





Tambourine (tar)



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Save the Imzad The Last Four Imzad Players

"The imzad is for the Tuareg what the soul is for the body," said Hadj Moussa Akhamok in 2003 when he offered me an imzad.

Imzad is a one-string fiddle or violin played with a bow. Because of modern life the imzad, and all the culture that goes with it, is dying. Only a few old ladies who can play this ancestral instrument are still alive. They are dreaming of transmitting their knowledge to the whole world. (...)

Tuareg culture can continue to exist thanks to these women's perseverance (...)
The "Save the Imzad" association aims at contributing to the preservation of the imzad as an expression of culture and identity.

Farida Sellal,

"Les 4 dernières joueuses d'imzad".
(Adapted translation from French)
www.imzadanzad.com

Dar Imzad A Home for Ancestral Culture (founded in Jan. 2004)

There are three schools that provide training in imzad in Algeria: Tamanrasset, Idles and Tin-Tarabine (more than 100km north and east of Tamanrasset, respectively).

Dar Imzad in Tamanrasset hosts a school where young Tuareg girls can learn how to play the imzad. The last old imzad lady players are their teachers.

It also hosts workshops where these Tuareg girls can make their own imzad thanks to other old Tuareg ladies, who teach them how to do it.

The young students are also trained by other teachers in Tifinagh (Tuareg Alphabet), traditional culture and imzad songs and poetry. They can also learn how to use the computer.

Dar Imzad provides a recording studio where Tuareg music, both traditional and modern, is recorded.

Translated from French
Materials adapted & collected from:
www.imzadanzad.com

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Task 12 page 34: (I read text 4 and fill in the bibliographical notes).

Bibliographical Notes

- Main title: *Save the Imzad*
- Subtitle: *The Last Four Imzad Players*
- Original title: *"Les 4 dernières joueuses d'imzad"*
- Author: *Farida Sellal*
- Source: www.imzadanzad.com
- Type of document:
 - press article
 - excerpt from a book
 - web article

Save the Imzad The Last Four Imzad Players

"The imzad is for the Tuareg what the soul is for the body," said Hadj Moussa Akhamok in 2003 when he offered me an imzad.

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page 34: (I read text 4 again and answer the questions).

- What is an imzad? - *It's one-string fiddle or violin played with a bow.*
- Why are the imzad and its culture dying? - *The imzad and its culture are dying because of modern life.*
- Are there many old women who can play the imzad today? *No, only a few*
- What is these old women's dream? - *Their dream is to transmit their knowledge to the whole world.*
- How can Tuareg culture continue to exist? - *It can continue to exist thanks to these women's perseverance.*
- What is the aim of "Save the Imzad" association? - *preservation of the imzad as an expression of culture and identity.*
- For Mohamed Farah, reading is "the mind's food". What is the imzad for the Tuareg? - *It is for them what the soul is for the body.*
- Can Tuareg men play the imzad? - *No, they can't.*



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Task 15 page 35: (I read text 5 and fill in the bibliographical notes).

Bibliographical Notes

- Main title: *Rar Imzad*
- Subtitle: *A Home for Ancestral Culture (founded in Jan. 2004)*
- Author: /
- Source: www.imzadanzad.com
- Original language: *French*
- Type of document:
 - press article
 - transcript
 - ✓ web article



Dar Imzad in Tamanrasset

Dar Imzad A Home for Ancestral Culture (founded in Jan. 2004)

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→ It also hosts workshops where these Tuareg girls can make their own imzad thanks to other old Tuareg ladies, who teach them how to do it.

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Task 18. I read text (5) again and match each caption with its corresponding photo. Then, I work with my partner and we check each other's captions.



7. Biyat Edaber: one of the last imzad teachers at Idles's school

1. Alamine Khoulen: one of the last imzad players & teachers at Dar Imzad (Tamanrasset)

2. Poet Boukiyass & last Tuareg flutist Barka

3. Imzad class: students at Dar Imzad (Tamanrasset)

4. Tifinagh class at Dar Imzad (Tamanrasset)

5. Computer class at Dar Imzad (Tamanrasset)

6. Imzad workshop at Dar Imzad (Tamanrasset): painting the imzad skin with natural colours



8. Chtima Bouzid: one of the last imzad teachers at Tin-Tarabine's school

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Task 16 page 35: (I read **text 5** again and correct the wrong reading notes).

