

# Read the Sea

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## まえがき

地球には水と空気があり、溢れるばかりの生きものがいる。地球はかけがえのない、生きた、美しい惑星である。

幾多の陸上動物と同様に、太古の昔、人間の祖先は海にいた。それから陸にあがり、絶え間無い進化をへて現在の人類に至ったのである。

しかしながら、目先の便利さやよりよい生活だけを求めるあくなき人間の欲望は、この美しい地球を次第にむしばみ、あらゆる生態系のバランスを壊しつつある。人間は、すべての生命の揺籃である海を破壊し、汚染し、取り返しのつかない状況をつくっているのである。

本書 *Read the Sea* は、大洋にかかわる環境問題にスポットをあて、美しい地球を守るためにいろいろな角度から警鐘を与えている。

本書の使い方をおおよそ説明しておきたい。

### Narration

500字程度のまとまった文章である。全体をテープに録音しているので、文章を読む前に、2～3度テープを聞いて、おおよその内容を理解するよう努力をしたい。少し難しいと思われる語句は、次ページにNOTESを付しているなので、参考にするとよい。

### Reading Comprehension

Narrationの基本的な内容について問う、《内容理解》の問題である。英語のリスニングの力をつける練習のためには、Narrationのテープを聞いたあと、Narrationの文章を読まずに、このComprehensionの問題にチャレンジするとよい。分かりにくい設問は、再度、テープを聞いて、繰り返し問題にチャレンジすることを進めたい。最後に本文を熟読し、答えをチェックしよう。

### Vocabulary Building

語彙力をつけるための問題である。5つの文章の空欄に、8つの選択

肢から5つを選んでそれぞれ完成させる形になっている。選択肢のことはいずれも NOTES の語彙から抜粋したものである。NOTES を参考にせずに、まずチャレンジしたい。

### Grammar Practice

英語には、意味や用法が紛らわしいものが数多くある。われわれ日本人にとって使い方のむずかしいこうした表現を、Narration の中から1つ抜粋して、まず、わかりにくい点を指摘している。説明を読んだあと、例文の正誤を判断することになる。正誤の理由についてよく考えたい。

### Listening Practice

英語を話すためには、英語を正確に聞くことができなくてはならない。まず、それぞれの章の既出語の中から、まぎらわしい子音や母音の発音練習をしたあと、正しく音の判別ができるかどうかの問題をする。最後に、該当する子音や母音を数多く含んだ早口言葉を、テープを聞いて正確に書き取る問題をする。

### Listening Test

それぞれの Narration と関連ある会話文である。紙面の関係から巻末にすべて掲載している。テープを聞いて、口語表現になじんでほしい。

Shane Novak 氏は、International Marine Explorers Society の創設者であり、内外の若者に海洋環境の教育を行っている。海洋関係の映画の作成や著述活動も行っている。おおらかな性格は、NHK の英会話 I のホスト役としても、好評を博している。

最後に、本書の作成にあたり、三修社編集部の芦川正宏氏にご尽力いただいた。感謝の意を表したい。

1996年 春

染矢正一

## To the Students

If you're currently studying English and have always felt a special love for the ocean, then *Read the Sea* will be of unique interest to you. I hope that your discovery of the ocean through this book will add new enthusiasm to your discovery of English, for learning a second language should be as creative as swimming with a dolphin.

Several years ago, I was diving on a small island in Micronesia. Our group was a combination of European, Japanese, and American divers. With four different languages being spoken, things became a little frustrating, but once we all entered the water, something interesting happened.

As a group of seven large sharks swam by us, I realized that under the sea, in the eyes of those sharks we were all the same. Surrounded by these powerful creatures in their weightless world, we quickly forgot our cultural barriers. Upon returning to the boat, amazingly, we were no longer strangers to each other. All of us had shared something in common that went beyond words.

*Read the Sea* was created in that same spirit. With the ocean as your bridge, use this book to challenge your English skills, as you also deepen your understanding of the magical marine world. From the largest whale to the smallest fish, everything in the sea is communicating its presence and purpose in life. Study English with that same joy of communicating your purpose in life, not simply studying in order to pass a test.

*"Read the Sea"* and spread the word. Good luck.

