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Second Edition

Hip Hip

# Hooray!

Teacher's Edition

5



**PEARSON**  
Longman

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# Syllabus

	Grammar	Vocabulary
<b>1 At sea</b>		
Learn 1	What should I/you/he/she/we/they do? Make a fire.	<b>Instructions:</b> Make a fire., Put out the fire., Put up the tent., Take down the tent., Turn on the air conditioner., Turn off the air conditioner.
Learn 2	What will you/he/she/we/they do? First, I/he/she/we/they will rent a boat. Then, I/he/she/we/they will have a barbecue. Will we rent a boat? Yes, we will. / No, we won't.	<b>Activities:</b> rent a boat, have a barbecue, make a sandcastle, play cards, go snorkeling, catch crabs, eat dessert, eat cotton candy
Learn 3	Will anyone agree with us? Sure they will. / I hope so.	<b>Verb phrases:</b> agree with us, rescue us, believe us, hear us, search for us, join us, explain to us, show us the way
<b>2 On the island</b>		
Learn 1	There's not enough/a little/a lot of/too much (water). There are not enough/a few/a lot of/too many (cookies).	<b>Determiners:</b> not enough, a few, a little, a lot of, too much, too many
Learn 2	Do we/they have enough forks? Yes, we/they do. / No, we/they don't.	<b>Kitchenware:</b> forks, jars, spoons, chopsticks, straws, plates, pots, knives
Learn 3	Do you know how to catch a fish? Yes, I do. / No, I don't. / Not really, but I can try.	<b>Abilities:</b> catch a fish, write a poem, tie a knot, fix a flat tire, use a cell phone, use a video camera, burn a CD, download music
<b>3 Dad's missing</b>		
Learn 1	What were you/they doing last night? I was doing my homework. / They/We were doing their/our homework. What was he/she doing last night? He/She was doing his/her homework.	<b>Activities:</b> doing (my) homework, meeting (my) friends, preparing for (my) vocabulary test, looking at the stars, reading a newspaper, hanging up some posters
Learn 2	What was he/she doing when the rain started? He/She was sitting on the balcony. Was he/she counting money when the rain started? Yes, he/she was. / No, he/she wasn't.	<b>Activities:</b> sitting on the balcony, counting money, packing a lunch, wrapping a gift, singing karaoke, chatting online
Learn 3	From 11 p.m. to 11:30 p.m. I/he/she was studying English.	<b>Languages as subjects:</b> English, Spanish, French, German, Chinese, Japanese, Korean, Italian
<b>4 Surprise</b>		
Learn 1	What did you/he/she win? I/He/She won a video game.	<b>Activities:</b> win a video game, bring some flowers, sell a CD, hide a key, send some chocolate, cut a heart
Learn 2	(I) made it/them by myself. Did (you) make it/them by yourself? Yes, (I) did. / No, (I) didn't.	<b>Reflexive pronouns:</b> myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
Learn 3	Where did you/they/he/she get that wallet? I/They/He/She (bought) it.	<b>Objects:</b> wallet, watch, feather, necklace, flashlight, camera, yacht, mask



