





Hello Lobna,

You wanted to know more about me so, I'm the kind of girl who is always **outgoing**, **cheerful** and **friendly** but at school I'm very **hard-working** and **serious** my friends always tell me that I am a **perseverant** person. I'm a big fan of technology and electronic devices I spend most of my time designing new games and reading books about artificial intelligence that's why I made it my goal in life **to become** a famous scientist like Belgacem Haba **because** I want to help developing my dear country. **My ideal teacher is** someone who is **smart helpful** and makes learning fun for his pupils and Mr. James is a good example, he has always helped me to fulfill my goals and encouraged me to follow my dream . My ideal friend is someone who is **honest loyal** and has a **positive** personality like my friend Sarah . I hope I've shared with you what you wanted to know.

Looking forward to your reply.

Love

Amey



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Yesterday, I received a notification in facebook that my old elementary school was soon to be demolished. I decided to write some of my memories about it. Leaving that school almost 23 years ago, I was amazed how much my time at the school has influenced what I am doing today.

One of my first memories as a child was my mom walking me to school for the first day. I still can visualize the jacket I was wearing. I remember playing football in the fields. We used to rush out and I remember my brother Alec always telling me how much I stunk from the sweat. I didn't care because I could have played all day.

In grade 3, my teacher Mrs Penrose inspired a love of music that I still have. She wrote on my report card : « Follow your dreams as you have the talent to take you anywhere you want to go. » Mr. Moshinski is probably one of the most influential teachers I have ever had. He was always hard on us, but it was done out of pure love. He used to sit and have some of the best conversations with us. They always meant so much to me.

Amazing that I can remember that much about elementary school. Hopefully my students will remember me as fondly. What I realize writing this is that it is never a building that is important, but people that make it feel like home.

Adapted from : <https://georgecours.ca/blog>

**Task three (1pt)** : what do the underlined words in the text refer to :

It (§1)..... us (§3).....

**Task three : (1pt)** : Find in the text the opposites of these words :

Constructed (§1) =/= ..... forget (§4) =/= .....

**Task two (2pts)** : Match the idea with the corresponding number of paragraph :

ideas	Paragraphs
_ the author remembers his elementary school teachers	_ §1
_ The author hopes that his pupils will remember him as he remembers his teachers.	_ §2
_ the author is informed about the destruction of his school so he decided to post his memories in a blog.	_ §3
_ The author's school memories	_ §4

**Author** : .....

**Source** : .....

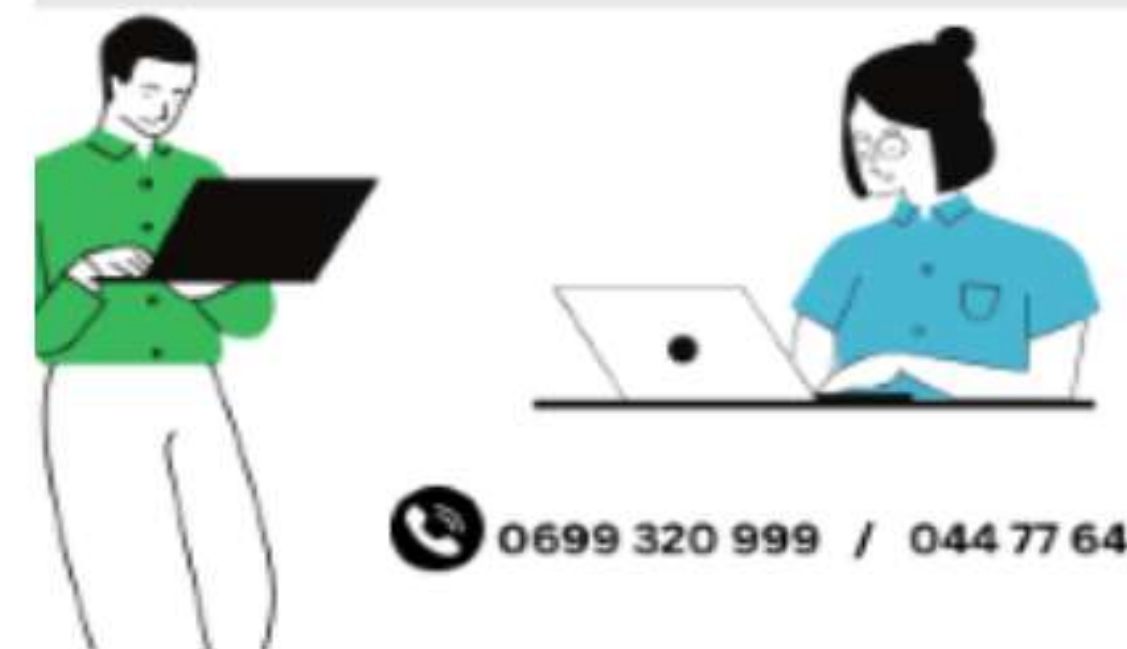
**Date of publication** : .....

