



THE EFFECT OF THE STRATEGY OF CONTRASTING EVENTS IN THE DEVELOPMENT OF CREATIVE THINKING AND LEARNING THE SKILL OF SOCCER SCORING FOR STUDENTS

Dr. Abdul-Hussein Mohsen Abdul

Ministry of Education, General Directorate of Education Dhi Qar, Iraq.

Abdaihussien08@gmail.com

Article history:		Abstract:
Received:	3 rd May 2022	The research included an introduction that focused on the strategy of contradictory events and its importance, as it discussed its prominent role in the educational process, as well as identifying the skillful performance and creative thinking in football. The importance of the research lies in the impact of educational units with the strategy of contradictory events in learning the skill of scoring and creative thinking in football for students. Including the strategy of contradictory events, which is one of the basic necessities that plays a large and effective role in the learning process, as it provides accurate and rapid information and increases students' motivation in the process of research and problem solving that helps improve the skill level in football. The aim of the research is to identify the impact of the educational curriculum with a strategy Contrasting events in learning the skill of scoring and creative thinking in football for fourth-year students, as well as identifying the priority of learning between the curriculum with the strategy of contradictory events and the method used by the teacher in learning the skill of scoring and creative thinking in football for fourth-year students. The researcher used the experimental approach and contained Also on the research sample numbered (36) students from the fourth year students in the Faculty of Physical Education The University of Dhi Qar for the academic year 2021/2021 divided into two groups, the first is an experimental one that works with the strategy of contradictory units, and the second is an officer that works in the method followed by the teacher. The research, the exploratory experiment and the auxiliary work team. The homogeneity and equivalence of the sample, the tribal tests, the research experience, and the post tests, as well as the statistical methods used in the research. The researcher recommended the use of the strategy of contrasting events in learning the skill of scoring and creative thinking in football for students.
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1- INTRODUCTION AND RESEARCH IMPORTANCE:

The educational process is considered one of the most important aspects and features that play an important role in the progress of many peoples, as it has a positive and comprehensive impact on the upbringing of a new generation on advanced and modern scientific foundations. One of the new strategies that the teacher can take advantage of in creating areas of expertise for students so that they are prepared with a high degree of efficiency, and the teacher's task is no longer limited to explanation, delivery and following traditional methods in education, but his first responsibility has become to draw a blueprint for the strategies of the educational curriculum in which learning methods work and educational means to achieve specific goals.

At the end of the last decade of the twentieth century, a new trend emerged in modern educational thought that calls for focusing on achieving a number of educational outcomes, including taking into account individual differences and developing thinking skills, especially creative thinking, as well as teaching educational skills to reach the degree of mastery. On the need to develop a number of thinking strategies that later became known as mental habits, and it became necessary to emphasize the use of methods or methods that take individual differences into account among students.

The game of football is one of the games that has increased interest in it day after day in the countries of the world, and this interest prompted the experts and specialists to think about finding the best methods and ways that contribute to the development of this game and the refinement of talents and raising their levels in various aspects (physical, skill,

mental The student is left with the freedom to think creatively in implementing these skills as needed by the educational and competitive situation, in order to achieve the desired goal of those skills to break out of the norm and break the deadlock that surrounds the educational process by using traditional methods of teaching and looking at the student as being the focus of the educational process. From that process, its success is the success of the process and vice versa, hence the importance of the research in identifying the effect of using the strategy of contrasting events in learning the skill of scoring and creative thinking for students in football.

1-2 research problem:

Through the researcher's experience and his knowledge of research and studies, he noticed a weakness in students' skill performance in football, especially the skill of scoring the subject of research and thinking as a result of using traditional strategies that do not take into account individual differences between students and do not give the student a role in the learning process, so the researcher decided to use a modern strategy in Learning, which leads to in-depth understanding far from direct indoctrination, as well as emphasizes the work of the mind and thinking to analyze situations through dialogue, asking questions and generating ideas, which achieves better learning that helps students develop their concepts, attitudes and ways of thinking, so this study seeks to identify the impact of using a strategy Contrasting events in learning the skill of scoring and creative thinking in football for students.

