

Teacher's Book

with App



# HOP

## into English

2<sup>nd</sup> Edition



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Paola Danesi

Macmillan Education  
© Editorial Estrada S.A. 2024  
Primera edición © Editorial Estrada S.A. 2018

ISBN N° 978-987-672-734-1  
Pack ISBN N° 978-987-672-738-9

Queda hecho el depósito que marca la Ley 11.723.

Texto escrito por Ana María Barragán y Paola Danesi  
Diseño © Editorial Estrada S.A. 2024  
Diseño de tapa e interior: Equipo de Arte y Diseño  
Ilustración de tapa y reproducciones páginas Pupil's Book: Carlos Escudero  
Gerencia editorial: Marianela Alloatti  
Equipo de Edición: Laura Lagos y María Paz Ambrosio  
Equipo de Arte y Diseño: Coordinación – María Natalia Bellini;  
Diseñadoras – Inés Rossano y Cecilia Cuello

Las autoras y los editores agradecen por el permiso para reproducir sus fotografías e imágenes (en las reproducciones de páginas del Pupil's Book) a: 123RF, istockphoto by Getty Images, Photos.com y Thinkstock by Getty Images

Barragán, Ana María  
Hop into English 2nd Edition 1 Teacher's Book / Ana María Barragán ; Paola Danesi.-  
2a ed.- Boulogne : Macmillan, 2024.  
Libro digital, PDF  
  
Archivo Digital: descarga y online  
ISBN 978-987-672-734-1  
  
1. Inglés para Niños. I. Danesi, Paola. II. Título.  
CDD 428.0071

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Producido en Argentina  
Segunda edición.

Ana María Barragán · Paola Danesi

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2<sup>nd</sup> Edition

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# Hop into English 2<sup>nd</sup> Edition – Welcome to a fun ride!

*Hop into English 2<sup>nd</sup> Edition* is a six-level series for primary level that accompanies pupils through the different stages of their learning process. The series grows together with children, both in its look and in the type of activities each level proposes. This new edition keeps the lovable characters and memorable stories from the first edition, and incorporates new sections and supplements that promote children's development as mindful learners, aware of global issues and able to think critically.

## Components overview

### Pupil's Book and Activity Book

The **Pupil's Book** consists of:

- a Hello! Unit, which revises/presents basic language such as numbers, colours, school objects and greetings, as well as the main characters;
- six core units;
- three 'Integration' sections (one every two units);
- a 'Mini-dictionary' with a pictorial reference of all the new vocabulary presented in each unit;
- a set of cut-outs to be used in the 'Make and play' activities proposed in Lesson 6 of each unit;
- the 'Diamond Quest' supplement.

The **Activity Book** is combined in the same book and provides reinforcement practice for each unit.

The **Diamond Quest** supplement comes at the back of the book, upside down so it can be used as a separate book. It features an adventure comic strip which serves as a new fun context to reinforce and consolidate the language presented in each unit of the Pupil's Book.

### Teacher's Book

The **Teacher's Book** is provided only in digital format in the **Teacher's Resource Centre**.

### Digital components in the MEE app

The MEE app offers both teachers and pupils free access to the **Pupil's Book** and **Activity Book** eBook with embedded audio and a Picture Dictionary for each vocabulary presentation with digital flashcard games, as well as the **Digital Reading** – a digital version of the 'Diamond Quest' supplement with embedded audio and animations of the comic strip episodes. It also includes links to the interactive activities provided in the **On-the-Go Practice**. Pupils get their access code on the inside backcover of the book and teachers get their codes on adoption.

### Student's and Teacher's Resource Centres

The **Teacher's Resource Centre** includes the downloadable **Digital Teacher's Book** as well as downloadable audio files and animations. It also offers extra resources such as photocopiable activities and templates, unit tests, mid-course and end-of-course tests (with their audio files and answer keys). All the photocopiable activities are also available at the **Student's Resource Centre** in case teachers want pupils to bring them already printed from home. Both Resource Centres can be accessed from the MEE app, available at [www.macmillaneducationeverywhere.com](http://www.macmillaneducationeverywhere.com).