1. Tin-Tarabine is located **north** of Tamanrasset and Idles **south** of it. - Tin-Tarabine is located _____ of Tamanrasset and Idles _____ of it.
2. Dar Imzad in Tamanrasset consists of **3 schools** and workshops. - Dar Imzad in Tamanrasset consists of _____ and workshops.
3. In Dar Imzad, young Tuareg girls learn **only** how to play and make the imzad. - In Dar Imzad, young Tuareg girls _____ learn how to play and make the imzad,
4. Tuareg have their own alphabet, called Tifinagh.
5. Tuareg have special imzad songs and poems.

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In the region where you live there is an old musical genre (a traditional musical instrument, popular songs, dances, etc....) or a traditional craft (pottery, carpet weaving, jewellery, etc.,....) which is dying. This represents your regional culture which is part of your Algerian national culture. With a group of friends, you decide to found an association and make a poster to suggest the building of a “**Dar**” (like “**Dar Imzad**”). The poster will be published on the internet (social network pages, blog, etc.....,) and also sent to the UNESCO to make this traditional culture part of the “**Intangible Cultural Heritage of Humanity**”. Task 3 page 40.

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1 What is the aim of your association ?

2 What will you organize ? and where ? workshops - Gatherings - conferences... . / schools / neighborhood / muesums

3 What will you do to spread awareness among people ?

call the press - hand out flyers create websites and social media
pages and groups

4 What is your slogan ?



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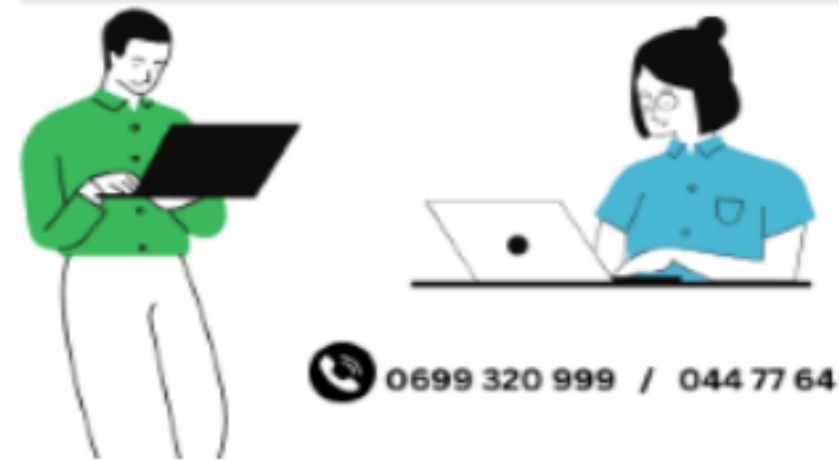


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"Dar El-Louss" / "Desert Rose House" A Home for Ancestral Culture

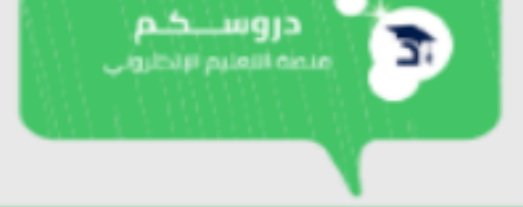
The aim of our association is to encourage the revival of this ancestral craft and to encourage people to be environmentally responsible by using "El-Louss" the desert rose to build houses and to make them cool in summer and hot in winter because it is a natural material.

"Dar El-Louss" will organize conferences, seminars and workshops all over Algeria or abroad to make people more about this traditional craft. Our association will go to middle and high schools to invite the students all over the country to participate in the workshops. The workshops are framed by skilled craftsmen.

