

Introduction to Happy Trails 🐾

Happy Trails is a two-level English course for young learners. It teaches reading, listening, speaking and writing in a carefully graded way enabling pupils to develop their English skills successfully and confidently. The course entertains young learners through fun stories, breathtaking images and fascinating facts about the world around them inspired by National Geographic content. A variety of lesson and task types are used to motivate young learners. The course also uses spectacular National Geographic photography which has been carefully chosen to appeal to young learners.

Course components

Happy Trails 1 Pupil's Book

Happy Trails 1 Pupil's Book consists of an Introduction section, twelve units, four review sections and, at the back of the book, plays, celebration lessons, character masks and stickers.

The Introduction section teaches pupils the alphabet, colours, numbers 1-10, and some simple functional language. It also introduces Trek and his reporters who are the main characters pupils will meet in the cartoon stories in the units of the pupil's book.

The twelve units are divided into four sections, each consisting of a section opener, three units and a review section. The section opener features a stunning National Geographic photograph and a map. The purpose of this photograph is to introduce pupils to the country that Trek's reporters will visit in the cartoon story presented in the following three units. Each of the following three units contains three, two-page lessons. Each lesson begins with a presentation of the new vocabulary and continues with a reading task. Lesson 1 contains an episode of the cartoon story, Lesson 2 has a short real-life reading text illustrated with a National Geographic photograph and Lesson 3 contains a reading text that pupils can relate to, for example a poster, a dialogue, an email and so on. The lessons then continue with an illustrated grammar presentation and a task before moving on to speaking, listening, and in lesson 3, writing. Each unit also contains a simple pronunciation task and a song, which allows pupils to practise vocabulary and grammar and keeps motivation high. After the three main units, there is a review section consisting of *Let's remember!* with tasks to consolidate vocabulary and grammar, and *Fun & Games* with a National Geographic photograph to talk about, a fun task, a song and a craft project or activity.

At the back of *Happy Trails 1 Pupil's Book*, there are two plays based on well-known tales for pupils to listen to, read and perform and three celebration lessons; one for Christmas, one for Easter and one for Carnival. There are also character masks of Trek and his reporters that pupils can wear to role play the episodes in the main units.

Happy Trails 1 Pupil's Book is accompanied by an audio CD that contains the episodes of the cartoon stories, narration of the Lesson 2 readings, the songs and the

plays. Pupils can be asked to listen to the episodes and reading passages at home after the relevant lessons to get used to hearing English spoken by native speakers. They should use the recording of the plays to help them learn their lines. Pupils will also enjoy listening to and singing along to the songs they do in class.

Happy Trails 1 Activity Book

Happy Trails 1 Activity Book accompanies *Happy Trails 1 Pupil's Book*. Like the pupil's book, it consists of an introduction section, twelve units and four reviews. It recycles and consolidates the content of the pupil's book through easy-to-understand tasks which pupils can complete on their own. Activities include crosswords with picture clues, spell checks, word banks and picture-based tasks. At the back of the activity book, there are twelve wordsearches; one for each unit, for further practice of key vocabulary.

Pupils will be motivated by the full-colour pages, lively illustrations and photographs. The clear and simple format means that it can be used at home as well as in class.

Happy Trails 1 Teacher's Book

The Teacher's Book offers practical step-by-step instructions on how to approach the lessons and reviews, guidance on how to put on the plays and deal with the celebration lessons in the pupil's book. It also contains photocopiable DVD worksheets, templates for the craft activities, four progress tests and the keys to the progress tests and *Happy Trails 1 Activity Book*.

At the beginning of each lesson, there is a box outlining the aims of each lesson and a list of materials needed for the lesson. A *Lead-in* section provides suggestions for recapping what was learnt in the previous lesson, checking homework and preparing for the current lesson. The *New vocabulary* section explains how to teach the key vocabulary for the lesson. Detailed teaching notes follow, giving clear directions on how to approach each of the tasks, together with the answer key and the recording script where necessary. *Background information* boxes include further information on topics that come up in the pupil's book. There are also *Extension activities* to ensure pupils have ample opportunity to practise the grammar of the lesson, and *Optional activities* which promote fluency and learning.

