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Second Edition

Hip Hip

Hooray!

Teacher's Edition

1



PEARSON
Longman

Beat Eisele • Catherine Yang Eisele
Stephen M. Hanlon • Rebecca York Hanlon

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Syllabus

	Grammar	Vocabulary
1	Sam and Sally meet	
Learn 1	What's your name? My name's Jake.	Names: Jake, Pam, Andy, Lara
Learn 2	How are you? I'm tired.	Adjectives: tired, sick, hurt, fine
Learn 3	Is it a bird? Yes, it is. / No, it isn't. It's a duck.	Animals: a bird, a duck, a chicken, a rabbit, a cat, a mouse
2	Is it a cat?	
Learn 1	Are you hot? Yes, I am. / No, I'm not.	Adjectives: hot, cold, hungry, thirsty
Learn 2	Is he/she happy? Yes, he/she is. / No, he/she isn't.	Feelings: happy, sad, scared, angry, excited, bored
Learn 3	What's this/that? It's a pen.	Classroom items: a pen, a pencil, a book, a CD, a school bag, an eraser
3	Sam's birthday	
Learn 1	How old are you? I'm seven. How old is he/she? He's/She's seven.	Numbers: 0-20
Learn 2	How many candles are there? There's one candle. / There are (six) candles.	Party items: candle, candles, gift, gifts, cake, cakes, balloon, balloons, chair, chairs, table, tables
Learn 3	What toys do you like? I like kites.	Toys: kites, yo-yos, cars, dolls, robots, video games
4	Sally can climb	
Learn 1	I/He/She can swim. Can you/he/she swim? Yes, I/he/she can. / No, I/he/she can't.	Actions: swim, climb, skate
Learn 2	What can you/he/she/it do? I/He/She/It can whistle.	Actions: whistle, sing, draw, jump high, run fast, ride a bike
Learn 3	I'm/He's/She's/It's/You're/We're/They're tall.	Adjectives: tall, short, big, small, young, old, fast, slow

	Grammar	Vocabulary
5 What are these?		
Learn 1	What are these/those? They're bees.	Insects: bees, ants, worms, spiders, ladybugs, butterflies
Learn 2	Are they frogs? Yes, they are. / No, they aren't.	Animals: frogs, turtles, squirrels, cows, goats, horses
Learn 3	Where's the (spider)? It's in the (bag). Where are the (spiders)? They're in the (bag).	Prepositions: in, on, under, behind
6 It's the city!		
Learn 1	Who's he/she? He's/She's my father/mother.	Relatives: father, mother, brother, sister
Learn 2	Is he/she your grandfather/grandmother? Yes, he/she is. / No, he/she isn't.	Relatives: grandfather, grandmother, uncle, aunt, cousin
Learn 3	Look at this/that bus. It's (small). Look at these/those buses. They're (small).	Transportation: bus, taxi, bicycle, motorcycle, truck, train, ship, airplane
7 At the mall		
Learn 1	What's your favorite color? I like red.	Colors: red, orange, yellow, green, blue, pink, purple, brown, black, white, gray
Learn 2	Do you like apples? Yes, I do. / No, I don't.	Fruits: apples, oranges, bananas, strawberries, pineapple, watermelon
Learn 3	Let's go to the mall. Good idea! / Great! / OK!	Places: mall, bakery, grocery store, food court, library, park
8 In the park		
Learn 1	What do you want? I want fish. What does he/she want? He/She wants fish.	Food items: fish, chicken, rice, bread, noodles, vegetables
Learn 2	Do you want water? Yes, please. / No, thank you. Does he/she want water? Yes, he/she does. / No, he/she doesn't.	Drinks: water, milk, juice, hot chocolate, iced tea, soda
Learn 3	How's the (rice)? It's sweet. How are the (vegetables)? They're sweet.	Tastes: sweet, sour, salty, bitter, spicy

