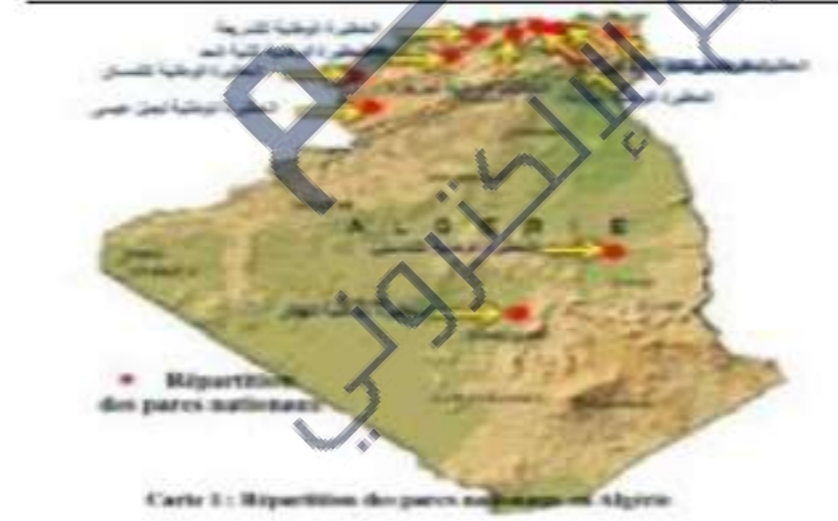
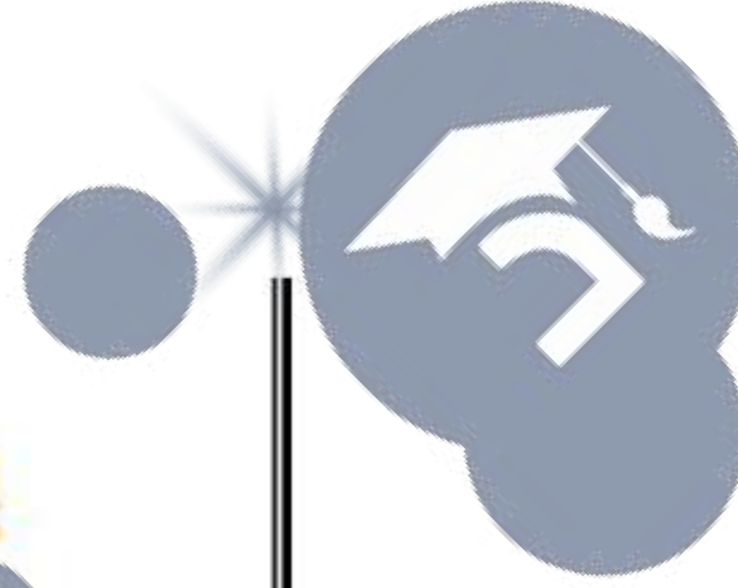
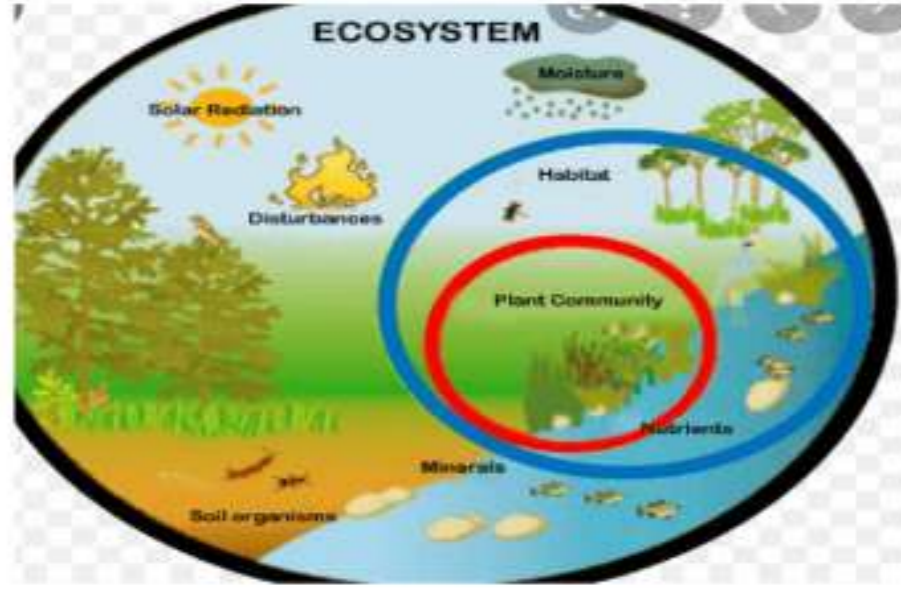


Ecosystem – Biodiversity – National parks – Algeria



أحصل على بطاقة الإشتراك



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

Task: I play the role of the UNESCO representative and answer my partner's interview questions using the information in the Algeria's National Parks Part 1 and 2.

My partner: Hello! Where's Algeria located?

