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# Hip Hip Hooray!

Second Edition

Teacher's Edition

4



**PEARSON**  
Longman

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# Syllabus

	Grammar	Vocabulary
<b>1 Tina wakes up</b>		
Learn 1	What's your favorite season? I like winter because I can go skiing.	<b>Seasons:</b> winter, spring, summer, fall <b>Activities:</b> go skiing, plant flowers, go camping, go canoeing
Learn 2	What are you/they going to do today? I'm/We're/They're going to play softball. What's he/she going to do today? He's/She's going to play softball.	<b>Activities:</b> play softball, make cookies, get a haircut, practice the trombone, have a slumber party, build a model airplane, buy some comic books, go to the carnival
Learn 3	Would you/he/she/they like to join the book club? Yes, I/we/he/she/they would. No, I/we/he/she/they wouldn't. I'd/We'd/He'd/She'd/They'd like to join the cheer club.	<b>School clubs:</b> book club, bike club, chess club, spelling club, newspaper club, skateboard club, arts and crafts club
<b>2 At Scott's house</b>		
Learn 1	What do you/they have to do today? I/We/They have to wash the doll. What does he/she have to do today? He/She has to wash the doll.	<b>Household chores:</b> wash the doll, feed the hamster, rake the leaves, weed the garden, clean the windows, take out the garbage
Learn 2	Do I/we/you/they have to make my/our/your/their bed(s)? Yes, you/we/I/they do. No, you/we/I/they have to do your/our/my/their laundry. Does he/she have to make his/her bed? Yes, he/she does. / No, he/she has to do his/her laundry.	<b>Household chores:</b> make (my) bed, do (my) laundry, put away (my) toys, hang up (my) clothes, set the table, dry the dishes, dust the bookshelves, vacuum the carpet
Learn 3	Where do you/they live? I/We/They live on (Sunny) Street. Where does he/she live? He/She lives on (Sunny) Street. What's your/his/her/their telephone number? My/Our/His/Her/Their telephone number is (555-3434).	<b>Public places:</b> Street, Avenue, Lane, Court, Road, Boulevard
<b>3 Meeting up with Jimmy</b>		
Learn 1	What did you/they/he/she do yesterday? I/We/They/He/She played in the park.	<b>Activities:</b> played in the park, talked on the phone, watched a DVD, practiced calligraphy, finished (my) drawing, studied history
Learn 2	Did you/they/he/she act in the school play? Yes, I/we/he/she/they did. / No, I/we/he/she/they didn't.	<b>Activities:</b> act in the school play, help wash the car, learn a magic trick, fix (my) bike, photograph (my) dog, memorize the spelling words, chat on the computer, go jogging
Learn 3	Is there any clay? Yes, there is. / No, there isn't any clay. Are there any stamps? Yes, there are. / No, there aren't any stamps.	<b>Stationery items:</b> clay, paste, glitter, construction paper, stamps, fasteners, sticky notes, index cards
<b>4 Into the sea</b>		
Learn 1	Would you like a piece of gum? Yes, please. / No, thank you.	<b>Food and drinks:</b> a piece of gum, a bag of potato chips, a cup of tea, a glass of lemonade, a slice of avocado, a bowl of oatmeal
Learn 2	What would you like? I'd like a sandwich. / I'd like some fries.	<b>Fast food:</b> sandwich, hamburger, hot dog, sundae, fries, hash browns, chicken nuggets, ice cream
Learn 3	Did you see that crab? Yes, I did. Wow! / No, I saw a starfish.	<b>Sea animals:</b> crab, starfish, jellyfish, octopus, stingray, shark, dolphin, sea lion

