

## Bibliographical Notes (Text 1)

- **Title:** *Mohammed Dib*
- **Author:** *Thinley Kalsang Bhutia*
- **Source:** → *Encyclopedia Britannica*
- **Date of publication:** *Feb.25.2016*
- **Type of document:**
  - a. Blog article
  - b. press article
  - c. web article ✓

3 Novels

1

2

3



**Mohammed Dib**

(born July 21, 1920, Tlemcen, Algeria – died May 2, 2003, La Celle-Saint-Cloud, France)

Mohammed Dib is an Algerian novelist, poet, and playwright, known for his early fiction trilogy on Algeria, *La Grande Maison* (1952; "The Big House"), *L'Incendie* (1954; "The Fire"), and *Le Métier à tisser* (1957; "The Loom"), in which he described the Algerian people's awakening to the struggle for independence that began in 1954. The **trilogy** recounts the years 1938–42.

Dib's later novels portray the French colonial repression of the Algerian people, the search for the authentic expression of an Algerian personality, the war for independence and its effects, the new Algeria after independence and the plight of the Algerian emigrant worker in France. These novels, such as *Cours sur la Rive Sauvage* (1964; "Run on the Wild Shore"), and *Habel* (1977) express optimism in the brotherhood of mankind. He wrote for those who are dispossessed through economic exploitation.

Dib viewed himself as essentially a poet. He wrote several collections of poetry. He was also the author of a film scenario and two plays.

Thinley Kalsang Bhutia

*Encyclopedia Britannica, Feb. 25, 2016*

دروسكم  
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



2. Who or what do the words in bold type in the text refer to?

*The 1<sup>st</sup> Paragraph (§ 1):* **(his) Mohammed Dib,** **(Which) his early fiction trilogy,** **(trilogy)**

*Paragraph (§ 2):* **(its) The war for independence,** **(He) Mohammed Dib.** *The 3<sup>rd</sup>*

*Paragraph (§ 3):* **(He) Mohammed Dib.**

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منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

1

2 حصص مسجلة

2

3 دورات مكثفة

3

أحصل على بطاقة الإشتراك



Look up the word "*plight*" (§ 2) and copy out its meaning.

a dangerous, difficult, or otherwise unfortunate situation.

Which tenses are used in the text? Can you justify why the writer has used them?

simple present for his works and simple past to describe his books and to narrate past events

Find in (paragraph 2) the opposite of "*early*" (paragraph 2). *≠ later*

Find in the text the words that are closest in the meaning to the following:

a dramatist (§ 1) – tells a story (§ 1) – the fight (§ 1) – describe (§ 2) – the human race (§ 2) – considered (§ 3) – writer (§ 3) – many (§ 3)

*a dramatist = a playwright – tells a story = recounts – the fight = the struggle – describe = portray – the human race = mankind – considered = viewed – writer = author – many = several*



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



What type is the text? a. descriptive b. narrative c. prescriptive d. argumentative  
e. a combination of different types. If yes, which ones? Explain and justify your answer.

*The text is a combination of different type (e). Narrative because it tells biographical information about Mohammed Dib (date and place of birth/ death, nationality, occupations, titles and dates of his novels, ...etc) and key facts and events related to him. descriptive because it describes the contents and the themes and topics developed by Mohammed Dib's novels.*

- ▶ Argumentative حجاجي
- ▶ Descriptive وصفي
- ▶ Narrative سردي
- ▶ Prescriptive إرشادي
- ▶ Expository تفسيري

دروسكم  
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ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



## إرشادي Prescriptive

النص يتضمن نصائح وإرشادات

المؤشرات لي تساعدك باش تعرف هاذ النمط

Use of modals: should, ought to, had better, must, have to

Use of imperative form

Use of Don't

## حجاجي Argumentative

النص هذا يعبر على رأي بخصوص شيء ما الكاتب يا إما يكون ضد أو مع يعني يا إما يمد حجج و أدلة باش يبرهن بلي راهو مع أو يمد حجج باش يبرهن العكس

المؤشرات لي تساعدك باش تعرف هاذ النمط

تلقا مثلا:

I believe, I argue, I think....