# Pupil's Book and Activity Book walkthrough

Vocabulary is presented in Lessons 1 and 3 through a scene that contextualizes the topic of the unit and usually features the main characters.

Lesson 1

## 2 Animal reserve

1 Listen, find and write. Then listen again and repeat.

a fish   a monkey   a tiger   a snake   an elephant   a zebra   a parrot   a frog

2 Listen and number. Then sing.

Where's the elephant? I can't see. It's over there. It's behind the tree.  
 Where's the parrot? I can't see. It's over there. It's in the tree.  
 Where's the tiger? I can't see. It's over there. It's on the tree.  
 Where's the zebra? I can't see. It's over there. It's under the tree.

UNIT 2 - Lesson 2

1 Ask and answer.

Where's the elephant?  
It's behind the house.

on   in   under   behind

2 Listen to Vicky and Kim, and put a tick (✓) or a cross (X).

on the tree   behind the tree   in the tree   under the tree

lizard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
elephant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Look at Activity 2 and complete.

Where's the lizard?  
(2) \_\_\_\_\_ ?

It's (1) \_\_\_\_\_ the tree.  
It's under the tree.

Where's the parrot?  
It's on the house.

The vocabulary presentation in Lesson 1 is followed by a song. Through this song pupils repeat and internalize in an entertaining way the sounds of the new words and the language structures to be covered in the unit.

Lesson 3

1 Listen, read and answer: What animal is Hassan looking for? Then act out.

Where's the lizard? Is it under the rock?  
No, it isn't.  
Is it behind the rock?  
No, it isn't.  
Where's the lizard? Please do not touch!  
It's on my head!

2 Read again and circle.

1 Hassan can't see the lizard rock.   3 The lizard is isn't behind the rock.  
 2 The lizard is isn't under the rock.   4 The lizard is on behind Kim's head.

3 Draw the animals. Then ask and answer.

monkey   snake   parrot

Is the monkey on the tree? Yes, it is. / No, it isn't.

UNIT 2 - Lesson 4

1 Listen and point. Then listen again and repeat.

fly   run   climb   hunt   crawl   jump   swim

2 Look and put a tick (✓) or a cross (X).

fly	<input type="checkbox"/>	swim	<input type="checkbox"/>
run	<input type="checkbox"/>	jump	<input type="checkbox"/>
climb	<input type="checkbox"/>	fly	<input type="checkbox"/>
hunt	<input type="checkbox"/>	jump	<input type="checkbox"/>
swim	<input type="checkbox"/>	fly	<input type="checkbox"/>

3 Think of animals you know and say.

Fish can't fly. They can swim.

The main language point of the unit is presented in a dialogue featuring the main characters. This situation provides context for the presentation and the language point is then systematized in the 'Hop into grammar' box.

Follow-up activities, including listening and speaking, reinforce the language being taught and recycle already known language, when possible.

The 'Let's read!' section provides varied text-types that integrate the language taught in the unit in a new context. These texts also expand the vocabulary of the unit and are followed by activities that help pupils develop their reading comprehension skills.

**Let's read!**

**1** Listen and read.

## ANIMALS AND THEIR COLOURS

Animals are of different colours. Some animals can hide in nature. Can you see the animals in the photos?

Lions are brown. They can hide in grass.

Polar bears are white. They are big but they can hide in snow.

This snake is green and brown. It is long but it can hide under leaves.

This rabbit is grey and brown. It can hide in grass.

Tree frogs are green. They can hide in trees.

Can you see the animal in this photo? It's an owl! It's white and brown, and it can hide in trees!

**2** Read again and circle.

- Big animals can't hide.  Yes  No
- Green animals hide in snow.  Yes  No
- Tree frogs are green and small.  Yes  No
- Long snakes can hide.  Yes  No

**3** Read again and match.

- Polar bears can hide  a in trees.
- Lions can hide  b in snow.
- Tree frogs can hide  c under leaves.
- Green and brown snakes can hide  d in grass.

