**TASK 5**

Verwenden Sie die Informationen aus folgender Website über ein Projekt zum Schutz des Weltkulturerbes. **Bearbeiten Sie die Aufgaben (1-4) stichpunktartig auf Deutsch** (keine wörtliche Übersetzung nötig; Einzelwörter genügen nicht als Antwort).

**Cultural Sites Rehabilitation - Matobo Hills (Zimbabwe)**

People have been inspired by the natural rock formations of the Matobo Hills for several millennia. This has produced some of the most extraordinary rock paintings in southern Africa. The rock formations have also played a major role in developing strong religious beliefs, which are still of great importance for today’s local society.

**Project objectives and main activities:**
- Involve villagers in raising awareness of the heritage value of this Rock Well to their community, particularly during dry seasons.
- Make the *Indaba Tree at Lahlamkhonto Hill* accessible and promote the hill and tree:
  - Clear the access roads that lead from the main road to the sites
  - Print and put up direction signs
- Protect the *Entunjambili Cave* to save its rock art, which has been damaged.
- Collect traditional stories about the *Matobo Hills* from different local tribes.

1. Inwiefern zeigt sich der Einfluss der *Matobo Hills* auf die Menschen bis heute? *(2 Aspekte)*

2. Was soll konkret getan werden, um den *Indaba Tree* für Besucher attraktiv und zugänglich zu machen? *(2 Aspekte)*

3. Warum genau soll *Entunjambili Cave* geschützt werden?

4. Was soll getan werden, um die besondere Beziehung der Einheimischen zu den *Matobo Hills* für die Nachwelt festzuhalten?

(6)
PART II: Use of English

**TASK 1**

Look at **text 1** (page 8). Find a word or expression which means **the same as** each of the words (1-5) below. The lines where you can find the words or expressions are indicated in brackets. There is one example (0) at the beginning.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>name</td>
<td>title</td>
</tr>
<tr>
<td>1</td>
<td>(to) see</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>very old</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(a) worry</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(to) reach</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(to) stay</td>
<td></td>
</tr>
</tbody>
</table>

**TASK 2**

Look at **text 1** (page 8). What do the following words mean? Match the expressions (A-F) with their corresponding definitions (0-7).

Write the correct numbers in the grid below. Be careful: There are two definitions that you do not need. One definition (0) has already been matched correctly.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>to protect (l. 1)</td>
<td>to deteriorate (l. 11)</td>
<td>to hand down (l. 17)</td>
<td>to launch (l. 20)</td>
<td>to emphasize (l. 29)</td>
<td>to monitor (l. 31)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to keep something safe from harm</td>
<td>to start a project or campaign</td>
<td>to watch and keep an eye on something</td>
<td>to underline that something is important</td>
<td>to bring something to an end</td>
<td>to slowly get worse in quality</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>to force somebody to do something</td>
<td>to pass something on to somebody</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 3**

Use the word given in capitals at the end of some of the lines to **form a word of the same word family** that fits in the space in the same line. There is one example (0) at the beginning.

0 In 2016, the Lake District, England’s largest national park, will **(0) submit** a bid to finally become a World Heritage site. A __________________ is expected in July 2017. Britain already has almost 30 sites on the World Heritage List, ranging from the Tower of London to the Giant’s Causeway. **SUBMISSION**

1 GLOBE

2 ________________ , almost 1,000 sites are listed for their heritage value. The Culture Minister, Edward Vaizey, said: “The UK’s heritage is world- __________________ and the Lake District is one of our natural heritage jewels.” It’s an ___________________ landscape, which has __________________ over thousands of years.”

FAME

DEVELOPMENT
**TASK 4**

Complete the second sentence so that it has a similar meaning to the first sentence, using the KEY WORD given in brackets. **Do not change the KEY WORD given.** You must use **between two and five words including the KEY WORD.** There is one example (0) at the beginning.