	Grammar	Vocabulary
<b>5 The big chase</b>		
Learn 1	Who's stronger? I'm/They're/He's/She's stronger than (Jim). (Jim) is stronger than (Scott).	<b>Adjectives:</b> strong, stronger, smart, smarter, neat, neater, friendly, friendlier
Learn 2	Which one is darker? The (cheap) one is darker. Is the (expensive) one darker? Yes, it is. / No, it isn't. It's lighter.	<b>Adjectives:</b> darker, lighter, louder, quieter, longer, shorter, higher, lower, easier, harder, cleaner, dirtier, hotter, cooler, sharper, duller
Learn 3	He's/She's/You're/They're (stronger) than me. I'm/He's/She's/We're/They're (stronger) than you.	<b>Pronouns:</b> me, you, him, her, us, you, them
<b>6 Tina gets out</b>		
Learn 1	How did you/he/she/they get here? I/We/He/She/They walked.	<b>Ways to travel:</b> walked, ran, flew, took the bus, took the train, rode (my) scooter
Learn 2	What happened? I/We/They/He/She made a mess.	<b>Actions:</b> made a mess, broke a cup, found a kitten, saw a snake, fell into a puddle, got stuck in a traffic jam, lost (my) watch, forgot (my) keys
Learn 3	Whose (old) (bike) is this/that? It's mine. Whose (new) (skateboards) are these/those? They're yours.	<b>Pronouns:</b> mine, yours, his, hers, ours, theirs
<b>7 Tina helps the elephant</b>		
Learn 1	Which way do I go? Go to the corner and <u>turn left</u> .	<b>Place and signals:</b> corner, stop sign, traffic light <b>Directions:</b> <u>turn left</u> , <u>turn right</u> , <u>go straight</u>
Learn 2	How do I/we get to the arcade?	<b>Places:</b> arcade, bookstore, candy store, drug store, video store, skating rink, bowling alley, night market
Learn 3	What do we do now? We find a teacher.	<b>Actions:</b> find a teacher, go outside, stay indoors, call the police, call the fire station, go to the nurse's office, get the first aid kit, get the fire extinguisher
<b>8 Tina is a hero</b>		
Learn 1	Why are you laughing? Because <u>he told a joke</u> .	<b>Actions:</b> laughing, crying, worrying, leaving, <u>he told a joke</u> , <u>he hit me</u> , <u>I failed my test</u> , <u>I forgot my homework</u>
Learn 2	When did you/he/she/they get home? I/We/He/She/They got home (ten) minutes ago.	<b>Time:</b> this morning, this afternoon, this evening, (ten) minutes ago, (two) hours ago, yesterday, (two) days ago, last week
Learn 3	This/That (candle) looks like a star/an oval. These/Those (candles) look like stars/ovals.	<b>Shapes:</b> star, heart, diamond, square, circle, triangle, rectangle, oval

# Introduction

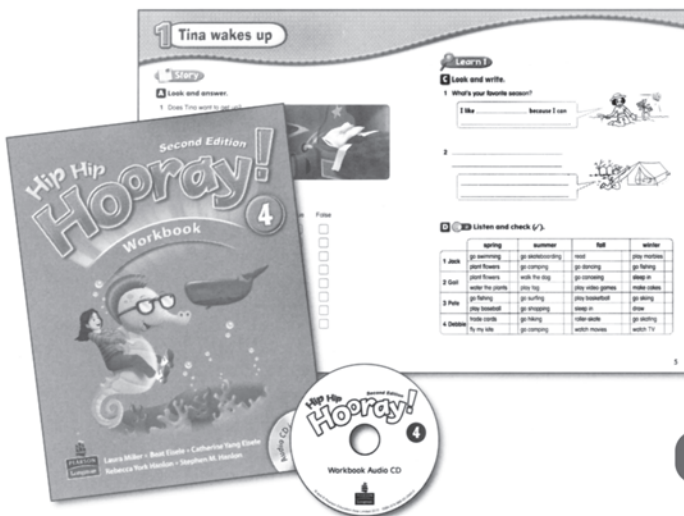
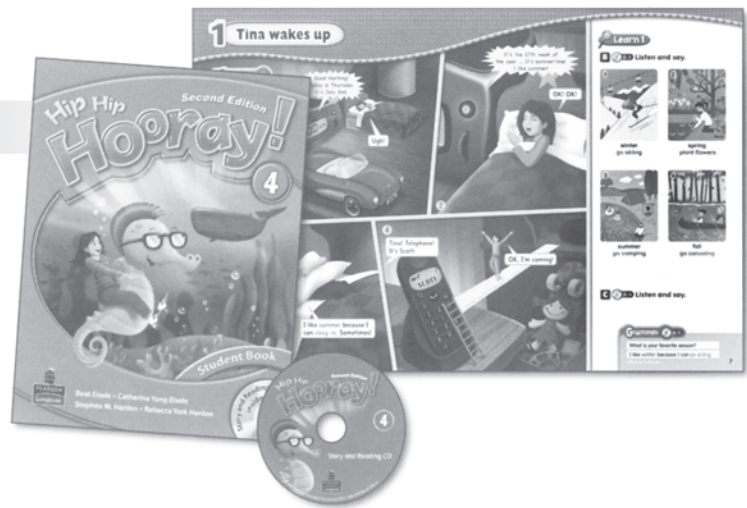
**Hip Hip Hooray! Second Edition** is a six-level primary course that features updated classic children's stories to motivate students for success in English.

