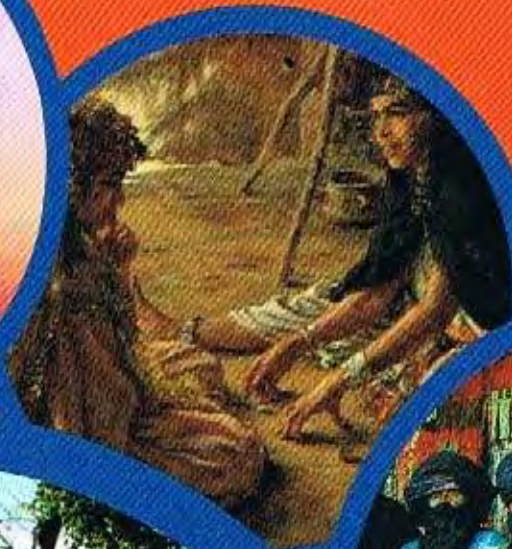


الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

My Book of English

السنة الثالثة من التعليم المتوسط



**MIDDLE SCHOOL
YEAR THREE**

CASBAH
Editions

ملاحظة: هذه صفحات فقط من الكتاب ..
لتحميل الكتاب كاملا اضغط على تحميل
الكتاب في الأسفل.
اضغط هنا

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SEQUENCE

1

ME, MY ABILITIES,
MY INTERESTS AND
MY PERSONALITY



Yes, I can!



MY FIRST TERM PROJECT

Intangible Cultural Heritage of Humanity (UNESCO)

In the region where we live there is an old musical genre (or a traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpet weaving, jewellery, etc.) which is dying.

My partners and I decide to write a short article (with photos) and send it to the press to raise people's awareness of the importance to preserve this part of our cultural and national heritage.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
2. We organise the information.
3. We add visuals (pictures, diagrams, figures, photos).
4. We decide on the format, the illustrations and how to get information (interviews, reading, video, online sources).
5. We write our project.
6. We read it and ask for our teacher's help.

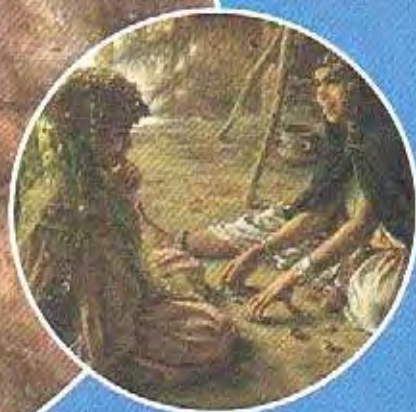
C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

SEQUENCE

ME AND LIFESTYLES

2



SEQUENCE 2

ME AND LIFESTYLES



I listen and do.

Task 1. *Jenny, a fourteen-year-old English girl is filming her grandmother Elizabeth and interviewing her for a school project about the old days due on "Grandparents Day".*

I listen to the interview (Part 1) and write "true" or "false" next to each of the following statements:

1. Grandma was born in 1839.
2. The Second World War (WWII) began in 1939.
3. Grandma was born in the south of England.
4. Her parents raised many domestic animals.
5. Grandma's birthplace was a big farmhouse.
6. She shared a room with her two sisters.
7. Grandma's dad shared the farmhouse with his two brothers and three sisters.
8. Jenny has her own room.
9. Grandma's parents had no bathroom.
10. The toilets were inside the house.
11. They used to take a bath once a day.
12. They used a stove for heating and cooking.
13. Jenny rarely takes a shower in the morning.
14. Grandma used to do a lot of domestic chores.

Task 2. *I listen again to the interview (Part 1) and check my answers.*

Task 3. *I listen again to the interview (Part 1) and correct the "false" statements.*