	Grammar	Vocabulary
<b>5 Celine's missing</b>		
Learn 1	Which is (bigger), a rhino or a lion? I think a rhino is (bigger) than a lion. I think a rhino is as (big) as a lion.	<b>Animals:</b> a rhino, a lion, a hippo, a buffalo, a gibbon, a hyena
Learn 2	Which animal is the (biggest)? The blue whale is the (biggest).	<b>Animals:</b> blue whale, penguin, cheetah, kangaroo, ostrich, giraffe, python, crocodile
Learn 3	Which is more dangerous, (a buffalo) or (a hyena)? I think (a buffalo) is more dangerous than (a hyena).	<b>Adjectives:</b> dangerous, colorful, difficult, delicious, important, useful
<b>6 Searching for Celine</b>		
Learn 1	Don't walk so quickly. Walk slowly.	<b>Imperatives with adverbs:</b> walk quickly, walk slowly, write messily, write neatly, play noisily, play quietly
Learn 2	Does he/she usually/always (hit) calmly? Yes, he/she does. / No, he/she usually (hits) nervously.	<b>Adverbs:</b> calmly, nervously, softly, loudly, carefully, carelessly
Learn 3	Do you know anyone who (whistles) as terribly as he/she does? Yes, (Thomas) does. / No, I can't think of anyone.	<b>Adverbs:</b> terribly, gracefully, superbly, elegantly, wickedly, beautifully, badly, well
<b>7 Meeting Aldina</b>		
Learn 1	Where are you/they from? I am from Switzerland. / We/They are from Switzerland. Where is he/she from? He/She is from Switzerland.	<b>Countries:</b> Switzerland, Germany, the United Kingdom, Peru, Australia, Kenya
Learn 2	Are you from the United States? Yes, I am. / No, I am from France. What languages do you speak? I speak <u>English</u> and (a little bit of) <u>French</u> .	<b>Countries and languages:</b> The United States / <u>English</u> , France / <u>French</u> , Italy / <u>Italian</u> , Mexico / <u>Spanish</u> , Korea / <u>Korean</u> , China / <u>Chinese</u> , Japan / <u>Japanese</u> , Brazil / <u>Portuguese</u>
Learn 3	What fruit do you like the most? I like pears the most.	<b>Fruit:</b> pears, coconuts, apricots, papayas, kiwis, peaches, mangoes, cherries
<b>8 A ship!</b>		
Learn 1	What cities have you/they been to? I/They have been to Tokyo, London and Rio de Janeiro. What cities has he/she been to? He/She has been to Tokyo, London and Rio de Janeiro.	<b>World cities:</b> Tokyo, London, Rio de Janeiro, Seoul, Shanghai, Lima
Learn 2	Have you ever seen Big Ben / the Great Wall of China? Yes, I have. / No, I haven't. Have you ever eaten <u>sashimi</u> ? Yes, I have. / No, I haven't.	<b>Famous sightseeing spots:</b> Big Ben, Great Wall of China, Pyramids of Giza, Iguazu Falls <b>International food:</b> <u>sashimi</u> , <u>tacos</u> , <u>stinky tofu</u> , <u>kimchi</u>
Learn 3	How do (the pictures) look? They look (beautiful). How does (the picture) look? It looks (beautiful). Do (the noodles) taste (sweet) or (salty)? They taste (salty). Does (the strawberry) taste (sweet) or (salty)? It tastes (sweet).	<b>Senses:</b> look, feel, sound, taste, smell

# 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 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 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.

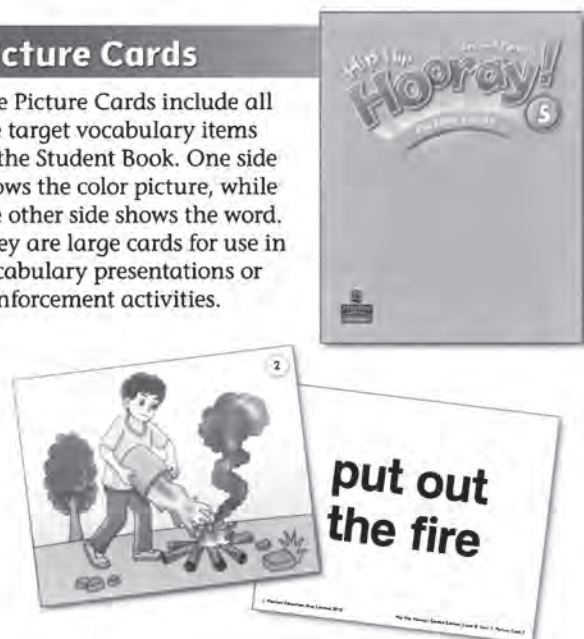
### Class Audio CDs

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

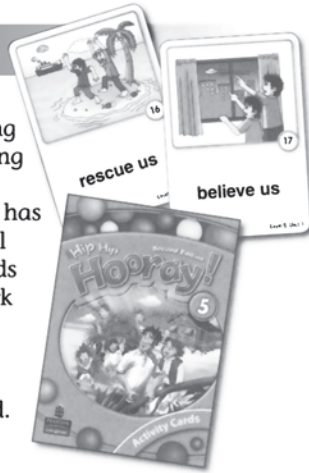
The Picture Cards include all the target vocabulary items in the Student Book. One side shows the color picture, while the other side shows the word. They are large cards for use in vocabulary presentations or reinforcement activities.