Introduction

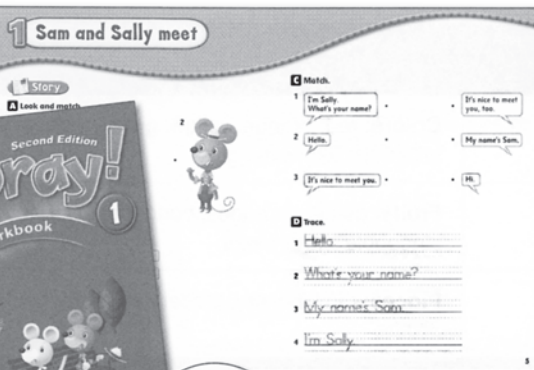
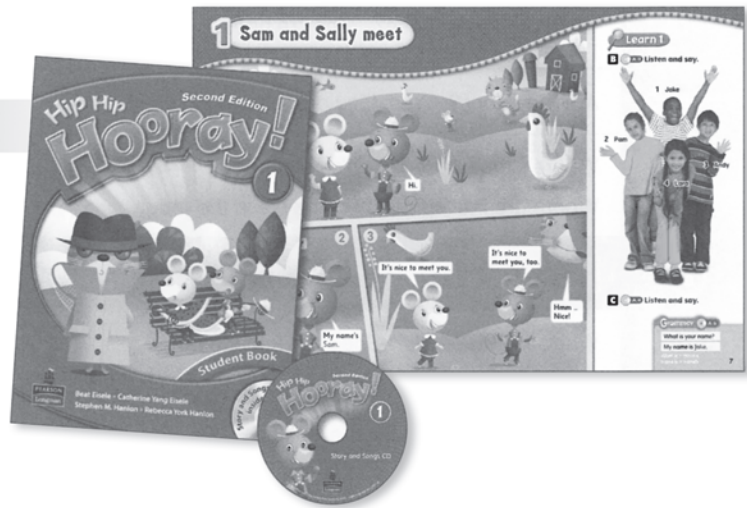
Hip Hip Hooray! Second Edition is a six-level primary course that features updated classic children's stories to motivate students for success in English.

The course presents over 1,000 target vocabulary items and 144 target language structures through a four-skills step-by-step sequence of presentation, practice and production. Students learn language through engaging stories, songs, chants, and a variety of practice activities.

Components

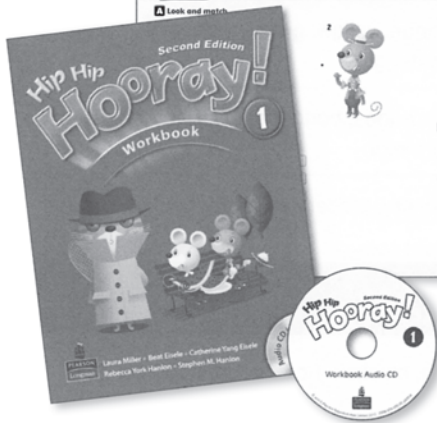
Student Book

The Student Book is the central component of *Hip Hip Hooray! Second Edition*. It is split into eight 12-page units with a 2-page review after every two units. Each unit contains three presentations of target vocabulary and language structures that are recycled throughout the course. The Student Book includes songs, chants, a variety of practice activities and an updated classic children's story in the form of a comic strip that runs through the eight units. It comes with its own audio CD containing the story audio and songs/chants only.



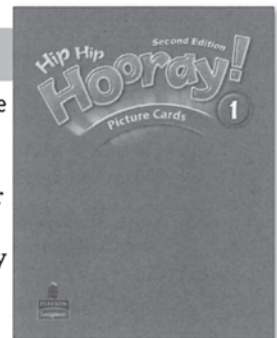
Workbook

The Workbook follows the structure of the eight units in the Student Book. There is one page of activities for each of the 12 pages of the Student Book unit to provide reinforcement for the language learning in the Student Book. The Workbook comes with its own audio CD for listening activities, and can be used in class or for homework.



Picture Cards

The Picture Cards include all the target vocabulary items in the Student Book. One side shows the color picture, while the other side shows the word. They are large cards for use in vocabulary presentations or reinforcement activities.



Class Audio CDs

The Class Audio CDs contain all the listening activities, language models, songs, chants, and story episodes from the Student Book. There are two CDs for each Student Book: CD A covers Units 1–4 and the first two reviews; CD B covers Units 5–8 and the last two reviews.