"Dar El-Louss" will organize other cultural amenities and activities such as: (museums, tourist souvenir shop, library, etc,...).

With "Dar El-Louss" you don't need to use air conditioners anymore!

"Together we can save our traditional culture!"



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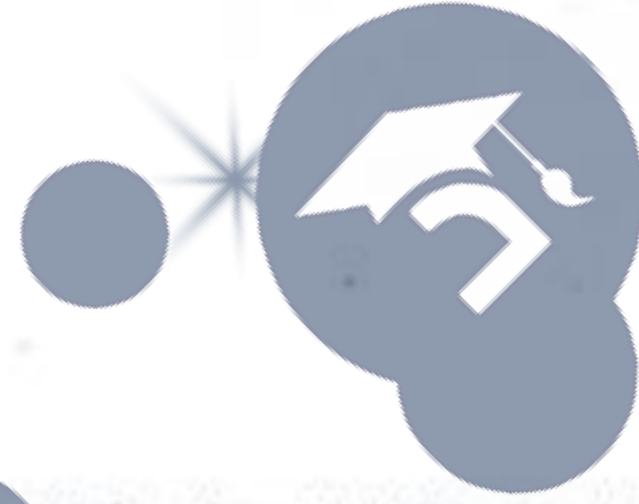
slogan



I learn to integrate.

Task:

The editor of my school magazine asked me to write an article about Mohamed Farah Djeloud. I decided to present his profile in order to make all my schoolmates see what a 2nd-year primary school pupil can do. I want to make them understand that reading is important and necessary for the development of individuals and nations.



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Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • <i>Structural lexis related to abilities and inabilities:</i> Can – Can't • <i>Lexis related to personal information or identification:</i> My name's .../ I'm ...years old pupil • <i>Lexis related to personal interests (likes and dislikes):</i> I like + Stem + ing / I dislike + Stem + ing • <i>Lexis related to personality features:</i> I'm (sociable, friendly, shy, active, etc.,...) • <i>Present simple tense:</i> I like .../ He likes .../ Do you prefer.../ Does he prefer ... • <i>Adverb to determine the frequency of activities related to interests and personalities:</i> Always – Never 	<ul style="list-style-type: none"> • <i>Expressing abilities and inabilities</i> • <i>Describing personal interests</i> • <i>Describing personality features</i> 	<ul style="list-style-type: none"> • <i>Valuing knowledge and learning in general</i> • <i>Valuing reading and thinking in particular</i> • <i>Identifying with other person's positive personality features (friends, parents, teachers, famous scientists and scholars, etc.,...)</i> • <i>Sharing an outstanding person's dream, ambition, career project (in science and technologies, music, academic research, Arts, literature, etc.,...)</i>



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2. To write Mohamed's profile, the following layout and my previous reading notes (texts 1, 2, 3) will also help me.

Layout

1. TITLE
2. Subtitle

Photo

3. Paragraph 1: Mohamed's personal information
4. Paragraph 2: Mohamed's interests
5. Paragraph 3: Mohamed's personality
6. Conclusion
7. I sign my name as the author of the article.

Reading Notes

3. Paragraph 1: Mohamed's full name, age, grade, etc.

4. Paragraph 2: How did he start reading? Who encouraged him? What does reading mean to him? What's his favourite book? How many books did he read and summarize for the competition? Does he have any other interest?

5. Paragraph 3: What kind of person is Mohamed? How does his father describe him? What is his dream, his ambition? How is this dream related to reading and also to his personality?

6. Conclusion: I explain the importance and the necessity of reading (I remember the Palestinian teacher Hanan Al Hroub's comments). How can reading help persons and nations?

Mohamed Farah Djeloud
An Algerian Prodigy

Mohamed Farah Djeloud is :

Mohamed's main interest..... He is also keen on

Mohamed is a

In conclusion, reading can

Mame



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My best friend's name is Mohammad .He is 13 years old .He has got short black hair and big round eyes .
Mohammad is shy but when we hang out together. We always have a lot of fun. Mohammad is also very clever and helpful. So I like studying with him .He can ride horses and milk cows because his father has a big farm.
We both like basketball and we are in the same club team. Mohammad was awarded the first prize of Best basketball player competition for juniors team in Blida. He is offered 30 million by the President in 2016 .