I am for أنا مع

I am against أنا ضد

In my view في نظري

In my opinion في رأيي

الزمن  
المستعمل  
Present  
Simple

## وصفي Descriptive

النص هذا يكون فيه وصف لشخص، شيء، مكان، حالة معينة...و ذلك بإعطاء تفاصيل دقيقة لتوضيح الصورة للقارئ

المؤشرات لي تساعدك باش تعرف هاذ النمط  
تلقا مثلا:

Use of adjectives

Use of adverbs

Use of the verb 'to be'

## تفسيري Expository

هذا النص يفسر ظاهرة ما أو دراسة يعطي معلومات و حقائق

المؤشرات لي تساعدك باش تعرف هاذ النمط

تعريف Definition

أسباب Causes

عواقب Consequences

حلول Solutions

إحصائيات Statistiques

Names of organizations ( UNICEF, UNESCO..)

ملاحظة  
مش شرط  
تلقاؤهم

## سردى Narrative

النص هذا تكون فيه حكاية أو قصة ، المهم حاجة صرات فالماضي كيما الوحدة تع الحضارات مثلا

المؤشرات لي تساعدك باش تعرف هاذ النمط

Beginning

هنا يحددك الإطار المكاني و الزماني و الشخصيات إذا كاين -

Development

هنا يقلك على الأحداث كيفاش تطورت و وش صرا

End

وش صرا فالأخير و كيفاش أنتهت الحكاية



Which paragraph mentions a list of the themes or topics deals with by Dib in his novels?

*It is mentioned in paragraph No: 02.*

Which of Dib's novels was made into a famous Algerian TV series in 1974? I search the Internet if I don't know the answer.

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ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

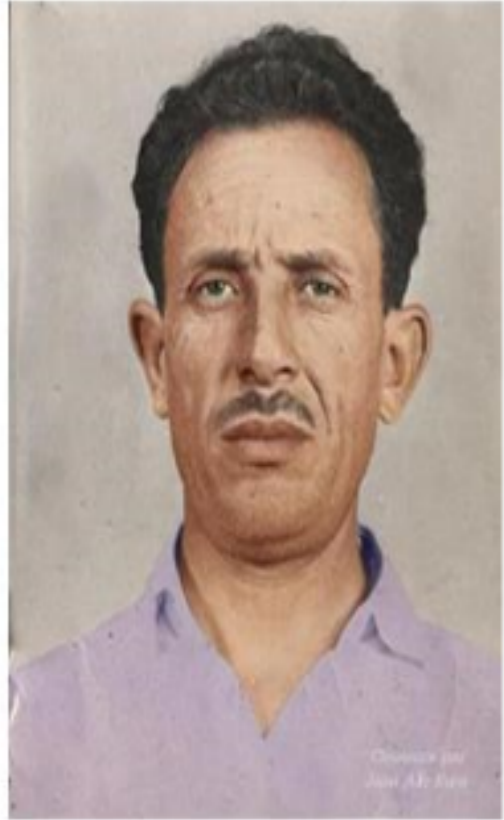
3 دورات مكثفة

أحصل على بطاقة الاشتراك



A few days ago was the 1st of November Which is a very important day in the Algerian history .

Pick one of our country's heroes and write a short biography about him



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1 حصص مباشرة

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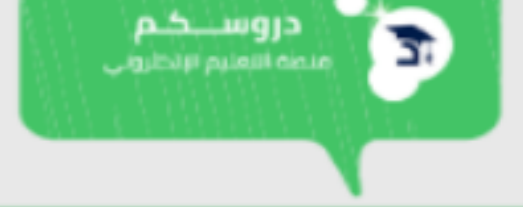
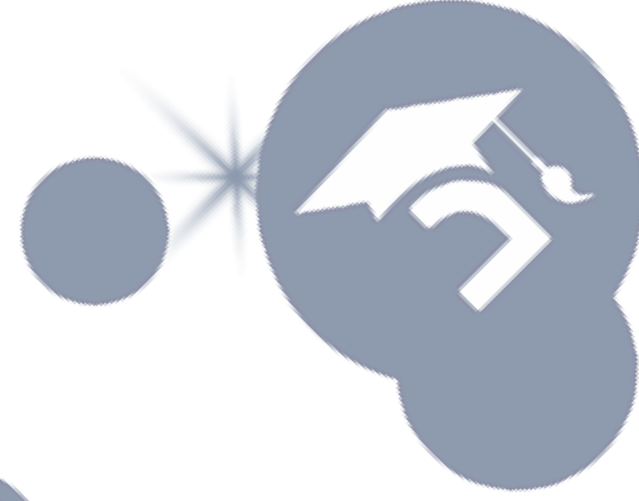
أحصل على بطاقة الإشتراك



