**HAPPY TRAILS 2 LESSON PLAN (30 weeks)**

**BOOKS:**

- **Happy Trails 2 Pupil's Book**
- **Happy Trails 2 Activity Book**
- **Happy Trails 2 Companion**
- **Happy Trails 2 Grammar**

**NOTES**

- **At the beginning of each lesson, check HW from the previous lesson and give feedback on errors.**
- **The Activity Book and Companion are for HW. There is suggested HW for the Grammar Book lessons.**
- **After every three units of the Pupil's Book and in week 30, there are 'free' lessons. These allow for extra work to be done on areas pupils find difficult or to compensate for lessons that may be missed during the year due to holidays for example.**

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **1** | 1 | Pupil's Book<br>Hello! pp 4-5 | Spend time in the first lesson getting to know your pupils and allowing them to get to know each other. Explain to pupils that in the Hello! part of their books they will remember things they learned last year.<br>Pupils will revise the alphabet, colours and functional language *Hello. I'm ---, What's your name?* in this lesson. | Activity Book<br>Page 4 |
| | 2 | Pupil's Book<br>Hello! pp 6-7 | Spend a few minutes revising the alphabet.<br>Pupils will revise the Days of the week, numbers 1-20 and functional language *How are you? Fine, thanks. How old are you? I'm* --- in this lesson. | Activity Book<br>Page 5 |
| | 3 | Pupil's Book<br>Hello! pp 8-9 | Revise the functional language pupils learned in the previous lesson. Then encourage pupils to chant the numbers 1-20 as a class.<br>Pupils will revise regular and irregular plurals, *this, that, these* and *those* and sing a song in this lesson.<br>Make sure pupils know the meanings of the words in task J. You could use the illustrations on the page and simple drawings on the board.<br>Remind pupils to bring their Grammar Books to class next time. | Activity Book<br>Page 6 |
| **2** | 1 | Grammar Book<br>pp 4-7 | Make sure pupils know the meanings of the words in all tasks.<br>You could revise the singular forms of the words on the board in task B. | Grammar Book<br>Page 7 Tasks F and G |
| | 2 | Pupil's Book<br>Teacher's Resource Pack (TRP)<br>Consolidation lesson | In the TRP, there are photocopiable pages for the Hello! lessons that can be used in this lesson to consolidate the introduction to the book.<br>Practise all the functional language too. Pupils can perform the language in pairs.<br>Sing the song. | Companion<br>Introduction tasks |
| | 3 | Pupil's Book<br>Trek & his Reporters | Ask pupils if they remember the characters' names from Happy Trails 1. Then explain the background to the Trek and his reporters story to pupils (please see TB).<br>At the back of the Pupil's Book, there are masks of the main characters. Please see the TB for advice on making the masks in class. Pupils can wear the masks and role play what the characters say in Task A. | Activity Book<br>Page 7 |

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **3** | 1 | Grammar Book<br>Unit 1 | You can do one task at a time and then check the answers so weaker pupils don't get left behind. If necessary write the answers on the board.<br>The speaking activities can be done in pairs and/or as a class activity. Pupils can practise in pairs and then perform their dialogues to the rest of the class. | Grammar Book<br>Page 9 task C<br>Page 11 task F<br>Page 12-13 tasks G and H |
| | 2 | Pupil's Book<br>Section Opener<br>(pp 12-13)<br><br>Unit 1 Lesson 1 | Please see the TB for notes and advice on how to make the most of the section opener.<br><br>Pupils will listen to or watch the first episode of *Trek's Reporters in Morocco*. Revise the characters before playing the episode. After the episode, pupils can use their masks for role play.<br><br>In the TRP, there are photocopiable extra tasks that can be used with your class, or with pupils who finish Pupil's Book tasks quickly. | Activity Book<br>Unit 1 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 1 Lesson 2 | If pupils like the song, they can sing it again to start the lesson.<br><br>Lesson 2 in each unit is designed to encourage pupils to learn about the world around them. National Geographic photography has been used to illustrate the simple texts.<br><br>You could write the answers to task D on the board and ask pupils to check each other's work. | Activity Book<br>Unit 1 Lesson 2 |
| **4** | 1 | Grammar Book<br>Unit 2 | For the speaking task on page 17, first revise the vocabulary and write the words on the board if necessary. Then pupils can work in pairs in L1 to complete the table. They then report back to the class in English.<br>The speaking task on page 21 is a game. A pupil chooses a picture without saying which one and other pupils must find which picture it is by asking questions. | Grammar Book<br>Page 19 task E<br>Pages 20-21 tasks F and G |
| | 2 | Pupil's Book<br>Unit 1 Lesson 3 | Lesson 3 in each unit presents situations which this age group can relate to easily.<br>The writing tasks follow on closely from the speaking tasks, encouraging pupils to improve their communication skills.<br><br>Pupils can now do Unit 1 Test (TRP). | Activity Book<br>Unit 1 Lesson 3<br><br>Companion<br>Unit 1 tasks |
| | 3 | Pupil's Book<br>Unit 2 Lesson 1 | Pupils will listen to or watch the second episode of *Trek's Reporters in Morocco.* They may like to listen to or watch the first episode again so they can remember the characters and what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 2 Lesson 1 |