**Type of document** : a\_ an excerpt from a book  
b\_ a press article  
c\_ a blog

**Type of the text** : a\_ narrative  
b\_ prescriptive  
c\_ descriptive



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**Task two(2pts)** : Use the superlatives of adjectives between brackets to complete the paragraph :

I can't forget my classmates in primary school, they were really amazing. John was.....(funny), he used to tell us jokes and made us laugh all the time. Katy has never forgotten her homework, she was.....(serious) pupil in the class. All teachers praised Clara because she was.....(disciplined). Jack participated in many competitions and won a lot of awards, he was.....(talented) in the whole school.

**Situation of integration (6pts)** : Childhood memories can never be erased or forgotten .There is surely an experience that happened to you and it remains alive. Write about this experience and post it on your Facebook page (what happened ?\_ who were the people with you ? was it a good or bad memory ? how did it affect your life as a child ?

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Text:

## Memories of the Algerian Freedom Fighter

Zohra Drif is a legendary freedom fighter. She was 19 when the Algerian Revolution broke out. She was studying law at Algiers University when she joined the FLN and placed a bomb in a French Café. A year after, she was arrested and condemned to 20 years of hard labor. She spent five years in prison before she was finally released upon independence.

"for nearly five years, I was the only Arab girl at the French primary school. With my big braid among the Europeans girls. I completed those years as an excellent student with my classmate Roselyne Garcia. She was a dear friend until we reached the sixth grade exam. I was the first student whereas my best friend had failed. When we were heading home, Roselyne was crying so I told her not to give up. She was not upset because of her failure but on how to explain to her parents that an Arab girl passed unlike her.

Suddenly, I realized that all my excellent marks, all my efforts to learn the French language and culture and all my sincere feelings of friendship for Roselyne would never make me equal to the Europeans because she will always see me as an "inferior Arab".



1 Zohra Drif arrested during Algiers's battle

Adapted from: "Inside the Battle of Algiers" by Zohra Drif

### PART ONE (14 Pt)

*Read the text carefully then do the activities.*

#### A. Reading Comprehension: (07Pt)

o Activity one: Answer the following questions from the text [02pts]

1. Why was Zohra Drif arrested?
2. What did she realize ?

o Activity two: Say if these sentences are 'True' or 'False'. Correct the wrong ones. [03pts]

1. Zohra Drif didn't go to the university.
2. Zohra Drif was brilliant at school unlike her best friend.
3. Roselyne was happy for her friend Zohra.

o Activity three: Lexis: [02pts]

A) Find in the text words that are closet in meaning to:

Liberty= .....

Became aware=.....

B) Find in the text words that are opposite in meaning to:

Succeeded= / = .....

superior = / = .....



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- o **Activity one:** Classify the following words with their prefix to get the opposite: [02 pts]  
Equal- Mature – tolerant - loyal

<i>in</i>	<i>dis</i>	<i>un</i>	<i>im</i>
.....	.....	.....	.....