The DVD worksheets can be photocopied for use with *Happy Trails 1 DVD* to aid comprehension of the episodes, and the photocopiable progress tests can be used to track pupils' progress.

Happy Trails 1 Teacher's Resource Pack

The teacher's resource pack is an invaluable source of material for teachers. It contains:

- The *Happy Trails* map of the world
- Four educational posters
- Alphabet flashcards
- Key vocabulary flashcards
- A CD-ROM with printable pdfs
- 12 unit tests and the 4 progress tests.

The *Happy Trails* map of the world is designed to aid pupils in understanding the location of the countries Trek's reporters visit in the cartoon stories. The educational posters are designed to provide classroom-based practice and promote communication.

The alphabet and key vocabulary flashcards are essential for teaching vocabulary. A variety of activities are structured around the flashcards.

Printable pdfs of colouring pages, handwriting pages, and extra tasks are contained on the CD-ROM. These are designed to provide teachers with material for use either in class as extra practice or with pupils who finish early, or for homework. There are also printable unit tests and progress tests that can be used throughout the course to check pupils' progress. The key to all tests is also included on the CD.

Happy Trails 1 Class Audio CDs

The class audio CDs contain the recordings of the cartoon stories, the listening tasks, the *Say it!* pronunciation tasks, the songs and the plays found in *Happy Trails 1 Pupil's Book*.

Happy Trails 1 CD-ROM

The CD-ROM is designed to recycle vocabulary and grammar from each unit of the pupil's book in an enjoyable way. There is also an introduction section that allows pupils to consolidate the alphabet, colours and numbers they learnt at the beginning of the pupil's book, and games that increase pupils' motivation for what they are learning. The CD-ROM is compatible with both PCs and Macs.

Happy Trails 1 DVD

The DVD contains animation of the cartoon stories contained in Lesson 1s in the pupil's book. The stories are brought to life and pupils will enjoy watching each story unfold as they progress through the course. There are photocopiable worksheets in *Happy Trails 1 Teacher's Book* for classroom use with the DVD that will aid pupils' comprehension.

Happy Trails 1 Interactive Whiteboard Software
Happy Trails 1 Interactive Whiteboard contains the Pupil's Book, including the audio material, the DVD and the educational posters from the teacher's resource pack. Most of the tasks found in the Pupil's Book are interactive and easy to use by both pupils and teachers alike. Justification for reading comprehension and listening tasks is available at the touch of a button, as is the key to all tasks. The DVD can be played with or without subtitles and the song lyrics change colour as they are sung to make it easier for pupils to sing along. *Happy Trails 1 Interactive Whiteboard Software* is compatible with any interactive whiteboard hardware.

Teaching Happy Trails 1

Flashcards

The course is accompanied by 26 full-colour alphabet flashcards and corresponding words from the Introduction section of the pupil's book. There are also another 56 full-colour vocabulary flashcards which have a picture on one side and the corresponding word on the other. Flashcards are essential for teaching vocabulary

since they are both visual and tangible, thus promoting pupils ability to learn and retain. Flashcards can be used to teach new words in these suggested ways:

- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you. Do this a number of times. Ask pupils to repeat together and individually.
- Stick the flashcards on the board with blu-tack. Point to one flashcard and say the word. Ask pupils to repeat after you. Repeat a number of times. Do the same with another flashcard. When pupils know all the words, ask volunteers to come to the board, to point to a flashcard and to say the word.
- Say the word and ask pupils to repeat. Then hold up the flashcard and say the word again. Ask pupils to repeat a number of times. Then hold up a flashcard without saying the word and ask pupils to call out the word.
- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you a number of times. Write one of the words on the board. Read out the word. Ask a volunteer to choose the correct flashcard and stick it under the word on the board.
- Hold up the flashcards one at a time. Say the word and ask pupils to repeat after you. Ask volunteers to come to the front of the class and give them one flashcard each. Call out a word. The pupil with the corresponding flashcard should hold it up.

New words

Young learners will remember new words if they find the learning process fun. Here are some suggested ways for teaching new words without flashcards. There are more suggestions in the lesson plans.