| Week | Lesson | Objective | Tips | Homework |
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| **5** | 1 | Grammar Book<br>Unit 3 | For task E on page 25 you could write the questions ad answers on the board to help weaker pupils.<br><br>In the speaking task pupils look back at the children in task E to find out whose objects they are. | Grammar Book<br>Pupils can be given the possessive adjectives on page 22 to learn for dictation. |
| | 2 | Pupil's Book<br>Unit 2 Lesson 2 | You could start the lesson by asking pupils if they have got any pets.<br>Encourage pupils to stand up and do animal actions when they sing the song. | Activity Book<br>Unit 2 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 2 Lesson 3 | Pupils can sing the song again at the start of the lesson.<br>In the speaking task you could suggest animals to pupils to help them mime.<br><br>Pupils can now do Unit 2 Test (TRP). | Activity Book<br>Unit 2 Lesson 3<br><br>Companion<br>Unit 2 tasks |
| **6** | 1 | Grammar Book<br>Unit 4 | For the Speaking activity on page 26, pupils should hold up their books and describe their rooms.<br>For the Speaking activity on page 29, pupils draw their rooms and then ask each other questions in pairs. They can then report back to the class the some of their questions and answers. | Grammar Book<br>Page 27 task C<br>Page 29 task F |
| | 2 | Pupil's Book<br>Unit 3 Lesson 1 | Pupils will listen to or watch the final episode of *Trek's Reporters in Morocco.* They may like to listen to or watch the first and second episodes again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 3 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 3 Lesson 2 | You could ask pupils at the start of the lesson to briefly describe their bedrooms in L1.<br>Pupils could perform the song from lesson 1 at the end of the lesson in groups or pairs. | Activity Book<br>Unit 3 Lesson 2 |

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **7** | 1 | Grammar Book<br>Review 1 | If pupils have difficulties with any of the tasks in the review, encourage them to look back at the theory boxes in Units 1-4. Alternatively, you could go through the theory boxes before pupils do the review tasks and revise the grammar points covered in Units 1-4. | Pupils should revise Units 1-4 for Test 1 in the next lesson. |
| | 2 | Pupil's Book<br>Unit 3 Lesson 3 | As an extra task, pupils can role play their own shopping outings in pairs. They can draw pictures of the objects they can see and place them on different desks around the room. They can then walk around the room and describe the objects they like.<br><br>Pupils can now do Unit 3 Test (TRP). | Activity Book<br>Unit 3 Lesson 3<br><br>Companion<br>Unit 3 tasks |
| | 3 | Pupil's Book<br>Let's remember<br>Units 1-3 | Tell pupils that *Let's Remember* is not a test but is revision of vocabulary and grammar that has been taught in Units 1-3. Explain that it will help them prepare for the test on Units 1-3. | Activity Book<br>Review 1 (Units 1-3)<br><br>Pupils should revise for Progress Test 1 (Units 1-3). |
| **8** | 1 | Grammar Book<br>Test 1 | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do. | |
| | 2 | Teacher's Book<br>Progress Test 1<br>(Units 1-3)<br><br>Pupil's Book<br>Fun & Games | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>The Fun & Games lessons do revise some vocabulary from the units, but they are primarily fun lessons. Pupils can pretend to be taking photos of each other while singing the song. | Activity Book<br>Wordsearches units 1-3 |
| | 3 | Free lesson | Go over the tests at the beginning of lesson and deal with any difficulties pupils may have.<br><br>The DVD episodes 1-3 can be watched again, and the songs can be sung again. | TRP colouring page |

