ) أو (ب) معبراً عن رأيك
الحقيقي إزاء المادة.

٣- حاول ألا تترك خانة واحدة دون أن تضع فيها أحد الرمزين (أ) أو (ب) بعد أن تقرأ
جيداً الصفات الموجودة على اليمين واليسار.

ونشكركم على حسن تعاونكم

(الباحث)

| القائمة (أ) | | القائمة (ب) |
|---|-----|--|
| ١- مثيرة للاهتمام | () | ١- مملة |
| ٢- لا تشبع حبي للاستطلاع | () | ٢- تحقق رغبتى فى الاستطلاع |
| ٣- لا أستطيع أن أعبر فيها عن أفكارى الخاصة | () | ٣- تمكنى من التعبير عن أفكارى الخاصة |
| ٤- قليل من الناس ينجحون فى امتحاناتها | () | ٤- معظم الناس يمكنهم النجاح فيها |
| ٥- تتطلب عملاً شاقاً | () | ٥- لا تتطلب جهداً كبيراً |
| ٦- تتميز بطابعها النظرى | () | ٦- يغلب عليها الجانب التطبيقى "العملى" |
| ٧- يمكن أن تكون جزء من معلومات الإنسان العامة | () | ٧- تحتاج إلى تخصص دقيق ودراسة منظمة |
| ٨- تحتاج إلى كثير من الفهم والتفكير وقليل من الحفظ | () | ٨- تتطلب كثيراً من الحفظ وقليلاً من الفهم والتفكير |
| ٩- لا أستطيع أن أستعمل فيها خيالى | () | ٩- تتطلب كثيراً من الخيال |
| ١٠- سهلة إلى حد ما | () | ١٠- تميل إلى الصعوبة |
| ١١- معلوماتها لا تفيد كثيراً فى الحياة اليومية | () | ١١- معلوماتها مفيدة فى الحياة اليومية |
| ١٢- تكفى فيها الكتب المقررة | () | ١٢- تتطلب كثيراً من الاطلاع الخارجى |
| ١٣- كثيراً ما تجعلنى أشعر بالسأم "الملل" | () | ١٣- عادة ما تثير اهتمامى |
| ١٤- ليست لها أهمية فى حل المشكلات الواقعية | () | ١٤- لها أهمية فى حل المشكلات الواقعية |
| ١٥- الاعتماد فيها على المعلومات التى يقدمها الآخرون | () | ١٥- تعطينى الفرصة لأبحث بنفسى |
| ١٦- تميل إلى البساطة | () | ١٦- تميل إلى التعقيد |
| ١٧- تساعد على اكتساب مهارات مهنية | () | ١٧- لا تفيد فى اكتساب مهارات مهنية |
| ١٨- يتناقص حبى لها كلما درستها | () | ١٨- يزداد استمتاعى بها أكثر وأكثر |
| ١٩- لا تساعد معرفتها على زيادة الفهم | () | ١٩- معرفتها تزيد فهم الناس بعضهم لبعض |
| ٢٠- حقائقها وأفكارها ليست صعبة | () | ٢٠- حقائقها وأفكارها يصعب فهمها |

ملحق رقم (٣) اختبار الذكاء العالى

اختبار الذكاء العالى

إعداد / السيد محمد خيرى

الاسم : اسم المدرسة :

السنة الدراسية : العمر الزمنى :

فيما يلى أسئلة تبين قدرتك على التفكير وليس لها علاقة مطلقا بعملك المدرسى،
والمطلوب منك أن تجيب على هذه الأسئلة بالترتيب بدقة وسرعة ولا تجعل أحد الأسئلة
يستغرق وقتاً أطول من اللازم، فإذا وجدت صعوبة كبيرة فى سؤال أتركه وانتقل لغيره الذى
بعده، وإليك بعض أمثلة الأسئلة التى ستجدها فى الاختبار حاول الإجابة عنها الآن وستجد
الإجابة عنها بعد ذلك بعد فهمها انتقل مباشرة إلى الصفحة التالية وأجب عن أسئلة الاختبار .

أكتب الكلمات الناقصة فى كل سطر مما يأتى :

١- أبيض إلى أسود مثل قصير إلى -

٢- عين إلى مثل إلى يسمع

أوجد العددين التاليين فى سلسلة الأعداد الآتية :

٣ - ٢ - ٤ - ٨ - ١٦ - -

٤ - ١٥ - ٥١ - ١٦ - ٦١ - ١٧ - ٧١ - -

٥- رتب الكلمات الآتية لتكون جملة مفهومة ثم أعمل ما تطلبه منك الجملة فقط :

حيوان، اسم، اكتب

الإجابات الصحيحة :

١- طويل .

٢- يرى - أذن .

٣- ٣٢ - ٦٤ .

٤- ١٨ - ٨١ .

٥- اكتب اسم حيوان (قط مثلاً) .

- اشطب كل (١) تاتى بعد (م) وضع خطا تحت كل (أ) تاتى بعد (ن) فى الحروف الآتية :

(١) ك ل م س ع ن أ م ل .

(٢) ي أ ط و س أ م ص .

(٣) ع غ ن أ م ن س ح ط أ م ي .

(٤) ف أ م ق ك ر ز أ م .

اكتب الكلمات الناقصة فى كل سطر مما يأتى :

(٥) الأول إلى واحد مثل إلى ٤ .

(٦)..... إلى ١٨ مثل ٢ إلى ٣ .

(٧) إلى رطل مثل زمن إلى دقيقة .

(٨) أحمد عمره خمس سنوات وبعد ٣ سنوات يصير عمره ضعف عمر على .

٣ سنوات

فيكون عمر على الآن : سنة واحدة

٤ سنوات

جواب آخر

في كل سطر مما يأتي كلمة وأمامها عدة تفسيرات بين قوسين، اختر أصلح التفسيرات لهذه الكلمة ثم ضع خطأ تحته .

(٩) الاستشهاد (البسالة في الحرب - المقاومة حتى النهاية - التبرع بالشهادة - الموت فى سبيل المبدأ) .

(١٠) يستأثر (يكون سريع التأثر - يحفظ بالشيء لنفسه - يستطيع التأثير على غيره - يميل للأخذ بالتأثر) .

(١١) أسفر (فسر - سلم - مثل - انكشف)

(١٢) استمر أذعن لغيره - استساع - استطرد - عمل معروف) .

رتب الكلمات فى كل من السؤالين الآتيين لتكون جملة مفهومة ثم أعمل ما تطلبه الجملة فقط .

(١٣) ذلك استفهام كلمة ثم مرتين ضع أكتب علامة سطر بعد .

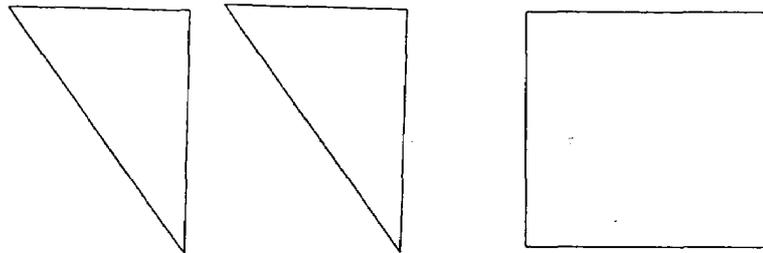
(١٤) ضرب الجواب ثلاثة تحت واكتب أربعة حاصل فى خطأ ضع .

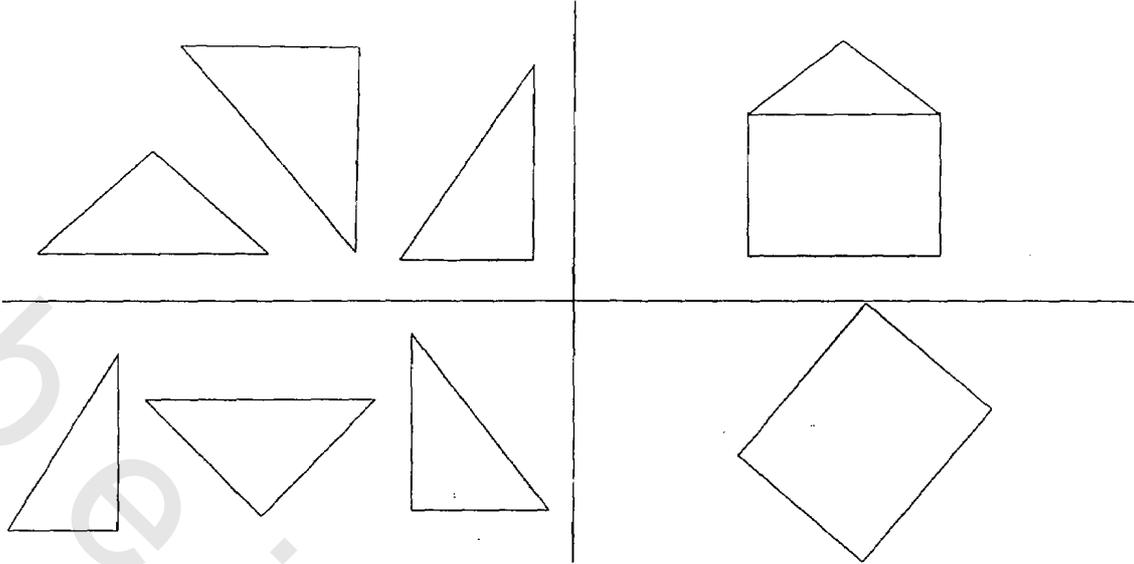
الشكل الذى على اليمين فى الأسئلة الآتية مكون من الأجزاء المجاورة :

ارسم الخطوط التى تقسم هذا الشكل حتى تنتج الأجزاء المجاورة له كما فى المثال

الآتى - لاحظ أن بعض الأجزاء مرسومة فى وضع مخالف لها فى الشكر :

الشكل :





(١٧) ضع علامة () أمام التعبير الصحيح من التعبيرات بين القوسين فيما يلي :

فاطمة تتعلم الفرنسية والألمانية - وزينب تتعلم اللاتينية والأسبانية - وعائشة تتعلم اللاتينية والفرنسية - ولا يوجد مدرس في المدرسة يستطيع أن يعلم أكثر من لغة واحدة فقط وعلى ذلك :

تكون فاطمة وزينب :

(يتعلمان دائماً - يتعلمان أحياناً - لا يتعلمان أبداً) اللغات سوياً.

وتكون زينب وعائشة :

(يتعلمان دائماً - يتعلمان أحياناً - لا يتعلمان أبداً) اللغات سوياً.

وتكون فاطمة وعائشة :

(يتعلمان دائماً - يتعلمان أحياناً - لا يتعلمان أبداً) اللغات سوياً.

(١٨) إذا وضعت ٢٠ نقطة متجاورة بين النقطة الأولى والثانية سننيمتر واحد وبين النقطة

الثانية والثالثة ٢ سم وبين النقطة الثالثة والرابعة ١ سم وبين الرابعة والخامسة ٢ سم

وهكذا... فكم سننيمتراً تكون المسافة بين أول نقطة وآخر نقطة؟

(١٩) اختر أصلح التفسيرات التي تعبر عن حكم ديني في الأمثلة الآتية :

أ- سبق السيف العزل.

ب- الطيور على أشكالها تقع.

ج- لا يفنى ومالك في المدينة.

د- تأتي الرياح بما لا تشتهي السفن.

هـ- مكره أخاك لا بطل.

و- إذا حضر الماء بطل التيمم.

فيما يلي اشطب كل (أ) تأتي بعد (م) وضع خطا تحت كل (أ) تأتي قبل (م) وإذا جاء حرف (أ) قبل وبعد الحرف (م) اشطبه وضع تحته خط.

(٢٠) م ل م أن أم .

(٢١) م أم أن أم م أ .

(٢٢) م م أم أم أم .

(٢٣) أم أم أم أم م أ .

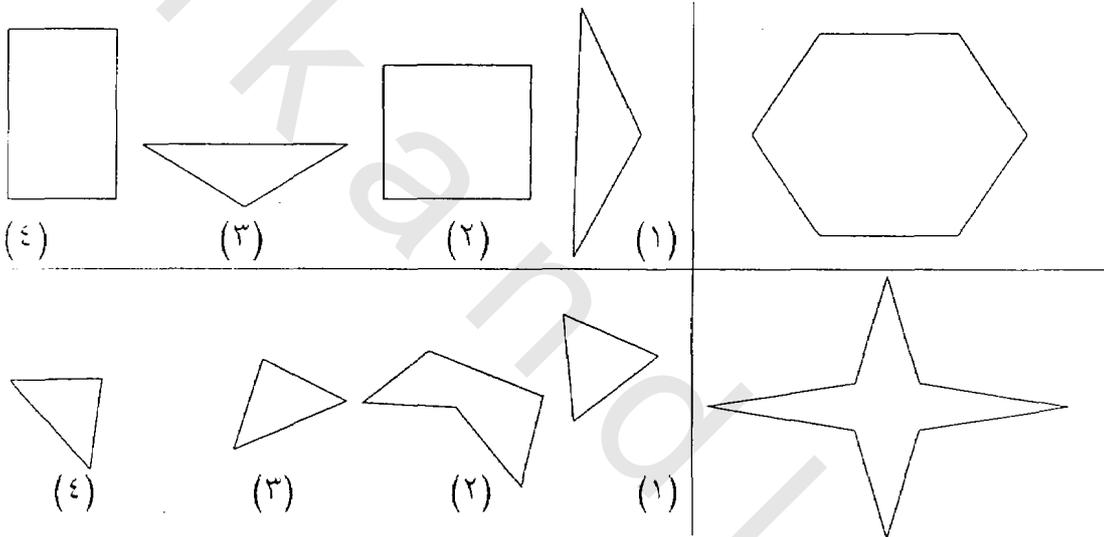
أكتب الرقمين التاليين في كل سلسلة :

(٢٤) ٥ - ١٠ - ٧ - ١٤ - ١١ - ٢٢ - ١٩ - ٣٨ - ..

(٢٥) ١ - ٢ - ٥ - ١١ - ١٢ - ٢١ - ..

ارسم الخطوط التي تقسم الشكل إلى الأجزاء المجاورة.

(٢٦)



في لغة سرية يعكس ترتيب حروف الكلمة أولا فالكلمة "يأكل" تصير "ل ك أ ي" ثم يبدل كل

حرف بالحرف الذي يأتي قبله في الحروف الهجائية فتصير الكلمة نفسها بعد ذلك "ك ق ي لا"

وتلاحظ أن الحرف (ي) اعتبر أنه قبل الحرف (أ) في الحروف الهجائية .

الحروف الأبجدية المرتبة هي كالاتي وسوف تحتاجا إليها في إجابة الأسئلة :

أ ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع
غ ف ق ك ل م ن ه و لا ي

الآن حول كلمات الجملة الآتية إلى اللغة السرية :

(٢٨) أ ك ت ب - خ ط ا ت ا - أ ل ي و م

(٢٩) الجملة الآتية مكتوبة بنفس هذه اللغة السرية حولها إلى اللغة العادية :

ذ غ ي ز - ي خ ع - ي ج أش

كل سؤال من الأسئلة الآتية مكون من جملتين ثم ثلاثة استنتاجات، ضع علامة ()

أمام الاستنتاج الصحيح منها :

(٣٠) لى ثلاثة أصدقاء ليس منهم من هو قصير - اثنان منهم فقط ليس لأحدهما وجه أبيض .