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, cross-curricular reading and a v

## 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 cross-curricular reading passages, 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 and reading audio 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, reading passages, 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.



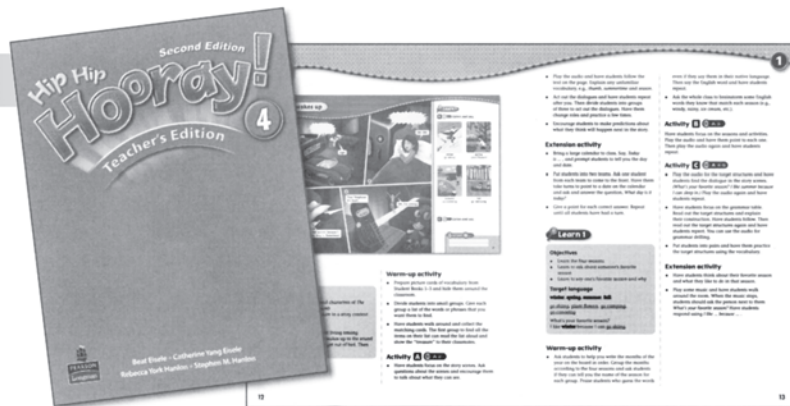
## Active Teach

The Active Teach is a full digital version of the Student Book. It contains audio- and answer-tagged Student Book pages, interactive practice activities and picture cards with audio. 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.



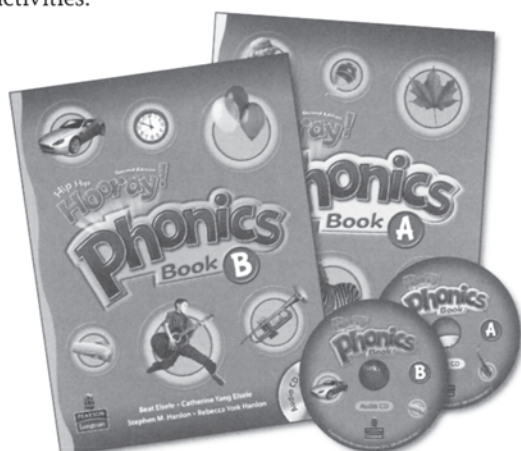
## Teacher's Edition

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

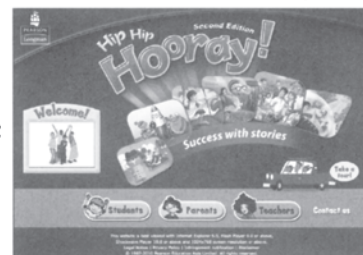
The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.



