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Hip Hip Hooray!

Second Edition

Teacher's Edition

2



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Syllabus

	Grammar	Vocabulary
1 At the toy store		
Learn 1	What does he/she do? He's/She's a police officer. What do they do? They're police officers.	Occupations: police officer, mail carrier, doctor, farmer, baker, toy maker
Learn 2	Is he/she a teacher? Yes, he/she is. / No, he/she isn't. Are they teachers? Yes, they are. / No, they aren't.	Occupations: teacher, carpenter, firefighter, pilot, dentist, nurse
Learn 3	What's he/she like? He's/She's kind.	Adjectives: kind, mean, generous, greedy, brave, cowardly, hard-working, lazy
2 Late at night		
Learn 1	What do you need? I need a mop. What does he/she need? He/She needs a mop.	Household items: a mop, a bucket, a broom, a dustpan, a trash can, a sponge
Learn 2	Is the (mop) above the (bucket)? Yes, it is. / No, it isn't. Are the (mops) above the (bucket)? Yes, they are. / No, they aren't.	Prepositions: above, next to, in front of, between __ and __
Learn 3	Can you sweep the floor, please? Sure, no problem. / Sorry, I'm busy.	Household chores: sweep the floor, mop the floor, pick up the trash, empty the trash, wash the dishes, water the plants
3 Surprise!		
Learn 1	There's a monitor (on the table). There are speakers (on the table).	Computer equipment: monitor, keyboard, mouse, flash drive, webcam, speakers
Learn 2	Is there a pencil case (on the desk)? Yes, there is. / No, there isn't. Are there pencil cases (on the desk)? Yes, there are. / No, there aren't.	Classroom items: pencil case, notebook, pencil sharpener, ruler, colored pencil, marker
Learn 3	How's the weather? It's sunny.	Weather adjectives: sunny, cloudy, windy, rainy, foggy, snowy
4 That ball is cool!		
Learn 1	This/That (doll) is cute. These/Those (dolls) are ugly. Is this/that (robot) expensive? Yes, it is. / No, it isn't. It's cheap. Are these/those (shoes) new? Yes, they are. / No, they aren't. They're used.	Adjectives: cute, ugly, expensive, cheap, new, used
Learn 2	What's 20 plus 10? 20 plus 10 equals 30. What's 20 minus 10? 20 minus 10 equals 10.	Numbers: 20–30, 40, 50, 60, 70, 80, 90, 100
Learn 3	How much is it? It's \$1. How much are they? They're \$1.	Money: \$1, \$10, \$100

	Grammar	Vocabulary
5 Who makes the toys?		
Learn 1	What are you/they doing? I'm/They're reading. What's he/she doing? He's/She's reading.	Activities: reading, writing, painting, thinking, eating, sleeping
Learn 2	Are you watching TV? Yes, I am. / No, I'm not. Is he/she watching TV? Yes, he/she is. / No, he/she isn't.	Activities: watching TV, surfing the Web, listening to music, playing a video game, playing a board game, studying for an exam
Learn 3	This is the bedroom.	Rooms: bedroom, living room, dining room, kitchen, bathroom, balcony
6 A nice idea		
Learn 1	What do you/they have? I/They have a baseball. What does he/she have? He/She has in-line skates.	Sports equipment: a baseball, a basketball, a jump rope, a skateboard, a racket, in-line skates
Learn 2	Do you have a puzzle? Yes, I do. / No, I don't. Does he/she have marbles? Yes, he/she does. / No, he/she doesn't.	Toys: a puzzle, a board game, a dollhouse, marbles, trading cards, building blocks
Learn 3	What are you/they wearing? I'm wearing a dress. / We're/They're wearing dresses. What's he/she wearing? He's/She's wearing a dress.	Clothes: dress, skirt, jacket, shirt, pants, shorts, shoes, slippers
7 Say "Cheese!"		
Learn 1	Whose (pencil case) is this/that? It's my (pencil case). Whose (markers) are these/those? They're my (markers).	Possessive pronouns: my, your, his, her, their, our
Learn 2	My/His/Her head hurts.	Parts of the body: head, eye, nose, ear, mouth, arm, hand, leg, foot
Learn 3	What's wrong? I have a cold. / He/She has a cold.	Illnesses: a cold, a headache, a toothache, a stomachache, a sore throat, a nosebleed
8 Watch out!		
Learn 1	Imperatives: Help! Stop! Watch out! Don't push! Don't touch that! Don't cut in line!	
Learn 2	Where are you/they going? I'm/We're/They're going to English class.	School classes: English class, math class, music class, art class, geography class, computer class, science class, PE class
Learn 3	Are you/they going to dance class? Yes, I am. / Yes, we/they are. No, I'm/we're/they're going to band practice.	School activities: dance class, band practice, choir practice, scout meeting, science fair, volleyball game