- صديقى الثالث أسمر طويل .

- صديقى الثالث أسمر قصير .

- صديقى الثالث أبيض طويل .

(٣١) كل من كانوا بالحجرة رجال طوال، وليس هذا الشخص القصير امرأة :

- لا بد أن هذا الشخص كان فى الحجرة .

- يجوز أن هذا الشخص كان فى الحجرة .

- لا يمكن أن هذا الشخص كان فى الحجرة .

(٣٢) ليس من الكتب الإنجليزية التى أملكها كتاب أحمر وهذا الكتاب عربى أحمر :

- لا بد أن يكون هذا كتابى .

- يجوز أن يكون هذا كتابى .

- لا يمكن أن يكون هذا كتابى .

أكتب الرقمين التاليين فى السلسلتين الآتيتين :

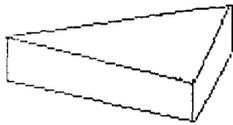
(٣٣) ٣٥ - ١٢ - ٣٠ - ١٤ - ٢٥ - ١٦ - ..-..

(٣٤) ١٩٠ - ٩٥ - ٩٢ - ٤٦ - ٤٢ - ٢١ - ١٦ - ..-..

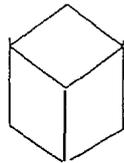
فى كل سؤال من الأسئلة الآتية قطعة خشب على شكل متوازى مستطيلات، قطع

منها جزء والمطلوب منك أن تضع علامة (√) تحت جزء من الأجزاء الأربعة على اليسار

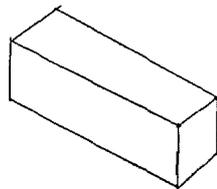
يكمل القطعة التى على اليمين .



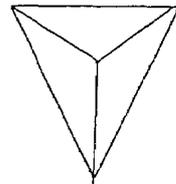
(٤)



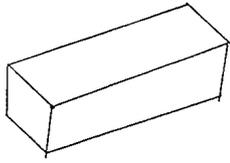
(٣)



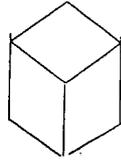
(٢)



(١)



(٣)



(٤)

(٣٦)

(٣٧)



(٢)

اكتب الكلمات الناقصة في كل سطر مما يأتي :

- (٣٨) المعين إلى المربع مثل إلى الدائرة
(٣٩) الروائي إلى المؤرخ مثل إلى الحقيقة
(٤٠) اصبع إلى يد مثل عين إلى
(٤١) دم إلى شرايين مثل كهرباء إلى
(٤٢) مربع إلى مكعب مثل دائرة إلى

ملحق رقم (٤) الاختبار القبلى فى قواعد اللغة الإنجليزية

اختبار تحصيلي

فى قواعد اللغة الإنجليزية لطالبات الصف الأول الثانوى

اسم المدرسة : الفصل :

اسم الطالبة : التاريخ :

تعليمات الاختبار

- ١- صمم هذا الاختبار لقياس قدرتك على معرفة وفهم وتطبيق وتحليل وتركيب وتقويم قواعد اللغة الإنجليزية وهى التى تم تحديدها معاً.
- ٢- يتكون الاختبار من ٨١ سؤالاً.
- ٣- عليكى أن تقرأى رأس السؤال جيداً قبل بدئك فى الإجابة.
- ٤- أجبى عن كل الأسئلة بعناية، ولا تستغرقى وقتاً طويلاً فى الإجابة عن أحد الأسئلة.
- ٥- السؤال الذى لم تعرفى إجابته، اتركه وانتقلى إلى السؤال الذى بعده.
- ٦- قبل أن تبدأى فى الإجابة دونى بياناتك الموجودة فى أعلى الصفحة.
- ٧- لا تبدأى فى الإجابة دونى بياناتك أولاً.
- ٨- زمن الإجابة على الاختبار ٩٠ دقيقة.
- ٩- التزمى بالهدوء بعد انتهائك من الإجابة ولا تتصرفى فيه حتى يؤذن لك.

اسم مدرس المادة :

اسم المدرسة :

الفصل :

الاسم :

Choose the correct answer :

- 1- If I rich, I would buy a big house.
a) am b) are c) was d) were
- 2- I Been to Europe yet.
a) have b) has c) hasn't d) haven't
- 3- We washed the dishes after we eaten supper.
a) have b) haven't c) had d) hadn't
- 4- The man walked To work
a) slow b) slower c) slowly d) slowest
- 5- We did an experiment proved that water contains hydrogen and oxygen.
a) who b) which c) where d) whose
- 6- I leaving work early today, I v'e arranged it with Mrs. Abaza
a) is b) am c) have been d) has been
- 7- You clean your teeth twice a day that is very impotent
a) should b) must c) shouldn't d) mustn't
- 8- The weather is bad today Yesterday's was worse, but the day before was
a) the worst b) worst c) bad d) worse
- 9- Jack and Susanna didn't knew about the path they along it before
a) can't have walked b) could have walked
c) can't wolk d) might have walked
- 10- Trees along the banks of the Nile.
a) have been planted b) have planted
c) has been planted d) has planted
- 11- This is entrance to a burial chamber,?

- a) is it b) isn't it c) is he d) isn't he
- 12- Susanna..... chocolate .
a) falls b) likes c) grows d) smiles
- 13- The teacher writes in class on the
a) Wall b) window c) blackboard d) classroom.
- 14- Egyptian sand cat is a rare animal.
a) a b) an c) the d) these
- 15- Jane is less tall than Mary she is tall of the four girls
a) less b) less than c) least d) the least
- 16- The man The friends as they went into the cave
a) Have seen b) might have seen
c) Could have seen d) must
- 17- The windows of the sky scraper
a) have been cleaned b) has cleaned
c) has been cleaned d) have cleaned
- 18- She doesn't speak Arabic,?
a) doesn't she b) does she c) does he d) doesn't he
- 19- The sun has
a) liked b) opened c) risen d) found
- 20- We clean our teeth with the :
a) tooth ach b) stick c) brush d) tooth brush
- 21- New York is a very big city it is one of the Cities in the world.
a) biggest b) the biggest c) bigger d) the bigger
- 22- My brother is geologist.
a) an b) a c) the d) these
- 23- It is a very expensive restaurant. It is the in town.
a) more expensive b) the most expensive
c) more expensive than d) most expensive

24- The tall man couldn't speak Arabic. He A Cairo university archaeologist.

- a) can't have been b) must be
c) must have been d) can't be

25- The doctor ordered me to take this medicine.

This sentence means that : I take this medicine.

- a) Ought to b) should c) may d) must

26- My brother was nearly 3 meters tall.

This sentence that : He is tall.

- a) quite b) extremely c) fairly d) rather

27- I don't have pen so I can't write the address.

This sentence means that **If** had a pen, I the address

- a) would have written b) shall write
c) will write d) would write

28- Naguib Mahfouz has written many books.

This sentence means that : He now.

- a) have lived b) still lives c) lived d) had lived

29- As soon as he had arrived at the station, the train left.

This sentence means that the train left, he had arrived at the station

- a) ~~When~~ b) ~~After~~ c) ~~Until~~ d) ~~But~~

30- When the man saw the accident, He called the police.

This sentence means that "The man Called the police saw the accident.

- a) who b) whom c) which d) where

31- His aim is to study art he is good at painting.

This sentence means that : He art as he is good at painting

- a) is studding b) is going to study
c) will study d) have studied

- 32- No river in the world is longer than the Nile.
This sentence means that : the Nile is river in the world
a) longest b) longer c) the longest d) longer than
- 33- It is impossible that he won the match because he looked unhappy
This sentence means that : He that match
a) can't have won b) can't win
c) might have been d) could have won
- 34- The thief has been arrested by the officers.
This sentence means that : the officers the thief.
a) have arrested b) has arrested
c) have been arrested d) has been arrested
- 35- You suggest to go to the cinema with your brothers and want their agreements you say :
a) You like to go to the cinema, don't you?
b) Don't go to the cinema, will you?
c) You don't like to go to the cinema, do you?
d) You must go to the cinema
- 36- My father enjoys growing they taste sō fresh.
a) the window b) for the accident
c) his own vegetables d) for the accident
- 37- Her father died and her mother married another man
This sentence means that this man is her
a) fathers – in – law b) father – in – law
c) mother – in – law d) mothers – in – law
- 38- what is the only thing in the universe الكون which gives us light and heat ? it is
a) sun b) the sun c) the moon d) the plant
- 39- She is as tall as her sister : "Her sister is"

a) taller b) the tallest c) tallest d) taller than

40- It is possible that he finished in time.

This means that : He in time

- a) could finish b) must finished
c) must have finished d) could have finished

41- No one has heard of this surgeon.

This sentence means that "This surgeon

- a) has not been heard b) haven't been heard
c) hasn't heard d) haven't heard

42- the policeman wanted to assure that every one ⁱⁿ the house

Went out after two o'clock yesterday He said

- a) Everyone will go out after two o'clock will they?
b) Everyone will go out after two o'clock aren't they?
c) Everyone went out after two o'clock yesterday, didn't they?
d) Everyone has gone out after two o'clock haven't they?

43- I forget to take my key with my after locking the door.

- a) shouldn't b) don't have to c) mustn't d) should

44- A gold ring is more expensive than a silver ring.

This sentence means that : a silver ring is gold ring

- a) cheap b) cheaper c) the cheapest d) cheaper than

45- The biggest planet in Orbits is Earth.

- a) the b) an c) a d) on

46- Maha was born in 1980 Hala was born in 1979

Maha is older than Hala.

- a) extremely b) very c) more d) slightly

47- If Hani won some money , he presents for his friend

- a) would give b) would have given
c) had given d) had been given

48- I from Sami for two months, so I'll telephone him

- a) didn't hear b) haven't heard c) don't hear d) hasn't heard
- 49- By the time I took it back to the library, I the book.
 a) has read b) read c) had read d) was read
- 50- The man leg was broken was taken to hospital.
 a) who b) when c) which d) whose
- 51- "It is raining out side would you like to borrow an umbrella?
 "Oh, thank you it back tomorrow.
 a) I'll bring b) I can bring
 c) I may bring d) I'm going to bring
- 52- The boots are the high – heeled shoes.
 a) most comfortable the b) the most comfortable
 c) more comfortable than d) comfortable
- 53- Professor Jones has here for ages He over his
 seventieth birthday.
 a) could be b) must be c) must have been d) might be
- 54- Many of the enemy soldiers
 a) have been captured b) has been captured
 c) have captured d) has captured
- 55- He never comes late the exam,?
 a) doesn't he b) did he c) didn't he d) does he
- 56- He raised arm to his face from the blow.
 a) grow b) smile c) protect d) arrive
- 57- The weather in Sudan is always hot but rains in the most of years
 so it is.....
 a) cold b) rainfall c) cool d) hot
- 58- He crossed Atlantic.
 a) the b) an c) a d) these
- 59- There was rain today than yesterday.
 a) less b) least c) much d) little

II Underline the wrong grammatical words in the following sentences :

60- We could have been the tenth of the month I'm sure yesterday was the sixth.

61- The days become more long as the sun moves more high in the sky.

62- A sky is blue and a sun is shining.

63- He didn't blame for the late

64- The bathing is very important to be healthy.

65- It rarely rains in summer, doesn't it?

66- The whole ideas has neglecting since he travelled a broad

IV Answer the following questions to write a paragraph on sports using words between brackets :

67- What do people practice to be healthy? (transitive or intransitive verbs)

68- Where do people practice? (articles)

69- Which game is popular? (superlative adjectives)

70- What is the exact number of the team? (modal verbs)

71- What are the kinds of games? (compound noun)

72- Football is important? (question tag)

73- What kinds of sport have people practiced? (present perfect passive)

III True or false and correct the errors :

- 75- today could have been the tenth of the month I'm sure yesterday was the sixth.
- 76- This competition was not as nearly difficult than the last one
- 77- What did you have for the break fast.
- 78- Many people like to see in their natural state in the zoo
- 79- Yesterday I went to the port air
- 80- The results were scarcely encouraging, weren't they?
- 81- Some one have been watering the planets.

ملحق رقم (٥) الاختبار البعدي فى قواعد اللغة الإنجليزية

اختبار تحصيلى

فى قواعد اللغة الإنجليزية لطالبات الصف الأول الثانوى

الفصل :

اسم المدرسة :

التاريخ :

اسم الطالبة :

تعليمات الاختبار

- ١- صمم هذا الاختبار لقياس قدرتك على معرفة وفهم وتطبيق وتحليل وتركيب وتقويم قواعد اللغة الإنجليزية وهى التى تم تحديدها معاً.
- ٢- يتكون الاختبار من ٨١ سؤالاً.
- ٣- عليكى أن تقرأى رأس السؤال جيداً قبل بدئك فى الإجابة.
- ٤- أجبى عن كل الأسئلة بعناية، ولا تستغرق وقتاً طويلاً فى الإجابة عن أحد الأسئلة .
- ٥- السؤال الذى لم تعرفى إجابته، اتركه وانتقلى إلى السؤال الذى بعده.
- ٦- قبل أن تبدأى فى الإجابة دونى بياناتك الموجودة فى أعلى الصفحة .
- ٧- لا تبدأى فى الإجابة دونى بياناتك أولاً.
- ٨- زمن الإجابة على الاختبار ٩٠ دقيقة .
- ٩- التزمى بالهدوء بعد انتهائك من الإجابة ولا تتصرف فى حتى يؤذن لك .

اسم المدرس :

اسم المدرسة :

الفصل :

المادة :

choos the correct answer :

- 1) If I you , I would stop smoking.
a) am b) are c) was d) were.
- 2) We Lived her since 1997.
a) have b) has c) hasn't d) haven't.
- 3) By the time I went to the bus stop, the bus left.
a) haven't b) have c) had d) hadn't
- 4) The man wasn't driving when he hit the car in front.
a) careful b) carefulness c) carefully d) care
- 5) Scientists are people do experiments.
a) which b) who c) whom d) where
- 6) father : would you like an apple juice or an orange juice ?
fatma : I Have an apple juice, please, Dad.
a) shall b) will c) going to d) may
- 7) Do you think we boil this water before we drink it ?
a) should b) shall c) mustn't d) must
- 8) Tim's home work is good. Ann's is better, but David's is
a) good. b) best. c) better. d) the best.
- 9) Susanna knows a lot about the temple at karnak. She there.
a) might have been b) must have been
c) can't have been d) must be
- 10) A high way to join Cairo and Alexandria
a) has built b) has been built
c) have been built d) have built
- 11) you haven't been to the valley of the kings, ?

