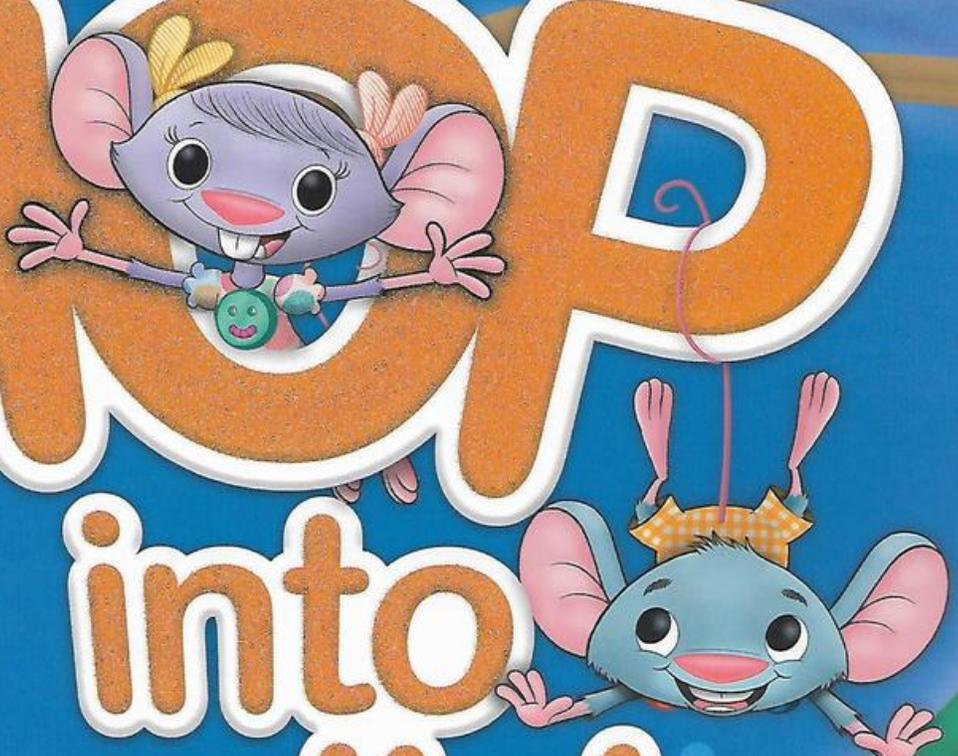


Pupil's Book and Activity Book

includes
stickers
and
cut-outs

HOP into English

The word 'HOP' is written in large, orange, bubbly letters with a white outline. A purple mouse with a yellow bow and a blue mouse with a yellow and white checkered bow are jumping over the letters. The background features colorful, curved stripes in shades of blue, green, red, and yellow.

Donna Shaw • Mark Ormerod • Mónica Gravier



Contents



UNIT	VOCABULARY	LANGUAGE
Hello! pp2-5	Numbers 0-20 <i>black, blue, brown, green, grey, light blue, orange, pink, purple, red, white, yellow</i>	<i>What is (eight) plus (ten)? What colour is number (14)? What do (blue) and (red) make? What's your favourite colour?</i> <i>Hello! I'm (Ms Craig). What's your name? I'm (Jack). How old are you? I'm (eight). Who's this? Is it your (sister)? Yes, it is. /No, it isn't. It's my (friend Lisa).</i>
1 Good morning! pp6-11	<i>boots, glasses, shorts, socks, T-shirt, trainers</i> <i>cloudy, cold, hot, rainy, sunny, windy</i> <i>in, on, under</i>	<i>Have you got the (glasses)? Yes, I have. /No, I haven't. I've got my (T-shirt).</i> <i>What's the weather like today? Today it's (sunny). Is it (rainy)? Yes, it is. /No, it isn't.</i> <i>Where are my (socks)? They're (in) the (bed). Where's my (T-shirt)? It's (on) the (chair).</i>
2 The art lesson pp12-17	<i>board, brush, chalk, desk, floor, marker, paint tube, picture</i>	<i>Whose (brush) is this? It's (Jack)'s. /It's mine. Is it (Kevin)'s?</i> <i>Where's my (brush)? It's (on) the (floor).</i>
Integration 1 pp18 & 19		
3 When's your birthday? pp20-25	<i>January, February, March, April, May, June, July, August, September, October, November, December</i> <i>Book Day, Children's Day, Christmas, Easter, Family Day, Friends' Day, Teachers' Day</i>	<i>When's (Christmas)? It's in (December). How many birthdays are there in (June)? There are (five)!</i> <i>Whose birthday is it in (May)? It's (Auntie's) birthday. What's the weather like in (May)?</i>
4 What's for lunch? pp26-31	<i>butter, chicken, fish, ice cream, juice, pasta, salad, water</i>	<i>What's for lunch? There's (fish and salad). Do you like (chicken)? Yes, I do. /No, I don't.</i>
Integration 2 pp32 & 33		
5 Let's play! pp34-39	<i>bike, computer, doll, dominoes, games console, joystick, rollerblades, skateboard, video games</i>	<i>Have you got (a bike)? Yes, I have. /No, I haven't. I've got (rollerblades). Do you like (video games)? Yes, I do. /No, I don't.</i>
6 Let's go to the farm! pp40-44	<i>bulls, chicks, cows, donkeys, goats, hens, horses, sheep</i> <i>big, small</i> <i>hungry, thirsty</i>	<i>What are these? They're (sheep). Are they (horses)? Yes, they are. /No, they aren't. How many (hens) are there? There are (10).</i>