Introduction

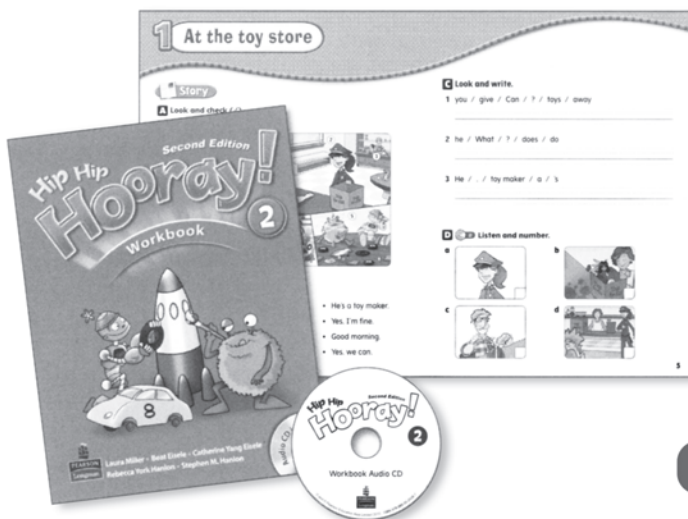
Hip Hip Hooray! Second Edition is a six-level primary course that features updated classic children's stories to motivate students for success in English.

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.

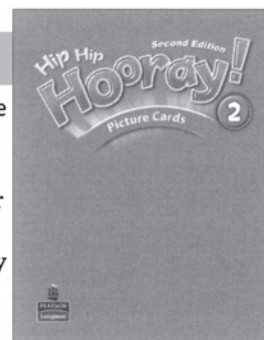
Class Audio CDs

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.



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.



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.



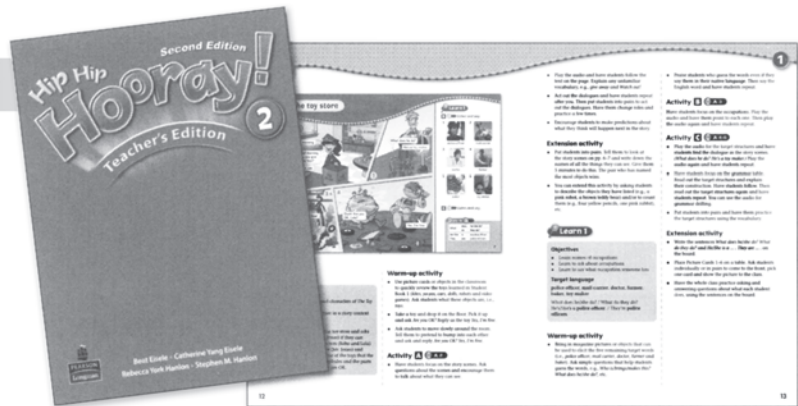
Active Teach

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.



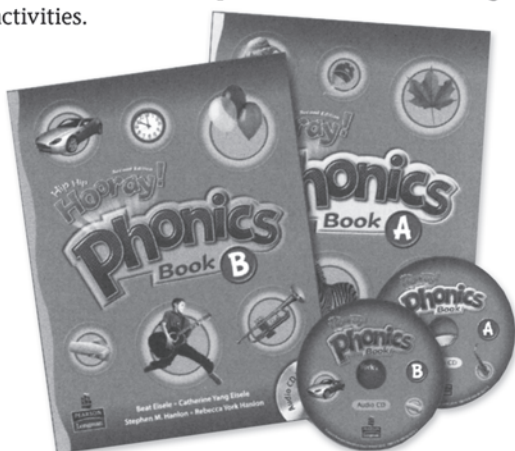
Teacher's Edition

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

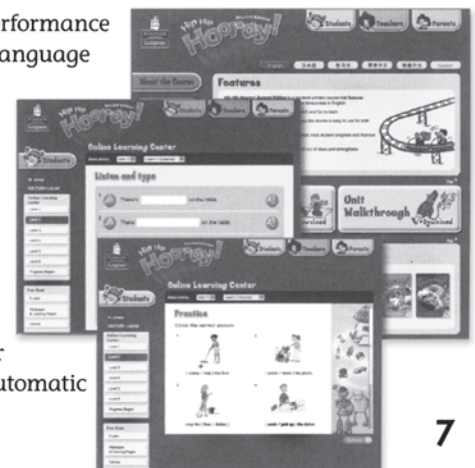
The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.