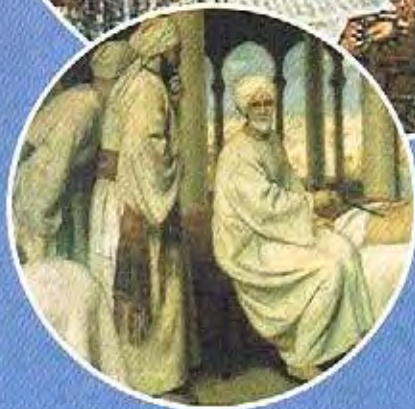
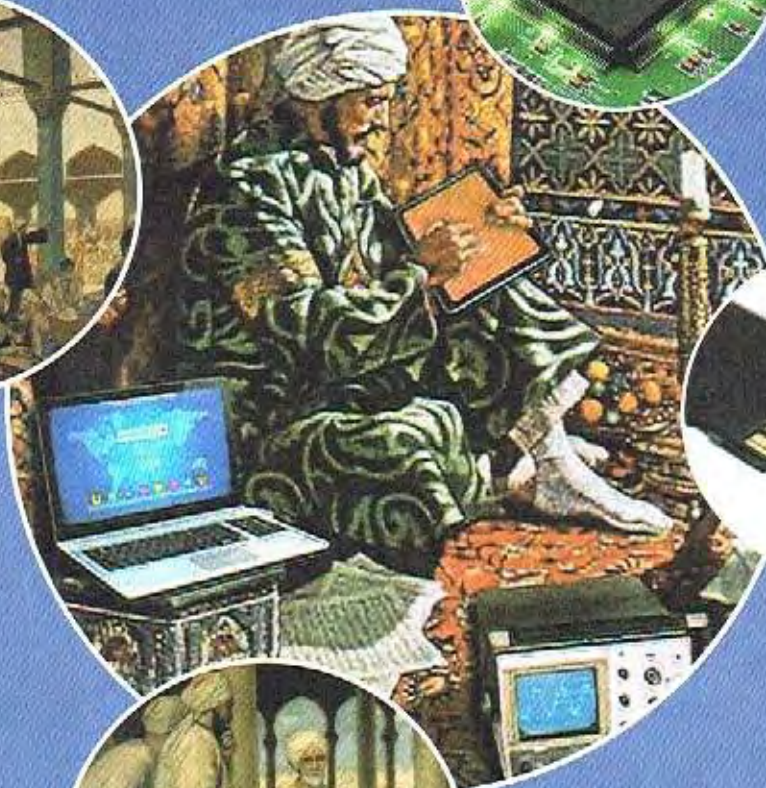
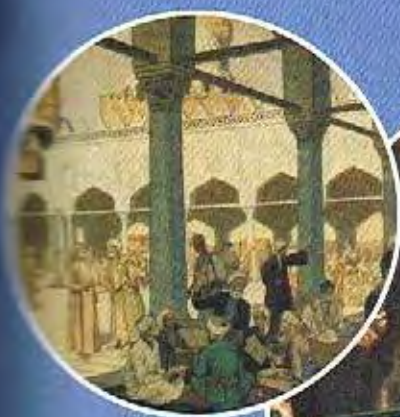
An English farmhouse

Task 4. *I listen again to the interview (Part 1) and check my answers. Then, I work with my partner and we correct each other's answers in tasks (1 and 3).*

SEQUENCE

ME AND THE SCIENTIFIC WORLD

3



4

SEQUENCE

ME AND MY ENVIRONMENT



MY THIRD TERM PROJECT

1. My Wildlife Pictionary

I design a two or three-page pictionary with profiles, slogans and visuals of animal and plant species native to the region where I live.

2. My School Environment Litter Survey

I interview my schoolmates to know more about the causes of litter in our school and the adjacent streets and neighbourhood, and the actions/measures that should be taken by all pupils to solve this problem.

Then, I report the results of this survey to my class and display them on the school's notice board using visuals.

I WORK WITH MY PARTNERS

A – To start off

1. We select either our teacher's topic or ours.
2. We select the materials.
3. We agree on the role of each member of the group: who should do what?
4. We decide on the duration of the project preparation.
5. We set a deadline.

B – Building the project

1. We write a plan (outline) and list the tools we need.
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C – Presentation

1. We present our project to our classmates and guests (it can be oral or written).
2. We use a poster, brochure, video, etc.
3. We keep it in our school library, post it on the school blog or website.

SEQUENCE 4

ME AND MY ENVIRONMENT



I listen and do.

Task 1. I listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria (Part 1) and tick the box next to the name of each national park I hear. The first answer is given (✓).

- | | |
|--|---|
| ☒ 1. Belezma National Park | ☐ 8. Gouraya National Park |
| ☐ 2. Chrea National Park | ☐ 9. Hoggar National Park |
| ☐ 3. Tikjda National park | ☐ 10. Tassili n'Ajjer National Park |
| ☐ 4. El Kala National Park | ☐ 11. Atlas National Park |
| ☐ 5. Theniet el-Had National Park | ☐ 12. Mount (Djebel) Aissa National Park |
| ☐ 6. Aures National park | ☐ 13. Taza National Park |
| ☐ 7. Djurdjura National Park | ☐ 14. Tlemcen National Park |

Task 2. I listen to the text again (Part 1) and check my answers.

Task 3. I listen again to the UNESCO representative speaking on BBC radio (Part 1) and complete the information in the fact file. The first answer is given.