- o **Activity two:** put the verbs between brackets in the right form. [03pts]


While the Algerians (to protest) for their rights, the French army (to come) and (to arrest) many protestants.

- o **Activity three:** Classify the words according to their final "ed" pronunciation [02pts]  
[Arrested- opposed- experienced- encouraged ]

<i>/t/</i>	<i>/d/</i>	<i>/id/</i>
.....	.....	.....

#### PART TWO (06Pt)

- **Situation of Integration:** the Algerian revolution marked the birth of many revolutionarists and freedom fighters. **Moufdi Zakaria** also called "the poet of the Algerian revolution" was one of them.
- Use the notes in the table to write a short paragraph about him.

<b>Name</b>	Zakaria Chikh	
<b>Nicknamed</b>	-Moufdi Zakaria	
<b>Date of Birth</b>	- 12 <sup>th</sup> April 1908 Bni Yezguen –Ghardaia	
<b>Studies</b>	- in Annaba then in Tunis	
<b>Personality Features</b>	-courageous / active / perseverant / sensitive	
<b>1955</b>	- join the Algerian Revolution	
<b>1956</b>	-Arrested 3 years in prison	
<b>Job</b>	- Poet/ Writer	
<b>Achievements</b>	- The national anthem "QUASSAMAN"	
<b>Awards</b>	-Certificate of recognition from the president Chadli Benjdid 1987	
<b>Death</b>	- 1977 Tunisia	





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camp

palastine

US refugee agency

Refugees

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## A Gaza Refugee Child's Dream

Yara Jouda lives in Alnusierat refugee camp in the Gaza Strip. Her original hometown was Ashdod – now occupied after the war of 1948. She is a student at Mamdouh Saidam High School. She says, "writing is my favourite hobby. It's a way to tell our true story to the world." Yara also loves reading novels, listening to music, dancing and riding a bike. This is what she wrote for "The Palestine Chronicle", an online Palestinian newspaper, on 20 December 2015:

I am a girl from Gaza barely 15 years old. Maybe I'm not old enough, but I'm mature enough to write in the name of dead Palestinian children who didn't have enough time to enjoy life. These kids dreamt of being doctors to treat people who suffer during military offensives. They wanted to fight against those who stole our land, destroyed our houses and killed our families and friends, not to mention that they made us refugees.

I have a little bit of a different dream. I have always dreamt of traveling around the world, not to enjoy or have fun, but to deliver the message of these kids. I believe that every person in the world should protect these children. I hope those who are reading this message—Muslims, Christians, Jewish and everyone else—have enough humanity to do something about it, to take some responsibility.

When I was 7 years old, I remember clearly that I always wanted to fight our enemy. I really hope that you won't judge me or my dream because that's the dream of every child in Gaza.

I hope that my message reaches your hearts and makes you understand our situation in Gaza.

Adapted from: [www.palestinechronicle.com](http://www.palestinechronicle.com)

**Task 1 page 80:** I read and complete the bibliographical notes.

### Bibliographical Notes

- Title: *A Gaza Refugee Child's Dream*
- Author: *Yara Jouda*
- Source: [www.palestinechronicle.com](http://www.palestinechronicle.com)
- Date of publication: *20 December 2015*
- Type of document:
  - a. Blog article
  - b. press article
  - c. web article

