

Web project: The Great Barrier Reef

The Great Barrier Reef is one of the great natural wonders of the world and a major tourist destination. But it is also a delicate and complex ecosystem that can easily become imbalanced – especially due to human influences.

During this project you will have the chance to become very familiar with the Reef.



More than 2,000 kilometres of coral reef

Instructions

- First, look at the **Project options** below and choose the one which you and your group find most interesting. Each project has **two stages**:
 - collecting and organizing your information
 - presenting your results
- After your group has chosen a project, move on to the **Internet activities**. These will give you the vocabulary and background information you will need for the actual project. Select the activities which have the most to do with your group's project.
- In the final section, you will find helpful **Project tips**, e.g. for organizing and presenting.
- Now it is time to do your project and **become an expert** on the Great Barrier Reef and the Australian environment at the same time. Have fun!

Project options

1 A new advertising campaign for the Great Barrier Reef

- Imagine that you and your group work for an ad agency. The Australian Tourist Board has commissioned a new ad campaign for the world market to bring more tourists to the Great Barrier Reef. Develop an attractive campaign for the Board. (Tip: For ideas, look at ad campaigns for tourist destinations in magazines and newspapers; your group should agree upon what the ingredients of a well-done campaign are.)
- After submitting your idea to the Board, you have now been invited to present your campaign in person. Present your campaign professionally and convincingly.

2 Environmental protection of the Great Barrier Reef

- Imagine that you and your group are Australian citizens and interested in environmental protection. You are very concerned about how the Great Barrier Reef is slowly dying. You and your friends in an activist group want to officially complain to the Australian government that, if more isn't done to protect this special natural space, it will die. Write that letter.
- Your letter has impressed the Ministry for the Environment and Ministry reps have invited you to come and state your case in front of a panel. Present your case professionally and convincingly. (Tip: charts and diagrams with information could help you to illustrate your points more effectively.)

Internet activities

1 The Great Barrier Reef: Facts and figures

Go to the homepage of the Great Barrier Reef Marine Park Authority.

🔗 www.gbrmpa.gov.au → 🔗 'About the Reef' → 🔗 'Facts about the Great Barrier Reef'

- Since when have some of the animals been living at the Great Barrier Reef?
 - 100 years ago
 - the Middle Ages
 - prehistoric times
 - 500 years ago
- How many species of worms do the marine creatures include?
 - none
 - 3,000
 - 2
 - 500
- How large is the area the Great Barrier Marine Park covers?
 - 344,400 km²
 - 125,500 km²
 - 432,000 km²
 - 375,600 km²
- How many continental islands does the Great Barrier Marine Park include?
 - 150
 - 3,000
 - 300
 - 600
- Which is the longest reef in the world?
 - Belize Reef
 - Great Barrier Reef
 - Ningaloo Reef
 - Red Sea Coral Reef

2 Tourists at the Great Barrier Reef

🔗 www.nerptropical.edu.au

In the search box, type in "Activities and preferences of Visitors to the Great Barrier Reef". Open the "Project 10.2 Result Factsheet" (PDF file). Read the results of the survey and answer the questions below.

- True or False: 53% of the people who answered the survey were travelling with friends.
- True or False: A majority of the people who answered were Australian. What percentage was Australian?
- True or False: The majority of Australian visitors had been to the Great Barrier Reef before.
- True or False: Snorkelling was a popular activity. What percentage of the visitors went snorkelling or diving?
- True or False: Visitors spent an average amount of \$134 on boating trips.
- What were the five most important reasons why people visited the region?
- The four most important things which would have made visitors shorten their visits or not come at all had something in common: They were all related to ...
 - economic developments.
 - environmental issues.
 - the variety of food options.
- On average, visitors were willing to pay up to \$15 per person per visit to support what kind of activities?
- Which summary of the survey fits the best?
 - A majority of visitors come to the Great Barrier Reef area to experience the beauty of nature.
 - A visit to the Great Barrier Reef area is very expensive, mainly because of high prices for accommodation and food.
 - Most visitors to the region ignore the fact that tourism has a negative impact on the marine environment.

3 Animals of the Great Barrier Reef

🔗 greatbarrierreefliveaboard.com/great-barrier-reef/great-barrier-reef-animals

Look at the statements below, and then scan the web page to find out whether they are true or false; tick (✓) the right answer.

True	False	
<input type="checkbox"/>	<input type="checkbox"/>	1. The red bass can live up to 50 years.
<input type="checkbox"/>	<input type="checkbox"/>	2. Coral trout change sex as they grow.
<input type="checkbox"/>	<input type="checkbox"/>	3. Every kind of sea turtle in the world can be found on the Great Barrier Reef.
<input type="checkbox"/>	<input type="checkbox"/>	4. Humpback whales are the largest animal in the world.
<input type="checkbox"/>	<input type="checkbox"/>	5. Dugongs are more closely related to elephants than they are to dolphins.
<input type="checkbox"/>	<input type="checkbox"/>	6. Corals are animals, not plants.

4 Dangers on the reef

🔗 www.barrierreefaustralia.com

Here you will find out about dangers on the reef.

→ 🔗 'Reef dangers' → 🔗 'Box Jelly Fish'.