- 21) We have house with a garden.
 a) a b) the c) an d) these
- 22) Mary is taller than her three sisters. She is of the four girls.
 a) tall b) the tallest c) tallest d) taller than
- 23) He French. I'm not sure.
 a) can't be b) must be c) could be d) couldn't be
- 24) He is Engineer.
 a) a b) the c) these d) an
- 25) They don't have any money so they don't stay at hotel. This sentence means that if they had some money, they At hotel.
- 26) I have lived in Benha since 1980.
 This sentence means that : I in Benha
 a) still live b) had lived c) lived d) no longer live
- 27) Before she did the shopping, she had visited her neighbour this sentence means that : she had visited her neighbour, she did the shopping.
 a) Before b) after c) when d) By the time
- 28) The man was angry because his car was stolen.
 this sentence means that : The man car was stolen was angry.
 a) who b) whose c) where d) which
- 29) He is a billionaire.
 This sentence means that : He is rich.
 a) fairly b) rather c) extremely d) quite
- 30) He must pay the taxes or he will go to prison.
 This sentence means that : He pay the taxes or he will go to prison.
 a) should b) mustn't c) have to d) ought to
- 31) I have arranged to visit my uncle's farm next week.

This sentence means that : I my uncle's farm next week.

- a) will visit
- b) shall visit
- c) am going to visit
- d) am visiting

32) This dress isn't as expensive as this shirt.

This sentence means that : this skirt This dress

- a) the most expensive
- b) more expensive
- c) most expensive
- d) more expensive

33) I'm sure that I left the keys at home.

This sentence means that : I them at home.

- a) must have left
- b) must leave
- c) might have left
- d) could have left

34) The longest river in the world is Nile.

- a) the
- b) a
- c) an
- d) these

35) The lion has been killed by the hunter.

This sentence means that : The the lion.

- a) have killed
- b) have been killed
- c) has killed
- d) has been killed

36) You suggest to go to the zoo with your friends and you want their agreements. You will say :

- a) Don't go to the zoo, do you ?
- b) You must go to the zoo.
- c) You don't like to go to the zoo, do you?
- d) You like to go to the zoo.

37) My brother decorated with flowers.

- a) to the flat
- b) the flat
- c) in the flat
- d) into the flat.

38) Her mother died and her father married another woman.

This sentence means that : This woman is her

- a) father – in – law
- b) mother – in – law
- c) fathers – in – law
- d) mothers – in law

- 39) No house in the town is bigger than our house.
This sentence means that : our house is in the town
a) bigger b) bigger than c) biggest d) the biggest
- 40) It is possible but unlikely that he committed suicide.
This sentence means that : He Suicide.
a) might commit b) must have committed
c) could have committed d) might have committed
- 41) The artist has drawn two pictures all the day.
This sentence means that : two pictures all day.
a) have been taken b) has been taken
c) Have taken d) has taken
- 42) The teacher wants to assure that everyone was in the lecture He said
a) Everyone will attend the lecture, won't they?
b) Everyone attend th lecture, didn't they?
c) Everyone have attended the lecture, haven't they?
d) Everyone are attended the lecture, aren't they?
- 43) Moon shines in the sky at night.
a) An b) A c) The d) Those
- 44) If Dina won some money, she It to her cousins.
a) will give b) will have been given
c) could have given d) would geve
- 45) I'd like to see him. I Him for two weeks.
a) haven't seen b) haven't been seen
c) didn't see d) hadn't seen
- 46) When the dentist my bad tooth. I give him his fees.
a) had pulled b) pulled c) have pullid d) was pulled
- 47) The question looks easy. I think I can answer it
a) perfect b) perfected c) perfectly d) perfection
- 48) This is the house I lived when I was young.

- a) which b) who c) whose d) where
- 19) When he joins the university, he medicine as he plans to be a doctor.
- a) is going to study b) will study
c) is studying d) are going to study
- 50) I Go to the doctor , I feel much better now.
- a) should b) must c) don't have to d) mustn't
- 51) He is very boring person. He is Person I 'v ever met
- a) more boring b) the most boring
c) most boring d) more boring than
- 52) A week ago, he was coughing and blowing his nose, he ill.
- a) must have been b) can't have been
c) may be d) might be
- 53) Some new plans today.
- a) has been made b) has made
c) have made d) have been made
- 54) He is never late to class, ?
- a) isn't he b) does he c) is he d) did he
- 55) Amazon Rain forest is the largest forest in the world
- a) an b) the c) a d) these
- 56) The horses were quietly in the field.
- a) feeding b) the c) enjoying d) protecting
- 57) We must use to clean our teeth.
- a) tooth paste b) too thache c) tooth d) tube
- 58) Ahmed played the last time I saw him.
- a) much less b) much better than
c) much better d) much well
- 59) The doctor's car is outside Samy's house. Someone there.

- a) must have been b) could be
 c) must be d) could have been
- 60) Jack lives in village near Cambridge.
 a) these b) the c) an d) a

II : Underline the wrong grammatical words in the following sentences.

- 61) John was earning much little in his previous job than he is now.
 62) The alarm clock is ringing. It might have been time to get up.
 63) The footbridge have establishing so the pedestrians walk on it.
 64) A modern woman is more independent.
 65) It is impossible to park here, isn't it ?
 66) I have a thick coat to protect me from the cold.
 67) I went to the station police to receive my law – in – father.

III : Answer the following questions to write a paragraph on "The accident of the Egyptian plane" using in answering the questions the rules between brackets :

- 68- What did the Egyptians lose year? (transitive or intransitive verb)
 69- In what place did Egypt lose this plane? (articles)
 70- Whom did we lose ? (superlative adjective)
 71- What might be done in such case? (modal verb)
 72- Was it terrible accident? (Question tag)
 73- What the name of the plane company? (compound)
 74- What is the nature of the pilot? (present perfect passive)

III : True or false and correct the errors :

- 75- shadespeare is more famous of English writers.
- 76- He gets the best marks, He must have been intelligent.
- 77- Someone have been made a terrible mistake.
- 78- I'm not working the next week.
- 79- These are your books, aren't these?
- 80- Come in and close the door, please.
- 81- Yesterday I went to the office post to send card post to my friend
pen in America.

ملحق رقم (٦)

قائمة بأسماء السادة المحكمين على الاختبار التحصيلي
وعلى تحضير الدروس بالمعالجتين الاستقرائية والاستنباطية

| الاسم | المهنة |
|-------------------------|--|
| أ.د فاطمة صادق | أستاذ مساعد بقسم طرق تدريس لغة إنجليزية كلية التربية |
| م.أ محمد التهامي الصباغ | مدرس مساعد بكلية آداب قسم لغة إنجليزية |
| أ. عبد العزيز الجندي | موجه ثانوى لغة إنجليزية |
| أ. أحمد مسعود | موجه ثانوى لغة إنجليزية |
| أ. مجدى الصياد | مدرس أول لغة إنجليزية بمدرسة أم المؤمنين الثانوية بنات |
| أ. عادل شوقى | مدرس أول لغة إنجليزية بمدرسة أم المؤمنين الثانوية بنات |
| أ. حمدى عامر | مدرس أول لغة إنجليزية بمدرسة أم المؤمنين الثانوية بنات |
| أ. أشرف عبد الغفار | مدرس أول لغة إنجليزية بمدرسة حسان بن ثابت الثانوية |
| أ. أسامة عبد الله | مدرس ثانوى لغة إنجليزية بمدرسة أبو بكر الصديق المشتركة |
| أ. عصام الدين أحمد | مدرس ثانوى لغة إنجليزية بمدرسة أبو بكر الصديق المشتركة |

DEDUCTIVE TREATMENT

PRESENT PERFECT PASSIVE

Aims

- Know the difference between present perfect passive and present perfect continuous.
- Illustrate How to use it.
- Apply the rule in different life situation.
- Analyze the components of present perfect passive.
- Form new sentences.

Procedures And Examples

The Teacher: writes the title of the lesson on the Black board
Teacher prepare and reminds the Ss to the new lesson. Teacher says that you knew that the passive of be + P. P.

He is prepared for the match

↓ ↓
Be + P.P

Teacher: Says that he will explain at this lesson the passive and in this lesson he will explain three statements from the passive

↓ ↓ ↓
Present simple Past simple Present perfect simple tense

1-Present Simple

Teacher: says

When the active sentences in present simple. We put v. to be present simple

Teacher Writes the rule on Black Board .

| | |
|-----|-------|
| Am | |
| Is | + P.P |
| are | |

Teacher Writes some examples on Black Board to declare or to explain the rule

Butter is made from milk.

Oranges are imported in to Britain

I am never invited to parties.

Coffee isn't grown in Egypt

Teacher When we put the passive sentence in negative (we put not after V. to be) if any question or any Student doesn't understand any thing says that there are sentences in passive put in it by+ objected These sentences need by is put in it because their meaning don't be completed without (By+ objective)

-Teacher: Writes examples on BB to show that to Students.

The telephone was invented by Alexander Bell in 1876.

My brother was bitten by a dog last week.

Teacher: says that there are sentence don't need **By +objective** and their meaning are completed without **By + object**

Teacher: writes example on Black Board to show that to Students:

These rooms are cleaned by the servant.

The lesson is prepared by him .

Teacher: Says that there is another form to the passive. Teacher. Says when the active sentence is in past simple tense.

The form of the passive sentence in past simple tense as the following
Teacher. Writes the rule on Black Board:

{ Was
 +P.P + BY+ objective → if necessary
 were

I was born in london in 1962.

The telephone was invented by Alexander Bell in 1876.

We were broken up by aloud noise.

Teacher. Writes on Black Board :

When the sentence is in negative we put not after V. To. Be

Teacher Writes the following example:

We weren't invited to the party last week.

Teacher: Writes New form or Type to the passive. Teacher. says to the Ss that is the third form of the passive and writes the rule or the form as the following

Teacher: Writes and says that when the tense of the active sentence is present

Perfect tense – we put the p.p. of the v. to. Be and V. to have the rule is:

Have

+ been + P.P.

Has

Teacher writes some examples on Black Board

The shirts have been ironed.

My key has been stolen.

The population of Teacherokyo has increased since the second world war.

Teacher Says when we put the passive sentence in negative, we put not after have or has

Teacher. Writes the following sentences

I haven't been told about the changes.

I'm not going to the party. I haven't been invited.

Teacher. Asks Ss if any one doesn't understand in this lesson.

Teacher. Writes some questions on this questions to be sure that Ss understood the lesson .

Teacher. Writes some questions on BB and asks Ss to answer them

INDUCTIVE TREATMENT

The present perfect passive (Affirmative and negative)

Aims

- Know the difference between present perfect passive and present perfect continuous.
- Illustrate How to use it.
- Apply the rule in different life situation.
- Analyze the components of present perfect passive.
- Form new sentences.

Procedures and examples

Teacher. Writes the title of the lesson on Black board He prepares the Students to the new lesson by quick revision to the passive in present simple tense and in past simple tense and in affirmative and negative.

Teacher writes some sentences on Black board.

Teacher says that we will revise some forms of the passive which you take before.

Teacher writes the following sentences on Back board:

The office is cleaned every day.

These rooms are cleaned ever day.

Germs are found in unhygienic places.

Coffee isn't grown in Egypt.

I am never invited to parties.

Where are germs usually found?

Butter is made from milk.

Oranges are imported into Britain.

Teacher asks Ss what can you observe in these sentences?

Students observe that there is v. to Be in present in all sentences. Teacher asks what else?

Are all the verbs in past or present or in p.p.? Ss. say in P.P.

So the first statement in passive is this. Who can say the rule of the passive in present simple tense. Ss. Say.

Object . v. to be in present + p.p.+by

He prepares the lesson.

The lesson is prepared by him.

The Teacher: says the object become subject and the Students complete.

The Teacher: the subject become subject object.

Teacher: Says that V. to be is the main thing in this rule.

Teacher: Says that we take p.p. to the main verb to the sentence.

Teacher: Says that we take p.p. to the main verb to the sentence.

Teacher: Says that is the first form of the passive.

Writes the following sentences on Black board

His office was equipped with a computer.

this house was built 100 years ago.

These houses were built 100 years ago.

I was born in London in 1962.

The telephone was invented by Alexander Bell in 1876.

My brother was bitten by a dog last week.

We were broken up by aloud noise.

We weren't invited to the party last week.

Teacher asks what is the tense of . V. to be. ?

Students answer in past.

Who can guess the rule of these sentence.

Students. say

{ Was
+ p.p+ by (If necessary)

Were

Teacher: says that we can observe that some sentences Take(by) and other don't take. We use (by) when the meaning of the sentence doesn't be completed without it. As in sentences 5, 6, 7

but there are some sentences don't need by + objective and their meaning are completed without By + object

Teacher asks Ss to make some sentences about these two forms from the passive- Also.

Teacher: Takes Ss some questions to answer them.

Put the following into passive Voices:

- 1- They promise us higher wages.
- 2- They gave my little sister a ticket, too.
- 3- They pay me by the hour.
- 4- They took the man to the hospital.

Teacher Says we. Will Take and explain the third form the passive and writes the following sentences.

My key has been stolen.

The room is clean now. It has been cleaned.

I can't find my keys. I think they've been stolen.

The shirts have been ironed.

I have been informed about the decision.

Many of the enemy soldiers have been captured.

I'm not going to the party. I haven't been invited.

I haven't been told about the changes.

The walls have been painted.

The government has sent a satellite into space.

The windows of the sky scraper have been cleaned.

The population of Tokyo has increased since the second world war.

Teacher asks Students what are the similar thing in all these sentences.

Students observe that V. to. Be is there in all the sentences .

Here. Teacher asks if V. To Be is in present or in past or in p.p.

Students answer in p.p.

Teacher asks what is else similar?

Students observe that there is v. to have in all the sentences

Teacher asks are the main verbs in these sentence in present or past or in p.p.?

Students say in p.p.

Teacher asks what is the tense of theses sentences?

Are there in present perfect or in past perfect?

Students answer in present perfect.

Teacher: says that V. to . Be is there means that these sentences are in passive.

Teacher: asks what is the place of V. to . Be

Students says that is between V. to have and The P.P and also V. to . Be is in p.p.

Teacher: says that V. to. Be in P.P.

Teacher: asks what is the rule of this statement.

Students: answer

V. To. Have in present + been + p.p

Teacher: says you know that we use the object in the active sentence to be the subject in the passive sentence.

Also use the subject of the active sentence in order to be the object in the passive sentence.

But in some sentence in passive, we don't know the object of this sentence so we can't know it . so we don't write it

Teacher: says.

The passive has many uses

1-The first usage.

Teacher: says to Ss to look at sentence N. 1-12. Teacher asks Ss are you know who did this work/

Students answer No. So Teacher: says this is the first usage.

We use the passive when we don't know the subject or who did or does the work.

Teacher: points to sentences N. 4,5,1,3,2

As examples

Teacher: asks Ss are these sentences completed in their meanings or not?

Students look at them again and observe and know that they are completed in their meaning

Is important to know their objects? Students answer No.

Teacher: Says that this is the second usage to the passive is that.

