

Teacher's Guide

Hello YOU!

Here is a guide with a possible outline for how to teach the book. Please remember that every class and every teacher is different. Sometimes you can move faster or slower through the material. Go at the pace of your students and adjust to the timeline of your school schedule.

These books were created to give children lots of opportunities to have fun and be creative. You can follow the guide, but don't forget to allow chances for you and your students to be creative. Put your own twist on things. Get lost in the moment!

At the end of each unit, I added optional ideas or games to try. I have also added some recommended songs that I use, but feel free to use your favorite songs. I hope to add flashcard sets in another column for each unit, but we are still figuring out the flashcard numbering system.

I will continue to add to this document. I will share it in the google drive and continue to update you when I make changes. Each time, you can download it again to see the updated version.

Feel free to ask questions or share your own ideas with the group. I hope this guide helps you to plan the best lessons and help your students succeed!

Thank You!

Katie

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
A-N	<p>Intro & Review</p> <p>1. Ask and answer intro questions from the glossary to review. You don't need to ask all of them. Choose a few questions to focus on this lesson, and add more next lesson.</p>	
Q-T	<p>Question Time / Roll and Ask</p> <p>1. Answer the questions on pages Q-S 2. Play the Question Game on page T</p>	1-2
1	<p>Small Talk</p> <p>1. Play a flashcard game to learn and practice new vocabulary. 2. Read the conversations on page 1 together as a class. 3. Practice the conversations in pairs or small groups. Then rotate and practice again with new partners.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
A-N	Intro & Review 1. Ask and answer some more intro questions from the glossary to review. Split into pairs or small groups.	
T	Roll and Ask 1. Play the Question Game on page T. Students can make their own questions or use the questions from pages Q-S	3-4
1-2	Small Talk 1. Practice conversations on page 1 again. 2. Teach/review school subjects by playing a flashcard game 3. Read and practice the conversation on page 2	5-6
	Let's Talk 1. Read the conversations on page 3 2. Practice in pairs or small groups	

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
A-N	<p>Intro & Review</p> <ol style="list-style-type: none">1. Ask and answer some more intro questions from the glossary to review. Split into pairs or small groups.	
1-3	<p>Small Talk</p> <ol style="list-style-type: none">1. Practice and review the conversation patterns and the new vocabulary by using the flashcards to ask and answer questions. If your students are interested, play a game to make it more fun.	7-8
4	<p>Let's Compare</p> <ol style="list-style-type: none">1. Read the adjectives in the chart and try to make a sentence for each adjective.2. Students can take turns asking the class questions by using the comparatives chart on page 4 and vocabulary from the chapter (or any vocabulary your students know.)	9-10
4	<p>Which is / are</p> <ol style="list-style-type: none">1. Use small blank cards to make an example of the activity on page 4. Give each of your students a few cards. Have them follow the example to make comparison cards like the cards shown in the book.2. Take turns choosing cards and asking questions.	

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
	<p>Review Which is / are</p> <ol style="list-style-type: none"> 1. Use the cards you made to practice asking and answering questions in small groups. 	
5	<p>Let's Talk</p> <ol style="list-style-type: none"> 1. Read the conversations on page 5 together. 2. Ask your students the same questions. After asking the first question, write 'Why' on the board. Then Ask your students, "Why?" <p>Elicit possible answers and write them on the board. It's (fun/interesting/boring/popular etc.) I like/love... I don't like... I want to...</p>	
6	<p>Roll & Talk</p> <ol style="list-style-type: none"> 1. Play the game on page 6. Model how to play by rolling the dice and moving ahead. Look at the picture the square and make a question. Ask one of your students and have them answer. Then ask, "Why?" 2. Read the examples in the middle of the page. 3. Split the class into pairs or small groups and have them play the game. 	
9-10	<p>Sight Word Practice</p> <ol style="list-style-type: none"> 1. Read the sight words at the top of the page. 2. Read the example sentences. Check to see if your students understand the meaning. 3. Read each sentence on page 10 as a class. Can your students guess the correct sight word to fill in each blank? 4. If you have time, you can try to make each example sentence original. Look at each example and write the prompts on the board together. <p>I don't like _____ because it's ... I'm good at _____ so I want to ... I can't _____, but I want to learn. My brother/sister is not good at _____, but he/she is good at... I am not good at _____, but I am good at... I like to _____, so I want to ...</p>	13-14

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
	<p>Review Which is / are</p> <ol style="list-style-type: none"> 1. Use the cards you made to practice asking and answering questions in small groups. 	
6	<p>Roll and Talk</p> <ol style="list-style-type: none"> 1. Play game on page 6 again to review. 	
7-8	<p>Which is/are ____er / Which is/are more ____</p> <ol style="list-style-type: none"> 1. Read #1 on page 7. Point out that we use 'than' when we compare 2 things. 2. Read the rest of the questions on pages 7-8. Help your students write the answers together. Make sure they use the correct form of 'be' and use 'than' correctly. If it is easy, they can also add because... 3. When the students finish writing their answers, have all of your students stand up and find a partner. Partners play 'Rock, Paper, Scissors!' to see who asks the first question. The winner chooses any question on page 7 or 8 to ask their partner. They continue to take turns asking and answering questions until you yell, "CHANGE PARTNERS." Then everyone finds a new partner and continues. 	11-12
9-10	<p>Sight Word Practice</p> <ol style="list-style-type: none"> 1. Have each student write the sight words on small cards or scrap paper. Place all of the cards face down or in a bag. 2. Place the vocabulary cards from the unit on the desk face down as well. 3. Split into teams. One player from each team chooses a vocabulary card and a sight word card. The team needs to make a sentence. If they can, they get a point. <p>You can make the game more fun by drawing a target on the board with different points. If the students make a correct sentence, they can throw a soft or sticky ball at the board to try and get points for their team.</p> <p>I don't like math because it's boring. I like Kpop, so I want to go to a concert. I like music, but I don't like art.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 1: Lesson 6