1-3 Research Objectives:

1- Recognizing the impact of the educational curriculum with the strategy of contradictory events in learning the skill of scoring and creative thinking in football for fourth-year students in the College of Physical Education and Sports Sciences - Dhi Qar.

2- Identifying the learning preference between the educational curriculum with the strategy of contradictory events and the method used by the teacher in learning the skill of scoring and creative thinking in football for the fourth year students in the College of Physical Education and Sports Sciences - Dhi Qar.

1-4 Research Assignments

1- The educational curriculum with the strategy of contrasting events has a positive effect on learning the skill of scoring and creative thinking in football for the fourth year students in the College of Physical Education and Sports Sciences - Dhi Qar.

2- The curriculum with the strategy of contrasting events has an advantage in learning the skill of scoring and creative thinking in football for the fourth year students in the College of Physical Education and Sports Sciences - University of Dhi Qar.

1-5 Research Areas

1-5-1 The human domain: fourth-year students in Dhi Qar - College of Physical Education and Sports Sciences.

1-5-2 The temporal domain: for the period from 10/12/2021 to 8/3/2022.

1-5-3 Spatial domain: halls and playgrounds of the College of Physical Education and Sports Sciences - dhi qar University.

1-6 Define the terms

1-6-1 Contrasting events strategy:

"They are unfamiliar educational situations that affect the student's mind and attract his attention because it focuses on an unexpected result or contradicts his information, which leads to arousing his motivation and curiosity to reach a solution to this contradiction through actual participation in the educational process" (Said, 2008, 244)

2- RESEARCH METHODOLOGY AND FIELD PROCEDURES:

2-1 Research Methodology:-

The researcher used the experimental method (the two equivalent groups), which is the most honest method to solve many scientific problems, practically and theoretically, and it is consistent with the nature of the research problem.

2-2 Community and research sample:

The researcher identified the research community, who are the fourth year students in the College of Physical Education and Sports Sciences - Dhi Qar for the academic year (2021-2022), and their number is (137). The sample of the research, which is two divisions, was chosen randomly by lottery method. The number of the sample members was (36) students and they were distributed into two groups (control and experimental), where the number of one group reached (18) students, after removing the failing students, club players, teachers and students who were absent from the educational units. Before initiating the educational curriculum, the percentage of the sample reached (22,448%) from the original community. The experimental group used the educational curriculum prepared by the researcher and the control group in the traditional method followed by the subject teacher.

2-3 Homogeneity

The researcher performed homogeneity on the research sample by taking the variables (height, weight, age) and then the statistical treatments of these variables were carried out by calculating the skew coefficient.

Table (1)
It shows the homogeneity of the members of the control group

#	Variables	measuring unit	mean	deviation	interface	skew modulus	significance
1	height	cm	171,4	4,36	172	0,011	homogeneous
2	weight	kg	66,7	4,83	67	0,20	homogeneous
3	the age	year	21,4	0,788	23	0,531	homogeneous

*All skewness coefficient values were between (± 1), which indicates the homogeneity of the sample members in the above variables.

2-4 Equivalence of the two groups

The researcher conducted the equivalence test of the two groups in the research variables for the control and experimental group using the (t) test and Table No. (2) shows this.

Table (2)
It shows the equivalence of the members of the research sample

#	Variables	measuring unit	control group		experimental group		Calculated value	significance
			Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
1	Scoring	Degree	3,97	0,63	4,48	0,87	1,96	عشوائي

*Tabular value t at degree of freedom (34) and significance level (0.05) = 2,032

2-5 Tools, means and devices used in the research:

For the purpose of field research procedures, the researcher used many different research tools and aids to obtain accurate and correct data, as follows:

Arab and foreign sources and references, personal interviews, tests and measurements, creative thinking form, expert opinion survey form, filming camera, adhesive tape (5 cm wide) and stationery, medical device for measuring height and weight, stadium and legal footballs, whistle (2), Burke, Figures (5)

2-6 Field Research Procedures

1-6-2Scoring: (Khater, 1978, 454)

Objective of the test: ball control (depression) and scoring

Test description: The player receives the ball thrown to him from a distance of (8) m. (10) attempts for both feet (5) attempts to the right (5) attempts to the left, and it is allowed to shoot with any part of the foot. For each goal, a point is counted.