## 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.

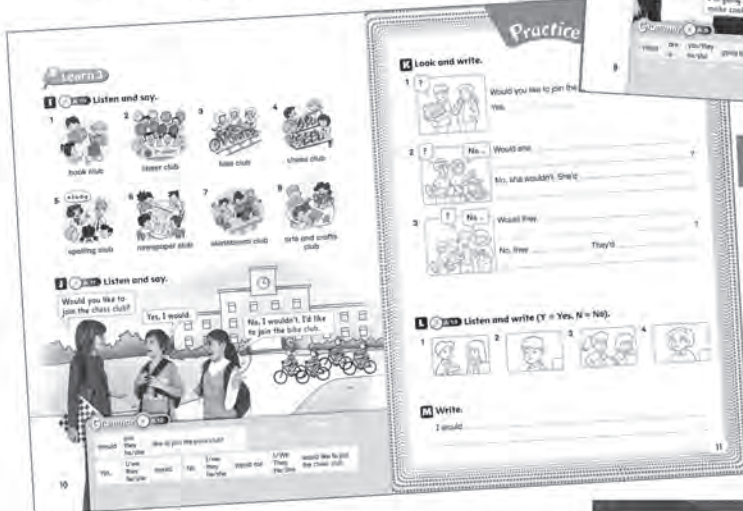
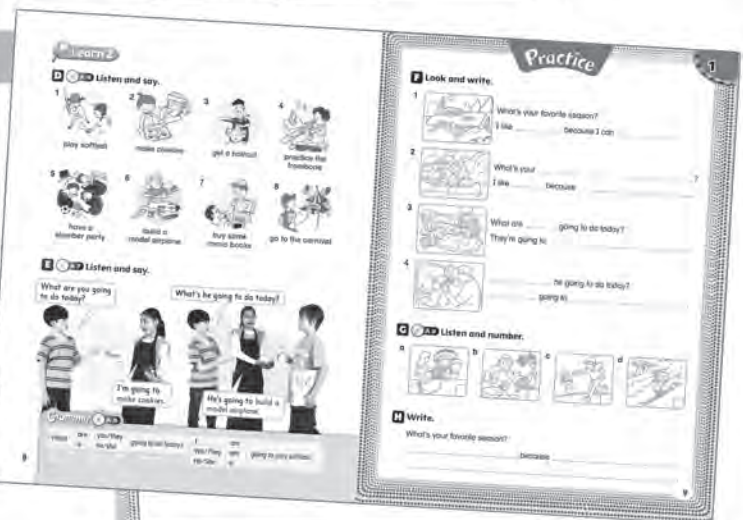


## Learn 1, 2 and 3

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.



## Practice

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

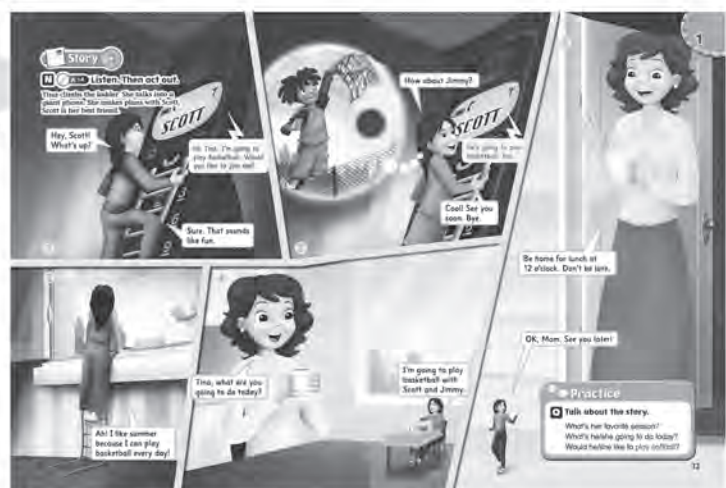
- apply newly learned language through meaningful practice.
- develop listening, reading and writing skills.