Part One / I Read and Do(7pts)

Task One : I read and answer the questions . (3 pts)

- 1/ What kind of person is Mohammed ?
- 2/ Does Mohammad's father have a small farm?
- 3/ Can Mohammad ride the horse ?

Task Two : I write true / false (3 pts)

- 1/ Mohammad is an intelligent person.
- 2/ Mohammad was handball player .
- 3/ He plays with junior team .

Task Three: I Find in the Text the antonyms of the following. (1 pt)

- Never ≠ dislike ≠

Handwritten notes in red ink:
He is shy, clever and helpful.
Yes, he can. No, he does not.

Handwritten notes in red ink:
True
False
True

Handwritten notes in red ink:
always
like



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2/ I Practise My language(7pts)

Task One :I Reorder the following words to get coherent sentence. (2pts)

- goes / on / My / swimming / always / father / Monday.
- books / I / interested / am / reading / in / newspaper / and .

→ My father always goes swimming on Monday
→ I am interested in reading books and newsp...

Task Two: I put the verbs between brackets in the right form. (3 pts)

- Jimmy (is to be) interested in hiking . He always (goes to go) with his friends to the mountain at weekends . They like (watching to watch) birds and plants ..



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Part Two / I integrate (6pts)

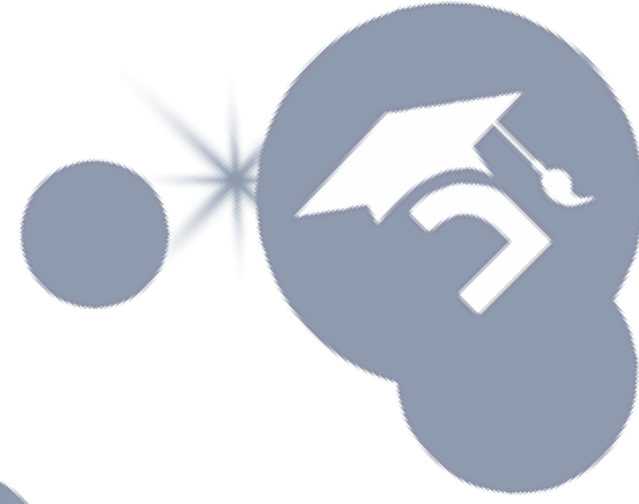
There is a competition in your school to choose the best article of writing to describe someone .You want to take part .

Write a paragraph in which you describe yourself. Use the clues below.

- **Name**
- **Physical appearance** : Long /short hair , brown / green eyes , tall/ short /slim / fat .
- **Personality** : Intelligent - respectful
- **Ability** : play football / ride horse
- **Interests** : reading novels / swimming .



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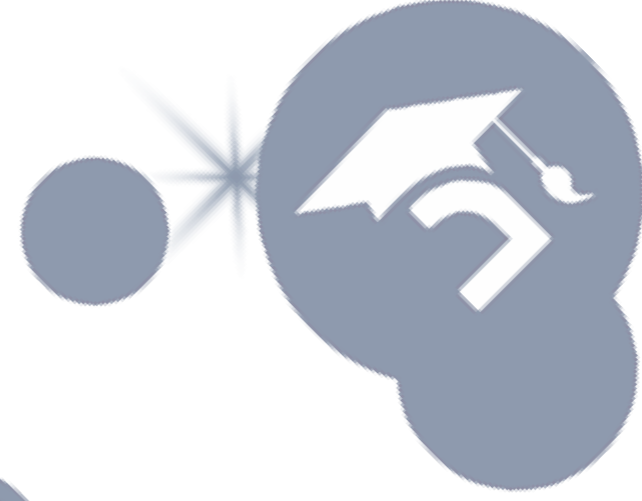
2 حصص مسجلة

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دار و س ك م
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