

Pupil's Book and Activity Book

includes  
stickers  
and  
cut-outs

# HOP



## into English



Donna Shaw • Mark Ormerod • Mónica Gravier





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UNIT	VOCABULARY	LANGUAGE
<b>Hello!</b> pp2-5	Numbers 1-10  <i>black, blue, brown, green, orange, pink, purple, red, white, yellow</i>	<i>How many (apples)? What colour is the (pencil case)? Hello, what's your name? I'm (Lisa). How old are you? I'm (six).</i>
<b>1 Lost and found!</b> pp6-11	<i>glue, pen, pencil, pencil case, rubber, ruler, scissors, sharpener</i>	<i>Where's my (glue)? Here! Thank you! What's this? Is it a (sharpener)? Yes, it is. /No, it isn't.</i>
<b>2 Happy birthday!</b> pp12-17	<i>auntie, baby brother, dad, grandma, grandpa, mum, sister</i>	<i>Happy birthday! Thank you. Who's this? Is it (Mum)? It's (Sally). What's this? It's (a present).</i>
<b>Integration 1</b> pp18 & 19		
<b>3 Picnic time!</b> pp20-25	<i>apples, bananas, bread, cheese, eggs, ham, pears, tomatoes</i>  <i>big /small</i>	<i>Can I have some (cheese), please? Here you are. How many? (Two small tomatoes).</i>
<b>4 Puppets and robots</b> pp26-31	<i>arms, body, feet, hands, head, legs</i>  <i>long /short</i>	<i>Have you got the (hands)? Yes, I have. Here you are! I've got (long arms).</i>
<b>Integration 2</b> pp32 & 33		
<b>5 Animal accidents</b> pp34-39	<i>bird, cat, dog, frog, turtle</i> <i>climb, fly, jump, swim, walk</i>	<i>What's the problem with the (bird)? It can't (fly). It can (fly).</i>
<b>6 Lost again!</b> pp40-44	<i>bed, chair, school bag, shelf, table</i>  <i>in, on, under</i>	<i>Where are my (scissors)? They are under the (table). Where's my (red pencil)? Is it under your (chair)? Yes, it is. /No, it isn't. Have you got my (pencil)? No, I haven't.</i>
<b>Integration 3</b> pp46 & 47		
<b>Goodbye!</b> p48		
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# HOP into English



Pupil's Book and Activity Book

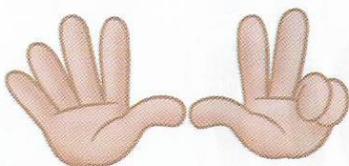
A



# HELLO!

1   PLAY. THEN LISTEN, SING AND DANCE.

2  LOOK AND MATCH. THEN TRACE.



1

2

3

4

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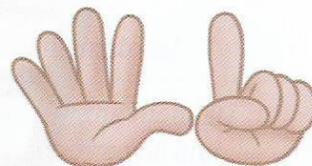
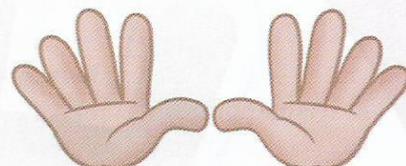
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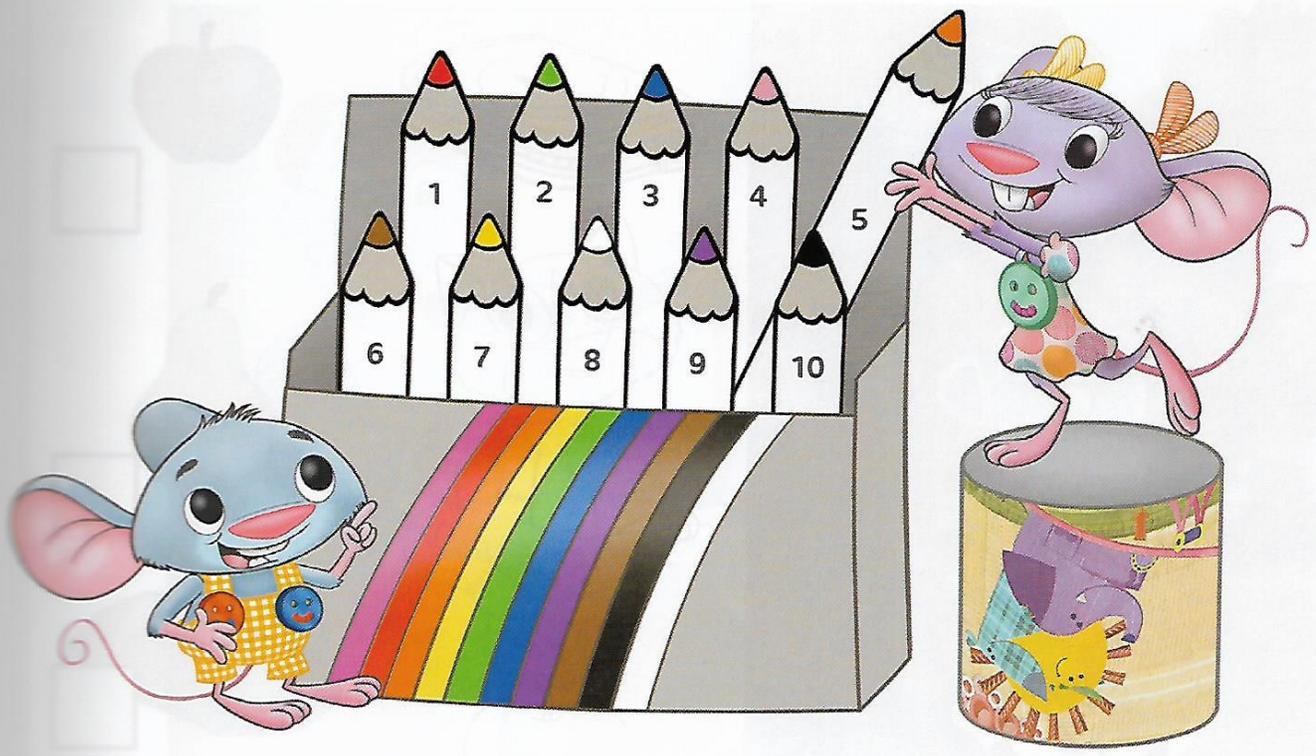
10



- ▶ Play lead-in games (see TB). Then listen to the 'Numbers' song, sing and dance.
- ▶ Count the fingers and match them to the numbers. Then trace the numbers.



LOOK AND COLOUR. THEN LISTEN AND SING.



LOOK AT ACTIVITY 3 AND COLOUR.



- Look at the pencil tips and colour accordingly. Then listen to the 'Colours' song and sing.
- Look at Activity 3 and colour the picture accordingly. Then answer: *What colour is number (1)?*



5 (04)



LOOK AND LISTEN. THEN SING.

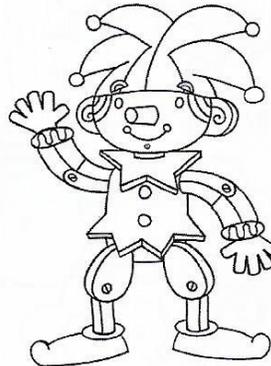
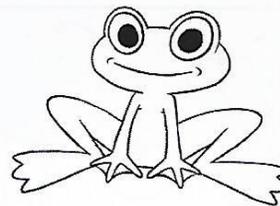
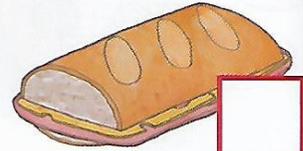
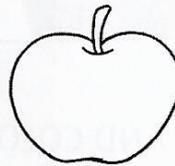
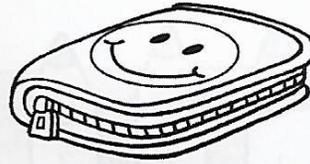


Look at the scene and listen to the 'Hello' song. Then sing.

6



LOOK AGAIN, FIND AND COLOUR.



7



LOOK AGAIN, COUNT AND WRITE.

- ▶ Look at the scene again and find the items from the first banner. Then answer: *What colour is the (cat)?* and colour the items accordingly.
- ▶ Look at the scene again, count the items from the second banner and write the numbers. Then answer: *How many (apples)?*



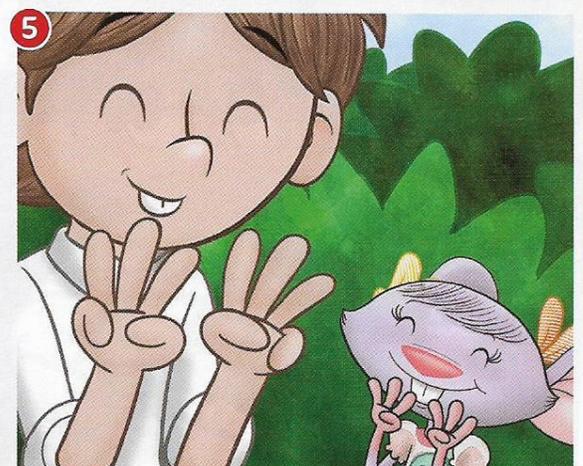
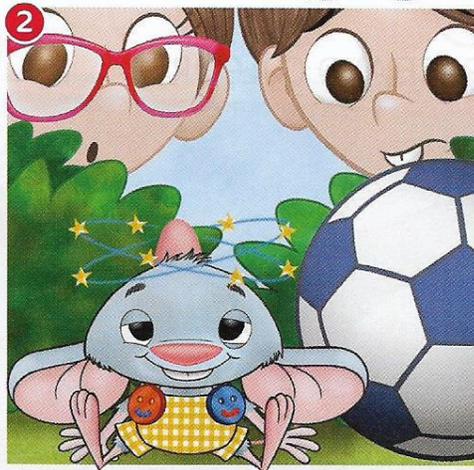
# IT'S STORY TIME!



HELLO!

8 (05) LOOK AND LISTEN.

9 (05) LISTEN AND POINT.



- Focus on language: *What's your name? I'm Lisa.* ● *How old are you? I'm six.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

1  (07) LOOK, LISTEN AND CHANT. THEN PLAY.

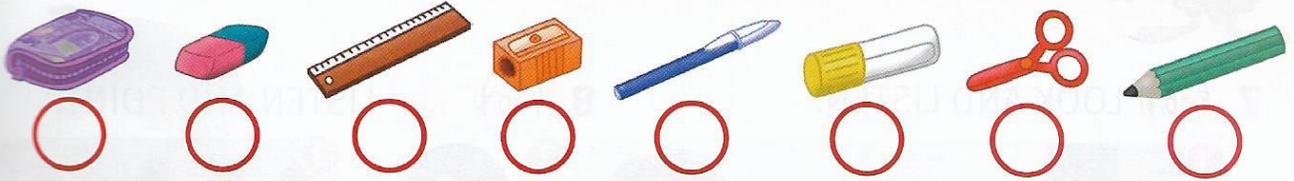
2  LOOK, TRACE AND COLOUR.



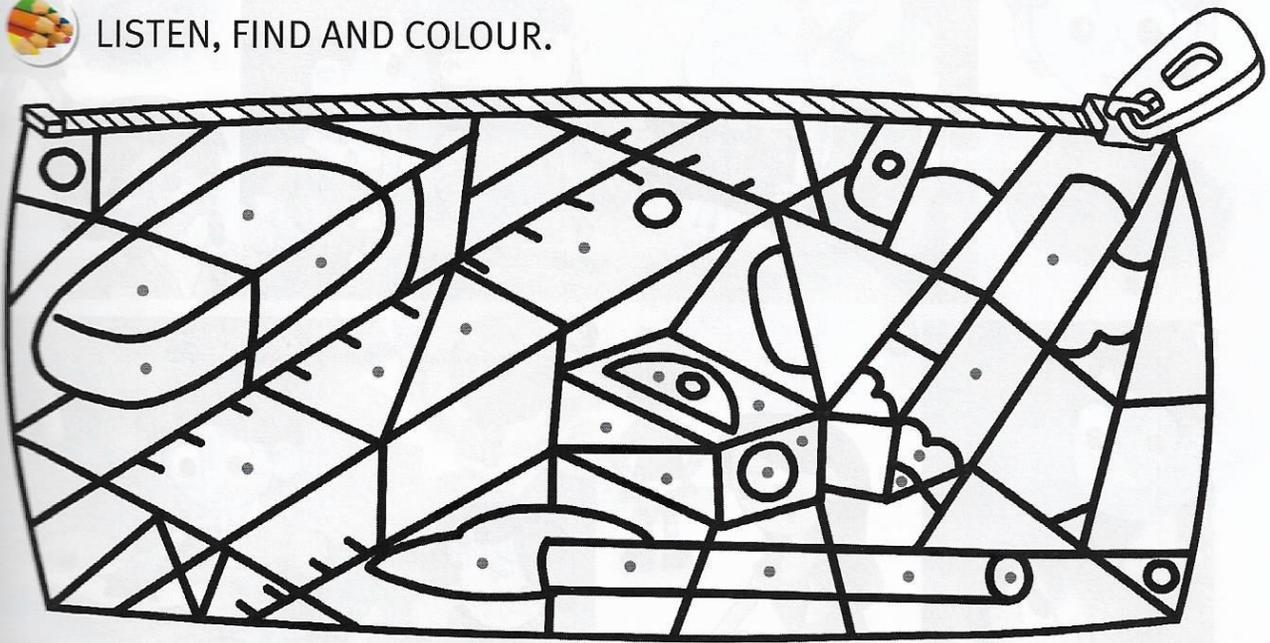
3  (08) LISTEN AND NUMBER. THEN SING.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *pencil, pen, rubber, ruler, pencil case, sharpener, scissors, glue.*
- Trace the school objects and colour them using the banner as a model.
- Listen to the 'Where's my rubber?' song and number the school objects. Then sing.

4  (09) FIND AND TICK (✓). THEN LOOK AGAIN, LISTEN AND CIRCLE.



5  LISTEN, FIND AND COLOUR.



6    MAKE AND SING. THEN PLAY.

- Look at the school objects in the banner and tick the ones you find in the scene. Then look at the scene again, listen to the dialogue and circle the school objects mentioned.
- Listen to your teacher (see TB), find and colour the school objects. Then answer: *What colour is the (pencil)?*
- Make the cards (see cut-outs) while singing the 'Where's my rubber?' song. Then play games with the cards (see TB).



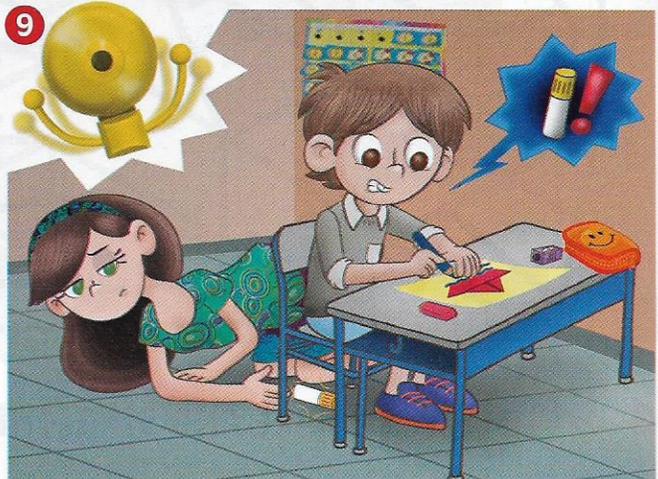
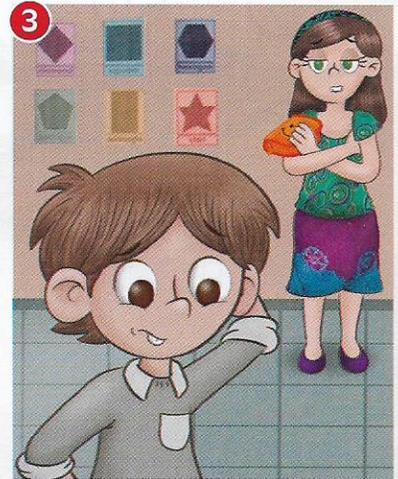
# IT'S STORY TIME!



## 7 (110) LOOK AND LISTEN.

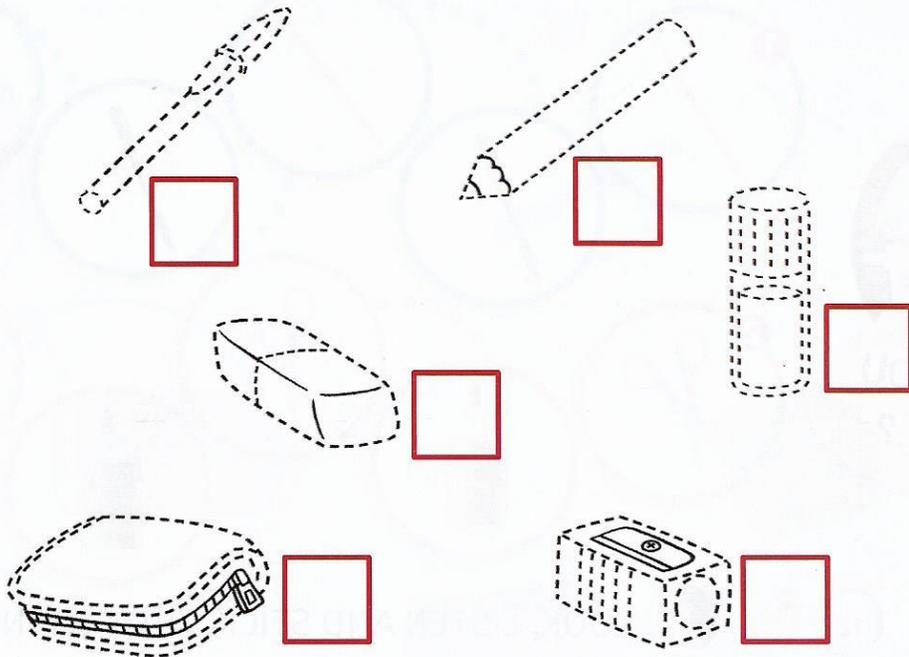


## 8 (110) LISTEN AND POINT.



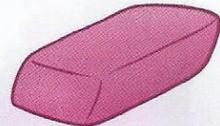
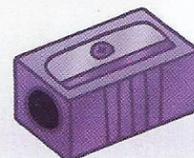
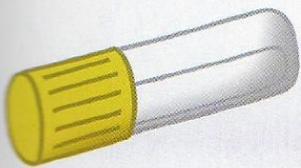
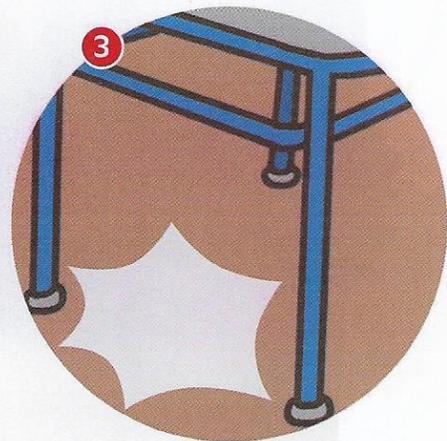
- Focus on language: *Where is my glue? Here! / Thank you!* • *What's this? / Is it a sharpener? Yes, it is. / No, it isn't.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

9    LOOK AND TRACE. THEN LISTEN AND COLOUR.



10   LOOK AGAIN, LISTEN AND NUMBER.

11  LOOK AND MATCH.



- Trace the school objects. Then listen to the story, answer: *What colour is Jack's (pencil)?* and colour accordingly.
- Listen to the story again and number the school objects in Activity 9.
- Match the close-ups to the school objects. Then answer: *What's this? Is it (a sharpener)?*

12  (111)  LOOK AND STICK. THEN LISTEN, CHANT AND CLAP.



1

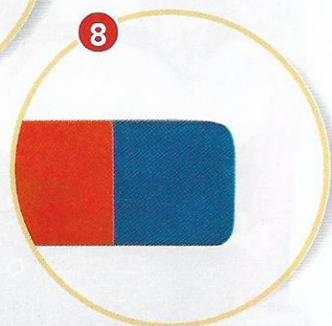
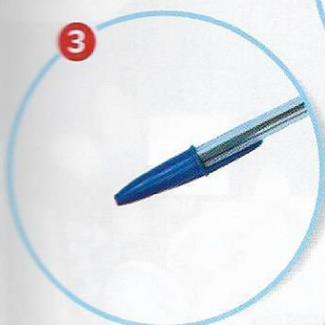
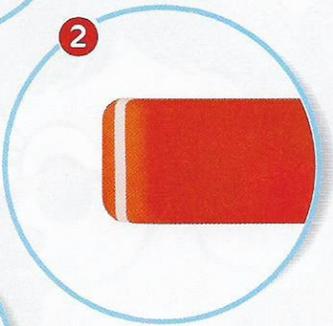
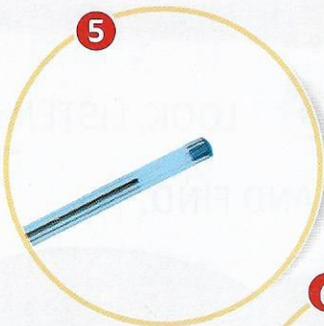
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13  (121)  LOOK, LISTEN AND STICK. THEN CHANT.



- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap. Focus on sound /p/.
- Listen to the chant and stick the missing objects. Then listen again and repeat. Focus on question intonation.

14 LOOK AND MATCH.



MINI-DICTIONARY

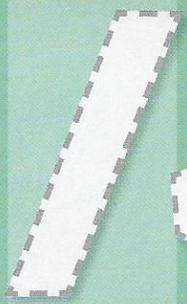
A B C D E F G H I J K L M N Ñ O P Q



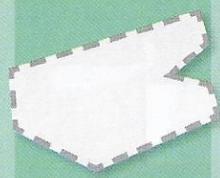
GLUE



PEN



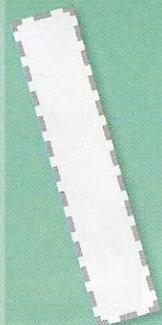
PENCIL



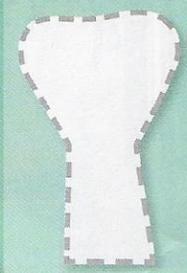
PENCIL CASE



RUBBER



RULER



SCISSORS



SHARPENER

A B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z A B C

- Match the picture halves. Then answer: *What's this? Is it a (pen)? What colour is it?*
- Mini-dictionary: Listen to the chant (track 07) and stick. Trace the words and repeat the chant.



1 (14) LOOK, LISTEN AND CHANT. THEN PLAY.

2 LOOK AND FIND.



3 (15) LISTEN AND NUMBER. THEN SING.

- ▶ Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *baby brother, sister, grandma, grandpa, auntie, mum, dad.*
- ▶ Find the family members in the scene.
- ▶ Listen to the 'Happy birthday!' song and number the family members. Then sing.

4 (16)  LOOK, LISTEN AND CIRCLE.



5 (17)  LOOK, LISTEN AND NUMBER.



6    MAKE AND SING. THEN PLAY.

- Listen to the dialogues and circle the correct family member in each pair.
- Listen to the dialogue and number Sally's photos. Then answer: *Who's this? Is it (Mum)?*
- Make the cards (see cut-outs) while singing the 'Happy birthday!' song. Then play games with the cards (see TB).



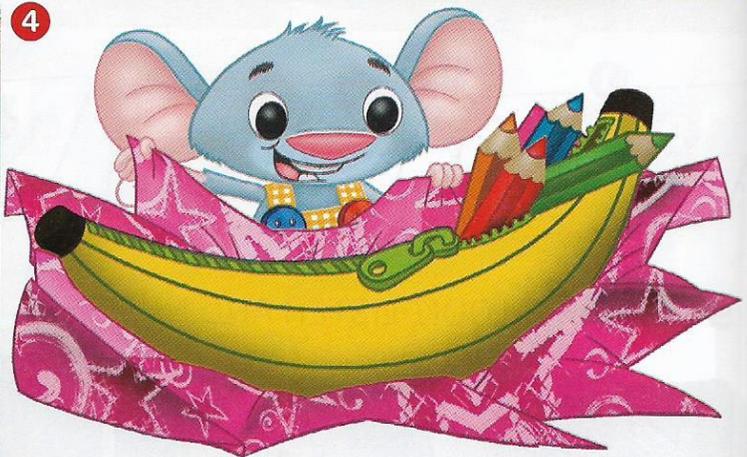
# IT'S STORY TIME!



7 (18) LOOK AND LISTEN.



8 (18) LISTEN AND POINT.