Integration 3 pp46 & 47

Goodbye! p48

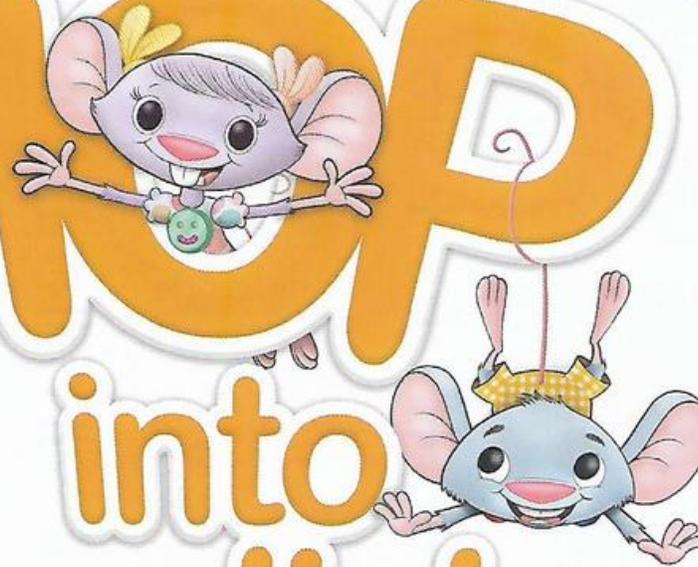
Special Days: Book Day & Teachers' Day pp49 & 50

Activity Book pp51-71

Certificate p72

Donna Shaw • Mark Ormerod • Mónica Gravier

HOP into English



Pupil's Book and Activity Book

B



Hello!

1   Play. Look, count and circle. Then listen and check.

$$\text{Hand with 5 fingers} + \text{Hand with 3 fingers} = 18 / 19$$

$$\text{Hand with 5 fingers} + \text{Hand with 5 fingers} = 16 / 14$$

$$\text{Hand with 5 fingers} + \text{Hand with 2 fingers} = 17 / 18$$

$$\text{Hand with 5 fingers} + \text{Hand with 4 fingers} = 19 / 13$$

$$\text{Hand with 5 fingers} + \text{Hand with 1 finger} = 12 / 16$$

$$\text{Hand with 3 fingers} + \text{Hand with 5 fingers} = 13 / 11$$

$$\text{Hand with 5 fingers} + \text{Hand with 5 fingers} = 14 / 15$$

$$\text{Hand with 1 finger} + \text{Hand with 5 fingers} = 11 / 17$$

$$\text{Hand with 2 fingers} + \text{Hand with 5 fingers} = 15 / 12$$

$$\text{Hand with 5 fingers} + \text{Hand with 5 fingers} = 0 / 20$$

$$\text{Hand with 5 fingers} - \text{Hand with 5 fingers} = 20 / 0$$

2    Colour. Then listen again and sing.

▶ Play lead-in games (see TB). Count the fingers and circle the correct results. Then listen to the 'Numbers' song and check your answers.

2

▶ Colour the numbers accordingly and answer: *What colour is number (14)?* Then listen to the song again and sing.

3



Read and colour. Then listen and match.

