

Teacher's Book

with App



HOP

into English

2nd Edition



B

Mónica Gravier

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education

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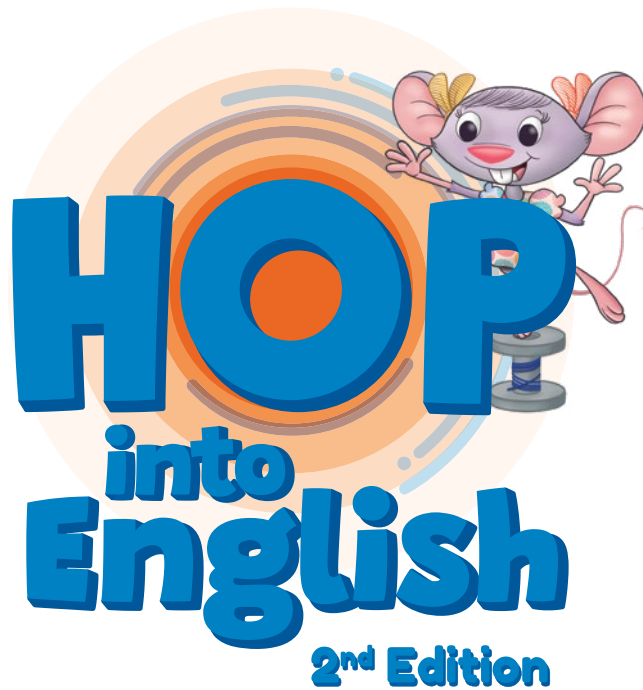
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Teacher's Book



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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 5 Let's play!

1 Look, listen and chant. Then play as a class.

2 Find and say.

3 Listen and number. Then sing.

34

- 1 Vocabulary presentation: lead-in games and chant
- 2 Vocabulary practice: *I spy with my little eye* (a skateboard). Where('s) the (skateboard)? What colour is it? Whose (skateboard) is it?
- 3 'Let's play!' song

Vocabulary is presented in a banner and through a chant, and is then contextualized in a scene that features the main characters.

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 5 •

4  Look and write.

Activity 4 consists of six cards for identification. Each card has a blank line for writing. The cards are:



- Card 1: A black games console. Label: **a games console**
- Card 2: A red and white skateboard. Label: **a bike**
- Card 3: A red bicycle. Label: **video games**
- Card 4: A blue video game controller.
- Card 5: Two video game cases.
- Card 6: A cartoon girl with a red hat and green hair.



5   Read and complete. Then listen and match.


Activity 5 features five numbered characters and five speech bubbles with missing words:

- Character 1: A woman. Speech bubble: I've got a g_____ c_____.
- Character 2: A boy. Speech bubble: I've got a s_____.
- Character 3: A girl with glasses. Speech bubble: I've got a c_____.
- Character 4: A mouse. Speech bubble: I've got d_____.
- Character 5: A boy wearing a cap with 'KEVIN' on it. Speech bubble: I've got r_____.

In Level B, pupils are exposed to printed text as from the beginning of the book. In Units 1 and 2, the activities are in block capitals.

6   Cut out the cards. Then play.

  Vocabulary practice: What's this? What colour is it?
Who's number (1)? Whose is the (games console)?

 Cut-outs game

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 19–22 for game ideas.

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

It's story time!

7 Look and listen.

8 Look and read.

1 Do you like video games? Yes, I do! I've got a games console!

2 Where's the joystick?

3 Do you like dominoes? No, I don't...

4 Have you got robots? No, I haven't. Have you got rollerblades? Yes, I have!

5 They're too small...

6 I've got dolls...

7 I like this toy. Let's play!

36 Language in context: I've got a games console. No, I haven't. Do you like...

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 5

9 Look, read and stick.

a b c

10 Listen again and number. Then role-play.

11 Read and write. Then read the story again and check.

No, I haven't. Yes, I have! No, I don't.

Do you like dominoes? 1 _____

Have you got robots? 2 _____

Have you got rollerblades? 3 _____

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0-11 Story follow-up: What is Sally saying in this scene? What number is this scene? Imagine you're Yoko: Do you like dominoes? Imagine you're Sally: Have you got (robots)?