- Bring objects to the class (eg food items, classroom objects). Put all the objects in a bag. Pull out the objects one at a time and hold them up. Say the word and ask pupils to repeat after you. Do this a number of times. Ask pupils to repeat together and individually. Then hand out the objects to volunteers. Call out a word. The pupil with the corresponding object should hold it up.
- Cut out magazine pictures which represent the words (eg people, sports). Stick the pictures on the board. Point to one picture and say the word. Ask pupils to repeat after you. Repeat a number of times. Do the same with the other pictures. When pupils know all the words, ask volunteers to come to the board, point to any picture and say the word.
- If a word cannot be represented with an object, explain the meaning of the word in L1 (eg *cool*). Then use the word in English appropriately (eg Trek is cool.) Ask pupils to repeat after you.
- If you are comfortable with drawing, draw simple pictures on the board (eg clothes, parts of the body). Point to the picture, say the word and ask pupils to repeat. Do this a number of times. Ask pupils to repeat together and individually.
- Use actions to illustrate a word (eg action verbs). Do the action. Say the word and ask pupils to repeat. Say the word and ask volunteers to do the action.

Vocabulary strip

Pre-teach the new words before pupils open their books. The vocabulary strip can then be used to practise new words which have been learnt. This is outlined in the lesson plans.

Listen and read.

These tasks use all new vocabulary and introduce new grammar structures. Focus pupils' attention on the task by asking them to look for new words in the text, or pictures that represent any words they know. After pupils listen to the recording, ask a few simple questions in L1 to check comprehension.

Young learners enjoy reading aloud. By hearing a recording of the reading text, pupils will acquire correct pronunciation and intonation. Play the whole recording first and tell pupils to follow the text with their fingers. Then play the recording again and stop after each sentence. Encourage pupils to repeat what they hear as a class. Repeat this a few times. Then ask volunteers to read out the text.

Encourage pupils to listen to the recording of the reading tasks at home on their Pupil's Audio CD. Tell them which track to find on their CD and also inform parents about the CD so they can help them at home.

Look and learn.

There are two additional characters, Amber and Chris, who are the same age as the pupils. They illustrate the new grammar points with funny mini dialogues.

Read out the dialogue to pupils. Read it out again and ask pupils to repeat. Then explain the grammar box and make sure pupils understand everything. Then ask pupils to find examples of the grammar point in the dialogue and the example sentences.

Explain the task to pupils and then allow them enough time to complete it on their own. Go round the class helping and encouraging pupils. Then check the answers together. It's a good idea to write the answers on the board, so pupils are sure of the correct answers.

Say it!

There is one pronunciation task in each unit. These tasks deal with consonant and vowel sounds, for example *f* and *ph* and double vowels sounds. There are two parts to this task. Play the first part of the recording (Listen and say.) once asking pupils to repeat the words each time they hear them. (This part will be heard twice.) Then ask volunteers to try out the pronunciation of the example. Play the second part of the recording (Read and listen.) so they can check their pronunciation. (This part will be heard once.)

Listening tasks

There is one listening task in each unit. The CD track number is written next to the rubric in the teacher's book. Make sure pupils know what they have to do. Play the recording of the example first and then clearly explain why the answer is the one given. Then play each question one at a time, pausing between questions where necessary. Play the recording as many times as the pupils need in the first few units as this will help build their confidence. Start playing the recording twice when pupils have improved their listening skills enough.

Speaking tasks

There are two speaking tasks in each unit. The first speaking task appears in either Lesson 1 or 2 and practises key structures and vocabulary from the lesson. The second speaking task appears in Lesson 3 and introduces the language needed for the writing task which follows.

Make sure all pupils have a chance to speak. Ask volunteers to perform the speaking task first to allow shyer students to follow their example. To keep the attention of the whole class, ask pupils to perform pairwork at the front of the class while the others watch.

Writing tasks

Each unit ends with a simple, guided writing task. The tasks are designed to be fun and easy to complete so pupils' first experience of writing is positive. The task should be completed in class so the teacher can monitor pupils' progress and encourage them with help and correction.

Pupils have already used the language they need for the writing task in the speaking task. Explain the task first to make sure all pupils know what they have to do. Then allow pupils enough time to complete the task in class. Ask volunteers to hold their books up at the front of the class and then to read out their work. Make sure all pupils get the chance to show off their work.