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



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 At the toy store

Story

A Listen.

Good morning.
Good morning. Can you give away toys?
Yes, we can.

What does he do?
He's a toy maker.

Watch out!
Oh, dear!

Ouch! Are you OK, Lola?
Yes, I'm fine.

Boom!

Learn 1

B Listen and say.

- police officer
- mail carrier
- doctor
- farmer
- baker
- toy maker

C Listen and say.

Grammar

What	does	he/she do?
	do	they do?
He/She	is	a police officer.
They	are	police officers.

Story

Objectives

- Introduce the story and characters of *The Toy Mystery*
- Present Learn 1 structure in a story context

Storyline

A police officer goes into the toy store and asks the toy maker's wife (Mrs. Jones) if they can give away toys. Two characters (Bobo and Lola) are watching the toy maker (Mr. Jones) and discussing what he does. One of the toys that the toy maker is working on explodes and the parts hit Bobo and Lola, but they are OK.

Warm-up activity

- Use picture cards or objects in the classroom to quickly review the toys learned in Student Book 1 (*kites, yo-yos, cars, dolls, robots and video games*). Ask students what these objects are, i.e., *toys*.
- Take a toy and drop it on the floor. Pick it up and ask *Are you OK?* Reply as the toy *Yes, I'm fine*.
- Ask students to move slowly around the room. Tell them to pretend to bump into each other and ask and reply *Are you OK? Yes, I'm fine*.

Activity A A 2

- 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., *give away* and *Watch out!*
- Act out the dialogues and have students repeat after you. Then put students into pairs 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

- Put students into pairs. Tell them to look at the story scenes on pp. 6–7 and write down the names of all the things they can see. Give them 5 minutes to do this. The pair who has named the most objects wins.
- You can extend this activity by asking students to describe the objects they have listed (e.g., a pink robot, a brown teddy bear) and/or to count them (e.g., four yellow pencils, one pink rabbit), etc.



Learn 1

Objectives

- Learn names of occupations
- Learn to ask about occupations
- Learn to say what occupation someone has

Target language

police officer, mail carrier, doctor, farmer, baker, toy maker

What does he/she do? / What do they do?

He's/She's a **police officer**. / They're **police officers**.

Warm-up activity

- Bring in magazine pictures or objects that can be used to elicit the five remaining target words (i.e., *police officer, mail carrier, doctor, farmer and baker*). Ask simple questions that help students guess the words, e.g., *Who is/brings/makes this? What does he/she do?*, etc.

- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity B A 3

Have students focus on the occupations. 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 does he do? He's a toy maker.*) 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

- Write the sentences *What does he/she do? What do they do?* and *He/She is a They are* on the board.
- Place Picture Cards 1–6 on a table. Ask students individually or in pairs to come to the front, pick one card and show the picture to the class.
- Have the whole class practice asking and answering questions about what each student does, using the sentences on the board.



Song (A 6-7) Listen and circle. Then sing.

What does he do? What does he do?
He's a  /  .

What does she do? What does she do?
She's a mail carrier.





What do they do? What do they do?
They're  /  .

What does he do? What does he do?
He's a toy maker.

What does she do? What does she do?
She's a  /  .

What do they do? What do they do?
They're farmers.


E (A 8) Listen and write (T = True, F = False).

1  T 2  F 3  F 4  T


8


Practice 1


F (A 9) Listen and write.


What does he do? _____?

He's a farmer.

G (A 10) Listen and number. Then write.

a  3 She's a police officer _____.

b  1 They're bakers _____.

c  4 He's a mail carrier _____.

d  2 He's a toy maker _____.

