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Hip Hip **Hooray!**

Second Edition

Teacher's Edition

3



PEARSON
Longman

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Syllabus

	Grammar	Vocabulary
1 At Jack's house		
Learn 1	What day is it today? Today is Sunday.	Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Learn 2	When's your math test? It's on (Monday).	Activities: math test, piano lesson, class play, sports day, music performance, field trip, birthday party, soccer game
Learn 3	Where's he/she going? He's/She's going to the classroom. Is he/she going to the classroom? Yes, he/she is. / No, he/she isn't.	Rooms at school: classroom, art room, music room, science lab, computer lab, gym, auditorium, cafeteria
2 At the market		
Learn 1	Do you want to play tag? Sure, let's do it. / I'm sorry, I can't. / No, not right now.	Activities: play tag, play hopscotch, play hide-and-seek, roller-skate, go swimming, trade cards
Learn 2	Do you/they have any paper? Yes, I/we/they have some paper. / No, I/we/they don't have any paper. Does he/she have any paper? Yes, he/she has some paper. / No, he/she doesn't have any paper.	Stationery items: paper, cardboard, paint, ink, tape, glue, string, correction fluid
Learn 3	How many pairs of scissors/cutting knives do you/they have? I/We/They have one pair of scissors/one cutting knife. How many pairs of scissors/cutting knives does he/she have? He/She has (two) pairs of scissors/(two) cutting knives.	Stationery items: scissors, cutting knives, paintbrushes, crayons, folders, paper clips, rubber bands, push pins
3 Morning surprise		
Learn 1	What do you/they want to do? I/We/They want to ride my/our/their skateboard(s). What does he/she want to do? He/She wants to ride his/her skateboard.	Activities: ride (my) skateboard, call a friend, watch a movie, write an email, eat a pizza, make a cake
Learn 2	What can you/they/he/she see? I/We/They/He/She can see a desk. Can you/they/he/she see a desk (in the bedroom)? Yes, I/we/they/he/she can. / No, I/we/they/he/she can't.	Household items: a desk, a rug, a bed, a sink, a sofa, a closet, a bookshelf, a toilet
Learn 3	How many fans can you/they/he/she see (in the living room)? I/We/They/He/She can see one fan/(two) fans.	Household items: fan, stove, dresser, bathtub, computer, aquarium, refrigerator, air conditioner
4 Inside the castle		
Learn 1	I/You/We/They always (go swimming). He/She always (goes swimming).	Adverbs of frequency: always, usually, sometimes, never
Learn 2	What do you/they do on weekends? I/We/They always/usually/sometimes walk. What does he/she do on weekends? He/She always/usually/sometimes walks.	Activities: walk, pick flowers, play with puzzles, go fishing, go hiking, go shopping, go to the movies, visit (my) grandparents
Learn 3	Do you/they ever play baseball before/after school? Yes, I/we/they do. / No, I/we/they don't. Does he/she ever play baseball before/after school? Yes, he/she does. / No, he/she doesn't.	Sports: baseball, basketball, dodgeball, soccer, badminton, tennis, table tennis, field hockey

