

CLIL

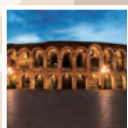
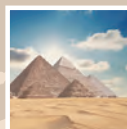
World Heritage

Shigeru Sasajima

Miyako Nakaya

Miyuki Yukita

Yayoi Kosugi



SANSHUSHA

テキストの使い方

Unit 1 Introduction

世界遺産の基礎を、日本語と英語で学習します。

各ユニット

Talk in pairs

- ① このユニットで扱う世界遺産のある国について写真を参考に簡単な会話をします。
- ② その遺産について写真をひとつ選び簡単なリサーチをし、それを元に会話をします。

Quiz competition

その遺産に関するクイズをします。右側の吹き出しに入ったヒントを読み、左側の質問の答えを考えます。最後に答え合わせをし、ポイントを計算します。納得のいく回答が出来れば得点を追加します。

Listen up

音声を聞いて、その遺産の歴史や自然の背景について穴埋めをし、答え合わせをします。

Read aloud

その遺産の大きさ、形、意味などを学びます。

- ① ペア (A と B) を組み、キーワードの意味を互いに確認し合います。
- ② (1) A がテキストのうしろにあるパッセージを読みます。
(2) B は聞き取った数字や語句を () に入れていきます。
(3) 聞きもらった場合は、B は A に質問します (参考文は 90 ページ)。
(4) ここで音声を聞き、もう一度 2 人でシャドーイングをし、内容を確認します。

Read up

本文を読みます。

- ① 内容理解の質問に答えたあと、答え合わせをします。
- ② タスクを行い、ペアで答えを比較し、話し合います。

Research and make a presentation

- ① 自分のトピックを選びます。
- ② プレゼンテーションの例を音声で聞きます。
- ③ 自分のトピックについて調べ、例を参考に原稿を作り、発表します。

Sum up

- ① 語群から語句を選び、要約を完成させます。また、ペアでそれぞれ 30 秒で、学習したことを英文にして伝え合います。
- ② グループで比較・理由・解決法などの文を作ります。
- ③ グループでトピックについて各自意見を言います。

Unit 14 Research and Presentation

学生各自が段階的に構成を学び、自分の選んだ世界遺産を紹介します。

はじめに

世界遺産に認定された建築物や自然は、その国や地域を知る重要な機会を提供してくれます。主に、これは自然・歴史・文化を知ることにつながり、人類として共感を持つきっかけにもなります。それはやがて世界平和にも通じる道筋になります。このように、世界遺産は、みなさんにとって貴重な学習材料です。さらに、それを英語で学ぶことは、他の国の人々と、共通の話題や知識を分かち合える可能性を高めることになります。その世界遺産を題材として、人類の知恵や大自然の神秘を身近に学んでいこうというのが、本テキストの趣旨です。

このテキストは CLIL (Content and Language Integrated Learning) (学ぶ内容と言語を統合した学習) の「4つのC」を意識しています。

Content	世界遺産の知恵、技術、自然・歴史・文化などの内容
Cognition	世界遺産について関心を持ち、発展的に考える思考力
Communication	上記の話題に関する英語コミュニケーションの能力
Culture	世界の自然と文化に関わる文化間理解能力

このテキストは、CEFR の A2 から B1 程度を想定しています。この「4つのC」を基本に単に英語力の向上だけを考えずに、世界遺産について興味を持ち、知識を深め、思考し、相互の文化を尊重し、英語でコミュニケーションできる力を身につけましょう。

構成の特徴

Talk in pairs 1, 2	世界遺産のある国や都市がどんなところか考える また、遺産の見どころなどについて調べる
Quiz competition	簡単なクイズに答え、予備知識を入れる
Listen up	世界遺産の歴史や背景について学ぶ
Read aloud	世界遺産の外観、主な事柄を図に示し、具体的に理解する
Read up	その世界遺産の話題について読み、理解を深める
Research and make a presentation	さらに自分でトピックを選びリサーチをして発表する
Sum up	学んできたことを振り返り、自分のことばで伝える