9

Song

Objective
Practice target language from Learn 1 in a song

Warm-up activity

- Write the words *police officer*, *mail carrier*, *doctor*, *farmer*, *baker* and *toy maker* on pieces of paper and spread them on a table.
- Put students into two teams and ask one student from each team to come to the table. Using Picture Cards 1–6, show a picture, say the word and have the students at the front compete to pick up the corresponding word card. The first student to pick up the card keeps it.
- Repeat with remaining students. The team with the most cards wins.

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 for them to circle the correct pictures.
- 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.
- Play the audio and encourage students to sing 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 write *T* or *F* in the answer spaces.
- 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

- Put Picture Cards 1–6 on the board. Ask students to silently pick their favorite occupation.
- Tell them to walk around the room and whisper the name of their chosen occupation to their classmates as they pass each other. When they find a classmate with the same occupation, they should raise their hands.
- When two students raise their hands, ask them to come to the front and show the card they have chosen. Ask the class *What do they do?* to elicit *They are ...*. Repeat until most students are paired.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Write the names of the six occupations in a jumbled fashion on the board (leaving space after each jumbled word to write the correct spelling).
- Put students into pairs and ask them to unscramble each word. When students have finished, ask volunteers to help you spell out the correct words next to the jumbled letters.

Activity **F** A 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 write in the answers.
- 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.

Activity **G** A 10

- 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 numbered the items correctly. Then have them write in the missing text. Walk around and monitor progress.
- Give out the answers and have students check their own or each other's answers.

Extension activity

- Prepare two sets of pictures for the six occupations and a set of cards with these individual words: *What, does, do, he, she, they, do?, He, She, They, is, are, police officer, police officers, mail carrier, mail carriers, doctor, doctors, farmer, farmers, baker, bakers, toy maker, toy makers.*
- Put students into small groups. Put a picture card (or pair of picture cards) showing an occupation on the board and ask the first group to arrange the word cards in the correct order to practice the structures *What does/do he/she/they do? He/She/They is/are ...*. Repeat until all groups have had a turn.

Learn 2

H A 11 Listen and say.



I A 12 Listen and say.



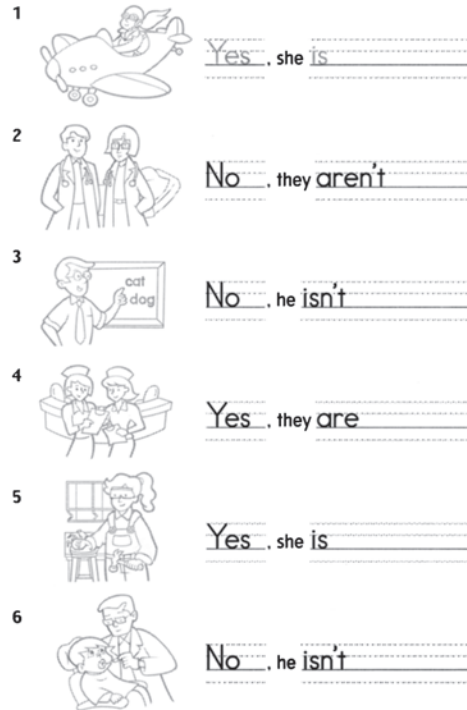
Grammar A 13

Is	he	a teacher?	Yes.	he	is.
	she		No.	she	is not.
Are	they	teachers?	Yes.	they	are.
			No.		are not.

10

Practice

J A 14 Listen and write.



11

Learn 2

Objectives

- Learn names of occupations
- Learn to ask yes/no questions about occupations
- Learn to answer yes/no questions about occupations

Target language

teacher, carpenter, firefighter, pilot, dentist, nurse

Is he/she a **teacher**?

Yes, he/she is. / No, he/she isn't.

Are they **teachers**?

Yes, they are. / No, they aren't.

Warm-up activity

- Show the pictures from Picture Cards 7–12. Ask *Is he/she a ... ?* (insert name of one of professions learned earlier) to elicit *Yes, he/she is.* or *No, he/she isn't.*
- Praise students who guess the words even if they say them in their native language. Then say the English word and have students repeat.

Activity H A 11

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

Activity I A 12-13

- Have students focus on the dialogues presenting the target structures. (*Is she a dentist? No, she isn't. She's a nurse. Are they pilots? No, they aren't. They're firefighters.*) Play the audio and have them follow. Then play the audio again and have students repeat.



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Success with stories

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make grammar easy to teach and fun to learn

UPDATED

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ensures the course is easy to use for both teachers and students

NEW

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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
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