Activity Cards

The Activity Cards are similar to common playing cards with one side showing the color picture and the word, while the other side has an identical pattern on all cards. They are small cards for use when students work in pairs or in small group activities. All the target vocabulary items in the Student Book are included.



Poster Pack

The Poster Pack contains eight large posters of the story episodes in the Student Book. Each poster covers the two story episodes in each unit. They can be put up on the wall to increase the opportunities for students to practice reading, and to assist in story role-plays and picture talk.



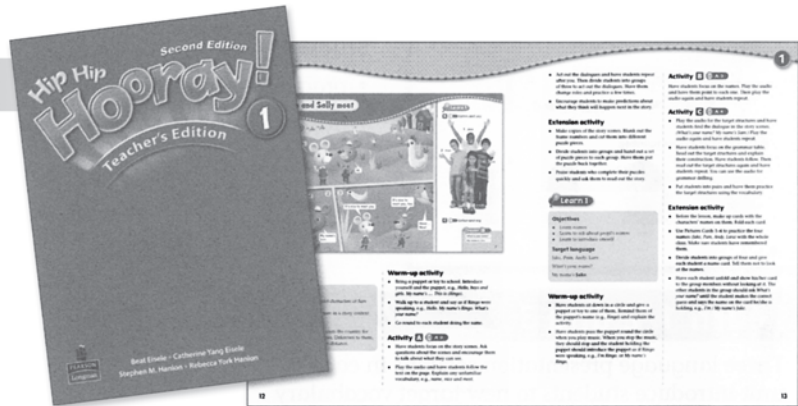
Active Teach

The Active Teach is a full digital version of the Student Book. It contains audio- and answer-tagged Student Book pages, interactive practice activities, picture cards with audio and karaoke-style songs and chants. It can be used to engage students in classroom practice on an interactive whiteboard, a flat surface via a projector, or a computer as an eBook.



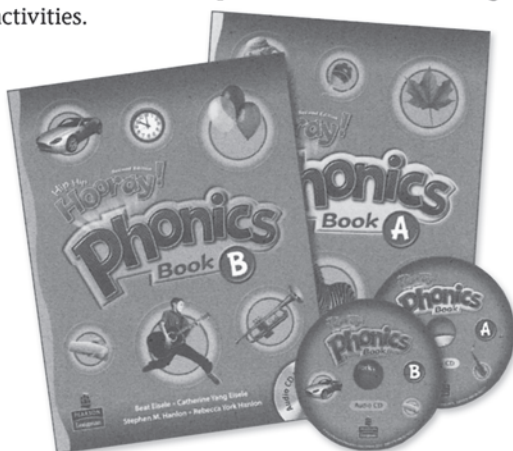
Teacher's Edition

The Teacher's Edition provides lesson plans for every section of the Student Book. The lesson plans follow a step-by-step approach and include ideas for warm-up activities to begin lessons, and optional extension activities. It also includes photocopiable activity sheets, an activity bank, the Workbook answer key and the Workbook audio script.



Phonics Book A & B

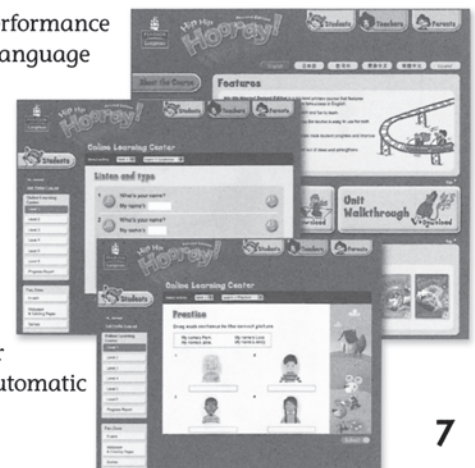
The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.



www.HipHipHoorayOnline.com

The course website provides support and downloadable materials for teachers, including the *Hip Hip Hooray! Second Edition* Test Bank, a section for parents with Home Practice Support Guides, and an Online Learning Center for students. The Online Learning Center includes:

- Progress reports for performance tracking of all target language
- Listen-and-record tool for pronunciation practice
- Dictation tasks for listening and writing practice, with automatic scoring
- Interactive practice activities for grammar reinforcement, with automatic scoring