	Grammar	Vocabulary
5 Back at home		
Learn 1	What time is it? It's 2:00.	Time: 2:00, 2:05, 2:10, 2:15, 2:20, 2:25, 2:30, 2:35, 2:40, 2:45, 2:50, 2:55, 3:00
Learn 2	When do you get up? I usually get up at (6:30). When does he/she get up? He/She usually gets up at (6:30).	Daily routines: get up, have breakfast, leave for school, have lunch, go home, take a nap, have dinner, go to sleep
Learn 3	What instrument can you/he/she play? I/He/She can play the drums. / I/He/She can't play any instruments. Can you/he/she play the drums? Yes, I/he/she can. / No, I/he/she can't.	Musical instruments: drums, harp, flute, piano, guitar, violin, trumpet, tambourine
6 Jack finds Dad's gold		
Learn 1	What are you/they looking for? I'm/They're looking for (Jake's) T-shirt. What's he/she looking for? He's/She's looking for (Jake's) T-shirt.	Clothing and accessories: T-shirt, sweater, hat, sandals, gloves, sunglasses
Learn 2	Is this/that your/his/her sweatshirt? Yes, it is. / No, it isn't. Are these/those your/his/her jeans? Yes, they are. / No, they aren't.	Clothing: sweatshirt, raincoat, uniform, cap, jeans, socks, sneakers, boots
Learn 3	Where was it/he/she? It/He/She was in the hallway. Where were you/they? I was/We were/They were in the hallway.	Locations: in the hallway, on the stairs, on the floor, on the rack, behind the door, behind the curtain, inside the cage, outside the window
7 Jack frees Dad		
Learn 1	Was he/she at the airport earlier? Yes, he/she was. / No, he/she wasn't. Were you/they at the airport earlier? Yes, I was/we were/they were. / No, I wasn't/we weren't/they weren't.	Places: airport, restaurant, hospital, post office, train station, police station
Learn 2	What do you/they like to eat? I/We/They like to eat cheese. What does he/she like to eat? He/She likes to eat cheese.	Food: cheese, meat, soup, fruit, salad, dessert, sushi, vegetarian food
Learn 3	What do you/they have for breakfast? I/We/They always/usually/sometimes have cereal. What does he/she have for breakfast? He/She always/usually/sometimes has cereal.	Food: cereal, yogurt, jam, butter, toast, eggs
8 Flying home		
Learn 1	How long were you/they away from home? I was/we were/they were away for an hour. How long was he/she away from home? He/She was away for an hour.	Time: an hour, a day, a week, a month, a year, a decade
Learn 2	What month is it? It's January.	Months: January, February, March, April, May, June, July, August, September, October, November, December
Learn 3	When's your/his/her birthday? My/His/Her birthday is on (January) 1st.	Ordinal numbers: first (1st)–twenty-first (21st)

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

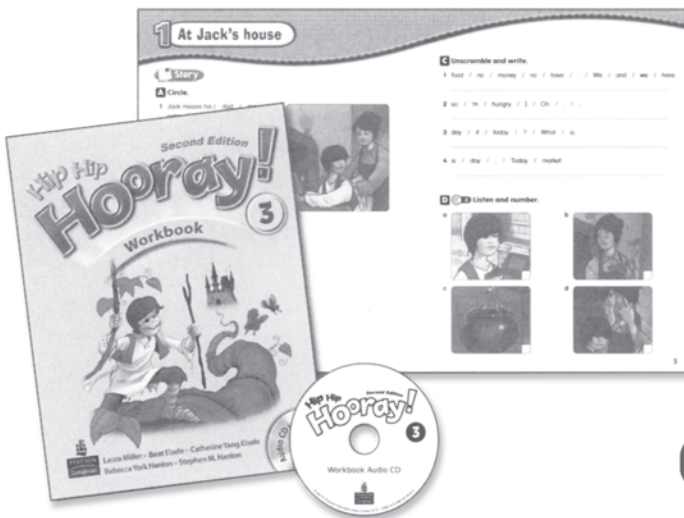
Student Book

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.



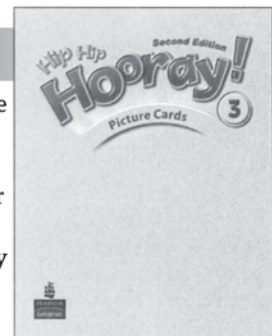
Workbook

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.