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **9** | 1 | Grammar Book<br>Unit 5 | The Speaking activity on page 38 can be done as a class.<br>The Speaking activity on page 39 can be done in pairs. | Grammar Book<br>Page 34 tasks D and E<br>Page 36 task H |
| | 2 | Pupil's Book<br>Halloween<br>pp 112-113 | Before they open their books, ask pupils what they know about Halloween. | |
| | 3 | Pupil's Book<br>Section Opener<br>pp 36-37<br><br>Unit 4 Lesson 1 | Please see the Teacher's Book for notes and advice on how to make the most of the section opener.<br><br>Pupils will listen to or watch the first episode of *Trek's Reporters in Canada*. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 4 Lesson 1 |
| **10** | 1 | Grammar Book<br>Unit 6 | For the Speaking activity divide the pupils into pairs of one boy and one girl so they can role play mum and dad. Go round the class listening to pairs and then ask them to perform their role plays to the class. | Grammar Book<br>Page 43 task H<br>Pupils could prepare their own questions to ask the class. |
| | 2 | Pupil's Book<br>Unit 4 Lesson 2 | If pupils enjoy the chant, it can be repeated as many times as required.<br><br>Pupils could make a calendar on a large piece of card to stick on the wall. | Activity Book<br>Unit 4 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 4 Lesson 3 | Pupils could copy writing task F into their notebooks and draw a postcard of their own.<br><br>Pupils can now do Unit 4 Test (TRP). | Activity Book<br>Unit 4 Lesson 3<br><br>Companion<br>Unit 4 tasks |

| Week | Lesson | Objective | Tips | Homework |
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| **11** | 1 | Grammar Book<br>Unit 7 | The Speaking activities in this unit can be as class activities. | Grammar Book<br>Pupils could copy task E from page 47 into their notebooks. They could then make their own house rules and write it in their notebooks. |
| | 2 | Pupil's Book<br>Unit 5 Lesson 1 | Pupils will listen to or watch the second episode of *Trek's Reporters in Canada.* They may like to listen to or watch the first episode again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 5 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 5 Lesson 2 | Before pupils pen their books ask them which sports they play and like best.<br><br>Encourage pupils to do actions as they sing the song. | Activity Book<br>Unit 5 Lesson 2 |
| **12** | 1 | Grammar Book<br>Unit 8 | The Speaking activity on page 49 is the game Simon Says. First give the instructions yourself. Then you could choose more confident pupils to give instructions and take the role of teacher. | Grammar Book.<br>Pupils could copy the pictures and sentences from task C on page 50 into their books and then add two new ideas of their own. |
| | 2 | Pupil's Book<br>Unit 5 Lesson 3 | For extra practice of the imperative, encourage pupils stand up one at a time and give the class and instruction to follow.<br><br>Pupils can now do Unit 5 Test (TRP). | Activity Book<br>Unit 5 Lesson 3<br><br>Companion<br>Unit 5 tasks |
| | 3 | Pupil's Book<br>Unit 6 Lesson 1 | Pupils will listen to or watch the final episode of *Trek's Reporters in Canada.* They may like to listen to or watch the first and second episodes again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 6 Lesson 1 |

| Week | Lesson | Objective | Tips | Homework |
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| **13** | 1 | Grammar Book<br>Review 2 | If pupils have difficulties with any of the tasks in the review, encourage them to look back at the theory boxes in Units 5-8. Alternatively, you could go through the theory boxes before pupils do the review tasks and revise the grammar points covered in Units 5-8. | Pupils should revise Units 5-8 for Test 2 in the next grammar lesson. |
| | 2 | Pupil's Book<br>Unit 6 Lesson 2 | Before pupils open their books ask them if they like ice cream and which flavours.<br><br>You could also revise the numbers 1-20 before pupils open their books. | Activity Book<br>Unit 6 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 6 Lesson 3 | Pupils could copy their writing task onto paper and display their work on the wall.<br><br>Pupils can now do Unit 6 Test (TRP). | Activity Book<br>Unit 6 Lesson 3<br><br>Companion<br>Unit 6 tasks |
| **14** | 1 | Grammar Book<br>Test 2 | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do. | |
| | 2 | Pupil's Book<br>Let's remember<br>Units 4-6 | Tell pupils that *Let's Remember* is not a test but is revision of vocabulary and grammar that has been taught in Units 4-6. Explain that it will help them prepare for the test on Units 4-6. | Activity Book<br>Review 2 (Units 4-6)<br><br>Pupils should revise for Progress Test 2 (Units 4-6). |
| | 3 | Teacher's Book<br>Progress Test 2<br>(Units 4-6)<br><br>Pupil's Book<br>Fun & Games | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>Pupils can stand up and clap while singing the song. | Activity Book<br>Wordsearches units 4-6 |