## 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.



## Reading

A reading passage in each unit integrates an element of the story into the real-world to produce cross-curricular learning. Reading and writing tasks are provided to help develop students' comprehension skills.

### Students will

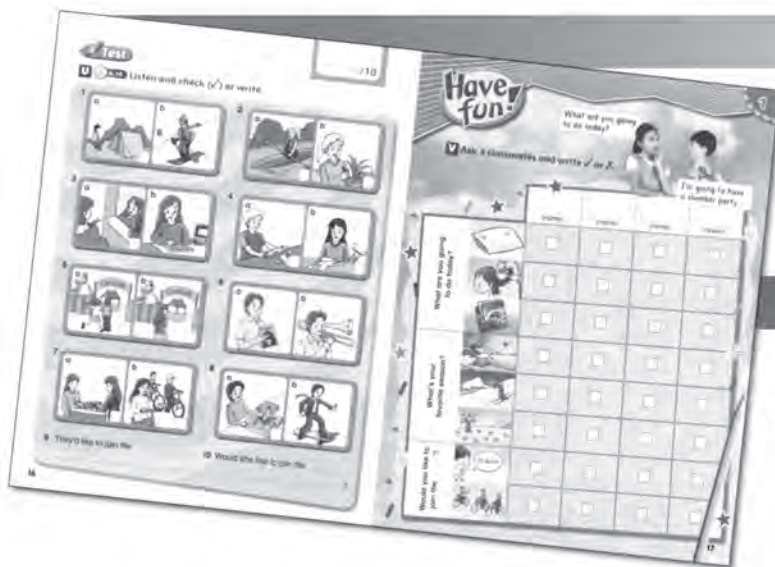
- broaden their use of English in learning real-world content.
- develop reading comprehension skills.

## What about you?

Each Reading section is followed by a page of activities that brings the topic of the passage into students' reality. Prompts and questions enable personalization and generate class discussion.

### Students will

- feel a strong connection to English by studying and personalizing real-world content.
- learn how to express themselves on topics that are relevant to their everyday lives.



## 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

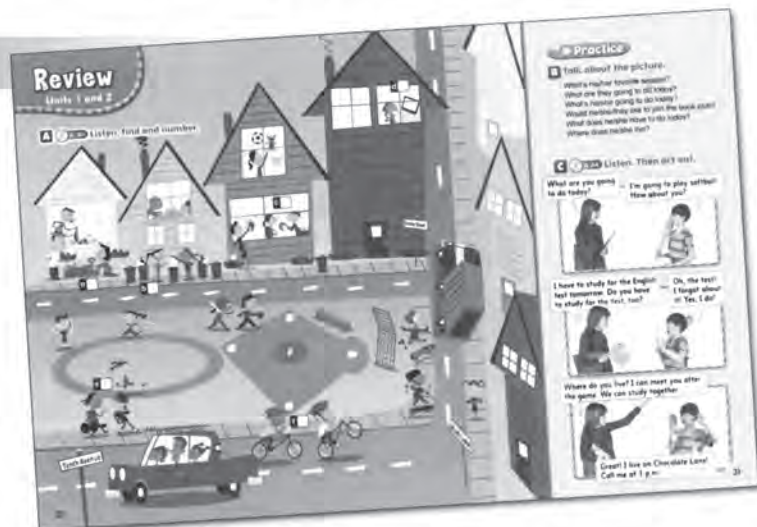
- be able to practice language in a fun and supportive format with classmates.
- be motivated by competitive activities.