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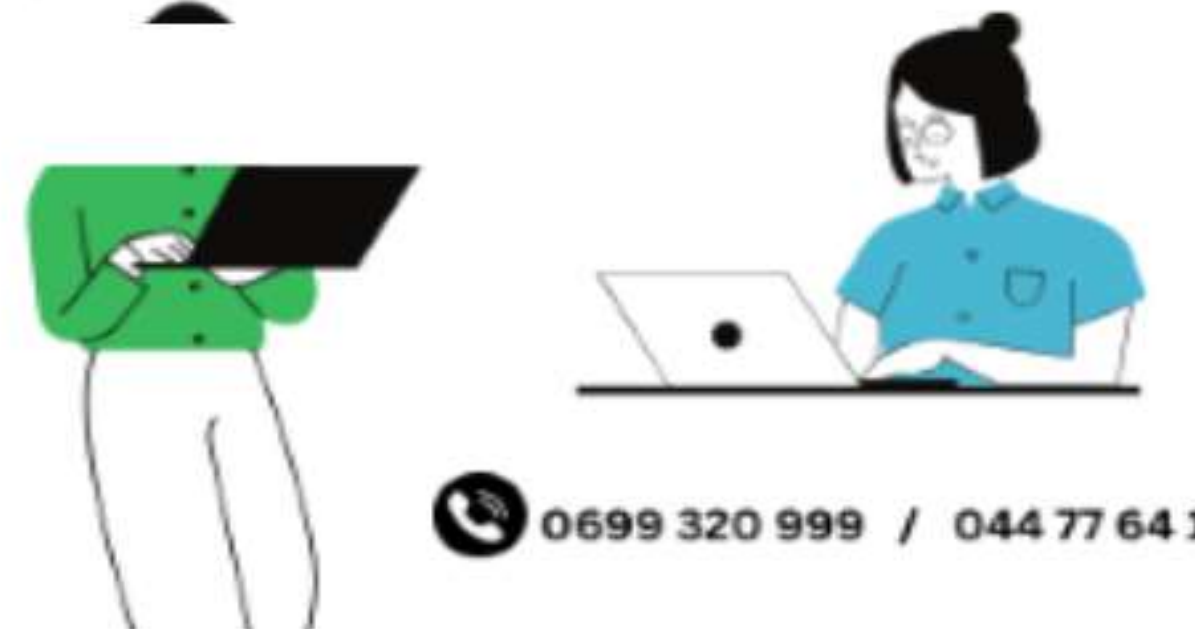
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**Task 2 page 80:** I read the text again and answer the questions

1. Answer by "**True**" or "**False**", then correct the false statements.
  - a. Yara Jouda lives in Ashdod. *False / She lives in Alnusierat refugee camp.*
  - b. She is a Palestinian refugee from the West Bank. *False/ She is a Palestinian refugee from Gaza Strip.*
  - c. She is a teenager. *True*
  - d. Writing is her favorite hobby because she thinks it's fun.  
*False Writing is her favorite hobby because it is a way to tell the Palestinian story to the world.*
  - e. She is a high school student. *True*
2. Is the first introductory paragraph ("Yara Jouda lives in Alnusierat ... on 20 December 2015") part of the text? Was it written by Yara Jouda? Why is it written in italics?  
*No, it is not part of the text and it wasn't written by Yara Jouda. It is written in italics to show that it doesn't belong to the text and it introduces the topic that is going to be dealt with in the text and to catch the reader's attention.*
3. What kind of information does this introductory paragraph give you as a reader? Compare it with the information given in the text.  
*It gives general information about the author Yara Jouda. But the information in the text is given by Yara and concerns all Palestinian children, who didn't have time to enjoy life and need to be protected like all the children around the world. Yara addresses directly the readers around the world and challenges us somehow so that we should understand what the Palestinian children undergo.*
4. Who or what do the words in bold type in the text refer to? *The 1<sup>st</sup> Paragraph (§ 1): (who) Dead Palestinian children, (who) People, (They) Kids. The 2<sup>nd</sup> Paragraph (§ 2): (these children) Palestinian children. The 3<sup>rd</sup> Paragraph (§ 3): (me) The author "Yara Jouda". The 4<sup>th</sup> Paragraph (§ 4): (our) The author "Yara Jouda" and all the Palestinian children.*

*Jouda". The 4<sup>th</sup> Paragraph (§ 4): (our) The author "Yara Jouda" and all the Palestinian children.*



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5. Match each word from the text (1, 2, 3) with its synonym or equivalent phrase (a, b, c).