1	blue		+	red		=	orange				
2	blue		+	yellow		=	light blue				
3	red		+	yellow		=	grey				
4	red		+	white		=	brown				
5	white		+	black		=	green				
6	blue		+	yellow		+	red		=	pink	
7	blue		+	white		=	purple				

4



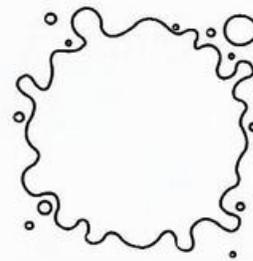
Listen again and sing.

5



Complete and colour.

My favourite colour is _____.



- 1 Read and colour the splodges. Listen to the 'Mixing colours' song and match. Then answer: *What do (blue) and (red) make?*
- 2 Listen to the song again and sing.
- 3 Complete the sentence and use your favourite colour to paint the splodge. Then answer your teacher's question for a class report: *What's your favourite colour?*





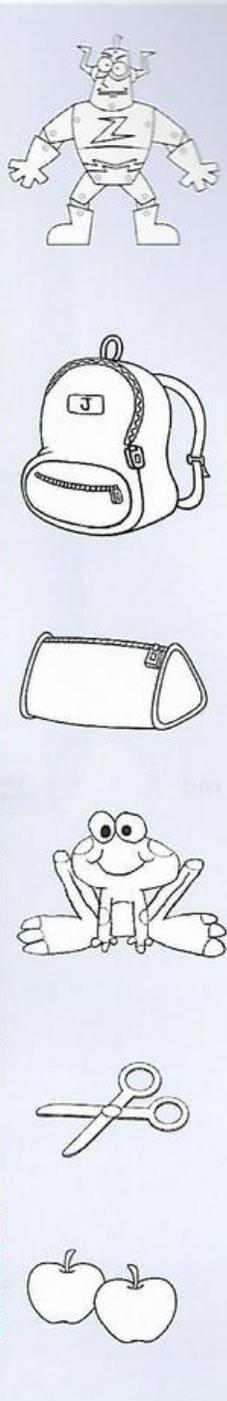
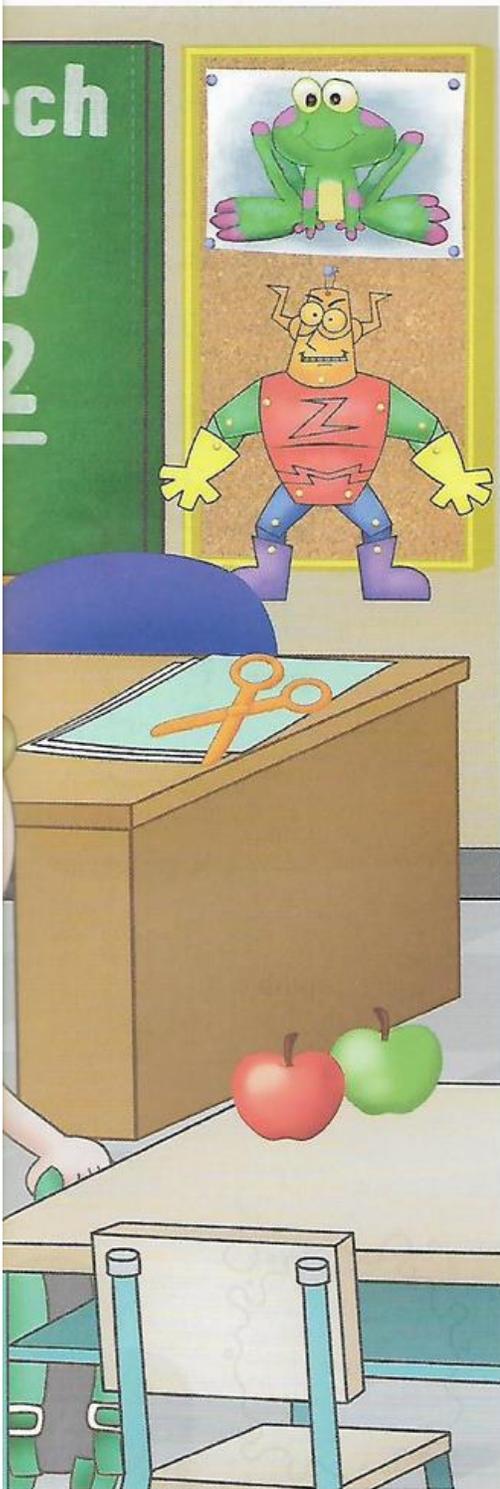
Look and listen. Then sing.