Textbook Page	Activity Description	Homework (Workbook)
	<p>Question Time / Roll and Ask</p> <ol style="list-style-type: none">1. Answer the questions on pages Q-S2. Play the Question Game on page T	
6	<p>Roll and Talk</p> <ol style="list-style-type: none">1. Play game on page 6 again to review.	
11	<p>Let's Read</p> <ol style="list-style-type: none">1. Read the journal on page 11. Then ask some comprehension questions. What are his hobbies? What subjects does he like? Why? What is he good at? What does he want to do when he is older?2. Ask your students, "What are your interests?" Write their different answers on the board.	
12	<p>Journal: My Interests</p> <ol style="list-style-type: none">1. Model how to fill in the mind map on page 12 by filling it out about you.2. Help your students fill out their own mind maps. Show them that they can use the glossary at the front of the book to help them get ideas and check spelling. If they do not know how to say or spell something teach them how to ask (if they don't already know) How do you say ... in English? How do you spell ... in English?	Use mind map as a guide to write journal

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
	<p style="text-align: center;">Question Time</p> <p>1. Play a warm up game. Have students use flash cards or the glossary to practice asking and answering questions. (Especially page J) (Check student journals during this time.)</p>	
13	<p style="text-align: center;">Share Journals</p> <p>1. Students can share their journals with the class one at a time or by reading them in small groups or pairs.</p>	Rewrite journals with corrections on page 14
15	<p style="text-align: center;">Let's Go!</p> <p>1. Teach the vocabulary at the top of page 15. 2. Review 'How Often' and ask your students how often they use the different transportation! 3. Split students into pairs and have them interview each other. They can write their partners name at the top of the column in the table. Then write their partners answers below.</p>	
23	<p style="text-align: center;">Phonics</p> <p>1. Read the words at the top of page 23 together. Ask your students how to pronounce the blue letters in each word. 2. Say each word in the table together. Students choose the correct letters to finish the word. Then write the word on the line at the bottom of each square.</p>	21-22
24	<p style="text-align: center;">Read and Write</p> <p>1. Look at each picture and read each sentence. Choose the correct spelling word to finish each sentence.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
15-16	<p>Let's Go! & Town Vocabulary</p> <ol style="list-style-type: none"> 1. Review transportation vocabulary. Play a flashcard game as a warm up if you'd like. If you only finished one interview last lesson, you can have the students do one more interview this lesson. 2. Teach vocabulary on page 16 by using the flashcards or the map in the book. 	
16	<p>You should / You could</p> <ol style="list-style-type: none"> 1. Read the sample conversation at the top of the map on page 16. Point to the hotel on the map and then point to the museum. Show your students the map key at the bottom left on the page. Ask your students "How many minutes will a taxi take?" Then say "It's fast." "Ask how much will a taxi cost? How much will the bus and train cost?" Then say, "It's cheap/expensive." 2. Write You should ... / You could ... on the board. Write It's ... fast & cheap on the board. (You can also ask if there are any other words they can use. Write them on the board. For example... convenient / easy / fun etc.) 3. Cut out the tourist cards on page 121. Choose one card and Tell your students, "I am at the ... I want to go to the ..." Have your students give you advice. You should... / You could 4. Split into pairs or small groups. Have students practice the conversation on page 16 together using the tourist cards. 	
23	<p>Phonics</p> <ol style="list-style-type: none"> 1. Write the phonics patterns on the board. -tion / -tle / -dle / -gle 2. Say a phonics word and have your students try to spell the word by themselves by using one of the phonics patterns from the board. They can write in their notebooks / on the whiteboard or somewhere else. You can give your students one point for each word that they spell correctly. 	23-24

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
15-16	<p>You should / You could</p> <ol style="list-style-type: none"> 1. Use the 'You should/could' flash cards to play a warm up game or have a warm up conversation activity. 2. Model how to use the cards first. Show your students the mountain card. Ask, "How do I go to the mountains?" Your students can look at the phone and use the information to give you advice. 3. Now, split into pairs and have conversations, or split the class into teams and play a speaking game with the cards. <p>Example games:</p> <ul style="list-style-type: none"> - Ask and answer and then try to throw a ball in a cup for points - Ask and answer and play a balancing game like stacking cups. Add one cup after each question card. How many can you stack? etc. 	
17	<p>Read and Research</p> <ol style="list-style-type: none"> 1. Read about each place on page 17. Ask the students if they want to go there. 2. If your students say yes, you can also look up pictures of each place online and share them with the class. You can also take a virtual tour on YouTube. 3. Reinforce the adjectives by asking about places in Japan. What famous places in Japan are old? Is Tokyo Station empty or crowded? What places in Japan are exciting? 	15-16
18	<p>Guess and Write</p> <ol style="list-style-type: none"> 1. Look at the different places on page 18. Fill in the blanks with the name of the place above (guess) and an adjective from page 17. 2. Check your answers by looking at the bottom of page 25. 3. If you have time, have students ask questions in small groups using the following prompts. Write the prompts on the board. <p>Which place looks more interesting ____ or ____? Which place looks older ____ or ____? Which place looks (____er / more ____) ____ or ____?</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
	<p>Warm up Game or Speaking Activity</p> <ol style="list-style-type: none"> 1. Start the class with a conversation game. Use the vocabulary/grammar from this unit or last unit. Examples: Vocabulary on page 16 Speaking activity: How often do you go to (the train station)? Quiz Game: Name a (temple) in Japan 	
19-20	<p>I'm going to ...</p> <ol style="list-style-type: none"> 1. Read the examples at the top of page 19. Make sure your students understand the meaning. 2. Then model how to have a conversation. Choose a place from the list at the bottom of the page. Say, "I am going to (Okinawa) How should I get there? Have your students try to give you advice. 3. Split into pairs and practice 4. Continue on page 20. Model by asking about a place. Have your students think of things to do in that place. You can write prompts on the board if they need it. You should You could (visit / try / eat / buy / go in / take the / ride) You shouldn't 	17-18
21	<p>You should ...</p> <ol style="list-style-type: none"> 1. Read the prompt at the top of page 21. 2. As a class, or in small groups help students fill in the information on page 21. 	

