

Hello Projects: Amazing Places All Around

Lesson One:

Textbook Page Materials	Activity Description
Pages 2-3	<ol style="list-style-type: none">1. Look at the different World Heritage sites. Ask the students have you ever heard of...? Do you want to go?2. Now, split the class into teams and have them guess where each World Heritage site is. Check together (Answers are on pages 34-35). Which team got the most correct?
Pages 2-3	<ol style="list-style-type: none">1. Let's Go! (If you have classroom tablets or computers etc) Each team chooses 3 Sites from the page that they want to visit. They use tablets to type the site into Google Earth, and GO! The students can also look up virtual tours for the sites on YouTube Have the students take notes about 3 things that they notice about each site. Then, share with the class
Page 7	<ol style="list-style-type: none">1. Let's Read 'The Best Of The U.S.A.2. Before you read, look at the pictures. Ask your students, "Have you ever seen these places on TV?" "Does anywhere in Japan look like this?"3. Read the passage and underline or highlight all of the adjectives. Look up the highlighted vocabulary words if your students don'T know what they mean.4. After reading ask the students what a National park is. What are some national parks in Japan? Next, use the information from the passage to label the pictures at the top of the page.
Page 6	<ol style="list-style-type: none">1. Read the prompts and think of a place in your country to write on each of the lines. Make sure your students understand the meaning of each prompt on the page.2. Assign the list for homework. Have your students finish filling in the blanks at home.

Homework: Fill in the blanks on page 6.

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Lesson Two:

Textbook Page Materials	Activity Description
Page 6	1. Students can split into pairs or small groups and share their answers to the list on page 6. They can add their partners/groups answers to their lists as well if they would like.
Pages 4-5	1. Look at the World Heritage Sites on pages 4-5. Ask your students what they know about each site. 2. Choose one place and look up information about that place together as a class. You can show your students how to do a voice search, or they can type out the search prompts. You can also write the search prompts on the board to help them. Some examples to prompts are listed below. You can elicit question prompts from your students and write them on the board. What country is _____ located in? How big is _____? How many people visit _____ each year? When did _____ become a World Heritage Site? Interesting facts about _____. 3. Split the class into teams or groups. Each group can look up information about a different place on the internet. When they are finished, each group can share their information with the class. Everyone can listen and fill in the information in their books.
Page 7	1. Let's Read 'The Best Of The U.S.A.' 2. Read the journal again to review/practice.
Pages 8-9	1. Students fill in the mind map on pages 8-9. Help them spell words or organize their ideas. You can write useful words/phrases or writing prompts on the board as you go. 2. Assign the journal for homework

Homework: Write journal on page 10.

Students can also write interview questions about their city or country (To review grammar in Getting to Know you Better Book)

Have you ever been to ...? Would you rather visit ____ or ____?

When was the last time you went to ____?

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Lesson Three:

Textbook Page Materials	Activity Description
Interview Questions	1. If your students wrote interview questions, they can split into small groups and ask each other.
Page 10	1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups. 2. Edit your students mistakes and have the rewrite their journals for homework on page 11.
Pages 12-13	1. QUIZ TIME: Students take the quiz in small teams. They read the questions together and discuss the answers Then, Check all of the answers together as a class. What team got the most answers correct. It is fun if you do this activity like a gameshow of some sort.
A book or tablet too use to look up information. Paper to write the questions on	1. Make a quiz. The quiz in the books asks questions about the oldest city and highest mountain. What other places in the world are the biggest or the best? Get into teams and make a quiz with 5 questions to ask the class. 2. If you need to, write search prompts on the board to help your students. What is the (biggest) _____ in (the world/Japan/...)? What country has the most (castles/people/...)? What World Heritage sites are in (country)? Use the internet to look up the information Have each group come to the front of the class and quiz the other teams. *Teams can write answers on scratch paper or small white boards etc.

Homework: Rewrite journal on page 11.

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Lesson Four:

Textbook Page Materials	Activity Description
Page 10	<ol style="list-style-type: none"> 1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.
Page 14	<ol style="list-style-type: none"> 1. World Wonders Read about the different world wonders on page 14. Use the adjectives at the top of the page to fill in the blanks. Change the adjectives to the superlative form. You can do the activity as a class, in small groups or individually. If you have your students do the activity in groups or individually, check the answers together as a class. 2. If your students are interested in any of the places in the activity, you can look them up online.
Blank white cards Colored pencils	<ol style="list-style-type: none"> 1. Make a WORLD Karuta game. Make a couple of cards as examples. Use some of the information from the book so far in your examples. 2. Draw a country flag on one card and on another write three facts about the country on the other card. Flag Card: Egypt <ol style="list-style-type: none"> 1. You can take a cruise down the longest river in the world there. 2. You can visit the Great Pyramid of Giza there. 3. You can see the sphinx there. Flag: India <ol style="list-style-type: none"> 1. You can visit the Taj Mahal there. 2. You can eat curry and samosas there. 3. They speak Hindi and English there. 3. Read your example cards together. Then give the students cards and have them start to make their WORLD Karuta cards.
Page 15	<ol style="list-style-type: none"> 1. Let's Read 'I'd Like to Visit the Pyramids of Giza' 2. Before you read, look at the pictures and ask questions about them. 3. Read the passage and underline or highlight all of the superlative adjectives. Look up the highlighted vocabulary words. 4. After reading, ask the students some comprehension questions. Then have your students answer the question at the bottom of the page.