- ④ Look at the scene and listen to the 'Hello' song. Then sing.
- ④ Look at the scene again and colour the items in the banner. Then answer: *What's this? What colour is it?*

7  Look and colour.

8  Find and colour.



12 14 15

16 13

9  Find and complete.

$$\begin{array}{r}
 19 \\
 - \quad \square \\
 \hline
 \square
 \end{array}$$

$$\begin{array}{r}
 \square \\
 + 10 \\
 \hline
 \square
 \end{array}$$

- Find the numbers in the scene and colour them accordingly. Then answer: *What colour is number (14)?*
- Find the calculations in the scene, complete them and write the results. Then answer: *What is (19 minus 2)?*



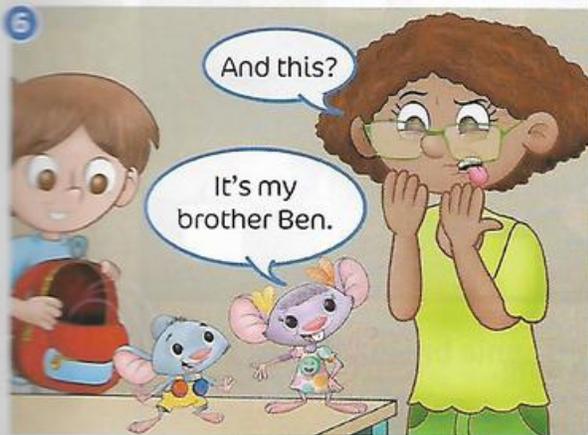
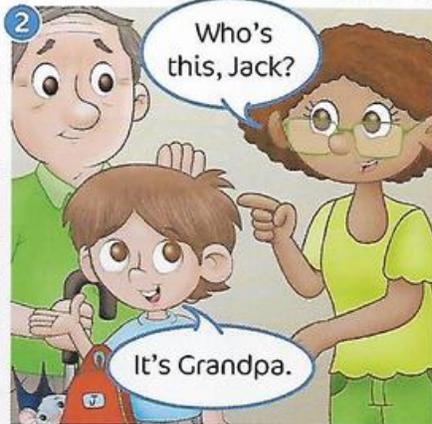
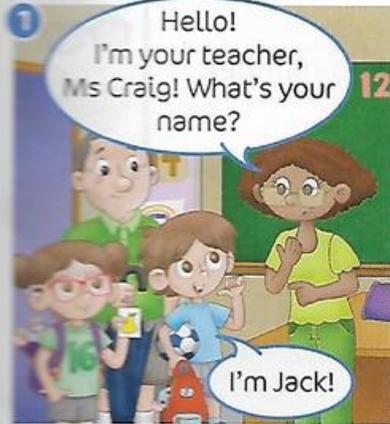
It's story time!



Hello!

10 (05) Look and listen.

11 (05) Listen and read.



- Focus on language: Hello! I'm Ms Craig. • What's your name? I'm Jack. • Who's this? It's Grandpa. • Is it your sister? Yes, it is. • How old are you? I'm eight.
- Look at the frames and listen to the story.
- Listen to the story again and read.

Good morning!

1 Look, listen and chant. Then play.

2 Look, trace and colour. Listen and number. Then sing.



3 Listen and circle. Then sing.

- Look at the banners, listen to the chants and repeat. Then play lead-in games (see TB). Focus on vocabulary: *T-shirt, shorts, glasses, socks, trainers, boots / sunny, cloudy, rainy, windy, hot, cold.*
- Trace the clothing items and colour them using the banner as a model. Listen to the 'Get your clothes!' song and number the clothing items. Then sing.
- Listen to the 'Good morning!' song and circle the corresponding weather icons in the banner. Then sing.

4  Read, look and tick (✓).



T-shirt shorts socks trainers glasses boots

5  Look again, listen and circle.

6  Read and colour. Then look and colour.

1 red

2 grey

3 blue

4 green

5 purple



7    Make and sing. Then play.

- 1 Read the words in the banner and tick the ones that appear in the scene.
- 2 Look at the scene again, listen and circle the clothing items Jack mentions.
- 3 Colour the splodges accordingly and answer: *What colour is (one)?* Then colour the picture accordingly and answer: *Who's this? What's the weather like? What colour are (Lisa's trainers)?*
- 4 Make the cards (see cut-outs) while singing the 'Get your clothes!' or the 'Good morning!' songs. Then play games with the cards (see TB).