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
20	<p>Conversation Practice</p> <ol style="list-style-type: none">1. Have students find new partners and have the conversation on page 20 again. Encourage students to think of different cities in Japan or all over the world.	
22	<p>I should</p> <ol style="list-style-type: none">1. Tell the students about a country that you want to visit. Write it on the board.2. Then use a device with the internet to look up places to visit. Best places to visit in _____ Choose one-two places and model how to write them on the lines on page 22. Continue by looking up other info Best foods in _____ Best transportation in _____ Souvenirs from _____ What you shouldn't do in _____3. Tell students to look up information about a country they are interested in (alone or in groups). Write the prompts on the board to help them search.4. Students can share about where they want to go.	19-20
25	<p>Let's Read</p> <ol style="list-style-type: none">1. Read the brochure on page 252. Ask your students about London. What do you want to do? How do you want to get around/travel?	

Hello YOU! (GOLD) Teacher's Guide

Unit 2: Lesson 6

Textbook Page	Activity Description	Homework (Workbook)
	<p>Conversation Practice</p> <ol style="list-style-type: none">1. Have students write the names of cities in Japan or countries on small cards or pieces of scrap paper.2. Choose a card and say, "I am going to (Korea) What should I do?"3. Students can answer with things they know about that place. You should eat bibimbap. You could try kimchi. You should listen to Kpop.	
	<p>Let's Read / Journal</p> <ol style="list-style-type: none">1. Read 'Welcome to London' again.2. Then have the students choose a place to make their own brochure about.3. Have your students use the mind map on page 26. They can look up information online if they need to.4. Once your students have finished filling out the mind map. Give them a blank sheet of paper so they can make a brochure.5. This will take some time to finish. Have them finish in class this lesson or the following lesson, or for homework.6. When students finish their brochures, they can share them in front of the class. You can also put them on display for other classes to enjoy.	Write information from page 26 onto page 27 or 28, or finish making brochure

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
	<p>Warm up Game or Speaking Activity</p> <p>1. Start the class with a conversation game. Review the vocabulary/grammar from one of the past units, the glossary or something else you have studied in the past.</p>	
29	<p>Big / Bigger / The Biggest</p> <p>1. Read about the different pictures on page 29. Make sure your students understand that... We use (____er and more ____) when we compare 2 things. We use (the ____est or the most ____) when we compare more than 2 things.</p> <p>2. Write the following prompt on the board. I think _____ is/are the _____est ... I think _____ is/are the most _____ ...</p> <p>3. Use the question flashcards from unit 3 (there are 11). Show your students one of the cards and read the question. What is the most dangerous animal in your country?</p> <p>4. Encourage your students to share their opinion. Then ask the next question. What is the most difficult subject at school? When possible, ask, "Why?"</p> <p>5. Continue the classroom discussion until your students are more comfortable with the grammar pattern.</p>	25-26
30	<p>Let's Compare</p> <p>1. Read the table on page 30 together. Make a question for some of the superlatives as you go down the list. Who has the biggest feet in our class? Who is the tallest student in our class? Which subject is the most interesting? Which country had the most delicious food?</p> <p>2. Look at the sample cards and read the sample conversations at the bottom of the page.</p> <p>3. Give each student 3 blank cards or small sheets of paper. Have them write 3 similar things on the card for people to compare. You can give examples: 3 animals / countries / sports / foods / subjects / cities / types of music / tv shows / characters / famous people / fun places etc.</p> <p>4. Use the cards to ask and answer questions as a class or in groups</p>	27-28

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
	<p>Let's Compare Card Game</p> <p>1. Use the cards that the students made to practice speaking. You can have small group conversations or use the cards to play a game.</p>	
	<p>QUIZ GAME</p> <p>1. Use the superlative flashcards from unit 3 .</p> <p>2. Split the class into teams. Give each team a small whiteboard or answer sheet.</p> <p>3. Hold up the first card. Read it aloud together. Then give your students time to think of the answer. Each team will try to write the correct answer on their board to fill in the blank on the card. If they write the correct answer, they get a point. *You can make the game more competitive by giving the faster team extra points or setting a timer etc.</p> <p>4. Continue with all of the the superlative cards</p>	
31-32	<p>The Best in the World</p> <p>1. Read each sentence and write the correct answer as a class or in small groups. Check answers on page 31 together.</p>	29-30
39-40	<p>Sight Word Practice</p> <p>1. Read the sight words at the top of the page.</p> <p>2. Read the example sentences. Check to see if your students understand the meaning.</p> <p>3. Read each sentence on page 40 as a class. Can your students guess the correct sight word to fill in each blank?</p> <p>4. If you have time, you can try to speaking prompts with the sight words by using the example sentences. Write the prompts on the board together. Have your students make their own sentences in pairs or in a notebook.</p> <p>There are _____ people in my family.</p> <p>My favorite story is about _____.</p> <p>Do you know the biggest _____ in the world?</p> <p>A lot of people went to _____.</p> <p>My friends like to talk about _____.</p> <p>I don't know how to _____.</p>	33-34

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
	<p>Flash card warm up</p> <p>1. Use all of the question flash cards from units 1&3 (comparatives and superlatives). Split the class into pairs or small groups. Have each group use the cards to ask and answer the questions on the cards to review.</p>	
33-34	<p>The Best in the World</p> <p>1. Split into groups. Each group plays the board game on pages 33-34 as a warm up to practice and review.</p>	
41	<p>Let's Read</p> <p>1. Read 'The Amazon Rainforest' together as a class.</p> <p>2. If you can, find the Amazon on a map. Look at pictures in a book or online.</p> <p>3. Ask your students questions about their country or the world using some of the same superlatives from the reading.</p> <p>What is the longest river in your country? What is the longest river in the world? A sloth is the slowest land animal. What is the fastest land animal? What is the biggest animal in your country?</p>	
41	<p>Journal</p> <p>1. Ask your students to choose a place in the world that they want to write about. For example: Desert</p> <p>2. Tell them to find a famous (desert) in the world to write about.</p> <p>3. Then ask them to find information about that place on the internet.</p> <p>Write prompts on the board to help them search. How (hot/cold/big...) is the _____ What animals live in _____ What is the (biggest / most dangerous...) animal in the _____</p> <p>4. Help your students write the information to fill in their mind maps for their journals.</p>	Write journal