Me: *It is in the north African. It lies between Morocco and Tunisia.*

My partner: Is it a coastal country?

Me: *Yes, it is. It is along the Mediterranean coast of North Africa.*

My partner: Is it a large country?

Me: *Yes, it is Africa's largest country.*

My partner: How many National Parks are there in Algeria?

Me: *There are 11.*

My partner: Can you name some of them?

Me: *Yes, there are Belezma National Park, Chrea National Park, El Kala National Park, Djurdjura National Park, etc .*

My partner: Thank you very much.

Me: *You are welcome.*



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك





Litter



Plastic bags



crisp packets

Rubbish
Trash



Pollution



Eco-School
award



Fines

دروسكم

منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك



Task 27 page 120: I listen to the BBC interview of the UK Eco-School representative "Part 1" and tick the information given by the interviewer.

What is litter?

According to the UK Eco-School representative the litter is:

- food
- plastic bags
- banana skins
- rubbish that is in the wrong place
- natural matter, like tree leaves
- any item left by a person that should not be there
- chewing gum
- syringes
- crisps packets
- a form of pollution
- sweetie paper

Task 31 page 121: I listen to the BBC interview of the UK Eco-School representative "Part 3" and fill in each gape with the corresponding word I hear.

How can litter be dangerous to wildlife?

Well, we ... **have** ... found animals killed by swallowing balloons. Many of them are trapped inside cans, bottles and ... **plastic** ... bags. Some are poisoned by ... **cigarette** ... butts. Food containers, like crisp packets and plastic bags, can be blown out to sea by the wind. ... **Fish** ... and sea birds will eat them, thinking they are food. Scientists estimate that a ... **million** ... birds and 100,000 marine mammals and turtles die every year from ... **eating** ... plastics.



ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

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أحصل على بطاقة الإشتراك



Are there other problems that litter can cause?

1. Careless discarding of cigarettes can cause fires.
2. Careless discarding of glass can cause fires.
3. Forest fires will destroy animal habitat only.
4. Food litter attracts rats only.
5. Rats will spread disease among people and animals.

True

True

False + plants

False

True



دروسكم
التعليم الإلكتروني

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دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



Task 39. I listen again to the BBC interview (Part 4) and fill in each gap with the right word I hear to complete the missing recommendation made by the interviewee.

What should schoolchildren do to raise awareness of the litter problem among their community?

Schoolchildren *should*..... raise awareness of this litter problem among their community by talking about its *causes* and *dangers* to their friends *outside* school, their family and *relatives*, and also to their *neighbours* in the place where they live, whether in *towns* or in *villages*..... Young people can be more *responsible*..... than adults. We shouldn't forget that!

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دروسكم
منصة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

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3 دورات مكثفة

أحصل على بطاقة الإشتراك



Task 41 page 123: I answer my partner questions using some information I learnt from the play the role of the BBC interview of the UK Eco-School representative.

My partner: Where do you often see litter around your school? ①

Me: *I often/ always see it... outside... around the school.*

My partner: What kind of litter can we find in or around our school? ②

Me: *We can find almost all kind of litter like sweetie papers, chewing gum, bottles, etc.*

My partner: What sorts of problems can this litter cause? ③

Me: *(problem 1) It can cause fire in the woods.*

(problem 2) It can attract insects and animals which can bring diseases.

(problem 3) It can damage the environment.

My partner: What can our school do to help solve this environmental problem? ④

Me: *(solution 1) Put more litter and rubbish bins inside and outside our school.*

(solution 2) Organise litter patrols and voluntary campaigns to clean the school.

(solution 3) Put up posters everywhere to remind people by the damage that litter can cause to us and the environment.

My partner: If you drop litter in a public place in England, the police will make you pay a fine of between £50 and £80, and a school that doesn't pick litter on its grounds can be fined up to £2,500. What do you think of this solution? ⑤

