



Lesson 1 Trek's reporters in Africa

Aims

- Learn and use new vocabulary: *baby, fly, elephant, mum, photo, fantastic*
- Learn and use new grammar: *a, an*

Materials

- Flashcards: baby, elephant, fly, mum, photo
- Masks: Trek, Ty, Mia, Leo

Lead-in

- Revise and practise functional language from the Introduction. Ask volunteers questions (eg *How are you? How old are you? What's your name?*) and elicit answers. Then ask volunteers to stand at the front of the class and ask and answer questions.
- Check homework. Tell pupils to open their Activity Books at page 13. Ask volunteers to read out their answers. Write the answers on the board so pupils can check their work. Then quickly check all pupils' books.
- Revise the names of Trek and his reporters. Point to each character on page 22 and ask pupils to call out the right names. Hand out the masks to volunteers. Ask volunteers to put on the masks and to come to the front of the class. Point to each pupil and ask the class to call out the names of the characters. This can be repeated until all pupils have had a turn.

Episode outline

Africa: Episode 1

Trek's mum gives him a DVD and a photo the reporters have sent from Africa. Trek watches the reporters on safari. Mia and Ty see an elephant mum and her baby. Leo is annoyed by a fly. Then Leo sees something that scares him even more. In the next lesson, they discover it is a lion.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 26 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *fantastic*. Explain the meaning. Then hold up your *Happy Trails* book and say enthusiastically *Fantastic!* and ask pupils to repeat. Ask volunteers to stand at the front, hold your book and say *Fantastic!*
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read.

For teachers using the DVD

- Make sure each pupil has got a copy of the DVD Worksheet found on page 127.
- Ask pupils to work in pairs to do the *Before you watch* task to encourage discussion.

Answers

- 1 Trek (*the boy in the first frame*), Leo, Mia and Ty (frames 2-5)
- 2 Trek's mum (*the woman in the first frame holding the DVD*)
- 3 elephant and fly (*both in frame 3 and two elephants in frame 4*)
- 4 Trek is at home.
- 5 Trek's reporters are in Africa.

- Play the whole episode without interruption before pupils do any more tasks on the worksheet. Ask pupils to watch the DVD carefully.

While you watch

- Tell pupils to look at the *While you watch* task and tell them that they need to tick the correct column when they watch the episode for the second time. Play the whole episode again without interruption.
- Give pupils a few minutes to complete the task. If necessary play the DVD again and ask pupils to fill in any missing information.

Answers

- 1 Trek's mum
- 2 Trek
- 3 Mia
- 4 Mia
- 5 Ty
- 6 Leo
- 7 Mia

After you watch

- Ask volunteers to read out the story. Then assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.
- Check pupils understand the story. Ask pupils to answer the questions in the *After you watch* section of the worksheet using L1 where necessary. Encourage pupils to use the English words for the answers.

Answers

- 1 A DVD and a photo
- 2 In Africa
- 3 two elephants and a fly
- 4 A lion

For teachers using the audio 1.38

- Tell pupils to look at the cartoon story on page 26. Say a character's name and ask pupils to point to the correct character. Do the same with *elephant* and *fly*.

Ask pupils to look at the photo on pages 24-25 (use L1) and tell them that it's a National Geographic photo. Ask them if they have seen a National Geographic magazine. Explain that National Geographic photos are taken from all over the world, and that in the magazine we can learn about people, places, animals and nature. Ask pupils if they watch documentaries about the world, its inhabitants and amazing animals on TV.

Pupils are likely to know many African animals. Encourage them to tell you the ones they know, using the photo to start them off. At this stage use L1 for discussions, but whenever possible encourage pupils to use English for words they have learnt eg *zebra* which they will remember from the Introduction. Pupils are less likely to know where South Africa is situated. Use the map at the top of the page to show them. First show them where their own country is on the globe and then point out the area in red where the reporters are. Explain that this is Africa.

The first country the reporters visit is South Africa on the continent of Africa. On this trip, they are looking for local wildlife. In Africa there are many wild animals which can be seen in the National Parks. In episode 1 and 2, the reporters go on safari in a national park and see elephants, lions, giraffes, monkeys and an ostrich. A number of these animals are endangered and the National Parks aim to protect them and support conservation efforts. Other African animals are rhinos, leopards, cheetahs, hippos, zebras, meerkats, lizards, snakes and buffalos. In episode 3, the reporters visit Cape Town on the south coast where they see a penguin and a whale. They also see the famous flat mountain which is called Table Mountain due to its shape.

