

Teacher's Book

with App



HOP

into English

2nd Edition



Mónica Gravier

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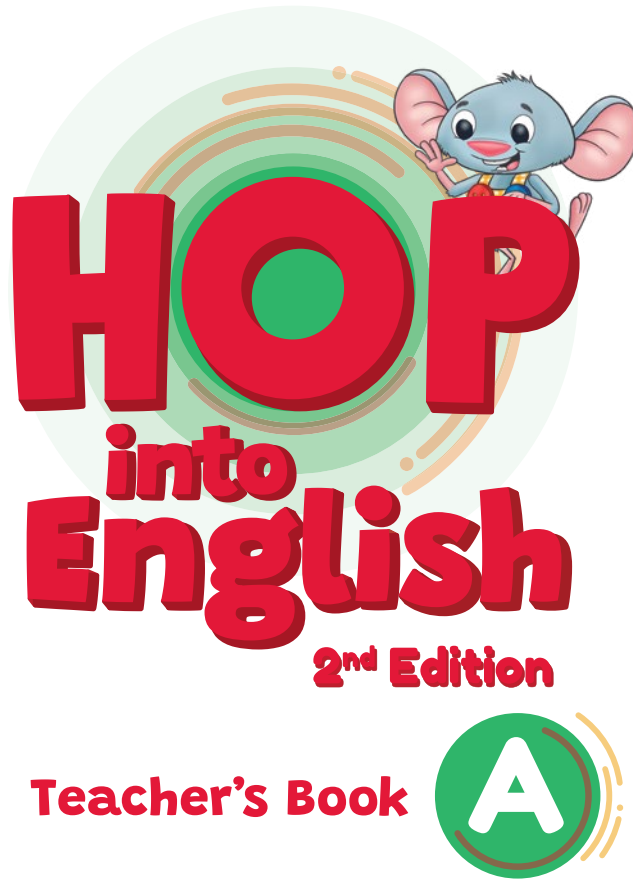
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Mónica Gravier



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Hop into English 2nd Edition – Welcome to a fun ride!

Hop into English 2nd 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 presents basic language such as numbers, colours and greetings, as well as the main characters;
- six core units;
- three 'Integration' sections (one every two units);
- a 'Goodbye!' page;
- two 'Special Days' pages;
- the Reading Buddy supplement;
- a set of cut-out cards per unit and 'Special Days' activities;
- an end-of-course 'Certificate' and
- two pages of stickers.

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

The **Reading Buddy** supplement comes at the back of the book and not only introduces pupils into reading but also helps them become mindful individuals, with a global perspective by presenting topics that promote Education for Sustainable Development and Citizenship.

Teacher's Book and complements

Apart from the **Digital Teacher's Book**, a set of **Visual Aids** (with flashcards of all the key vocabulary) and a large-size **dice** are available for Levels A and B.

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 animations, a Picture Dictionary for each vocabulary presentation with digital flashcard games and story videos of the **Reading Buddy** stories. 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 the photocopiable activities in the '**Hop into English** activity bank', templates, unit tests, mid-course and end-of-course tests (with their audio files and answer keys) and printable flashcards. All the photocopiable activities in the '**Hop into English** activity bank' 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.

Pupil's Book and Activity Book walkthrough

UNIT 4 PUPPETS AND ROBOTS

1 LOOK, LISTEN AND CHANT. THEN PLAY AS A CLASS.

2 LOOK, TRACE AND COLOUR.

HEAD

BODY

ARMS

LEGS

FEET

HANDS

3 LISTEN AND NUMBER. THEN SING.

26

- 1 Vocabulary presentation: lead-in games and chant
- 2 Vocabulary practice: *Where are the (arms)? Where's the (head)?*
- 3 'I've got a puppet!' song



Vocabulary is presented in a banner and through a chant, and is then contextualized in a scene that features the main characters. In Level A, the banner provides the vocabulary words as from Unit 1 for teachers who want pupils to be exposed to the written form from the beginning.