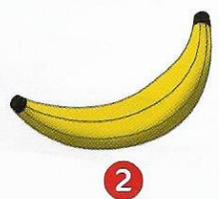
- Focus on language: *Happy birthday! Thank you.* ● *Who's this? It's my friend Sally.* ● *What's this? It's a present.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

9 LOOK AND STICK.



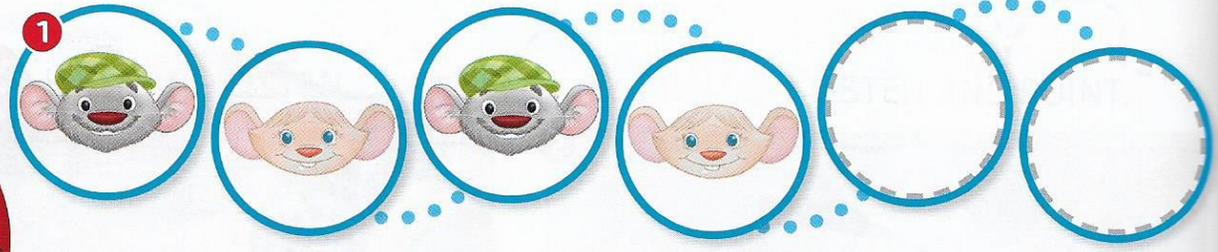
10 (118) LOOK AGAIN, LISTEN AND NUMBER.

11 LOOK AND MATCH.

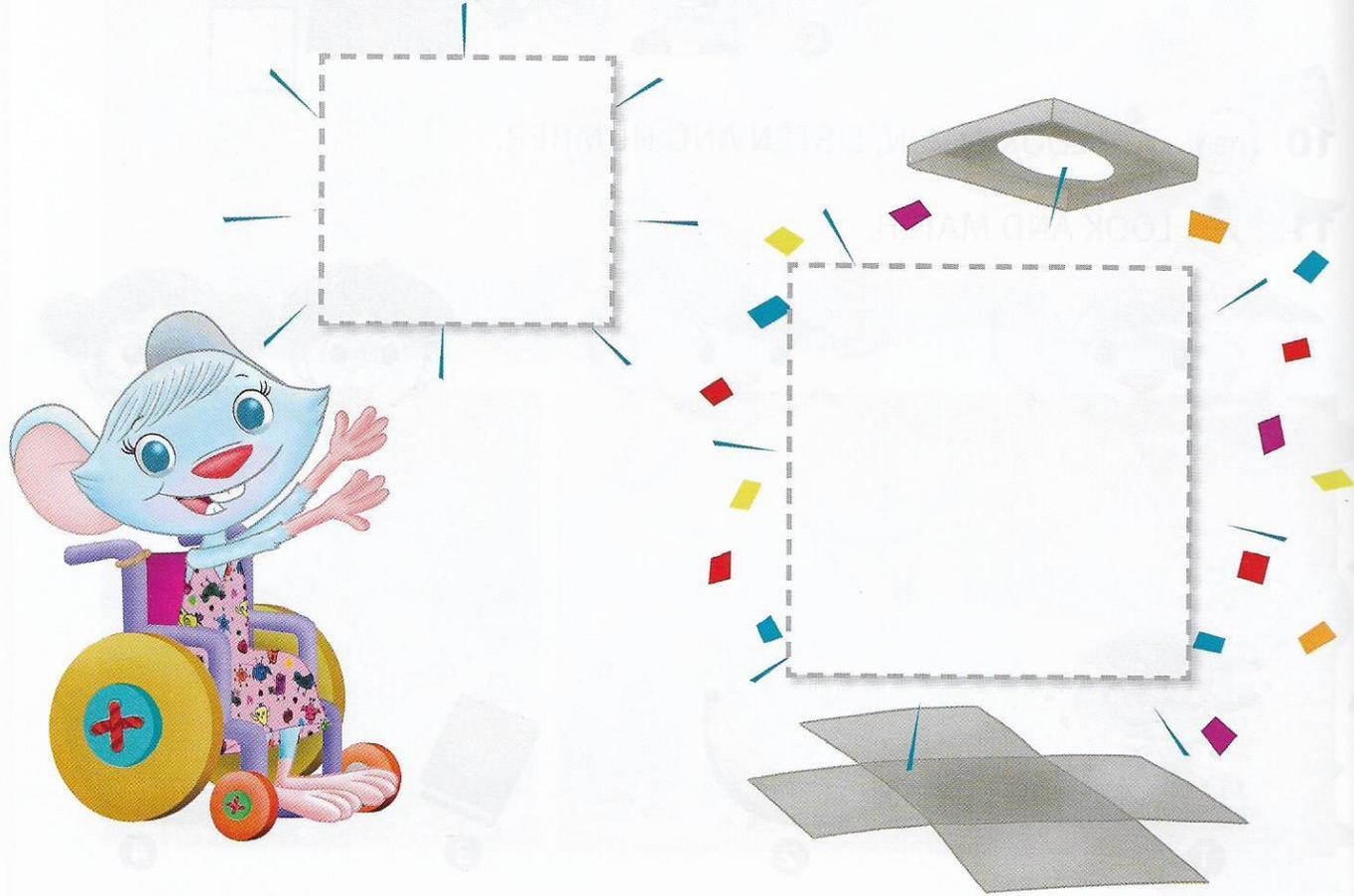


- Answer: *Who's this?* and stick the missing faces.
- Listen to the story and number the pictures in Activity 9.
- Match the characters to the presents.

12  (19)  LOOK AND STICK. THEN LISTEN, CHANT AND CLAP.



13  (20)   LOOK, LISTEN AND STICK. THEN CHANT.



- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap. Focus on sounds /ɑ:/, /æ/ and final /ə/.
- Listen to the chant and stick the missing elements. Then listen again and repeat. Focus on question intonation.

14

(21)



LOOK, LISTEN AND TICK (✓).



**MINI-DICTIONARY** A B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z A B

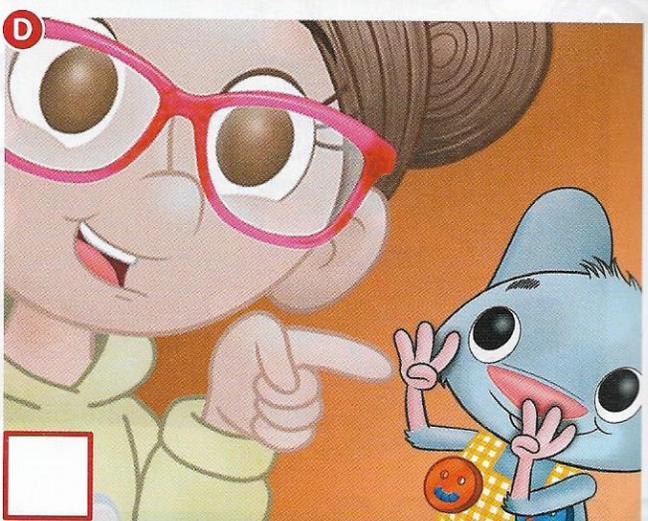
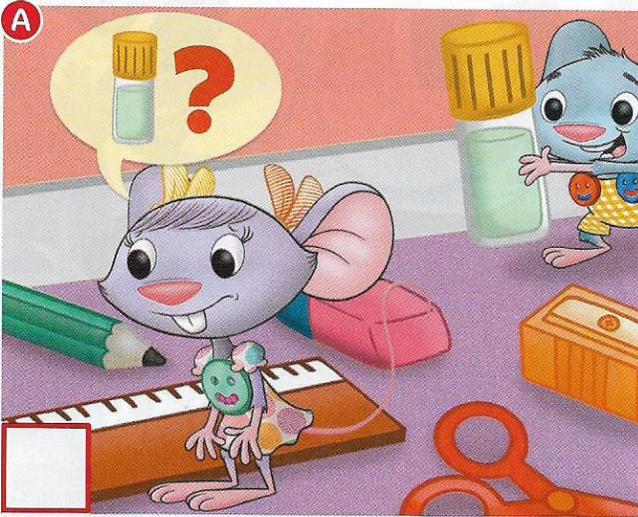
AUNTIE	DAD	GRANDPA	SISTER
BROTHER	GRANDMA	MUM	

A B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z A B

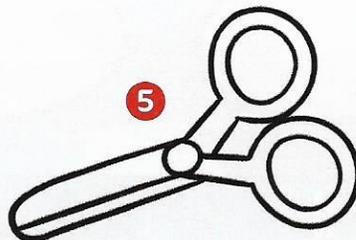
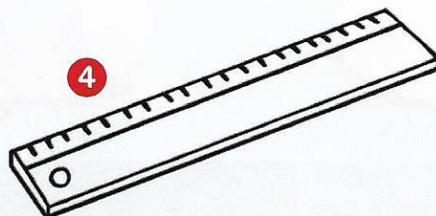
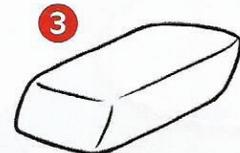
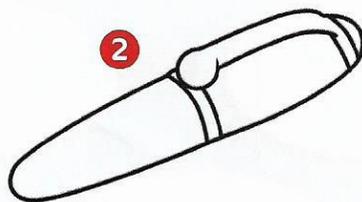
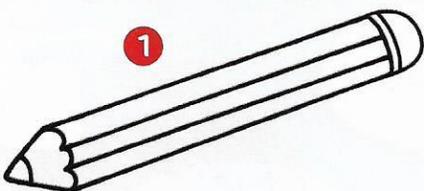
- Listen to Sally's phone conversations and tick the corresponding call records.
- Mini-dictionary: Listen to the chant (track 14) and stick. Trace the words and repeat the chant.

# INTEGRATION 1

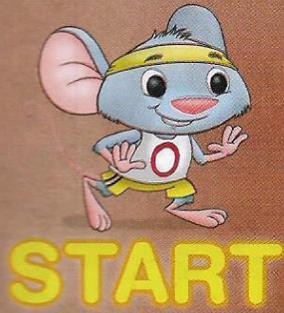
1  LOOK, LISTEN AND NUMBER.



2  LOOK, LISTEN AND COLOUR.



- ▶ Listen to the dialogues and number the frames.
- ▶ Listen to your teacher (see TB) and colour the school objects.



START

1



2



5



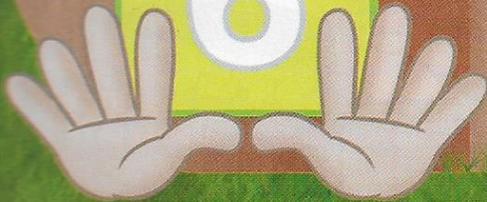
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3



6



7



8



FINISH



10

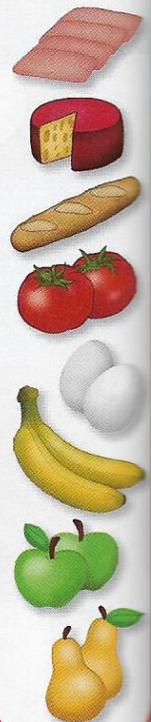


9



1 (125)  LOOK, LISTEN AND CHANT. THEN PLAY.

2   LOOK, TRACE AND COLOUR.



3 (126)   LISTEN AND NUMBER. THEN SING.

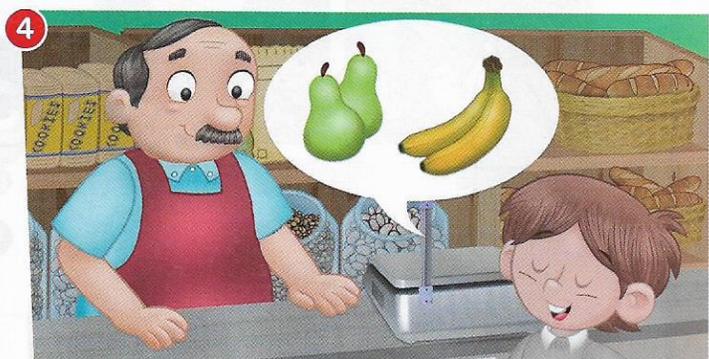
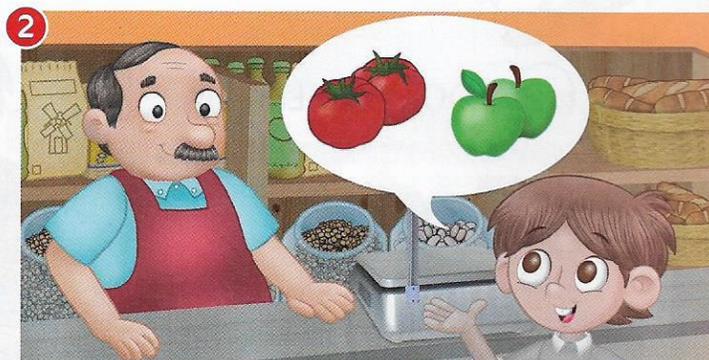
- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *ham, cheese, bread, tomatoes, eggs, bananas, apples, pears.*
- Trace the food items and colour them using the banner as a model.
- Listen to the 'Can I have some bananas?' song and number the food items. Then sing.

4

(27)



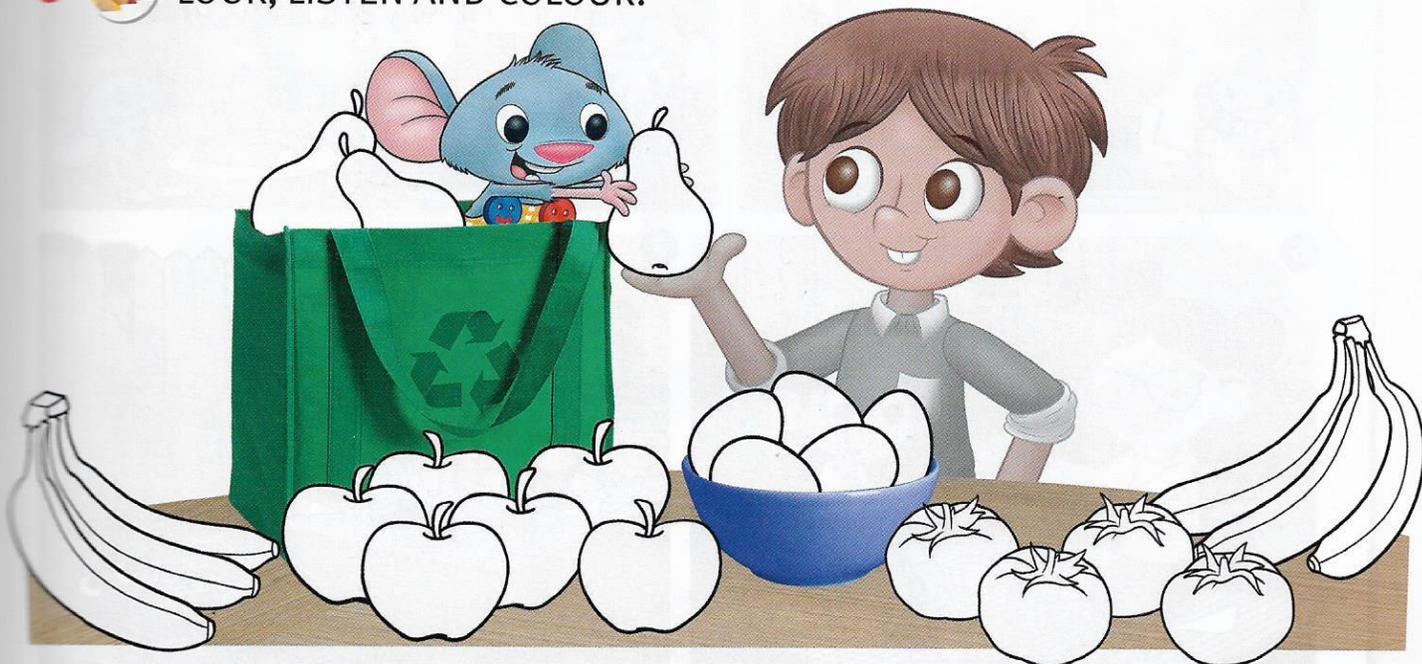
LOOK, LISTEN AND CIRCLE.



5



LOOK, LISTEN AND COLOUR.



6



MAKE AND SING. THEN PLAY.

- 1 Listen to the dialogues and circle the correct food item(s) in each speech bubble.
- 2 Listen to your teacher (see TB) and colour the food items.
- 3 Make the cards (see cut-outs) while singing the 'Can I have some bananas?' song. Then play games with the cards (see TB).



# IT'S STORY TIME!



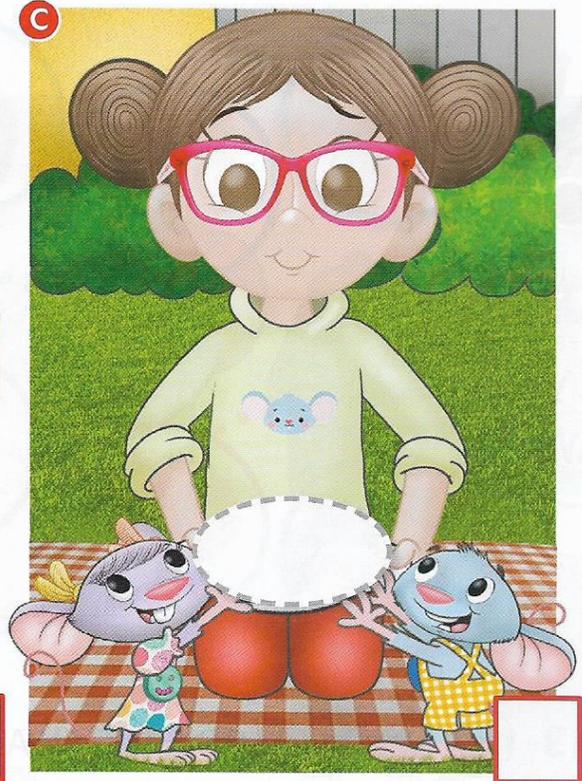
## 7 (128) LOOK AND LISTEN.

## 8 (128) LISTEN AND POINT.



- Focus on language: *Can I have some cheese, please? Here you are.* ● *Big sandwiches and small sandwiches.*
- *How many? Two tomatoes.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

9  LOOK AND STICK.



10  (28) LOOK AGAIN, LISTEN AND NUMBER.

11  (28) LOOK, LISTEN AGAIN AND CIRCLE.



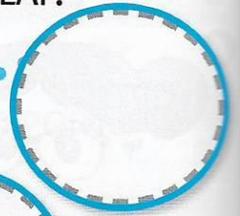
- Look at the frames and stick the missing elements.
- Listen to the story and number the frames in Activity 9. Then roleplay.
- Listen to the story again and circle the ingredients Sally requests.

12



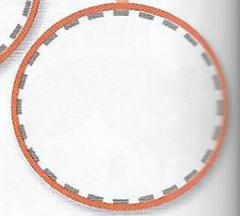
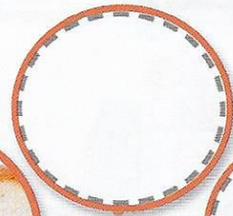
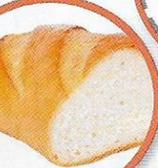
LOOK AND STICK. THEN LISTEN, CHANT AND CLAP.

1



CAN YOU SAY...?

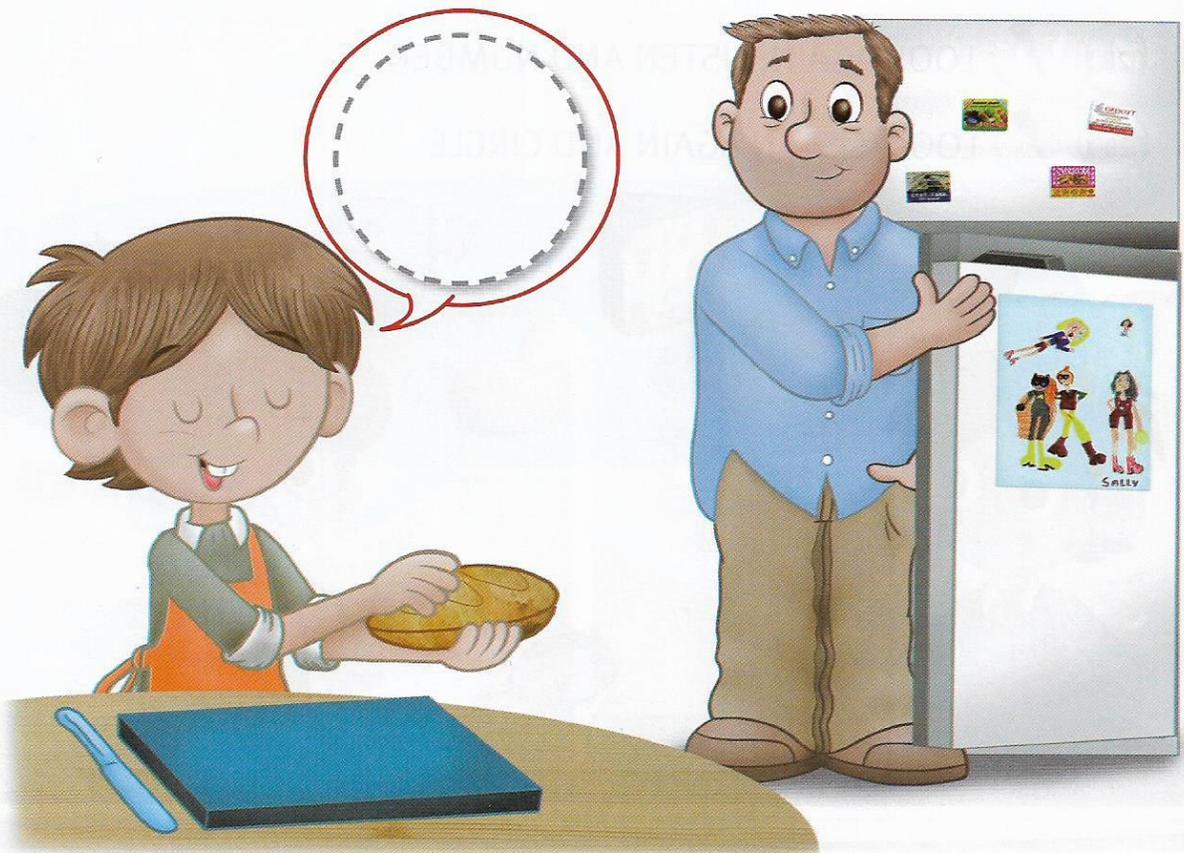
2



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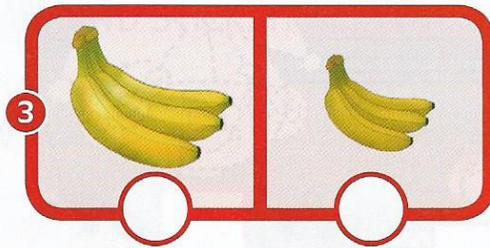
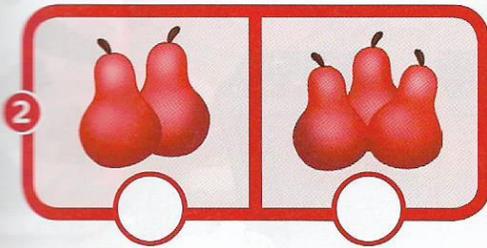
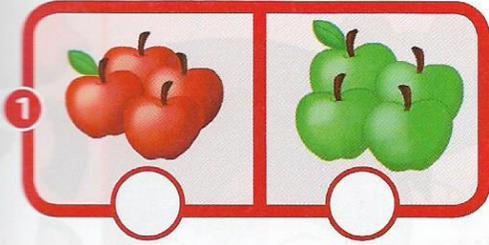


LOOK, LISTEN AND STICK. THEN CHANT.



- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap.
- Listen to the chant and stick the missing element. Then listen again and repeat. Focus on intonation of requests.

14 (31)  LOOK, LISTEN AND TICK (✓).



MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q R

APPLES

BREAD

EGGS

PEARS

BANANAS

CHEESE

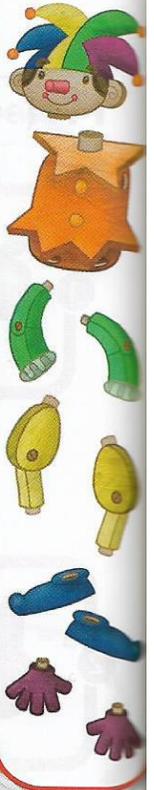
HAM

TOMATOES

- 1 Listen to the dialogue and tick the correct fruit in each pair. Then roleplay.
- 2 Mini-dictionary: Listen to the chant (track 25) and stick. Trace the words and repeat the chant.

1 (132)  LOOK, LISTEN AND CHANT. THEN PLAY.