- |                    |   |                      |
|--------------------|---|----------------------|
| 1. barely (§ 1)    | → | a. possibly; perhaps |
| 2. maybe (§ 1)     | → | b. attacks           |
| 3. offensive (§ 1) | → | c. only just         |

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

kids (§ 1) = children - understanding and kindness (§ 2) = humanity - very well (§ 3) = clearly

7. Find in the text the words that are opposite in the meaning to the following: young (§ 1)

immature (§ 1) - irresponsibility (§ 2) - never (§ 3)  
 young ≠ old - immature ≠ adult - irresponsibility ≠ responsibility - never  
 ≠ always



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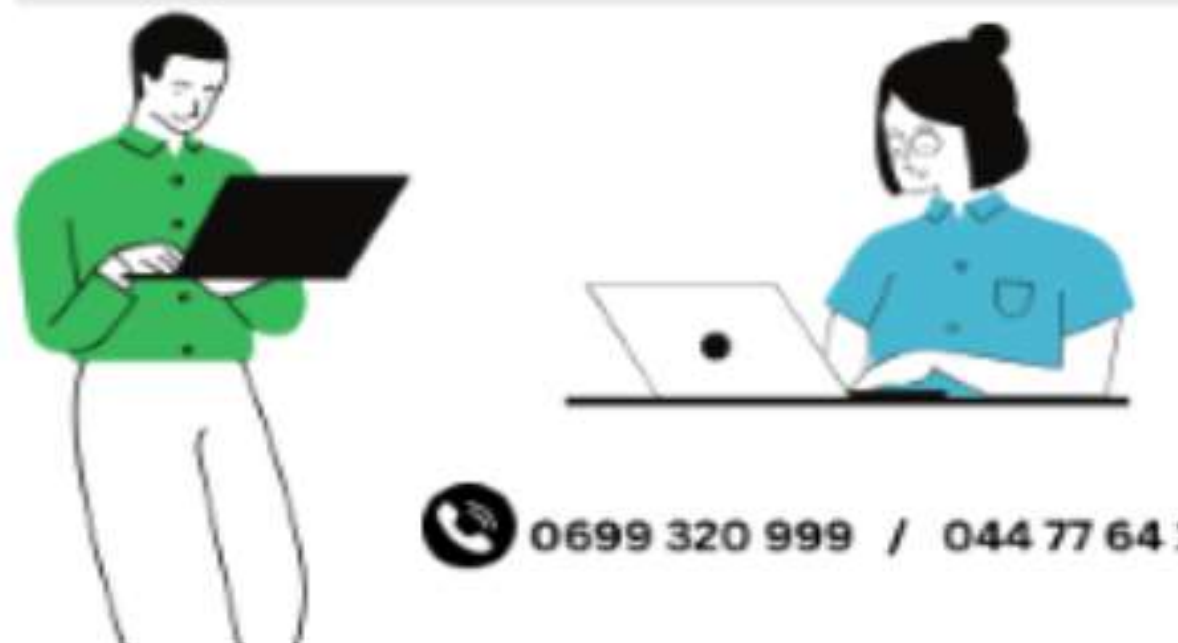


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8. Why does Yare use the past simple tense to talk about the Palestinian children in paragraph (1)? *She uses it because the Palestinian children are dead now and they were killed by the enemy forces (The Israelis).*
9. What was the dream job of those Palestinian children? Why did they choose it? *They dreamt of being doctors because they wanted to treat people who suffer during the military offensives.*
10. In paragraph (1) Yara mentions the wrongs and injustices done by the occupiers to the Palestinian people. List all these wrongs and injustices.  
*The occupiers killed the Palestinian children, left them no chance to enjoy life, or to fulfil their dream being doctors. They cause suffering to them and to other people during military offensives, they destroyed their houses and killed their families, friends and made them refugees.*
11. In paragraph (2) Yara talks about her own dream job. What is it? Find the reason why she has chosen a dream job like this one.  
*Her dream job is to travel around the world not to enjoy or have fun but to deliver the message of the Palestinian children. She has chosen that because she feels that it is her duty to speak and write on their behalf so that the world won't forget the suffering and hardships they go through.*