**EXAMPLE**

0 The message of ‘leave no trace’ is: It is important to leave nature as it is. (MUST) ← KEY WORD (1) (2) (3) (4)

The message of ‘leave no trace’ is: Nature must be left as it is.

1 With its blog, ‘leave no trace’ encourages simple acts of environmental activism. (BY)

With its blog, simple acts of environmental activism _________________ ‘leave no trace’.

2 Kids can set a good example by picking up trash in a heritage site. (IF)

_________________________ in a heritage site, kids can set a good example.

3 Tell your friends they mustn’t feed wildlife as it harms the animals’ health. (ALLOWED)

Tell your friends that _________________ feed wildlife as it harms the animals’ health.

4 Many people don’t stay on trails and therefore damage the vegetation. (THEY)

If people stayed on trails, ______________________ the vegetation.

5 ‘Leave no trace’ reminds you: Don’t make any loud noises. Listen to nature’s sounds. (INSTEAD)

‘Leave no trace’ reminds you: Listen to nature’s sounds ______________________ any loud noises.

**TASK 5**

Complete the following text. Use the correct forms of the words in brackets and find words of your own to replace the question marks. There is one example (0) at the beginning.

**European Industrial heritage - Regional Routes**

To find out more (0) **about** European Industrial heritage, tourists can follow the so-called “Regional Routes”. They link landscapes and sites (1) _______________________ (2) (3) have left their mark on European industrial history. Their strength (2) _______________________ (lie) in the fact that they unite many different traditions.

**The South Wales Regional Route**

In the formative years of the Industrial Revolution, Wales played a (3) _______________________ (lead) role in the production of iron, steel and coal. During the 19th century families flooded into the (4) _______________________ (thin) populated valleys of South Wales seeking work in the mining industries. South Wales became the largest producer of iron in the UK, when most of the coal in the world (5) _______________________ (ship) from Cardiff. Since then, the glamour of the traditional industries (6) _______________________ (disappear) from the Valleys. However, while (7) _______________________ (visit) the network of industrial heritage sites on the South Wales Route, tourists will have no difficulty in imagining the turbulent times of the early Industrial Revolution.

**The Cornish Route of Industrial Heritage**

The Cornish Route of Industrial Heritage features one of the (8) _______________________ (influential) industrial areas in Europe in terms of developing mining technology. Cornwall has a special geological structure in which the resources of tin, copper and china clay (9) _______________________ (can find). These rich natural resources were the reason (10) _______________________ the rapid industrial development during the Industrial Revolution.
Young People Taking Action for our World Heritage

“We are using all our energy to protect the treasures of our world,” was the conclusion at the 2014 World Heritage Youth Forum (WHYF), held from 4 to 15 June. Since 1995, when the World Heritage Youth Forum was established, more than 34 international, national and regional youth forums have been held around the world. For young people from all over the world, it is an opportunity to learn about their heritage and to discuss common concerns.

There are several reasons why we need to protect our world heritage. First, natural sites and historic buildings, when left alone, will deteriorate. In addition, people may change these places as much as wind and rain do. If this battle is lost, not only will we no longer have the chance to enjoy places of natural beauty or cultural achievements that the people of the location’s region are proud of, but we will also lose our identity. Heritage sites are a treasure of our planet that must be handed down to the next generation. To achieve this goal, we must get young people involved.

Therefore, in 2008, the World Heritage Volunteers Initiative (WHVI) was launched. To this day, the project has received a lot of attention, not only on social media. It consists of youth action camps that each welcome up to thirty national and international participants. The young volunteers perform concrete actions which are related to World Heritage. For example, there are activities carried out in cooperation with local communities near the heritage sites. What can be done so that these efforts remain in the public eye?

The World Heritage Youth Forum (WHYF) participants emphasized that youth-to-youth communication was key to motivating and informing young people about World Heritage. As a first step, they suggested creating an online platform, to be run and monitored by young people around the globe. The platform will promote activities, such as sharing pictures, videos and best practices for World Heritage – definitely a move in the right direction.