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

12 Look, listen and repeat. Then match.

Can you say...?

13 Look, listen and put a tick (✓) or a cross (✗). Then role-play.

38

Rhyming sounds: /nɪ/cold, November, rollerblades; /nɔː/doll, socks, hot
 Language practice: Have you got (a skateboard)? Yes, I have./No, I haven't.

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.

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

The second 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 5

14 Look, choose and play.

1

2

3

4

5

6

Mini-dictionary

bike computer doll dominoes games console

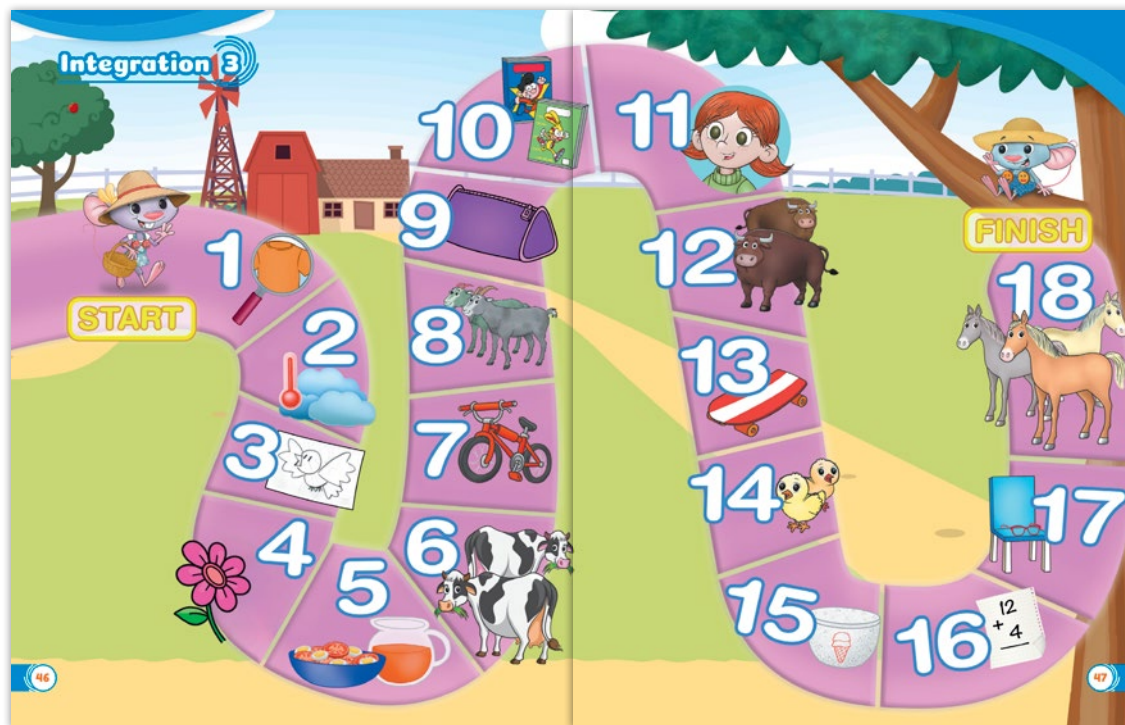
joystick rollerblades skateboard video games

39

Language practice: Guessing game

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 7 differences.

2 Listen and sing.

48

- Vocabulary practice: What's similar? What's different? Where are the children? What animals can you see? How many (donkeys) are there? What are these? Are they sheep or goats? Can you see any toys? What is it? Whose is it?
- 'Goodbye' song

RECYCLING DAY

1 When's Recycling Day? Look, listen and tick (✓). Then sing.

1 27th MAY

2 17th MAY

3 7th MAY

2 Look, listen to your teacher and colour.

3 Cut out and play.

49

- 'Recycling Day' song: When's Recycling Day?
- Vocabulary practice: What colour is bin number (1)?
- Cut-out activity

