

Муниципальная автономная общеобразовательная организация
«Средняя общеобразовательная школа №1» г. Сысерть



Веб-квест на уроке английского языка в 10 классе

«Environmental problems. Earth Day»

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2016*

WebQuest «Environmental problems. Earth Day»

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1. Introduction

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.



2. Task

- Work in group of two or three.
- Find information about environmental problems.
- Write a report (or a short commentary) for school magazine "*TeenLife*".
- Present it to the class.



3. Process

I. Discuss the questions:

- When did the problem of pollution become dangerous?
- What problems threaten human lives on the Earth?
- Why is environment awareness important?
- How does acid rain produced in one country affect others?
- What are some of the consequences of the deforestation?
- Why is a sudden increase in temperature dangerous for life on Earth?
- Why is the ozone layer essential for the preservation of life on Earth?
- Why is it difficult to stop the greenhouse effect?
- What does the burning of fuel and fossil fuels produce?
- What are the most dangerous pollutants?
- What is the main reason for the greenhouse effect and acid rains on our planet?
- Can we solve the problem of environmental protection?



3. Process

II. Look through the Power Point presentation - photos of the impact associated with environmental problems.

http://gk12.asu.edu/Lessons/Life_Science/Environment/Environmental_Problems_powerpoint.pdf

III. Discuss problems you see around our community concerning the environment.



3. Process

IV. Fill in the table "Who is impacted and how?"

Discuss such environmental problems as over-fishing, ocean-trawling, deforestation, etc.

Pollution is ...	
Pollution affects ...	
Garbage is ...	
Garbage affects ...	
Contaminants are ...	
Contaminants affect ...	
Over-fishing is ...	
Over-fishing affects ...	
Ocean-trawling is ...	
Ocean-trawling affects ...	
Over-hunting is ...	
Over-hunting affects ...	
Deforestation ...	
Deforestation affects ...	



3. Process

People are beginning to realize that environmental problems are not somebody else's. They join and support various international organizations and green parties. If governments wake up to what is happening – perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

V. Speaking.

Make a list of the most important activities of UNEP, GREENPEACE, WWF, etc.

Use the material from the Internet : <http://www.greenpeace.org/international/en/>

Greenpeace has always fought vigorously against nuclear power because it is an unacceptable risk to the environment and to humanity. The only solution is to halt the expansion of all nuclear power, and for the shutdown of existing plants.

Protecting forests. They campaign for forest protection because, without healthy, thriving forests, planet Earth cannot sustain life. As much as eighty per cent of the world's forests have been degraded or destroyed. Greenpeace is campaigning for zero deforestation by 2020 to protect what is left of these extraordinary ecosystems.

<http://www.wwf.org/>

WWF: Our mission is to build a future in which people live in harmony with nature. From our experience as the world's leading independent conservation body, we know that the well-being of people, wildlife and the environment are closely linked. That's why we take an integrated approach to our work.

We're striving to safeguard the natural world, helping people live more sustainably and take action against climate change. We spend a lot of time working with communities, with politicians and with businesses to find solutions so people and nature can thrive.

Our projects are innovative, collaborative and based on scientific evidence. And we think big. We run a number of Global initiatives focusing on the regions and challenges where we can make the biggest difference - from the Arctic and the Amazon to responsible fishing.

<http://www.un.org/esa/forests/>

In order to achieve its main objective, the following principal functions have been identified for the **UNFF**:

- To facilitate implementation of forest-related agreements and foster a common understanding on sustainable forest management;
 - To provide for continued policy development and dialogue among Governments, international organizations, including major groups, as identified in Agenda 21 as well as to address forest issues and emerging areas of concern in a holistic, comprehensive and integrated manner;
 - To enhance cooperation as well as policy and program coordination on forest-related issues;
 - To monitor, assess and report on progress of the above functions and objectives;
- To strengthen political commitment to the management , conservation and sustainable development of all types of forests.



3. Process

VI. Reading.

Read and discuss the texts from the Internet. Group work.

- "Earth Day Canada and Sobeys want to help environmental projects take root!" (http://www.earthday.ca/pub/resources/media_releases/2012-09-20_cef_release/index.html) ;
- "Progress! Australia creates the world's largest network of marine reserves" (<http://www.greenpeace.org/international/en/news/Blogs/makingwaves/a-step-in-the-right-direction-australia-creat/blog/43036/>) ;
- "Protecting forests" (<http://www.greenpeace.org/international/en/campaigns/forests/>)

Summarize the main information from their text.