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
47	<p style="text-align: center;">Game Time</p> <ol style="list-style-type: none"> 1. Play the game on page 47 in small groups or pairs to review. 2. Check your student's journals at this time. 	
43	<p style="text-align: center;">Share Journals</p> <ol style="list-style-type: none"> 1. Students can share their journals with the class one at a time or by reading them in small groups or pairs. 	Rewrite journals with corrections on page 44
35-36	<p style="text-align: center;">Top Monsters</p> <ol style="list-style-type: none"> 1. Read the profiles for each monster. 2. Ask questions about the monsters. Who is the tallest/oldest/smallest/fastest etc. 3. Write a list of all of the adjectives that you could use to ask questions on the board. 4. Pre-cut or have students help you cut out the monster cards in the back of the book. 5. Follow the directions to play the game. a Shuffle all of the cards and deal them all face down. Each player puts cards in a pile face down in front of them. One player asks a question using a superlative adjective from the board.. (Who is the _____est / most _____?) For example: The student says, "Who is the tallest?" All of the players flip over 1 card. The player with the tallest monster on their card wins the round. He or she gets all of the cards in the pile. Then all of the students make a sentence about that monster. Continue the game until all cards have been played. The player with the most cards wins. 	
39-40	<p style="text-align: center;">Sight Word Practice</p> <ol style="list-style-type: none"> 1. Have each student write the sight words on small cards or scrap paper. Place all of the cards face down or in a bag. 2. Split into teams. One player from each team chooses a sight word card. The team needs to make a sentence. If they can, they get a point. (They can look on pages 39-40 for ideas, but they cannot write the same sentence.) You can make the game more fun by drawing a target on the board with different points. If the students make a correct sentence, they can throw a soft or sticky ball at the board to try and get points for their team. 	

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
	<p>Top Monsters</p> <ol style="list-style-type: none">1. Play Top Monster's again to review.	31-32
37-38	<p>Make Top Monsters</p> <ol style="list-style-type: none">1. Read the example about Gabby.2. Then tell students that they can create their own, original monsters on pages 37-38.3. They need to make a quick sketch and write its stats on the card. Then give it a name and write information about it on the lines.4. Once they have created 3 monsters, they can cut out the blank cards in the back of the book and create their original cards to add to the Top Monsters Game!5. Save all the cards to use next lesson.	Finish cards if you cannot finish in class
48	<p>Roll & Talk</p> <ol style="list-style-type: none">1. If you still have time, play the game on page 48 to review.	

Hello YOU! (GOLD) Teacher's Guide

Unit 3: Lesson 6

Textbook Page	Activity Description	Homework (Workbook)
	<p>Top Monsters</p> <ol style="list-style-type: none">1. Play Top Monster's with all of the students' cards added to review.	
45-46	<p>All About Me</p> <ol style="list-style-type: none">1. Help students fill out the speech on pages 45-46.2. After you finish page 45, have students practice in pairs or small groups. Then have students complete the whole speech and practice again.3. You can encourage students to make short videos about themselves while reciting their All About Me speech. They can also present their speech to the class. Use this speech as an opportunity for students to practice, review and shine!	Practice speech at home & 35-36
48	<p>Monster Race</p> <ol style="list-style-type: none">1. Play the Monster Races on pages 49-50 to practice and review. You can have teams race to ask and answer the questions quickly. You can also encourage teams to time themselves and beat their own times. Finally, you can just turn the game into a board game if your students do not like to race.	

Hello YOU! (GOLD) Teacher's Guide

Unit 1, 2, 3 Review (3-5 lessons)

Textbook Page	Activity Description	Homework (Workbook)
	<p>Review Games</p> <ol style="list-style-type: none"> Play 1 or more of the games on pages 47-50 to practice and review. 	
45-46	<p>All About Me</p> <ol style="list-style-type: none"> Practice Speeches. Have your students give their speeches in front of the class or make simple videos of them giving their speeches to share to the classroom page on the app. 	37-38 39-40
	<p>Country Profiles</p> <ol style="list-style-type: none"> Look at the country profiles on page 51. Talk about the pictures. Ask your students about the pictures. What is this? / Do you like...? / Do you want to try...? Do you want to go to ...? Read the questions on page 52 together and have the students look at the country profiles to find the correct answer. Help them write the answers together. Look up more about the countries online. 	
	<p>All About Our Country</p> <ol style="list-style-type: none"> Tell your students that they will do a culture share project with students from another country. You can find teachers/students/classrooms from other countries online who might be able to participate by using forums like FlatStanley or Class2Class.org etc. You could also try to connect with people from your home country. If you have no one to share with, your students could just make a video and post it online for the world to see. I highly recommend a culture exchange project if possible. Make decisions with your students. Ask if they would rather make a book or a movie to share about their country. They might even have a different idea. Over the next couple of weeks. Help your students fill out the mind map and create a video or book about their country to share. As your students create the project, they can also finish up the review or start the next unit. You could also do the Tower Challenge for fun! Split the class into teams and see who can make the tallest tower! 	Work on project at home if they can