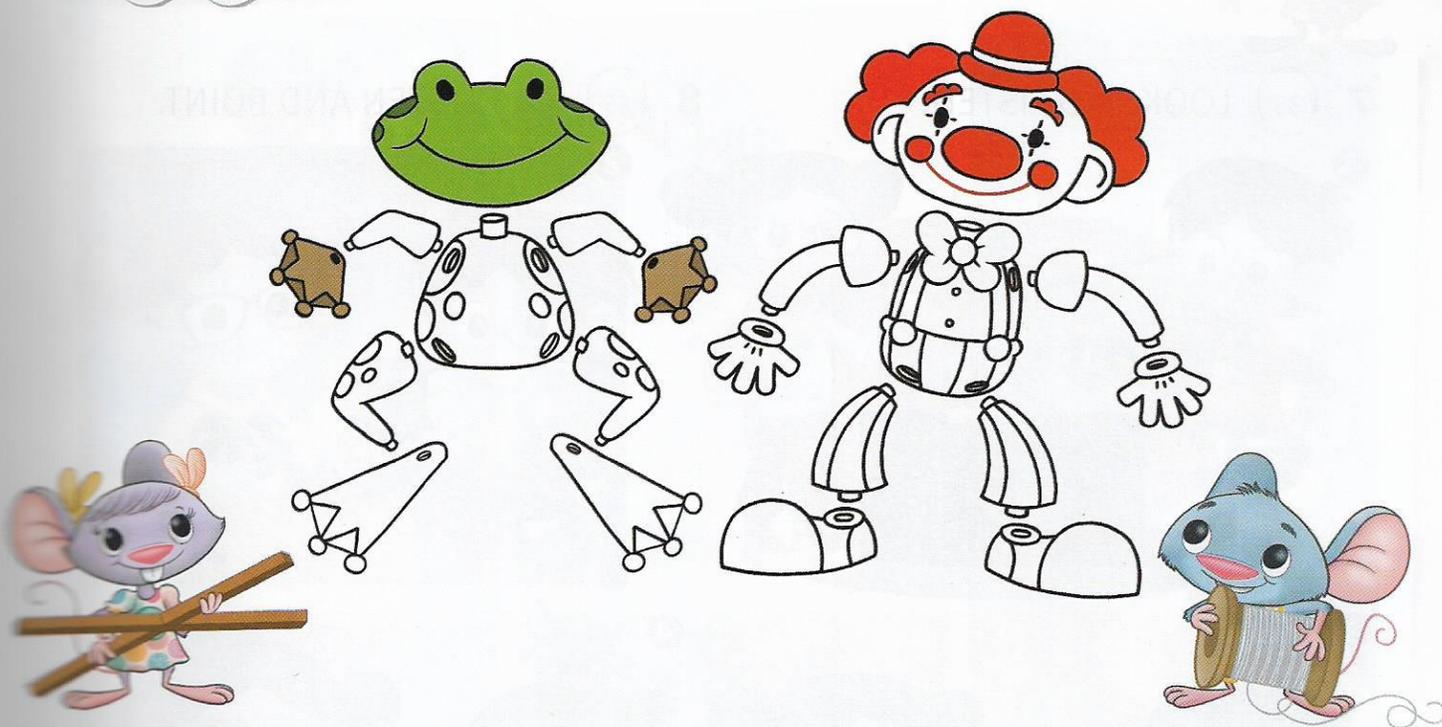
2   LOOK, TRACE AND COLOUR.



3 (133)   LISTEN AND NUMBER. THEN SING.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *head, body, arms, legs, feet, hands.*
- Trace the body parts and colour them using the banner as a model.
- Listen to the 'I've got a head!' song and number the body parts. Then sing.

4 (34)  LOOK, LISTEN AND COLOUR.



5   LOOK AND STICK. TRACE. THEN LISTEN AND MATCH.

A HEAD

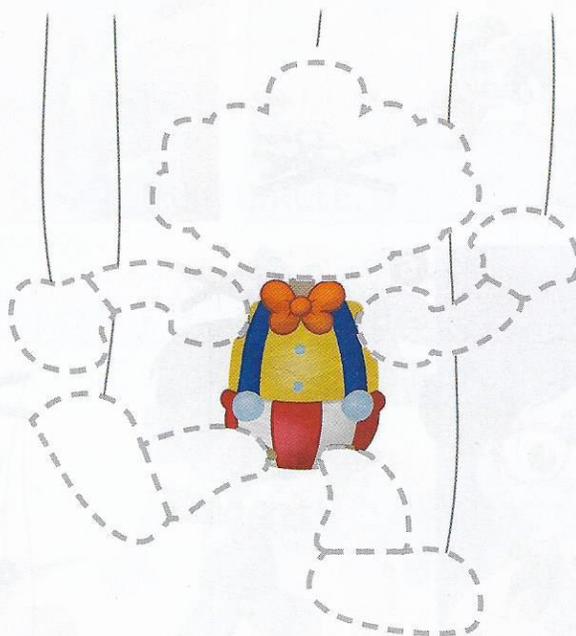
A BODY

2 HANDS

2 ARMS

2 LEGS

2 FEET



6   MAKE AND SING. THEN PLAY.

- Listen to the characters and colour the puppets' body parts.
- Stick the missing parts of the clown. Trace the words. Then listen to your teacher (see TB) and match the words to the body parts.
- Make the cards (see cut-outs) while singing the 'I've got a head!' song. Then play games with the cards (see TB).



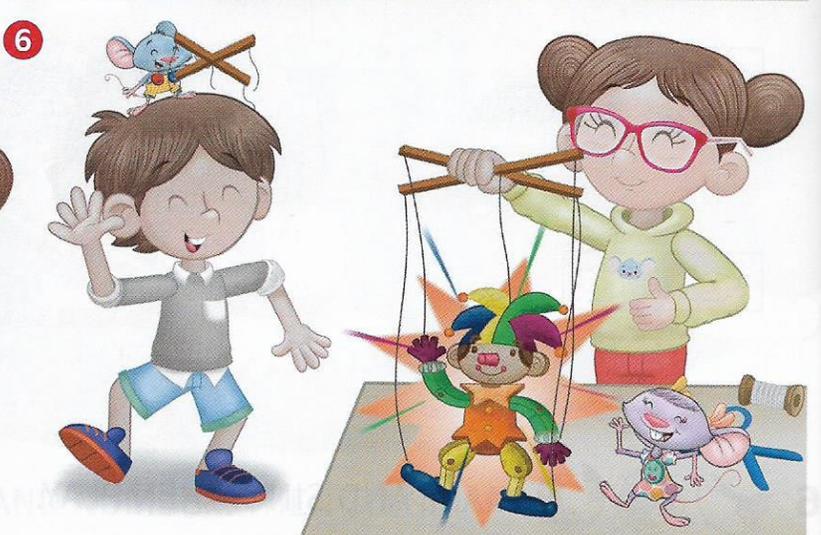
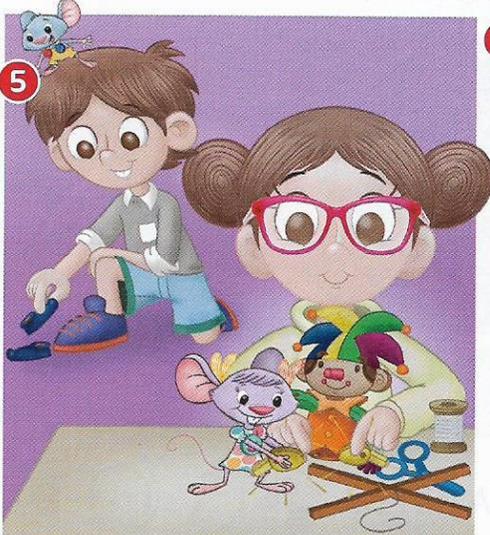
# IT'S STORY TIME!



7 (135) LOOK AND LISTEN.

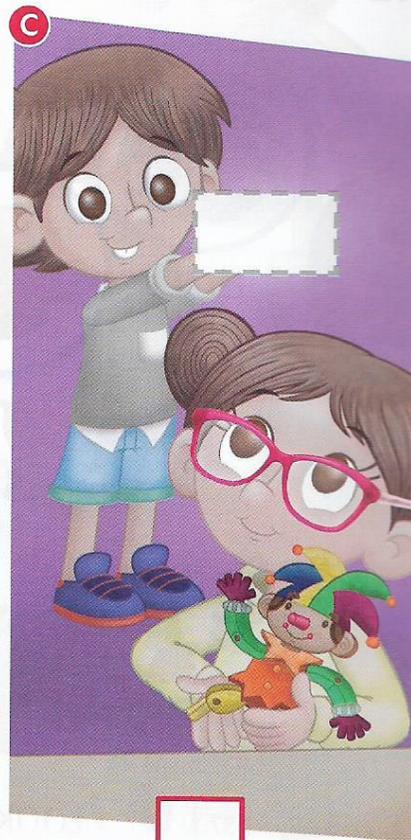
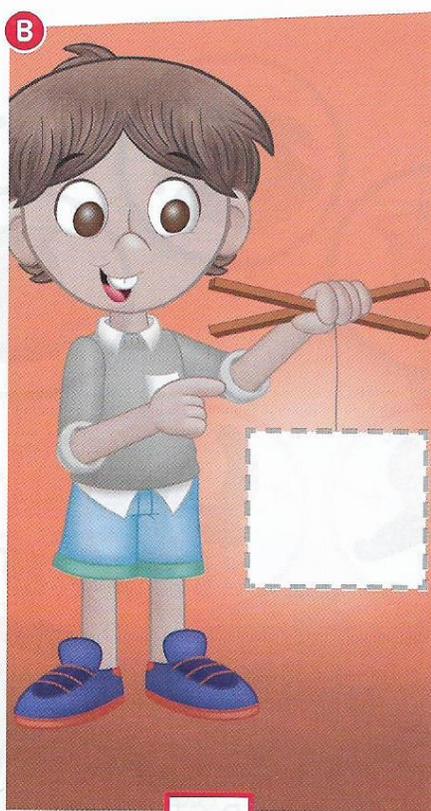


8 (135) LISTEN AND POINT.



- ▶ Focus on language: *Have you got the hands? Yes, I have. Here you are!* • *I've got a head.*
- ▶ Look at the frames and listen to the story.
- ▶ Listen to the story again and point to each frame.

9  LOOK AND STICK.



10  (35)  LOOK AGAIN, LISTEN AND NUMBER.

11  LOOK AND TICK (✓). THEN CIRCLE.



- ▶ Look at the frames and stick the missing elements.
- ▶ Listen to the story and number the frames in Activity 9. Then roleplay.
- ▶ Look at the pictures and tick the puppet from the story. Then circle the differences and report them following your teacher's lead.

12



(36)



LOOK AND STICK. THEN LISTEN, CHANT AND CLAP.



CAN YOU SAY...?

1

2

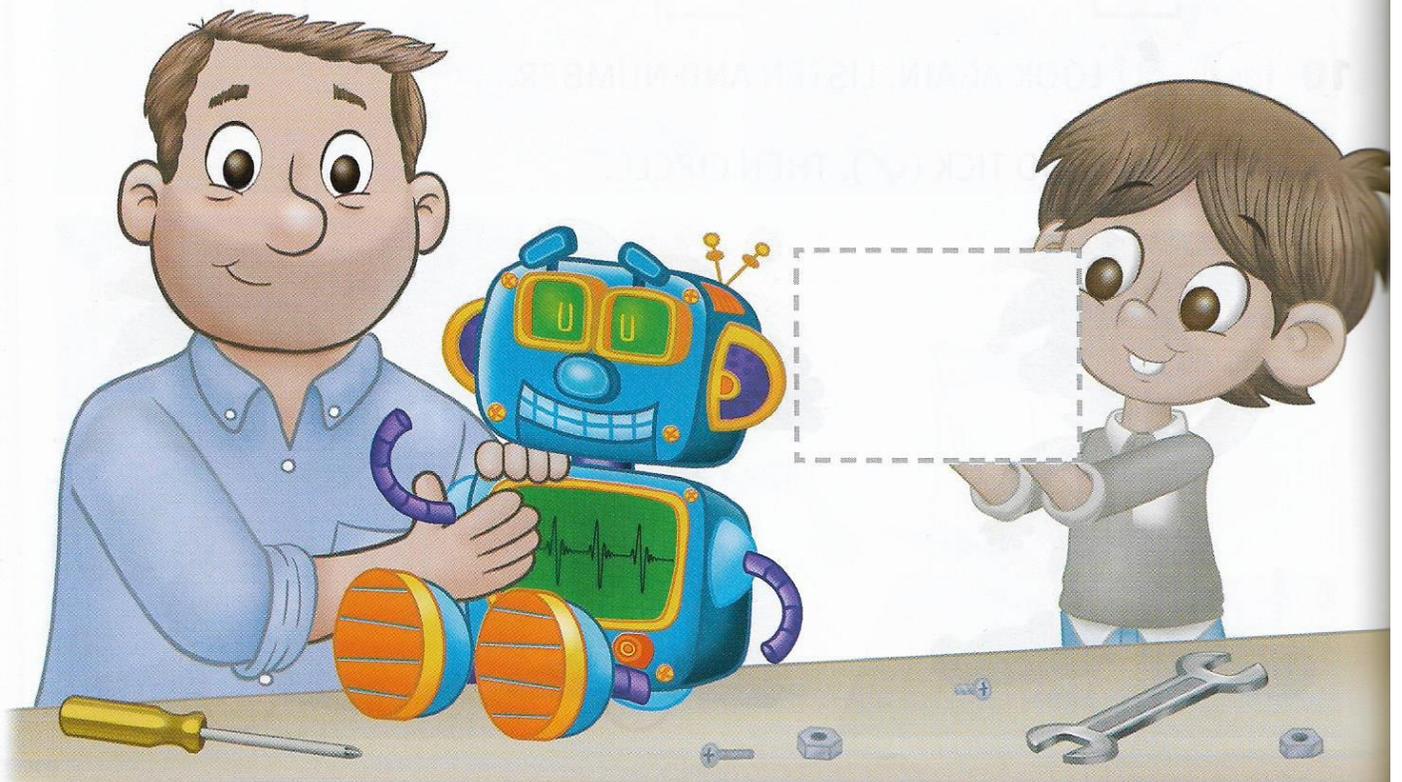
13



(37)

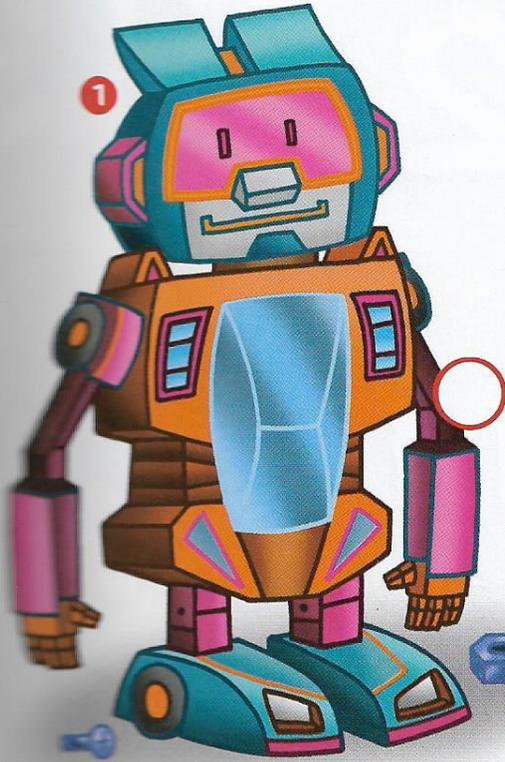


LOOK, LISTEN AND STICK. THEN CHANT.



- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap.
- Listen to the chant and stick the missing element. Then listen again and repeat. Focus on question intonation and sounds /h/ and /æ/.

14 (138)  LOOK, LISTEN AND TICK (✓).



MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q



ARMS



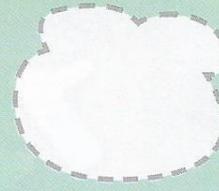
BODY



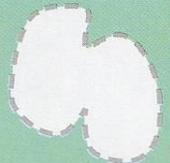
FEET



HANDS



HEAD



LEGS

R S T U V W X Y Z A B C

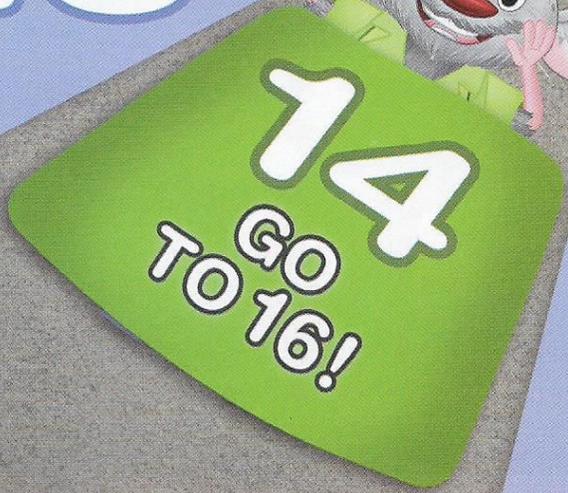
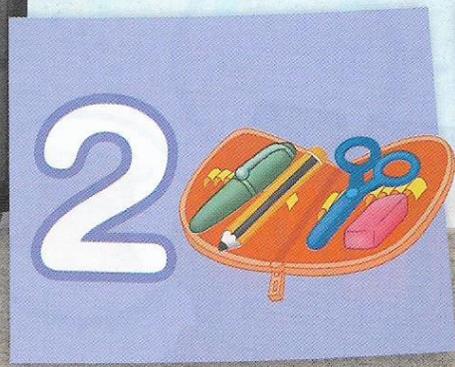
- Listen to the dialogue and tick the correct robot. Then roleplay.
- Mini-dictionary: Listen to the chant (track 32) and stick. Trace the words and chant.

# INTEGRATION

2



START



4



5



6

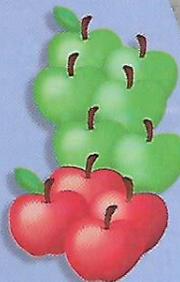
GO BACK TO 2.



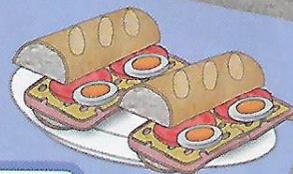
9

GO TO 11!

8



7



17

GO BACK TO 15.



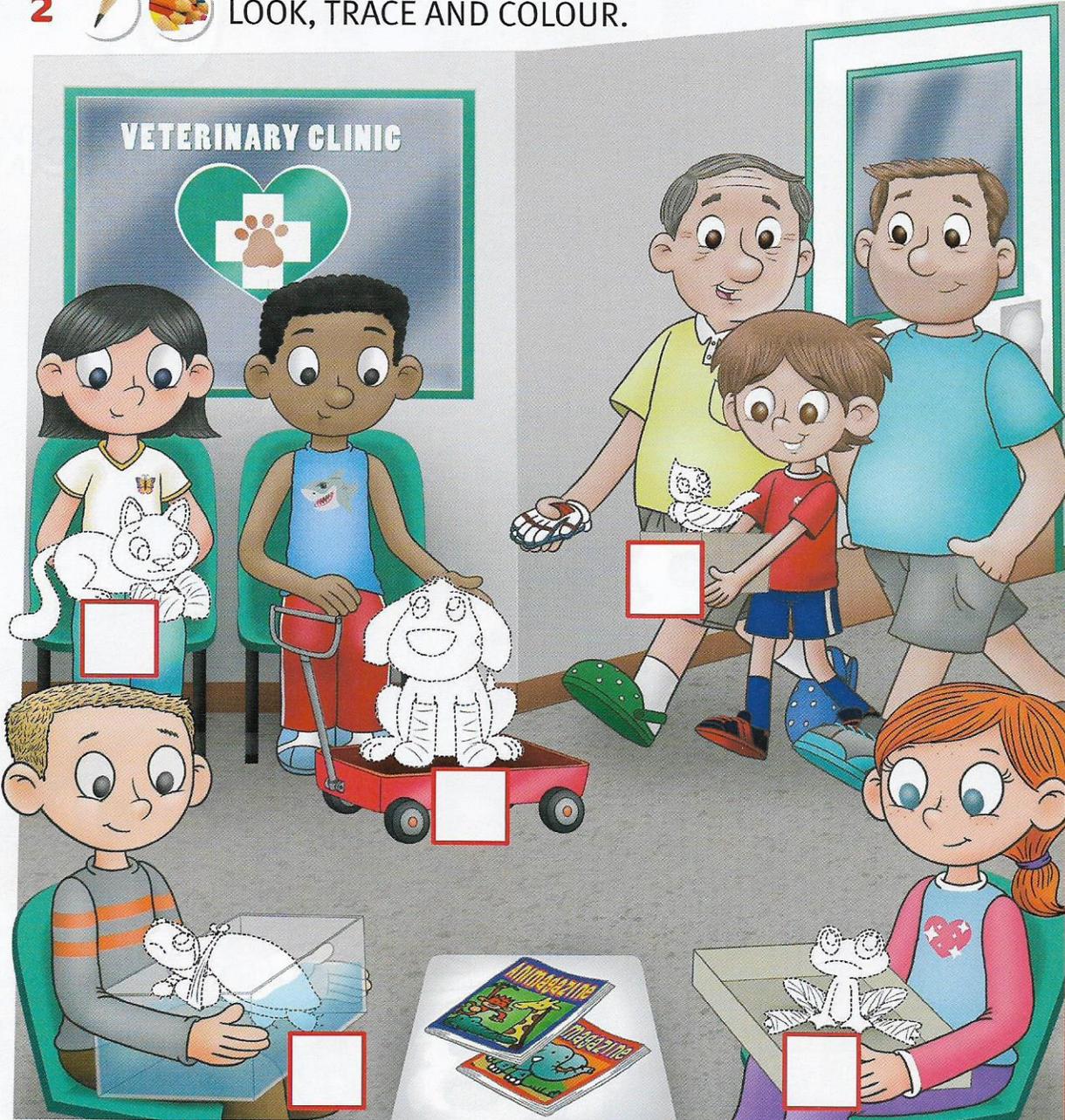
18



FINISH

1 (40)  LOOK, LISTEN AND CHANT. THEN PLAY.

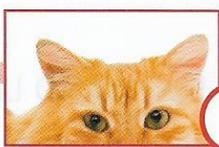
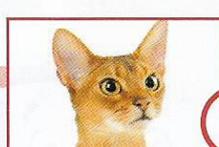
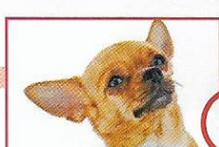
2   LOOK, TRACE AND COLOUR.



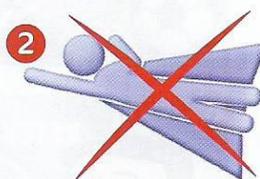
3 (41)   LISTEN AND NUMBER. THEN SING.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *dog, cat, frog, turtle, bird / walk, jump, climb, fly, swim.*
- Trace the animals and colour them using the banner as a model.
- Listen to the 'What's the problem?' song and number the animals. Then sing.

4  LOOK AND TICK (✓).

1			
2			
3			
4			

5  LOOK AND MATCH.

		1 	2 
		3 	4 

6    MAKE AND SING. THEN PLAY.

- Look at the close-ups and tick the corresponding animal. Then answer: *What's this?*
- Match the animals to the actions they can't do. Then answer: *What's the problem with the (turtle)?*
- Make the cards (see cut-outs) while singing the 'What's the problem?' song. Then play games with the cards (see TB).