世界遺産につまった人類の知恵と自然のおもしろさを楽しんでください。

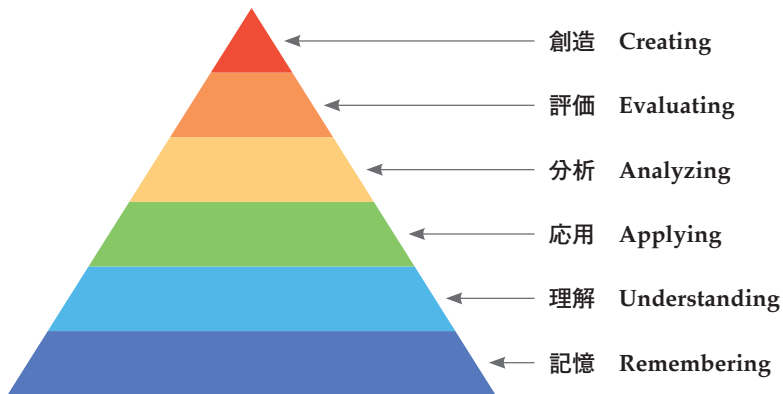
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LOTSとHOTSについて

1 思考の分類

LOTSとHOTSというのは、思考の段階を6つに区分したものです。CLILでは学びにおける思考を意識してとらえるために、ブルーム (Benjamin Bloom) により考案され、アンダーソン (Lorin Anderson) らによって修正された思考の分類 (taxonomy) を使用しています。これは、下の図のように表されています。



下から上に、記憶 (Remembering) →理解 (Understanding) →応用 (Applying) →分析 (Analyzing) →評価 (Evaluating) →創造 (Creating) と6段階で示されています。そして、この記憶、理解、応用を低次思考力 (Lower-order Thinking Skills もしくは LOTS) と呼び、分析、評価、創造を高次思考力 (Higher-order Thinking Skills もしくは HOTS) と呼んでいます。

2 重要性は同じ

この低次思考力 (LOTS) と、高次思考力 (HOTS) は、どちらも重要な思考力です。知識を暗記したり、それを理解したりする思考力が LOTS で、さらに分析をしたり評価をしたりする思考力が HOTS です。

3 本書での表示

本書では、まず LOTS と HOTS の分類を示し、そのあとに具体的にそこで主に使ってほしい思考力を示しました。どの思考力も単独で働くものではありませんが、ある思考力を主に意識して行うという意味です。この具体的な思考力は Revised Bloom's Taxonomy Action Verbs の表(4参照)を参考にしました。

例 1 **LOTS** EXPLAIN

例 2 **HOTS** ILLUSTRATE & COMPARE

4 主な Revised Bloom's Taxonomy Action Verbs

思考の分類	学習者が具体的にすること (Action Verbs と訳)	
Creating	Adapt (応用する)	Change (変化させる)
	Combine (合わせる)	Create (創り出す)
	Solve (問題を解決する)	
Evaluating	Agree (賛成する)	Assess (評価する)
	Criticize (批判する)	Justify (正当化する)
Analyzing	Analyze (分析する)	Compare (類似点を較べる)
	Contrast (相違点を較べる)	Discover (発見する)
	Examine (考察する)	
Applying	Apply (応用する)	Choose (選ぶ)
	Identify (確認する)	Organize (系統立てる)
	Plan (計画する)	
Understanding	Classify (分類する)	Explain (説明する)
	Illustrate (図解する)	Interpret (解釈する)
	Relate (関係づける)	
Remembering	Define (定義づける)	Find (知る)
	List (列挙する)	Recall (思い出す)

5 ねらい

この思考力をタスクの横に示すことにより、思考として何をねらっているのかをはっきりさせています。それぞれのタスクをするときに、学習者のみなさんがこのねらいを意識しながら行うことにより、より深い学びになるようにするためです。

An Ancient City of Roman Ruins

The Historic Center of Rome, the Properties of the Holy See in that City Enjoying Extraterritorial Rights and San Paolo Fuori le Mura



Talk in pairs

LOTS EXPLAIN

1 Ask each other.

A: What would you like to do in Italy?

B: I'd like to see/eat/visit/buy, etc. because ...