Hello YOU! (GOLD) Teacher's Guide

Unit 4 Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
	<p>Warm up Game or Speaking Activity</p> <p>1. Start the class with a conversation game. Review the vocabulary/grammar from one of the past units, the glossary or something else you have studied in the past.</p>	
59	<p>Yesterday</p> <p>1. Read each box together. Check if your students know the meaning of each verb. Ask how each verb changes for past tense.</p> <p>2. Then ask the question at the top of the page, "What time did he walk to school?" Read the answer together. Point out/show the students that when asking a question you do not use past tense because you use did.</p> <p>3. Now ask some other questions about the boy's day. What time did he ...? Have your students take turns answering and practice saying each sentence together.</p> <p>4. Split your students into pairs or small groups and have them practice asking and answering together for a short time.</p> <p>5. Have your students write all of the verbs at the top of each box on small cards. Place all the cards face down on the table.</p> <p>6. Play What Time Did He...? BINGO. Split your students into pairs or groups. Model how to play the game. Pretend to be on a team. Pick a verb card and make a question with that verb. Ask your team, "What time did he...?"</p> <p>7. When the students on "your team" answer, use a colored chip to cover that box on the grid on page 59. Your students can also just circle the picture.</p> <p>8. Tell the students to continue to pick cards, ask, answer and cover the space with a chip until one team gets BINGO. If all of the cards get used up and no one has BINGO, place the cards face down again, shuffle and continue playing.</p> <p>9. You can also play this game, but have the students ask about each other instead of the boy.</p>	41-42
60	<p>Interview</p> <p>1. Split the class into pairs. Model how to do the interview. Then have the students interview each other using the table at the top of page 60.</p> <p>2. Have the students write their own questions in the bottom table. Switch partners and interview with the new questions.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 4 Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
	<p>Flashcard Game</p> <p>1. Use Unit 4 flashcards 1-16 to play a speaking game Example Game: Flashcard Question Race</p> <ul style="list-style-type: none"> - Place question cards on one side of the room and split the class in teams. Each team makes a single file line. - Say, "Ready, set, go!" - The first player from each team runs to get a card and comes back to ask his/her team, "What time did you ...?" - Once all of players on the team answer, the next player races to get a card and ask their team. - The team with the most cards wins! 	
61	<p>Last Weekend</p> <p>1. Introduce more past tense verbs by reading each square in the grid on page 61</p> <p>2. Write the verbs on cards and play BINGO or another speaking game.</p>	43-44
62	<p>Last Weekend Verb Chart</p> <p>1. Fill in the chart with the past tense form of each word.</p> <p>2. Make questions using each verb and have your students try to make an answer using the past tense.</p> <p>What did you practice last weekend? What did you eat last weekend? Etc.</p> <p>3. Now let your students try to make their own questions and ask their classmates. This could be a speaking activity in pairs or small groups or a game.</p>	
67	<p>Phonics</p> <p>1. Read the words at the top of page 67 together. Ask your students how to pronounce the green letters in each word. Explain that they are not pronounced at all. They are silent!</p> <p>2. Say each word aloud. have students write the word again below.</p>	47-48
68	<p>Read and Write</p> <p>1. Look at each picture and read each sentence. Choose the correct spelling word to finish each sentence.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 4 Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
	<p>Flashcard Game</p> <ol style="list-style-type: none">1. Use Unit 4 flashcards to play a speaking game like the Flashcard Question Race	
62	<p>Last Weekend</p> <ol style="list-style-type: none">1. Split into pairs or small groups and use the table on page 62 to make questions.	
63-64	<p>How was your day?</p> <ol style="list-style-type: none">1. Read the different adjectives to describe a day or weekend. Make sure your students understand the meaning of each.2. Ask one of your students, "How was your day?"3. Help him or her answer. Then ask, "What did you do?" After your student answers, ask a follow up question.4. Ask another student. Then model how to do the interview activity at the bottom of page 63.5. Read the example conversations on page 64. Think of other follow up questions and write some prompts on the board if you think your students need it.6. Have your students all stand up and find a partner. Once they are finished interviewing one partner, they can walk around and find someone different to interview.	45-46
65-66	<p>Last Weekend Game</p> <ol style="list-style-type: none">1. Split the class into small groups and play the game.2. Read the example conversations together before you start.	

Hello YOU! (GOLD) Teacher's Guide

Unit 4 Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
	<p>Verb Card Question Game</p> <ol style="list-style-type: none"> 1. Use the verb cards from the BINGO games and have your students choose a card and make an original question for their team. Which team can ask the most questions?! 2. If students can ask, "How was it?" or other follow up questions they get extra points. 	
65-66	<p>Last Weekend Game</p> <ol style="list-style-type: none"> 1. Play the board game on pages 65-66 to practice and review. 	
63-64	<p>Phonics BINGO</p> <ol style="list-style-type: none"> 1. Write all of the phonics words on small cards or use the phonics flashcards and play BINGO on page 67. 2. If your students are BINGO'd out, you can play a spelling game with the phonics flashcards. <ul style="list-style-type: none"> - Hold up a spelling flashcard and have the teams work together to try and spell the word. You can give hints about where the silent letter is first and then what silent letter it is later to help your students think. 	
69-70	<p>Journal</p> <ol style="list-style-type: none"> 1. Read the Photo Journal on page 70. Have your students underline or highlight all of the past tense verbs. 2. Explain that your students will need to write a photo journal for homework. Tell them to take 1 photo each day and write about what they did. Give an example and think of some examples together. <p>Take a photo of your dinner. Write: I ate ... It was ... Take a photo of your homework. I studied ... It was ... Take a photo of your TV. I watched ... It was ... etc.</p> <p>* We have students send us their photos and we print them before the next lesson. Otherwise they can draw pictures or print them out themselves.</p>	Write photo journals.