**4** Look at the photo and complete.

Can you see the animal?

small yellow water plants

Sea dragons live in the (1) \_\_\_\_\_.

They are green and (2) \_\_\_\_\_.

They can hide in (3) \_\_\_\_\_.

They are (4) \_\_\_\_\_.

**Think!**

Why do lions hide?  
Why do rabbits hide?

The 'Think' questions help pupils develop their critical thinking and social skills.

**Lesson 6**

**1** Make and play.

**Your turn!**

Is the snake under the rock?  
No, it isn't!

**2** Read. Then draw and write.

My favourite animal

My favourite animal is the tiger. Tigers are orange and black. They can hunt. They can swim and they can run. They can't fly.

My favourite animal


My favourite animal is the \_\_\_\_\_ are \_\_\_\_\_

They can \_\_\_\_\_


They can't \_\_\_\_\_


The 'Your turn!' section consolidates the language taught in the unit and at the same time gives pupils the chance to train their speaking and writing skills:

- the 'Make and play' activities provide further game-type language practice by using the cut-outs at the back of the book, and engage pupils in meaningful communicative situations.
- the 'Read. Then draw and write' activities provide a model text that pupils can then complete with their own information. In this way, they start developing their writing skills slowly and gently.


**Bonus practice** 

- UNIT 2 -  
Lesson 7

1  Look and write A or B.




A



B

- 1 The frog is behind the rock.
- 2 The elephant is behind the tree.
- 3 The parrot is yellow and green.
- 4 There are eleven fish.
- 5 The tiger is under the tree.

- 1 The frog is under the rock.
- 2 The monkey is behind the tree.
- 3 The parrot is orange and blue.
- 4 There are thirteen fish.
- 5 The tiger is behind the tree.

2  Read and circle.

1 Elephants are big animals. <input type="checkbox"/> Yes <input type="checkbox"/> No	4 Fish can't crawl. <input type="checkbox"/> Yes <input type="checkbox"/> No
2 Lions can hide in snow. <input type="checkbox"/> Yes <input type="checkbox"/> No	5 All rabbits are grey and brown. <input type="checkbox"/> Yes <input type="checkbox"/> No
3 Zebras can fly. <input type="checkbox"/> Yes <input type="checkbox"/> No	6 Tree frogs are green. <input type="checkbox"/> Yes <input type="checkbox"/> No


**Diamond Quest** 25  
pages 6-9


The 'Bonus practice' section at the end of the unit includes activities that are intended not only to revise the language learnt in the unit but also to develop pupils' critical thinking skills.

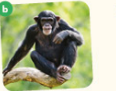
The 'Hop into the world' section aims to reinforce and extend the topics and language introduced in each unit through thought-provoking and up-to-date material that intends to trigger class discussion and help pupils develop their critical thinking skills. All the topics featured in this section support Education for Sustainable Development and Citizenship, helping pupils become mindful individuals, with a global perspective.


**Hop into the world**


- UNIT 2 -


1  Match. Then think and discuss: What do these animals have in common?


  
a

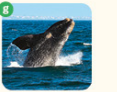
  
b


  
c


  
d


  
e

  
f


  
g


  
h

  
i


  
j

1 tiger <input type="checkbox"/>	6 giant anteater <input type="checkbox"/>
2 huemul <input type="checkbox"/>	7 chimpanzee <input type="checkbox"/>
3 white cockatoo <input type="checkbox"/>	8 green sea turtle <input type="checkbox"/>
4 Andean condor <input type="checkbox"/>	9 panda bear <input type="checkbox"/>
5 Southern right whale <input type="checkbox"/>	10 fatú carreta <input type="checkbox"/>


2  Look at Activity 1 and discuss: Which animals can you find in Argentina?


3  Where do the animals in Activity 1 live? Choose and complete.


1 The huemul lives in the mountain forests.	4 _____ lives in the sea.
2 _____ lives on the mountains.	5 _____ lives in the jungle.
3 _____ lives in forests.	