## 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 through engaging listening.
- 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 – Learn 2			3		
4th page – Practice					
5th page – Learn 3	2	2	2	2	4
6th page – Practice					
7th page – Story					
8th page – Practice	3	3	3	3	5
9th page – Reading					
10th page – What about you?					
11th page – Test	3	3	4	4	6
12th page – Have fun!					7

## 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 – Learn 2
4	4	6	6–7	10–11	4th page – Practice
5	5	7–8	8–9	12–14	5th page – Learn 3
6	6	9	10–11	15–16	6th page – Practice
7	7	10–11	12–13	17–19	7th page – Story
8	8	12	14–15	20–21	8th page – Practice
9	9	13–14	16–17	22–24	9th page – Reding
10	10	15	18–19	25–27	10th page – What about you?
11	11	16	20	28–29	11th page – Test
12	12	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	
<b>Total minutes</b>	<b>30</b>	<b>40</b>	<b>45</b>	<b>50</b>	<b>60</b>	<b>90</b>	<b>120</b>	

# 1

## 1 Tina wakes up

**Story**

**A** Listen.

Tina is a very, very small girl. She is the size of a thumb.

1 Good morning! Today is Thursday. It's July 2nd.

Ugh!

2 It's the 27th week of the year ... It's summertime! I like summer!

OK! OK!

3 What's your favorite season?

I like summer because I can sleep in. Sometimes!

4 Tina! Telephone! It's Scott.

OK, I'm coming!

### Learn 1

**B** Listen and say.

1

winter  
go skiing

2

spring  
plant flowers

3

summer  
go camping

4

fall  
go canoeing

**C** Listen and say.

**Grammar**

What is your favorite season?

I like winter because I can go skiing.

## Story

### Objectives

- Introduce the story and characters of *The Adventures of Tina Thumb*
- Present Learn 1 structure in a story context

### Storyline

Meet Tina, a very small girl living among regular-sized people. Tina wakes up to the sound of her radio, but refuses to get out of bed. Then the phone rings. It's Scott.

### Warm-up activity

- Prepare picture cards of vocabulary from Student Books 1–3 and hide them around the classroom.
- Divide students into small groups. Give each group a list of the words or phrases that you want them to find.
- Have students walk around and collect the matching cards. The first group to find all the items on their list can read the list aloud and show the “treasure” to their classmates.

### 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., *thumb*, *summertime* and *season*.
- 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

- Bring a large calendar to class. Say, *Today is ...*, and prompt students to tell you the day and date.
- Put students into two teams. Ask one student from each team to come to the front. Have them take turns to point to a date on the calendar and ask and answer the question, *What day is it today?*
- Give a point for each correct answer. Repeat until all students have had a turn.

## Learn 1

### Objectives

- Learn the names of the four seasons
- Learn to ask about someone's favorite season
- Learn to say one's favorite season and why

### Target language

**winter, spring, summer, fall**  
go skiing, plant flowers, go camping,  
go canoeing

What's your favorite season?  
I like **winter** because I can go skiing.

### Warm-up activity

- Ask students to help you write the months of the year on the board in order. Group the months according to the four seasons and ask students if they can tell you the name of the season for each group. Praise students who guess the words

even if they say them in their native language. Then say the English word and have students repeat.

- Ask the whole class to brainstorm some English words they know that match each season (e.g., windy, rainy, ice cream, etc.).

### Activity B A 3

Have students focus on the seasons and activities. 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 favorite season? I like summer because I can sleep in.*) 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

- Have students think about their favorite season and what they like to do in that season.
- Play some music and have students walk around the room. When the music stops, students should ask the person next to them *What's your favorite season?* Have students respond using *I like ... because ...*

## Learn 2

### D Listen and say.



### E Listen and say.



### Grammar

What	are	you/they	going to do today?	I	am	going to play softball.
is	he/she			We/They	are	
				He/She	is	

## Practice

### F Look and write.



### G Listen and number.



### H Write.

What's your favorite season?  
I like spring because I can plant flowers.

**Suggested answers**  
Students' answers can vary.

## Learn 2

### Objectives

- Learn names of after-school activities
- Learn to ask about someone's plans
- Learn to say one's plans

### Target language

**play softball, make cookies, get a haircut, practice the trombone, have a slumber party, build a model airplane, buy some comic books, go to the carnival**

What are you/they going to do today?  
I'm/We're/They're going to **play softball**.