Hello YOU! (GOLD) Teacher's Guide

Unit 4 Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
	<p>Flashcard Game</p> <p>1. Use Unit 4 flashcards to play a speaking game. You can also use the verb cards to play a conversation game.</p>	
71-71	<p>Share Photo Journals</p> <p>1. If you printed out your students pictures for their photo journals, give them time to paste them in their books. You can also use this time to help them correct their mistakes.</p> <p>2. Have your students practice sharing their photo journals in pairs or small groups. Then have them share their journal with the class. Encourage your students to ask questions.</p> <p>Where did you play soccer? What did you watch? What time did you study? etc.</p>	
	<p>Phonics Game: Build a Word</p> <p>1. Print the word game below. Cut out all of the boxes and place them on the table face up. Mix the cards. Then find 2 boxes and place them together. Example [kn] [ife] Ask what word it makes. Then write the word on a small whiteboard or scratch paper and draw a picture of a knife. Say "knife!" And give yourself 1 point.</p> <p>2. Split the class into teams or pairs. Ask, "How many words can you make?" Say, "Ready, Go!" Each team makes a word, writes it and draws a quick picture. They shout the word and if it is correct, they get 1 point. Then they try and make another word. Which team can make the most words?</p>	49-50

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Hello YOU! (GOLD) Teacher's Guide

Unit 5 Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
	<p>Review Game</p> <p>1. Play a flashcard game or a game from the book to review and have fun as a warm up.</p>	
73-74	<p>Last Summer</p> <p>1. Read about the boy on page 73. Read each box and make sure your students know the meaning of the verbs.</p> <p>2. Ask your students where they went on their last vacation. Even if they did not go on a family vacation, it is likely they went on their school camping trip or other school trip. Take turns asking different questions about their trip.</p> <p>What did you bring? What did you see? What did you eat? etc. Then have them answer using the past tense.</p> <p>3. Read about the girl and repeat the activity. This time, you could have the students take turns asking the questions about last summer.</p> <p>Write a prompt for them: What/Where did you ...? Where did you visit? Where did you relax? What did you make? What did you ride? etc.</p>	51-52
	<p>Last Summer Chart</p> <p>1. Fill in the chart on page 75 with the past tense forms of the verbs. Help your students write something they did for each verb.</p> <p>2. Split into pairs and use the chart to make questions. Partners can ask and answer lots of questions about last summer or their last vacation.</p> <p>3. Change partners and practice some more.</p>	53-54
	<p>What did they do?</p> <p>1. Remind your students that you use the regular form of the verb when asking a question and the past tense form when answering. Read number 1 to model how to do the activity.</p> <p>2. Have your students fill in the blanks on page 76. Then check the answers by reading each question and sentence together as a class.</p>	

Hello YOU! (GOLD) Teacher's Guide

Unit 5 Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
	<p>Unit 5 Last Summer/Last Vacation Flashcards 1-19</p> <ol style="list-style-type: none">1. Show your students a flash card and ask your students the question on the back of the card. Choose a student to answer. Practice a few more times.2. Play a flashcard game or split into pairs for conversation practice to practice asking and answering questions using the new past tense verbs.	
77-78	<p>Last Summer Game</p> <ol style="list-style-type: none">1. Cut out the name cards on page 135. Place them face down on the table.2. Choose a name card. Find that person on page 77 or 78. Make 3 sentences about that person's summer. After you finish, your student should know who you are talking about. They can say, It's ____! Now, let a student try.3. Once your students understand how to play. Split into teams. Each team cuts out their own name cards from the back of the book. They place the cards face down and take turns choosing a card and saying three sentences about the person on the card. Which team can get through all of their cards first?	55-56
81-82	<p>Sight Word Practice</p> <ol style="list-style-type: none">1. Read the sight words at the top of the page. Then read the example sentences for each word. Have your students guess the meaning of the words from context.2. Now, Read the sentences on page 82 and see if your students can guess the correct words.3. Finally, can your students make their own original sentence at the bottom of the page. Have them draw a picture to support their sentence. Then share their sentences with the class.	

Hello YOU! (GOLD) Teacher's Guide

Unit 5 Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
	<p>Unit 5 Last Summer/Last Vacation Flashcards 1-19</p> <ol style="list-style-type: none"> 1. Play a flashcard game or use the flash cards to encourage conversation/review. 	
	<p>What did they do? Flashcards 1-16</p> <ol style="list-style-type: none"> 1. Hold up flashcard 1 and make a question using the prompt on the front of the card. Show the students the back of the card and see if they can answer. Then Ask the next two questions. 2. Use the cards to practice the asking and answering questions in pairs or small groups. Make sure they are using the correct forms of the past tense verbs. 3. You can also use the cards to play a game. 	
79-80	<p>Last Summer/Last Weekend Game</p> <ol style="list-style-type: none"> 1. Read the sample conversations on pages 79 & 80. 2. Model how to play the game. Roll the dice and move ahead. Make a sentence Your team should follow up by saying "Me too!" or "Really?" and asking a follow up question. 3. If you did not do anything in the box, make a negative statement. "I didn't ride a train last summer." In this case, students can still ask a follow up question. Example: "Really? Did you ride a bus?" 4. Play the game in small groups. 	57-58
	<p>Sight Word Practice</p> <ol style="list-style-type: none"> 1. Have all of your students write the sight each sight word on a small card or piece of scrap paper. Put all of the word cards in a small box, bag or bucket. 2. Write some prompts on the board... <p>I have.../don't have...</p> <p>My brother has.../doesn't have</p> <p>I ate ... /didn't eat</p> <p>My mom bought... / didn't buy ...</p> <p>There are... at my school. There are't ... at my school.</p> 3. Pick a sight word, read it aloud and choose a prompt from the board to make a sentence. Can any students make another sentence? 4. Split the class into teams. Each team picks a sight word card and says or writes out a sentence using the word and a prompt. When they finish, they can pick a new card. Which team can get the most cards? 	59-60

Hello YOU! (GOLD) Teacher's Guide

Unit 5 Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
79-80	<p>Last Weekend Game</p> <p>1. Play the last weekend game to practice conversation and review.</p>	
	<p>What did you do last weekend?</p> <p>1. Draw a few simple pictures about your weekend on a piece of paper. Have your students ask you some questions about your pictures? Where did you go? What did you drink? What did you play?.</p> <p>2. Then give each student a piece of paper. Give them 5 minutes to draw simple pictures about their own weekends. Make sure they keep their drawings a secret. You can draw some other papers about you to add to the game and make the game more fun.</p> <p>3. Mix up the pictures and place all of the pictures in the middle of the class. Choose one student to start. Have every other student ask that student one question about their weekend. Once everyone has asked a question, the class can guess which pictures are of that particular student.</p> <p>4. At the end, each student can share about their weekend. "I went to the park. I rode my bike. I ate chips and drank tea."</p>	
83	<p>Read Journal: My Family Vacation</p> <p>1. Look at the pictures at the top of the page. Ask your students questions about the pictures, "Where is Bondi Beach?" "Do you like oysters?" "What is this?" "What is he doing?" etc.</p> <p>2. Read the journal on page 83.</p> <p>3. Have your students underline or highlight all of the past tense verbs. Read the journal again.</p> <p>4. Ask follow up questions. "What did he learn?" "Where did he take the bus?" "What did he see?" "What did he eat?"</p>	
84	<p>Journal: My Vacation</p> <p>1. Help your students fill out the mind map on page 84 with information about their last vacation.</p>	Write Journal