## ID CARD

- **First Name:**
- **Surname:**
- **Date of Birth:**
- **Date of Death:**
- **Place of Burial (tomb):**
- **Nationality:**
- **Occupations:**
- **Achievements:**

منصة التعليم الإلكتروني  
دروسكم



ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك





**Name :** Mouloud Feraoun

**Date / place of birth :** March 08, 1913 in Tizi-Hibel, Kabily, Algeria

**Nationality :** Algerian

**Occupation :** teacher, writer and novelist

**Known as :** a martyr of the Algerian Revolution

**Literary work :** to write novel in French :

-Poor Man's Son (1950)

-Days of Kabylie (1954)

-Hard Path (1957)

-The Last Message (1960), Feraoun

rejected a solution to the Algerian problem suggested by the French

**Date / place of death :** to be assassinated by OAS terrorists March 15th, 1962, in El-Biar, Algiers



Mouloud Feraoun  
Many martyrs marked their names in the Algerian history and M.F is one of them

This great figure was born on March 08th 1913 in place

He was a teacher, writer and Mouloud Feraoun is known as a martyr of the

He wrote many novels in French such as 1. 2. 3.

This great hero was assassinated on  
Class : MS4.....



ملف الحصة المباشرة و المسجلة

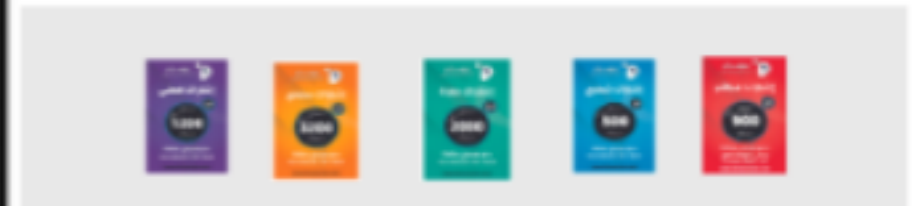


1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



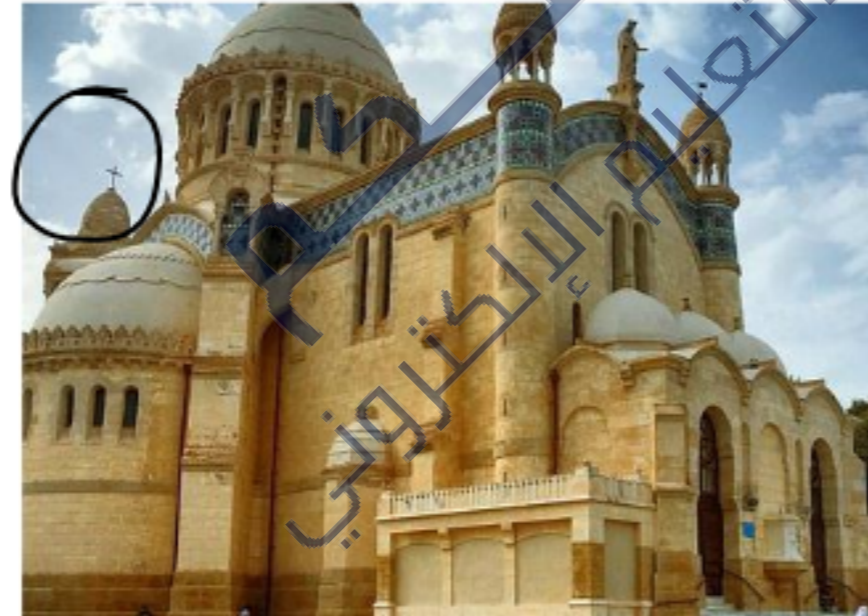
This great ..... died in ..... but  
he marked his name in history with  
golden letters.

داروس كرم  
منطقة التعليم الإلكتروني





2



دروسكم  
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



I learn to integrate :

You have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature or Arts that you learnt about during this trip.