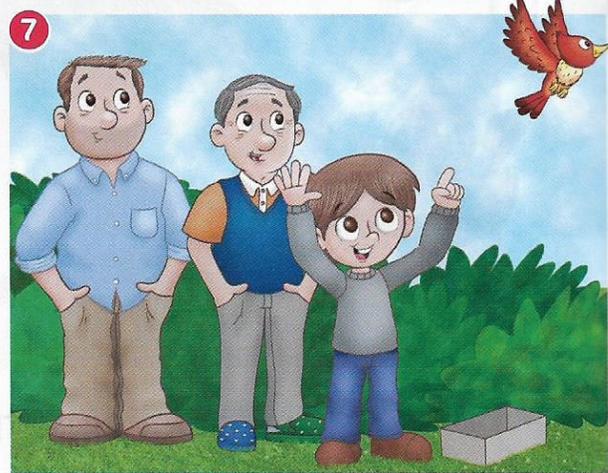
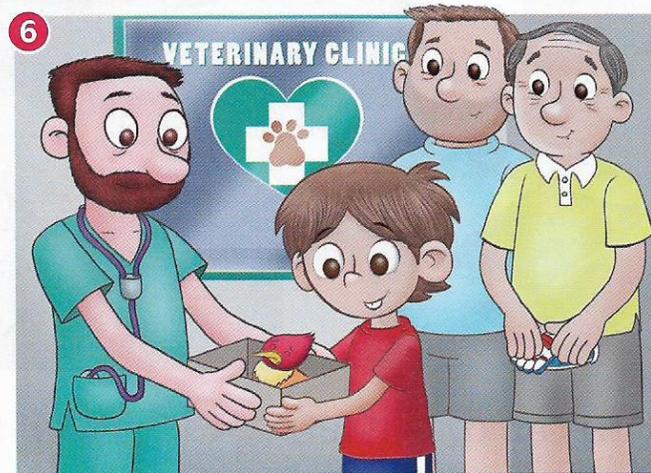
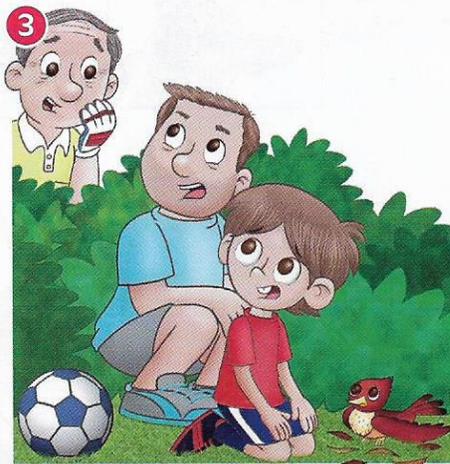
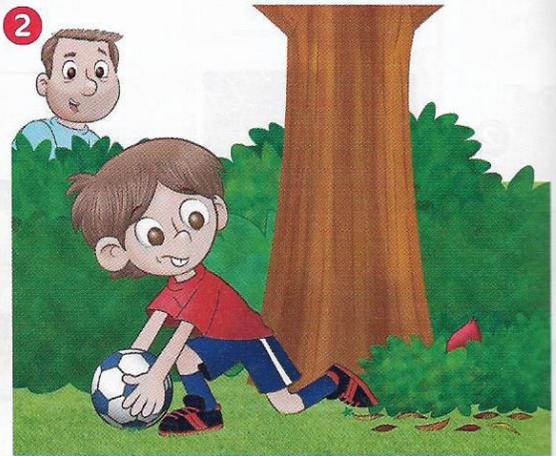


# IT'S STORY TIME!



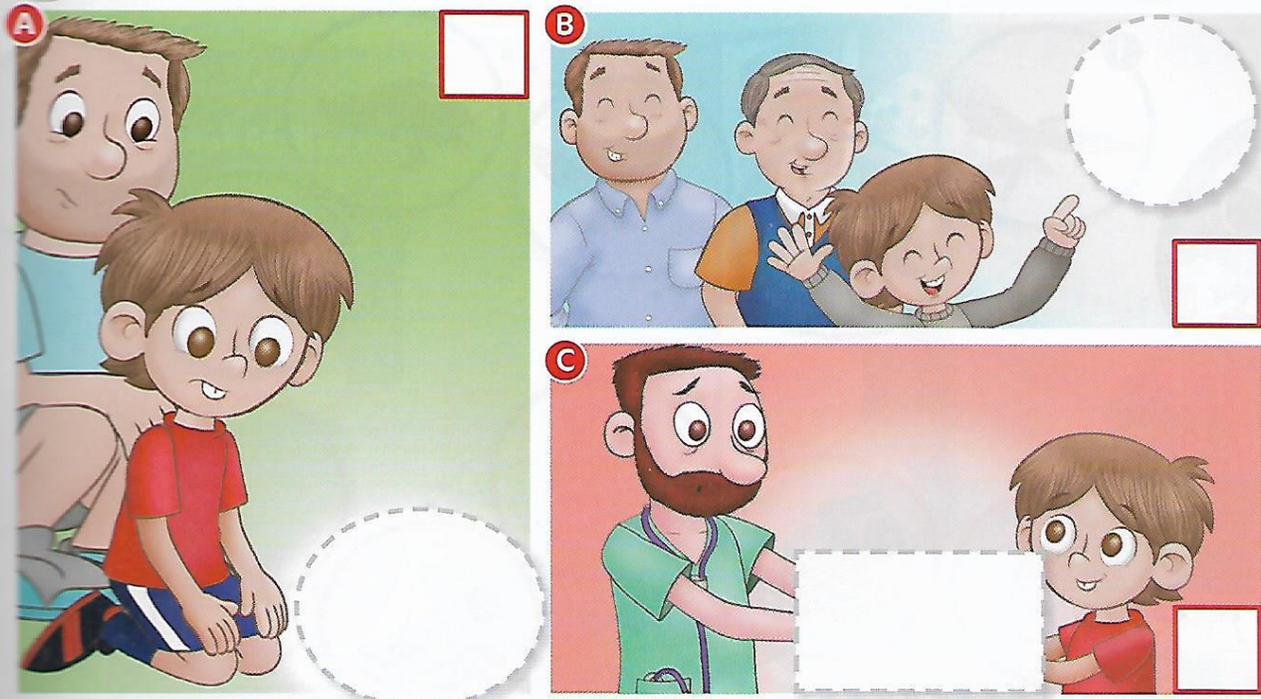
7 (42) LOOK AND LISTEN.

8 (42) LISTEN AND POINT.



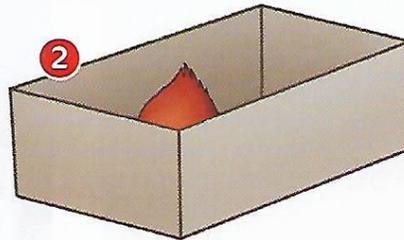
- Focus on language: *What's the problem? It can't fly. • It can fly.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

9 LOOK AND STICK.



10 (42) LOOK AGAIN, LISTEN AND NUMBER.

11 (42) LOOK, LISTEN AGAIN AND MATCH.



- 1 Look at the frames and stick the missing elements.
- 2 Listen to the story and number the frames in Activity 9. Then roleplay.
- 3 Listen to the story again and match the characters to the corresponding items.

12  (43)  LOOK AND STICK . THEN LISTEN, CHANT AND CLAP.

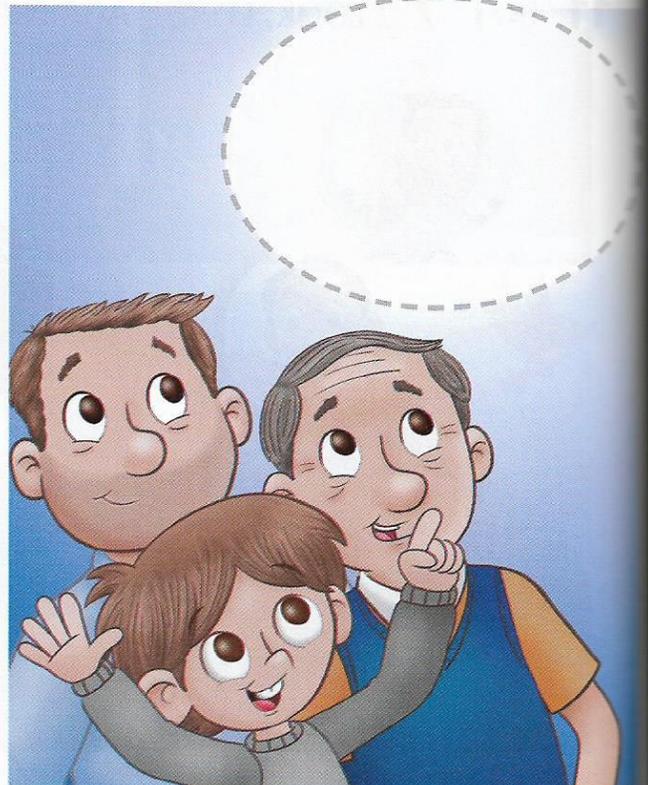
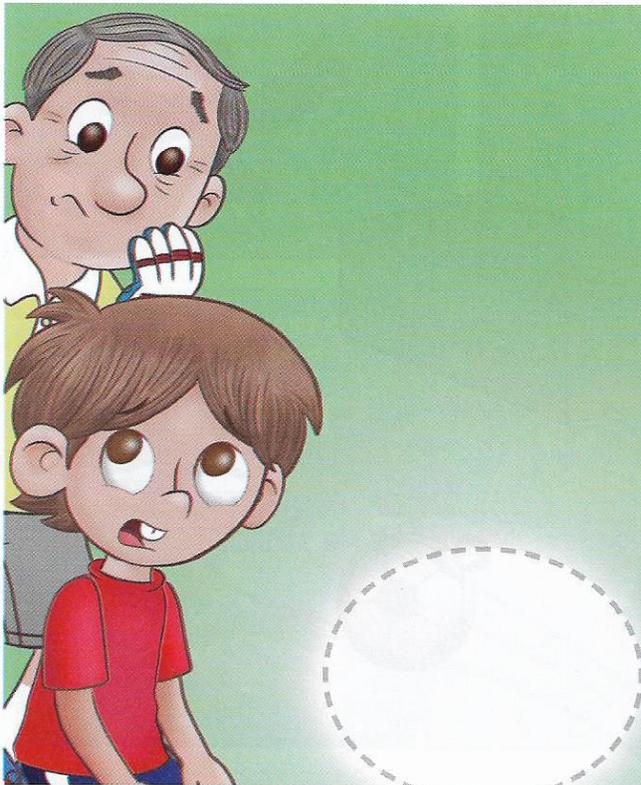


CAN YOU SAY...?

1

2

13  (44)  LOOK, LISTEN AND STICK. THEN CHANT.

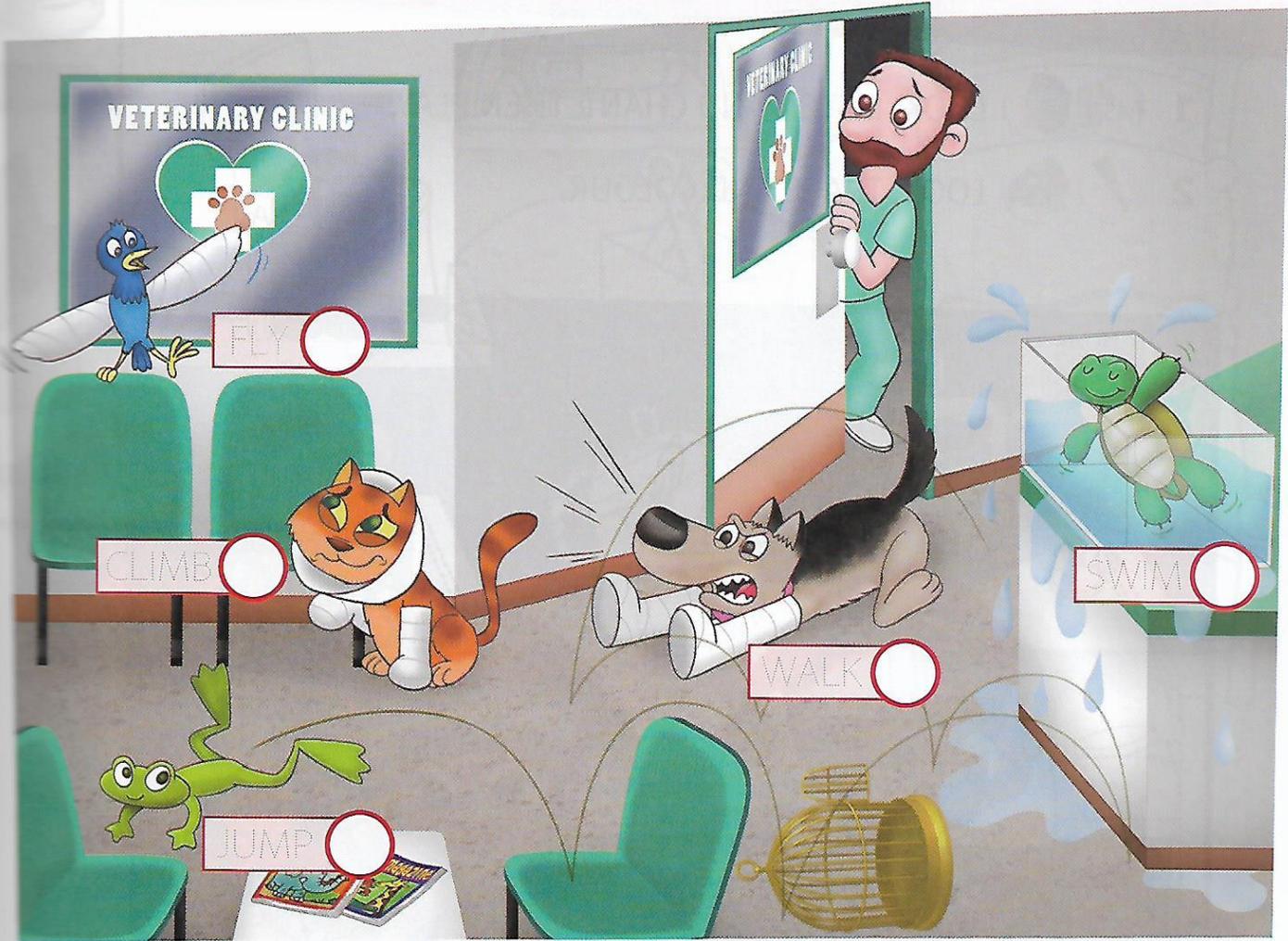


- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap. Focus on sounds /ɜ:/ and /ɪ/.
- Listen to the chant and stick the missing elements. Then listen again and repeat. Focus on strong form: *can't* and weak form: *can*.

14



TRACE. THEN LOOK AND TICK (✓) OR CROSS (✗).



MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q

Word recognition and tracing area with dashed boxes and labels:

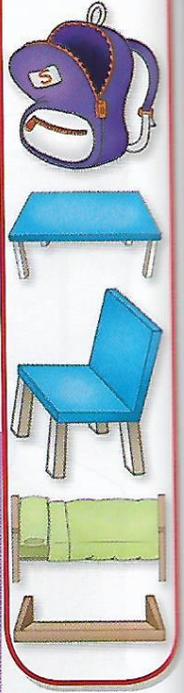
- BIRD
- DOG
- CAT
- FROG
- TURTLE
- CLIMB
- FLY
- JUMP
- SWIM
- WALK

Alphabet row: B C D E F G H I J K L M N Ñ O P Q R S T U V W X Y Z A B C D

- Trace the words. Look at the scene and tick or cross according to the animals' abilities. Then answer: *Can the (bird fly)?*
- Mini-dictionary: Listen to the chants (track 40) and stick. Trace the words and repeat the chants.

1 (45)  LOOK, LISTEN AND CHANT. THEN PLAY.

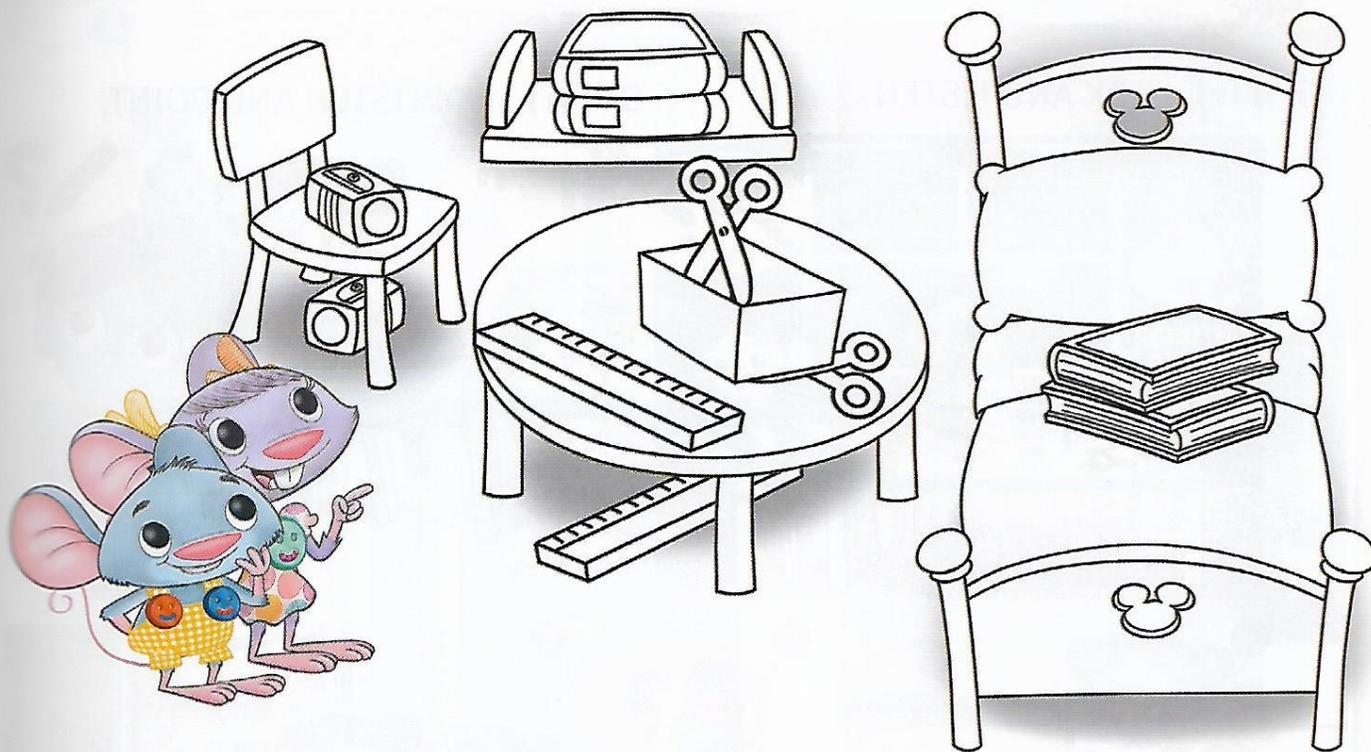
2   LOOK, TRACE AND COLOUR.



3 (46)   LISTEN AND COLOUR. THEN SING.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *school bag, table, chair, bed, shelf / in, under, on.*
- Trace the furniture and the school bag, and colour them using the banner as a model.
- Listen to the 'Where are my pencils?' song and colour the pencils accordingly. Then sing.

4 (47)  LISTEN, FIND AND COLOUR.

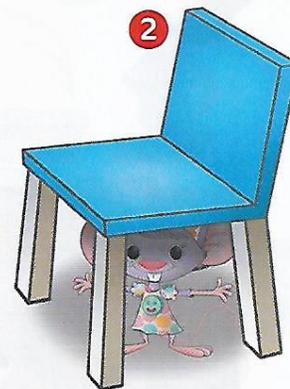


5  TRACE, LOOK AND MATCH.

IN

ON

UNDER



6    MAKE AND SING. THEN PLAY.

- Listen to the dialogue, find and colour Ben's school objects accordingly. Then answer: *Where are Ben's (scissors)?*
- Trace the words and match them to the pictures. Then answer: *Where is (Ben)?*
- Make the cards (see cut-outs) while singing the "Where are my pencils?" song. Then play with the cards (see TB).



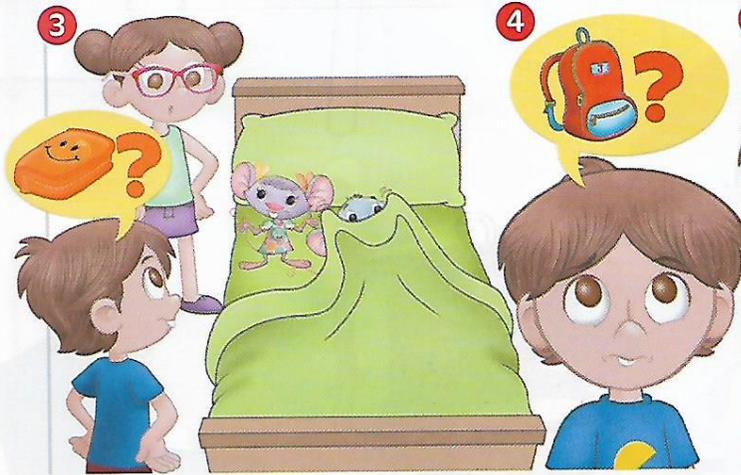
# IT'S STORY TIME!



## 7 (48) LOOK AND LISTEN.

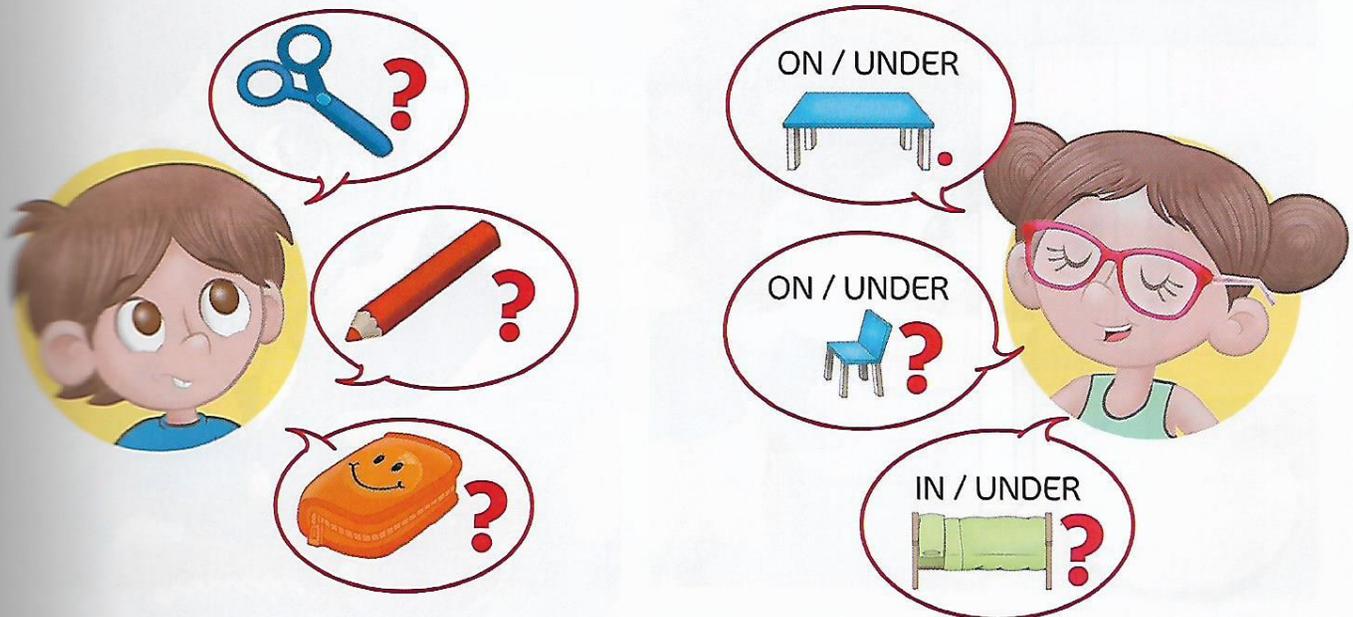


## 8 (48) LISTEN AND POINT.



- Focus on language: *Where are my scissors? They are under the table.* ● *Where's my red pencil? Is it under your chair? Yes, it is. /No, it isn't.* ● *Have you got my red pencil? No, I haven't.*
- Look at the frames and listen to the story.
- Listen to the story again and point to each frame.

## 9 LOOK AND STICK.

10 (48)  LOOK AGAIN, LISTEN AND NUMBER.11 (48)  LISTEN AGAIN, READ AND CIRCLE.

- Look at the frames and stick the missing elements.
- Listen to the story and number the frames in Activity 9. Then roleplay.
- Listen to the story again and circle the corresponding preposition. Then roleplay.

12



(49)

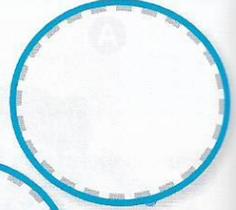
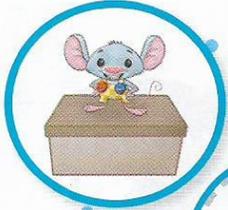


LOOK AND STICK. THEN LISTEN, CHANT AND CLAP.

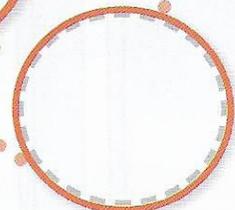


CAN YOU SAY...?