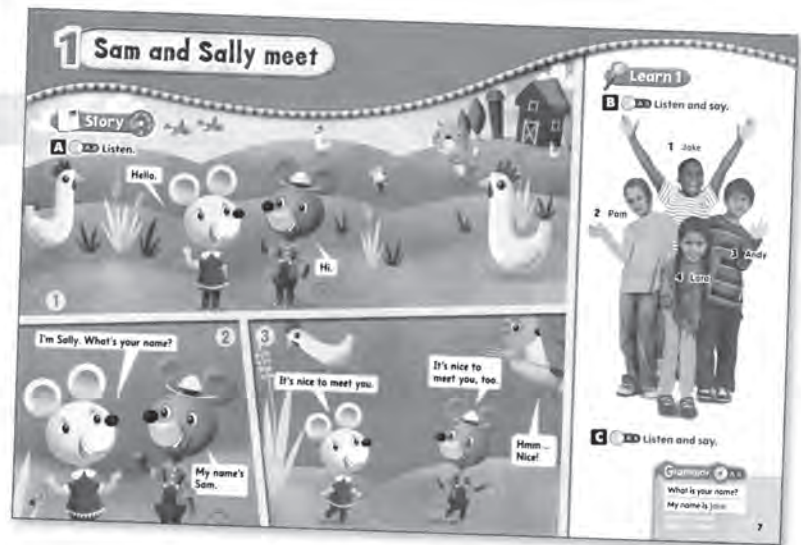
Unit Description

First story episode

Each unit of the *Hip Hip Hooray! Second Edition* Student Book begins with an episode of the story that runs through the eight units of the book. The first target language structure of the unit is presented by the characters in the story.

Students will

- find the story engaging and motivating.
- see the target structure modeled in context.



Song/Chant

A fun song/chant and accompanying listening tasks reinforce the language of Learn 1. A separate music-only track for each song/chant can be used for "karaoke" style performance.

Students will

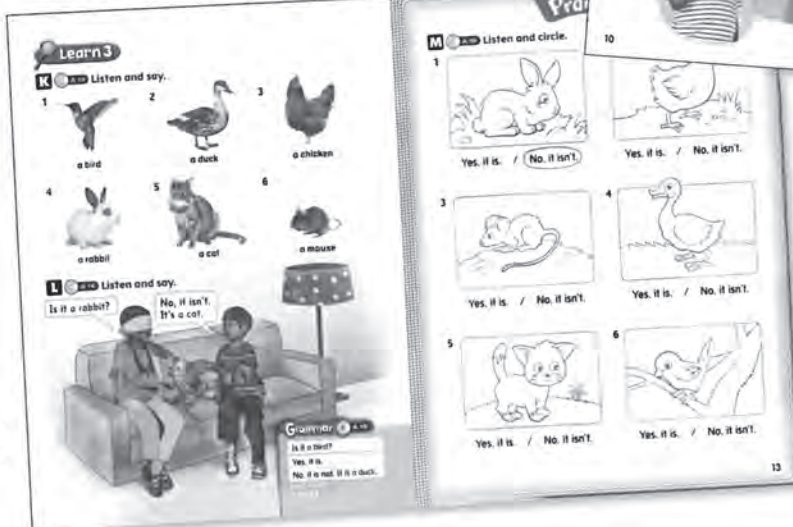
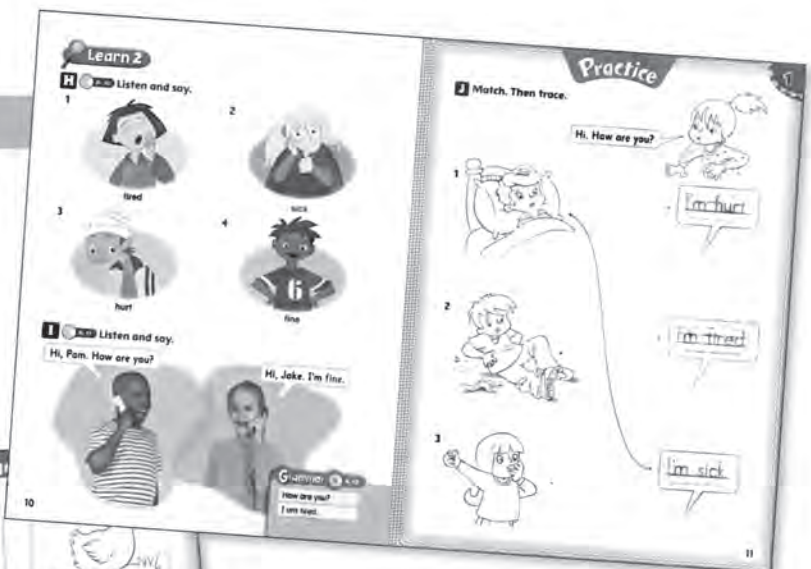
- practice new language in a fun and rhythmic way.
- improve fluency through producing language rapidly without pauses.