We use the passive without object when it is important or unimportant to the sentence?

Teacher: makes Students choose Students says we use the passive sentence without object when the object with this method. Students conduct the use with the mselves and at the sametime by little helping from the teacher

Teacher makes them deduct the uses by choosing the use.

Some one has taken the book

The book has been taken. Passive

In this sentence which is more important or interested in the subject or the object. To the verb?

Ss say that is the object is more interested in than the subjection in active sentence

Teacher: Says when the object is more interested and the sentence is complete in its meaning without the subject we use the passive.

This is the third use for the passive.

So, we choose the active or the passive depending on what we are more interested in

Teacher :Says to Ss are there any sentences in negative?

Ss answer say.

Teacher: says we put not or we put the negative after V. To. Have Ss complete it

Teacher: Asks Ss to makesentence using the passive and practise and at the same time. He gives them some sentence to practice and apply the rules.

Such as : put the following into the passive voices.

- 1- They have forgotten the incident.
- 2- They have made may uncle acaptain.
- 3- Acleverburglar has stolen the jewels.

At the end

Teacher: asks if they if they need any questions or didn't understand anything. After that .

Teacher gives and writes on Black board. Some exercises about the passive.

Teacher gives some exercises as a home work and consolidation to this lesson.

Choose the correct answer:

- 1- I have invited / have been invited / had been inviting / have been inviting for dinner.
- 2- A wonderful speech (has given / had given/ was giving/ has been given) by the president in the festival.
- 3- He (has been studying/ has been studied / had been studied / had been studying biology lately.

INDUCTIVE TREATMENT

Comparative And Superlative Adjectives

Aims

- 1- Remember the regular and irregular superlative adjectives.
- 2- Describe the superlative adjectives.
- 3- Mention the form of the superlative adjectives.
- 4- Rephrase the superlative adjectives.
- 5- Turn the adjective from comparative to superlative or vice versa.
- 6- Change the form of adjectives from one degree to another degree.
- 7- Analyze the superlative into regular and irregular.
- 8- Choose the correct adjectives according to what does the question require
- 9- Rewrite the superlative and comparative
- 10- Revise the rule of superlative adjectives.

Procedures and example

Teacher Writes the following examples on Black Board .

Mohamed is tall.

Nora is happy.

Noha is pretty.

Nagla is beautiful.

This school is big.

This car is expensive.

That lorry is cheap.

Teacher Asks: can you observe these sentences what is the similar thing in all Sentences

Students Can answer and say that all the sentences have adjectives.

Teacher. Asks: are these sentences from the (first, second, third) degree of the adjectives.

Teacher Says to the Ss that they studied the first degree of the adjectives before.

Teacher Tries to drill to Ss. Asks Ss to give him some examples.

Students says . This building is very old.

Teacher Writes the following example on Black Board :

Mary is taller than Jane.

Today is hotter than yesterday.

Nora is shorter than Rehab.

My uncle is older than my brother.

The train is faster than the car.

Teacher asks Ss: Are there adjectives in these sentences?
and if any thing is after them?

Students say: yes.

Teacher Are there any adds on them.

Students look at them again and say they are ending with er and they are followed by than.

Teacher Asks: How many syllables are there in each adjective
students Says : It consists of one or two syllables.

Teacher asks are there any changes in adjectives of one or two syllables?

Students say:No

Teacher. makes drill with them.

Ahmed is (short) than Mohamed (correct)

Noha is younger....Manal....(supply)

T. Writes some other examples on BB

Manal is more beautiful than Heba.

The lorry is more expensive than the car.

Rasha is more careful than sameh.

Aza is more intelligent than Rehab.

Teacher asks. What do you observe in these sentences:

Ss observe that there is a word (more) in front of the adjective.

Teacher asks How many syllables are there in these adjectives

Students say three

Teacher tries to make a drill about this step.

Monal is more beautiful..... Sarah.

Teacher says we can discuss and Ss help him that "the adjectives which consist of more than one syllable. Put before it than.

Teacher says I'll write some irregular adjectives in the following sentences:

The weather is bad today. Yesterday was worse than today.

Time's homework is good. Ann's is better than.

Jane was good at English last month. This month is better than the last month

Nabil was bad in Natl last year. This year is worse than.

Teacher says that there are some irregular adjectives and these forms changed in the comparative and the superlative adjectives

Do you observe that in these sentences?

Teacher Says

-good is turned to what?

- bad is turned to what?

Students answer good is turned to better.

Bad is turned to worse.

Teacher makes Ss to drill these adjectives.

Teacher asks Ss to give him some examples about this.

Teacher asks what is the opposite of the more.

Students. Say less.

Teacher writes the following examples.

He has less work than I have.

She is less happy than Mona.

They are less rich than we are.

Teacher Says to Ss what do you observe about these sentences, is there any thing similar in all sentences?

Students answer yes,

Teacher Says what is it.

Students say: there is (less-than) in all the sentences.

Teacher Says : what about the adjectives? What are their degrees?

students Says: they are from the first degree.

Teacher Says what is the rule in

Less + adjective + than

Teacher says that less expresses about anything is little or when side from the sentence is little than the other.

Teacher makes the Ss to drill this rule.

Teacher. Takes part with the Ss also in this drill

Ex: Hani is less tall than.....

T. makes the Ss look at their partner and try to see who is less tall than Hani in the class and So. On.....

Teacher. turns to the last point in the comparative adjectives:-

And say these words to the Ss and writes some examples on BB.

- First the teacher says that as..... adjective as

Means that the first side of the sentence is equal to the other side of the sentences

Ex: Manal is not as fat as Nora.

Ex: Sameh is not as young as yara.

Ex: The car is not as fast as the lorry.

Ex: Ramy is not as tall as Hba.

T: asks what can you observe in these sentences.

S : Ss say not +as +adj +as

T : asks what not means. Does it mean the two sides equal or not equal?

S : Ss say that they aren't equal.

T: Tells Ss that the third degree of the adjectives is the superlative adjectives

Ex: He is the tallest boy in class.

The summer is the hottest seasons in a year.

This girl is the shortest girl in the class.

T: asks Ss. What are the similar things in these sentences.

Ss Ss observe that there is

The +adj+est

T : Says that the superlative adjective rule consists of the before the adjective and is followed by (adjective ending with est.)

T. T. asks Ss, are these adjectives short or long?

Ss. Say short.

T. Says this rule is for the short anjectives.

T. makes Ss drill this rule and Ss give example to this rule because

T. Wants to be a sure that Ss understand .

T. T. Says that there are also irregular superlative adjectives.

T. writes some examples on BB.

Ex. The weather is bad to day. Yesterday's was worse, but the day before yesterdays was the worst weather this year.

Tim's homework is good. Ann's is belter, but David is the best.

T T. says that the irregular adjective. T. asks Ss to say

| | | |
|-------------|---------------|--------------|
| Good | better | best |
| Bad | worse | worst |

Teacher says there are other irregular adjective such as:

Less —————> the least

Better → the best

Less far than → the furthest

Not as...as → the least

T asks Ss any question about this rule.

Teacher gives Ss some exercises as a homework: or as a consolidation:

Correct the word in brackets:

1- New York is one of the (big) cities in the world.

2- Cairo is the (crowded) city in Egypt.

3- The Nile is the (long) river in the world.

4- It is the (little) interesting story in the book.

Choose the correct answer:

1- He is the (intelligent/ more intelligent / most intelligent/ much intelligent) pupil in our class.

2- Water is the (most / least/ less/ more) expensive of all liquids.

3- A silver Ring is (cheaper/ least cheap / the least cheap/ the cheapest) than a gold one.

DEDUCTIVE TREATMENT

Comparative And Superlative Adjectives

Aims

- 1- Know the difference between present perfect passive and present perfect continuous.
- 2- perfect continuous.
- 3- Illustrate How to use it.
- 4- Apply the rule in different life situation.
- 5- Analyze the components of present perfect passive.
- 6- Form new sentences.

Procedures and examples

Writes the title on Black Board. He says that He will explain or speak about two kinds of adjectives. Teacher writes on Black Board there are Two kinds of adjective-Teacher: writes on Black Board there are two kinds of adjectives

- 1-The comparative adjective. 2-The superlative adjectives.

The following table shows these kind of adjectives and their forms.

| | Adjective | Comparative | | Superlative |
|---|-----------------|--|--|---|
| Short adjectives | Long hot | Longer than Hotter than | Less long than less hot than not as hot as | The longest The hottest The least long |
| Short adjective that end in of | Happy | Happier than | Less happy than not as happy as | The happiest the least happy |
| Adjectives with more than two syllables | To learnt | More to learnt than | Less tolerant than not as tolerant as | The most tolerant the least to tolerant |
| Irregular adjectives | Good bad far | Better than worse than further/ farther than | Less good than less bad than less far than not as far as | The best the worst the furthest the farthest |

Teacher: says that comparative adjectives are used to compare one person or thing with (another person or thing)

The Teacher says that the comparatives have more than one form.

1- Teacher Writes adjectives which contain one syllable. We add
adjectives + er+ than

The dog is longer than the cat.

-Adjectives which ends with consanant and perceedset vowel. We repeat
the last letter and adder to the adjectives.

The elephant is bigger than the lion.

Teacher Writes and says that the adjective short as happy ending (Y) we
change the into I and add er + them

I'm happier than my sister.

Teacher: writes and says that the adjectives with more than two syllables
we don't add to it er but we put in front of it (more)

More + adjective + than

Note

**Nor : adjectives ending in ed, ing, ful, les or not take more with the
comparative adjectives.**

There are irregular adjectives: such as

Good better than

bad worse than

Far further / farther than

**Teacher Says that there is and there form for the comparative
adjectives**

We write in front of adjectives less + adjective

With out adding any thing to the adjectives.

It is used to refer to two things, which one of then is less

We use (less..... than) is used with uncountable nouns.

He has less work than I have.

She is less happy than Mona.

They are less rich than we are.

As As means that first side from the sentence is equal to the other side.

Ahmed is as tall as Mohamed

Huda is as fat as Naha.

This care is as cheap as that car.

Today is as hot as yesterday.

Not as as means that the first side of the sentence is not equal as the other side.

Manal is not as fat as Nota.

Sameh is not as young as yara.

The car is not as fast as the lorry.

Ramy is not as tall as Heba.

Teacher says. The third degree from the adjectives is the superlative adjectives. We use this form when this thing is the best thing in the.

The + الصفة + est

Ahmed is the tallest boy in class.

The summer is the hottest seasons a year.

We use the adjective +est

Teacher says that this form from the adjectives adjective consists of one syllable. Or two syllables.

This girl is the shortest girl in the class.

This is the longest door in the school.

Teacher says + hat

- **Less** is turned into **the least**

- **Better** is turned into **best**

- **Worse** is turned into **worst**

- **Further / farther than** is turned into **the furthest / farthest.**

This the least tolerant in class.

This girl is the best in English.

The weather is bad today. Yesterdays was the worst weather this year

Tasks Ss if any thing can't understand it

Teacher gives Ss some examples to apply the rules of this lesson it. s

Correct the word in brackets:

5- New York is one of the(big) cities in the world.

6-Cairo is the (crowded) city in Egypt.

7-The Nile is the (long) river in the world.

8-It is the (little) interesting story in the book.

Choose the correct answer:

4- He is the (intelligent/ more intelligent / most intelligent/ much intelligent) pupil in our class.

5- Water is the (most / least/ less/ more) expensive of all liquids.

6- A silver Ring is (cheaper/ least cheap / the least cheap/ the cheapest) than a gold one.

INDUCTIVE TREATMENT

Modal verbs must be, can't be, Must have been, can't have been

Aims

- 1- Know the types of modal verbs in present and in past.
- 2- Give examples to the different types of modal verbs.
- 3- Distinguish between the modal verbs in present and in past.
- 4- Classify the modal verbs according to the degree of probability or certainty.

Procedures and examples.

Teacher : Writes the title on black board.

Teacher : Says when we know that something happened in the past, we use and normal past tense. (He did it, I saw them, etc). If we aren't completely sure, we use a modal verbs (must, may, might, could + have).

The choice of modal verbs depend on the degree of certainty.

| | Probability | Verb | Example |
|----|---------------------------|------------------------------|--|
| 1- | 100% | Past simple | 1- She was ill |
| 2- | Almost certain 90% | Must have | 2- He must have been late. - He is absent today, he must have been ill. |
| 3- | Quiet likely 50% possible | 3- May have 3- Could have | 3- He may have found this difficult. |
| 4- | Possible but unlikely | Might have | 4- We might have made a mistake. |
| 5- | Highly unlikely | Can't / couldn't have | 5- You can't have lost it. |
| 6- | % | Past simple negative | 6- He didn't know |

Doing the same as the present modal.

1- Says that

| | | | |
|------|---|-----------------|-------------|
| Must | → | must have + p.p | in the past |
| May | → | may have + p.p | in the past |

| | | | |
|----------|-------|---------------------|-------------|
| Could | ————→ | could have + p.p | in the past |
| Might | ————→ | might have + p.p | in the past |
| Can't | ————→ | can't have + p.p | in the past |
| Couldn't | ————→ | couldn't have + p.p | in the past |

Application.

Choose the correct answer:-

- 1- I don't know where he lives, he (might be/may be/ must be/ will be) in Zamalek.
- 2- She wears something green every day, she (may / might /could / must) like green.
- 3- He was shivering, he (may have been / might have been/ must have been/ must be) cold.
- 4- A week ago, he was coughing and blowing his nose, he (may be/ might be/ must have been/ can't have been) ill.

☞ Rewrite the following sentences using the words in brackets:-

- 1- I think he is definitely a doctor. (must)
- 2- I don't think he is a doctor. (might)
- 3- I think he is definitely unhappy. (can't)
- 4- I'm not sure that the thief had escaped through the window. (could)

DEDUCTIVE TREATMENT

Modal verbs must be, can't be, Must have been, can't have been

Aims.

- 5- Know the types of modal verbs in present and in past.
- 6- Give examples to the different types of modal verbs.
- 7- Distinguish between the modal verbs in present and in past.
- 8- Classify the modal verbs according to the degree of probability or certainty.

Procedures and examples.

Model in present : - can't

Teacher: Writes title of the lesson on the black board. Teacher. Says that we speak about the model (verbs in the present and in the past).

Teacher: When we know that something is true, we use a normal present tense (He does it, I see them, etc.).

Teacher: If we aren't completely sure, we use a modal (must, may, might, could). The choice of modal depends on the degree of certainty.

Teacher: Writes a table on black board. Declaring and dividing three parts.

1- probability

2- verb

3- example

| Probability | Verb | Example |
|------------------------------|------------------------------|---|
| 1- 100% | 1- present tense | 1- He is ill |
| 2- Almost certain 90% | 2- must | 2- It must be late. |
| 3- Quite likely 50% possible | 3- may 3- could | 3- He may find this difficult. 3- He is absent today, he could be ill. |
| 4- Highly unlikely | 4- might couldn't / can't | 4- He is absent today, he might be ill. |
| 5- 0 % | present tense negative | - She might be waiting you can't be serious - He doesn't know |

Teacher: Says that there are five degrees of certainty.