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **15** | 1 | Grammar Book<br>Unit 9 | The speaking activity can be done as a class or in pairs. To extend the task, pupils could draw a picnic on the board and ask each other questions about it. | Grammar Book<br>Page 55 task C<br>Page 56 task E |
| | 2 | Free lesson | Go over the tests at the beginning of lesson and deal with any difficulties pupils may have.<br><br>The DVD episodes 4-6 can be watched again, and the songs can be sung again. | TRP colouring page |
| | 3 | Pupil's Book<br>Happy New Year!<br>pp 114-115 | Before they open their books, ask pupils what they do at New Year.<br><br>You could also use some of this lesson to go over any problem areas which may have come up in the tests. | |
| **16** | 1 | Grammar Book<br>Unit 10 | For further speaking practice, ask a pupil to stand at the front. Hand the pupil a pencil. Then say *Please give me the pencil*. Then ask the pupil to repeat what you said and hand the pencil the pencil back. The pupil then chooses another pupil who must ask for the pencil and then that pupil does the same. This continues until all pupils have handed over the pencil.<br><br>If you finish the lesson early continue on to Unit 11 pp 60-61. | Pupils can copy the object pronouns into their notebooks and learn them for dictation. |
| | 2 | Pupil's Book<br>Play: Cinderella<br>pp 108-109 | Pupils have now learned the vocabulary and grammar necessary to do the first play. Please see the Teacher's Book for notes and advice on how to make the most of the play. | Pupils can be given roles to learn for homework. |
| | 3 | Pupil's Book<br>Play: Cinderella | | |

| Week | Lesson | Objective | Tips | Homework |
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| **17** | 1 | Grammar Book<br>Unit 11 | The Speaking activity on page 62 can be extended by asking pupils to say what they do on Saturday and Sunday. | Grammar Book<br>Page 64 task G<br>Page 66 Task I |
| | 2 | Pupil's Book<br>Section Opener<br>pp 60-61<br><br>Unit 7 Lesson 1 | Please see the Teacher's Book for notes and advice on how to make the most of the section opener.<br><br>Pupils will listen to or watch the first episode of *Trek's Reporters in England*. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 7 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 7 Lesson 2 | Encourage pupils to make excited and scared faces as they sing. | Activity Book<br>Unit 7 Lesson 2 |
| **18** | 1 | Grammar Book<br>Unit 12 | You could write the answers on the board to make sure pupils have noted them down correctly in their books. | Pupils could be given the comparatives and superlatives from the grammar notes to learn for dictation.<br>ie happy – happier etc |
| | 2 | Pupil's Book<br>Unit 7 Lesson 3 | Before pupils open their books ask them what they want to be when they grow up.<br><br>The writing task F can be copied onto paper and displayed on the wall.<br><br>Pupils can now do Unit 7 Test (TRP). | Activity Book<br>Unit 7 Lesson 3<br><br>Companion<br>Unit 7 tasks |
| | 3 | Pupil's Book<br>Unit 8 Lesson 1 | Pupils will listen to or watch the second episode of *Trek's Reporters in England.* They may like to listen to or watch the first episode again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 8 Lesson 1 |

| Week | Lesson | Objective | Tips | Homework |
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| **19** | 1 | Grammar Book<br>Review 3 | If pupils have difficulties with any of the tasks in the review, encourage them to look back at the theory boxes in Units 9-12. Alternatively, you could go through the theory boxes before pupils do the review tasks and revise the grammar points covered in Units 9-12. | Pupils should revise Units 9-12 for Test 3 in the next grammar lesson. |
| | 2 | Pupil's Book<br>Unit 8 Lesson 2 | You could ask volunteers to write the answers for task D on the board so all pupils can check their work.<br><br>Pupils can sing the song from the previous lesson again to finish the lesson. You could divide the class into five groups and give each group a verse to sing. | Activity Book<br>Unit 8 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 8 Lesson 3 | The writing task F can be copied onto paper for pupils to take home and give to their parents.<br><br>Pupils can now do Unit 8 Test (TRP). | Activity Book<br>Unit 8 Lesson 3<br><br>Companion<br>Unit 8 tasks |
| **20** | 1 | Grammar Book<br>Test 3 | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>Hand back the tests and go over any problems in the next grammar lesson. | |
| | 2 | Pupil's Book<br>Unit 9 Lesson 1 | Pupils will listen to or watch the final episode of *Trek's Reporters in England.* They may like to listen to or watch the first and second episodes again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 9 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 9 Lesson 2 | Before pupils open their books ask them to tell you what they know about dinosaurs. | Activity Book<br>Unit 9 Lesson 2 |