Learn 1, 2 and 3

Three language presentation sections in each unit introduce students to new target vocabulary and structures through clear images, real-world modeling and formal grammar tables.

Students will

- be introduced to new language in a clear and understandable way.
- be able to substitute vocabulary into newly-acquired language structures.



Each Learn section is supported by a page of practice activities. The activities provide reinforcement of target language through a combination of listening, reading and writing.

Students will

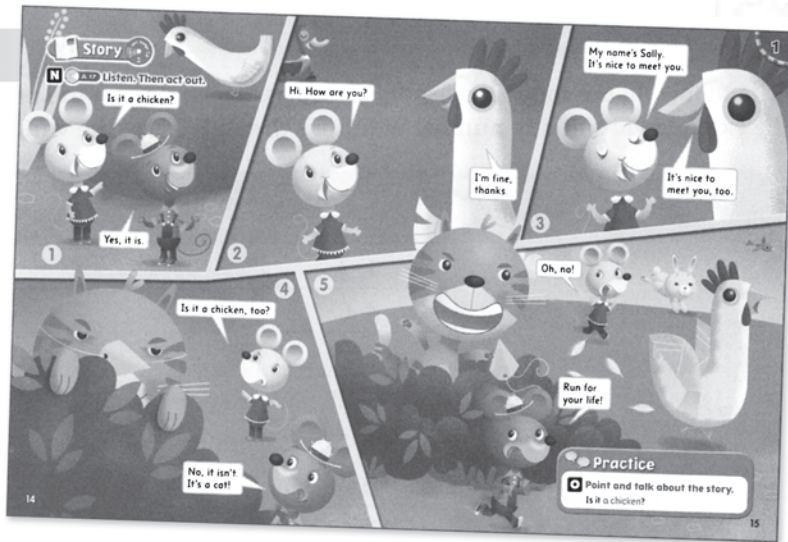
- apply newly learned language through meaningful practice.
- develop listening, reading and writing skills.

Second story episode

The second story episode in each unit consolidates the target language from the Learn sections in the unit. Prompts are provided to enable students to talk about the story scenes using both target and recycled language.

Students will

- see how the new language they have learned is used in conversation.
- practice language through role-play.



Test

Each unit contains a listening- and reading-based test to formally assess student progress.

Students will

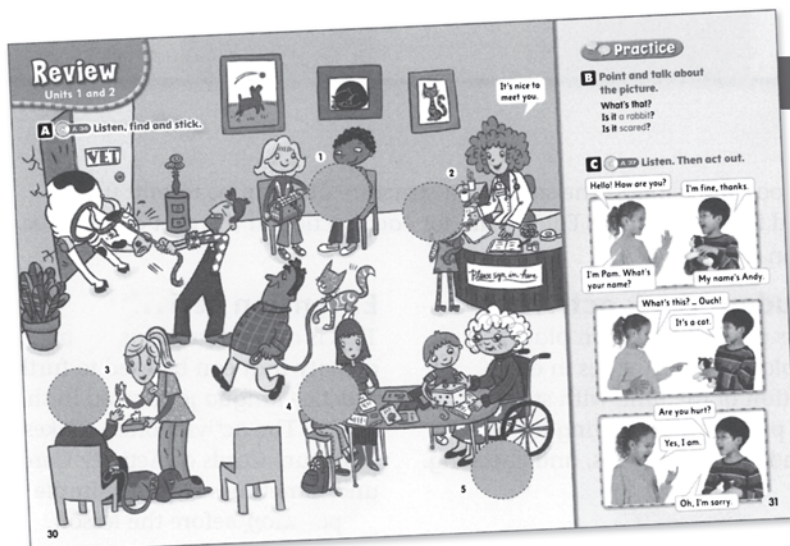
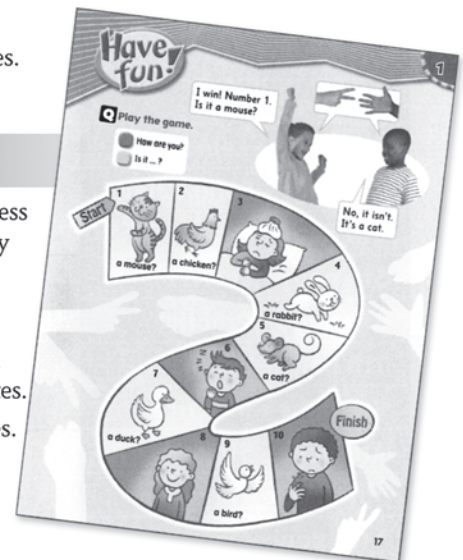
- be able to see their progress.
- understand their strengths and weaknesses.