Teacher: Says that the first sentence means that I'm completely sure. "He is ill"

Teacher: Says that the second sentence means that I'm not completely sure or almost certain 90%. This sentence means that he is absent because he is ill.

Teacher: Says that " the third sentence means that he may find this difficult or he could absent with a degree of certainty,

Teacher: Two sentences are quite likely 50%.

Teacher: Says that the fourth sentence means that the degree of certainty is possible but unlikely.

Teacher: The fifth sentence means that is no degree of certainty.

Teacher: Gives student some exercises to solve it as a homework.

Application.

Choose the correct answer:-

- 5- I don't know where he lives, he (might be/may be/ must be/ will be) in Zamalek.
- 6- She wears something green every day, she (may / might /could / must) like green.
- 7- He was shivering, he (may have been / might have been/ must have been/ must be) cold.
- 8- A week ago, he was coughing and blowing his nose, he (may be/ might be/ must have been/ can't have been) ill.

☞ Rewrite the following sentences using the words in brackets:-

- 1- I think he is definitely a doctor. (must)
- 2- I don't think he is a doctor. (might)

3- I think he is definitely unhappy. (can't)

4- I'm not sure that the thief had escaped through the window. (could)

obeykandl.com

INDUCTIVE TREATMENT

Compound nouns

Aims

- 1- Know how to form compound nouns.
- 2- Give examples to different forms of the compound nouns.
- 3- Explain the compound nouns and their forms.
- 4- Use compound nouns in new situations.
- 5- Differentiate between the different types of it.
- 6- Classify the compound nouns into different types.

Procedures and examples

Teacher: Says that.

Teacher: Writes the title and some examples about them:-

- **Ahmed is playing football.** (1)
- **She entered the classroom.** (1)
- **He works in a police station.** (2)
- **He has 80 years. He is old man.** (2)
- **He prefers horse-riding** (3)
- **This is her mother - in - law.** (4)
- **Drinking water is very important to our life** (5)
- **I cleaned the black board** (6)

Teacher: Asks student about every word that under lined under it.

Asks students: If this word consists of more than one word.

Students: Observe that it consists of two words (foot, ball), and also (classroom) consists of two words (class, room).

Teacher: Says that foot, ball isn't separated make one new word (football , class room).

Teacher: Asks what is about sentence (2).

Teacher : Asks if these words consists of more than one word?

Students: Observe that it consists of more than one words.

Teacher: Asks if these two words are separated or not.

Students: Says they are separated. So this consists of two words and are separated.

Teacher: Asks what can we deduct from this that there are compound nouns consist of two words and separated (2)

Students: observe that (horse riding) this compound noun consists of two nouns and they are separated by hyphens.

Teacher: Also Teacher asks students about sentence N.4.

Students: Observe that every compound noun in sentence (4) consists of more than two nouns and among them hyphen. And this is another form.

Teacher: Says that there are types of compound nouns.

Teacher: Asks students to know what are these types?

Teacher: Asks students what type of the compound nouns in sentence N-1

Teacher: gives students many choices to choose from it. Writes them black board and says each choice is type to the compound nouns.

Teacher: Asks students to look at the sentences again and classify which sentence is suitable for the first choice and the second mete.

1- Noun + verb

2- Noun + gerund

3- Noun + noun

4- Gerund + noun

5- Adjective + noun

Students: Observes that sentences. N. (2) consist of noun + verb

Observes that sentences. N. (3) consist of noun + noun

Observes that sentences. N. (4) consist of gerund + noun

Observes that sentences. N. (5) consist of adjectives + noun.

Application:

True or false and correct the errors.

- 1) There are constant heavy rainfall in south American and Asia's forests.
- 2) My father grand had along life.
- 3) An man English suffers in a tropical climate.

DEDUCTIVE TREATMENT

Compound noun

Aims

- 7- Know how to form compound nouns.
- 8- Give examples to different forms of the compound nouns.
- 9- Explain the compound nouns and their forms.
- 10- Use compound nouns in new situations.
- 11- Differentiate between the different types of it.
- 12- Classify the compound nouns into different types.

Procedures and examples

Teacher: Writes the title of the lesson.

Teacher: gives information explains to the compound nouns.

Teacher: Explains that.

- Compound nouns. Are nouns joined to make one word.

Says that compound nouns are written in different ways and you will look in your dictionary to find out how each word is written and Teacher.

Writes them on black board .

(1) one word:-

notebook - foot ball - classroom

(2) Two words:-

Police station - old age

(3) Two words joined by a hyphen

Father -in-law / mother -in-law

Teacher: Says there are:-

Types of compound nouns:- Teacher. writes and explains them on black board .

(1) Noun + Noun

Teapot- teacup-football-bus stop-pen friend-shoebox.

(2) Noun + verb

Rainfall-toothache-heartbeat.

(3) Noun + gerund

Sunbathing-sight seeing-horse riding

(4) Gerund + noun

Walking stick -drinking water

(5) Adjectives + noun

Mad man - Black board

Teacher: After that teacher asks if any student can't understand any thing

Teacher: Says we will talk about

The plurals of compound nouns:-

Teacher: Says that the plural forms of compound nouns vary according to the words they consist of. If the final word is accountable part takes the plural:-

Film stars, walking sticks, classrooms, police stations.

Teacher: Says we must not the plural of the following compound nouns:-

Father-in-law

Fathers-in-law

Mother-in-law

Mothers-in-law

Teacher: ask students about any questions or any one can't stand anything.

Teacher: gives or tries to apply these rules by giving student some examples and questions.

Application

True or false and correct the errors.

- 1) There are constant heavy rainfall in south American and Asia's forests.
- 2) My father grand had along life.
- 3) An man English suffers in a tropical climate.

Teacher: Says that (I. verbs) answer question (did what) and the meaning of the sentence is completed and the sentence needn't on object to answer the questions What / who?

Teacher gives students some examples as applying to the rule

DEDUCTIVE TREATMENT

Transitive and intransitive verbs.

Aims :

- 1- know the types of transitive and intransitive verbs.
- 2- Mention some transitive and intransitive verbs.
- 3- Give examples of transitive and intransitive verbs.
- 4- Deduce the transitive and intransitive verbs.
- 5- Use a dictionary to check if these verbs are transitive or intransitive or both.
- 6- Differentiate between transitive and intransitive verbs.
- 7- Form different sentence including transitive and intransitive verbs.
- 8- Classify the verbs in to transitive and intransitive verbs

Procedures and examples:

Teacher: Says and writes the title on the Black Board. T. Says there are two kinds of verbs:-

Verbs

Transitive verbs

T. Says these verbs must be followed by an object.

- Transitive verbs answers about (did what) and the sentence needs an object to answer to question (what who) to complete its meaning.

- Ex. Build, break, find, need
- He found some money.
- Nora likes chocolate.

T. - We mark to transitive verbs (t)

Intransitive verbs

T. Says these verbs never take an object, their meaning is completed without an object.

Ex. Arrive - rise

- The taxi has arrived.
- The sun has risen

T. - Says that you can add another phrase

- The taxi is outside the door.

- The intransitive verbs answer the question (did what) and the meaning of the sentence is complete so it needn't an object.

- We mark to intransitive verbs (I)

Teacher. Teacher. Says some verbs are transitive and intransitive and are marked in the dictionary (I,T).

- **He walks his dog in the park every Sunday.** T

- **He walks in the park every Sunday** I

Teacher . Asks students if the students can't understand any thing in this lesson.

Teacher. Gives students some questions to apply this lesson.

Application.

True or false and correct the errors.

1- I usually have the lunch at the Baron Restaurant.

2- I had the sandwich and the cup of tea for lunch. The sandwich delicious.

3- I have the idea. Lets go on the picnic on the Saturday.

4- He is an Italian. He is a teacher.

INDUCTIVE TREATMENT

Transitive and intransitive verbs.

Aims :

- 9- know the types of transitive and intransitive verbs.
- 10- Mention some transitive and intransitive verbs.
- 11- Give examples of transitive and intransitive verbs.
- 12- Deduce the transitive and intransitive verbs.
- 13- Use a dictionary to check if these verbs are transitive or intransitive or both.
- 14- Differentiate between transitive and intransitive verbs.
- 15- Form different sentence including transitive and intransitive verbs.
- 16- Classify the verbs in to transitive and intransitive verbs

Procedures and examples:

Teacher: Writes the title of the lesson on BB.

Teacher: Says that we will speak about two kinds of verbs.

Teacher: Writes examples on black board which refer to these two kinds of verbs.

A

- 1- He found some money.
- 2- No likes chocolate.
- 3- I need some juice.
- 4- The horse broke Ahmed's leg.
- 5- He smells a flower.

B

- The taxi has arrived.
- The sun has risen
- He fell

Teacher: At first. Teacher. asks " Are there objects in the sentences in Ex.

A.

Students: Say. Yes.

Teacher: Asks students to determine the object in each sentence in Ex. A.

Students: Determine that the objects are (some money-chocolate-some juice- Ahmed's leg- a flower).

Teacher: Asks students " Are there any objects in Ex. B?

Students: Reply No.

Teacher: From this point Teacher. asks what has you observed in ex (A)?

Teacher: Are there objects in Ex. A?

Students: Reply. Yes.

Teacher: Asks are there objects in 6x. B?

Students: Reply No.

Teacher: From this point. Teacher. Says that two kinds of verbs.
Transitive and intransitive

Teacher: Explains what is the meaning of each kind.

Teacher asks students to determine which verbs are transitive and which are intransitive.

Students: Says that transitive verbs are in Ex. A (find-like-build- need-break-smell).

Students: Say that intransitive verbs are in Ex. B. (arrive-rise)

Teacher : Writes the following two sentences and says to s.

Teacher: What is the difference between verbs in sentence 1 and 2 which verbs in sentence is transitive and which sentence is intransitive.

* **He walks his dog in the park every Sunday. (1)**

* **He walks in the park every Sunday.**

Students: Say the verb in sentence 1 is transitive. The verb in sentence 2 is intransitive.

Teacher: We can understand or deduct that some verbs are transitive and intransitive. We mark to them in dictionary (I,T)

Teacher: Says that (T. verbs) answer questions (did what) and object is important to it because it answers about the question what /who?

Application.

True or false and correct the errors:-

1- I usually have the lunch at the Baron Restaurant.

2- I had the sandwich and the cup of tea for lunch. The sandwich was delicious.

3- I have the idea. Lets go on the picnic on the Saturday.

4- He is an Italian. He is a teacher.

INDUCTIVE TREATMENT

Articles

Aims.

- 1- Choose the correct articles among alternative.
- 2- Give examples to definite and indefinite articles.
- 3- Use the definite and indefinite articles.
- 4- Distinguish between the definite and indefinite articles.
- 5- Synthesis new sentences using all kinds of articles.
- 6- Classify the definite and indefinite articles.

Procedures and Examples:

Teacher: writes the title of the lesson on Black Board and the articles are (a-an-the). Teacher Writes some examples on Black Board.

The man in the car is my father → (1)

This is an orange → **This is an umbrella a** → (2)

This is a car → (3) **This is a book** →

Teacher: Teacher asks ss what is the difference between the nouns use (a) and the nouns use (an)

Teacher: Asks what's the first letter in each noun using a, an.

Student- Says an → **o-u**

Says a → **c-b**

When we can use "an"

When we can you use "a" with noun

We can use an "an"

With noun which start.

We can use "a" with noun which start

Teacher: asks can you determine which umbrella or which book in (2).

Student: students reply. No. 1. T. Says is it definite or indefinite?

Student: students Say indefinite.

Teacher: Says we can call (a-an) indefinite articles.

Student: students say definite.

Teacher: Teacher says we can deduct that there are two types of articles

(1) definite and (2) indefinite

Teacher: Teacher Says each type has its uses and we will talk about the first type. And write its name.

1- Definite articles:

Teacher: divides Black Board into two parts. (1) column (1) for The sentence of the articles (the) (2) columns (2) for writing in it the usage of the.

Match the use of article (the) with the sentences which refers to the sentences

| | | |
|----|---|--|
| 1- | I had a sandwich and a cup of tea for lunch. The sandwich was delicious. | A- When there is only one of something. |
| 2- | The Nile is the world's longest river. | B- a species or invention or specifying a group of people or things. |
| 3- | Who invented the telephone? The desert fox is the smallest member of the fox family. | C- With names of nationalities. |
| 4- | The smallest coin, the most expensive car. | D- For information already known or mentioned. |
| 5- | The french eat a lot of cheese The Egyptians built the pyramids | E- With most geographical names. |
| 6- | She plays the piano and violin | F- With superlative additions |
| 7- | The bank of England, the tower of London | G- With musical instruments |
| 8- | The Alps, the united states, the tower of London. | H- Names of places with of. |

Teacher Asks about sentence

1- The first part of this sentence are the sandwich and a cup of tea known for us or not?

Student Answers No. 1. Teacher: Is (the) become known in the second part or not?

student : Yes, It is known.

Student Says that the first part gives an ideas about it and the second is information about;

Student: says (I-d) .

Teacher: Asks are there other Nile in the world?

Student: Says No.

Teacher: says that it is the only one in the world.

Teacher: Teacher asks students which letter from column 2 takes sentence

Student: students answer 2.A

Teacher: Teacher Asks Is the telephone is an invention or not?

Student: students Reply yes, It is an invention.

Teacher: Is the desert fax specifying from the other desertin its family?

Student: students reply. Yes.

Teacher: Teacher Says to students they refer to an invention or specific a group of people or things?

Student: The sentence 3 takes letter B. 3-B

Teacher: Teacher asks what does it come after *the* in sentence.

Student: Say the superlative adjective.

Student says 4 takes litter 4-F

Teacher: Teacher asks students about sentence 5 French and Egyptians.

Student: students Say they are nationalities

Teacher: so it is one use from uses "the"

Student: Sentence 5 takes c 5-C

Teacher: Asks what are the piano and the violin?

Student: reply they are instruments of music.

So sentence 6 takes 91

6-9

Teacher: Teacher asks " Are England and London places"?

Student: Yes, they are.

Student we put (the) with names of places with *of*.

Student: students say sentence 7 takes H

7-H

Teacher: Teacher asks. What do you observe in the names of these places.

Are these artistic geographical names?

Student Say the names of the geographical places.

Teacher: Says we can use (the) in front of geographical places. 8-E.

Teacher: Does the same things with a - an. Teacher: writes these two coloumms on Black Board.

| | | |
|----|--|---|
| 1- | We have a house with a garden. Aman in a car moved me this mornign. | A- General statements. |
| 2- | He is an engineer. She's adoctor and he's a bus- driver | B- in front of asingular countable noun mentioned for the first time (new information). |
| 3- | I'll have a sandwich please. | C- To talk about some body's job (professions) |
| 4- | A washing machine is essential | D- When we mean one of many or express (only one) when there are many. |

Teacher: Teacher asks students Are a house, a car, a man and a garden countable noun or uncountable?