▲ Pizza



▲ Leather shoes



▲ Ice cream



▲ Paintings

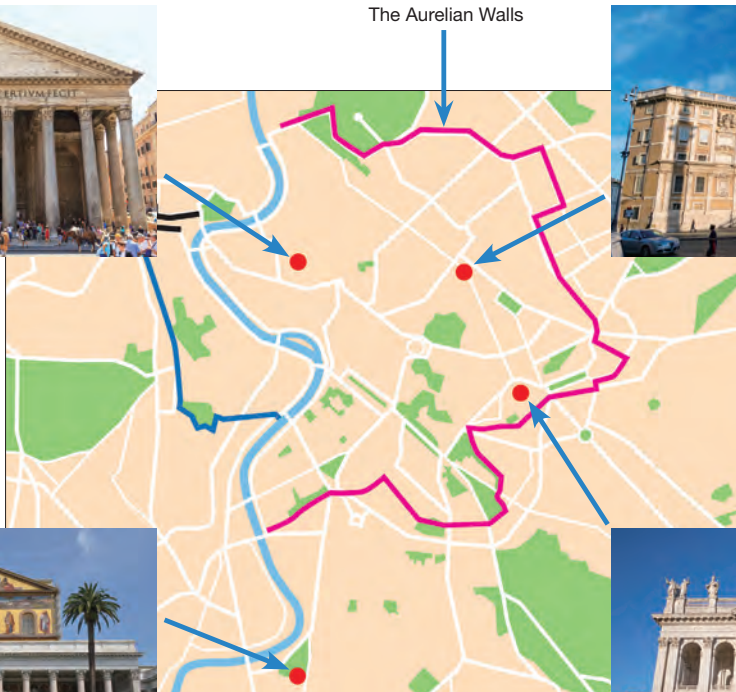
2 Choose one picture and research it by using a book or the Internet.

A: Which picture did you choose?

B: I chose Santa Maria Maggiore. There are many paintings of Maria in this church.



▲ Pantheon



▲ Rome



▲ Santa Maria Maggiore



▲ San Paolo, Fuori le Mura




▲ San Giovanni in Laterano

Quiz competition *Get the most points and be the winner!*

LOTS GUESS & EXPLAIN

- A. Guess the answers.
- B. Talk with your classmates and explain your reasoning.


1. Romans invented two materials.
That is why they could build huge buildings.
What did they invent?

 They invented _____ and _____.

2 Points

• Choose the two materials:
steel, concrete, bricks,
vinyl, plastic or glass.

2. What was the Colosseum used for?


 It was used for showing fi____s between men, or
men and animals such as ele____s and lions.
Some lions were 4 meter long.

2 Points



▲ Gladiator

3. What technological advances were used
in the Colosseum?

 a) People used ele____s operated
by humans.


b) A huge chan____er lit up the arena
at night.


4 Points

• How could people
carry wild animals
up to a stage?

• How could people
see at night?

4. What was the Roman Forum?

 It was a
ma____tpl_____.



2 Points

• It was an open area in
a Roman town center.
People bought and
sold goods.

/10 + **Peer assessment:**

Peer assessment: If your partner's reasons are good, add 1 point to the total.



Listen up

The History of Rome

LOTS LIST & ORGANIZE

005 Listen to the CD and fill in the blanks. Check your answers with your partner.



In ¹ () BC	Rome was founded by Romulus. After that, it was ruled by ² ().
In 509 BC	Rome became a republic, ruled by laws and ³ ().
In ⁴ () BC	Hannibal invaded Italy.
In ⁵ () BC	Julius Caesar became Rome's first ⁶ (). He was murdered eventually.
In ⁷ () BC	His adopted son, Octavian, became the first ⁸ ().



Julius Caesar



Octavian



Read aloud

The Colosseum

LOTS FIND & CONFIRM

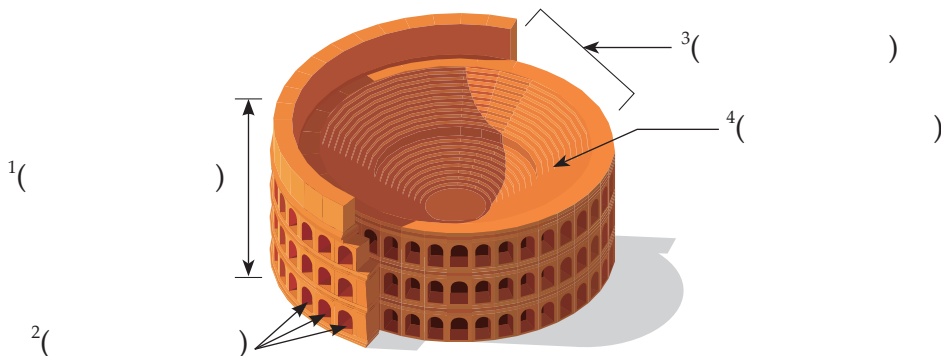
1 Read the keywords aloud and check the meanings with your partner.