1



2



13



(50)

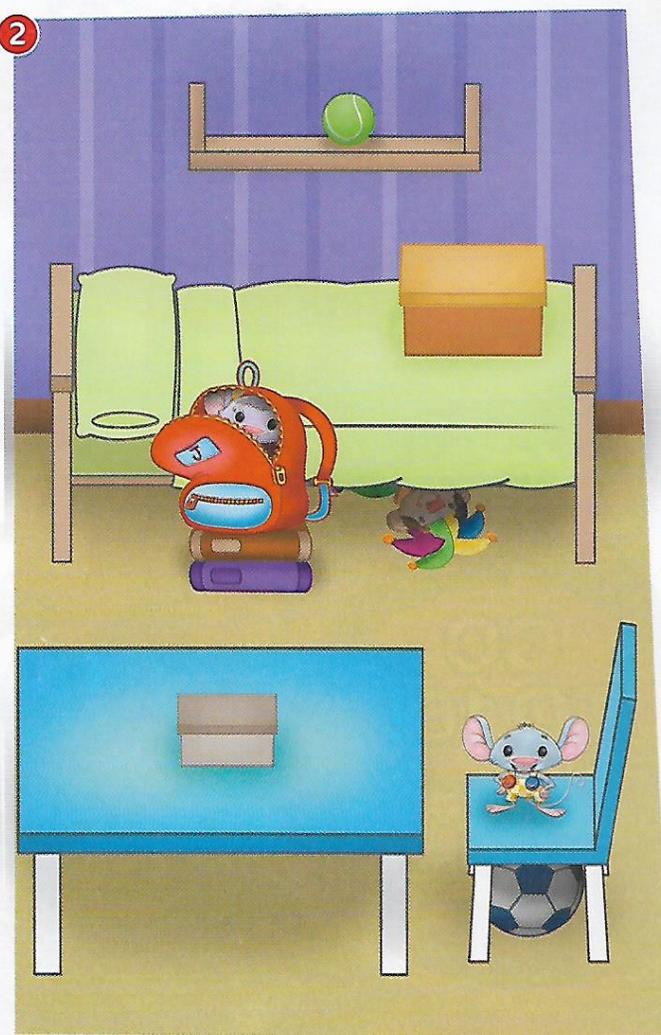
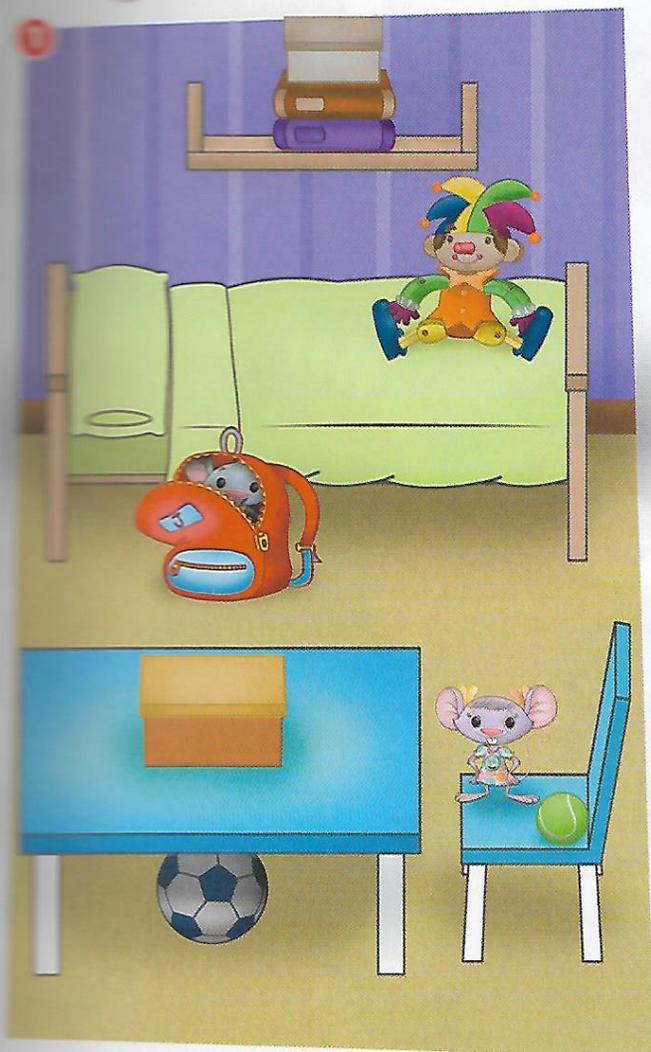


LOOK, LISTEN AND STICK. THEN CHANT.



- Find the stickers to complete the sequences. Then listen to the chant, repeat and clap.
- Listen to the chant and stick the missing elements. Then listen again and repeat. Focus on question intonation.

74  LOOK AND CIRCLE 8 DIFFERENCES.



## MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q



BED



SCHOOL  
BAG



SHELF



IN



UNDER



CHAIR



TABLE



ON

- 1 Look at the scenes and circle eight differences. Then follow your teacher's lead to say what's different.
- 2 Mini-dictionary: Listen to the chants (track 45) and stick. Trace the words and repeat the chant.



START

1



2



GO TO 16!

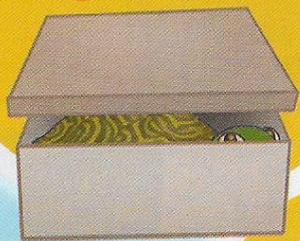
14

15



16

13



FINISH



20

12



11



3

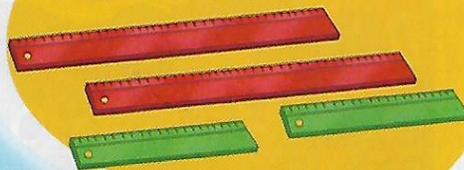


GO BACK TO 2.

4



5



17



18



6



GO BACK TO 17.

19



7

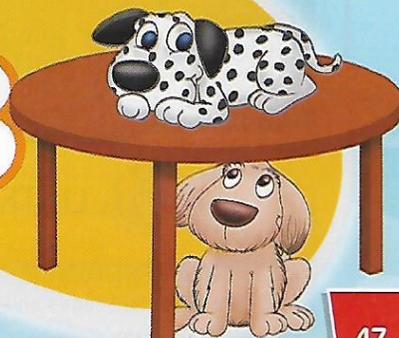


GO TO 11!

9



8



10



# GOODBYE!

1  LOOK AND CIRCLE 8 DIFFERENCES.



2  LISTEN AND SING.

- ▶ Look at the scenes and circle eight differences. Then follow your teacher's lead to say what's different.
- ▶ Listen to the 'Goodbye' song and sing.

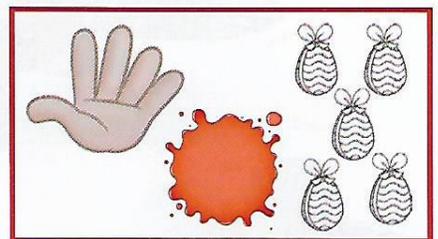
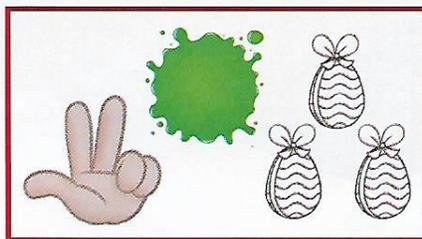
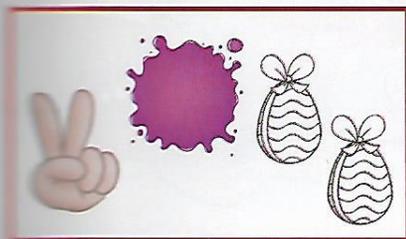
1  LOOK, COUNT AND WRITE.







2  (53)  LOOK AND COLOUR. THEN LISTEN AND SING.



3    MAKE AND SING. THEN PLAY.

- Look at the scene, count the Easter eggs and bunnies, and write the numbers. Then answer: *How many Easter eggs? How many Easter bunnies?*
- Look at the references and colour the eggs in Activity 1 accordingly. Answer: *How many (green) eggs?* Then listen to the 'Happy Easter!' song and sing.
- Make the puzzle (see cut-outs) while singing the 'Happy Easter!' song. Then play.

# MERRY CHRISTMAS!

1  LOOK, READ AND TICK (✓) OR CROSS (✗).

3 BIG RED BALLS       5 SMALL YELLOW BALLS   
 2 BIRDS       6 SMALL PRESENTS       1 PUPPET



2  LISTEN AND SING.

3  MAKE AND SING. THEN PLAY.

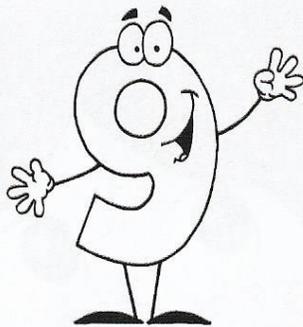
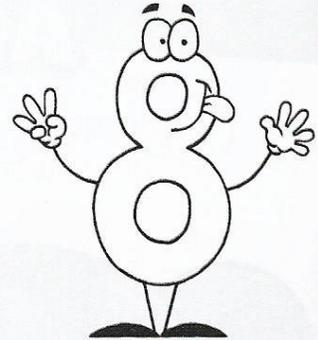
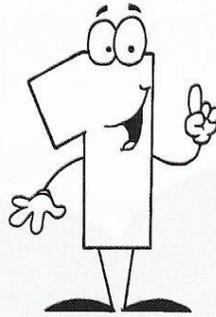
- Look at the scene, read the phrases in the box and tick or cross. Then answer: *How many (big red balls) can you see?*
- Listen to the 'Merry Christmas!' song and sing.
- Make the Christmas tree (see cut-outs) while singing the 'Merry Christmas!' song. Then answer your teacher's questions (see TB).

# ACTIVITY BOOK

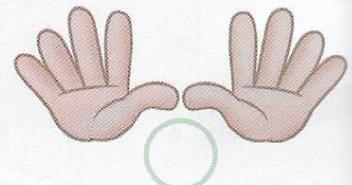
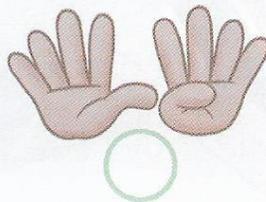
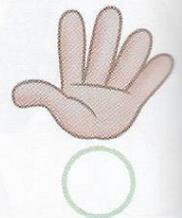
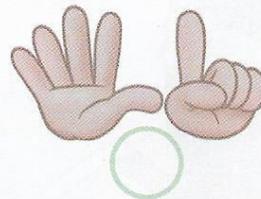
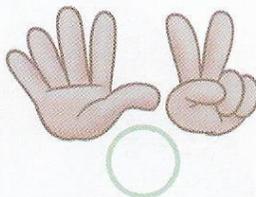
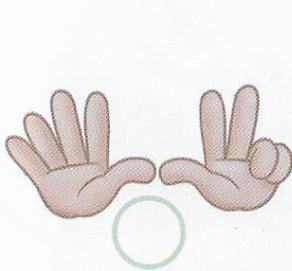


# HELLO!

1  LOOK, LISTEN AND COLOUR.

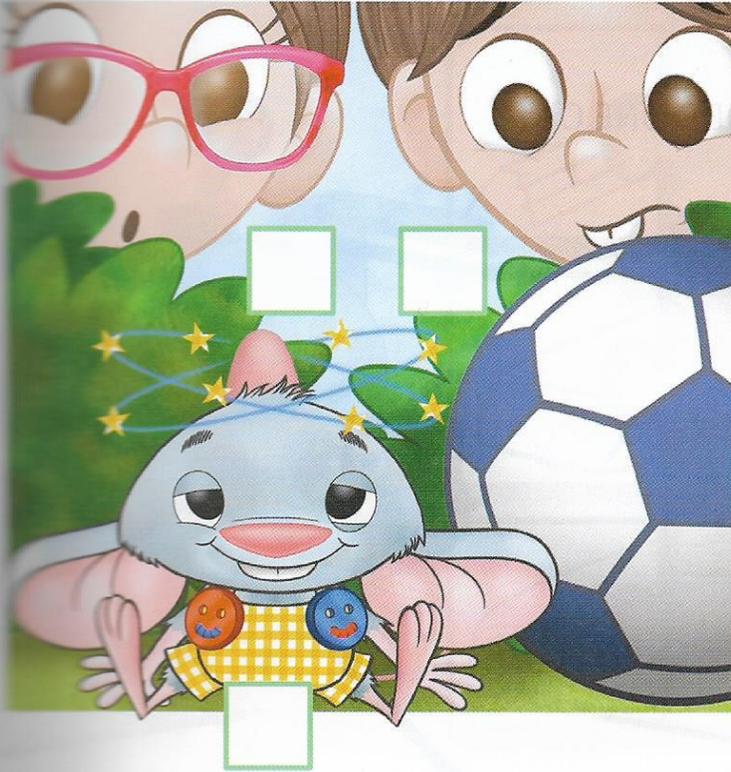


2  LOOK, LISTEN AND TICK (✓).



- ▶ Listen to your teacher (see TB) and colour the numbers accordingly. Then answer: *What colour is number (2)?*
- ▶ Look at the hands, listen to your teacher (see TB) and tick accordingly.

3 (06) LOOK, LISTEN AND NUMBER.



4 (05) LOOK, LISTEN AND MATCH.



6

7

6

5

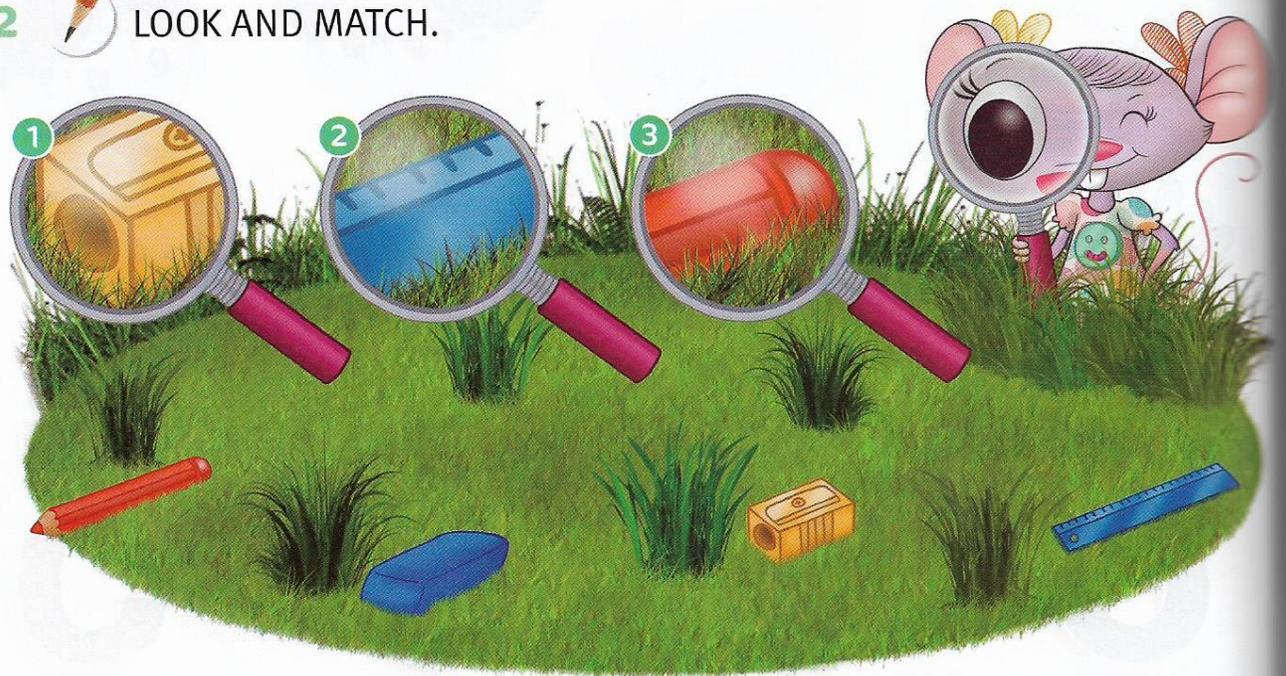
- Look at the frames, listen to a fragment of the story and number the characters in the order they speak.
- Listen to the story again and match the characters to their ages.

# LOST AND FOUND!

1  LOOK AND CIRCLE THE ODD ONE OUT.

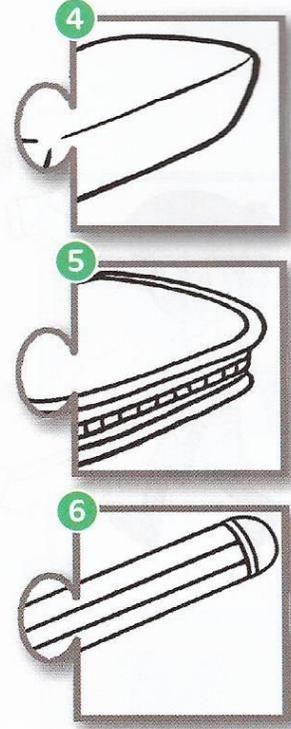
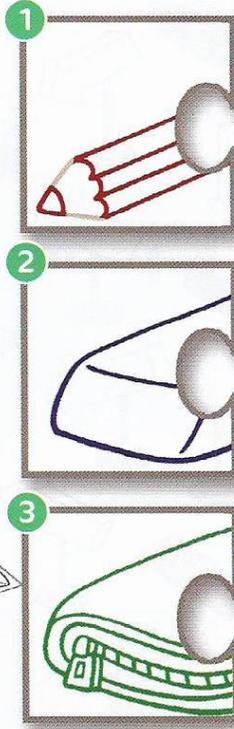


2  LOOK AND MATCH.

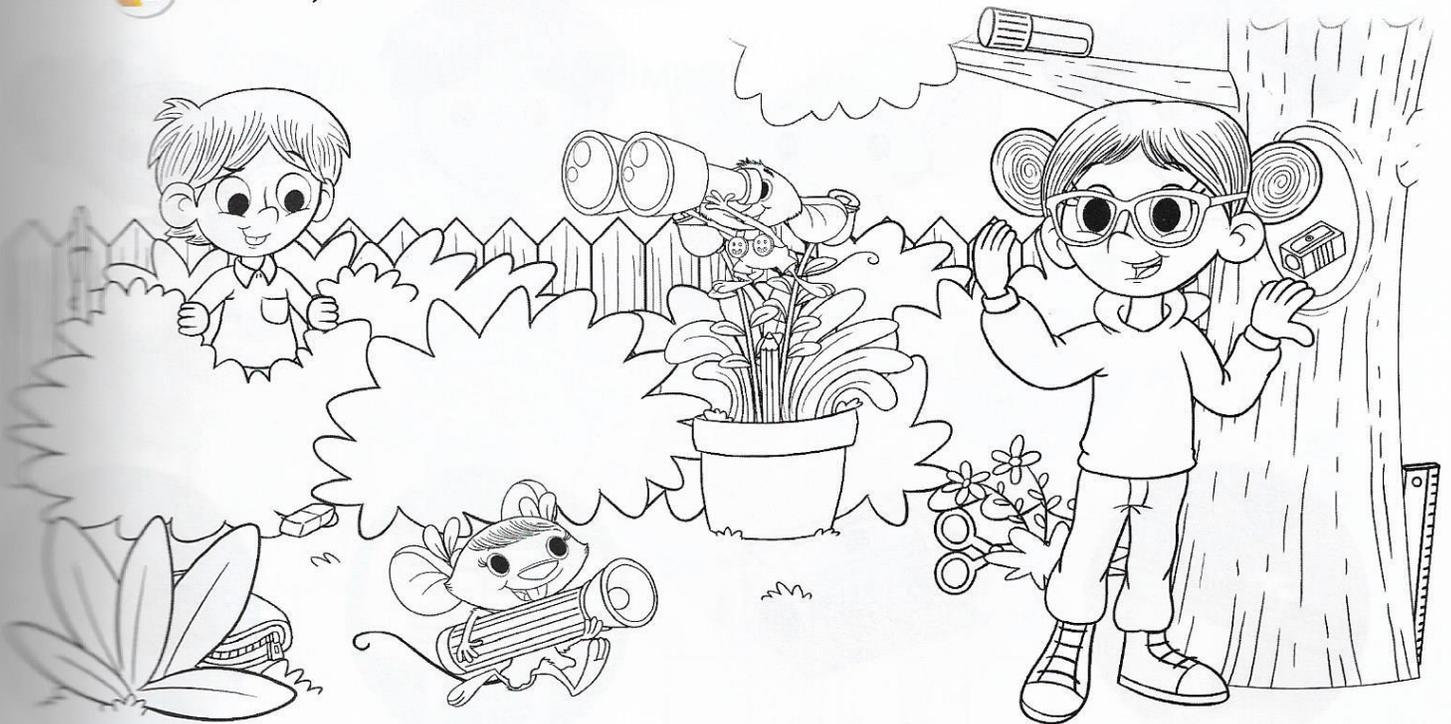


- Circle the odd one out. Then answer: *What's this? Is it a (rubber)?*
- Match the close-ups to the school objects. Then answer: *What's this? Is it a (ruler)?*

3  LOOK, MATCH AND COLOUR.

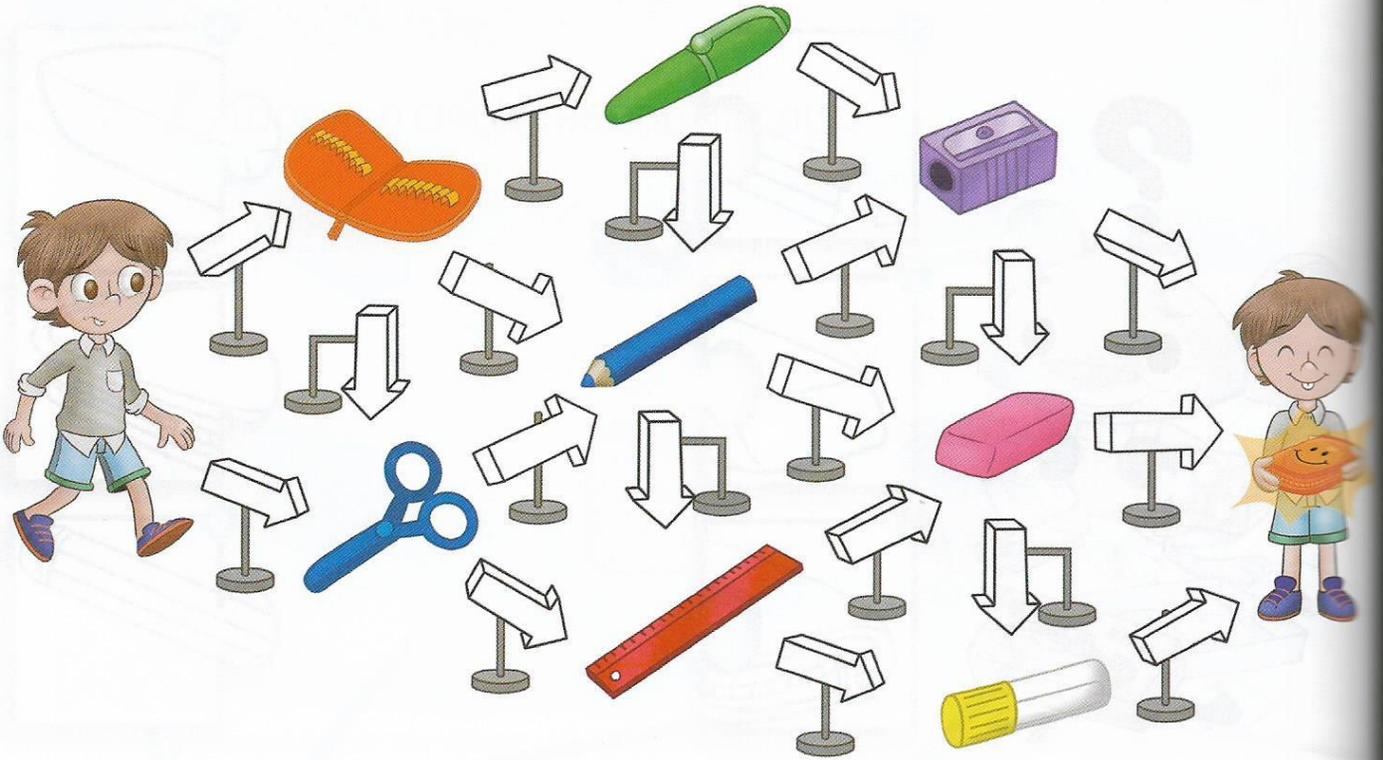


4  LISTEN, FIND AND COLOUR.

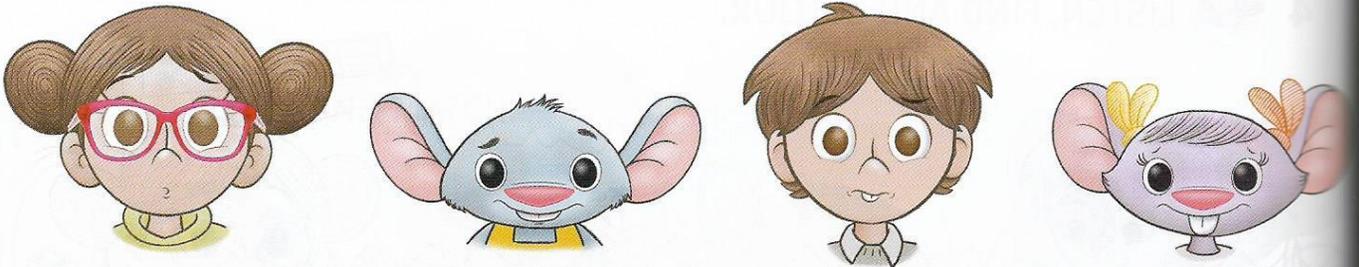


- Colour the matching puzzle pieces. Then answer: *What's this? Is it a (rubber)? What colour is it?*
- Listen to your teacher (see TB), find and colour the school objects accordingly. Then answer: *What colour is the (pen)?*

5   LOOK, LISTEN AND COLOUR.



6   LOOK, LISTEN AND MATCH.

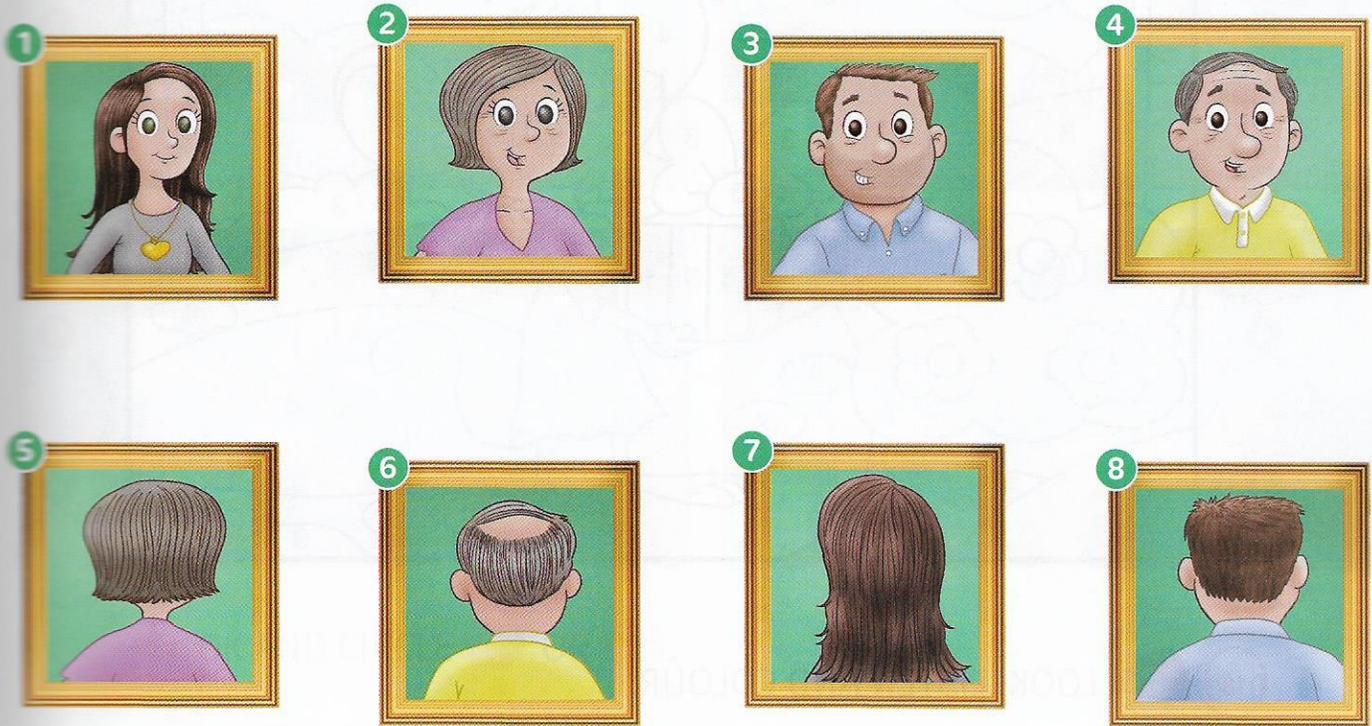


- Listen to the story again and colour the route.
- Listen to the dialogues and match the characters to their lost school objects.