FACT FILE

Algeria's Biodiversity



Continental Location:North Africa.....

Bordering Countries: and

Sea:

Area:, 381,741 square kilometres

Number of National Parks:

Importance of National Parks:

..... and

Reason for establishing National Parks:

.....

Task 4. I listen again to the UNESCO representative (Part 1) and check my answers. Then, I work with my partner. We compare our answers in tasks (1 and 3) and correct each other.

Task 5. I work with my partner and match each of the two words I heard in the text (Part 1) with its corresponding definition from Cambridge Dictionary.

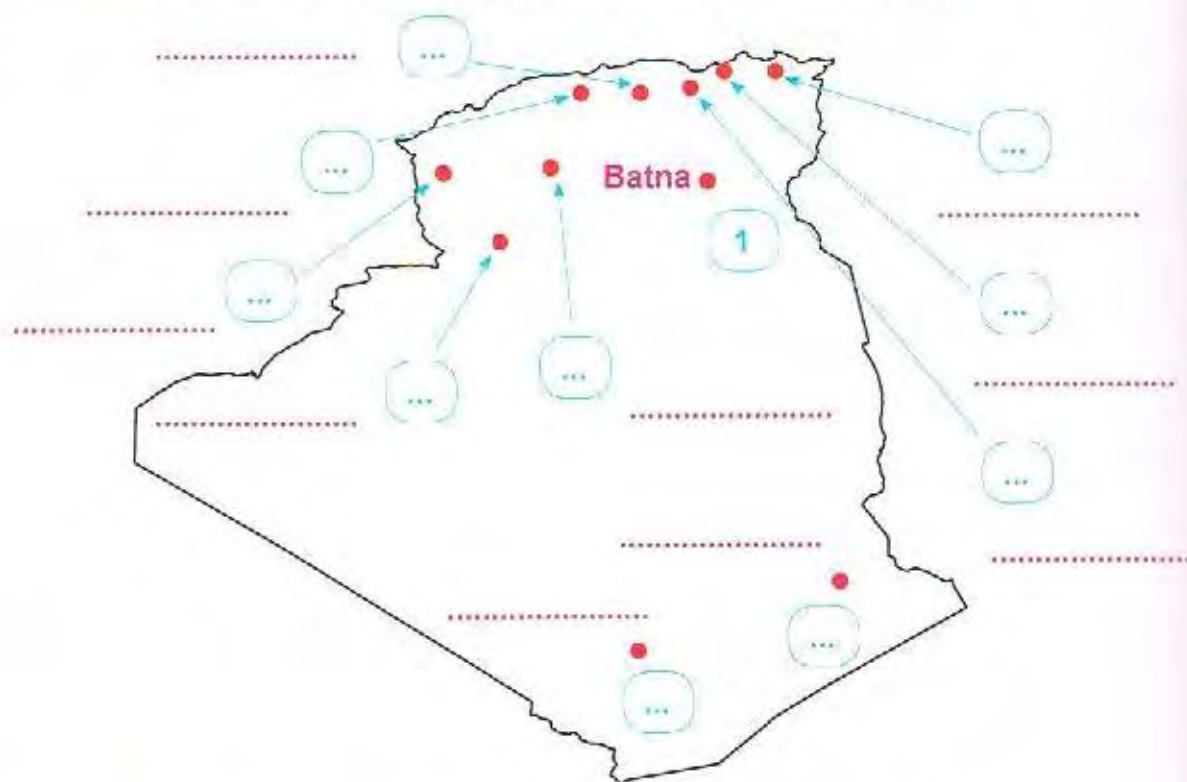
ecosystem
(eco=ecology) +
(system)

(noun) the number and types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this

biodiversity
(bio=life) +
(diversity=variety)

(noun) all the living things in an area and the way they affect each other and the environment

Task 6. I listen to the UNESCO representative (Part 2) and write down on the map the number (in task 1) corresponding to the name of each Algerian national park I hear and the name of the nearest town. The first answer is given.



Task 7. I listen to the text again (Part 2) and check my answers.

Task 8. I work with my partner. We compare our answers in task (6) and correct each other.

Task 9. I listen to the UNESCO representative (Part 3) explain what "Biosphere Reserves" are and I fill in each gap with the right word I hear.

What is a Biosphere Reserve?

Biosphere reserves are areas including terrestrial, marine and coastal Each reserve gives solutions for the conservation of and prevention of conflicts or problems between man, animals and plants. Biosphere reserves are special places for scientists and researchers to changes and interactions between and ecological systems.