KEYWORDS

largest round circumference
a four-level building spectators rank



006 2 A will read Passage 2, and B will write the answers. Then, after checking the answers, listen to the CD and read aloud the passage together.





Read up

The life of the Romans



Roman emperors built recreational facilities to improve their popularity such as the Colosseum and the Baths of Caracalla. Romans went to the baths called 'thermae' almost every day since there was no special room to wash their bodies in their homes. 'Thermae' was also a place where people could meet and talk. This shows how the life of the Romans was sometimes interesting.

The living conditions of the rich and poor were very different. Some Romans lived in the countryside, caring for animals and growing crops. Others lived in a noisy, dirty city in terrible conditions. Many of these city people lived in tall, crowded apartments, with no running water.

Only a handful of wealthy people were able to live in houses. Their houses' entrances had mosaic dogs on the floor to scare away thieves and beggars. The entrance led to an open-air hall which provided light, and a pool to catch rainwater. There were no windows for security reasons. On both sides of the hall were a kitchen, a party room and private rooms with brightly painted walls. At the end of the hall, there were an office, and further down, a private garden with columns.

1 Comprehension questions.

LOTS INTERPRET

- Why did Roman emperors build facilities like the Colosseum or the baths?
- Where did many poor city people live?
- Why were there mosaic dogs on the floor?



▲ The Baths of Caracalla



▲ The mosaic dogs



▲ Brightly painted walls

2 Task: Draw the room of a typical, wealthy Roman home. Compare it with your partner and discuss the differences.

HOTS ILLUSTRATE & COMPARE



Research and make a presentation

HOTS ANALYZE & CREATE

- 1 Research one of these topics about the past lives of the Romans or the current lives of the Italians.

Examples

- a) kitchen b) toilet c) schools d) food e) clothing f) house

Your research topic: _____

008



- 2 Here is an example passage for a presentation. Read it aloud with your partner. Pay careful attention to the underlined expressions.

Today, I'd like to talk about the main types of clothing of the Romans. The basic clothing for both men and women was called a tunic. This was a simple, sleeveless shirt. It is shown in picture 1. For official clothing, male Roman citizens wore a toga over a tunic. A toga was a 6-meter square cloth that wrapped around the body. It is shown in picture 2. Togas were usually made from wool. Besides a tunic, women also wore a simple cloth known as a stola and wore a palla over it. It is shown in picture 3. Rich women wore long tunics made from expensive cotton or silk, imported from India and China.



1.

A tunic



2.

A toga



3.

A stola and a palla

- 3 Research your topic, and write a draft. Then, make a presentation in class.



Sum up

- 1 Choose appropriate words and numbers from the box, and complete the sentences below.

LOTS RECALL & RELATE

bricks thermae animals fights 2,000 concrete
apartments the Pantheon the Baths of Caracalla gladiators
Santa Maria Maggiore houses the Colosseum

Rome is a famous city, filled with ancient ruins. In Rome, there are many magnificent buildings such as
1 _____, 2 _____, 3 _____, and 4 _____.

It was possible for Romans to build these huge buildings because they invented
5 _____ and 6 _____.
These ruins show the life of Romans about 7 _____ years ago.

In the Colosseum, there were 8 _____ between trained men called
9 _____. Sometimes they also had to fight with 10 _____ such as elephants and lions.

People often went to the public baths, called 11 _____, because many of the poor people lived in tall 12 _____ without running water. Only some rich people were able to live in their own 13 _____.

Now, tell your partner about Rome and its ruins for 30 seconds.

- A: Tell me about the historic center of Rome.
B: There are many ruins in Rome. For example, there are ...



- 2 Talk about similarities and differences between our lives and Roman lives in groups.

Examples

HOTS COMPARE & DISCUSS

Like us, the Romans built huge buildings made of concrete.

Similar to the Japanese, Romans used a public bath.

- 3 Is there anything that you disliked about the life of the Romans? Express your opinions in your group.

HOTS ANALYZE & DISCUSS

It is incredible that _____, however,
