

Exploring World Heritage on DVD II

by

Hisakazu Tsukano
Robert Van Benthuisen

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Preface

The World Heritage List is based on the Convention Concerning the Protection of the World Cultural and Natural Heritage, which was adopted by the United Nations Scientific and Cultural Organization (UNESCO) in 1972. The World Heritage List includes about 1,000 properties forming part of the cultural, natural and mixed heritage which the World Heritage Committee considers as having outstanding universal value.

This textbook is a successor to our first volume, *Exploring World Heritage on DVD*. The DVD provides students a vivid visual introduction to 15 World Heritage Sites. The textbook activities are designed to improve listening, reading, speaking, and writing skills as well as research proficiency in English. There are also opportunities for students to increase their awareness of global issues and challenges which each World Heritage property faces. Finally, students can prepare for such examinations as TOEIC and TOEFL by acquiring vocabulary, grammar and comprehension skills. Most explanations are bilingual so that native English teachers can use this textbook easily.

In conclusion, we hope this textbook will contribute to students' gaining knowledge of world Englishes, cultures, history, and geography as well as taking more interest in Japan UNESCO Association's World Heritage Preservation Campaign (<http://www.unesco.jp/>).

We deeply appreciate Ms. Hiroko Nakazawa's kind help and advice. Without her, this textbook would never have come into being.

Authors

Content and Usage of This Textbook

Introduction: Brief explanation and overview in Japanese of the World Heritage Site (WHS) which will appear in the unit

Mini-quizzes: Short quizzes about the place or country where the WHS is located

Previewing: Various types of vocabulary exercises; vocabulary words are alphabetically ordered so that students can use it as a mini-dictionary.

DVD Viewing

I . First Viewing: While watching the DVD, students can take notes. After that, they can work in pairs to check their overall comprehension.

II . Second Viewing: Students can watch the DVD again and check if they can understand every detail of the text.

Reading: Students can read material concerning the WHS and deepen their understanding of the site.

Cross-cultural Activities: After listening to a conversation about the WHS in the unit, students can check their comprehension. Then they can use the conversation as a basis for role-play.

Grammar: Explanation of one grammar item concerning the WHS in each unit

Grammar Exercises: Various questions about the grammar item

Writing Exercises: Personalized writing questions about the grammar item

Glossary in the back pages: Most of the vocabulary words are listed so that students can prepare or do a review.

The Meaning of the Asterisk(s)

Vocabulary items are marked for frequency based on Kenkyusha's *New Collegiate English-Japanese Dictionary 6th Edition*. The asterisks on the vocabulary footnotes and in the glossary indicate frequency as shown in the chart below. The basic 1,000 words usually learned at Japanese junior high school are not marked.

Asterisk(s)	Meaning
***	The 1001-2000 most frequent words, which are usually learned at Japanese senior high school
**	The 2001-4000 most frequent words, which are usually learned at Japanese university
*	The 4001-7000 most frequent words

はしがき

「世界遺産」は1972年「国際連合教育文化機関（ユネスコ）」が採択した「世界の文化遺産および自然遺産の保護に関する条約」に基づいています。世界遺産には「世界遺産委員会」が傑出した普遍的価値をもつと判断した約1,000の物件が登録されており、それは人間が作り出した「文化遺産」と、自然が残されている「自然遺産」、さらにこの両者が共存する「複合遺産」から成り立っています。

このテキストは好評いただいた姉妹書の *Exploring World Heritage on DVD* 『DVDでめぐる世界遺産』の第2弾となっています。まずは素晴らしいDVDの映像をご堪能ください。地球や人類の本質に触れるとともに、世界遺産の抱える環境や開発や民族などの問題に目を向けることにより、問題意識を高め、異文化間コミュニケーション能力を發展させることができるでしょう。次に様々な問題解決やアクティビティを通じて、聞いて読んで話して書く英語の4機能と調査能力を向上させることができるでしょう。さらにTOEFLやTOEICの問題形式の導入によって、これらの検定試験にも対処できる語彙力・文法力・読解力が身につくことを狙っています。ほとんどの説明が英和のバイリンガルで与えられていて、英語を母語とする先生方にも扱いやすくなっています。