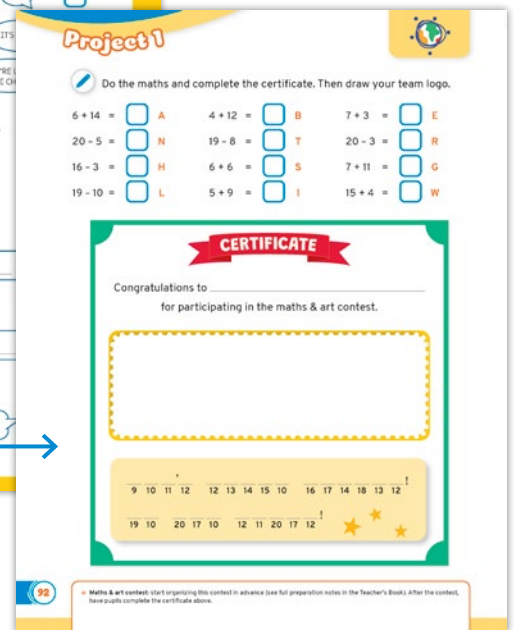
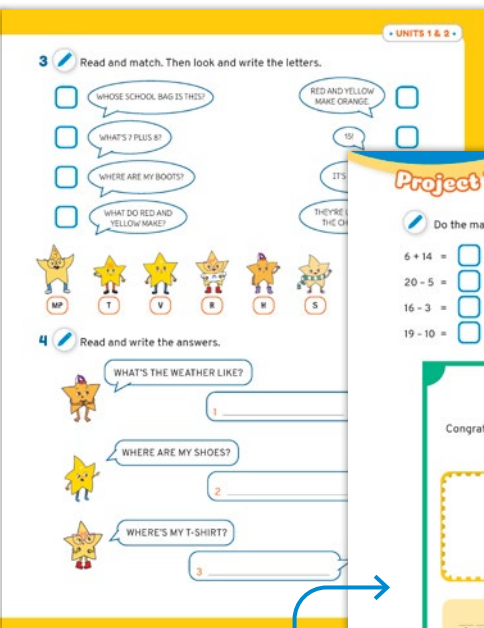
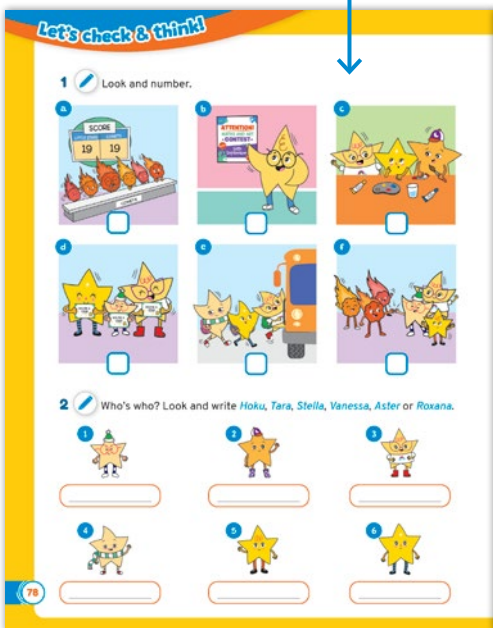
The 'Special Days' pages are a further integration instance where pupils can practise what they have learnt so far in a new context. They are intended to be used around the date of the celebration being dealt with.

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.

The Activity Book section provides further practice of the language taught in the unit through varied activity-types.

UNIT 5 Let's play!

1 Look and complete. Then write the question.

 _am_s cons_l_  _id_ g_m_s
 r_l_e_l_ des  j_s_i_k  b_s_

1 2 3 4 5 6 7 8 6 9 2 10 6 11 6 9 ?

2 Look and write. Then listen and put a tick (✓) or a cross (✗).

Jack's toys

1 

2 

3 

4 

5 

5 _____
6 _____
7 _____

Listen?
#7 Imagine you're Jack: Have you got (a skateboard)?

UNIT 5

3 Read and complete. Then read, look and circle.




I _____ this
Let's play!