Fun facts

Here are some facts about Africa which your pupils will find interesting:

- 1 The elephant, lion, rhino, leopard and buffalo are known as 'The Big Five'.
- 2 The ostrich is the largest bird in the world, but it can't fly.
- 3 There are usually about 20 meerkats in a meerkat family. But some superfamilies can have 50 meerkats.
- 4 Baby meerkats are looked after by all the females in the family.
- 5 Lions have one enemy – people.
- 6 Lions rest and sleep for about 20 hours a day.
- 7 Blue whales can be 30 metres long.
- 8 Penguins are birds, but they can't fly. They are not usually afraid of humans.
- 9 African elephants are bigger than Indian elephants.
- 10 Giraffes are the tallest animals in the world.
- 11 Giraffes only sleep for 1 to 2 hours a day.
- 12 The little monkeys with black faces are called Vervet monkeys.
- 13 Vervet monkeys make different warning sounds for different dangerous animals they see.



- Play the recording. Tell pupils to look at the pictures and follow the speech bubbles with their fingers.
- Play the recording again. Pause after each speech bubble and ask pupils to repeat.
- Check pupils understand the story. Use L1 where necessary.

What has Trek got? (a DVD and a photo)

Where are the reporters? (Africa)

What animals do they see? (two elephants and a fly)

What do you think is behind the car? (encourage pupils to guess a lion)

- Play the recording again. Then ask volunteers to read out the story.
- Assign characters to volunteers and ask them to act out the story in front of the class. Pupils can wear the character masks.

B Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Explain that we use *an* before words that start with the letters *e i o u*, but we use *a* before words that start with the other letters.
- Ask pupils to circle *a* and *an* in the dialogue. Ask volunteers to read out the dialogue.
- Write *a* and *an* on the board. Say a word and tell pupils to call out *a* or *an*, depending on which letter the word starts with. Write the word under *a* or *an* before saying the next word.

Words pupils have already learnt that can be used in this activity are: All the words from the Alphabet section and baby, elephant, fly, photo, and DVD.

Ask volunteers to say any other words they know that go under *a* or *an*. Write these on the board as well.

Extension activity

Revise the alphabet with the class. First ask pupils to chant the alphabet as a class. Then play the alphabet song from the Introduction (p. 16) and ask pupils to sing along. Repeat this as many times as necessary and then ask volunteers to say the alphabet on their own.

C Write a or an.

- Read out the example and ask pupils why *a* goes with *baby*.
- Explain the rest of the task to pupils. Allow them enough time to complete the task alone. Go round the class helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- | | |
|-------------|------|
| 1 a (given) | 4 a |
| 2 an | 5 an |
| 3 a | 6 a |

Say it! 1.39

- Write *f* and *ph* on the board. Ask pupils to say the names of letters.
- Explain that the letters *ph* make the same sound as *f* when they are together.
- Tell pupils to look at the task. Play the first part of the recording (Listen and say.) asking pupils to repeat the words *fantastic* and *elephant* each time they hear them. (*Fantastic* and *elephant* will be heard twice.)
- Ask volunteers to read out *photo* and *fly*. Play the recording and ask all pupils to repeat. (*Photo* and *fly* will be heard once.)

D Listen and tick. 1.40

- Tell pupils to look at the pictures for this task and ask them what they can see. Ask volunteers to say the words. Then ask pupils to repeat the word. Practise for a few minutes to make sure pupils know these words fairly well (as they are new words) before attempting to do the Listening task.
- Explain to pupils that for each number they will hear someone talk about only one of the pictures. Explain that they must tick the correct picture. Play the recording for the example. Make sure pupils understand what to do.
- Play the rest of the recording, pausing between questions where necessary. Play the recording again and ask pupils to check their answers.

Listening script

- 1 Hello Mum.
- 2 Look. A baby.
- 3 A photo. Fantastic!
- 4 Oh no! A fly.
- 5 Wow! An elephant.

Answers

- 1 Mum (2nd picture)
- 2 baby (1st picture)
- 3 photo (2nd picture)
- 4 fly (1st picture)
- 5 elephant (2nd picture)

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat after each speech bubble.
- Ask two volunteers to read out the dialogue either from their seats or in front of the class.
- Use the flashcards to continue the task. Hand a flashcard to a pupil. The pupil then asks another pupil how to spell the word.
- Continue the task in pairs. Ask pairs to come to the front of the class and choose a word from their books. They can use words from the lesson and the introduction.