Student: students Say countable noun.

Teacher: Are they singular or plural?

Student: students reply singular.

Teacher: Are you know which house or which car, garden, man?

Student: No

Teacher: We know them for the first time or know information about them for the first time.

So sentence (1) take (C) 1-B

Because it refers a singular countable noun mentioned for the first time (new information)

Teacher: Teacher asks what do they observe in the world an engineer, a doctor, a bus-driver

Student: students say. They are jobs. Students deduct that sentence 2 take C

Teacher: says we put a - an in front of jobs or professions.

Teacher: Teacher says is a sandwich a singular or plural? Countable or uncountable?

Student. students Says. It is a singular and countable.

Teacher: Teacher: Says that I want a sandwich from other sandwiches.

Student: say that sentence 3 takes B 3-B

Teacher: Teacher Says "A washing machine" and asks.

Is it general statement or specific?

Student: says general b. T.

Teacher: Why? Because is about general statement.

Teacher: says to students we can deduct uses of an, a, the.

DEDUCTIVE TREATMENT

Articles

Aims.

- 1-Choose the correct articles among alternative.
- 2-Give examples to definite and indefinite articles.
- 3-Use the definite and indefinite articles.
- 4-Distinguish between the definite and indefinite articles.
- 5-Synthesis new sentences using all kinds of articles.
- 6-Classify the definite and indefinite articles.

Procedures and Examples:

Teacher: Writes the title of the lesson on the Black Board.

Teacher: Says and writes the articles are **(the, an, a)** says that there are two types of the articles which we use in front of nouns. Teacher: divides the Black Board into two parts:- writes and explains each type. The first type is

Definite article:- (the)

There are some uses to (the)

- 1) for information already known or mentioned

Teacher: writes some examples on Black Board

The man in the car is my father.
I had a sandwich and a cup of tea for lunch. The sandwich was delicious.

Teacher: writes and says we use (the)

- 2) When there is only one of something.

Teacher: writes some examples.

The Nile, the earth, the moon, the stars
The Nile, is the world's longest river
- 3) As pieces or invention or specifying a group of people or thing:-
 - Who invented the telephone?
 - The desert fox is the smallest member of the fox family.
- 4) With superlative:-

The smallest coin, the most expensive car.
- 5) With names of nationalities:-

The French eat a lot of cheese.
- 6) With musical instruments:-

Ex. She plays the piano and the violin.
- 7) Names of places with the of:-

The bank of England, the tower of London.
- 8) With most geographical names:-
 - The Alps, the united states, the tower of London.

The second type

Indefinite article

Teacher: says that an used in front of nouns singular words. The first letter from the noun is vowel (a-e-I-o.u)

Teacher: Teacher says we use a) in front of singular nouns. It begins with consonant letters.

Usage

- 1) In front of a singular nouns. It begins with consonant letters.

- 1- In front of a singular countable noun mentioned for the first time (new information).

Ex. We have a house with a garden.

- A man in a car waved at me this morning.

- 2- To talk about some body's job (professions)

- She's a doctor and he's a bus driver.

- He is an engineer.

- 3- When we mean one of many or express "only one" when there are many:-

I'll have as and which please.

- 4- General statements:-

A washing machine is essential.

Teacher: Says there are some nouns have no articles:-

Such as nouns which express about:-

1) General statements:-

- Washing machines are essential.
- Modern women are more independent.

2) Abstract ideas:-

- Beauty is only skin-deep.

3) Days of week, months, names of shop:-

- Monday, April, Harrod's

4) Names of people :-

- Charles, Diana, Ahmed.

Teacher: Asks students if any questions or anything can't understand it.

Teacher: Gives some exercises about this lesson as applying to the lesson.

DEDUCTIVE TREATMENT

Question tag

Aims :

- Choose the suitable question tag.
- Write question tag to each sentence.
- Give examples of question tags.
- Deduce the question tag out of the sentences.
- Using question tags in situational contexts.
- Respond to the question tag.
- Distinguish between different kinds of question tag.
- Formulate question tags statements.
- Explain which sentences are correct and which are un correct and correct.
- Make question tag through exercises.

Teacher: writes the title of the lesson on the Black board and defines what is the meaning of question tag.

Teacher: explains and writes its definition.

“A question tag is amini – question used in spoken English. It is a question added at the end of a sentence. Speakers use question tags chiefly to make sure their information is correct or seek agreements of to show that you are interested or surprised.

Teacher: Writes some examples on Black board and defines or underlines the question tag in these sentences to declared to the students.

Ex. Ali isn't absent, is he?

Ahmed is absent, isn't he?

Teacher: writes on Black board the form of question tag is:

1- Affirmation sentence —————> Negative question tag —————> and
the answer expected from it is (affirmative).

Teacher : write the following example:

- *Adel is here, isn't he? Yes, he is.*

2- Negative sentence —————> affirmation question tag —————> the
answer expected from it is (Negative).

Teacher: says How can we make the question tag?

1- Teacher: says when there is in the sentence.

V. To – Be or **V. to have** in present or in past or in present perfect
tense – Also use shall, will, can, could

We use then in doing the question tag.

Teacher. Write the following example on Black board:

- It's a beautiful day, isn't it?
- Those shoes are nice, aren't they?
- Tom will be here soon, won't he?
- You haven't met my mother, have you?
- You won't be late, will you?

Teacher: says and writes when the main sentence is in present simple we
put (do or does) or (don't or doesn't) in question tag. T. write the
following:

Ex.

- *Sally lives in Banha, does she?*
- *You like tea, don't you?*
- *You don't Like tea, do you?*
- *She closed the window, didn't she?*

Teacher: says and asks students If anyone don't understand any thing.

Teacher: says that we make the question tag form the subject of the
sentence If there is – But we can put auxiliary verb (do – did – does).

There isn't:

Teacher: writes the following examples.

Ex. Tom will be here soon, won't he?

Sally smokes, doesn't he?

Teacher: says that there are some forms from the subjects. They change or turn when we put it in the question tag.

Teacher: says in other words that there are irregular subjects change or turn their forms when we put them in question tag. Teacher writes them on the Black board:

Teacher: says that

1- (this – that is) —————> isn't it?

This (that) is your book, isn't it?

2- these – those —————> aren't they?

These – those are yours, aren't they?

3- there is —————> isn't there?

There is something today, isn't there?

4- Every thing —————> isn't it?

Every thing is all right, isn't it?

5- Every one —————> didn't they?

Every one took the test, didn't they?

6- I am —————> aren't I?

I am surprised to be here, aren't I?

7- imperatione Don't inf —————> will you?

Don't make any noise, will you?

8- let's —————> shall we?

Let's sit in the garden, shall we?

9- Let us —————> will you?

Let us watch the show, will you?

Teacher: asks students is there any thing they can't understand in this lesson?

Teacher: gives students questions and writes them on Black board. As applying to the lesson.

Teacher: gives students homework.

Students: answer questions in student's Book and work Book.

Choose the correct answer:

1- Turtles lay eggs, (do they, did they, didn't they, don't they)?

2- I am right (aren't I, are I, am I, amn't I)?

3- Class ends at ten, (does it, doesn't it, is it, isn't it)?

4- Every one played well, (did he, didn't he, did they, didn't they)?

5- He can't come with us, (can he, can't he, does he, doesn't he)?

INDUCTIVE TREATMENT

Question tag

Aims :

- Choose the suitable question tag.
- Write question tag to each sentence.
- Give examples of question tags.
- Deduce the question tag out of the sentences.
- Using question tags in situational contexts.
- Respond to the question tag.
- Distinguish between different kinds of question tag.
- Formulate question tags statements.
- Explain which sentences are correct and which are un correct and correct.
- Make question tag through exercises.

Teacher: writes the title of the lesson on the Black board.

Teacher: writes some sentences on Black board.

Ex.

- Ahmed is absent, isn't he?
- Adel is a teacher, isn't he?
- You aren't Egyptian, are you?
- She didn't see the fox, did she?

The teacher asks the students what they observe the end of the sentence. Is it a long question or a short (mini) question?

Students : say that these sentence end with mini questions”

Teacher : says that this kind of question is question tag.

Teacher : explains to the students when we use question tags.

“A question tag is a mini – question used in spoken English. It is a question added at the end of a sentence. Speakers use question tags chiefly to make sure their information is correct or to seek agreement, or to show that you are two types of the question tags:

1- the first type and teacher writes the following sentence on the Black board :

Ex.

- *It's a beautiful day, isn't it?* (1)
- *Those shoes are nice, aren't they?* (2)
- *Tom will be here soon, won't he?* (3)
- *The students are absent, aren't they?* (4)
- *She has a new car, hasn't she?* (5)
- *They have big house, haven't they?* (6)

- Teacher: asks if the sentence is affirmative or negative?
- Students: say that all these sentences are affirmative.
- Teacher asks again if the question tags in all sentences are affirmative or negative?
- Students: say all question tags are negative.
- Teacher: asks students to make sentences as this type.
- Teacher: also gives sentences to the student but the sentence is not completed and asks student to complete the sentence.

Ex.

- *Ahmed is buy,.....?*
- *She is a beautiful girls,.....?*

Teacher: says that when the sentence is affirmative the question tag is negative.

Affirmative sentence —————▶ Negative question tag.

* After that teacher writes the following sentences :

Ex.

- *You won't be late will you?*
- *Ali isn't absent, is he?*
- *You haven't met my mother, have you?*
- *They haven't left, have they?*
- *He will not go to Alex, will he?*

Teacher: does the same precedes steps with these examples.

Teacher: says we can deduce that and writes the following rule on the Black board and asks students to complete it.

- When the sentence is negative, the question tag is affirmative.
- By this way teacher made the students deduced the rule.

Teacher: asks students to Look at the sentence 1 ———→6. A

Are there in these sentence auxiliaries or not?

Students: say that there are auxiliaries in all sentences.

Teacher: asks students are auxiliaries in question tags?

Students say: yes.

Teacher: asks students what can we deduce from this?

Students says: that when there is auxiliary in the sentence, we use it in.

Teacher: says: that we use auxiliary when it is in the sentence but when the sentence doesn't contain any axisary what can we do to make question tag?

Teacher: says to students we can guess that and deduce it from the following sentences:

Then teacher writes the following sentences:

Ex.

- *You like tea, don't you?* (1)
- *She hates the orange, doesn't she?* (2)
- *You don't like tea, do you?* (3)
- *Martin looks tired, doesn't she?* (4)

- *Sally smokes, doesn't she?* (5)
- *She closed the window, didn't she?* (6)
- *She visited the zoo, didn't she?* (7)
- *They were happy, weren't they?* (8)
- *They didn't go to Alex, did they?* (9)

Teacher: asks students what is the tense of the sentences 6-9.

Students: say that it is in the simple past tense.

Teacher: asks what is used in question tags in these sentence.

Students: say that when the sentence is in the simple past and the present simple tense sentences (2,4) tense and there isn't any auxiliary (am, is, are, was, were, have, has, will, shall) we should use the auxiliaries (do, does, did).

Teacher: asks students if any one doesn't understand any thing.

Teacher: says that there are irregular subjects change or turn forms when we put them in question tag. Teacher says that from the following examples we can deduct them.

Teacher: writes the following examples and under lines the subjects and the question tags:

- 1- This (that) is your book, isn't it?
- 2- These (those) are yours, aren't they?
- 3- There is a meeting today, isn't there?
- 4- Every one took the test, didn't they?
- 5- Every thing all right, isn't it?
- 6- I am surprised to be here, aren't I?
- 7- Don't make any noise, will you?
- 8- Let's sit in the garden, shall we?

Teacher writes and starts with the

1- This (**That**) turns into **isn't it?**

- Students do as the teacher did.

- Teacher: says and writes on the Black board.

2- These (those **turns into** aren't they?

3- There is **turns into** isn't there?

4- Every one **turns into** didn't they?

5- Every thing **turns into** isn't it?

6- I am **turns into** aren't I?

7- Don't **turns into** will you?

8- Let's **turns into** shall we?

Teacher: asks students any question.

Teacher: asks students to make sentences about irregular subjects and teacher helps them. Teacher writes some sentences and students complete it.

Ex.

- *There is a vase on the table.....?*

- *Every thing is ready*

- *I am pleased to meet you,.....?*

- *Let's go to the cinema.....?*

After that give student some sentences to answer it these questions are about all the lesson.

Teacher writes the following exercises on Black board. As a home work.

Complete these sentences with question tag (isn't Haven't you? Etc).

1- It's a beautiful day,.....?

2- These flowers are nice,.....?

3- Judy was at the party,

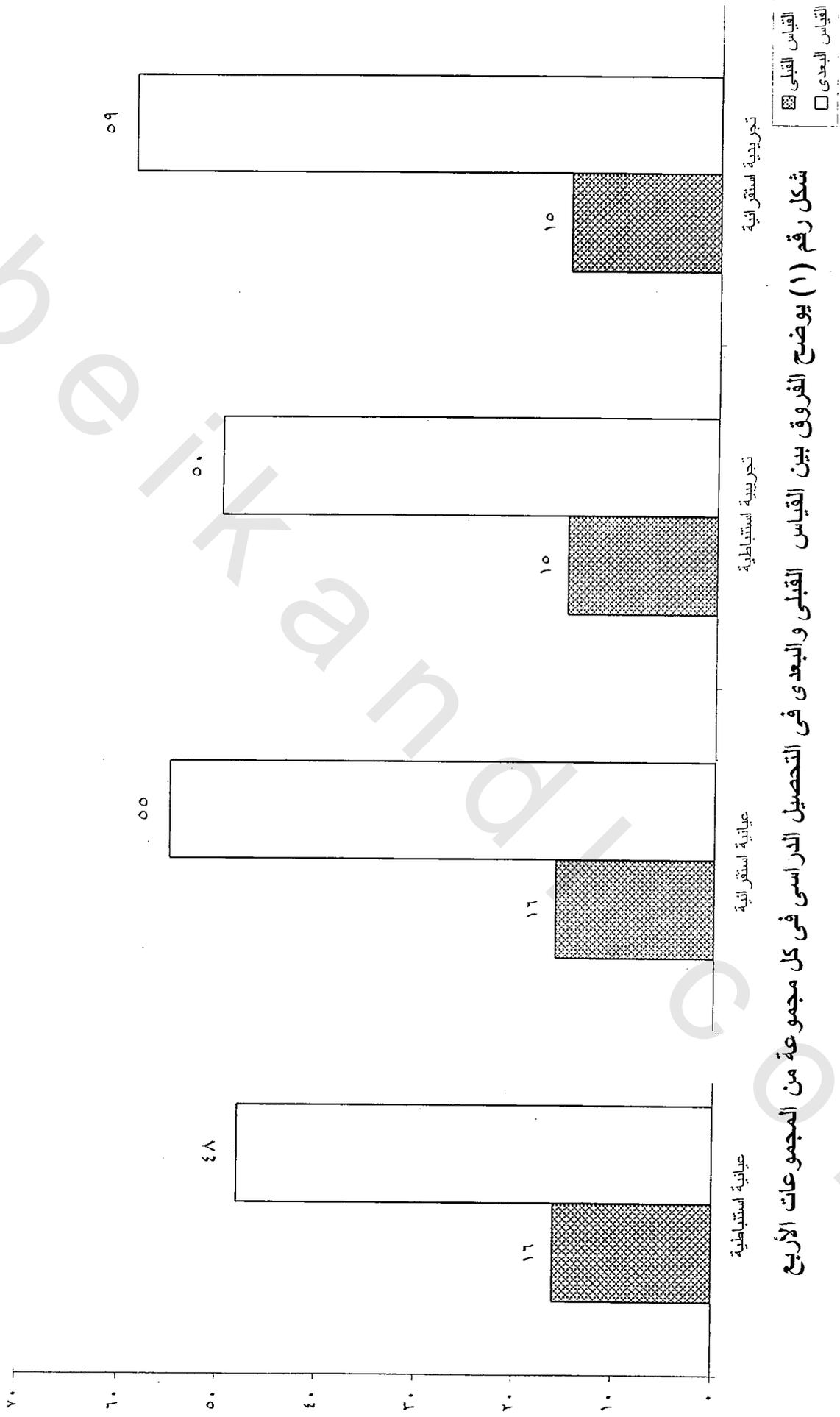
4- You've been to Paris,.....?