Cross out the information in the text below which is wrong and replace it with correct information or add information where needed about the box jellyfish.

The box jellyfish is regarded as one of the most harmless creatures in Australia. As the name suggests, this jellyfish is shaped like a cube; it has a single tentacle extending from each corner which can grow to be 3 metres long. It mainly lives in calm, clear water in rivers and is hardly ever found near the reef islands. This jellyfish is usually absent from November to March. Its bites can be deadly to children if not treated immediately.

5 Human impact on the reef

🔗 www.gbrmpa.gov.au/managing-the-reef/threats-to-the-reef

1. 🔗 'Declining water quality'

What has caused the water quality in the Great Barrier Reef to decline?

2. 🔗 'Marine debris'

What effect does marine debris have on animals in the Great Barrier Reef?

Find out what 'marine debris' is.

3. 🔗 australianmuseum.net.au/coral-bleaching

Write a short summary about coral bleaching, a phenomenon which is directly connected with the question of the Great Barrier Reef's future. Make sure that your summary includes the following terms:

algae • stress • colour • water temperatures • climate change •
pollution • industrialized nations

6 Protecting the reef

🔗 www.gbrmpa.gov.au/our-partners/traditional-owners

Complete these sentences.

1. GBR traditional owners are ...
2. Look under 'Traditional use of the Marine Park'. These indigenous groups are allowed to use the Great Barrier Reef Marine Park for ...

Find out what is done to protect the Great Barrier Reef.

🔗 www.acfonline.org.au/about-us/our-success-stories/conserving-great-barrier

3. What kinds of dangers have put the reef constantly at risk over the last 40 years?
4. What did the Australian Conservation Foundation (ACF) achieve in 2003 and 2004?
5. Which organization oversees the reef? How was it established?

🔗 www.gbrmpa.gov.au/zoning-permits-and-plans/zoning/about-zoning

6. What is zoning?
7. How many zones are there? Which are the major zones?
8. What are the benefits of green zones?
9. Which effect has zoning had on the fish population?

Project tips

You have already learned lots of things about writing and giving presentations. Here are some of the tips from *Green Line* 3 and 4. Remember?

1 Before you begin / Doing research

- ✓ Take notes on what you already know about a topic before you even start your project. (GL4, p. 28, Project: English and History)
- ✓ Write down what you want to find out before you begin your research. (GL4, p. 28, Project: English and History)
- ✓ Before you read the information on a website or in a book or magazine, do pre-reading work. Look at the titles and pictures first. (GL3, p. 32, Reading skills: A historical story). Then skim the text so you get the general idea. Is it relevant for me? Can I use it for my project/presentation? (GL3, p. 66, Reading skills: Factual texts)
- ✓ If you don't know a word or phrase and have to use a German-English dictionary, make sure you choose the word that really fits. (GL3, p. 19, Vocabulary skills: Using a German-English dictionary)

2 Organization

- ✓ A presentation should be organized and well-structured. The basic structure is: 1. The introduction (Tell them what you are going to tell them.), 2. Presenting the information (Tell them.) and 3. The summary or conclusion (Tell them what you told them.) (GL3, p. 91, Project skills: Give a presentation)
- ✓ A presentation can contain facts and opinions. If you are giving your opinion, make this clear by using the appropriate phrases: *Personally, I would say that..., I don't think..., If you ask me..., I find it sad that...* (GL4, p. 24, ex. 4, Writing texts: Opinions)
- ✓ Present your arguments clearly. Look at GL4, p. 36, Speaking skills: Take part in a discussion, ex. 2.
- ✓ If you are trying to convince someone of your opinion, present both sides of the topic but then end your presentation or text with the strongest argument that supports your opinion. (GL4, p. 36, Speaking skills: Take part in a discussion, GL4, p. 40, Writing texts: Pro and con texts)
- ✓ Look at pictures, statistics and graphs. Describe and explain these in your presentation using the Useful phrases you have learned from GL4, p. 29, Project: English and History.

3 A good presentation

- ✓ Write and say things in your own words – then you know you've really understood it and your readers and listeners will, too. (GL4, p. 29, Project: English and History)
- ✓ Presentations very often require charts, diagrams and photos. But don't overdo it. Find a good balance between what you and your group want to say as *speakers* and how the visual material can illustrate that. It is how *you* present your material that really brings things to life, and not just the material itself.
- ✓ To make your writing more interesting, vary your language. Use relative clauses to add extra (but useful!) information. Use conjunctions to link sentences. Use adjectives and adverbs for more atmosphere (e.g. Useful phrases GL4, p. 19, ex. 5, How to: Say you liked it). Explain and define difficult words or phrases. Use powerful words and phrases that will stick in your listeners' minds. Don't use sentences which are too long and difficult for your listeners to follow.
- ✓ Use the Useful phrases you have learned to introduce your topic and your points, e.g. GL3, p. 91, Project skills: Give a presentation, GL4, pp. 28-29, Project: English and History, GL4, p. 41, Link ideas in texts, GL4, p. 108, A class debate.
- ✓ Don't forget to check your grammar. Remember that the passive voice is often used in reports.