Homework

- Pupil's Audio CD: Pupils listen to the recording of the cartoon story at home. Explain to pupils that they should listen to track 12 on the CD.
- Activity Book, pages 14-15: Time permitting, some tasks can be done in class.
- Dictation: *baby, elephant, fly, mum, photo, fantastic*

Lesson 2 My house is an igloo.

Aims

- Learn and use new vocabulary: *house, igloo, brother, sister, dad, family, cool*
- Learn and use new grammar: *to be* affirmative (*I, you, he, she, it*)

Materials

- Flashcards: baby, elephant, fly, mum, photo, brother, sister, family, dad, house, igloo

Lead-in

- Revise the words from Lesson 1 with the flashcards. Ask a pupil to pick a flashcard from a pile on your desk, show it to the class and ask what the word is. Pupils can take it in turns until all words have been practised.
- Ask pupils to tell you words that go with *a* and *an*. Write them on the board.
- Check homework. Tell pupils to open their Activity Books at pages 14 and 15. Ask volunteers to read out their answers. Draw two columns on the board for *a* and *an*. Ask volunteers to write the answers from page 15 task C on the board. Then quickly check all pupils' books.
- Test dictation: *baby, elephant, fly, mum, photo, fantastic*. See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.

New vocabulary

- Teach the new words with the flashcards. See the teacher's introduction pages 7-9 for teaching suggestions.
- Tell pupils to open their books at page 28 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the word *cool*. Explain the meaning. Then point to Trek on the front of your *Happy Trails* book and say *Trek's cool!* and ask pupils to repeat. Do the same with a pupil's name, eg *John's cool!* and ask pupils to repeat. Ask volunteers to stand at the front, and do the same with any name they like.
- Read out all the words again one by one and ask pupils to repeat after you.

A Listen and read. 1.41

- Ask a girl and a boy to stand up. Revise *girl*, and then *boy*. Ask pupils if they think the child in the photo is a boy or a girl. Ask them where they think the child is from. Tell pupils that the Inuit are people who live in the snowy North. Ask pupils what kind of house an Inuit lives in and revise *igloo*. Write *hunter* on the board, explain the meaning and ask pupils what they think the Inuit hunt.

Background Information

The Inuit people live in the Arctic regions of Canada, Greenland, Russia and Alaska. Inuit life has changed over the past century and many Inuit now live in towns and villages. However, some Inuit traditions continue.

The Inuit have been traditionally hunters and fishers. They hunted polar bears, birds and other animals like foxes. They used *kayaks* to hunt sea animals (whales, seals, walruses) and the Europeans and Americans copied this type of boat from them. On land, the Inuit used sleds with teams of *husky* dogs for transport. The traditional Inuit live in houses made of snow, called *igloos*, during the winter months. The rest of the year they live in shelters made of animal skins. Traditional clothes and boots were made from animal skins and fur. Large thick coats with big hoods, called *parkas* or *anoraks*, were worn over their clothes. Today this style of coat is worn all over the world and it is made from many other materials.

- Play the recording. Tell pupils to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask pupils to repeat.
- Play the recording again. Then ask volunteers to read out a paragraph each of the text.

B Write Yes or No.

- Read the example to pupils. Ask them to find the word *boy* in the text.
- Explain the rest of the task to pupils. Tell them to underline the words in the text which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 No (given)
- 2 No
- 3 Yes
- 4 Yes

C Look and learn.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.

- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
- Practise the grammar. Write sentences on the board with the verb missing. Ask pupils to fill in the gaps.
I ___ fantastic.
She ___ a girl.
You ___ a boy.

Extension activity

- Write *I* on the board. Point to yourself and say *I'm cool!* Ask pupils to repeat.
- Write *You* on the board. Stand next to a pupil. Look at the pupil and say *You're cool.* Ask pupils to repeat.
- Write *He* on the board. Point to a boy and say *He's cool.* Ask pupils to repeat.
- Write *She* on the board. Point to a girl and say *She's cool.* Ask pupils to repeat.
- Write *It* on the board. Hold up the *Happy Trails* book and say *It's cool.* Ask pupils to repeat.
- Repeat the task with the long form of the verb. You could illustrate the meaning of the verb with real class situations such as: *I am fantastic.* Use the words *boy* and *girl* to refer to various pupils. Pupils can come to the front of the class and each say something about themselves or about other pupils. For example: *I am a boy/girl., You are a boy/girl., It is a pencil.*

D Write am, are or is.