1 Is Lisa a doll?
 Yes No

2 Is Yoko happy?
 Yes No

3 Is Sally happy?
 Yes No

4 Look, read and write **B** for Ben or **L** for Lisa.





1 I've got dolls.

2 I've got dominoes.

3 I've got a yellow robot.

4 I've got rollerblades.

5 I've got a red bike.

6 I've got a grey robot.

Story follow-up: Is Yoko happy? Is Sally happy?
Vocabulary practice: Imagine you're Ben and complete the sentence: I've got...

5 Draw and colour your favourite toy. Then read and complete.

I've got a _____. It's _____. It's my favourite toy.


6 Complete. Then ask and write **Yes** or **No**.

Have you got...	Friend 1:	Friend 2:
1 _____?		
2 _____?		
3 _____?		
4 _____?		
5 _____?		

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Vocabulary practice: What's your favourite toy? What colour is it?
Language practice: Toys survey

Teacher's Book walkthrough

HOP into English 2nd Edition B



How to work with Hop into English 2nd Edition B

The lesson cycles

Given the age band of the target learners, the activities in *Hop into English 2nd Edition B* have been conceived with a whole-class approach in mind and with progressive instances of individual participation guided by the teacher. The teacher leads the way at every step, engaging pupils in the proposals and marking the pace.

The reason for this is twofold: on the one hand, at such an early age, with little or no experience of learning a foreign language, learners need the confidence provided by the larger group until they grow ready to use the language in smaller groups or pairs; on the other hand, it is in the teacher's control to maximize pupils' speaking time effectively and safely.

Confidence also grows from the way in which the lesson is planned. The lesson is a unique moment, with a structure of its own, which in turn forms part of a string of other unique moments that should form a continuum. The more cyclical, the more predictable, and the more predictable, the more secure – the only precaution being to avoid boredom.

There are many different ways to organize the moments of a lesson, and you will surely have your own. Anyway, below there is a suggestion of a three-cycle lesson that should make your task rather easier – even more so if aided by the guidelines to the activities provided in this Teacher's Book:

Cycle 1: Hopping into the right mood

- Establish a routine to start with:
 - Singing the 'When is the English class?' song is always a good way to create the right mood for the English lesson.

59 **Audioscript**

Chorus:	<i>Is it on Monday?</i>
<i>When is the English class?</i>	<i>Is it on Tuesday?</i>
<i>When is the English class?</i>	<i>Is it on Wednesday?</i>
<i>Check, check, check!</i>	<i>Is it on Thursday?</i>
<i>Check, check, check!</i>	<i>Is it on Friday?</i>
	(Chorus)

- Prepare yourself a corner with posters on which to record information like:
 - the date;
 - attendance;
 - the weather, the season;
 - the birthdays of the day/week;
 - the current course unit;
 - the activities for the day;
 - the songs you learn.

Cycle 2: Getting down to brass tacks

- Recap on what was done the class before. A short game, the reconstruction of a narrative, a few questions, even the display of familiar scenes or illustrations may serve to reestablish the contact with the previous lesson's contents. The choice of what to do should bridge the gap between the previous class and today's lesson.
- Pick the activity (or activities) that will constitute the core of the time available for your lesson and follow the guidelines in the Teacher's Book.

tip Make sure you have prepared the necessary props and equipment beforehand.

- When starting the lesson dealing with the story, sing the 'It's story time' song.

61 **Audioscript**

It's story time!
It's story time!
Let's listen to the story!

Cycle 3: Rounding up

- To round up the lesson:
 - Celebrate the achievements of the day. Encourage pupils to give themselves a good clap. Sing the 'Praising' song (you can also sing it each time they finish a game or challenging activity).

60 **Audioscript**

Well done! (thumbs up)
Well done! (thumbs up)
Well done everyone! (thumbs up)
It's the end of the lesson. (wave goodbye)
Well done everyone! (thumbs up)

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This section includes general notes on:

- how to deal with each lesson and useful tips;
- the 'Lead-in' and cut-out games;
- suggested games to use the *Hop into English 2nd Edition* dice and;
- the board games in the 'Integration' sections.