

Name (in Romaji):	→
Student Number:	→
Class Day + Period (examples: Monday 2, Friday 3):	→

CLIL World Heritage – Chapter 4

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1 Ask each other.

If you don't want to go to the United States, pretend that you do (and remember: Alaska and Hawaii are part of the U.S., and there are many U.S. territories. Do you know any of them?).

2 Choose . . .

In groups, use the internet to research one of the photos on this page. Take notes. You will explain what you have learned to your classmates.



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1 Comprehension questions

a) _____

b) -- _____
-- _____
-- _____
-- _____
-- _____

c) _____



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Homework Assignment

Research either b) or c).

For b), find a list of endangered species in the Grand Canyon and research one of them. Bring a picture or pictures (on paper) of that species.

For c), research special measures for environmental problems that are somehow related to the Grand Canyon. You must bring photos or pictures (printed on paper) of things related to those measures.

Do not tell classmates what you have decided to research. Classmates should only find out **at the time of your presentation**. Do not forget this.

Students who tell others what they decided to research before their presentation time will receive a grade of zero.

Bring with you to the next class **at least five bullet points** (on paper) about what you researched. You will use only these bullet points to tell the class what you found from your research. You may not read anything else. Do not memorize your talk. The purpose of this assignment is to teach students to use bullet points to spur your memory of what you want to talk about, not specifically what you will say.

Students suspected of simply memorizing material, not bringing five bullet points, or not bringing photos or pictures will receive a grade of zero.

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We will do 2 and 3 in class if we have time.

Grand Canyon video 1:

https://www.youtube.com/watch?v=-v_RLRT9930

Grand Canyon video 2:

<https://www.youtube.com/watch?v=LiS4WL2Xsdw>