UNIT  
**2**

# HAPPY BIRTHDAY!

1  LOOK AND MATCH.



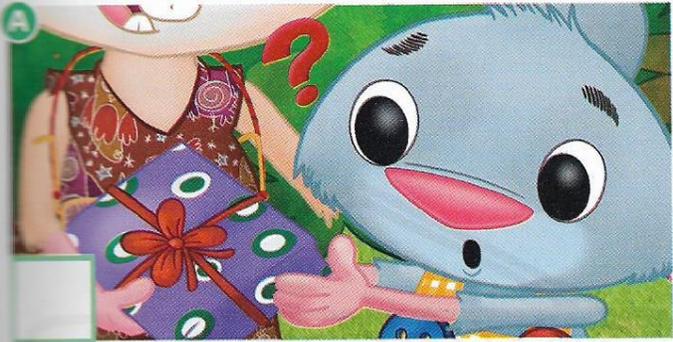
2   LOOK, LISTEN AND NUMBER.



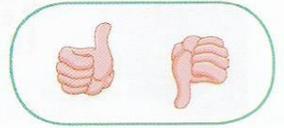
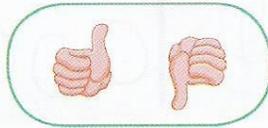
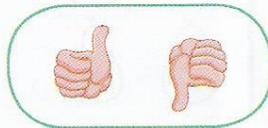
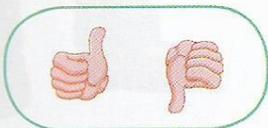
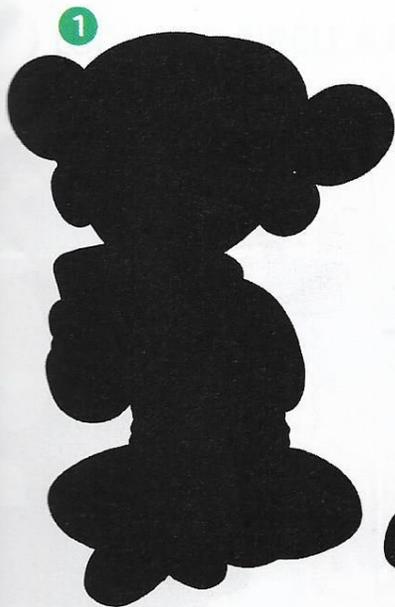
- Match Sally's family members to their corresponding back sides. Then answer: *Who's this? Is it (Auntie)?*
- Look at the picture and answer: *Who's this?* Then listen to the dialogues and number Ben's family members.



5  LOOK, LISTEN AND NUMBER.



6  LOOK AND CIRCLE  OR .

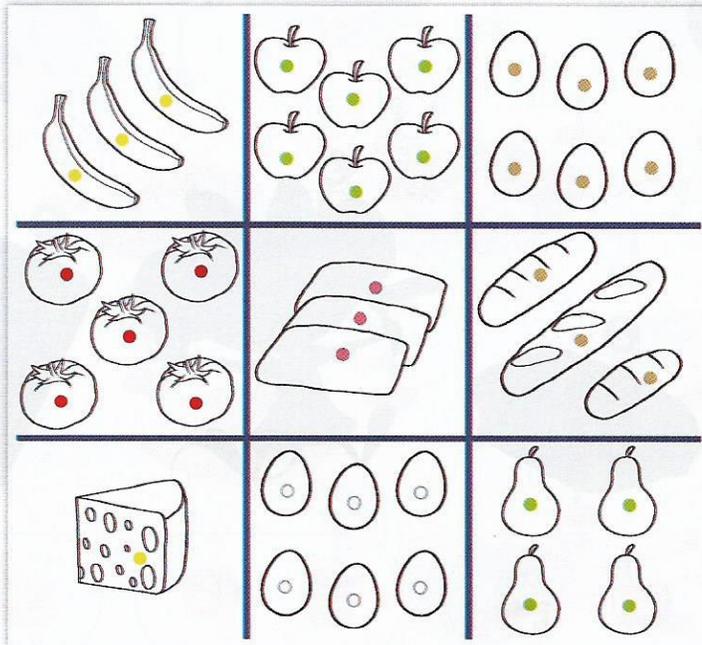


- Listen to the dialogues and number the frames accordingly. Then roleplay: *What's this? Who's this?*
- Look at the silhouettes and answer: *Is it (Sally)?* Then circle the correct hand.

1  LISTEN, FIND AND COLOUR.

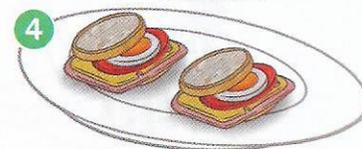
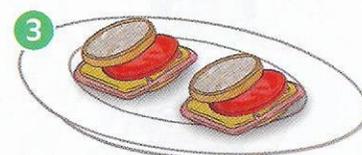
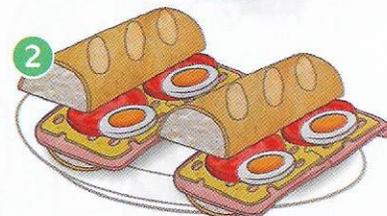
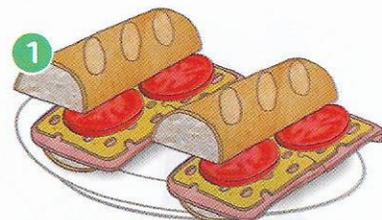


2   LOOK AND COLOUR. THEN PLAY.



- Listen to your teacher (see TB), find and colour the food items. Then answer: *Who's this? What's this?*
- Colour the food items paying attention to the dots. Then play 'Noughts and Crosses' with your teacher.

LOOK, LISTEN AND MATCH.

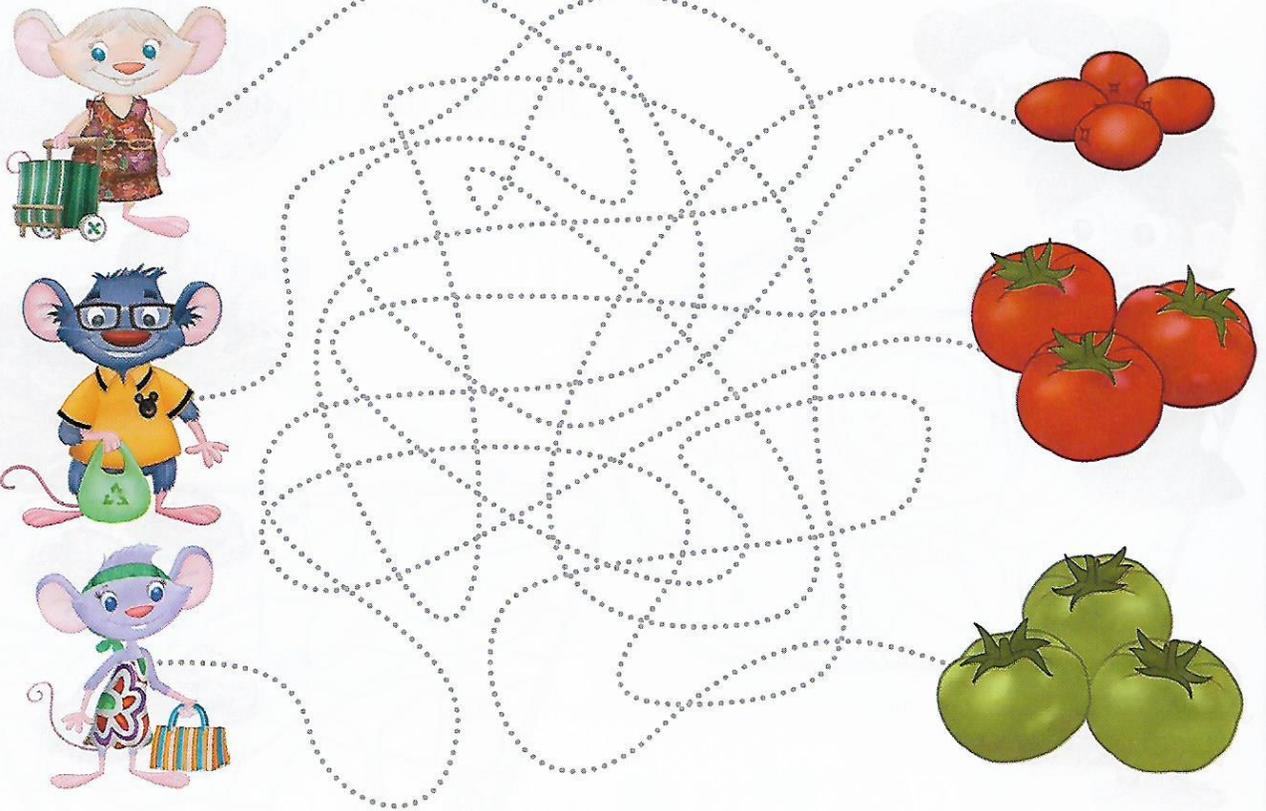
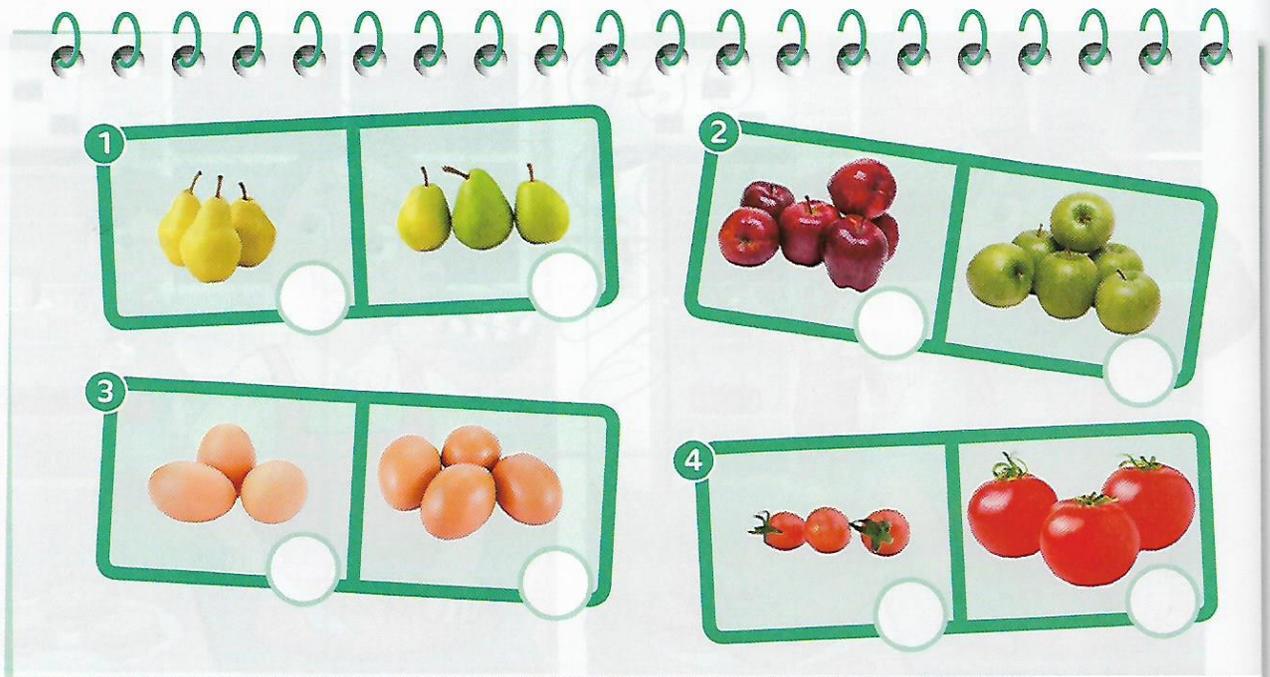


LOOK AND CIRCLE 8 DIFFERENCES.



Look at the pictures and answer: *What's in the sandwiches?* Then listen to the story again and match the characters to their sandwiches.

Look at the scenes and circle eight differences. Then follow your teacher's lead to say what's different.

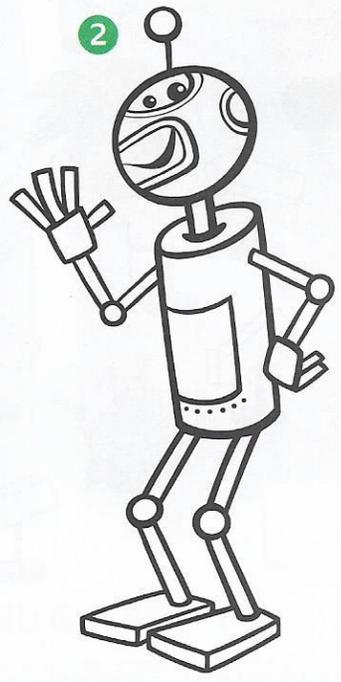
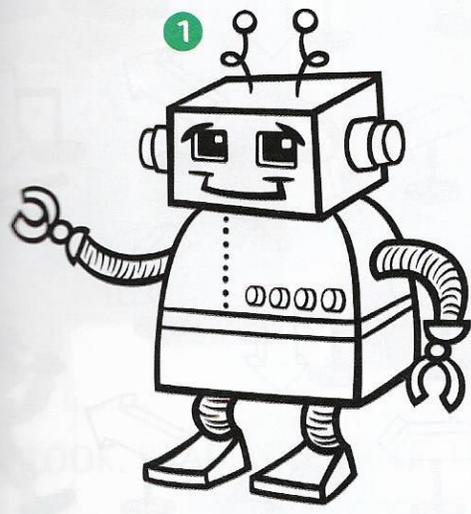
5  LOOK AND TRACE.6  LOOK, LISTEN AND TICK (✓).

- Trace the lines to see which tomatoes each character wants. Then answer: *How many? What colour? Big or small?*
- Listen to your teacher (see TB) and tick the correct picture in each pair.

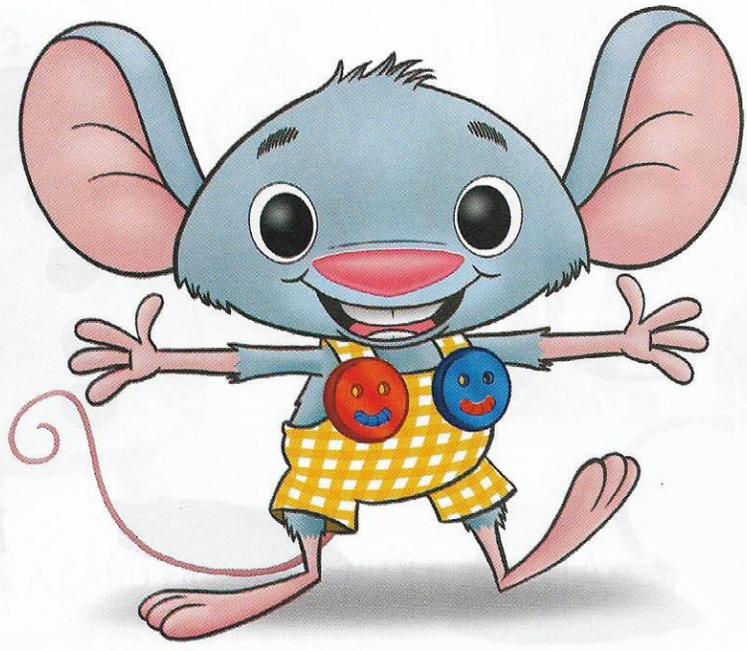
UNIT 4

# PUPPETS AND ROBOTS

1  LOOK, LISTEN AND COLOUR.



2  LOOK, TRACE AND MATCH.



A HEAD

2 HANDS

A BODY

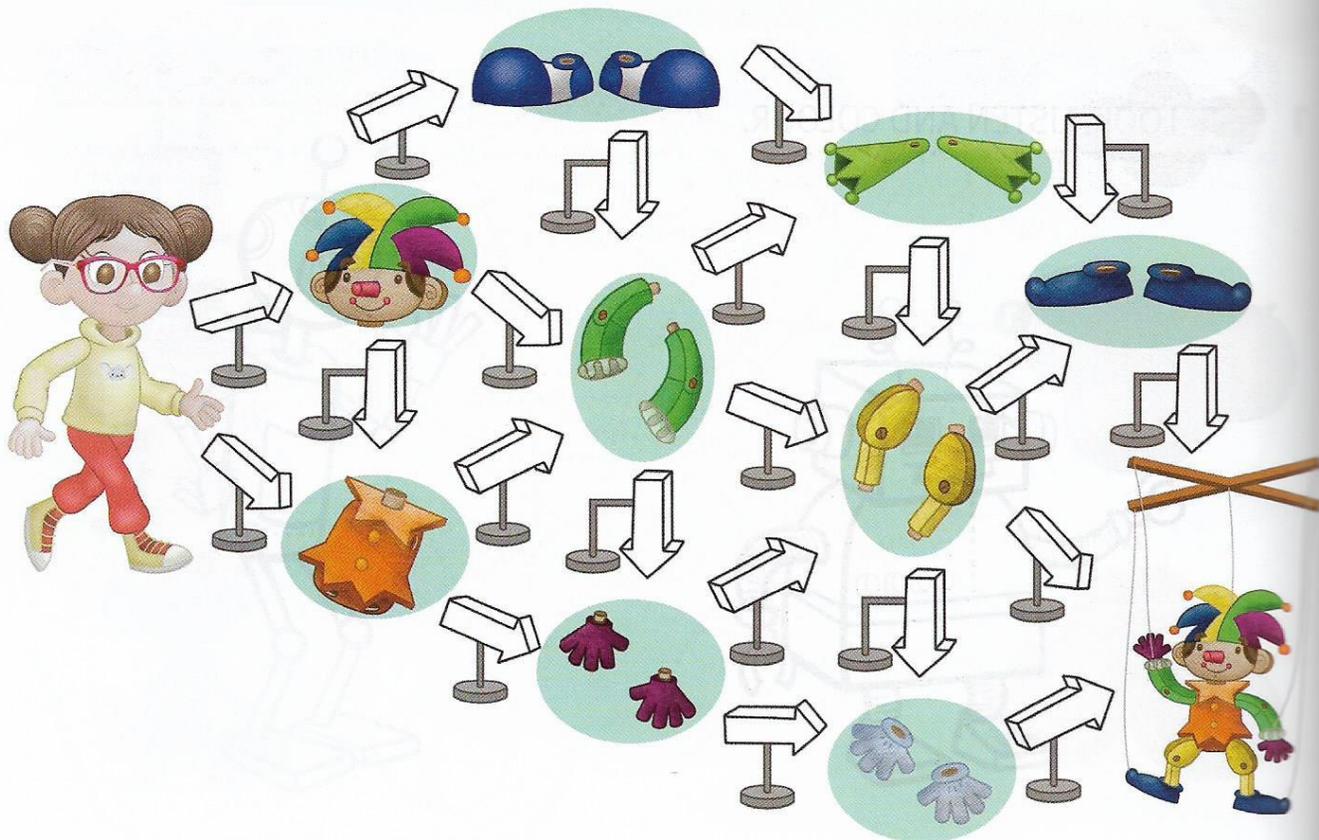
2 LEGS

2 ARMS

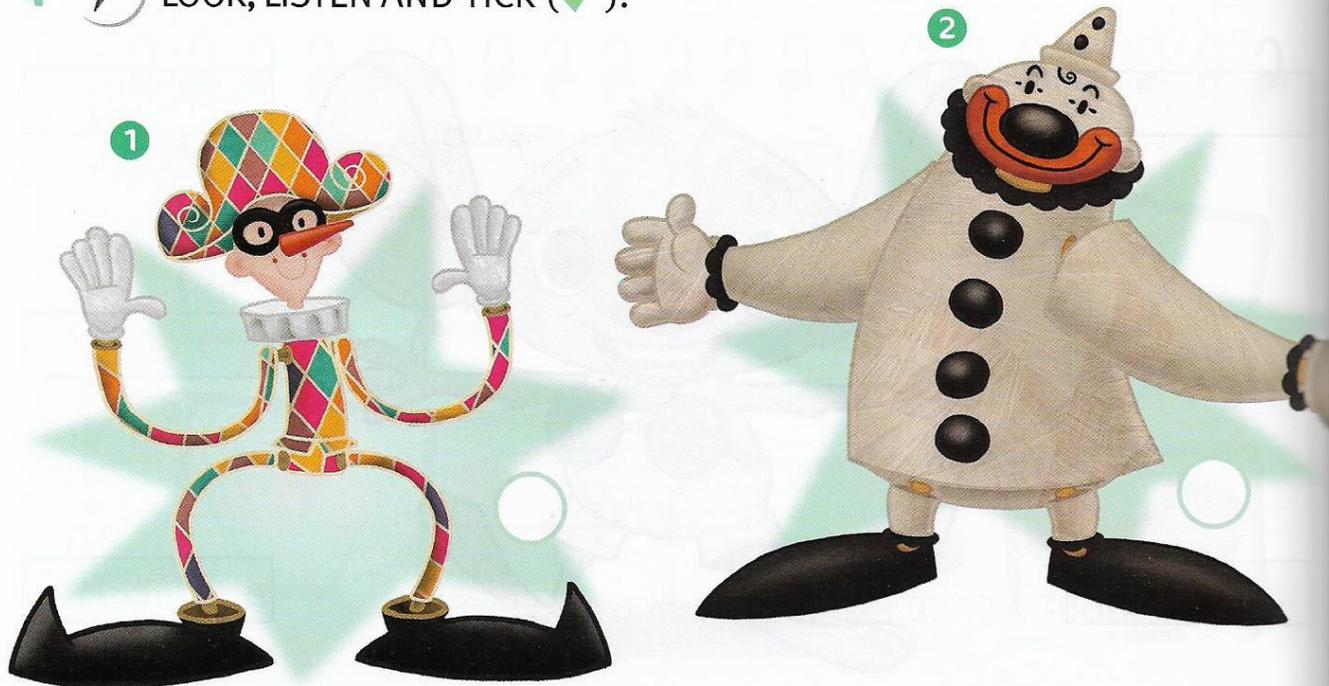
2 FEET

-  Listen to your teacher (see TB) and colour the robots accordingly. Then answer: *What colour is the (head)?*
-  Trace the words and match them to Ben's body parts.

