

Task H8: Pulling it all together

This exercise is situated here to be used as a revision activity. It could equally well be used at the outset to get to know the N.E. Badia. On the following pages there are 30 photographs and 30 statements. Match each photograph to the statement, which it fits best. You can use each statement and each photograph only once. Some statements might apply to more than one photograph but you must decide which one it fits best.

Figure H11: ...most likely to....



1 Qasr Kharana (Ommayad fort)
Solar panels providing renewable energy for the developing visitor centre.



2 Qasr Kharana (Ommayad fort)
Probably providing shelter and accommodation for camel trains as they passed along this important trade route between Asia and the Mediterranean.



3 Qasr Amra (Ommayad hunting lodge).
Water from this well was heated and provided bathing facilities for the noble visitors to this hunting lodge.

Fig. H11: Continued



4 Azraq Wetland Reserve

The reserve provides accommodation for tourists and also houses a range of craft and enterprise units employing local residents



5 Azraq Wetland Reserve

The reserve is centred around a natural oasis and provides an important habitat for wildlife.



6 Azraq Wetland Reserve

Bird hides allow visitors and researchers to study the wildlife. Accommodation on site allows visitors to stay and visit other sites of interest in the Badia



7 Azraq

Remains of a Roman fort. Situated on an important trade route the fort would have had strategic importance and provided shelter for camel trains

Fig. H11: Continued



8 Badia Ecological Education Centre

The centre cares for and provides opportunities for research into animals found in the Badia desert environment. These cages house a wolf and a hyena. Where possible the animals are released back into the wild.



9 Al-Mukaftah

The dung from these goats is soaked, moulded and dried in the sun to provide fuel for heating during the winter



10 Tall ar-Rimah rangeland project

Water harvesting. The rows of stones are parallel to the contours and trap water as it flows down slope after rainfall



11 Tal ar-Rimah rangeland project

Water harvesting. The rows of stones are built from stones gathered from the area and are between 40—60cm high

Fig. H11: Continued



12 Tal ar-Rimah rangeland project

Atriplex shrub planted in the ditch on the upslope side of the stone row. This shrub is sprouting having been heavily grazed by goats



13 Al-Dahek desert area

Chalk eroded and weathered. Although the Badia is a desert area with less than 250mm of rain per year water is an important agent of erosion.



14 Al-Dahek desert area

Chalk eroded and weathered
The combined action of water, wind and heating and cooling result in spectacular landforms.



15 Al-Dahek desert area

Chalk eroded and weathered
Layers of flint can be clearly seen between the layers of chalk.

Fig. H11: Continued



16 El Adahaek Desert area

Skeletal remains of a camel

The bones are disturbed,
possibly by wolf or hyena



17 Al Hazim

Solar panels to produce
electricity to pump water for camel herds



18 Al Hazim

Somali camel herder. This herd of some 250
camels are herded by two herdsman.



19 Al Hazim

Date palm. The growth lower down reduces
the date production. This palm will be
pruned to make it more productive and the
trimmings will be given to the Bedouin for
fuel.

Fig. H11: Continued



20 Al Hazim

Camel herd of about 250
Camels. Camels not only provide transport
but also milk and meat and skins.



21 Al Hazim

Track clearance for mineral exploration. In a
bid to discover minerals in the desert area a
mining exploration company will use sonar to
map the underlying geology. This team are
clearing a track for the mining firm's vehicles.



22 Tal Hassan alternative energy station.
Intended as a research station not much
electricity is generated due to machinery
breakdown and the high cost of
repair/replacement.



23 Kindergarten Safawi village. Created
as an off-shoot of the IT Centre in an attempt
to improve the life chances of the young in
Safawi the project is in need of extra funding

Fig. H11: Continued



24 Kindergarten Safawi village. The kindergarten makes the best use of the facilities it has managed to obtain.



25 Um Al-Jamal

Ancient city occupied by Nabateans, Greeks, Romans and Byzantines



26 Al A'tal farm

Sorting olives into green, black and greeny-black. Green and black olives sold as olives, the greeny-black olives are pressed to produce olive oil



27 Al A'tal farm

Apple trees grown using pumped water irrigation. Most apples are sold as soon as they are harvested but some are kept in cold storage and sold out of season when prices are higher

Fig. H11: Continued



28 Al A'tal farm

Migrant worker tents next to tomato fields. Many migrant workers come from Pakistan. The tents are different from Bedouin tents which are longer and often darker.



29 Al A'tal farm

Misshapen apples not suitable for selling are pressed into cider vinegar



30 Al A'tal farm

Tomato crops grown using pumped water irrigation. The farmer pumps water throughout the growing season from a well at a rate of 86m/hour.

Fig.H12: Matching Statements

A.	Become aware of water as a precious resource
B.	Learn about ecosystems
C.	See the effects of man on an desert ecosystem
D.	Observe desert landforms
E.	Understand how people can survive in deserts
F.	See people changing from a nomadic to a settled way of life
G.	See how settled agriculture can produce traditional crops in a commercial way
H.	See how people from different countries can work together
I.	Learn about ancient trade routes
J.	Observe different parts of a desert ecosystem
K.	Learn how basalt was used as a building material in the past
L.	Learn how local materials can be used to improve agriculture
M.	Learn about the erosion processes at work in a desert environment
N.	Observe a traditional way of life in the desert
O.	Learn how technology can be made to help to develop a desert area
P.	See history being preserved
Q.	Learn how maximum use is made of what is produced
R.	Wonder why a crop which is mostly water is grown in an environment where water is so scarce
S.	Observe the effective use of an abundant resource
T.	See a range of desert birds
U.	Observe alternative energy production
V.	See water harvesting at work
W.	See how layers of different hardness are eroded and weathered at different rates
X.	Observe how parts of the desert ecosystem are linked
Y.	See the effects of man on a desert ecosystem
Z.	Learn how people are adapting to new ways of life
AA.	See how a scarce resource can be used to support agriculture
BB.	Buy products made by local people
CC.	Learn how alternative energy can be used to help life in a desert
DD.	Learn how man can intervene to increase the sustainability of desert areas