## 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.



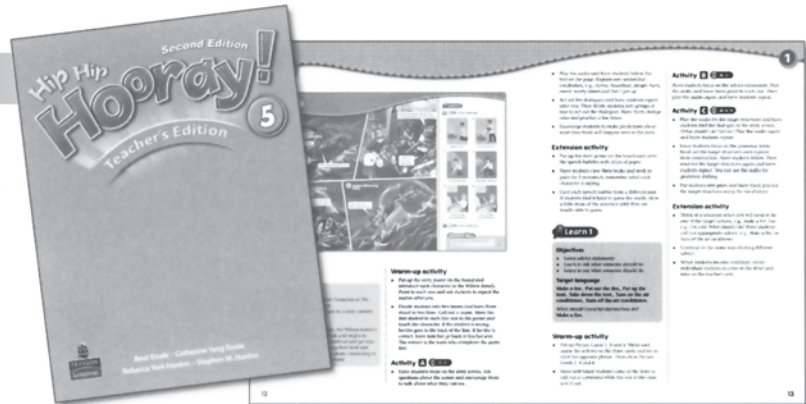
## Active Teach

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.



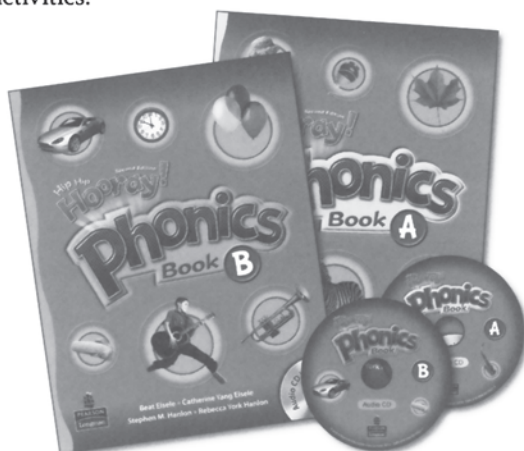
## Teacher's Edition

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



# 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					4
7th page – Story			5		
8th page – Practice					
9th page – Reading	3	3	3	3	6
10th page – What about you?					6
11th page – Test			7		
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 – Learn 2
		6	6–7	10–11	4th page – Practice
4	4	7–8	8–9	12–14	5th page – Learn 3
	5	9	10–11	15–16	6th page – Practice
5	6	10–11	12–13	17–19	7th page – Story
	7	12	14–15	20–21	8th page – Practice
6	8	13–14	16–17	22–24	9th page – Reading
7	9	15	18–19	25–27	10th page – What about you?
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	
<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 At sea

**Story**

**A Listen.**

1 It was a dark and stormy night. The Wilson family was on a houseboat.

Ah! We crashed into a rock!

Oh, no! The boat is sinking!

Dad! What should we do?

2 The family was in danger.

Karl and Hannah, get the food. Celine and Albert, get the clothes.

Come on, everyone. Let's hurry.

3 They moved everything into a smaller boat.

What should I do?

Get on! We don't have much time.

4 They rowed to a nearby island.

Don't give up. We're almost there.

### Learn 1

**B Listen and say.**

1

Make a fire.

2

Put out the fire.

3

Put up the tent.

4

Take down the tent.

5

Turn on the air conditioner.

6

Turn off the air conditioner.

**C Listen and say.**

**Grammar**

What should I/you/he/she/we/they do?

Make a fire.

## Story

### Objectives

- Introduce the story and characters of *The Wilson Family Adventure*
- Present Learn 1 structure in a story context

### Storyline

On a dark and stormy night, the Wilson family's houseboat crashes into a rock and begins to sink. They abandon the houseboat and get into a smaller rowing boat, taking their food and clothes with them. With the storm continuing to rage, they row to a nearby island.

## Warm-up activity

- Put up the story poster on the board and introduce each character in the Wilson family. Point to each one and ask students to repeat the names after you.
- Divide students into two teams and have them stand in two lines. Call out a name. Have the first student in each line run to the poster and touch the character. If the student is wrong, he/she goes to the back of the line. If he/she is correct, have him/her go back to his/her seat. The winner is the team who completes the game first.

## 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., *stormy, houseboat, danger, hurry, rowed, nearby island* and *Don't give up*.
- Act out the dialogues and have students repeat after you. Then divide students into groups of four 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 up the story poster on the board and cover the speech bubbles with strips of paper.
- Have students close their books and work in pairs for 5 minutes to remember what each character is saying.
- Elicit each speech bubble from a different pair. If students find it hard to guess the words, show a little more of the sentence until they are finally able to guess.