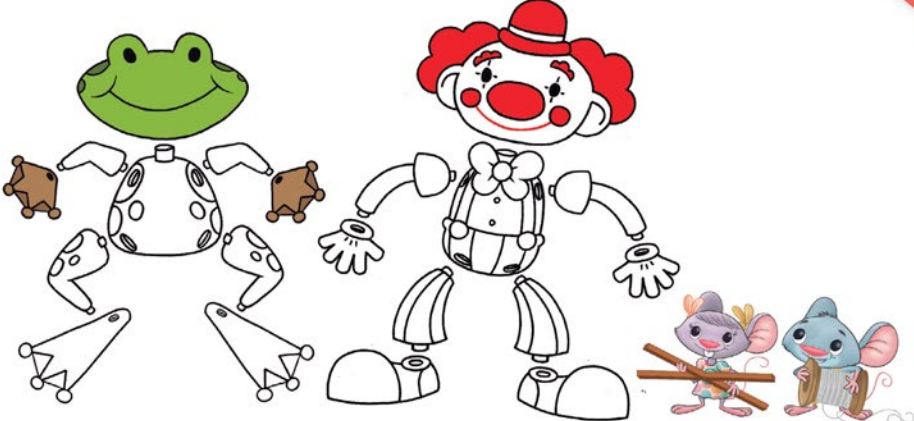
This scene serves as an introduction to both the topic and the story of the unit, and provides a meaningful context for the unit song. Through this song, pupils repeat and internalize the sounds of the new words and the language structures as chunks in an entertaining way.


In Levels A and B, the boxes at the bottom give teachers an at-a-glance reference of the activity aims and the questions they could ask to trigger pupils' language production or responses.







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



• UNIT 4 •




4   LOOK, LISTEN AND COLOUR.



5  TRACE. THEN LOOK AND MATCH.

A HEAD		A BODY
2 HANDS		2 ARMS
2 LEGS		2 FEET
		
		
		

6   CUT OUT THE CARDS. THEN PLAY.

 Vocabulary practice: Which is (Lisa)'s puppet? What colour are the (legs)? Are they (green)?
 Vocabulary practice: What colour is the (body)? What colour are the (hands)? How many (arms)?
 Cut-outs game

27

In Level A, written text is introduced in block capitals as from Unit 4.

The cut-out activities provide further game-type vocabulary practice by using the cut-out cards at the back of the Pupil's Book. See pages 19–21 for ideas.

In Levels A and B, the 'It's story time!' section includes fun stories featuring the main characters. This section gently introduces pupils to the love of reading stories (as from Level B the stories include only part of the whole script in the speech bubbles).

It's story time!

7 LOOK AND LISTEN.

8 LISTEN AND POINT.

28 Language in context: Have you got (the hands)? Yes, I have. Here you are. • I've got (a head).

Follow-up activities scaffold comprehension of the story and provide further chances of using the language being learnt.

Stickers are used in the story follow-up activities.

UNIT 4

9 LOOK AND STICK.

A **B** **C**

10 LOOK AGAIN, LISTEN AND NUMBER. THEN ROLE-PLAY.

11 LOOK AND TICK (✓). THEN CIRCLE THE DIFFERENCES.

1 **2** **3**

29

Story follow-up: What's this? Is it (a head)? What number is this scene? Which is Sally and Jack's puppet? Is it number (1)? What's different? Look at the hands. (Big hands) or (small hands)?

All the stories are animated and available both on the Pupil's Book and Activity Book eBook and at the Teacher's Resource Centre.

In Levels A and B, since exposure to the language is mainly oral, the 'Can you say...?' section focuses on the pronunciation of specific sounds that may prove to be difficult for pupils or which they can confuse at this stage, as well as on the intonation of simple questions and requests.

12 **35**

LOOK, LISTEN AND REPEAT. THEN MATCH.

Can you say...?

3

10

13 **36**

LOOK, LISTEN AND NUMBER. THEN ROLE-PLAY.

30

Rhyming sounds: /c/ head, red, ten; /i:/ green, feet, three

Language practice: Have you got the (hands)? Yes, I have. Here you are.

This activity aims at repeating words in isolation and finding words that contain the same sound.

This activity focuses on the intonation of longer chunks, for example, information questions and requests.

This final activity gives pupils the chance to integrate the language they have learnt in the unit.

• UNIT 4 •

→ **14** **37** LOOK, LISTEN AND TICK (✓). THEN WRITE 1 OR 2.