Have fun!

Each unit ends with an informal progress check in the form of a speaking activity that reviews target language.

Students will

- be able to practice language in a fun and supportive format with classmates.
- be motivated by competitive activities.



Review

A review section after every two units provides extensive listening and speaking practice of target language learned in the preceding two units and recycled language from earlier units.

Students will

- be motivated to practice language using stickers.
- use language in role-play.

Course planning

The following are suggested lesson schedules, depending on the number of lessons allocated. The course can be extended to suit any number of lessons through use of the variety of components and support activities.

	30 lessons per level	32 lessons per level	36 lessons per level	40 lessons per level	60 lessons per level
Unit 1	1–3	1–3	1–4	1–4	1–7
Unit 2	4–6	4–6	5–8	5–8	8–14
Review	7	7–8	9	9–10	15
Unit 3	8–10	9–11	10–13	11–14	16–22
Unit 4	11–13	12–14	14–17	15–18	23–29
Review	14	15–16	18	19–20	30
Unit 5	15–17	17–19	19–22	21–24	31–37
Unit 6	18–20	20–22	23–26	25–28	38–44
Review	21–22	23–24	27	29–30	45
Unit 7	23–25	25–27	28–31	31–34	46–52
Unit 8	26–28	28–30	32–35	35–38	53–59
Review	29–30	31–32	36	39–40	60
	3 lessons per unit	3 lessons per unit	4 lessons per unit	4 lessons per unit	7 lessons per unit
1st page – Story	1	1	1	1	1
2nd page – Learn 1					2
3rd page – Song/Chant			3		
4th page – Practice			4		
5th page – Learn 2	2	2		4	
6th page – Practice			2		2
7th page – Learn 3	3	3		6	
8th page – Practice			3		3
9th page – Story	3	3		4	
10th page – Practice					
11th page – Test					
12th page – Have fun!					

Lesson structure

All *Hip Hip Hooray! Second Edition* Student Book units follow the same unit structure and can be taught using the same pattern. The lesson plans provided in this Teacher's Edition are for each section of the unit and can be taught at various paces depending on lesson times.

Warm-up activity

This is a gentle, short introduction activity to get the class back into using English and to review previously taught language. The activity should be fun and engaging for students.

Student Book activities

This part of the lesson plan explains the activities in each section of the unit, with steps for presentation, setting up and conducting activities, and checking.

Extension activity

This is an optional classroom activity that can be used to further practice language covered in the lesson. The activity often makes use of Picture Cards or Activity Cards, and sometimes requires simple preparation before the lesson.