## Learn 1

### Objectives

- Learn advice statements
- Learn to ask what someone should do
- Learn to say what someone should do

### Target language

**Make a fire., Put out the fire., Put up the tent., Take down the tent., Turn on the air conditioner., Turn off the air conditioner.**

What should I/you/he/she/we/they do?

**Make a fire.**

### Warm-up activity

- Put up Picture Cards 1, 3 and 5. Mime and name the actions on the three cards and try to elicit the opposite phrase. Then show Picture Cards 2, 4 and 6.
- Have individual students come to the front to call out a command while the rest of the class acts it out.

### Activity B A 3

Have students focus on the advice statements. 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 should I do? Get on!*) 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

- Think of a situation when you will need to do one of the target actions, e.g., *make a fire*. Say, e.g., *I'm cold. What should I do?* Have students call out appropriate advice, e.g., *Make a fire.* or *Turn off the air conditioner.*
- Continue in the same way eliciting different advice.
- When students become confident, invite individual students to come to the front and take on the teacher's role.

## Learn 2

### D Listen and say.



### E Listen and say.



### Grammar

What will	you/he/she/we/they	do?
First,	I/he/she/we/they	will rent a boat.
Then,	I/he/she/we/they	will have a barbecue.
Will	you/he/she/we/they	rent a boat?
Yes,	I/he/she/we/they	will.
No,	I/he/she/we/they	will not.

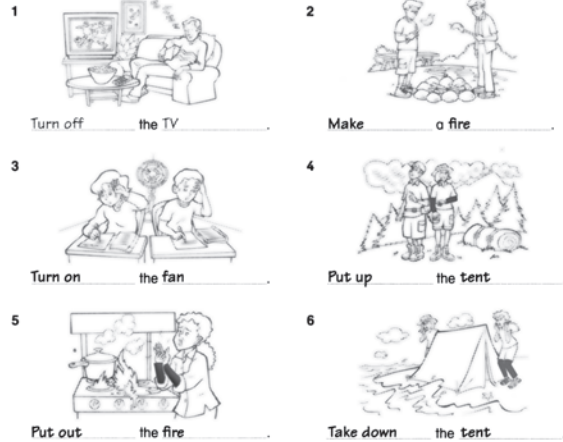
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## Practice

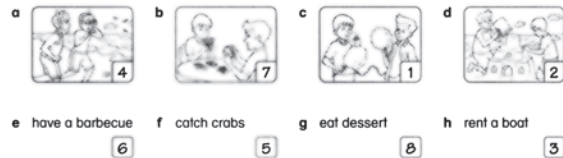
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### F Write.

What should they do?



### G Listen and number.



9

## Learn 2

### Objectives

- Learn names of activities
- Learn to ask what someone will do
- Learn to say what someone will do first, and then what they will do next
- Learn to ask yes/no questions about what someone will do
- Learn to answer yes/no questions about what someone will do

### Target language

**rent a boat, have a barbecue, make a sandcastle, play cards, go snorkeling, catch crabs, eat dessert, eat cotton candy**

What will you/he/she/we/they do?  
First, I/he/she/we/they will **rent a boat**.  
Then, I/he/she/we/they will **have a barbecue**.

Will you/he/she/we/they **rent a boat**?  
Yes, I/he/she/we/they will.  
No, I/he/she/we/they won't.

### Warm-up activity

- Make copies of Picture Cards 7–14. Cut each one in half. Give out the halves to different students. Have students walk around the classroom to find the student with the other half.
- Once students have matched the halves, invite each pair to come to the front and show their card. Elicit the name of activity of each card.

### 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 will we do? First, we'll go snorkeling. Then, we'll make a sandcastle. Will we catch crabs? Yes, we will.*) Play the audio and have them follow. Then play the audio again and have students repeat.





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# Hip Hip Hooray!

Second Edition

Success with stories

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

UPDATED

**Classic stories**

make grammar easy to teach and fun to learn

UPDATED

**Four-skills step-by-step sequence**

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

NEW

**Comprehensive assessment program**

helps track student progress and improve results

NEW

**Full digital support**

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](http://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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