Shane Novak

## CONTENTS

1. Date with a Dolphin	8
2. Giant Turtles of Sipadan	13
3. British Columbia Salmon Run	18
4. Medicine from the Sea	23
5. Tracking Whales with Sound	28
6. Plankton	33
7. Yoga, Ki and Diving	38
8. The Boss	43
9. Reef Warfare	48
10. A Different Kind of Pressure	53
11. One Person Can Make a Difference	58
12. Child or Teacher ?	63
13. Deep Flight	68
14. Communication in the Sea	73
15. Ocean Mining	78
16. Undersea Habitat	83
17. Clownfish	88
18. Tropical Fish Collecting	93
19. Water Shortage	98
20. Sea Scholars Program	103
◆ Listening Test	108

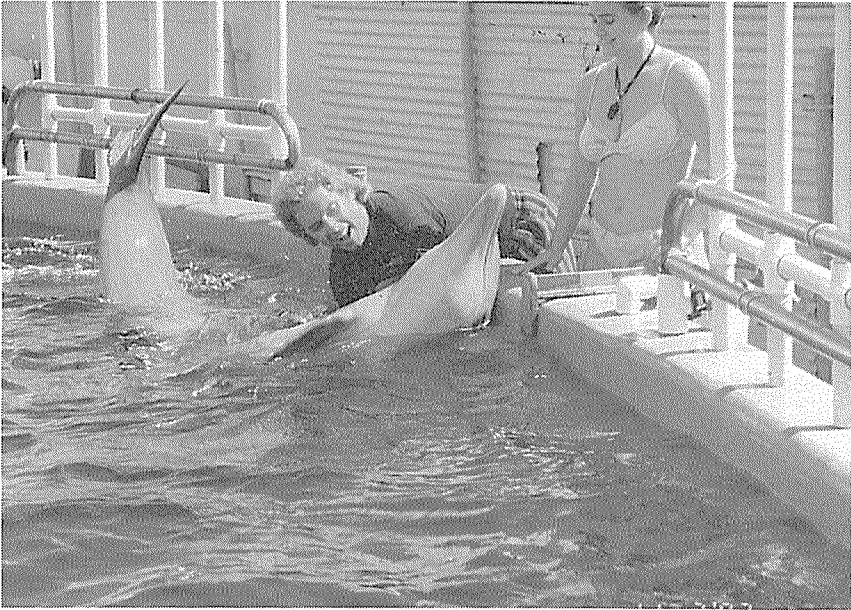
## 1. Date with a Dolphin



It's a quiet early morning in Honolulu and the second day of my training at the University of Hawaii's Marine Mammal Lab. Sitting on the sand of a deserted Ala Moana beach, my heart begins to beat faster as I look at a brown structure next to the  
5 beach. On the other side of those brown walls are four extraordinary dolphins, possibly the most highly-trained dolphins on earth.

Over the last 25 years Dr. Louis Herman has been unlocking the secret world of their dolphin mind. Today will be my first  
10 chance to work with Akeakamae, a 15-year-old dolphin whose ability to communicate through sign language has amazed science. Walking along the beach towards my first meeting with the dolphins, I could feel a slight apprehension begin to grow. Will they like me?... Are they expecting me?

15 First dates are always a little unpredictable, and that period of getting to know visitors was something that these dolphins at the Dolphin Center had developed to a science. As I walked around the pool, Pheonix, a female dolphin, slowly followed from a distance. When I stood back from the pool's edge to  
20 watch her, she seemed to be watching me also. Suddenly, she swam up to the edge of the pool, towing a ball connected to a rope. "Great". I thought. "She wants to play!" Anxiously I approached her but was quickly met with a blast of water in



the face. Then as quickly as she had soaked me, she swam off, whistling away to herself.

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Being spat in the face by a dolphin was an embarrassing shock to my ego, but a trainer who witnessed it just laughed. "It's happened to everyone at least once," she said. "Just another dolphin practical joke on the new kid in school." I wasn't laughing then, but over a period of time Phoenix's actions began to make a little more sense.

30

By observing the complex behavior of these dolphins, I realized that their actions were the result of a curious mind in a constant state of problem solving, not just instinct. Perhaps this dolphin was actually training me. "This is my home, and we play on my terms," she might have been saying. Or perhaps she was just bored, and I was a new face who she could trick

35

Read the Sea

with her manipulating sense of humor. That's what made me stop and think. A sense of humor! Wait a second. Only humans  
40 have that refined cognitive ability. Right?

When I ended my stay at the Dolphin Center, I chatted pool-side with Dr. Herman. During our discussion about the future of his most unusual study of the dolphin mind, one of the dolphins was watching us. I couldn't help but think, "Who  
45 was really studying who here at the center?" What have these four dolphins learned about humans, and in turn shared with other dolphins through their collective dolphin mind, if such a thing exists?