| Week | Lesson | Objective | Tips | Homework |
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| **21** | 1 | Grammar Book<br>Unit 13<br>pp 74-75 | Unit 13 (*to be* Past Simple) is a large unit and it is the first time pupils meet the past tense. For this reason, the material should be covered in two lessons. | Pupils could learn the affirmative of *to be* past simple p74 for dictation. |
| | 2 | Pupil's Book<br>Unit 9 Lesson 3 | After Task A, ask what they like to learn about in history lessons.<br><br>Pupils can now do Unit 9 Test (TRP). | Activity Book<br>Unit 9 Lesson 3<br><br>Companion<br>Unit 9 tasks |
| | 3 | Pupil's Book<br>Let's remember<br>Units 7-9 | Remind pupils that *Let's remember* is not a test but is revision of vocabulary and grammar they learnt in Units 7-9. | Activity Book<br>Review 3 (Units 7-9)<br><br>Pupils should revise for Progress Test 3 (units 7-9) |
| **22** | 1 | Grammar Book<br>Unit 13<br>pp 76-79 | Briefly revise the grammar point on page 74 before continuing the unit. | Grammar Book<br>Page 77 task E<br>Page 78 task F |
| | 2 | Teacher's Book<br>Progress Test 3<br>(Units 7-9)<br><br>Pupil's Book<br>Fun & Games | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>If pupils enjoy the song they can sing it many times. | Activity Book<br>Wordsearches units 7-9 |
| | 3 | Free Lesson | Go over the test at the beginning of lesson and deal with any difficulties pupils may have.<br><br>The DVD episodes 4-6 can be watched again, and the songs can be sung again. | TRP colouring page |

| Week | Lesson | Objective | Tips | Homework |
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| **23** | 1 | Grammar Book<br>Unit 14<br>pp 80-81 | Unit 14 (the Past Simple) is a large unit and it is the first time pupils meet the Past Simple, other than in *to be*. For this reason, the material should be covered in three lessons.<br><br>For the speaking task, first brainstorm ideas with pupils to find words that go with the verbs in the box eg *listen to music*. You could write these ideas on the board. | The past simple affirmative of *play* on page 80 can be set for dictation. |
| | 2 | Pupil's Book<br>Section Opener<br>pp 84-85<br><br>Unit 10 Lesson 1 | Please see the Teacher's Book for notes and advice on how to make the most of the section opener.<br><br>Pupils will listen to or watch the first episode of *Trek's Reporters in Japan*. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 10 Lesson 1 |
| | 3 | Pupil's Book<br>Unit 10 Lesson 2 | Point out to pupils that they should look at the grammar box for help with task D. | Activity Book<br>Unit 10 Lesson 2 |
| **24** | 1 | Grammar Book<br>Unit 14<br>pp 82-85 | Before pupils open their books you could write these verbs on the board and see if they remember the Past Simple: *go, see, eat, give* | Pupils could learn the first column of irregular verbs on page 82 for dictation. |
| | 2 | Pupil's Book<br>Unit 10 Lesson 3 | After task B ask pupils which of these famous people they know.<br><br>The writing task F can be copied onto paper and displayed on the wall.<br><br>Pupils can now do Unit 10 Test (TRP). | Activity Book<br>Unit 10 Lesson 3<br><br>Companion<br>Unit 10 tasks |
| | 3 | Pupil's Book<br>Unit 11 Lesson 1 | Pupils will listen to or watch the second episode of *Trek's Reporters in Japan.* They may like to listen to or watch the first episode again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 11 Lesson 1 |