5- You speak German,.....?

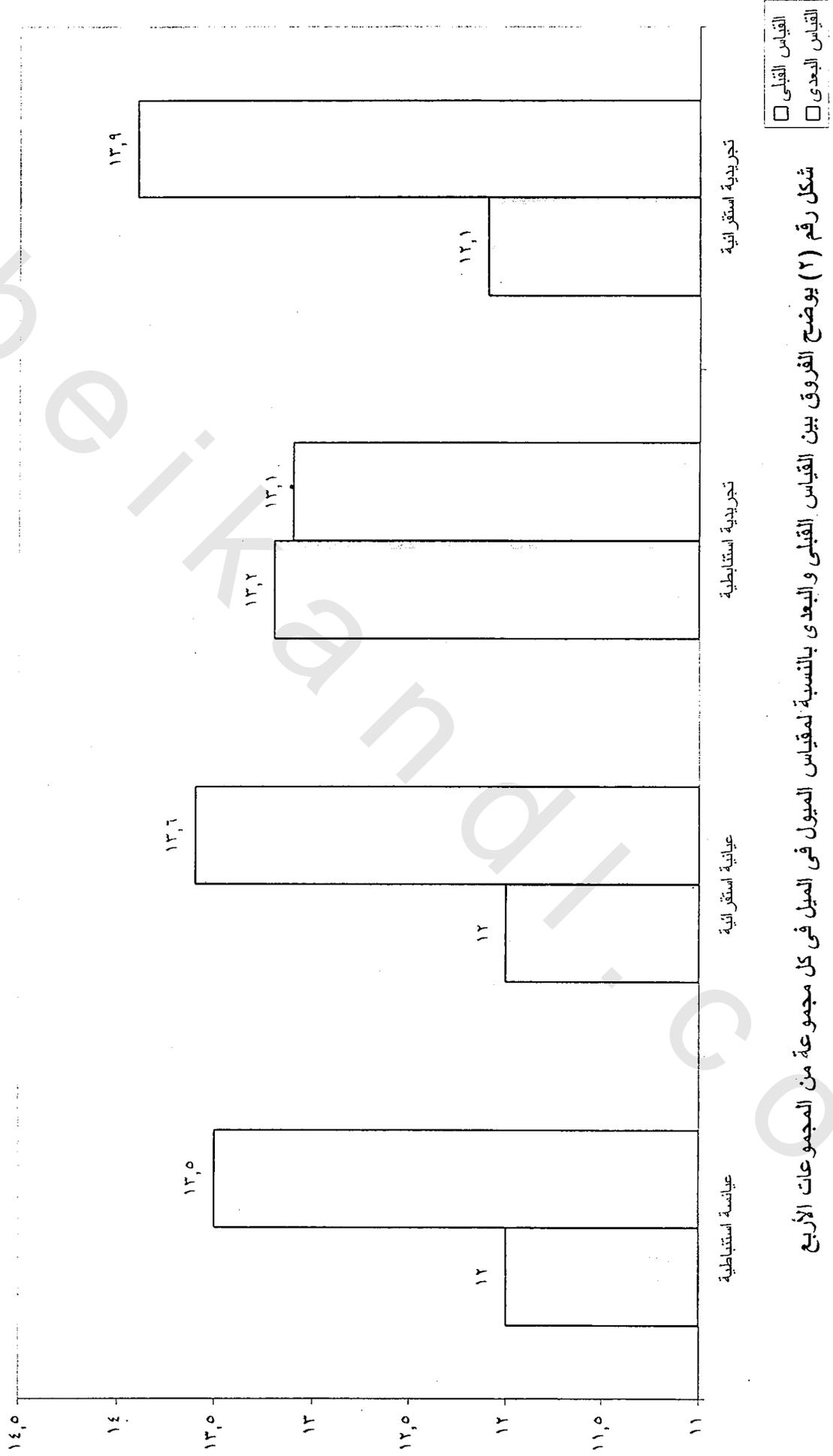
6- Martin looks tired,.....?

7- You'll help me,.....?

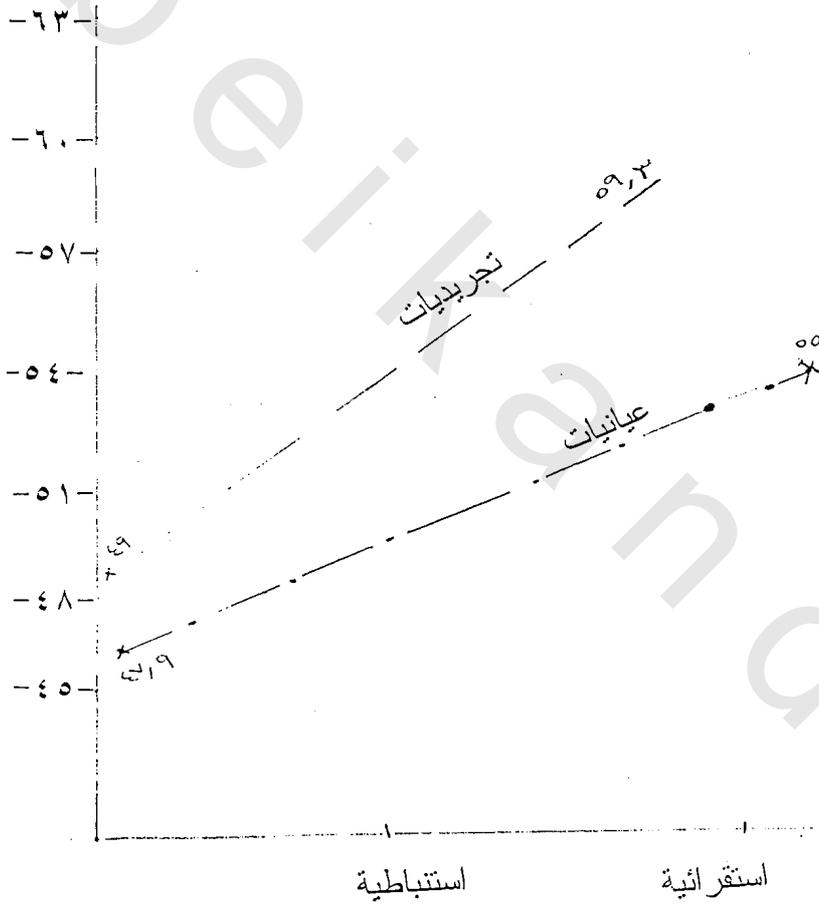
الأشكال



شكل رقم (١) يوضح الفروق بين القياس القبلي والبعدى فى التحصيل الدراسى فى كل مجموعة من المجموعات الأربع



شكل رقم (٢) يوضح الفروق بين القياس القبلي والبعدى بالنسبة لمقياس الميل فى الميل فى كل مجموعة من المجموعات الأربعة



معالجات

شكل رقم (٣) يوضح تفاعل الاستعدادات (تجريدات - عيانيات) مع المعالجات الاستنباطية
الاستقرائية على التحصيل

| ١٠ | ٩ | ٨ | ٧ | ٦ | ٥ | ٤ | ٣ | ٢ | ١ | م |
|-----------------|-----------------|----------------------|---------------|----------------|------------------|-----------------|-----------------|-----------|-----------------|---------------------|
| مروة أحمد مختار | ريهام وجيه كامل | مروة سعيد أبو الفتوح | سمر سعيد صبيح | فيولا نظمي زكي | شيماء أحمد السيد | نورا عبد الفتاح | مروة صلاح بيومي | رحاب جلال | مى سمير إبراهيم | الاسم |
| | | | | | | | | | ١ | سمر صلاح بيومي |
| | | | | | | | | ٢ | | رشا رجب عبد المعطي |
| | | | | | | | | | | سمر عباس إبراهيم |
| | | | | | | | | ٣ | | نيفين عز الدين محمد |
| | | | | | | ٤ | | | | دينا حسنين أحمد |
| | | | | | ٥ | | | | | حنان سامي علي |
| | | | | | | | | | | سمر عمار عزمي |
| | | | | | | | | | | شيماء أحمد عراقي |
| | | | | | | | | | | رنا صلاح الدين |
| | | | | | | | | | | فاطمة عبد النبي |
| ١٠ | | | | | | | | | | |

شكل رقم (٤) مصفوفة لقياس صدق الميل

المخلص باللغة العربية والإنجليزية

ملخص الدراسة

مقدمة :

تعتبر ظاهرة الفروق الفردية من الظواهر النفسية التي شغل بها كثير من علماء النفس والتربية لمدة طويلة، وظهرت فيها بحوث كثيرة والتي أكدت على أهمية أخذها في الاعتبار سواء عند وضع البرامج الدراسية أو في المواقف التعليمية ومراعاة الفروق الفردية داخل الفصل الواحد وأن يراعى حقيقة لا ينبغي أن تهمل وهي أنه لا يوجد مجموعة متجانسة تمام التجانس فالفصل الدراسي الواحد يتضمن أفراداً يتفاوتون في قدرتهم على التعلم وميولهم الشخصية وبالتالي نجد أن بعض الطلاب تحقق أداءاً طيباً مع معالجة معينة للتدريس، في حين أن طلاب آخرين يتعلمون بدرجة أفضل مع معالجة أخرى ويترتب على ذلك تفاوتهم في عملية التعلم والتحصيل وبهذا لا تعد المناهج واستراتيجيات التدريس وغيرها من المعالجات نظاماً ثابتاً كما لا تهمل الفروق الفردية بين المتعلمين وإنما يصبح البحث حول المطابقات بين استعدادات المتعلمين وخصائص المعالجات أمراً ضرورياً وهاماً.

ونتيجة لذلك ظهر مفهوم تفاعل الاستعدادات - المعالجات والذي يهتم بدراسة التأثيرات المشتركة للمتغيرات المستقلة على المتغير التابع أصبح ميدان التفاعل بين الاستعدادات والمعالجات موضوع اهتمام كثير من علماء النفس المعاصرين وقد أجريت كثير من الدراسات المختلفة وفي بيئات مختلفة ولكن الدراسات التي تمت في البيئة العربية قليلة، ولم تهتم دراسة من الدراسات التي أجريت في البيئة العربية باستخدام هذا التفاعل في مادة اللغة الإنجليزية وهذا ما جعل الباحثة تجرى مثل هذه الدراسة.

ومن هذا المنطلق ظهرت أهمية دراسة أثر تفاعل الأسلوب المعرفي ومعالجات التعلم على التحصيل والميل لدى الطالبات وهو ما تتعرض إليه حيث يوجد علاقة بين التحصيل والميل، وتتناول الدراسة دراسة أثر تفاعل كل من الأسلوب المعرفي (التجريدي - العياني) والمعالجات (الاستقرائية - الاستنباطية) على التحصيل والميل نحو مادة اللغة الإنجليزية.

٢- هدف البحث :

يهدف البحث الحالي إلى :

١- دراسة التفاعل بين الأساليب المعرفية للطالبات ممثلة في أسلوب "التجريدي - العياني" والمعالجات ممثلة في (الاستنباطية - الاستقرائية)، وأثر ذلك التفاعل على التحصيل والميل في مادة اللغة الإنجليزية وكذلك الكشف عن نوع التفاعل.

٢-دراسة أثر الأسلوب المعرفى التجريدى العيانى على التحصيل والميل نحو مادة "اللغة الإنجليزية".

٣-تحديد أفضل طريقة تعلم لمادة اللغة الإنجليزية هل هى "الاستقرائية أم الاستنباطية".

٤-تحديد أفضل معالجة تعلم من إحدى المعالجتين فى البحث والتسى تتناسب مع نمط استعدادات الطالبات [الأسلوب التجريدى - العيانى].

مشكلات الدراسة :

تحدد مشكلات الدراسة فى الآتى :

أ- الفئة الأولى :

١-هل تؤثر المعالجة الاستقرائية فى التحصيل الدراسى لدى الطالبات ذوات الأسلوب المعرفى التجريدى؟

٢-هل تؤثر المعالجة الاستقرائية فى التحصيل الدراسى لدى الطالبات ذوات الأسلوب المعرفى العيانى؟

٣-هل تؤثر المعالجة الاستنباطية فى التحصيل الدراسى لدى الطالبات ذوات الأسلوب المعرفى التجريدى؟

٤-هل تؤثر المعالجة الاستنباطية فى التحصيل الدراسى لدى الطالبات ذوات الأسلوب المعرفى العيانى؟

٥-هل هناك فروق دالة إحصائية فى التحصيل الدراسى بين المجموعات التجريبية الأربع؟

٦-هل يوجد تأثير للتفاعل بين الاستعدادات والمعالجات على التحصيل الدراسى فى المجموعات التجريبية الأربع؟

ب- الفئة الثانية :

١-هل تؤثر المعالجة الاستقرائية فى ميل الطالبات ذوات الأسلوب المعرفى التجريدى؟

٢-هل تؤثر المعالجة الاستقرائية فى ميل الطالبات ذوات الأسلوب المعرفى العيانى؟

٣-هل تؤثر المعالجة الاستنباطية فى ميل الطالبات ذوات الأسلوب المعرفى التجريدى؟

٤-هل تؤثر المعالجة الاستنباطية فى ميل الطالبات ذوات الأسلوب المعرفى العيانى؟

٥-هل هناك فروق دالة إحصائية فى التحصيل الدراسى بين المجموعات التجريبية الأربع؟

٦-هل يوجد تأثير للتفاعل بين الاستعدادات والمعالجات على التحصيل الدراسى فى المجموعات التجريبية الأربع؟

أدوات البحث :

لاختبار الفروض قامت الباحثة بإجراء الدراسة الحالية مستخدمة الأدوات التالية:

- ١- اختبار الذكاء العالى، لضبط متغير الذكاء إعداد / السيد خيرى .
- ٢- استبيان أسلوب التركيب التكاملى (تجريدى-عيانى) لتصنيف العينة إعداد / صبرى محمد حسن
- ٣- اختبار الميل نحو المادة الدراسية لقياس المتغير التابع إعداد / فؤاد أبو حطب .
- ٤- اختبار تحصيلى فى مادة اللغة الإنجليزية (أى صورتان متكافئتان) لقياس المتغير التابع إعداد / الباحثة .