Hello YOU! (GOLD) Teacher's Guide

Unit 5 Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
	<p>Flashcard Game</p> <ol style="list-style-type: none">1. Mix up all of the flashcards from units 4 and 5. Play a game to review all of the verbs.2. Check your students journals during this time.	
85	<p>Share Journals</p> <ol style="list-style-type: none">1. Have your students share their journals by reading them in pairs or small groups.2. Students can ask follow up questions about their partners journals. You can also have your students share their journals in front of the class.	Rewrite journals with corrections on page 86
	<p>Sight Word Review Game</p> <ol style="list-style-type: none">1. Use the sight word cards that your students made in the last lesson. Add all of the other sight words from the book so far. so / because / but / know / about / people2. Put all of the sight words in a small box, bag or bucket.3. Choose a word and try and make a sentence. Write it on the board. Choose another word and see if the class can help you make a sentence.4. Then play the sight word game in teams. Each team picks a word card and writes or says a sentence. If their sentence is correct, they keep the card as a point and choose another card. Which team can get the most points?	

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 1

Textbook Page	Activity Description	Homework (Workbook)
	<p>Review Game</p> <ol style="list-style-type: none">1. Ask questions from the glossary or play an old game from the book to review.	
87-88	<p>Then and Now</p> <ol style="list-style-type: none">1. Read about the boy on page 87. Then ask your students about when they were five. When you were five ... "Could you (ride a bike/swim)?" Who taught you to read?" "What did you want to be?" "What did you think about?" "What did you do in the living room?"2. Help your students fill out the information on page 88.3. Have your students practice sharing about themselves in small groups.	61-62
89	<p>He/She was... / They were...</p> <ol style="list-style-type: none">1. Look at the pictures on page 89. Read number one together to model how to do the activity. Give your students time to answer the questions on their own.2. Check answers by reading each sentence aloud together as a class.	
	<p>Then and Now Flashcards 2-15</p> <ol style="list-style-type: none">1. If you have extra time, you can use the flashcards for conversation practice.	

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 2

Textbook Page	Activity Description	Homework (Workbook)
	<p>Then and Now Flashcards 2-15</p> <ol style="list-style-type: none"> 1. Use the flashcards to ask and answer questions about the past in pairs or small groups. 	
90	<p>Days ago / Months ago / Years ago</p> <ol style="list-style-type: none"> 1. Show the class a calendar of the week. Ask what day it is and point to the day. Ask, "When was ____ day?" Count back and say, "It was ____ days ago." Now show the yearly calendar and do the same thing by asking about months. Then show how to count back years. 2. Ask a question where your students can count back days or months or years. for example: "When was your sports festival?" "When was your school trip?" "When did you learn to read?" 	63-64
90	<p>Interviews</p> <ol style="list-style-type: none"> 1. Read the interview questions on page 90 to make sure your students understand the meaning. They can also take the time to think about their answers. 2. Split into pairs and have your students interview their partners. 	
91-91	<p>Ups and Downs</p> <ol style="list-style-type: none"> 1. Split the class into small groups and play the board game on pages 91-92. 	

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 3

Textbook Page	Activity Description	Homework (Workbook)
	<p>Ups and Downs</p> <ol style="list-style-type: none">1. Play the game again to review and talk about the past.	
	<p>When was . . . Trivia</p> <ol style="list-style-type: none">1. Split the class into teams. Ask, "When was (Friday / 2022 / September etc.) Answers would be (It was __ days ago / __years ago etc.)2. You can play two different ways.<ol style="list-style-type: none">1. The fastest team to answer gets the point.2. Each team can write the answer down in a limited amount of time. All correct teams get a point.3. Which team can get the most points?	
95	<p>Phonics</p> <ol style="list-style-type: none">1. Read the words at the top of the page. Ask how the c and g are pronounced in these words. Explain that it is the soft pronunciation of the letters c and g.2. Say each word from 1-16 together. Have your students decide whether to use a soft c or a soft g to complete each word. Then write each word on the line at the bottom of the square	67-68
96	<p>Read and Write</p> <ol style="list-style-type: none">1. Look at each picture and read each sentence. Choose the correct spelling word to finish each sentence.	

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 4

Textbook Page	Activity Description	Homework (Workbook)
	Then and Now Flashcards 2-15 1. Use the flashcards to ask and answer questions about the past in pairs or small groups.	
93-94	Past Progressive 1. Read each sentence on page 93. 2. Work together with your students to fill in the blanks on page 94 to finish each sentence.	65-66
	Sentence Strips 1. Cut out the sentences on the pages below into strips. 2. Split your students into teams. Have each team choose a strip and try to finish the sentence to get a point.	
95	Phonics 1. Use the phonics flashcards to play a spelling challenge game. 2. Each team picks a card and works together to spell the word. When they spell it correctly, they get a point and choose another card. 3. You can also play the opposite version of the game. Students read the word on the card and draw a quick picture of the word they read.	69-70

I _____ when I was camping.

I _____ when I was cooking.

I _____ when I was running.

I _____ when I was shopping.

I _____ when I was cleaning.

I _____ when I was swimming.

I _____ when I was traveling.

I _____ when I was playing...

I burned ____ when I was cooking.

I thought about ____ when I was relaxing.

I bought ____ when I was shopping.

I saw ____ when I was traveling.