3 (35)  LOOK, LISTEN AND COLOUR.



4  LOOK, LISTEN AND TICK (✓).



- Listen to the story again and colour the route.
- Listen to your teacher (see TB) and tick the correct puppet.

5  LOOK, LISTEN AND NUMBER.



6  LOOK, READ AND WRITE. THEN LISTEN AND GUESS.

SHORT LEGS

LONG LEGS

LONG ARMS

BIG FEET



7  CHOOSE A CARD FROM ACTIVITY 6 AND PLAY.

- Listen to the dialogues and number the pictures accordingly.
- Look at Ben's family members and write the phrases under the corresponding card. Then listen to your teacher (see TB) and guess the character.
- Choose a card from Activity 6 and play a guessing game with your teacher/partner. Ask, *Have you got (long legs)?* and guess, *Lisa!*

1



TRACE. FIND AND COLOUR.

CAT



DOG



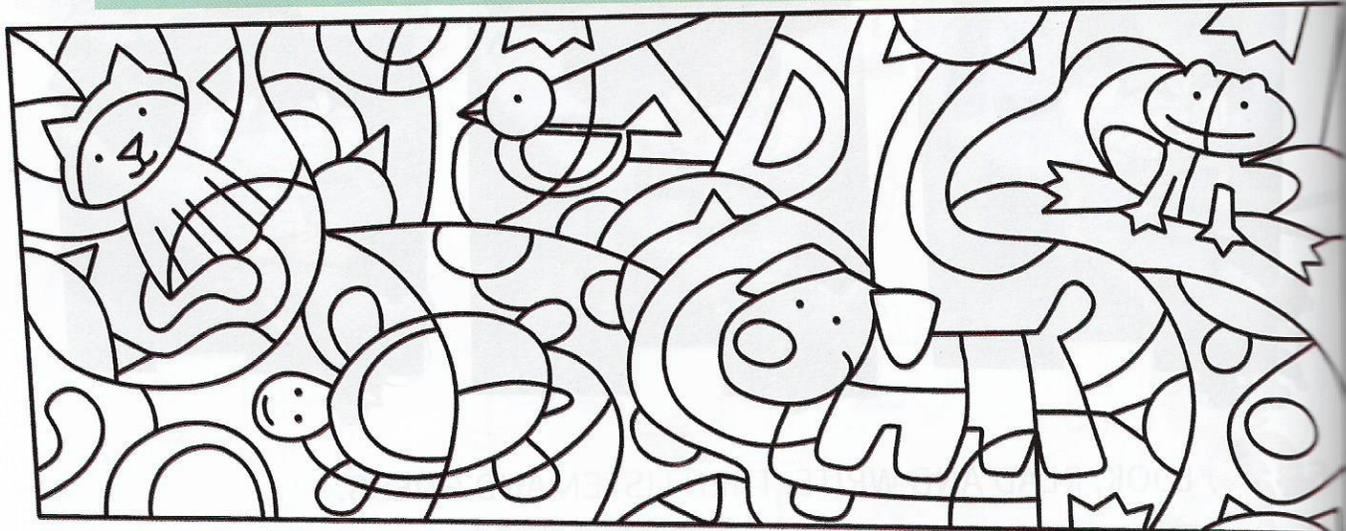
FROG



BIRD



TURTLE



2



READ, COUNT AND WRITE.




BIRDS




FROGS




CATS




DOGS

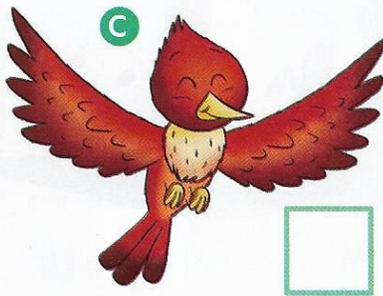
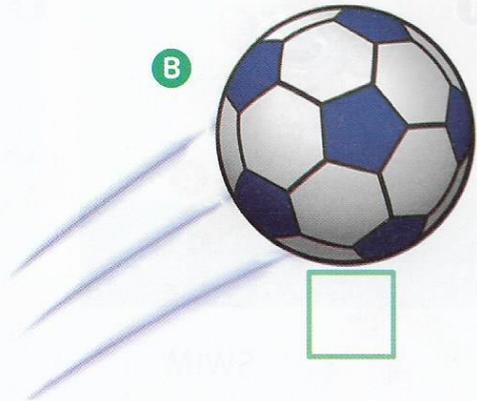
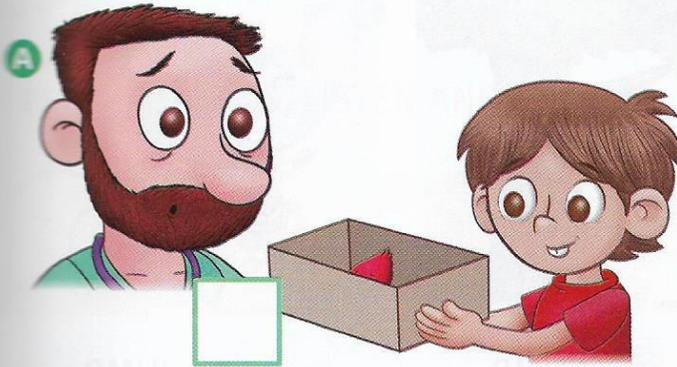



TURTLES



- Trace the words. Find the animals hidden in the maze and colour them accordingly. Then answer: *What colour is the (cat)?*
- Count the injured animals in the scene and write the numbers accordingly. Then answer: *How many (birds) can't (fly)?*

3  LOOK, LISTEN AND NUMBER.

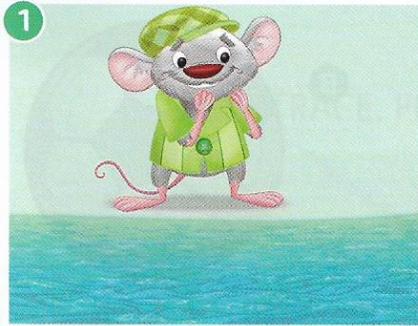


4  LOOK AND MATCH.

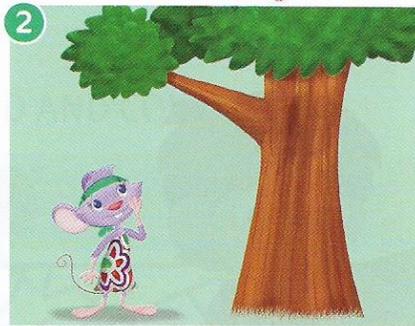


-  Listen to the story again and number the pictures accordingly. Then roleplay.
-  Match the children to their animals. Go back to page 34 and check. Then roleplay.

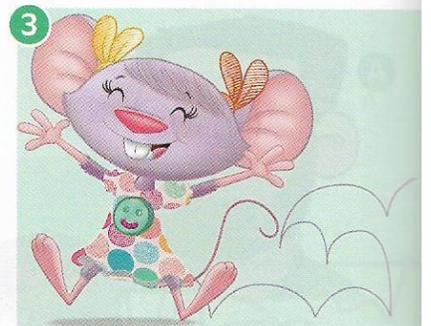
5  LOOK, READ AND CIRCLE  OR .



  SWIM



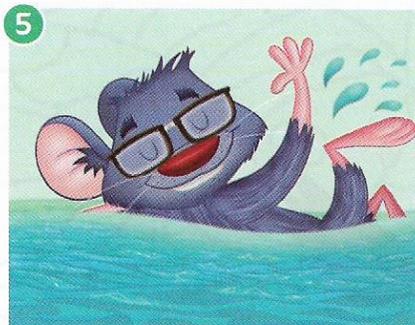
  CLIMB



  JUMP



  WALK

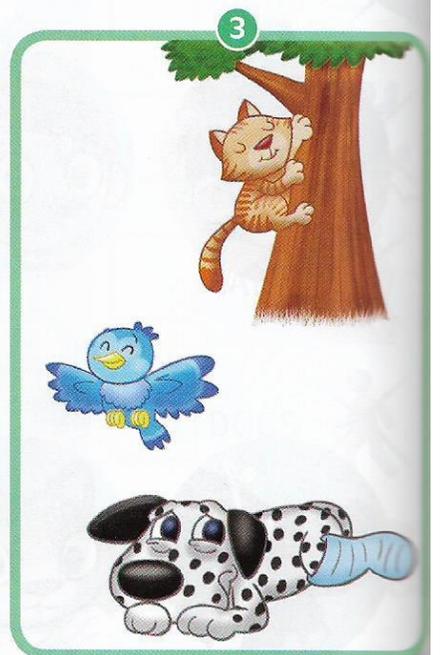


  SWIM



  FLY

6  LOOK AND PLAY.

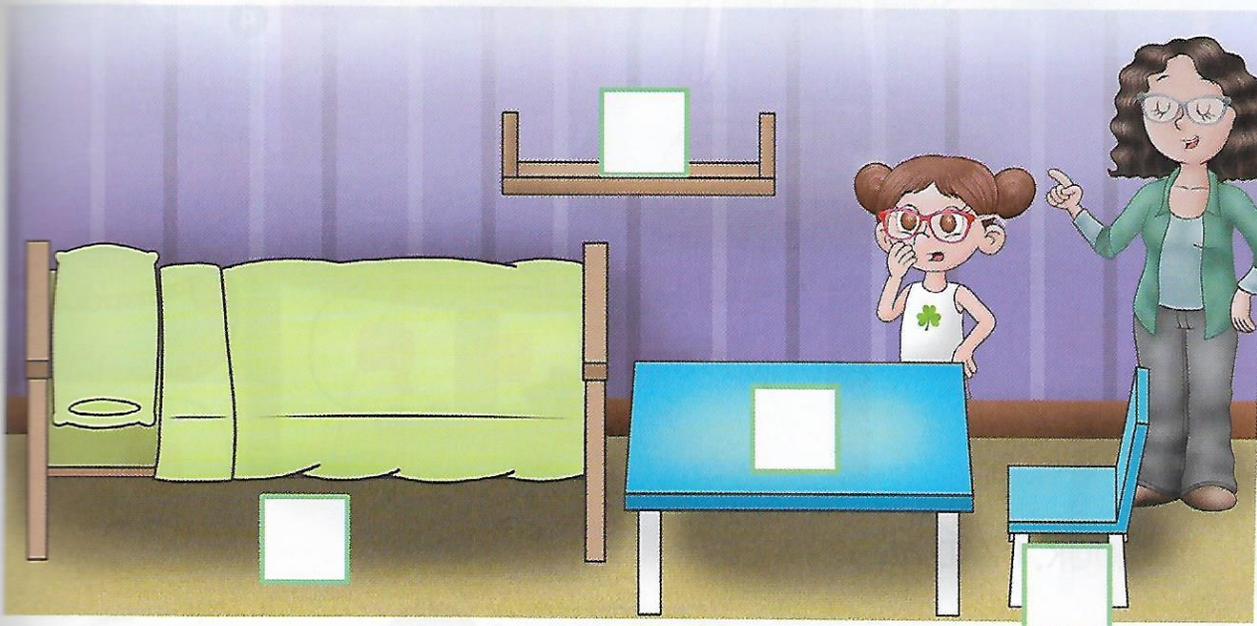
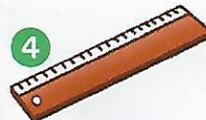


- Look at the pictures, read the actions and circle the correct hand. Then answer: *Can (Dad) swim?*
- Look at the pictures, listen to your partner's information and guess the chosen card.

# 6

# LOST AGAIN!

1 (51)  LOOK, LISTEN AND NUMBER.

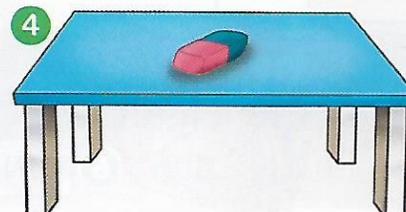
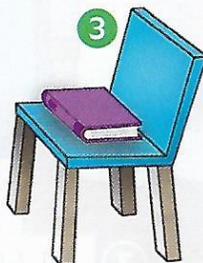
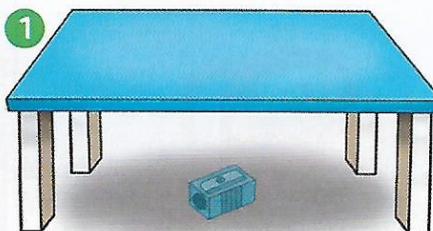


2  READ, LOOK AND MATCH.

UNDER THE TABLE

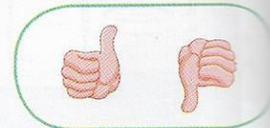
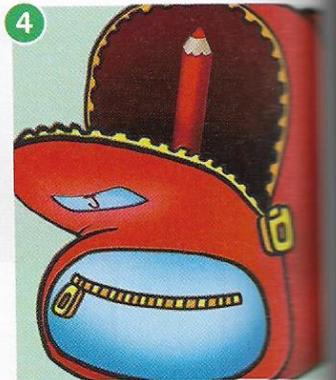
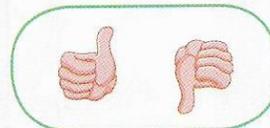
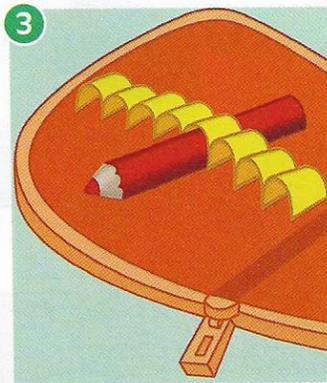
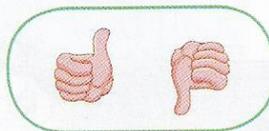
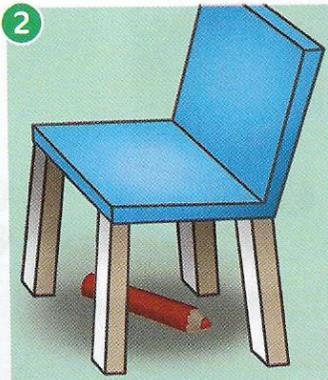
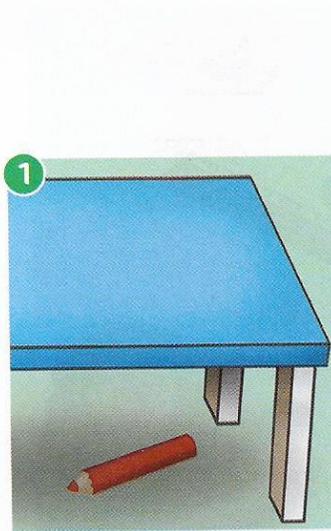
ON THE CHAIR

IN THE SCHOOL BAG



- Look at the school objects in the banner, listen to the dialogue and write the numbers in the corresponding boxes.
- Read the phrases and match them to the pictures. Then answer: *Where's the (pencil)?*

3 (48) LOOK, LISTEN AND CIRCLE OR .



4 LOOK, READ AND CIRCLE.

1 IN / UNDER

2 IN / ON

3 IN / ON

4 UNDER / ON

5 ON / IN

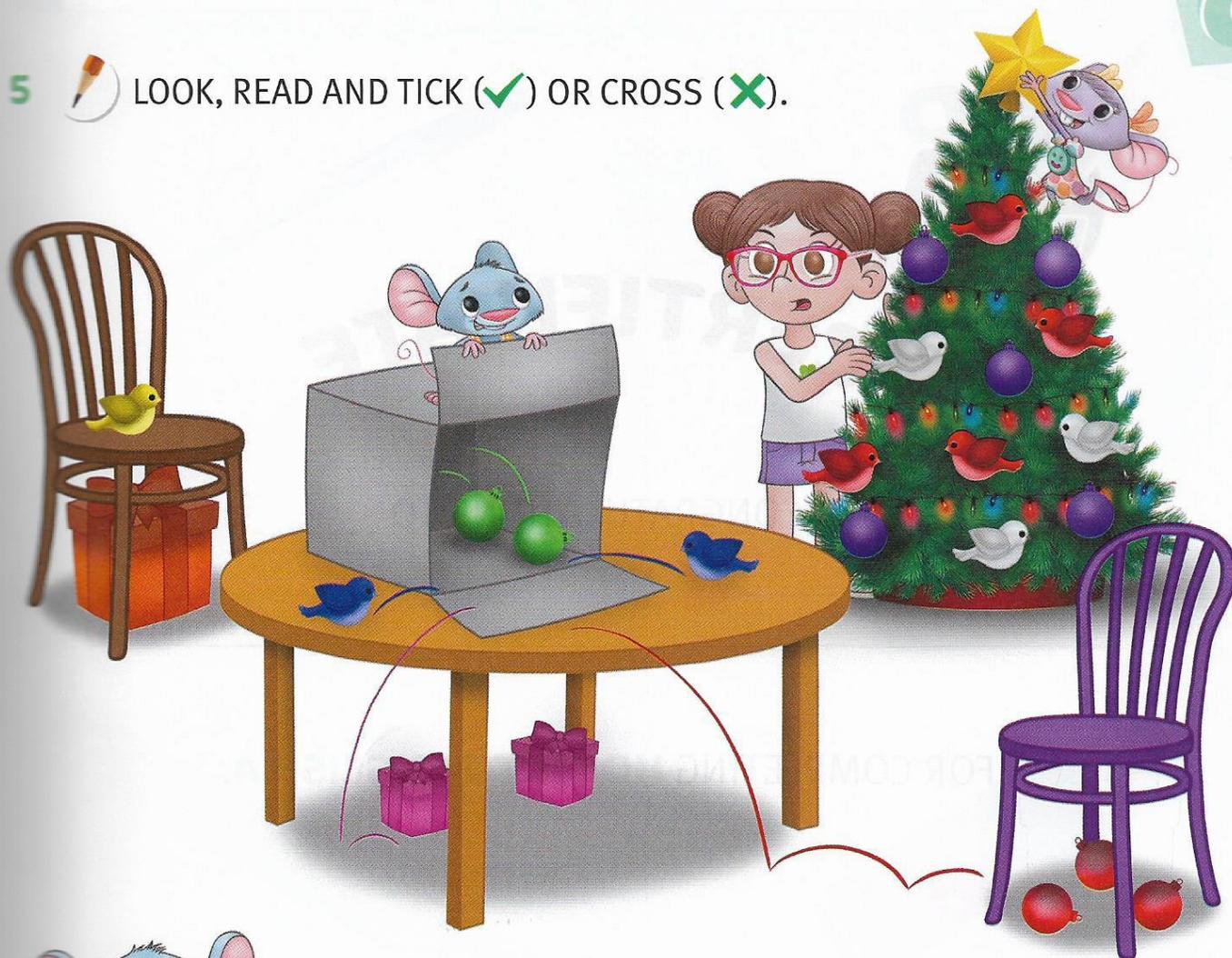
6 ON / IN

7 IN / UNDER

8 UNDER / ON

- Look at the pictures, listen to the story again and circle the correct hand.
- Look at the mice, read and circle the correct preposition in each pair. Then answer: *Where is (Dad)?*

5  LOOK, READ AND TICK (✓) OR CROSS (✗).



IN THE BOX



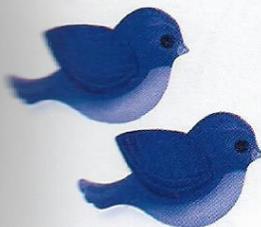
ON THE TABLE



IN THE BOX



ON THE BROWN CHAIR

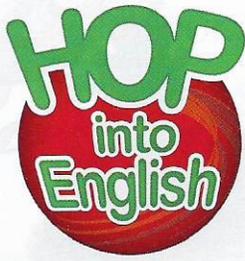


UNDER THE TABLE



UNDER THE PURPLE CHAIR

Look at the scene, read the phrases and tick or cross. Then answer: *Where is the (yellow bird)?*



# CERTIFICATE

CONGRATULATIONS TO

---

FOR COMPLETING **HOP INTO ENGLISH A.**

\_\_\_\_\_

DATE

\_\_\_\_\_

TEACHER'S NAME



1 \_\_\_\_\_



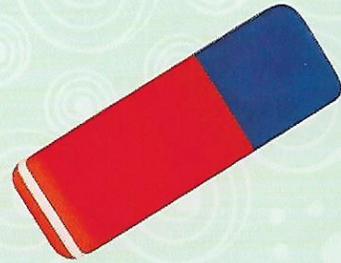
UNIT 1 \_\_\_\_\_



1 \_\_\_\_\_



UNIT 1 \_\_\_\_\_



1 \_\_\_\_\_



UNIT 1 \_\_\_\_\_



**A RULER**

**A SHARPENER**

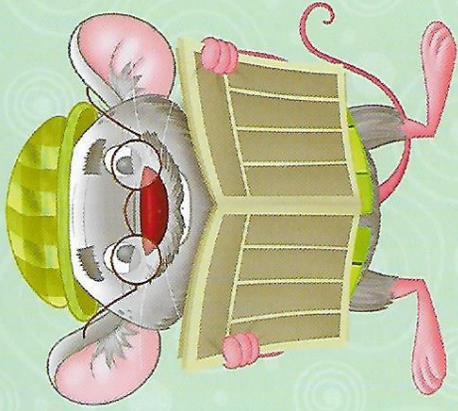
**A PENCIL CASE**

**A PENCIL**

**A PEN**

**A RUBBER**

UNIT 2



UNIT 2



UNIT 2



UNIT 2



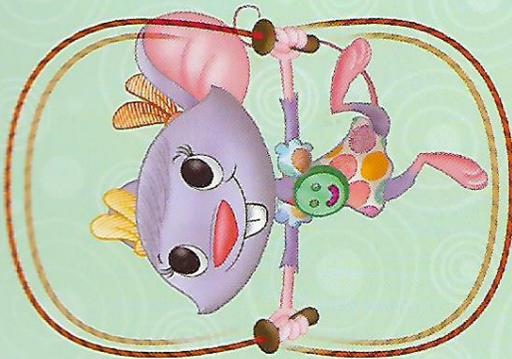
UNIT 2



UNIT 2



UNIT 2



UNIT 2



**BEN'S SISTER**

**BEN'S AUNTIE**

**BEN'S BABY  
BROTHER**

**BEN**

**BEN'S  
GRANDPA**

**BEN'S MUM**

**BEN'S DAD**

**BEN'S GRANDMA**

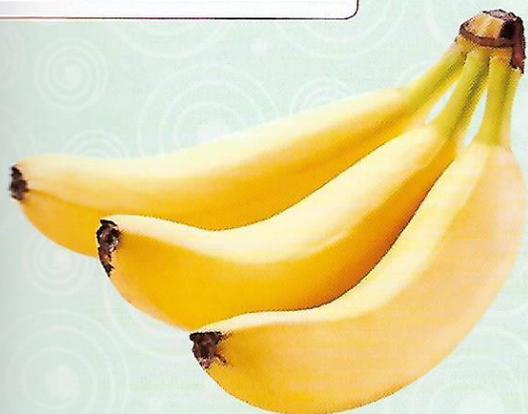
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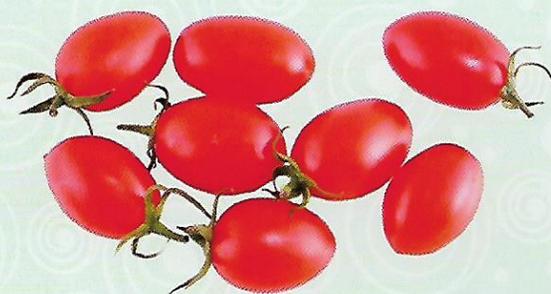
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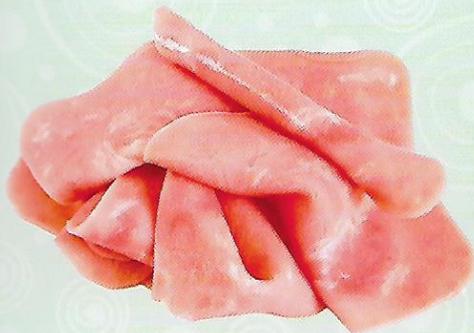
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UNIT  
3