Homework: Finish WORLD Karuta cards

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Lesson Five:

Textbook Page Materials	Activity Description
Karuta Cards	<ol style="list-style-type: none">1. Check information and spelling on Karuta cards. Give students some time to fix their mistakes etc.2. Play WORLD Karuta! Place all of the flag cards face up on the table and all of the country description cards in a pile face down. Read the top description card and have the students find the country flag. The first student/team to find the country flag card gets the point. take turns reading the description cards and enjoy.1. Now look at all of the country cards and ask the students where they want to go and why. You can share first. I want to visit... because... How about you? Where do you want to go?
Page 15	<ol style="list-style-type: none">1. Let's Read 'I'd Like to Visit The Pyramids of Giza'2. Read the journal again to review/practice.
Pages 16-17	<ol style="list-style-type: none">1. Now the students need to decide what country they would like to visit. You can look at the KARTA cards they made to get ideas. You can look back in the book too.2. Once your students decide where they want to go, help them fill out the mind maps on pages 16-17. Help them to spell difficult words and organize their ideas.3. If you have tablets or internet, you can let your students use them to look up information that they need. Write search prompts on the board if your students need the extra help.
A device to watch a YouTube Video	<ol style="list-style-type: none">1. Watch Japan Guide By Kids for Kids Channel on YouTube Choose a video that you think your students will enjoy. Watch it together and ask the students what they enjoyed about the video.2. Students split into small groups and watch 1 more video as a group together. They explain to the class what the video was about and why they liked it. Or... you can choose another video to watch as a class together.

Homework: Write journal on page 18.

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Lesson Six:

Textbook Page Materials	Activity Description
Page 18	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.2. Edit your students mistakes and have the rewrite their journals for homework on page 19.
Page 20	<ol style="list-style-type: none">1. Split the students into teams and have them guess the country where each capital city is located.2. Check the answers together as a class. Which team guessed the most correct countries?3. Talk about the conversation questions at the bottom of the page as a class.
Page 21	<ol style="list-style-type: none">1. Choose a capital city from page 20 and write it on the board. Then look up some information about that city. Do an internet search about the capital city. Use the following prompts or your own idea. Why visit ... ? What to do in ... ? Popular/Best food in ... ?2. Use the information you find in your search and fill in the mind map on page 21 as you go. Example: You should visit (Beijing) because it has a lot of history and delicious food. You should eat Peking Duck. You should visit the Forbidden City. You should walk on the Great Wall of China. etc.3. Give your students time (in groups or individually) to fill out the information about 1-2 capital cities on their own4. Students or groups can take turns and share about the different capital cities they looked up.

Homework: Rewrite journal on page 19.

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Lesson Seven:

Textbook Page Materials	Activity Description
Page 19	1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.
Page 22	1. Read the facts about the different capital cities. Make sure your students understand what the statistics mean. 2. Answer the questions at the bottom of the page. Think of more questions to ask about the city. Write this prompt on the board and let your students think of their own questions to ask. Which capital city is the (_____ est / most _____)? Which capital city has the (_____ est / most _____)?
Page 23	1. Split into pairs. Each pair reads the questions in the interview together and shares their answers. The students write their answers in the table. 2. When everyone is finished with the interview, all of the students can share their answers with the class.
Pages 24-25	1. Let's Read 'Best of Ho Chi Minh' 2. Before you read, look at the pictures and ask questions about them. 3. Read the passage and underline or highlight all of the adjectives. Look up the highlighted vocabulary words. 4. After reading, ask the students some comprehension questions. Then have your students answer the question at the bottom of the page.
Pages 26-27	1. Help your students fill out the mind maps on pages 26-27. Help them to spell difficult words and organize their ideas. 2. You can look up the population and interesting facts about your city as a class and write some ideas on the board. The students can choose what to add to their mind map.

Homework: Write journal on page 28.

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Lesson Eight:

Textbook Page Materials	Activity Description
Page 28	<ol style="list-style-type: none">1. Warm up: Have students walk around the room and read/share their journals in pairs or small groups.2. Edit your students mistakes and have the rewrite their journals for homework on page 29.
A device to watch a YouTube Video	Watch another simple/short travel video online. Ask you class questions about the video.
Pages 30-31	<ol style="list-style-type: none">1. Tell your students that they are going to make a Travel documentary video2. Split the class into spam groups. Each group needs to choose a country with world heritage sites and make a video about it. They can use a green screen or make a keynote typed informative video, but first they need to think about what country they want to make a video about.3. Once each group chooses a country, they will work together to find information and fill out the mind map on pages 30-31.4. Then they will need to... find pictures for their videos write scripts practice record edit Present <p>This process will take a few weeks and you will be there to guide and encourage your students, set deadlines, and make sure they have everything the need to succeed! Have fun!</p>

Homework: Rewrite journal on page 29.