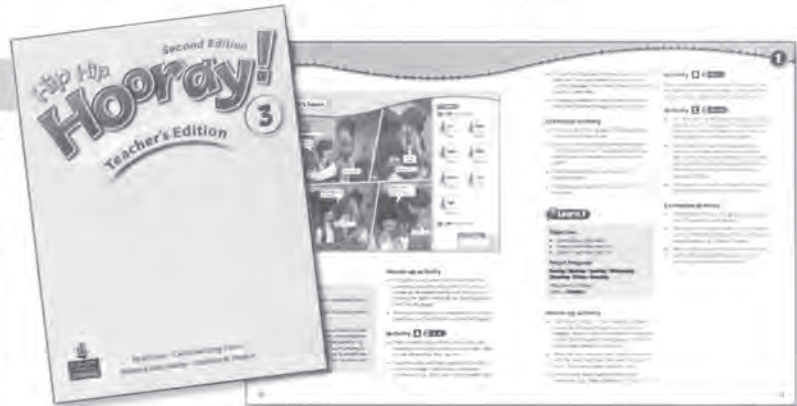
Active Teach

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



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				
6th page – Practice		2	4		
7th page – Learn 3	2		3		
8th page – Practice		3		5	
9th page – Story	3		3	3	3
10th page – Practice		4			
11th page – Test				4	4
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 Jack's house

Story

A Listen.

Jack lives on a farm with his mom and sister. They have nothing to eat.

1 I miss Dad. Where is he?
I don't know.

2 One day, a giant ...
Please don't cry.

3 We have no money and we have no food. Oh, I'm so hungry.

4 Mam! What day is it today?
Today is Friday.

5 Friday? Today is market day. Can I sell the cow?
I don't know.

6

Learn 1

B Listen and say.

1 Sunday	2 Monday
3 Tuesday	4 Wednesday
5 Thursday	6 Friday
7 Saturday	

C Listen and say.

Grammar

What day is it today?
Today is Sunday. 7

Story

Objectives

- Introduce the story and characters of *Jack and the Beanstalk*
- Present Learn 1 structure in a story context

Storyline

Jack is talking to his mom about his dad, and says that he misses him. Jack's mom begins to tell Jack about a giant, but then starts to cry. Jack is hungry as his family has no money to buy food. He realizes that today is market day and suggests selling the cow, but his mom isn't sure.

Warm-up activity

- Put up the story poster on the board and ask questions about the people and the scenes, e.g., *Where are the mother and her son? Are they rich? Where is the father? What do you think happened to him? Are they happy?*
- Encourage students to be imaginative by asking questions, such as *What do you think will happen?*

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., *miss, giant, cry* and *market day*.

- 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

- Divide students into groups of three and have each student choose a role.
- Play the audio and have students repeat only their character's lines. Encourage them to use gestures and expressions as depicted in the poster.
- Have them switch roles and practice the dialogues again.
- Invite groups to perform the story in front of the class.



Learn 1

Objectives

- Learn days of the week
- Learn to ask what day it is
- Learn to say what day it is

Target language

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

What day is it today?

Today is **Sunday**.

Warm-up activity

- Use Picture Cards 1–7. Have students sit down in a circle. Hold up Picture Card 1 and say, *Monday*. Pass the card to the student sitting next to you. He/She names it and passes it to the next student who names it and so on.
- When the card returns to you, repeat the process with the next card. Have the cards circulate in order. Then pass around random cards.
- Alternatively, have students make simple statements, e.g., *Today is Monday*, for each card.

Activity B A 3

Have students focus on the days of the week. 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 day is it today? Today is Friday.*) 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

- Divide students into seven groups and assign a day of the week to each group.
- Hold up one of Picture Cards 1–7, e.g., *Tuesday*. Call out, *What day is it today?* The correct group should answer, e.g., *Today is Tuesday*.
- Repeat until students become confident. Then invite individual students to take on the teacher's role and ask the question.

Song

D Listen and write. Then sing.

La, la, la, la, la, la, la, la, la!
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

What day is it today?
Today? Today is Friday.
No! Try again.
Today? Today is Sunday.
Sunday! Yeah! Bingo!

La, la, la, la, la, la, la, la, la!
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

What day is it today?
Today? Today is Wednesday.
No! Try again.
Today? Today is Saturday.
Saturday! Yeah! Bingo!

E Listen and circle.

1 Sunday / Monday / Friday
2 Wednesday / Thursday / Saturday
3 Monday / Wednesday / Tuesday
4 Sunday / Tuesday / Saturday

Practice

F Listen and number. Then write.

a Wed 3 b Fri 1 c Mon 7 d Sun 5
e Thurs 2 f Sat 4 g Tues 6

1 What day is it today?
Today is Friday.

2 What day is it today? _____?
Today is Thursday.

3 What day is it today?
Today is Wednesday.

4 What day is it today?
Today is Saturday.

5 What day is it today?
Today is Sunday.

6 What day is it today?
Today is Tuesday.

7 What day is it today?
Today is Monday.

G Look at a calendar. Circle and write.