I dreamed about ____ when I was sleeping.

I broke ____ when I was _____ing...

I hurt my ____ when I was _____ing.

I learned ____ when I was studying.

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 5

Textbook Page	Activity Description	Homework (Workbook)
106	<p>Roll and Talk</p> <p>1. Play the game on page 106 to practice making sentences in the past progressive tense.</p>	
97-98	<p>Let's Read: My Life</p> <p>1. Look at the pictures at the top of the page and talk about them. "Do you like tangerines?" How old do you think she was in this picture? When did you learn to cook? When did you start school? etc.</p> <p>2. Read My Life on pages 97-98</p> <p>3. Have students underline the past tense verbs.</p> <p>4. Read again. Then ask comprehension questions.</p> <p>When was she born? What did she like when she was as baby?</p> <p>When was her brother born?</p> <p>When did she learn to cook.</p> <p>etc.</p>	
99-100	<p>Journal: My Life Timeline</p> <p>1. Model how to make a timeline of your life. Draw a line on the board. Write when you were born at one side. Write now on the other side. Then Write some important life moments in between. Draw simple pictures for each important moment in your life.</p> <p>2. Now give your students time to draw their own timeline and fill out the mind map on pages 99-100.</p>	Finish Timeline Mind Map

Hello YOU! (GOLD) Teacher's Guide

Unit 6 Lesson 6

Textbook Page	Activity Description	Homework (Workbook)
106	<p>Roll and Talk</p> <p>1. Play the game on page 106 to practice making sentences in the past progressive tense.</p>	
105	<p>Question Battle</p> <p>1. Teach your students how to practice asking follow up questions and play the Question battle game by modeling the game first.</p> <p>2. Split the class into 2 or more teams. Make a simple statement about something you did recently. For example: "I watched a movie."</p> <p>3. Then, each team can take turns asking follow up questions about your statement. Show them how by pointing to the "What" and the "did you" then "see".</p> <p>Then point and show them how to make more questions.</p> <p>4. Once a team can not ask a question, they get a strike. Then have a student stand up and make a statement. Teams take turns asking questions until a team cannot think of a question and gets a strike.</p> <p>5. The team with the most strikes loses. Or you can make it positive and the teams who win get a point and the team with the most points win.</p>	
99-100	<p>Journal: My Life Timeline</p> <p>1. Check time lines and share in groups or in front of the class.</p> <p>2. Show your students how to write the journal.</p>	Write Journal
103-104	<p>All About Me!</p> <p>1. Go through All About Me as a class and have your students fill in the information about themselves in their books.</p> <p>2. Have them practice reading their speech in pairs.</p>	71-72

Hello YOU! (GOLD) Teacher's Guide

Unit 4, 5, 6 Review

Textbook Page	Activity Description	Homework (Workbook)
109-110	<p>Game: Last Vacation Race</p> <ol style="list-style-type: none"> 1. Play the game on pages 109-110 to review past tense. 2. Students race across the board and make a sentence at each square. They can time themselves, race other students or you can turn it into a board game. 	
107-108	<p>Think & Write</p> <ol style="list-style-type: none"> 1. Split the class into groups. Have each group work together to think of different things to fill the empty lines in each past tense verb box. 2. Share ideas with the class. 3. Pair the students up. Have them use the boxes on the page to ask each other questions. "What did you eat two days ago?" "What did you buy one year ago?" 4. Call out, "Switch!" Then the students find a new partner and ask more questions. 	73-74
111-112	<p>Read: People Who Made the World Better</p> <ol style="list-style-type: none"> 1. Ask your students if they know who any of the people in the pictures are. 2. Read about the different people together as a class. Then ask follow up questions. "Who is he?" "What did he do?" "What was he from?" etc 3. Look up pictures or videos of the famous people together as a class. 	
113-114	<p>Start Project: Mini Biography</p> <ol style="list-style-type: none"> 1. Students can work alone, in pairs or in small groups. 2. Have your students choose a famous person who made the world better. The person can also still be living. 3. Help them look up information about the person they chose online. You can brainstorm the questions as a class. Then write them on the board to help your students. "Where is/was ____ from?" "When was ____ born?" "What does/did ____ do?" "Why is/was ____ famous?" "What are some interesting facts about ____?" 	

Hello YOU! (GOLD) Teacher's Guide

Unit 4, 5, 6 Review

Textbook Page	Activity Description	Homework (Workbook)
105	<p>Game: Roll & Talk</p> <ol style="list-style-type: none">1. Play Roll & Talk to review	
117-118	<p>Game: Catch the Crook</p> <ol style="list-style-type: none">1. Read the directions at the top of page 118. Play Catch the Crook to review past tense.2. Check the website for a video about how to play.	
114	<p>Continue Project: Mini Biography</p> <ol style="list-style-type: none">1. Students can continue to work on their Mini Biographies.2. Once they finish finding information about the person they chose, you can give them paper to make a poster or a tablet to start creating a presentation.3. Help them as they go.4. Make sure to encourage English by writing new words and useful questions and phrases on the board.5. Set goals, guidelines and deadlines with your students.	

Hello YOU! (GOLD) Teacher's Guide

Unit 4, 5, 6 Review

Textbook Page	Activity Description	Homework (Workbook)
105	<p>Game: Catch the Crook</p> <ol style="list-style-type: none">1. Play Catch the Crook or another game to review	
117-118	<p>Country Profiles: Let's Compare</p> <ol style="list-style-type: none">1. Look at the country profiles on page 115. Talk about the pictures. Ask your students about the pictures. What is this? / Do you like...? / Do you want to try...? Do you want to go to ...?2. Read the questions on page 116 together and have the students look at the country profiles to find the correct answer. Help them write the answers together.3. If you want, look up more about the countries online.	
115-116	<p>Continue Project: Mini Biography</p> <ol style="list-style-type: none">1. Continue to help students with their projects over the next week or two.2. When they finish, have them present their posters or presentations to the class.3. Finally, help them reflect on the experience by talking about it. You can download the reflection sheet on the website.	