Make notes and answer the questions:

- Do you know who was responsible for bringing Earth Day about?
- What would you categorize as important reasons in still having an Earth Day?
- Will you please summarize the important facts of how Earth Day came about?
- Does the importance of forests stretch far beyond their own boundaries? Prove it.
- What should people do to protect the world's forests?
- What endangered marine species are found in Australian waters?
- What was the new marine park network created for? What does it look like?

The students look for information regarding Earth Day in the internet to gather information for their Timeline Worksheet. Every group have a chance to at least find something in the internet related to Earth Day. The teacher gives the groups an specific period of time to look for information. Then the students share with the other groups to complete their timelines.



Texts for reading and discussing

http://www.earthday.ca/pub/resources/media_releases/2012-09-20_cef_release/index.html



About Earth Day Canada

Earth Day Canada (EDC), a national environmental charity founded in 1990, provides Canadians with the practical knowledge and tools they need to lessen their impact on the environment. In 2004 it was recognized as the top environmental education organization in North America, for its innovative year-round programs and educational resources, by the Washington-based North American Association for Environmental Education, the world's largest association of environmental educators.



Greenest City Environmental, Spring 2011 Recipient

Community Environment Fund



In 2008 it was chosen as Canada's "Outstanding Non-profit Organization" by the Canadian Network for Environmental Education and Communication. EDC regularly partners with thousands of organizations in all parts of Canada. www.earthday.ca

The [Earth Day Canada](#) Community Environment Fund (CEF) in partnership with Sobeys, provides grants up to \$20 000 to help community-led environmental projects take root in Ontario. The program is now accepting applications for the 2013 grant period.

The deadline to apply is **October 31, 2012**.

Registered not-for-profits, registered charities and schools planning an environmental project are invited to apply. Grants are awarded to applicants that demonstrate the greatest need for funding, the most innovation in addressing local environmental issues and the greatest likelihood of a sustainable impact in their local community. Full eligibility criteria, application requirements and the application materials are available on the [CEF microsite at earthday.ca](#).

"Ontario communities have many innovative ideas to address environmental issues but need support to implement them. Thanks to support from Sobeys, the Community Environment Fund provides important financial assistance to these communities so they can bring these projects to life," says Jed Goldberg, President, Earth Day Canada. Since 2009, the Fund has awarded over \$1.2 million to help 91 projects tackle local environmental issues. If an organization needs help completing the application, they are encouraged to contact CEF.

For more information about the Earth Day Canada Community Environment Fund, contact Jo Anne Tacorda at 1-888-283-2784 x109 (Toronto: 416.599.1991 x109) or envirofund@earthday.ca.

<http://www.greenpeace.org/international/en/news/Blogs/makingwaves/a-step-in-the-right-direction-australia-creat/blog/43036/>

Progress! Australia creates the world's largest network of marine reserves



© Darren Jew / Greenpeace

"We don't want people to only know the magnificence of their oceans through aquariums or by watching 'Finding Nemo', [Australian Environment Minister Tony Burke was reported saying](#) as he announced the creation of the world's largest network of marine reserves last Friday.

It also means that Nemo and his friends can feel a bit safer in future give that this network will help protect marine life in more than 2.3 million square kilometres of ocean.

This is an area the size of Western Europe, covering some of the world's most pristine marine ecosystems that lie within Australian waters, including the tropical Coral Sea. Many endangered marine species from green turtle, to blue whale, dugong, southern right whale, Australian sea lion and whale shark are found in these waters.

Protecting forests

The tropical forests of Asia Pacific that span New Guinea, Indonesia, Malaysia, Thailand and the nearby archipelagos is home to a beautiful variety of life. Explore the region through the award winning photographs of Takeshi Mizukoshi who has devoted his life to photographing the world's remaining ancient forests.



But the importance of forests stretches far beyond their own boundaries. Forests help to regulate the Earth's [climate](#) because they store nearly 300 billion tons of carbon in their living parts - roughly 40 times the annual greenhouse gas emissions from fossil fuels..

When they're destroyed through logging or burning, this carbon is released into the atmosphere as the climate changing greenhouse gas, carbon dioxide. The destruction of forests is responsible for up to a fifth of the world's greenhouse gas emissions - more than every plane, car, truck, ship and train on the planet combined.

Forests also regulate water flow and rainfall so we depend on them to grow our crops and food. The loss of forest in one part of the world can have severe impacts in another; forest loss in Amazonia and Central Africa can severely reduce rainfall in the USA Midwest, for example.

