



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://georgecouros.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

READING COMPREHENSION : (7PTS)

Task one (2,5pts) : Read the text carefully then fill in the bibliographical notes below :

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".



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

in	dis	un	im
.....

- 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]

/t/	/d/	/ɪd/
.....

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.

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



Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter

Zohra Drif, the legendary freedom fighter, was born on a farm in Tiaret. She was a little over 19 when the Algerian Revolution broke out. Two years later, she was studying law at Algiers University when she joined a group of the (FLN) revolutionaries and placed a bomb in the French Milk Bar café. The following year, Mrs Drif was arrested and condemned to 20 years of hard labour for "terrorism". She spent five years in prison before she was finally released upon independence. Here is an extract from her book:

For nearly five years, I was the only Arab girl at the French primary school, with my big long braids and long skirts reaching to my ankles, among the little European girls with their short hair and their little dresses above the knee. The difference between me and these girls even extended to the foods we ate at ten o'clock in the playground: they pulled out a brioche, a croissant, sometimes a chocolate croissant or a baguette with jam. As for me, I had my Algerian treats—maqrouta, mbardja, msemena or matlou with our family's honey.

I completed my primary-school years as an excellent student, finishing tied for first place in my class with my classmate Roselyne Garcia. I considered Roselyne a dear friend until we reached the sixth-grade entrance exam, a major test that marked the passage from childhood to adolescence. We were in school the day the results were announced. I, Zohra Drif, daughter of the Arab qadi, managed to rank among the first students in the region, whereas my best friend Roselyne, the daughter of Tissemsilt's baker and an excellent student, had failed. I was as shocked as the rest of the school at Roselyne's results.

When we parted to go home, I told her, still crying, "You know, Roselyne, everybody knows you're an excellent student. It was an accident. Next year, you'll get it." Roselyne replied, "But Zohra, it's not that. You don't understand a thing. How do I explain to my mother that you passed and I didn't? She will never understand that Zohra the Arab succeeded and I failed." I was unsure whether I had misunderstood or understood all too well. Soon my tears dried up. I looked her in the eye and spat back, "Well, you'll just have to explain to your mother that it was the Arabs like Zohra who invented mathematics."

In a few short seconds, I lost my best friend and my innocence. I suddenly realised that all my excellent marks, all my efforts to learn French language and culture and all my sincere feelings of friendship for Roselyne would never make me the equal of Roselyne, the European. With one simple sentence, she put me in my place as the "Arab".

Adapted from: "Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter"
by Zohra Drif,
Just World Books, USA, 2017

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).*

7. Who or what do the words in bold type in the text refer to? **The 1st Paragraph (§ 1):** (me) *The author Zohra Drif*, (we) *Zohra and her schoolmates*, (they) *European girls*.

The 2nd Paragraph (§ 2): (We) *Zohra and Roselyne*. **The 3rd Paragraph (§ 3):** (we) *Zohra and Roselyne*, (her) *Roselyne*, (You) *Zohra*, (She) *Roselyne's mother*. **The 4th Paragraph (§ 4):** (she) *Roselyne*, (me) *Zohra*

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.

<u>Zohra Drif</u>	<u>Her European schoolmates</u>
- <u>Hair and clothes</u> : (big long braids, long skirts)	- <u>Hair and clothes</u> : (short hair, little dresses)
- <u>Food</u> : (<u>maqrouta</u> , <u>mbardja</u> , <u>msemna</u> , <u>matlou with family's honey</u>)	- <u>Food</u> : (<u>brioche</u> , <u>croissant</u> , <u>chocolate croissant</u> , <u>baguette with jam</u>)



10. Who is Roselyne Garcia? List all the information you can find about her in the text. *She is an European primary school girl. She is the daughter of Tissemsilt's baker. Her best schoolmate and friend is Zohra Drif. She is an excellent student and she finished her first class with Zohra Drif at the end of primary school. She failed the 6th-grade entrance exam.*
11. How did Zohra consider Roselyne Garcia before the results of the sixth-grade entrance exam were announced? *Zohra considered Roselyne Garcia a dear and best friend.*
12. How did Zohra react when she heard about Roselyne's failure in the exam? *shocked: "I was as shocked as the rest of the school at Roselyne's results" (§ 2).*
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? *Roselyne was very angry, unkind and disdainful. The words she used that really hurt Zohra was: "The Arab".*
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.* The adjectives which best describe her
15. Why is that word written between quotation marks in the last paragraph? *That word written between quotation marks in the last paragraph shows that it wasn't said by Zohra but by her friend Roselyne and it also draws attention on the word and emphasises its impact on Zohra.*