The researcher prepared a questionnaire containing the specifications of the tests and presented it to a group of experts specialized in the field of tests and teaching methods in football, who confirmed the compatibility of the tests at the sample level.

2-7 The exploratory experience:

The researcher conducted the exploratory experiment on Monday (14/12/2021) on (10) students from Division (H) from the community of origin outside the research sample. And to identify the time required for implementation and what are the expected errors and the assistant work team.

2-8 The scientific basis for the tests:

2-8-1 honesty

The test was presented through personal interviews to a group of experts and specialists in the field of football in testing, measurement and teaching methods, to take their scientific observations.

2-8-2Stability

In order to calculate the reliability coefficient, the researcher adopted the method of testing and retesting, as the test was applied on Tuesday 15/12/2021, and the same test was repeated after (15) days on a sample consisting of (10) students randomly selected from the research community outside the sample. Research, where the results of the law of correlation (Pearson), proved that the tests have high degrees of stability.

3-8-2Objectivity

Objectivity (Naji '1988, 131) means "freedom from bias and non-inclusion of personal factors in the judgments issued to the researcher." From this basis, the objectivity of the research tests was found through the evaluation of arbitrators (evaluators), and after the statistical treatment of the results of these tests, the correlation coefficients (0.89-0.91)

which indicates that the coefficient of objectivity was high, and this indicates the agreement of the arbitrators' opinions regarding the test results.

2-9 Creative Thinking Test:

To choose the scale of creative thinking, the researcher looked at a number of measures of creative thinking, and the researcher found that the best and most suitable of these scales for the research sample and the most widely used is the scale (Sayed Khairallah, 1974), so the researcher developed the mentioned scale in the form of a questionnaire and distributed it to a group of people with Experience and specialization in sports psychology, measurement and evaluation, and then the researcher found that there is an agreement (90%) on the validity of the scale and its suitability for the research sample.

In order to verify the stability of the scale, it was distributed to a group of fourth-year students from the research community outside the research sample (10) students. After a week, the scale was re-applied to the same previous sample, and using the Pearson simple correlation coefficient, the calculated value (t) appeared, which is 0.89, which is A significant correlation coefficient indicates the stability of the scale, and the scale was applied to the research sample on Tuesday, 16/12/2021, and Table (3) shows that

Table (3) shows the statistical parameters and the calculated T-values for the control and experimental groups in the creative thinking scale

Statistical parameters Creative thinking	measuring unit	control group		experimental group		Calculated T*value
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
fluency	Degree	70,68	13,29	72,63	11,01	1,92
Flexibility	Degree	42,52	10,02	41,94	8,14	1,08
originality	Degree	3,21	1,04	3,47	1,38	1,23

*Tabular value (T) at the significance level of 0.05

Table (3) shows that the calculated T-values for all creative thinking skills reached (1.23 ,1.08 ,1.92) which is smaller than the tabular (t) value, and the researcher infers from this that there is no significant difference between the experimental and control groups in the creative thinking test battery, which indicates that the two groups are equal in creative thinking

2-10 Pretest:

The researcher conducted the pre-test on the research sample from the control and experimental group in the test used in the research and measurement of creative thinking on Sunday (3/1/022) and on the playground and halls of the College of Physical Education and Sports Sciences and in the presence of researchers, after the researchers applied an introductory unit to introduce students The nature of the test.