What day is it today?

Sunday Monday Wednesday Friday
Tuesday Thursday Saturday

Today is Monday.

Suggested answers
Students' answers can vary.

Song

Objective
Practice target language from Learn 1 in a song

Warm-up activity

- Display Picture Cards 1-7 on the board in random order. Have a student put the picture cards in order.
- Have students close their eyes. Remove one card. Students open their eyes. The first student to name the missing card wins a point.
- Make the game more challenging by switching the order of the cards and removing more than one card at the same time.

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 write in the missing text.
- 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 circle the correct words.
- 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 specific words or phrases to individual students to sing as a solo, e.g., the days of the week. Have the rest of the class sing all other parts that are not sung by the soloist.
- Instruct the class and soloists when to start and stop singing. Vary by assigning the solo parts to different students or pairs/groups.

Practice

Objective

Practice target language from Learn 1

Warm-up activity

- Divide students into two groups. Hold up one of Picture Cards 1–7 and say, e.g., *What day is it today? It's Saturday.* Have students repeat.
- Hold up another card. Have one group ask the question and the other group answer accordingly.
- Continue in the same way. Have groups switch roles.

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 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.

Activity **G**

- Have students focus on the activity and explain how it should be completed.
- Prepare a calendar for students to look at and circle which day of the week today is.
- Ensure that students have circled the correct day of the week. Then have them write in the missing text. Walk around and monitor progress.

Extension activity

- Divide students into groups of seven. Have each group sit in a circle.
- The first student starts off by asking, *What day is it today?* The student sitting next to him/her replies, e.g., *Today is Tuesday.*, and asks the next student, *What day is it today?* That student should reply using a different day of the week. If a student repeats a day, he/she is out of the game.

Learn 2

H A 10 Listen and say.

1 Mon. Score 1) 101 - 46 = 65 X 2) 89 + 22 = 111 ✓ math test	2 Tues. piano lesson	3 Wed. class play	4 Thurs. SPORTS DAY sports day
5 Fri. music performance	6 Sat. field trip	7 Sun. birthday party	8 Mon. soccer game

I A 11 Listen and say.

When's your class play?

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
------	------	-------	------	--------	------	------

It's on Wednesday.

Grammar A 12

When is your his/her math test?
It is on (Monday).

10

Practice

J Look and write.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
------	------	-------	------	--------	------	------

- When's his soccer game?
It's on Sunday.
- When's her field trip _____?
It's on _____ Thursday.
- When's his piano lesson _____?
It's on _____ Friday.
- When's her math test?
It's on Monday.
- When's his music performance?
It's on Saturday.
- When's his class play _____?
It's on _____ Wednesday.

K A 13 Listen and match.

1 class play	Sunday
2 field trip	Monday
3 music performance	Tuesday
4 soccer game	Wednesday
5 piano lesson	Thursday
6 math test	Friday
7 sports day	Saturday

11

Learn 2

Objectives

- Learn names of activities
- Learn to ask when someone is doing a certain activity
- Learn to say when an activity is happening

Target language

math test, piano lesson, class play, sports day, music performance, field trip, birthday party, soccer game

When's your **math test**?
It's on (Monday).

Warm-up activity

- Place Picture Cards 8–15 on a table (with the picture sides showing). Call out a few of the cards in random order.
- Have individual students come up to the board and line up the cards in the order you have called them.
- Vary the activity by calling out different cards faster and inviting different students.

Activity H A 10

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

Activity I A 11-12

- Have students focus on the dialogue presenting the target structures. (*When's your class play? It's on Wednesday.*) Play the audio and have them follow. Then play the audio again and have students repeat.



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- Active Teach for IWB
- Teacher's Edition
- Online Learning Center at www.HipHipHoorayOnline.com
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Great teachers
inspire

Great teachers
motivate

Great teachers
change
the world



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