Lead-in

At the beginning of each lesson plan there is a lead-in section where teachers can make sure pupils remember what they learnt in the previous lesson. Homework should also be checked. Suggestions on different ways of doing this are in the lesson plans. Then the words set for dictation are tested. This can be done in a number of ways to keep pupils interested. Here are some suggestions.

- Write the words to be checked on the board. Leave them there for a minute. Then rub out some of the letters and replace them with a . Ask pupils to write the words in their notebooks. Ask volunteers to write the missing letters on the board. Then go round the class checking pupils' note books to make sure they have checked their dictation correctly.
- Stick the flashcards of the words on the board picture-side up. Read out the word and ask pupils to write them in their notebooks. Ask volunteers to write the words under the flashcards. Then go round the class checking pupils' notebooks to make sure they have checked their dictation correctly.
- Write the words to be checked on the board in a column. Leave the words there for a minute. Then rub out the first word. Say the word and asks pupils to write it down. Do the same with the other words. Then go round the class checking pupils' notebooks awarding a star for good work.

Songs

Young learners respond well to songs. They enjoy singing, and the music and rhythm help them to acquire and use new vocabulary. Songs improve their pronunciation and intonation and of course build confidence. Play the song to pupils once or twice before asking them to sing along. Then read out the song line by line, asking them to repeat. When pupils are confident with the words, play the recording and encourage them to sing along. The songs can be played to start or finish subsequent lessons. If pupils particularly like one song, they can sing it throughout the whole course. The happier young learners are the more receptive they are to learning!

Tips on teaching young learners

Teaching young learners is a challenge. Young children tend to tire easily and also tend to get over excited. Here are some suggestions on how to teach young learners and maintain a happy, organised classroom.

- Enter the classroom before pupils. Welcome them to 'your' classroom as they arrive. In this way you make it clear that the classroom is your domain and you are in charge.
- Decorate the classroom with pictures and posters of interest about English-speaking countries. Pupils' work should also be put on the wall. The National Geographic map of the world and the four educational posters should also be also put on the wall. These are included in the Teacher's Resource Pack.
- Meet pupils' parents at the beginning of the school year in order to gain their support. Talk about the course and explain what pupils are expected to do at home.
- Bring a supply of materials eg pencils, sharpeners, rubbers and coloured pencils with you. Children often forget theirs!
- Make sure all pupils can see the board. Write clearly and legibly on the board.
- Be patient. If pupils don't understand a task, explain it in a different way.
- Try not to raise your voice. If you shout, young children tend to shout in reaction. Keep boisterous children busy with small tasks like holding the chalk or collecting books.
- Allow children to be active. Ask pupils to stand up, come to the board, perform at the front, hold up their books, perform actions to songs, etc.
- Insist that pupils raise their hands to answer a question and wait for your cue. If all pupils call out together, it is noisy and you cannot monitor learning.
- Praise and reward pupils. Use stickers or draw stars in pupils' notebooks to reward written work. Use English phrases eg *Well done! Good job! That's fantastic!* to reward spoken work.
- Encourage all pupils to take part in the lesson. Give weak pupils tasks they can perform successfully, eg cleaning the board or handing out tests.
- Keep the pace of the lesson moving. If you spend too much time on a task, pupils lose concentration and become restless. Try a different task, eg sing a song, and then go back to the task if necessary.
- Mark homework and tests positively. Young learners need praise and reinforcement to build their confidence.
- Always have extra material and ideas ready for time fillers. You can find ideas in the lesson plans and extra material in the Teacher's Resource Pack.
- Make sure pupils are clear about what they have to do for homework. Allow time at the end of the lesson to explain their homework to them. It's a good idea to write the homework on the board and have pupils copy it into their notebooks.

National Geographic

Happy Trails is a new kind of course for young learners that aims to widen their horizons and introduce them to the world around them through English Language learning. With this aim in mind, *Happy Trails* presents spectacular National Geographic photography as a major element of the course. The photographs have been carefully chosen to appeal to young learners. They depict children of the same age group to whom pupils can relate.

We hope that this course will motivate teachers and parents to encourage pupils to learn more about the world around them. With proper supervision and guidance children can find a wealth of information in magazines, in documentaries and on the Internet.

Pupils and parents can visit this site to find out more about National Geographic for children: kids.nationalgeographic.com or littlekids.nationalgeographic.com