2-11 The educational curriculum and its implementation:

The implementation of the main experiment began on (4/1/022) and until (7/3/2022) by the subject teacher. The implementation of the educational curriculum took (16) educational units and by (2) educational units for each group on Sunday and Monday of each A week, and the unit time is (90) minutes, where the sample was divided into two groups, a control and an experimental group. As for the second group, Division (B), which works as an experimental sample that works with the educational curriculum with a strategy of contradictory events by applying the following steps:

1. The stage of contradiction events: the teaching skills are explained by the teacher, with a model for the performance or the situation, and the students must carefully observe it. Unfamiliar events are found. Contrasting questions related to the performance or situation by the teacher arouse the students' attention and increase their motivation, which encourages them. On learning and looking for ways to resolve the contradiction, where students are motivated to know the answers to the questions posed by the teacher about the performance of unfamiliar situations in order to understand them. The learning phase begins when students are faced with questions or problems that arouse the desire to solve them.
2. Students' participation in resolving the contradiction: After the teacher presents the paradoxical event, the students are eager to search for the answer. Their effectiveness increases and students are active in observation and experimentation by giving their notes to the teacher and doing anything else they feel helps them achieve their goal, which helps them understand what is required.
3. Reaching the solution to the contradiction: here, the students will solve the contradictory events themselves as a result of the activities and experiments. Performance solutions. The student also learns some other skills related to the subject of the skill.

2-12 Post-test:

The post test was conducted in the creative thinking test on the research sample after completing the implementation of the educational program on Monday (8/3/2022), while providing the same conditions in the pre test.

2-13 Statistical means:

The researcher used the statistical bag (spss) in conducting statistical operations

3- PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS:

This section deals with the presentation, analysis and discussion of the research results according to the research objectives and hypotheses:

3-1 Presenting the results of the pre- and post-test in the skill of scoring, analyzing and discussing them between the control and experimental group:

Table(4)
It shows the means, standard deviations, and the calculated T value
For the pre and post test of soccer scoring skill between the two groups

Statistical processors the test		pre test		post test		The value of (T)* computed	Indication level
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
Scoring	experimental	47,4	86,0	7,44	0,44	0,14	0,0
	control	3,98	0,63	6,97	0,56	18,93	0,0

• Tabular value = 2,109 at a degree of freedom (17) and a level of significance (0.05)

Table (4) shows the results of the soccer scoring test for the experimental and control groups. The arithmetic mean of the experimental group in the scoring test for the experimental group in the pre-test was the arithmetic mean (4.47) and the standard deviation (0.86), while the post test reached the mean Arithmetic (7.44) with a standard deviation of (0.44), while the calculated (t) value was (14.0), which is greater than the tabular (t) value of (2,109) and below the degree of freedom (17) and the probability of error (0.05) This indicates that there is a significant difference between the two tests in favor of the post test.

As for the control group in the pre-test, the arithmetic mean was (3.98) and standard deviation (0.63), while the post-test reached the arithmetic mean (6.97) and the standard deviation (0.56), and the calculated (T) value amounted to (18.93), which is greater than the tabular (T) value of (2,109) and below the degree of freedom (17) and the probability of error (0.05), and this indicates a significant difference between the two tests and in favor of the post test.

Where the results of the tribal and remote tests of the soccer scoring test in the research showed in Table (4) that each of the control and experimental groups proceeded according to an educational approach in the learning process, and this led to raising the level of skill and schematic performance and this is clear through the results of the post tests, and the researcher attributes the reason This is until the learning of any skill or educational situation needs to be done in several ways, including repetition, so we find that the control group has achieved a percentage of learning as a result of repetition and practice of skills through educational units in which the commanding method followed by the teacher was used, where he mentions (Wong Arnauf) quoting Mustafa that one of the benefits of repetition of the exercise is to make the acquired information effective and active while learning motor skills" (Al-Far, 2003: 148.)