結論として、このテキストが、皆さんが世界の様々な英語・文化・歴史・地理・統計の知識を身に付けることばかりでなく、NGOである日本ユネスコ協会連盟 (<http://www.unesco.jp/>) の世界遺産保護運動などの活動に興味を持つことにも貢献できれば幸いです。

最後に、成美堂の中澤ひろ子さんには心より感謝いたします。彼女のご尽力が無ければ、このテキストはその存在すらおぼつかなかったかも知れません。

著者一同

本書の構成と使い方

見出し：本ユニットで取り上げる世界遺産についての簡単な説明や問題提起が日本語でなされています。

Mini-quizzes：上記遺産のある場所や国についての一般的な知識を問うクイズです。

Previewing：DVD の内容やその後の質問を理解するために必要な語彙が様々な形式の問題として提示されています。語彙はアルファベット順に並べられていますので検索用にお使いください。

DVD Viewing

I . First Viewing：DVD を見ながらメモを取って、どれだけ全体を理解できているかをペア・ワークやグループ・ワークで確認します。

II . Second Viewing：DVD を再び見て質問に答え、詳細項目まで把握できているかどうかを確認します。

Reading：DVD で見た世界遺産に関連した英文を読み、問題を解いて知識を深めます。

Cross-cultural Activities：本ユニットで取り上げた世界遺産についての会話を聞き空所補充をした後で、ペアでロールプレイをして聞く力と読む力を交互に鍛えながら、異文化理解を高めます。

Grammar：本ユニットで取り上げた世界遺産に関連した文法項目を取り上げて、英語理解を高めます。

Grammar Exercises：様々な形式の文法問題を解きながら、上記文法項目が理解できているかどうかを確認します。

Writing Exercises：上記文法項目を使って自分自身についての文が書けるかどうかをペア・ワークやグループ・ワークで確認します。

巻末の Glossary には、本書で使われているほぼ全単語が網羅されています。予習や復習にお使いください。

語彙の記号

主として「新英和辞典第6版」（研究社刊）の語彙の中から本テキストで使用されているものを選定し、学習上の目安として星印を付けました。なお、中学学習程度の基本語約 1,000 語は外してあります。

星印	意味
***	高校学習程度の基本語約 1,000 語
**	大学入試から大学教養程度までの基本語約 2,000 語
*	*の基本語に次ぐ基本語約 3,000 語

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Previewing

Match each word with its meaning.

- | | | |
|----------------|------------|---|
| 1. degree | () | (A) to grow in size or number |
| 2. environment | () | (B) amount of extent; a unit of temperature |
| 3. increase | () | (C) to make people known by name to each other; |
| 4. introduce | () | bring in something new |
| 5. herd | () | (D) the people or animals living in a particular area |
| 6. population | () | (E) a group of animals that stay together |
| 7. preserve | () | (F) to become well again; to return to good health |
| 8. recover | () | (G) surrounding conditions |
| | | (H) to keep safe from harm |

DVD viewing

I. First Viewing

Take notes while viewing the DVD and answer the questions. Then share your notes with a partner.



1. What was brought into Yellowstone to protect the grassland?
2. Why are forest fires left to burn?

II. Second Viewing

Watch the DVD again and choose the best answers.



1. What endangered Yellowstone in the old days?
(A) The number of bison increased. (B) Timber wolves disappeared.
(C) The number of elk decreased. (D) The number of coyote decreased.
2. What did they have to do to maintain the population of wild animals?
(A) Protect elk from coyote (B) Protect coyote from wolves
(C) Protect the grassland from elk (D) Protect the grassland from coyote
3. What will happen after a forest fire starts?
(A) Most trees will grow again. (B) It will burn most wild animals.
(C) People will fight it. (D) No trees will grow again.



Reading

 02

Read the passage and answer the following questions.

Yellowstone National Park is located in the western part of the U.S.A., in the state of Wyoming. It was established in 1872. The park covers an area of 8,983 square kilometers, which is about the size of Hiroshima prefecture in Japan. It was the first national park established in the U.S.A.