- Read out the example and ask pupils why *is* is the correct answer.
- Explain the task to pupils. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

Answers

- | | |
|--------------|-------|
| 1 is (given) | 4 are |
| 2 is | 5 is |
| 3 am | 6 is |

E Sing. 1.42

- Tell pupils they are going to learn a song.
- Ask pupils to look at the picture and describe what they can see. Encourage them to use English for words they know. Hold up your book and point to *Mum*. Ask a volunteer to say the word. Do the same for *Dad*, *brother* and *sister*. Point to the boys and say *They're cool!* Encourage pupils to repeat. Count the people to revise some numbers. Ask pupils to repeat.
- Play the recording and tell pupils to listen and follow the words with their fingers.
- Read out the song one line at a time and ask pupils to repeat after you.

- Play the recording again. Encourage pupils to sing along. Practise many times until pupils are familiar with the words.
- Divide pupils into small groups. Tell them to stand up, join hands in a circle and sing the song. On the words *celebrate* and *cool* they can jump up high.

Homework

- Pupil's Audio CD: Pupils listen to the text and the song at home. Explain to pupils that they should listen to tracks 13 and 14 on the CD.
- Activity Book, pages 16-17: Time permitting, some tasks can be done in class.
- Dictation: *brother, sister, family, dad, house, igloo, cool*

Lesson 3 My family is great.

Aims

- Learn and use new vocabulary: *best friend, grandma, grandpa, great, nice*
- Learn and use new grammar: *to be* affirmative (*we, you, they*)

Materials

- Flashcards: brother, sister, family, dad, house, igloo
- 2 magazine photos to illustrate grandma and grandpa
- Optional: word cards for Extra activity. Divide two A4 pieces of card into 9 boxes. Cut out 18 cards and write one word on each card: *baby, elephant, fly, mum, photo, fantastic, brother, sister, family, dad, house, igloo, cool, best friend, grandma, grandpa, great, nice*

Lead-in

- Revise the words from Lesson 2 with the flashcards. Hold up a flashcard from a pile on your desk and show it to the class and ask what the word is. Then do the same with the words in a different order.
- Write *I, you, he, she* and *it* on the board on the left. Write *cool* on the right. Ask volunteers to write the correct verbs in the gap.
- Check homework. Tell pupils to open their Activity Books at pages 16 and 17. Ask volunteers to read out their answers. Write the questions from task D on the board. Ask volunteers to write the answers in the gaps. Then quickly check all pupils' books.
- Test dictation: *brother, sister, family, dad, house, igloo, cool*. See the teacher's introduction pages 7-9 for teaching suggestions. Go round the class and check all pupils' dictation.
- Sing the song from Lesson 2 (CD1: 42)

New vocabulary

- Teach *best friend*. Tell pupils to open their books at page 7. Ask them if they remember the names of

Amber and Chris. Ask them if they are brother and sister (no). Elicit the word *friend*. Explain that they are best friends. Write *best friend* on the board. Read it out and ask pupils to repeat. Ask two friends to come to the front of the class and tell other pupils to point to them and say: *They're best friends.*

- Teach *grandma* and *grandpa*. Hold up the magazine photo of grandpa. Say *grandpa* and ask pupils to repeat. Do the same with the magazine photo of *grandma*. Stick them on the board and label them grandma and grandpa. Read them out and ask pupils to repeat.
- Tell pupils to open their books at page 30 and to look at the vocabulary box. Hold up your book and point to the first picture word. Say the word and ask pupils to repeat. Do the same with all the words. Then read out the new picture words in the vocabulary box in random order and ask pupils to point to the correct pictures.
- Read out the words *great* and *nice*. Explain the meanings. Tell pupils you will show them a picture and ask if it is nice. Tell them to answer *Yes!* or *No!* Choose pictures from the Introduction for this task. eg Hold up page 4, point to the ant and say *Nice?* At the end of the task praise pupils by saying *Great!*
- Read out all the words again one by one and ask pupils to repeat after you.

A Read.

- Tell pupils to look at the letter and the photo. Tell pupils to read the first line of the letter. Then ask them the name of the girl who is writing the letter and how old she is.
- Tell pupils to now read the rest of the letter and to decide which person in the photo is Alex.
- Read out the letter. Stop after each sentence and ask pupils to repeat.
- Ask volunteers to read out a sentence each of the letter.

Optional activity

Put pupils into groups of two and ask them to read the letter to each other. Go round the class helping with reading and pronunciation where necessary.

B Circle

- Read the example to pupils. Ask them to find where the answer is in the letter. Ask them to underline the words.
- Explain the rest of the task to pupils. Tell them to underline the words in the letter which give them the answers. Allow them enough time to complete the task alone. Go round the class encouraging and helping pupils where necessary.
- Check answers. Write them on the board if necessary.