The results of the pre and post tests of the experimental group also showed superiority in favor of the post test, and the researcher attributes this to the educational units with the strategy of contradictory events that made the student a focus in the educational process actively and effectively participating in educational situations through the contradiction, by raising questions that improve the student's skills In thinking, concentration, and high self-confidence and in his physical and skill abilities, and this played a role in the student's acquisition of the crisis perceptions, as it helps to provide students with the necessary knowledge and active participation, and thus the strategy of contrasting events frees the student and the teacher from the usual method in which the teacher is sent and the student only , and this is consistent with (Robert, 1987, 24) The strategy of contrasting events works to attract the attention of the student and the teacher is more effective and that the student, according to this strategy, is participating, effective and active compared to traditional strategies in which the learner is a recipient of the information delivered by the teacher.

3-2 Presentation, analysis and discussion of the results of the post-test in the scoring test between the control and experimental group:

Table(5)
It shows the means, standard deviations, and the calculated T value
For the post test of soccer scoring skill between the two groups

Statistical processors the test	experimental		control		The value of (T)* computed	Indication level
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		

Scoring	7,44	0,44	6,97	0,56	2,74	0,0
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• tabular value = 2.03 at a degree of freedom (34) and a level of significance (0.05)

Table (5) shows that there is a difference in the differences of the post-test in the test used in the research (scoring) in football for the experimental and control groups. The arithmetic mean of the post-test of the experimental group in the soccer scoring test was (7.44).) with a standard deviation of (0.44), while the arithmetic mean of the post-test for the control group was (6.97) and with a standard deviation of (0.56), and the calculated (t) value reached (2.74) which is greater than the value of (t). The tabular value is (2.03) and below the degree of freedom (34) and the probability of error (0.05) and this indicates the presence of significant differences between the two post tests for the experimental and control groups in favor of the experimental group.

The researcher attributes that progress in testing the skill (scoring) of the experimental group to the strategy of contradictory events while using it. It gave an opportunity for students of the experimental group to participate in opinions and ideas and to express their opinions without any fear by increasing their motivation and arousing their attention to search for appropriate solutions, as well as creating a social environment An educational strategy in which the teacher and the student participate in dialogue and discussion, and this strategy also contributed to increasing the students' self-confidence and their desire to learn and research to satisfy their desires. Contrasting events strategy It is a series of educational activities that bring results contrary to what is expected, which amazes the students and increases their motivation and helps the students to reach the appropriate solutions.

The researcher also believes that the tactical situations and the implementation of the tactical duty in football cannot succeed without good skill preparation, as well as interest in using gradual activities in order to increase the student's ability to good skill performance, and using modern strategies in teaching such as the strategy of contradictory events, as it gives the students the opportunity to explore And they put solutions in their own way, which made a wide range of answers before them, while not being satisfied with one and specific answer, which prompted them to think and practice mental operations, and this motivates and pushes the student to reach good skill performance, and also led to the development of the student's abilities to observe and retrieve information, and this is consistent with (Schulte , 1996, 27) The use of the strategy of contradictory events leads to the generation of a cognitive conflict in the learner, and thus generates a strong tendency to desire information, and this tendency creates a cognitive conflict in the student's thinking, and this cognitive conflict is found by the learner himself, and this conflict pushes and motivates the student to learn.

3-3 Presentation of the results of the post-test in the creative thinking test between the experimental group and the control group.

Table(6)

It shows the arithmetic means, standard deviations, and (t) value calculated for the post-tests in the creative thinking test for the control and experimental groups.

Statistical parameters Creative thinking	measuring unit	control group		experimental group		Calculated T*value
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
fluency	Degree	80,84	8,49	72,73	12,67	4,79
Flexibility	Degree	48,9	7,89	43,76	9,36	4,23
originality	Degree	6,63	2,86	4,57	1,84	3,57

*Tabular value (T) at the significance level of 0.05

Table (6) shows that there are significant differences in the post-test between the control and experimental groups in the creative thinking test and in favor of the experimental group. The calculated T-values amounted to (4.79, 4.23, 3.57) which is greater than the value of (c) Tabularity (2,05).