| Week | Lesson | Objective | Tips | Homework |
|---|---|---|---|---|
| **25** | 1 | Grammar Book<br>Unit 14<br>pp 86-87 | At the beginning of the lesson go over the previous grammar notes in this unit to make sure pupils remember the affirmative regular and irregular and the negative of the Past Simple. | Pupils could learn the second column of irregular verbs on page 82 for dictation. |
| | 2 | Pupil's Book<br>Unit 11 Lesson 2 | After they sing the song you could ask pupils how many animals they can name in English. Write their ideas on the board. | Activity Book<br>Unit 11 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 11 Lesson 3 | After task B ask pupils if they have seen litter on beaches and if there are fires in the forests in their country.<br><br>Pupils can now do Unit 11 Test (TRP). | Activity Book<br>Unit 11 Lesson 3<br><br>Companion<br>Unit 11 tasks |
| **26** | 1 | Grammar Book<br>Unit 15<br>pp 88-89 | Unit 15 (*be going to*) is a large unit and the tense is new, so the material should be covered in two lessons.<br><br>The speaking task on page 89 can be extended with pupils' own ideas. | You could set the second column in the grammar box on page 88 for dictation. |
| | 2 | Pupil's Book<br>May Day<br>pp 116-117 | Ask pupils how they celebrate May Day.<br><br>The cards can be displayed in the classroom or pupils can give them to family members. | |
| | 3 | Pupil's Book<br>Unit 12 Lesson 1 | Pupils will listen to or watch the final episode of *Trek's Reporters in Japan.* They may like to listen to or watch the first and second episodes again so they can remember what has happened so far. After the episode, pupils can use their masks for role play. | Activity Book<br>Unit 12 Lesson 1 |

| Week | Lesson | Objective | Tips | Homework |
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| **27** | 1 | Grammar Book<br>Unit 15<br>pp 90-93 | You could go over the theory on page 88 again before moving onto the negative and question forms.<br><br>The speaking task can be done in pairs. One pupil asks questions and the other answers. Pairs can then report some of their questions and answers back to the class. | Grammar Book<br>Page 93 task H 4-6<br><br>You could also ask pupils to learn all the forms of *be going to* for dictation. |
| | 2 | Pupil's Book<br>Unit 12 Lesson 2 | If pupils enjoy the chant, it can be repeated as many times as required.<br><br>Time permitting, task D can be copied neatly into pupils' notebooks. | Activity Book<br>Unit 12 Lesson 2 |
| | 3 | Pupil's Book<br>Unit 12 Lesson 3 | Time permitting, pupils can write a paragraph of their own in their notebooks about what they will take on holiday with them. They can use task A for ideas.<br><br>Pupils can now do Unit 12 Test (TRP). | Activity Book<br>Unit 12 Lesson 3<br><br>Companion<br>Unit 12 tasks |
| **28** | 1 | Grammar Book<br>Unit 16 | For the Speaking activity on page 95, pupils can first describe what they can see in each picture and then decide which of these activities they and their friends will do this summer. | Grammar Book<br>Page 97 task E |
| | 2 | Pupil's Book<br>Let's remember!<br>(Units 10-12) | Remind pupils that *Let's remember* is not a test but is revision of vocabulary and grammar they learnt in Units 10-12. | Activity Book<br>Review 4 (Units 10-12)<br><br>Pupils should revise for Progress Test 4 (Units 10-12) |
| | 3 | Teacher's Book<br>Progress Test 4<br>(Units 10-12)<br><br>Pupil's Book<br>Fun & Games | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>You could divide the class into two groups and have a singing competition. | Activity Book<br>Wordsearches 10-12 |

| Week | Lesson | Objective | Tips | Homework |
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| **29** | 1 | Grammar Book<br>Review 4 | If pupils have difficulties with any of the tasks in the review, encourage them to look back at the theory boxes in Units 13-16. Alternatively, you could go through the theory boxes before pupils do the review tasks and revise the grammar points covered in Units 13-16. | Pupils should revise Units 13-16 for Test 4 in the next lesson. |
| | 2 | Free Lesson | Go over the test at the beginning of the lesson and deal with any difficulties pupils may have.<br><br>The DVD episodes 10-12 can be watched again, and the songs can be sung again. | TRP colouring page |
| | 3 | Pupil's Book<br>Play: Aladdin<br>pp 110-111 | Pupils have now learned the vocabulary and grammar necessary to do the second play. Please see the Teacher's Book for notes and advice on how to make the most of the play. | Pupils can be given roles to learn for homework. |
| **30** | 1 | Grammar Book<br>Test 4 | Encourage pupils to do the test on their own. Before beginning, go through the tasks with them to make sure everyone understands what they have to do.<br><br>Go over the test in the next lesson to cover any problems pupils may have had. | |
| | 2 | Pupil's Book<br>Play: Aladdin | | |
| | 3 | Free lesson | | |