With so many of the world's forests already destroyed, we urgently need to protect what is left. Yet industry is still relentlessly converting forests into disposable products that end up in our shopping baskets - while pushing species to the brink of extinction, destroying the lives and livelihoods of forest communities and exacerbating global climate change.

Protecting forests

Greenpeace is campaigning for [zero deforestation](#), globally, by 2020.

To achieve this, we challenge destructive industries to [change their practices](#), and we [inspire consumer action](#) to demand that our food, paper and timber products aren't linked to forest destruction.

We [lobby political power holders](#) to take the coordinated international and local political action that's needed to protect the world's forests, the rights of the people who depend on them, biodiversity and the climate.

We work alongside indigenous [communities](#) at the frontline of forest destruction - in [the Amazon](#), [the Congo](#), [Indonesia](#) - to investigate, document, expose and take action against forest destruction.



With the help of hundreds of thousands of supporters, we've won some amazing victories. [Deforestation of the Amazon](#) for soya and beef has significantly reduced due to the soya and cattle moratoria, [the Great Bear Rainforest in Canada has been protected](#) and is being sustainably managed, 80,000 hectares of northern Finnish reindeer grazing forests [have been protected](#), and, thanks to pressure from our supporters, multinational giants like [Nestlé](#) and [Unilever](#) have changed their palm oil sourcing policies to help protect Indonesia's rainforests and peat lands. In recent years, the possibility of a global political framework to reduce emissions from deforestation and degradation ([REDD](#)) has moved firmly onto the international political agenda. Greenpeace is campaigning for [the right deal](#) - which, if achieved, could benefit biodiversity, people and the climate as well protecting the world's forests. But, in the minute it has taken you to read this page, a forest area the size of 35 football pitches has been destroyed. Our Earth's extraordinary and irreplaceable forests need to be protected, urgently.

3. Process

VII. Writing.

Work in groups to write a report (or a short commentary) for school magazine "TeenLife". The theme of the article should be connected with the problems discussed in the lesson. Students are suggested to write about one of the following issues:

- Preservation of rainforests
- Anti-pollution campaign
- Devastating effects of global warming
- Opposition to nuclear power
- Anti-pesticides campaign
- Promotion of fuel-cell vehicles
- Campaign against genetically modified food
- Promotion of "green" products
- Environmental problems in the Urals

Some advice about how to write an article and how to write an essay are given in the Internet
<http://www.copyblogger.com/write-article-fast/>.

- ✓ note down the main ideas;
- ✓ plan the report paragraph by paragraph;
- ✓ write a rough draft, then edit it, checking carefully for things that need to be changed;
- ✓ write the finished report;
- ✓ read aloud and discuss all the articles.



4 Evaluation

Content

Covers topic in-depth with details and examples. Subject knowledge is excellent.

Organization

Content is well organized using headings or bulleted lists to group related material.

Originality

Product shows a large amount of original thought. Ideas are creative and inventive.



5. Conclusion

Students found necessary information in the Internet, used basic Internet sites, which were indicated during the steps of this WebQuest.

Students worked in groups to write a report (or a short commentary) for school magazine. The theme of the articles were connected with the problems discussed in the lesson. Students were suggested to write about some issues.

They presented their project works to the class.

The best works were published in school magazine.



6. Teacher's Comments

General Goal:

Students learnt about different kinds of pollution, discussed the sources of pollution, and ways of solving environmental problems.

Specific Objectives:

Students will be able to understand important causes of pollution and some ways to prevent it; extend their understanding of lexis connected to environmental issues; take notes and retell information to others.

Objectives:

- to use information from the internet;
- to practice reading for the main idea;
- to develop students' speaking and writing skills;
- to write an article for school magazine.



6. Teacher's Comments

Useful information for the lesson

The international environmental organizations

Geographical resources, Ecological resources

[UNEP](#)

United Nations Environmental Program

[GREENPEACE](#)

[WWF](#) - Protection of wildlife

[EUROPEAN ENVIRONMENTAL AGENCY](#)

[UNITED NATIONS DIVISION FOR SUSTAINABLE DEVELOPMENT](#)

[INTERNATIONAL CONFERENCE ON FINANCING FOR DEVELOPMENT](#)

[WORLD BUSINESS COUNCIL FOR SUSTAINABLE DEVELOPMENT](#)

[UNITED NATIONS FORUM ON FORESTS](#)

[HELCOM](#)

[TEIA](#)



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