Answers

- 1 nine (given)
- 2 Lina
- 3 baby
- 4 friends

C Look and learn.

- Read out the dialogue and ask pupils to repeat.
- Ask pupils to look at the grammar box. Read out the grammar notes and sentences. Ask pupils to repeat. Explain the meaning of the notes.
- Ask pupils to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the sentences.
John and I ___ nice. We ___ nice.
Ask volunteers to write the long version in the first sentence and the short version in the second sentence.
Do the same with these sentences.
You and Sally ___ nice. You ___ nice.
Dogs ___ nice. They ___ nice.
Read out the sentences and ask pupils to repeat.

Extension activity

Ask two girls to stand at the front of the class. Tell them to point to themselves and say *We're girls.* Ask two boys to do the same for *We're boys.* Ask one pupil to point to another pupil and say *You're cool!* Repeat with one pupil pointing to two other pupils. Encourage pupils to think up their own sentences: eg *You're nice.* *They're fantastic boys.* *We're great!*

D Write We're, You're or They're.

- Read out the example and ask pupils why *We're* is the correct answer.
- Explain the task to pupils. Read out the sentences. Check pupils remember the meanings of all the words. Allow them enough time to complete the task alone.
- Check answers. If necessary write the answers on the board.

Answers

- 1 We're (given)
- 2 They're
- 3 You're
- 4 We're

E Say.

- Read out the dialogue. Read it out again and ask pupils to repeat.
- Ask two volunteers to read out the dialogue.
- Write *England* on the board and explain the meaning. Ask pupils where they are from. Write the countries the pupils say on the board. Read out the countries and ask pupils to repeat.
- Tell pupils to work in pairs. Explain that they have to change the words in orange and then act out the dialogue. Go round the class helping where necessary.
- Ask pupils to stand at the front of the class and perform their dialogues.

F Draw and write.

- Tell pupils to draw a picture of themselves in the box.
- Read out the sentences and ask pupils what they should write in the gaps.
- Tell pupils to complete the task. Help pupils with spelling where necessary.
- Ask pupils to hold up their books and to show each other their pictures. Ask volunteers to read out their work.

Homework

- Activity Book, pages 18-19: Time permitting, some tasks can be done in class.
- Dictation: *best friend, grandma, grandpa, great, nice*
- Revision for Test 1:
Words: *baby, elephant, fly, mum, photo, fantastic, brother, sister, family, dad, house, igloo, cool, best friend, grandma, grandpa, great, nice*
Grammar: *a, an, to be* affirmative

Revision for Test 1

- Revise the words from the flashcards and the magazine pictures. Then write the words on the board. Ask a volunteer to read out a word and come and choose the corresponding flashcard or magazine picture. Practise until all pupils remember the words well.
- Write *fantastic, cool, great* and *nice* on the board. Ask pupils to tell you the meanings. Ask volunteers to think up sentences for the words.
- Write *a* and *an* on the board. Ask pupils to tell you words that go with *a* or *an*. Ask volunteers to write the words on the board. Help with spelling where necessary.
- Write *I am* on the board. Ask pupils to tell you the short version. Write *I'm* next to *I am*. Do the same with all the persons of *to be*. Then rub out some words eg *is* from *He is*. Ask volunteers to write the missing words back on the board.

Teacher's Note

Pupils will do Test 1 in the following lesson. If you don't want to rush into Unit 2, for the rest of the lesson do these activities:

- 1 Pupils can read out the cartoon story from Unit 1 Lesson 1. Then ask volunteers to act out the cartoon story.
- 2 Pupils can read out the text from Lesson 2 and the letter from Lesson 3.
- 3 Repeat the Say task from Lesson 3.
- 4 Sing the song.
- 5 Play hangman.

Extra Activity

- Play hangman with the new words from Unit 1. NB. As pupils tend to all shout out at the same time for games, make it clear to them that to gain points in this game only one pupil from each team is allowed to speak at a time. To make this easier, the pupil speaking in each team should stand up when it is his or her turn.
- Divide the class into two teams. Hand out word cards to each team. A pupil from team 1 chooses a word and writes the first letter on the board. The remaining letters are lines. The pupil says to team 2 *Spell, please.* and a pupil from team 2 calls out a letter. Pupils take it in turns to call out letters until they find the word. If team 2 finds the word, they get 1 point.
- The game continues with team 2 choosing a word. The team with the most points at the end wins.