12. Which of these names best illustrates Yara's dream job:  
a. A traveler? b. An ambassador? **c. A world messenger for her people?**
13. Yara's "message" in paragraph (2) is also the message of all the Palestinian children. Copy out the two sentences that express this message. 1.  
*I believe that every person in the world should protect these children.* 2. *I hope those who are reading this message – Muslims, Christians, Jewish and everyone else – have enough humanity to do something about it, to take some responsibility.*
14. Who is the recipient of Yara's message?  
*The recipient of Yara's message is the whole world (Muslims, Christians, Jewish and everyone else).*
15. Who does the pronoun "you" refer to in paragraph (3 and 4)?  
*It refer to the readers, whatever religion they belong to.*
16. Occupation is a painful experience for the Palestinian children. What was Yara's dream when she was a child?  
*When she was a child she always wanted to fight their enemy (the occupying forces).*
17. Which one of these words describes Yara's political status or condition in the text:  
a. A free citizen? **b. A refugee?** c. An immigrant?
18. Has Yara's message "reached your heart"? Do you think that the world "has taken some responsibility" and "has done something" about the situation in Gaza? Discuss these points with your class. *Class discussion ...the learners give their opinion ...*





## Task 3 and 4 page 81: I write Yara's Bio Card

### Yara's Bio Card

- Age: *15*
- Nationality: *Palestinian*
- Political Status: *Refugee*
- Current Residence: *Alnusierat refugee camp in the Gaza Strip*
- Original Hometown: *Ashdod*
- Occupation: *High school student*
- Hobbies: *Writing, reading novels, listening to music, dancing, riding a bike*
- Dream Job: *A world messenger for her people*
- Childhood Dream: *Fight the enemy*

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**Task 5 page 82:** I read "Text 2" and complete the bibliographical notes.

## Bibliographical Notes

- **Title:** *Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter*
- **Author:** *Zohra Drif*
- **Source:** *Just World Books, USA*
- **Date of publication:** *2017*
- **Type of document:**
  - a. excerpt from a play
  - b. excerpt from a novel
  - c. excerpt from a memoir



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**Task 6 page 83:** (I listen to the author reading the text to me. Then, I read the text silently and answer the following questions).

1. Does the introductory paragraph in this text have the same function as in the text (1)?  
*Yes, it does. It gives biographical information about the author for readers to get to know more about her and to attract their attention.*
2. Match each paragraph with the statement (a, b, c or d) that summarises it:
  - a. Zohra tries to cheer up her friend Roselyne after her failure in the sixth-grade entrance exam. *Paragraph § 3*
  - b. Zohra realises that the French can never accept an "Arab" as their equal. *Paragraph § 4*
  - c. Zohra notices for the first time her difference with her European schoolmates. *Paragraph § 1*
  - d. Zohra passes her 6th-grade entrance exam, whereas her friend Roselyne fails. *(Paragraph § 2)*
3. Match each verb from the text with its corresponding meaning (a, b, c):
  1. broke out (introductory §) → a. disappeared
  2. dried up (§ 3) → b. replied angrily
  3. spat back (§ 3) → c. started; began
4. Find in the text the words that are closest in the meaning to the following: almost; approximately (§ 1) – important (§ 2) – weeping (§ 3) – because aware (§ 4) almost; approximately = *nearly* – important = *major* – weeping = *crying* – because aware =



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5. Match each verb from the text with its corresponding antonym (opposite):

- 1. arrested (introductory §) → a. passed; succeeded
- 2. long (§ 1) → b. released
- 3. failed (§ 3) → c. short

6. Use your dictionary and find the intruder in this list: *a legendary fighter; a famous militant; a great historical figure; a true nationalist; a revolutionary; a traitor; a rebel; a leading figure; a mujahid (a)*. **The intruder is: "a traitor"**.