4  Why do animals become endangered? Match.


1 hunting	3 climate change	5 lack of food	7 urbanization
2 deforestation	4 pollution	6 disease	8 fire


  
a


  
b


  
c


  
d


  
e

  
f


  
g

  
h


5  Make a list of the animals on pages 22 and 23. Then look at the photos and discuss: Which animals from the list can be in danger in each situation?



1 There is a fire in the savannah.



2 The water is polluted.



3 The trees are cut down.

**Project** In groups, choose one of the Argentine endangered species and design a flyer about it. Include its habitat and the reasons why it is endangered. Share it with the rest of your school.

The Project offers pupils the chance to do some hands-on work while developing their collaboration skills, thus making learning more meaningful and enjoyable.

The 'Integration' sections consolidate in a new context the language taught in the previous two units.

### Integration 1

**1** Look and complete.

I can (1) \_\_\_\_\_ I can (2) \_\_\_\_\_ I can't (3) \_\_\_\_\_

**2** Look and write.

No, I haven't. Yes, I have. No, I can't. Yes, I can.

Have you got a football? (1) \_\_\_\_\_ Can you rollerblade? (3) \_\_\_\_\_

Can you play football? (2) \_\_\_\_\_ Have you got rollerblades? (4) \_\_\_\_\_

**3** Write the words in order. Then look and write the answers.

in the tree  
tiger is the

(1) \_\_\_\_\_ ?

(2) \_\_\_\_\_

tree behind is  
it the

(3) \_\_\_\_\_ ?

(4) \_\_\_\_\_

**4** Look and complete with *in, on, under or behind*.

Where are the animals? I can't see them.

The zebra is (1) \_\_\_\_\_ the house.  
The elephant is (2) \_\_\_\_\_ the house.  
The parrots are (3) \_\_\_\_\_ the house.  
And the monkey is (4) \_\_\_\_\_ the house!

### Mini-dictionary

**1 School objects**

bin board clock cupboard glue notebook pen school bag scissors

**1 Sports activities**

play basketball play football play hockey ride a bike rollerblade swim

**Sports objects**

basketball bike football helmet rollerblades skateboard

**2 Wild animals**

elephant fish frog lizard monkey parrot snake tiger zebra

**Actions**

climb crawl fly hunt jump run swim

**3 Food**

bread burgers cake cheese chips fruit  
chocolate/vanilla ice cream meat pasta pizza salad vegetables

**4 Clothes**

belt boots dress hat jacket  
jeans jumper sandals scarf shoes  
skirt socks trainers T-shirt

A 'Mini-dictionary' at the end of the book serves as pictorial reference of all the new words in each unit.

In Levels 1 & 2, the 'Diamond Quest' supplement includes an adventure comic strip featuring two new characters – Casey and Ronnie. This story provides further chances to revise and consolidate the language learnt in a fun way.

All the episodes are animated and available both on the Digital Reading and at the Teacher's Resource Centre.



**Let's check & think!**

1 Number the events in order. Then look and tick (✓).

<p><b>a</b>  Where's the diamond? It's in Ronnie's hand. <input type="checkbox"/> It's on Ronnie's hand. <input type="checkbox"/></p>	<p><b>b</b>  Where's the snake? It's behind the leaves. <input type="checkbox"/> It's under the leaves. <input type="checkbox"/></p>
<p><b>c</b>  Where's Ronnie? He's under the rock. <input type="checkbox"/> He's on the rock. <input type="checkbox"/></p>	<p><b>d</b>  Where's the diamond? It's behind the frog. <input type="checkbox"/> It's on the frog. <input type="checkbox"/></p>

2 How do they feel? Look and circle.

<p>1 Casey feels...</p> <p><input type="radio"/>  sad <input type="radio"/>  surprised <input type="radio"/>  scared</p>	<p>2 Ronnie feels...</p> <p><input type="radio"/>  sad <input type="radio"/>  surprised <input type="radio"/>  scared</p>
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Each chapter of the comic strip is followed by the 'Let's check and think!' section where pupils check their understanding of the story by solving activities that tap into their critical thinking capabilities.

The 'Diamond Quest Game' integrates the language learnt throughout the whole book. See page 97 for instructions on how to play the game.