68 lessons per level	96 lessons per level	144 lessons per level	180 lessons per level	280 lessons per level	
1–8	1–11	1–17	1–21	1–32	Unit 1
9–16	12–22	18–34	22–42	33–64	Unit 2
17	23–24	35–36	43–45	65–70	Review
18–25	25–35	37–53	46–66	71–102	Unit 3
26–33	36–46	54–70	67–87	103–134	Unit 4
34	47–48	71–72	88–90	135–140	Review
35–42	49–59	73–89	91–111	141–172	Unit 5
43–50	60–70	90–106	112–132	173–204	Unit 6
51	71–72	107–108	133–135	205–210	Review
52–59	73–83	109–125	136–156	211–242	Unit 7
60–67	84–94	126–142	157–177	243–274	Unit 8
68	95–96	143–144	178–180	275–280	Review
8 lessons per unit	11 lessons per unit	17 lessons per unit	21 lessons per unit	32 lessons per unit	
1	1	1–2	1–2	1–3	1st page – Story
2	2	3–4	3–4	4–6	2nd page – Learn 1
3	3	5	5	7–9	3rd page – Song/Chant
		6	6–7	10–11	4th page – Practice
4	4	7–8	8–9	12–14	5th page – Learn 2
	5	9	10–11	15–16	6th page – Practice
5	6	10–11	12–13	17–19	7th page – Learn 3
	7	12	14–15	20–21	8th page – Practice
6	8	13–14	16–17	22–24	9th page – Story
7	9	15	18–19	25–27	10th page – Practice
8	10	16	20	28–29	11th page – Test
	11	17	21	30–32	12th page – Have fun!

Lesson timings

Depending on the time allocated, the following is a breakdown of a typical lesson.

Classroom activity	Lesson time (minutes)							
Warm-up	5	5	5	5	5	10	15	
Homework check	2	5	5	5	5	10	15	
Student Book activities	10	12	15	15	20	30	40	
Extension activity	10	15	15	20	25	35	45	
Homework assignment	3	3	5	5	5	5	5	
Total minutes	30	40	45	50	60	90	120	

1

1 Sam and Sally meet

Story

A Listen.

1 Hello.

Hi.

2 I'm Sally. What's your name?

My name's Sam.

3 It's nice to meet you.

It's nice to meet you, too.

Hmm ... Nice!

Learn 1

B Listen and say.

1 Jake

2 Pam

3 Andy

4 Lara

C Listen and say.

Grammar

What is your name?

My name is Jake.

Story

Objectives

- Introduce the story and characters of *Town Mouse and Country Mouse*
- Present Learn 1 structure in a story context

Storyline

Sally is from the city. She visits the country for the first time and meets Sam. Unknown to them, a cat is observing them from a distance.

Warm-up activity

- Bring a puppet or toy to school. Introduce yourself and the puppet, e.g., *Hello, boys and girls. My name's ... This is (Ringo).*
- Walk up to a student and say as if Ringo were speaking, e.g., *Hello. My name's Ringo. What's your name?*
- Go round to each student doing the same.

Activity A

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *name, nice* and *meet*.

- Act out the dialogues and have students repeat after you. Then divide students into groups of three to act out the dialogues. Have them change roles and practice a few times.
- Encourage students to make predictions about what they think will happen next in the story.

Extension activity

- Make copies of the story scenes. Blank out the frame numbers and cut them into different puzzle pieces.
- Divide students into groups and hand out a set of puzzle pieces to each group. Have them put the puzzle back together.
- Praise students who complete their puzzles quickly and ask them to read out the story.



Learn 1

Objectives

- Learn names
- Learn to ask about people's names
- Learn to introduce oneself

Target language

Jake, Pam, Andy, Lara

What's your name?

My name's Jake.

Warm-up activity

- Have students sit down in a circle and give a puppet or toy to one of them. Remind them of the puppet's name (e.g., *Ringo*) and explain the activity.
- Have students pass the puppet round the circle when you play some music. When you stop the music, they should stop and the student holding the puppet should introduce the puppet as if Ringo were speaking, e.g., *I'm Ringo.* or *My name's Ringo.*

Activity B A 3

Have students focus on the names. Play the audio and have them point to each one. Then play the audio again and have students repeat.

Activity C A 4-5

- Play the audio for the target structures and have students find the dialogue in the story scenes. (*What's your name? My name's Sam.*) Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

Extension activity

- Before the lesson, make up cards with the characters' names on them. Fold each card.
- Use Pictures Cards 1–4 to practice the four names (*Jake, Pam, Andy, Lara*) with the whole class. Make sure students have remembered them.
- Divide students into groups of four and give each student a name card. Tell them not to look at the names.
- Have each student unfold and show his/her card to the group members without looking at it. The other students in the group should ask *What's your name?* until the student makes the correct guess and says the name on the card he/she is holding, e.g., *I'm / My name's Jake.*

Song 18-19

D A 6-7 Trace. Then sing.