As Algerian national parks have a rich variety of ecosystems, we have turned eight of them into Biosphere Reserves. In Tassili n'Ajjer was the first Algerian park to be designated as a Biosphere Reserve. Then comes El Kala, followed by Djurdjura, Chrea, Taza, Gouraya, Belezma and, finally, Tlemcen Mountains – the last Algerian Biosphere Reserve to be in 2016.

Task 10. I listen again to the UNESCO representative (Part 3) and check my answers. Then, I work with my partner and we correct each other.

Task 11. I listen to the UNESCO representative (Part 4) and complete the table.

	Year of designation as UNESCO Biosphere Reserve	Area	Examples of rare or endangered animal species (fauna)	Examples of rare or endangered plant species (flora)
Belezma National Park		5 sq km	• Cuvier's • Dorcas • sheep •	• Atlas
Gouraya National Park		8 sq km	• Barbary • • Algerian hedgehog	
Taza National Park		,807 sq km	• macaque • Algerian nuthatch	
Tlemcen National Park		985..... sq km		• The Montpellier maple • The pistachio • The oak • The Thuya

Task 12. I listen again to the text (Part 4) and check my answers.

Task 13. I listen to the text (Part 4) and check my answers again. Then, I work with a group of partners and we correct each other.

Task 14. I listen again to the UNESCO representative (part 4) and write down the English name of each rare or endangered species mentioned in the table (task 11) under its corresponding picture.



.....



.....



.....



.....



.....



.....



.....

Task 15. I work with my partner. We compare our answers and correct each other.

Task 16. 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 Species



➤ **Atlas cedar**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 2003	☐ 1913	☐ 2013

➤ **Barbary sheep**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 1996	☐ 1968	☐ 1986

➤ **Barbary apes/macques**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 1988	☐ 2008	☐ 1998

➤ **Algerian nuthatch**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 1994	☐ 1984	☐ 2014

➤ **Dorcas gazelle**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 2008	☐ 1988	☐ 1998

➤ **Cuvier's gazelle**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Date of inscription:	☐ 1996	☐ 1916	☐ 2016

➤ **Saharan cheetah**

IUCN status	☐ not evaluated	☐ vulnerable	☐ endangered
-------------	--	-------------------------------------	-------------------------------------

➤ **Atlas/Barbary lion**

IUCN status:	☐ extinct	☐ vulnerable	☐ endangered
Approximate date of extinction:	☐ 1922	☐ 1924	☐ 1942

Task 17. I listen again to the IUCN representative and check my answers.

Task 18. I work with my partner. We compare our answers and correct each other.

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

endangered

rare

extinct

endemic

wildlife

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

Task 20. My partner wants to test my knowledge about biodiversity in Algeria. I answer his/her questions using the information in the fact files (tasks 3 and 16), the table (task 11) and tasks (5 and 9). When I finish, we change roles.

My partner: How many National Parks are there in our country?

Me:

My partner: Can you name six of them?

Me:

My partner: And how many Biosphere Reserves are there?

Me:

My partner: Can you name four of them?

Me:

My partner: Which one is nearer to the place where we live?

Me:

My partner: Why has UNESCO created Biosphere Reserves?

Me:

My partner: Can you name four endangered plant and animal species in our country?

Me:

My partner: Can you name one endemic animal species?

Me:

My partner: Can you name one extinct animal species?

Me:

Task 21. Dr. Sian Waters, from the University of Durham in England, has studied the Barbary macaque for the last ten years. I listen to the interview and reorder the jumbled exchanges using numbers from 1 to 6.

Journalist: Is the wildlife trade a local or an international problem?

Dr. Waters: The main threat is development of tourism without thought for the environment. However, illegal trade in Barbary macaques is more dangerous.

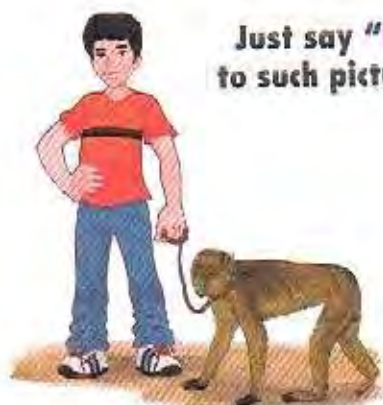
Journalist: Your project is involved in educating local communities. How can football games change people's attitude towards macaques?

Dr. Waters: It is an international one because many Barbary macaques are smuggled by tourists as pets from Morocco to Europe. We must put an end to this illegal trade of wild animals.