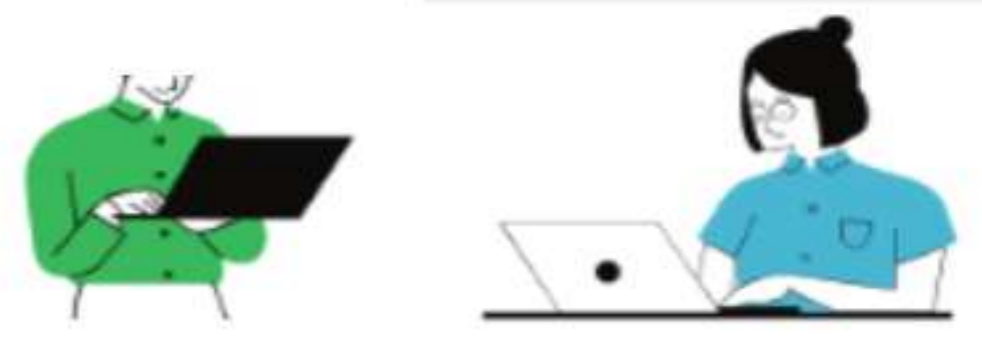
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16. Which meaning do Roselyne and her mother give to that word: a positive or **negative** one? *They give the negative meaning to that word.*
17. Which of the following meanings are associated with that word in the minds of Roselyne Garcia and her mother? Choose the appropriate ones: *love, hatred, tolerance, intolerance, equality, inequality, racism, superiority, inferiority.* The meanings associated with that word in the minds of Roselyne Garcia and her mother are: "inequality, inferiority". They think that Zohra is inferior to them because she is "Arab" and she isn't their equal.
18. Which meaning did Zohra give to that word when she "*looked Roselyne in the eye*" and responded to her criticism? Choose ¹ statement (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
<p><i>loving, caring, kind, thoughtful, sincere,</i></p> <p><i>loyal, unselfish</i></p>	<p><i>hateful, envious, scornful, selfish, mean,</i></p> <p><i>jealous, contemptuous, insincere,</i></p> <p><i>disdainful, unkind,</i></p>



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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.

Zohra Drif and her friend Roselyne Garcia have different personalities. Zohra is kind and loyal to her friend Roselyne whereas Roselyne is mean and jealous. Unlike Zohra who is sincere and caring, Roselyne feels superior to Zohra and behaves in disdainful way.

21. As a reader, how do you feel about Roselyne Garcia? Do you like her? Why?
As a reader, I don't feel friendship towards Roselyne Garcia because she was unkind to her friend Zohra who wanted to comfort her after she had failed her sixth-grade entrance exam. In fact, she wasn't a real friend; she felt superior to her friend Zohra. She treated her disdainfully.
22. Read the introductory paragraph again and compare the Algerian Zohra Drif with the Palestinian Yara Jouda: what do they share in common? *The two persons live in a country occupied by enemy forces and the duty to fight them in one way or another.*
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?
From their personal experiences during the French occupation Kateb Yacine and Zohra Drif found out the truth about the French; they learnt that they weren't equal to them. However, they realised that they had to be proud of their country, religion, language and they became aware of their national identity.
How did each of the young Kateb Yacine, Zohra Drif and Yara Jouda decide to fight the military occupation of their countries by foreigners? *Yara Jouda decided to fight the military occupation of her country through writing, whereas Zohra Drif did so by joining a group of revolutionaries and placed a bomb in a café. As for Kateb Yacine, after participating in the demonstrations of Sétif in 1945, he began writing and gave political talks.*

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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:** *December 28th, 1934*
- **Age in 1954:** *a little over 19*
- **Age when she placed the bomb in the café:** *21*
- **Age now:** *89*
- **The date when she was arrested:** *1957*
- **The date when she was released from prison:** *1962*
- **Her occupation when she joined the revolution:** *She studied law at Algiers University*
- **Her childhood experience and its impact on her life and personality:** *Her childhood experience shaped her character and made her proud of being an Arab, Muslim, and Algerian. This helped her fight for the independence of Algeria.*



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adventurous
brave
chivalrous
bold
daring
fearless
intrepid
courageous
audacious
gallant



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intelligent
savvy
wise
clever
shrewd
brilliant
sharp
canny
hardheaded
knowing
experienced



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To commemorate the 1st of November 1954, your English and history teachers have asked you to search the internet and write a web article for your school's website, in which you will compare Kateb Yacine's and Zohra Drif's childhood school memories and experiences, with special focus on the impact of these memories and experiences on their personalities, their awareness of their national identity and their decision to take part in the fight against the French.