What's he/she going to do today?  
He's/She's going to **play softball**.

## Warm-up activity

Ask students to talk about the activities they do after school or on weekends. Let students name the activities in their native language. Where appropriate, say the English words and have students repeat.

### Activity D A 6

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 E A 7-8

- Have students focus on the dialogues presenting the target structures. (*What are you going to do today? I'm going to make cookies. What's he going to do today? He's going to build a model airplane.*) Play the audio and have them follow. Then 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

- Put students into small groups and give each group a large sheet of paper. Tell them they are going to have a spelling competition.
- One by one, place Picture Cards 1–16 on the board. Have groups work together to spell the word. Tell them to work as quietly as they can so that other groups cannot hear what they say.
- The first group to spell all words correctly wins.

## Practice

### Objective

Practice target language from Learn 1–2

### Warm-up activity

Spread Picture Cards 1–16 on your desk. Have students come to the front of the class in pairs. Ask one student to pick a card. His/Her partner should ask the appropriate target question and the student with the card should answer.

### Activity **F**

- 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 look at the pictures and write the missing text. Walk around and monitor progress.
- Check that students have completed the activity correctly. 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. 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 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.

### Activity **H**

- 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 look at the question and write their answers. 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 read out their answers to their partners.

### Extension activity

- Prepare two small bags and put four activity cards (choose from 9–16) in each one. Give the bags to two students.
- Play some music and have the students pass the bags. When the music stops, the students holding a bag must take out one card and mime the action. Ask the class, *What's he/she going to do today?* and have students answer.
- Play the music and repeat.

### Learn 3

**I** **A 10** Listen and say.



**J** **A 11** Listen and say.



**Grammar** **A 12**

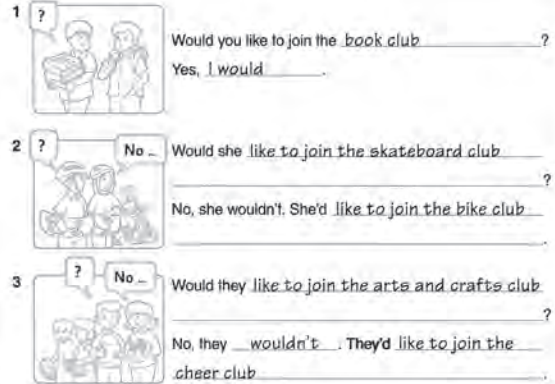
Would you/they/he/she	like to join the book club?					
Yes, I/we/they/he/she	would.	No, I/we/they/he/she	would not.	I/We/They/He/She	would like to join the cheer club.	

10

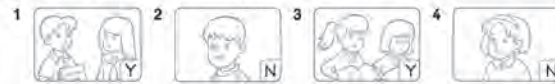
### Practice

1

**K** Look and write.



**L** **A 13** Listen and write (Y = Yes, N = No).



**M** Write.

I would like to join the bike club \_\_\_\_\_

**Suggested answers**  
Students' answers can vary.

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### Learn 3

#### Objectives

- Learn names of school clubs
- Learn to ask what school club someone likes to join
- Learn to say what school club one likes to join

#### Target language

**book club, cheer club, bike club, chess club, spelling club, newspaper club, skateboard club, arts and crafts club**

Would you/he/she/they like to join the **book club**?

Yes, I/we/he/she/they would.

No, I/we/he/she/they wouldn't. I'd/We'd/He'd/She'd/They'd like to join the **cheer club**.

### Warm-up activity

Ask students if they belong to any school clubs or after-school clubs, or if there are any clubs they would like to join. Let students name clubs in their native language. Where appropriate, say the English words and have students repeat.

#### Activity **I** **A 10**

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

#### Activity **J** **A 11-12**

- Have students focus on the dialogue presenting the target structures. (*Would you like to join the chess club? Yes, I would. No, I wouldn't. I'd like to join the bike club.*) Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain



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