Journalist: Thank you Dr Waters for accepting to answer our questions. Macaques face many dangers. What is the primary threat in your opinion?

Dr. Waters: Traditionally, the macaque is thought of as funny or shameful. So, the football tournament is a way to reward the boys and men of the villages for their change in behaviour: becoming macaque protectors instead of persecutors. Macaques shouldn't be kept as pets or used to entertain people and make money. They should live in the wild, in nature.

Task 22. I listen again to the interview and check my answers. Then, I work with my partner and we correct each other.



**Just say "NO!"
to such pictures.**

Task 23. I listen again to the interview and tick the boxes next to the causes that represent a danger to the lives of Barbary macaques.

- ☐ • illegal trade or trafficking (selling macaques to European tourists as pets)
- ☐ • destruction of their habitat (forests) to develop tourism
- ☐ • lack of awareness among the public who consider the monkey as a pet
- ☐ • hunting
- ☐ • keeping macaques in zoos
- ☐ • macaques are used as a tourist attraction to make money

Task 24. I listen again to the interview and check my answers.

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)

Task 26. I listen again to the interview and check my answers. Then, I work with a group of partners. We discuss and correct our answers in tasks (23 and 25).

Task 27. "Eco-Schools" is an international programme that has involved millions of schoolchildren in environmental issues around the world for more than twenty years. I listen to the BBC interview of the UK Eco-School representative (Part 1) and tick the information given by the interviewee.

What is litter?

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

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

Task 28. I listen again to the interview and check my answers. Then, I work with my partner. We compare our answers and correct each other.

Task 29. I listen to the BBC interview of the UK Eco-School representative (Part 2) and underline the right information given by the interviewee.

How long can litter stick around?

According to the UK Eco-School representative:

1. Banana skins will take up to (twenty-two / two) years to rot away.
2. A newspaper can take up to (ten / two) years to rot away.
3. Supermarket plastic bags can last between (ten / two) and (twelve / twenty) years to rot away.
4. Glass bottles and jars, plastic bottles, plastic trays and yogurt pots will (always / never) rot away.



Task 30. I listen again to the interview and check my answers. Then, I work with my partner. We compare our answers and correct each other.

Task 31. I listen to the BBC interview of the UK Eco-School representative (Part 3) and fill in each gap with the corresponding word I hear.

How can litter be dangerous to wildlife?

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

Task 32. I listen again to the interview and check my answers.

Task 33. I listen again to the BBC interview (Part 3) and write "True" or "False" next to each statement. Then, I correct the "false" statements.

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.

Task 34. I listen again to the interview and check my answers. Then, I work with my partner. We compare and correct answers in tasks (31 and 33).

Task 35. I listen to the BBC interview (Part 4) and circle the right number of recommendations made by the interviewee.

a. four

b. six

c. five

Task 36. I listen again to the interview and check my answer.

Task 37. I listen again to the BBC interview (Part 4) and number the recommendations given below, following the order mentioned by the interviewee. One of these recommendations is missing.

- ☐ • Classes can put up posters inside and outside school or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general.
- ☐ • Organize "litter patrols" at school: each class should take it in turn to pick litter on the school grounds throughout the week.
- ☐ • Put your rubbish in a bin; if there isn't one near, put it in your pocket until you find one or take it home.
- ☐ • Use reusable bags ("bags for life").
- ☐ • The three "Rs": Reduce; Reuse; Recycle.



Task 38. I listen again to the interview and check my answers.

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 raise awareness of this litter problem among their community by talking about its and to their friends school, their family and, and also to their in the place where they live, whether in or in Young people can be more than adults. We shouldn't forget that!

Task 40. I listen again to the interview and check my answers. Then, I work with a group of partners. We discuss our answers in tasks (35, 37 and 39). Then, we correct each other.

Task 41. My partner and I are talking about the international echo-schools programme and the problem of litter in the place where we live to see if we can do something about it in our own school.
So, I answer his/her questions using some of the information I learnt from the BBC interview of the UK Eco-Schools representative.

My partner: Where do you often see litter in (*name the place where you live*)?

Me: (*market place; bus stops; outside supermarkets or fast foods; etc.*)
.....

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

Me:

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

Me: (*problem 1*).....

(*problem 2*).....

(*problem 3*).....

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

Me: (*solution 1*).....

(*solution 2*).....

(*solution 3*).....

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?

Me:

Task 42. I change role with my partner. He/She should give answers different from mine.



اضغط هنا لدخول

موقع عيون البصائر التعليمي

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يمكنك أيضا متابعتنا على صفحة الفيسبوك

عيون البصائر التعليمية