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1. To write this web article, I first need to complete in my copybook the missing information in the left column of the following table:

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> Lexis related to the description of personality (adjectives and their antonyms)(1)..... Lexis related to the description of great historical figures(2)..... Lexis related to personal experiences, emotions and feelings(3)..... Phrasal verbs(4)..... Superlative of superiority(5)..... Comparison and contrast markers like unlike whereas(6)..... Use of the past tenses in a narrative(7)..... The present perfect tense with time markers have has / 's / 've / 've just(8)..... 	<ul style="list-style-type: none"> Reporting on significant historical events Narrating significant childhood and school memories and experiences Describing personality in relation to the influence of other persons and/or the impact of historical events, childhood memories and experiences Expressing personal feelings and emotions Expressing similarities and differences (comparison and contrast) Seeking biographical and historical information on the web using relevant keywords Analysing web information and selecting reliable sources and documents 	<ul style="list-style-type: none"> Valuing human experience and its role in shaping character, personality and dreams Valuing a common historical heritage and a national collective memory of suffering and struggling against colonialism Valuing the role played by national historical figures in the fight against colonialism Raising awareness of the influence of other people on one's character, personality and dreams Raising awareness of the importance of memory in shaping the identity of a nation Raising awareness of the importance of safeguarding national identity



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2. To write this web article, task 72 ("I listen and do"), questions 23-24-25 and tasks 7 and 8 ("I read and do": Text 2), task 1 ("I think and write": Sequence 1) and the following layout will also help me.

Layout

TITLE (I give a title to my article)

Posted on (I write the date) **by** (I write my name)

Introduction

I write a short introductory paragraph, comparing brief biographical information about Kateb Yacine and Zohra Drif: date and place of birth or death; education; occupation.

Development

1. Childhood memories and experiences: I compare Kateb Yacine's and Zohra Drif's attitudes towards the French when they were schoolchildren (Kateb's "French schoolteacher" and Drif's "best friend Roselyne Garcia")

2. Shock and sudden awareness: I explain how these childhood experiences led both Kateb Yacine and Zohra Drif to become aware of their national identity and find out the truth about the French.

3. Impact on their personalities and lives: I compare the effects of this sudden awareness on Kateb's and Drif's personalities and lives ("events of Setif"; "the Battle of Algiers"; imprisonment; writing about these experiences)

Conclusion

In one or two sentences, I highlight the long struggle of millions of Algerian men and women (some dead and others still alive) who were determined to fight for freedom, dignity, independence and national sovereignty.



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3. Now, I can write my article in my copybook and add original photos of Kateb Yacine and Zohra Drif (from the web) that will accompany my article on the post.

Title

Posted on by

Unlike Zohra Drif who was born in the west of Algeria (date/place of birth), Kateb Yacine was born in the east (date/place of birth)

.....

4. I work with my partner. We exchange ideas and improve our posts.



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The breakers of chains

Posted on + /date/ by /name /

Unlike Zohra Drif who was born in the west of Algeria on December 28th, 1934 in Tiaret, Kateb Yacine **was born in the east** of Algeria **on** August 2nd, 1929 in Constantine and **died on** October 28th, 1989 **in France**. Both of these outstanding freedom fighters faced the French colonization with courage.

When Zohra Drif was in primary school, she believed that she had a good friend, Roselyne and that they were equal **but** that was not the case with Kateb Yacine who had a different story as he was in an endless conflict between his mother who represented Algeria and his French schoolteacher who represented another language and culture.

Nonetheless, they both went through a significant experience that affected their lives and helped them discover their national identities and the reality of French colonialism. **For** Zohra Drif, this incident occurred **when** her best friend Roselyne failed the entrance exam for the sixth grade but Zohra passed. Roselyne's response was so startling that Zohra **realized** she was only an "Arab," a lower-class person, in her friend's view. The events that occurred on May 8, 1945, in Setif changed the life of high school student Kateb Yacine. He **participated** in the protests and was taken to prison. He became more conscious and felt a connection to the Algerian people **as a result** of his prison experience.

Their personalities and lives were strongly affected by these early experiences. Zohra Drif joined the FLN (National Liberation Front) and participated actively in party affairs. The PPA (Algerian People's Party) nationalist principles appealed to the youthful revolutionary Kateb Yacine. He gave political speeches while touring France and Algeria. He also authored a number of plays and novels, including "Nedjma" in 1956.

The effort and bravery of these two remarkable individuals, as well as the millions of Algerian men and women who were adamant about fighting for our freedom, dignity, independence, and national sovereignty, must be honored.



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