Hi. Hello.
Hi. Hello.
My name's
Jake.

What's your name?


My name's
Andy.


My name's
Lara.


My name's
Pam.


Hi. Hello. What's your name?

E A 8 Listen and number.

a  Pam **3**


b  Andy **1**


c  Jake **4**


d  Lara **2**


Practice 1

F A 9 Listen and number. Then trace.

a  My name's Pam.

b  My name's Jake.

c  My name's Andy.

d  My name's Lara.

G Trace and write your name. Then draw yourself.

Hello. What's your name?

Hi. My name's May

Suggested answers
Students' answers can vary.

Song

Objective

Practice target language from Learn 1 in a song

Warm-up activity

- Arrange chairs in a circle—there should be enough chairs for all students. Play the song and have students move around.
- Each time you stop the song, have students sit down and repeat or sing the last word or phrase they have heard, e.g., *hello*, *your name* or *Jake*.
- Play the song again and continue in the same way until students have practiced most of the language in the song.

Activity D A 6-7

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with the lyrics. Then play it again while they trace the words.
- Check that students have completed the activity correctly.
- Play the audio and encourage students to sing or chant along. When students are confident enough, try using the music-only version.

Activity E A 8

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.

- Play the audio once and let students become familiar with it. Then play it again for them to number the items.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

Extension activity

- Assign the lines of each character (*Jake, Pam, Andy, Lara*) to individual students to sing as a solo.
- Have the rest of the class sing the other parts of the song. Instruct the soloists when to start and stop singing.
- Vary by giving the solo parts to different students.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- With your finger, write a letter in the air and ask students to name it. Repeat several times with different letters.
- Divide students into groups and ask them to continue in the same way. Ask groups to keep a record of the letters and the students who have made the correct guess.

Activity **F** **9**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the items.

- Check that students have completed the activity correctly. Play the audio once more if necessary. Then have them trace the words. Walk around and monitor progress.

Activity **G**

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students trace the words and write their names. Then ask them to draw pictures of themselves. Walk around and monitor progress.
- Check that students have completed the activity correctly. Have them swap books and compare each other's answers. Encourage them to introduce themselves to their partners.

Extension activity

- Prepare a set of alphabet cards and give each student a card. For bigger classes, put students into pairs. For small classes, students can have more than one card each.
- Call out words from the unit, e.g., *Jake, nice, name*, etc. and ask students with the corresponding letters to go up to the front of the classroom and line up in the correct order to spell the word.
- Ask students to swap cards and repeat the activity several times.

Learn 2

H A 10 Listen and say.

1

tired

2

sick

3

hurt

4

fine

I A 11 Listen and say.

Hi, Pam. How are you?

Hi, Jake. I'm fine.

Grammar A 12

How are you?
I am tired.
I am fine.

10

Practice

J Match. Then trace.

1

2

3

Hi. How are you?

I'm hurt.

I'm tired.

I'm sick.

11

Learn 2

Objectives

- Learn adjectives to describe health conditions
- Learn to ask about health conditions
- Learn to describe one's health condition

Target language

tired, sick, hurt, fine

How are you?
I'm tired.

Warm-up activity

- Act out the meaning of the four target words (*tired, sick, hurt, fine*) and have students guess the words.
- Praise students who guess the words even if they say them in their native language. Then say the English word and have them repeat.
- Continue in the same way, calling out different students to make sure everybody has a chance to say the words.

Activity **H** A 10

Have students focus on the health descriptions. Play the audio and have them point to each one. Then play the audio again and have students repeat.



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UPDATED

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NEW

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extends practice in and out of class and strengthens home-school connection

Components

- Student Book with Audio CD
- Workbook with Audio CD
- Phonics Book with Audio CD
- Active Teach for IWB
- Teacher's Edition
- Online Learning Center at www.HipHipHoorayOnline.com
- Class Audio CDs
- Activity Cards
- Picture Cards
- Poster Pack

Great teachers
inspire

Great teachers
motivate

Great teachers
change
the world



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