NOTES \_\_\_\_\_

L

- 2 **mammal** 哺乳動物  
3 **deserted** 人のいない  
6 **extraordinary** [ikstró:rdənèri]  
並外れた  
8 **unlock** ~を明るみに出す  
13 **apprehension** 懸念  
21 **tow** 引っ張る  
23 **blast** ひと吹き  
24 **soak** びしょぬれにする

L

- 26 **spat** spit「つばを吐きかける」の過去、過去分詞。spit-spit-spitという活用もある。  
36 **on one's terms** 自分のやり方で  
38 **manipulate** 操る  
40 **refined** 洗練された  
**cognitive ability** 知的能力  
47 **collective** 共通の



**Reading Comprehension**

次の文を読んで、本文の内容とあっているものを選びなさい。

1. (        ) The writer is excited about watching the dolphins.
2. (        ) The writer is afraid of the dolphins because they are dangerous.
3. (        ) Akeakamae soaked the writer because she was angry.
4. (        ) Phoenix spits in everyone's face as a joke.
5. (        ) The dolphins always act according to instinct.
6. (        ) In a way, dolphins seem to be learning about humans.

**Vocabulary Building**

次の文の (    ) に最もよくあてはまる語を、下から選んで書き入れなさい。

1. The shower in the early afternoon (            ) my shirt.
2. More and more young people are going out to cities, and their village is becoming (            ).
3. He felt (            ) for the safety of his son who had been missing in the mountains.
4. His (            ) way of speaking English attracted a huge crowd.
5. Dogs are (            ), but birds are not.

- |           |         |            |                |
|-----------|---------|------------|----------------|
| Ⓐ soaked  | Ⓑ spat  | Ⓒ refined  | Ⓓ apprehension |
| Ⓔ mammals | Ⓕ blast | Ⓖ deserted | Ⓗ manipulate   |

**Grammar Practice**

⇒ It's a quiet **early** morning in Honolulu.

early は「はやく」という意味であるが、fast や quick とはどのように違うのであろうか。次の文のうち、正しいものに○、間違っているものは×をつけなさい。

1. (        ) Do it **quickly**.
2. (        ) Tom is the **fastest** runner in the city.
3. (        ) Tom is the **earliest** runner in the city.
4. (        ) Don't talk so **quickly**. Nobody can follow you.
5. (        ) Don't talk so **early**. Nobody can follow you.
6. (        ) Don't talk so **fast**. Nobody can follow you.

**Listening Practice**

[l] と [r]



この課で学習した次の語を、テープについて練習しなさい。

early            deserted            last            little            over  
次のうち、正しく発音されている方を選びなさい。

- |         |      |           |       |
|---------|------|-----------|-------|
| 1. lock | rock | 2. rent   | lent  |
| 3. law  | raw  | 4. lead   | read  |
| 5. led  | red  | 6. rice   | lice  |
| 7. low  | row  | 8. lane   | rain  |
| 9. road | load | 10. right | light |

テープを聞いて、文を書き取りなさい。

1. \_\_\_\_\_
2. \_\_\_\_\_

**Grammar Practice**

⇒ In 1994, a group of junior high school students from Utah **participated** in the Sea Scholars program.

participate の類語に join や enter もある。次の文のうち、正しいものに○、間違っているものに×をつけなさい。

1. (        ) My daughter **participated in** the basketball club last month.
2. (        ) My daughter **participated** the basketball club last year.
3. (        ) I really want you to **join** our party this Sunday.
4. (        ) Why don't you **enter** our party this Sunday?
5. (        ) He is a hard worker and **entered** Harvard University.
6. (        ) He is a hard worker and **joined** Harvard University.

**Listening Practice**

[ɑ:r] と [ə:r]



この課で学習した次の語を、テープについて練習しなさい。

article      learn      early      participate      surf

次のうち、正しく発音されている方を選びなさい。

- |         |       |          |       |
|---------|-------|----------|-------|
| 1. hard | heard | 2. firm  | farm  |
| 3. dirt | dart  | 4. heart | hurt  |
| 5. fur  | far   | 6. stir  | star  |
| 7. burn | barn  | 8. gird  | guard |

テープを聞いて、文を書き取りなさい。

1. \_\_\_\_\_
2. \_\_\_\_\_

## Listening Test 1

### Date with a Dolphin

テープを聞いて、次の会話文の（ ）を埋めなさい。

**Girl** : I'm going on a dolphin swimming tour this weekend.  
( ) me?

**Boy** : No thanks, I'm not very keen on this new dolphin swimming trend.

**Girl** : ( )? Dolphins are cool, besides everyone's doing it these days.

**Boy** : Do you really care about the marine environment or are you just following the latest trend?

**Girl** : I take offense to that remark. Of course I care.

**Boy** : ( ), last year you were in love with Italian handbags, last month it was Indian healing techniques.

**Girl** : ( ). But I really feel something special when I think about dolphins.

**Boy** : Then if you truly care about dolphins, you'll also care about their home.

**Girl** : But ( ) swimming with them?

**Boy** : Dolphins may be opening a door to their world, but you're just entering their environment without showing proper respect.