Me: *I think, It's a good solution.*



ملف الحصة المباشرة و المسجلة



1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك





Koala → Rare
Pamda



ملف الحصة المباشرة و المسجلة

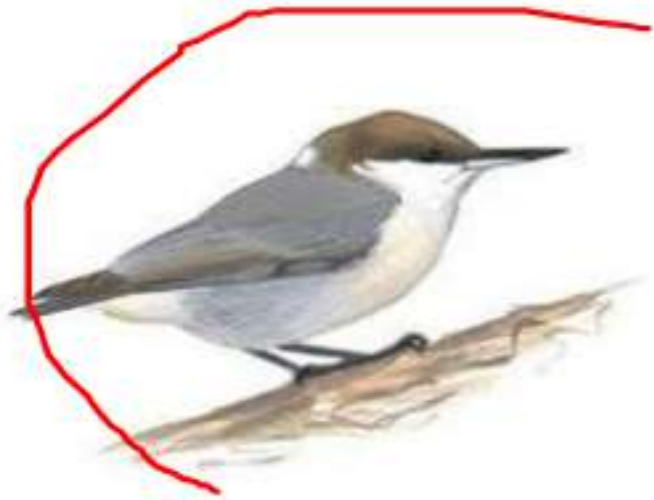
1 حصص مباشرة

2 حصص مسجلة

3 دورات مكثفة

أحصل على بطاقة الإشتراك





Nuthatch Bird



The Atlas Lion



Barbary Macaque



Dorcas Gazelle



Atlas Cedar



Cuvier's Gazelle



Saharan Cheetah



Barbary Sheep

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك





دروسكم
مدرسة التعليم الإلكتروني

ملف الحصة المباشرة و المسجلة

1 حصص مباشرة

2 حصص مسجلة

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أحصل على بطاقة الإشتراك



Task 19. I work with my partner and match each of the words I heard in the previous tasks with its corresponding definition from Oxford Dictionary.

vulnerable	→	1. animals or plants existing in very small numbers
endangered	→	2. animals or plants found only in a particular place (native species)
rare	→	3. weak animals or plants exposed to the possibility of being harmed
extinct	→	4. animals or plants that are seriously <u>at risk of extinction</u>
endemic	→	5. animals or plants that have <u>disappeared</u> or no longer exist
wildlife	→	6. animals (and sometimes plants) that live in a natural environment (in the wild)

حصص مباشرة

1

حصص مسجلة

2

دورات مكثفة

3

أحصل على بطاقة الإشتراك



Task 16 page 117: (I listen now to the representative of the International Union for Conservation of Nature "IUCN" talking to Algerian journalists about protected animal and plant species in Algeria, and I complete the fact file by ticking the right answer).



FACT FILE
IUCN Red List
Algeria's Protected



- | |
|---|
| ➤ Atlas cedar
IUCN status: <input type="checkbox"/> extinct <input type="checkbox"/> vulnerable <input checked="" type="checkbox"/> endangered
Date of inscription: <input type="checkbox"/> 2003 <input type="checkbox"/> 1913 <input checked="" type="checkbox"/> 2013 |
| ➤ Barbary sheep
IUCN status: <input type="checkbox"/> extinct <input checked="" type="checkbox"/> vulnerable <input type="checkbox"/> endangered
Date of inscription: <input type="checkbox"/> 1996 <input type="checkbox"/> 1968 <input checked="" type="checkbox"/> 1986 |
| ➤ Barbary apes/ macaques
IUCN status: <input type="checkbox"/> extinct <input type="checkbox"/> vulnerable <input checked="" type="checkbox"/> endangered
Date of inscription: <input type="checkbox"/> 1988 <input checked="" type="checkbox"/> 2008 <input type="checkbox"/> 1998 |
| ➤ Algerian nuthatch
IUCN status: <input type="checkbox"/> extinct <input type="checkbox"/> vulnerable <input checked="" type="checkbox"/> endangered
Date of inscription: <input checked="" type="checkbox"/> 1994 <input type="checkbox"/> 1984 <input type="checkbox"/> 2014 |
| ➤ Dorcas gazelle
IUCN status: <input type="checkbox"/> extinct <input checked="" type="checkbox"/> vulnerable <input type="checkbox"/> endangered
Date of inscription: <input type="checkbox"/> 2008 <input checked="" type="checkbox"/> 1988 <input type="checkbox"/> 1998 |
| ➤ Cuvier's gazelle
IUCN status: <input type="checkbox"/> extinct <input checked="" type="checkbox"/> vulnerable <input type="checkbox"/> endangered
Date of inscription: <input type="checkbox"/> 1996 <input type="checkbox"/> 1916 <input checked="" type="checkbox"/> 2016 |
| ➤ Saharan cheetah
IUCN status: <input checked="" type="checkbox"/> notevaluated <input type="checkbox"/> vulnerable <input type="checkbox"/> endangered |
| ➤ Atlas/ Barbary lion
IUCN status: <input checked="" type="checkbox"/> extinct <input type="checkbox"/> vulnerable <input type="checkbox"/> endangered
Approximated date of extinction: <input type="checkbox"/> 1922 <input type="checkbox"/> 1924 <input checked="" type="checkbox"/> 1942 |

ملف الحصة المباشرة و المسجلة

حصص مباشرة

1

حصص مسجلة

2

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أحصل على بطاقة الإشتراك





Task 25. I listen again to the interview and tick the boxes next to the solutions proposed by Dr Sian Waters to protect Barbary macaques.

- raising awareness of the dangers facing the Barbary macaque among adult villagers
- educating children about the protection of Barbary macaques
- changing men's and children's behaviour and attitude towards macaques by organizing football tournaments
- changing local people from persecutors or enemies of Barbary macaques into their protectors and friends
- making people understand that macaques are not pets but wild animals that should live free in their natural habitat (forests and mountains)

Use the previous task to give 4 pieces of advice to protect the Barbary macaque :

ملف الحصة المباشرة و المسجلة

حصة مباشرة

1

حصة مسجلة

2

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