1

2

SMALL HEAD	<input type="checkbox"/>
BIG HEAD	<input type="checkbox"/>
SMALL BODY	<input type="checkbox"/>
BIG BODY	<input type="checkbox"/>
LONG LEGS	<input type="checkbox"/>
SHORT LEGS	<input type="checkbox"/>

Mini-dictionary

31

ARMS

BODY

FEET

HANDS

HEAD

LEGS

14 Vocabulary practice: Which is Ben and Lisa's robot? Look at robot number (1). Look at the (legs). (Long legs) or (short legs)?

Reading Buddy
pages 80–85

31

The unit finishes with the 'Mini-dictionary', where pupils revise the new vocabulary by placing stickers as they hear the words in the vocabulary chant. This section constitutes a first approach both to writing (pupils trace the words) and to the use of a dictionary (words are presented in alphabetical order).

The 'Integration' sections are a fun way to consolidate the language taught so far and to foster pupils' interaction (with their teacher first and, eventually, with their peers).



The 'Goodbye!' page serves as a final integration of all the vocabulary sets and language covered in the book.

GOODBYE!

1 LOOK AND CIRCLE 8 DIFFERENCES.

2 LISTEN AND SING.

48

Vocabulary practice: What's similar? Can you see (a frog)? Where's (the frog)? Can you see (sandwiches)? Where are (the sandwiches)? Are they big or small? How many (pencils)?

'Goodbye' song

HAPPY EASTER!

1 LOOK, COUNT AND WRITE.

2 LOOK AND COLOUR. THEN LISTEN AND SING.

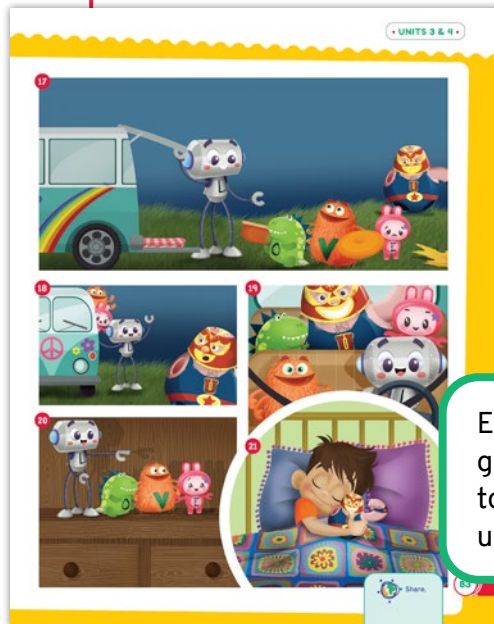
3 CUT OUT AND PLAY.

49

1 Vocabulary practice: How many Easter eggs? How many Easter bunnies?
 2 'Happy Easter' song: How many (green) eggs?
 3 Cut-out activity

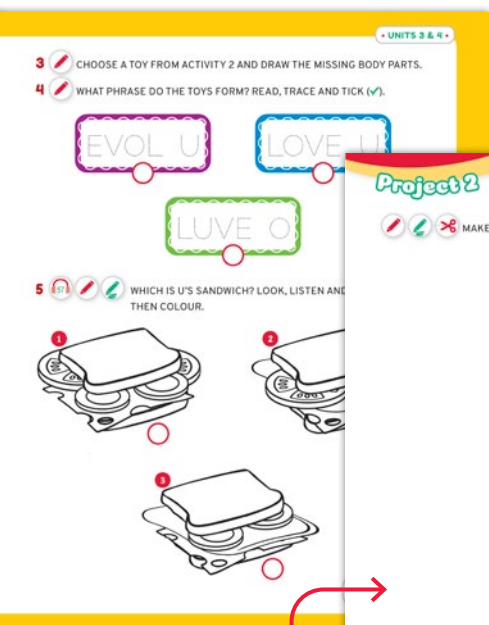
The 'Special Days' pages are a further integration instance where pupils can practise what they have learnt so far in a new context. They are intended to be used around the date of the celebration being dealt with.

The Reading Buddy supplement contains three stories that recycle language from every two units in the Pupil's Book. Through these stories, pupils are encouraged to: care about others and be kind to them, respect differences and diversity, share and be collaborative, be inclusive and aware of people with disability, among others.



Each story presents a global citizenship topic to discuss and reflect upon in the lesson.

The follow-up activities help pupils develop their understanding and thinking skills, while practising vocabulary and language structures.



Each story includes a project that fosters the development of communication, thinking and collaboration skills.