The researcher attributes the reason for this to the nature of the program followed by the two groups, as the strategy of contrasting units works to develop students' sense of self-confidence, freedom, harmony, cooperation and competition among them, especially students of low level, to catch up with their good peers, and to reach the degree of mastery.

Each student has the opportunity to express on his own the ideas inside him about how to perform and move according to his level that appears in his creative kinetic response that he reached with self-reliance based on his experiences and capabilities so that he can adapt in new situations and rely on himself in thinking, and points out (Saada, 2003).) In this regard, "the balance between competition and cooperation for both the individual and the group leads to the achievement of valuable achievements, which is a condition of productive thinking or creative thinking" (Sa'ada, 2003, p. 173), and (Albayati, 2007) in the same context indicates that "the development of creativity can His education and

learning if the appropriate environmental conditions are available that help to develop creative thinking. (Albayati, 2007, 18)

In addition, the researcher believes that the strategy of congruent events increased the development of creative thinking among students in achieving the principle of motivation for them, especially students of weak level, so that the teacher works to arouse their motivation towards achievement and correct their mistakes, and because of the importance of motivation in the physical and mental efforts of the creative person, and this is what It was confirmed by (Hassan, 2011) that "internal motivation plays a crucial role in the creativity process, as it stems from the inside from a decreed goal that shows the desire for research, knowledge and a feeling of happiness in discovering reality and giving new ideas".

The researcher also sees that the student in the strategy of contrasting events was going through all the mental thinking processes in each situation without a break in them, and the students' continuation in this led to an increase in the growth of the mental processes that the students acquired, which increased the development of their creative thinking to practice mental operations compared to the imperative method And she asserts (Suad, 2003, p. 38) "Our basic ambition is to distinguish the most creative people or to raise their creative performances based on mental preparations".

4- CONCLUSIONS AND RECOMMENDATIONS

4-1 Conclusions:

In light of the discussions conducted by the researcher, he concluded the following:

- 1- It appears from the foregoing that there is a positive effect in learning the skill of scoring and creative thinking among the members of the research sample of the experimental group.
- 2- Learning with the strategy of concurrent events is more effective than the method used by the teacher in learning the skill of scoring and creative thinking in football.
- 3- The optimal creative thinking requires the player to have a high level of skills, and this was evident in the post-tests of the experimental research sample members.
- 4- It became clear to the researcher that the proposed program led to the development of the students' soccer scoring skill and creative thinking.

4.2 Recommendations

In light of the conclusions that the researcher came up with, he recommends the following:

- 1- Emphasis on teachers' use of modern strategies because of their impact on students' learning process.
- 2- - 2The need to use the strategy of contrasting events in learning skills and in different activities.
- 3- Holding courses and workshops for teachers to train them on this strategy and how to use it.
- 4- Urging researchers to conduct research on the impact of this strategy on other games because of its great importance .

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Supplement (1)

Creative thinking ability test

part One

List as many uses as possible that you consider unusual (that your colleagues don't think about) the following things you watch that make you useful and important.

a) tin can

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

b) the chair

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

The second part

What happens to be changed as will be mentioned later? Try to think about it.

a) What would happen if a person understood the language of birds and animals?

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

b) appear appear appear appear?

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

the third part

a) If you are appointed as a trustee, what do you do?

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

Absolutely all schools exist.

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

part Four

Think of two or more reliefs. The following normal things better do not concern yourself in terms of whether or not the change made can now be applied. It has a server that holds up to the best practices.

a) bicycle (wheel)

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

b) ink pen

1- -----

2- ----- .

Don't turn the page until authorized

Time (5) minutes

Fifth part

Make up of the letters of each of the following words as many words that have an understandable meaning (for example:

)read) consisting of the letters s, once, it is possible that these one letters.

Follow the same method in the following words, perfecting as many words as possible that have an understandable meaning:

a) democracy

- 1- -----
- 2- ----- .

Don't turn the page until authorized

Time (5) minutes

b) Kirkuk:

- 1- -----
- 2- ----- .