منصة دروسكم الإلكتروني

دروسكم  
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• <b>Lexis related to the description of landmarks:</b></li> <li>(1) <b>Date of construction, location, height, date of their listing by the UNESCO as a World Heritage Site, ...etc.</b></li> <li>• <b>Biographical lexis related to outstanding figures:</b></li> <li>(2) <b>The person's name, date of birth, nationality, his/ her works, titles of plays/ novels/ paintings, ...etc.</b></li> <li>• <b>Lexis related to specific occupations in Arts, literature or social sciences:</b></li> <li>(3) <b>Painter, playwright, novelist, scientific genius, poet, ...etc.</b></li> <li>• <b>Comparative of equality and inferiority:</b></li> <li>(4) <b>as (adjective) as/ not as (adjective) as.</b></li> <li>• <b>Active and passive forms:</b></li> <li>(5) <b>Active form: Subject + Verb + Direct object</b> <b>Passive form: Subject + To be + Past participle of the verb + by + Agent</b></li> <li>• <b>Strong adjectives:</b></li> <li>(6) <b>excellent, exhausted, tiny, terrible, ...etc.</b></li> <li>• <b>Discourse markers and connectors:</b></li> <li>(7) <b>First, Then, After that, Next, Finally, After, Before, Shortly, Afterwards, ...etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describing landmarks using specific information (architectural, cultural, geographical, etc.)</b></li> <li>• <b>Narrating using historical information about landmarks</b></li> <li>• <b>Narrating using biographical information about outstanding figures</b></li> <li>• <b>Comparing landmarks</b></li> <li>• <b>Locating landmarks on a map</b></li> <li>• <b>Describing an itinerary and identifying its components (departure; stopovers; final destination)</b></li> <li>• <b>Organising discourse in chronological order</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Valuing travelling as a source of knowledge</b></li> <li>• <b>Sharing universal landmarks as a world heritage</b></li> <li>• <b>Raising awareness of the importance of landmarks as a vehicle for cultural identity</b></li> <li>• <b>Raising awareness of the importance of outstanding figures in history, literature and Arts as the custodians of cultural identity and values</b></li> </ul>

page 43

دروسكم  
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



To write this report, task 63 ("I listen and do") and the following layout will help me.

## Layout

**TITLE** (I give a title to my report)

### Introduction

I summarize the itinerary of my trip: departure; stopovers (two or three); final destination.

### Development

**1. Landmarks:** I describe two or three landmarks, giving historical, architectural, geographical, etc. information.

**2. Outstanding figures:** I talk about two or three famous personalities (in history, literature or Arts), giving biographical information.

### Conclusion

In one or two sentences, I highlight the importance and value (cultural, literary, historical, architectural, etc.) of these landmarks and outstanding figures.

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منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



**First**, we started our trip from Setif to Bejaya by car. **Then**, we took the bus to Jijel with a stopover of one night. **Next**, we flew to Telemcen with a stopover of three nights. **After that**, we took a taxi to Oran. **Finally**, we took the train back to home.

منصة التعليم الإلكتروني  
دروسكم

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منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

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Departre : By bus / By train / By car / By plane

Destination 1 : 1- visited places 2 - Duration 3- birth place of

We saw ... We got ...

with a stopover of

Destination 2 : 1- visited places 2 - Duration 3- birth place of

Destination 3 : 1- visited places 2 - Duration 3- birth place of

Final destination : Finally, we returned to .... after spending --- unforgettable days (importance of landmarks, figures...)



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1

حصص مسجلة

2

دورات مكثفة

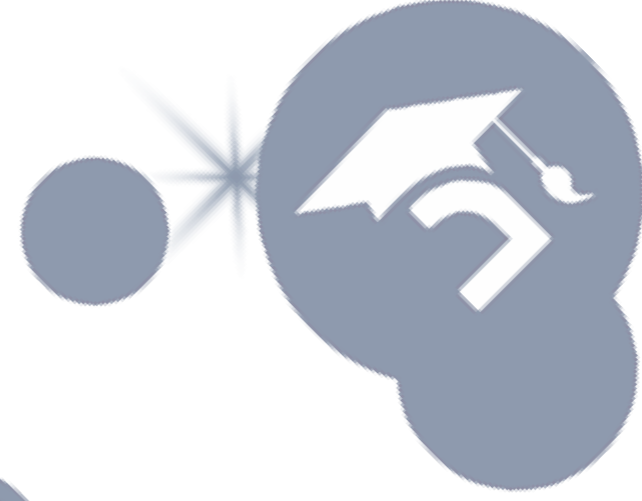
3

أحصل على بطاقة الإشتراك





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منطقة التعليم الإلكتروني



دار و س ك م  
منطقة التعليم الإلكتروني