المعالجة الإحصائية :

استخدمت الباحثة الأساليب الإحصائية الآتية :

- ١- تحليل التباين ذا التصميم العاملى (٢×٢) .
- ٢- اختبار (ت) وذلك لمعرفة دلالة الفروق بين مجموعات البحث .
- ٣- اختبار توكى وذلك لمعرفة دلالة الفروق بين مجموعات البحث .

النتائج التى توصل إليها البحث :

أولاً: النتائج الخاصة بالتحصيل فى مادة اللغة الإنجليزية :

الفرض الأول :

تحقق الفرض الأول فى هذه الدراسة ووجد أنه يوجد فروق ذات دلالة إحصائية بين القياس القبلى والبعدى فى التحصيل الدراسى فى كل مستوى من مستويات بلوم المعرفية الستة والمجموع الكلى وذلك لصالح القياس البعدى للمجموعة العيانية التى تلقت المجموعة الاستباقية .

الفرض الثانى :

تحقق الفرض الثانى فى هذه الدراسة ووجد أن هناك فروقاً ذات دلالة إحصائية بين القياس القبلى والبعدى فى التحصيل الدراسى فى كل مستوى من مستويات بلوم الستة والمجموع الكلى وذلك لصالح القياس البعدى للمجموعة التجريدية التى تلقت المعالجة الاستباقية .

الفرض الثالث :

تحقق الفرض الثالث في هذه الدراسة ووجد أن هناك فروق ذات دلالة إحصائية بين القياس القبلي والبعدي في التحصيل الدراسي في كل مستوى من مستويات بلوم المعرفية الستة والمجموع الكلي وذلك لصالح القياس البعدي للمجموعة العيانية التي تلقت المعالجة الاستقرائية .

الفرض الرابع :

تحقق الفرض الرابع في هذه الدراسة ووجد أن هناك فروقاً ذات دلالة إحصائية بين القياس القبلي والبعدي في التحصيل الدراسي في كل مستوى من مستويات بلوم الستة المعرفية والمجموع الكلي وذلك لصالح القياس البعدي للمجموعة العيانية التي تلقت المعالجة الاستقرائية .

الفرض الخامس :

توجد فروق ذات دلالة إحصائية بين المجموعات الأربع التجريبية في التحصيل الدراسي بمستوياته المعرفية الستة والمجموع الكلي وذلك لصالح المجموعة التجريدية وكانت المجموعة التجريدية المطبق عليها المعالجة الاستقرائية أكثر المجموعات ارتفاعاً في التحصيل الدراسي البعدي .

الفرض السادس :

يوجد تفاعل دال بين استعدادات الدراسة وهو الأسلوب المعرفي (التجريدي - العياني) ومعالجات التعلم المتمثلة في المعالجتين (الاستقرائية - الاستنباطية) أي يوجد أثر للتفاعل بين الأسلوب المعرفي ومعالجات التعلم على التحصيل في مادة اللغة الإنجليزية .

ثانياً : النتائج الخاصة بالميل في مادة اللغة الإنجليزية :

الفرض السابع :

تحقق هذا الفرض جزئياً في المجموع الكلي للميل حيث توجد فروق ذات دلالة إحصائية في الميل بين القياس القبلي والبعدي للمجموع الكلي للميل وذلك لصالح القياس البعدي، ولا توجد فروق ذات دلالة إحصائية بين القياس القبلي والبعدي لأبعاد الميل الأربعة .

الفرض الثامن :

تحقق هذا الفرض جزئياً في المجموع الكلي والبعدين الأول والثاني حيث توجد فروق ذات دلالة إحصائية بين القياس القبلي والبعدي وذلك لصالح القياس البعدي بينما لا يوجد فروق ذات دلالة إحصائية في الميل بين القياس القبلي والبعدي لأبعاد الميل الباقية .

الفرض التاسع :

تحقق هذا الفرض جزئياً في هذه الدراسة في المجموع الكلي والبعدين الثالث للميل حيث توجد فروق ذات دلالة إحصائية في أبعاد الميل بين القياس القبلي والبعدي بينما لا يوجد فروق ذات دلالة إحصائية في الميل بين القياس القبلي والبعدي لأبعاد الميل الباقية للمجموعة العيانية التي تلقت المعالجة الاستقرائية .

الفرض العاشر :

تحقق هذا الفرض جزئياً في هذه الدراسة في المجموع الكلي وأبعاد الميل الثلاثة الأولى فيما عدا البعد الرابع حيث توجد فروق ذات دلالة إحصائية في المجموع الكلي والبعدين الأول والثاني والثالث وذلك لصالح القياس البعدي للمجموعة التجريدية التي تلقت المعالجة الاستقرائية .

الفرض الحادي عشر :

لم يتحقق هذا الفرض حيث أنه لا توجد فروق ذات دلالة إحصائية في المجموع الكلي للميل وأبعاد الميل الأربعة الأخرى بين المجموعات الأربعة للدراسة .

الفرض الثاني عشر :

لم يتحقق صحة هذا الفرض حيث أنه لا توجد فروق ذات دلالة إحصائية في المجموع الكلي للميل وأبعاد الميل الأربعة الأخرى .

توصيات الدراسة :

- ١-مراعاة الفروق الفردية بين الطلبة والطالبات وذلك باستخدام المعالجات المناسبة لاستعداداتهم وبناءً على نتائج البحث الحالي فإنه من الأفضل استخدام المعالجة الاستقرائية حيث أنها تناسب الطالبات العيانيات والتجريدات معا .
- ٢-توزيع الطلاب في فصول وفقاً لاستعداداتهم بحيث يتم استخدام المعالجات المناسبة لتلك الاستعدادات بطريقة موضوعية
- ٣-إعداد برامج واستخدام الطرق والمعالجات التي تساعد علي تنمية ميول الطلبة .
- ٤-استخدام الطرق والمعالجات المثلي والأساليب التعليمية - المناسبة للطلبة منذ الصغر حتى يتكون لديهم ميول تجاه مادة اللغة الإنجليزية وهذا ينطبق أيضاً علي جميع المواد .
- ٥-استخدام منهج تفاعل الاستعدادات المعالجات مع أساليب معرفية أخرى ومعالجات مختلفة ودراسة أثرها على التحصيل والميل .

Cairo University

The Institute Of The Educational Studies And Researches

The educational psychology department

**THE INTERACTION EFFECT OF THE COGNITIVE
STYLE AND LEARNING TREATMENT ON THE
LEVEL OF ACHIEVEMENT AND INTEREST
TOWARDS THE ENGLISH LANGUAGE
SUBJECT IN THE SECONDARY
SCHOOL FEMALE STUDENTS**

*M.A. thesis submitted to obtain the master degree in Education
(Educational psychology)*

By

EMAN EL SAYED ADAWY ATTA

Supervised By

PROF. DR. GABER ABED EL. HAMID GABER

*Professor of educational
psychology of Educational Studies of Research*

DR. AMANY SAEDA SAYED

*Lecturer of educational
Psychology Educational Studies of Research*

RESEARCH SUMMARY

Introduction:

Individual differences is one of the psychological phenomena that was concerned by psychologists and educators for a long time many researchers confirmed that it should be put into consideration either in planning curriculum or be cared for in instruction. On planning instructional experiences, curricula planners and teachers should consider these differences found in one class. They should consider also that there is no perfect homogeneous group. One class may include students with dissimilar ability to learn or diversity of interests, experiences, etc....

Consequently, some students achieve good performance with a certain treatment, others may achieve better performance with other treatments. Thus curricula, teaching strategies and other treatment are not considered a fixed system, since individual differences among learners shouldn't be neglected, and seeking for the congruence between learners aptitudes and treatment characteristics become an important matter.

As a result of this, the concept of aptitude Interaction - treatments appears in order to deal with the common influence of the independent variables on the dependent variable.

Interaction between the aptitude and treatments becomes a concern of many contemporary psychologists and educators.

Different studies dealt with it, in many environments, yet, the studies conducted in Arabic environments are few, and no study has dealt with English. Hence, the researcher intends to deal with this topic.

Based on this, It is important to study the issue of interaction between aptitudes & treatment of cognitive style and learning treatments and its effects on the achievement and interest in learning English. There is a relation between the achievement and interest. This study aims at studying influence of each of the cognitive style (abstract/concrete) and the treatments (inductive - deductive) on the achievement and interest.

Research Aims:

The present research aims at studying :

- 1- The interaction between the cognitive styles of the female students represented in the style of (abstract / concrete) and effect of the treatments (deductive / inductive) on achievement and interest in English, as well as discovering the interaction type.
- 2- Influence of the abstract / concrete on the achievement and interest in English.
- 3- Determining the relative effectiveness of different learning treatment (inductive – deductive) on acquiring the English language.
- 4- Determining the relative effectiveness of the two treatment in relation to the aptitudes (abstract / concert style) of the students.

Research Problem:

The research problem can be identified in the following questions :

A- The Achievement :

- 1- Does the inductive treatment affects the students achievement who are characterized with the abstract style?
- 2- Does the inductive treatment affects the students achievement who are characterized with the concrete style?
- 3- Does the deductive treatment affects the students achievement who are characterized with the abstract style?

- 4- Does the deductive treatment affects the students achievement who are characterized with the concrete style?
- 5- Are there significant differences in the achievement among the four experimental groups?
- 6- Is there effect to the interaction between Aptitudes - treatments on achievement in the four experimental group?

B- The Interest:

- 1- Does the inductive treatment affect the students interest who are characterized with the abstract style?
- 2- Does the inductive treatment affect the students interest who are characterized with the concrete style?
- 3- Does the deductive treatment affects the students interest who are characterized the abstract style?
- 4- Does the deductive treatment affects the students interest who are characterized the concrete style?
- 5- Are there significant differences in interest among four experimental groups?
- 6- Is there effect to the interaction between Aptitudes - treatments on the interest in the four experimental group?

Research Tools:

In order to test hypothesis, the researcher used the following tools:-

- 1- An Intelligence test to control intelligence variable; prepared by El - Sayed Khairy.
- 2- Style of integrative complexity (abstract - concrete) test; Prepared by Sabry Mohamed Hassan.
- 3- Interest test prepared by: Fouad Abo Hatab.
- 4- Achievement test in English with two equivalent forms of English achievement Prepared by: the researcher.

Statistical Treatment:

The researcher used the following statistical Techniques:

- 1- Analysis of variance with factorial design (2x2).
- 2- "T" test to analyze differences among different groups of study in achievement.
- 3- Tukey test to test the significant differences between groups of the research.

Research results:

Firstly: Results concerning achievement in English:

First Hypothesis:

The first hypothesis proved that there are significant differences between pre - experiment and post - experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and the total in favor of the post - experiment regarding the concrete group which used the deductive treatment.

Second Hypothesis:

The second hypothesis proved. that there are significant differences between pre -experiment and post - experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and the total in favor of the post – experiment regarding the abstract group which used the deductive treatment.

Third hypothesis:

The third hypothesis proved that there are significant differences between pre - experiment and post- experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and in the total of achievement in favor of the post – experiment regarding the concrete group which used the inductive treatment.

Statistical Treatment:

The researcher used the following statistical Techniques:

- 1- Analysis of variance with factorial design (2x2).
- 2- "T" test to analyze differences among different groups of study in achievement.
- 3- Tukey test to test the significant differences between groups of the research.

Research results:

Firstly: Results concerning achievement in English:

First Hypothesis:

The first hypothesis proved that there are significant differences between pre - experiment and post - experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and the total in favor of the post - experiment regarding the concrete group which used the deductive treatment.

Second Hypothesis:

The second hypothesis proved that there are significant differences between pre -experiment and post - experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and the total in favor of the post – experiment regarding the abstract group which used the deductive treatment.

Third hypothesis:

The third hypothesis proved that there are significant differences between pre - experiment and post- experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and in the total of achievement in favor of the post – experiment regarding the concrete group which used the inductive treatment.

Fourth hypothesis:

The fourth hypothesis proved that there are significant differences between pre - experiment and post - experiment in the achievement in different levels of Bloom's taxonomy of cognitive domain and in the total of achievement in favor of the post – experiment regarding the abstract group which used the inductive treatment on it.

The fifth hypothesis:

There are no significant differences between the four experimental groups in the achievement in different levels of Bloom’s taxonomy of cognitive domain and in the total achievement. The abstract group which used the inductive treatment on it is the highest group in the post achievement.

The sixth hypothesis:

The sixth hypothesis proved that there is a significant interaction between the aptitudes study (abstract - concert style) and the learning treatments (inductive - deductive treatment). There is influence of the interaction on the cognitive style and the learning treatments upon achievement in English.

Secondly: Results concerning interest

Seventh hypothesis:

The seventh hypothesis proved that there are significant differences in the interest between pre - experiment and post experiment in the total of interest in favor of the post - experiments.

There are no significant differences between the pre - experiment and post - experiment in the four domains of the interest regarding the concert group which used the deductive treatment.

The Eighth Hypothesis:

The eighth hypothesis proved that there are significant differences in the total of interest in favor of the post - experiment but there are no significant differences between the pre - experiment and post - experiment in other domains of interest regarding group which used the deductive treatment.

The Ninth hypothesis:

The hypothesis proved that there are significant differences in the total of interest and the third domain in favor of the post - experiment. But there are no significant differences between the pre - experiment and post - experiment in the other domains of the interest regarding the concrete group which used inductive treatment.

The Tenth hypothesis:

The tenth hypothesis proved that there are significant differences between the pre - experiment and post - experiment in the total and the first three domains of interest except the fourth domain. It is in favor of post - experiment to the abstract group which used the inductive treatment.

The Eleventh hypothesis:

The eleventh hypothesis proved that there are no significant differences in the total and four domains of the interest among the groups of the study.

The Twelfth hypothesis:

The twelfth hypothesis proved that there is no a significant differences between the aptitudes (abstract - concrete style) and the learning treatment. There is no an effect of the interaction between the cognitive style and the learning treatments upon the interest in English.

Recommendations of Study :

- 1- We should put into consideration the individual differences between students by using the treatments which suit their aptitudes. According to the results of this research. It is better to use the inductive treatment. It is suitable to both the concrete and abstract female students.
- 2- Distributing the students in class according to their aptitudes where they use treatments which suit their aptitudes with subjective method.
- 3- Preparing programs and using the methods and the treatments which help in developing interest of the students.
- 4- Using the best learning methods treatments and style which suit the student since the childhood in order to contain interest towards the English subject and other subjects.
- 5- Using the interaction of aptitudes treatment with other cognitive styles and different treatments and studying their effect on the achievement and interest.