Yellowstone Park is located in an area of volcanic activity and among its many attractions 5 are its geysers, which are hot springs that shoot water high into the air like fountains. The best known of these geysers is called Old Faithful. This geyser erupts about every 90 minutes and shoots water 50 meters high into the air.

Yellowstone is also home to many kinds of wild animals. There are deer, elk, buffalo, bears, and wolves. In the early part of the 20th century, many wolves were killed by hunters 10 in order to protect the cattle on local farms. By the 1930s, wolves had been eliminated from the park. However, the absence of wolves upset the balance of nature, allowing the number of elk to greatly increase. In the 1990s, park managers brought wolves to Yellowstone. The wolves help to control the number of elk, which would otherwise damage the plant life in the park. 15

For generations the park has given visitors a chance to experience nature as it was in the distant past. Yellowstone National Park will continue to be a source of wonder to visitors for generations to come. (241 words)

Notes: **prefecture*** (名) (フランス・日本などの) 県・府 **volcanic** (形) 火山 (性) の **attraction*** (名) 引きつけること (もの)・呼び物 **hot spring** 温泉 **fountain**** (名) 噴水・泉 **erupt** (自動) 爆発する・噴火する **eliminate*** (他動) 除く・削除する **upset**** (他動) ひっくり返す・気を転倒させる **otherwise**** (副) 別な方法で・さもなければ **generation**** (名) 同世代の人々・一世代

- Which of the following statements is NOT true of Old Faithful?
 - It is a fountain in Yellowstone Park.
 - It erupts on a regular schedule.
 - It is popular with tourists.
 - Its eruptions are caused by volcanic activity.
- Why were Yellowstone's wolves allowed to be killed in the early 20th century?
 - They were a danger to park visitors.
 - They were killing too many elk.
 - They were not native to Yellowstone Park.
 - They were killing cows outside Yellowstone Park.
- In line 19, it refers to _____.
 - park
 - museum
 - visitors
 - nature



Cross-cultural Activities

Listen to the conversation between Peter, an American student, and Akane, a Japanese student. They are camping in Yellowstone National Park and talking about plans for the next day. Fill in the blanks. Then practice with a partner.



Akane: Let's ① _____ up Mount Washburn tomorrow.

Peter: That ② _____. How long is it?

Akane: It's five kilometers each way, but it's ③ _____ be beautiful.

Peter: When do you ④ _____ go?

Akane: It might be hot tomorrow, so can you ⑤ _____ by 6:00?

Peter: OK. ⑥ _____.



Grammar

Sentence Type (文型)

The subject (S) and object (O) should be a noun, pronoun, etc. and the complement (C) should be a noun, adjective, etc. [主語 (S) や目的語 (O) になるのは名詞や代名詞などで、補語 (C) になるのは名詞や形容詞などである。]

1. The number of elk greatly increased. (S+V)
2. In 1872, Yellowstone became the first national park in the world. (S+V+C)
3. In 1930s, people hunted wolves. (S+V+O)
4. The park manager gave us a good piece of advice. (S+V+O+O)
5. The hike in Yellowstone made me tired. (S+V+O+C)



Grammar Exercises

Rearrange the following words according to each Japanese sentence. Then think about the sentence type.

1. 私はロサンゼルス行き 29 便の予約をしてあるのですが。
[I, to, Flight 29, Los Angeles, a reservation, have, on].
2. 私はあなたにイエローストーンまで連れて行くようには頼みませんでした。
[I, to, me, Yellowstone, take, ask, didn't, you, to].

3. この便は何番ゲートから出発するのですか。
〔What, from, this flight, does, gate, leave〕?

4. ロサンゼルスまで、片道 350 ドルです。
〔One, \$350, is, Los Angeles, to, way〕.

5. 一週間以内に、2 人分の航空券をお送りいたします。
〔We'll, a week, you, for, send, within, tickets, two〕.

6. その航空券はどうしたら買えますか。
〔How, flight, I, the, do, tickets, get〕?



Writing Exercises

Write about yourself, using the appropriate forms of the words in the parentheses. Then check them with your partner.

1. In my childhood, I _____ . (be)

2. When I have grown up, I want to _____ . (make...happy)

3. On Valentine's Day, I _____ . (give / get)