UNIT  
3



UNIT  
3



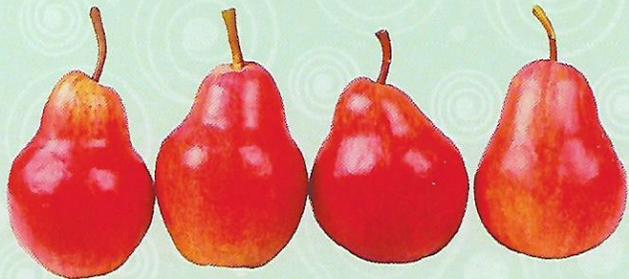
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UNIT  
3



UNIT  
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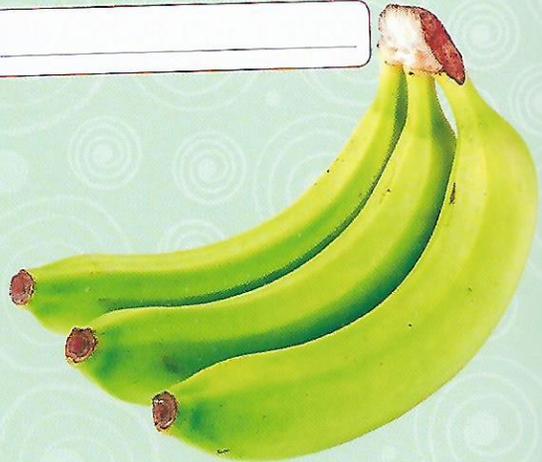
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UNIT  
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UNIT  
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UNIT  
3



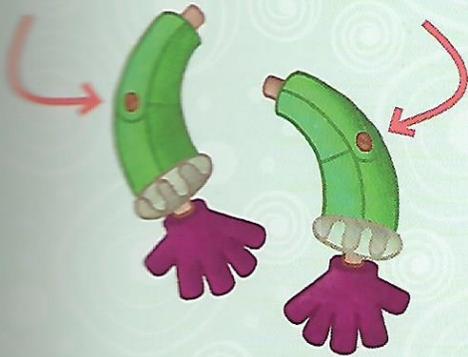
UNIT 4



UNIT 4



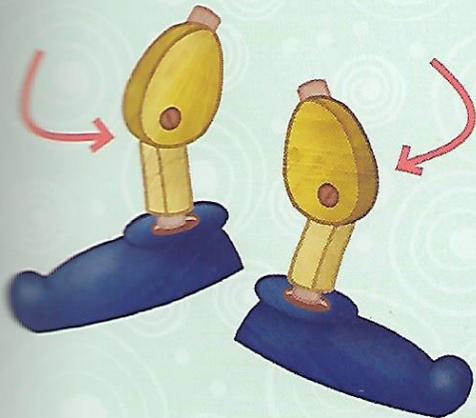
UNIT 4



UNIT 4



UNIT 4



UNIT 4



**2 LEGS**

**2 FEET**

**2 ARMS**

**2 HANDS**

**A HEAD**

**A BODY**

UNIT  
5



UNIT  
5



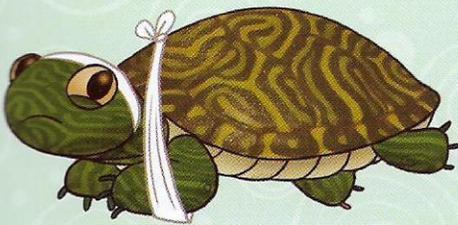
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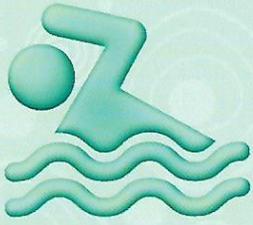
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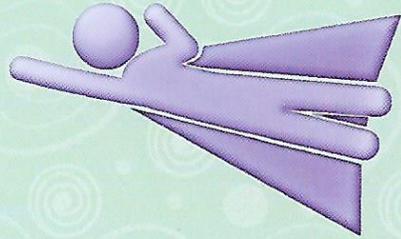
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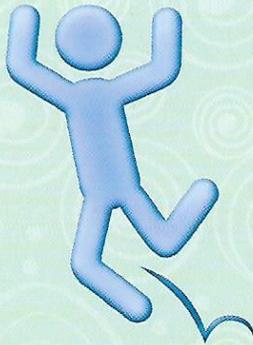
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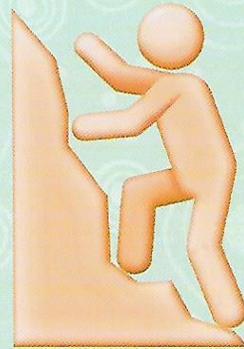
UNIT 5 \_\_\_\_\_



UNIT 5 \_\_\_\_\_



UNIT 5 \_\_\_\_\_



UNIT 5 \_\_\_\_\_

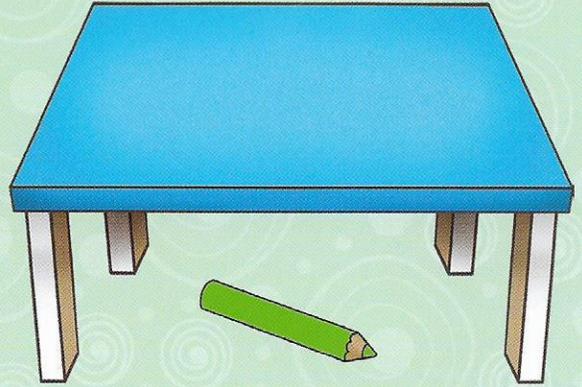


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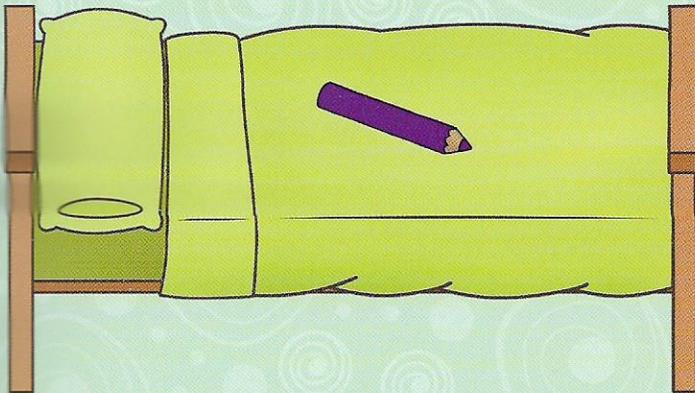
UNIT  
6



UNIT  
6



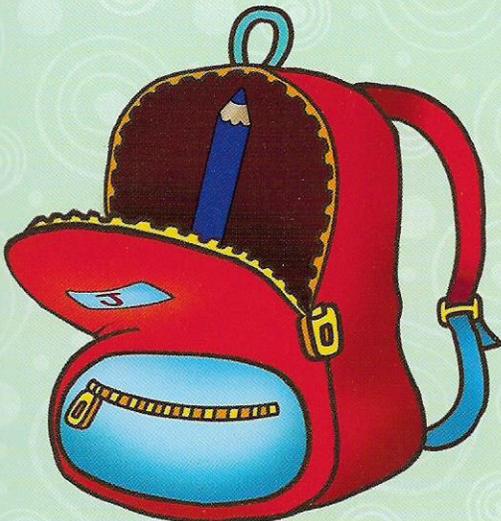
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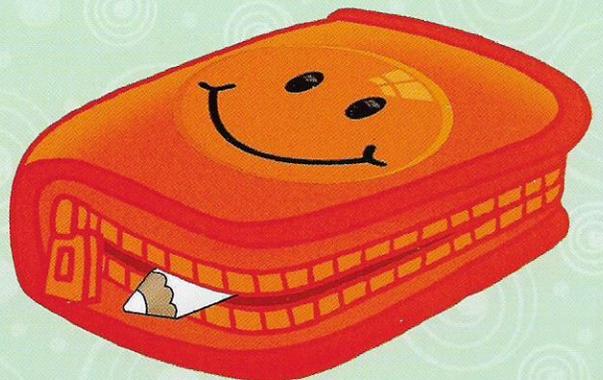
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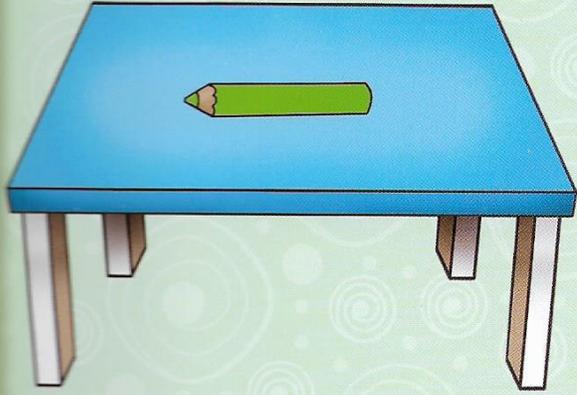
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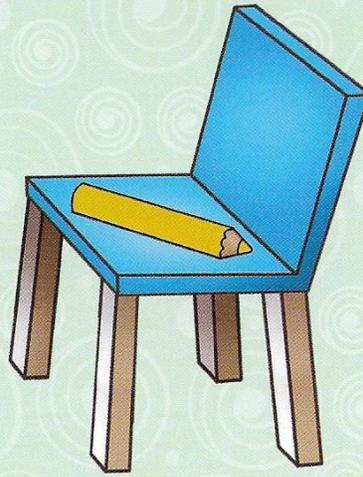
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6



UNIT 6

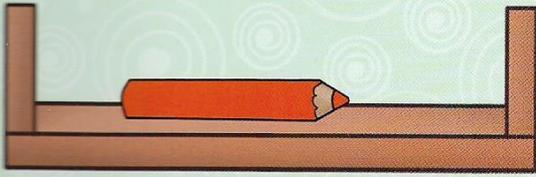


UNIT 6

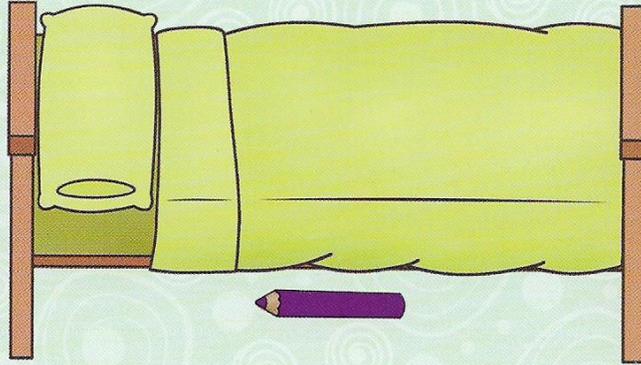


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UNIT 6



UNIT 6



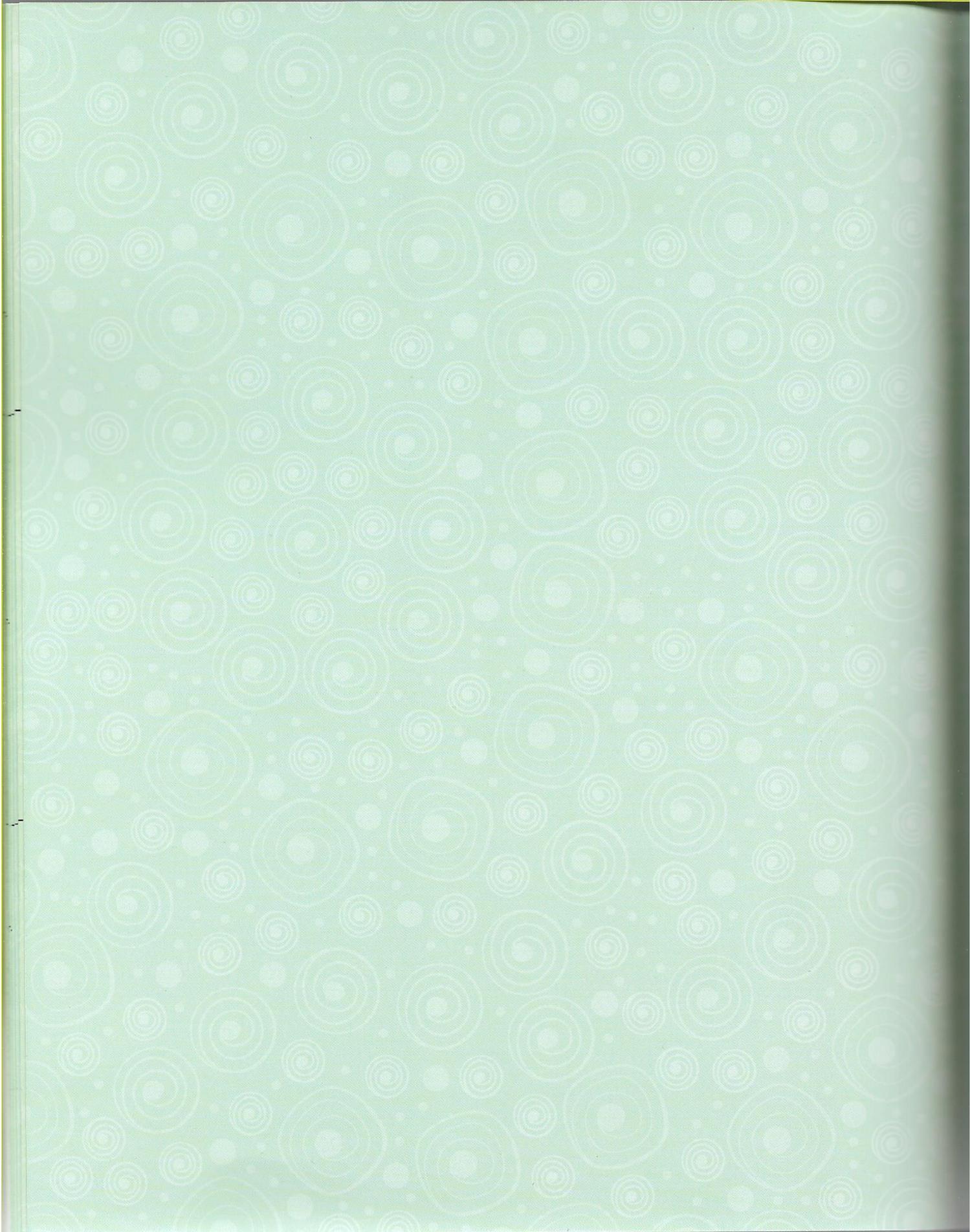
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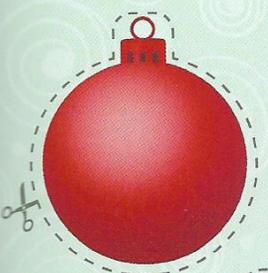


UNIT 6









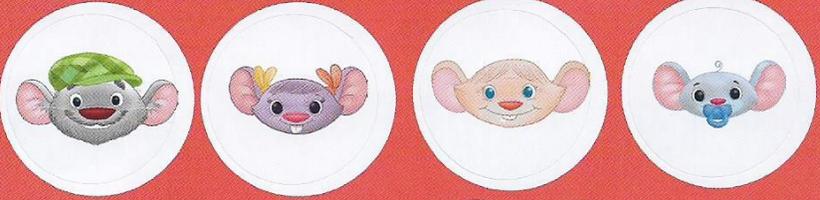
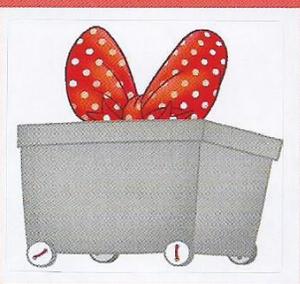
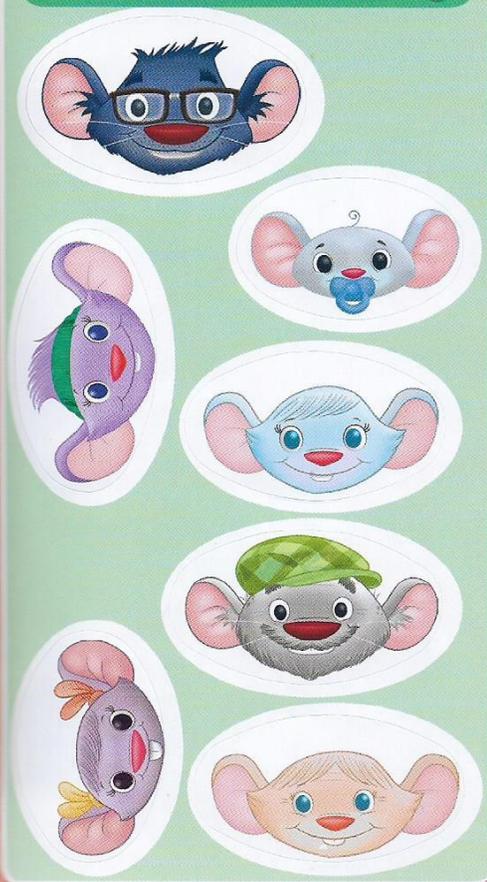




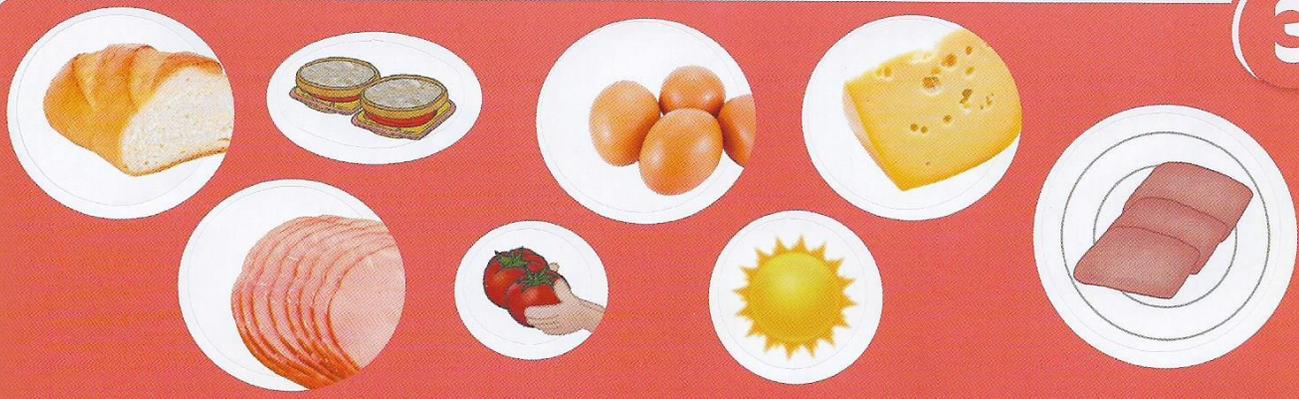
MINI-DICTIONARY



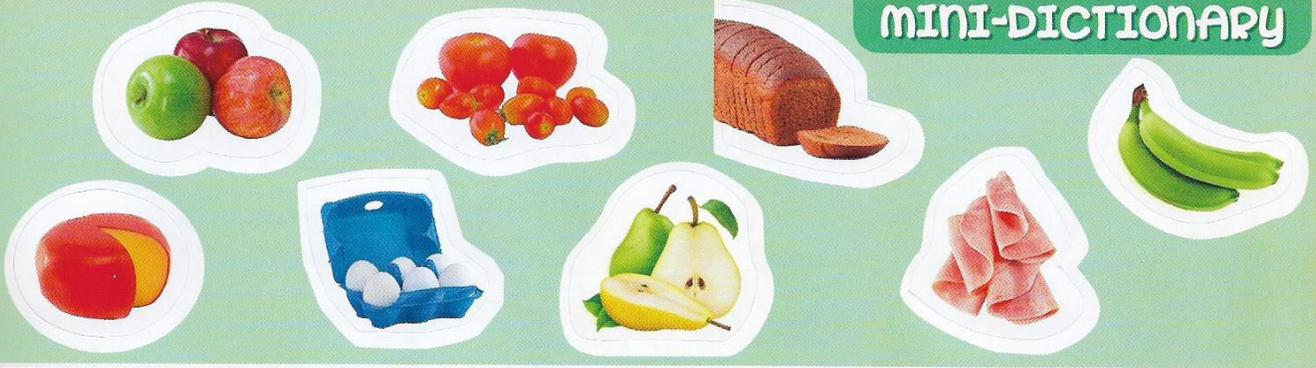
MINI-DICTIONARY







MINI-DICTIONARY



MINI-DICTIONARY

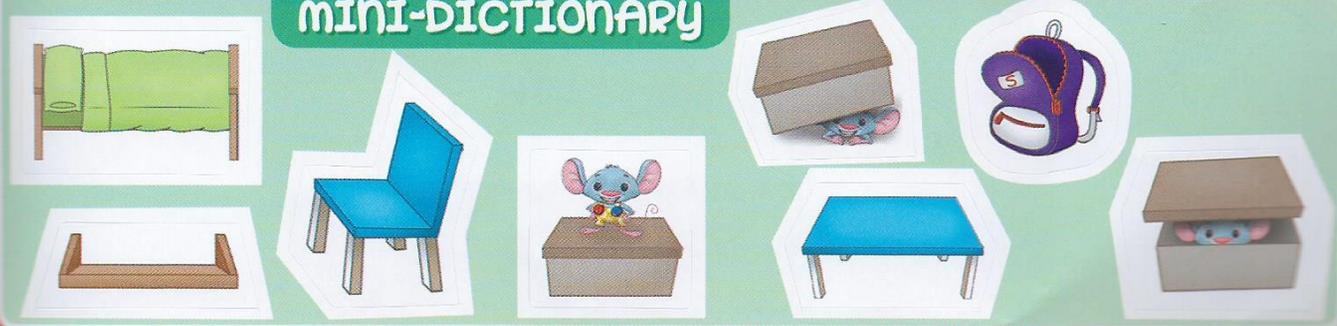




MINI-DICTIONARY



MINI-DICTIONARY





Have your pupils

# HOP into English **A**

and enjoy a fun ride!

**Hop into English** is a six-level series for primary level that grows visually and cognitively with pupils to accompany them through the different stages of their learning process.

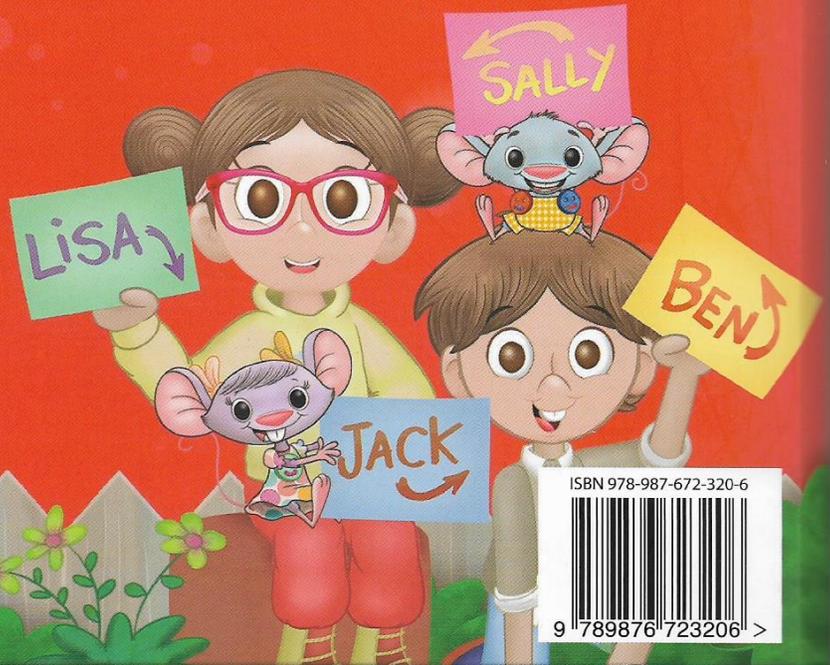
Aligned with  
local curriculum  
objectives

#### For pupils

- Pupil's Book with integrated Activity Book
- Integration games, cut-outs and stickers
- Access code for:
  - › Digital Pupil's Book with audio, songs and animated stories at [digital.macmillan.com.ar](http://digital.macmillan.com.ar)
- *Build Your Own Story* tool at [www.macmillan.com.ar/hopintoenglish](http://www.macmillan.com.ar/hopintoenglish)

#### For teachers

- Teacher's Book + Audio CD pack
- Visual Aids Booklet and Posters Pack
- Access code for:
  - › Digital Pupil's Book with audio, songs and animated stories at [digital.macmillan.com.ar](http://digital.macmillan.com.ar)
  - › Teacher's Resource Centre: Digital Teacher's Book, downloadable audio files, tests, extra activities and worksheets at [www.macmillan.com.ar/hopintoenglish](http://www.macmillan.com.ar/hopintoenglish)



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