7. Who or what do the words in bold type in the text refer to? **The 1<sup>st</sup> Paragraph (§ 1):**  
 (me) ↓ (we) ↓ (they) ↓

**The 2<sup>nd</sup> Paragraph (§ 2):** (We) ↓

**The 3<sup>rd</sup> Paragraph (§ 3):** (we) ↓

(her) ↓

(You) ↓

(She) ↓

**Paragraph (§ 4):** (she) ↓

(me) ↓

8. When the Algerian Revolution broke out, Zohra was:

- a. 19?
- b. barely 19?
- c. less than 19?
- d. more than 19?

9. List all the differences between Zohra and her European schoolmates.

Zohra Drif	Her European schoolmates
- <u>Hair and clothes:</u>	- <u>Hair and clothes:</u>
- <u>Food:</u>	- <u>Food:</u>



10. Who is Roselyne Garcia? List all the information you can find about her in the text.
11. How did Zohra consider Roselyne Garcia before the results of the sixth-grade entrance exam were announced? .
12. How did Zohra react when she heard about Roselyne's failure in the exam? .
13. How did Roselyne react when Zohra tried to cheer her up as a true friend would do? Which words did she use that really hurt Zohra?
14. What was Zohra's reaction when she heard that word? Which of the following adjectives best describe her feelings at that moment? Use your dictionary and choose the appropriate ones: *happy, angry, mad, thankful, humiliated, deceived, disappointed, shocked, quiet, furious, hurt, revengeful.* ١
15. Why is that word written between quotation marks in the last paragraph? *That word*





16. Which meaning do Roselyne and her mother give to that word: a positive or negative one? !
17. Which of the following meanings are associated with that word in the minds of Roselyne Garcia and her mother? Choose the appropriate ones: *love, hatred, tolerance, intolerance, equality, inequality, racism, superiority, inferiority*. The meanings
18. Which meaning did Zohra give to that word when she "*looked Roselyne in the eye*" and responded to her criticism? Choose two statements (a, b, c, or d) to answer this question.
- a. Zohra was ashamed of being An Arab.      b. Zohra was proud of being an Arab.
- c. Zohra was feeling inferior as an Arab.      d. Zohra was feeling superior as an Arab.
19. Use your dictionary and choose the appropriate adjectives from the following list to describe Zohra's and Roselyne's personalities: *loving, hateful, envious, scornful, selfish, caring, mean, kind, thoughtful, jealous, sincere, contemptuous, loyal, insincere, disdainful, unkind, unselfish*.

Zohra's Personality	Roselyne's Personality



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20. Use "My Grammar Tools 5" and the adjectives in "Task 19", and write a comparative paragraph about Zohra Drif and Roselyne Garcia.

21. As a reader, how do you feel about Roselyne Garcia? Do you like her? Why?

22. Read the introductory paragraph again and compare the Algerian Zohra Drif with the Palestinian Yara Jouda: what do they share in common?

23. How did Kateb Yacine and Zohra Drif consider the "French or European world" in their childhood? Reread the listening tasks about Kateb Yacine and compare.

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24. What did Kateb Yacine and Zohra Drif learn from their personal experiences during the French occupation of their country? What was the important thing they both realised?

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How did each of the young Kateb Yacine, Zohra Drif and Yara Jouda decide to fight the military occupation of their countries by foreigners? Yar

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**Task 8 page 84:** I write "Zohra Drif's Bio Card".

## Zohra Drif's Bio Card

- **Date and place of birth:**
- **Age in 1954:**
- **Age when she placed the bomb in the café:**
- **Age now:**
- **The date when she was arrested:**
- **The date when she was released from prison:**
  
- **Her occupation when she joined the revolution:**
  
- **Her childhood experience and its impact on her life and personality:**



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