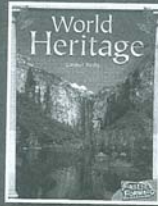


World Heritage



Before Reading

Motivation / Purpose

The purpose of this test is to report on the work done by UNESCO in caring for Heritage Listed sites around the world. It links with the *Social Studies* theme *Global Environment*.

Text Type

Draw students' attention to the:

- title
- photographs
- contents page.

Ask "What type of book is this?" (Report). What information would you expect to find in this text? How will it be presented?

Visual Literacy

Discuss the different environments shown on pages 4–7 and how they assist you to predict the text. Look at the borders around the pages. List all of the items used in the borders. How do these items help you understand what this book is about?

Background Knowledge

Ask students to list some important places in their area that they would like to see well cared for. Explain that there are also places in other countries that need to be looked after so people in future generations can appreciate them. Discuss the different meanings of the word 'heritage' and what it means in the context of the World Heritage List. Talk about any known heritage sites.

Phonological Awareness

Make sure students know the following phonological patterns:

- /s/: list (p.4), sites (p.4), reasons (p.5), save (p.14)
- 'c' for /s/: Venice (p.4), cities (p.4), decided (p.12), places (p.15)
- 'ss' for /s/: passed (p.6), possible (p.14)

Spell out one of the above sounds (e.g. 's' as in 'list') and ask students to write three words which contain that sound made by the same combination of letters (e.g. 'nest', 'sat' and 'sister').

Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

Vocabulary

cultural, environmental, experts, generation, global warming, heritage, hundreds, natural, pollution, protect, treasures, value

High Frequency Words

around, cities, danger, enough, important, money, places, protect, sites, world

Write each word on a card. Ask students to divide the words into groups and justify these groupings. (e.g. those that can be 'sounded out' and those that can't; those that have one syllable and those that have two; those which contain long vowel sounds and those that don't.)

Each student then selects a word card and says something about the word. (e.g. 's' and 'c' in 'cities' make the same sound; 'important' has three syllables; 'cities', 'places' and 'sites' are plural words.)

During Reading

Vocabulary in Context

Make sure students understand the difference between natural (occurring through nature) and cultural (created by people) sites.

Discuss the words 'past' and 'passed' and how they are used. 'Past' refers to things that have already happened, and 'passed' is the past tense of the verb 'pass'.

Explain that the word 'value' can mean an assessment of merit or worth, or to appreciate the worth of something. Re-read the text to determine its contextual meaning.

Checking for Meaning

Literal:

What does UNESCO stand for? (United Nations Educational, Scientific and Cultural Organisation)
Name two places on the World Heritage list. (Aswan Valley, Great Barrier Reef, Venice, Kakadu National Park)
Why was the World Heritage List set up? (To care for special places around the world.)

Inferential:

What will happen to the Great Barrier Reef if the plants and animals there die?

How can pollution damage important places?

How does global warming affect some sites?

Make sure students understand the difference between literal and inferential information.

Response:

How would you feel if some of these sites were spoiled and you weren't able to visit them now or in the future?

What can you do personally to help protect some heritage sites?

Grammatical Patterns

Make sure students understand the following components of a report:

- Opening general statement defining the topic: *The World Heritage List was set up in 1972 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO).* (p.4)
- Passages of description relating to natural and cultural sites: (pp.5-23)
- Use of general nouns: *sites* (p.4), *buildings* (p.4), *generations* (p.7), *pollution* (p.8), *government* (p.10), *valley* (p.11), *treasures* (p.11)
- Use of relating verbs to describe features: *Today, some countries are at war ...* (p.9); *Venice is a very old city in Italy.* (p.16)
- Action verbs: *passed* (p.6), *looked* (p.12), *sent* (p.13), *built* (p.16), *travel* (p.16)
- Use of timeless present tense: *Venice is also full of old and beautiful works of art ...* (p.17), *Scientists believe that plants and animals ...* (p.20)
- Use of technical terms: *natural sites* (p.4), *cultural sites* (p.4), *heritage* (p.6), *global warming* (p.8), *environment* (p.22)
- Use of paragraphs with topic sentences to organise information: *Many world heritage sites are in danger of being lost or damaged ...* (p.8)
- Repeated naming of the topic as the beginning focus of the clause: *The World Heritage List ...* (p.4), *Some places on the World Heritage List ...* (p.4), *Some places on the list ...* (p.5), *Other world heritage sites ...* (p.9)

Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- Capital letters are used for acronyms: *UNESCO (United Nations Educational, Scientific and Cultural Organisation)* (p.4)
- Capital letters are used for 'World Heritage List' and places included on the list: *Great Barrier Reef* (p.4)
- An apostrophe is used for possession: *Egypt's treasures* (p.13), *Venice's islands* (p.18)
- A colon is used to introduce a list of items: *Being on the World Heritage List helps sites in danger by:* (p.22)

- Bullet points are used to list items in the text: (p.22)
- A comma is used to separate an adverb, adverbial phrase or clause, from the main clause: *To do this,* (p.11), *In 1972,* (p.15), *Because Venice is on the World Heritage List,* (p.19)

Critical Literacy

Who is the intended audience for this text?

What is the main message the author is trying to get across?

What values does the author assume the reader has?

Linking Visual and Written

Look at pages 10–13 and talk about the treasures in Egypt that were saved. Compare these images with those of Venice on pages 16–19. How can you tell Venice is an old city?

Compare the images of natural sites with those of cultural sites. How can students tell the difference between the types of sites?

After Reading

Find out the names of some other important heritage sites around the world. Divide them into cultural and natural sites. Mark them on a map of the world and find out what danger each one faces. Select one of interest and prepare a short report to present to your class.

Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- complete paragraphs by sorting sentences to match topic sentences.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