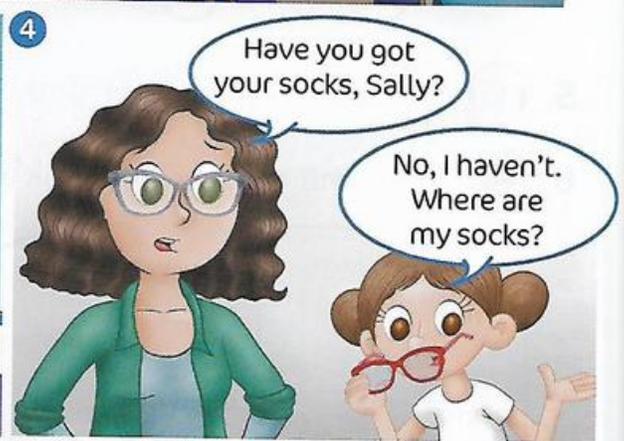
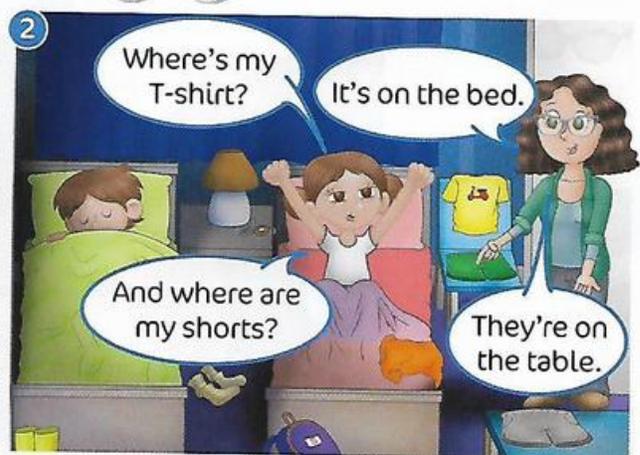
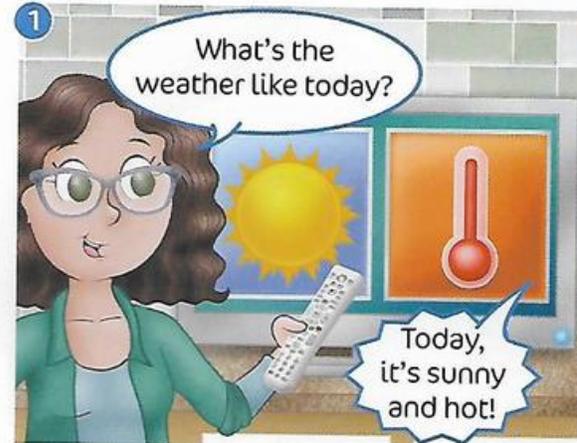


It's story time!



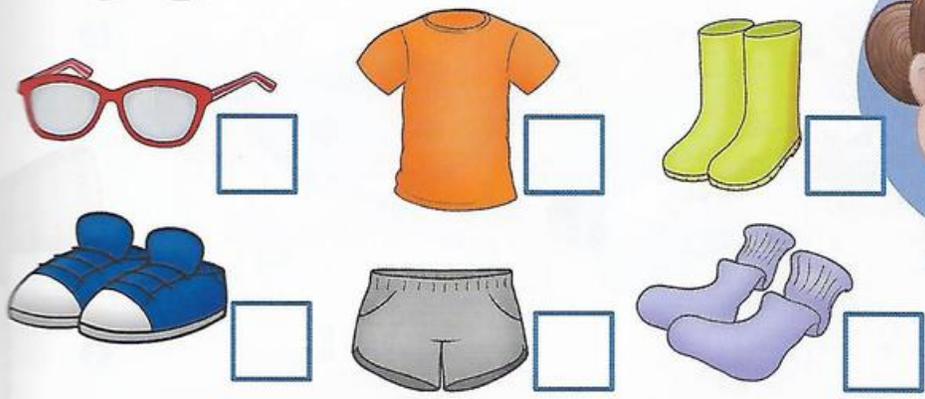
8 (111) Look and listen.

9 (111) Listen and read.

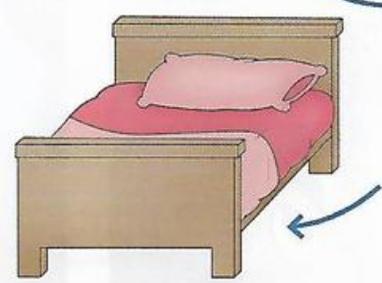
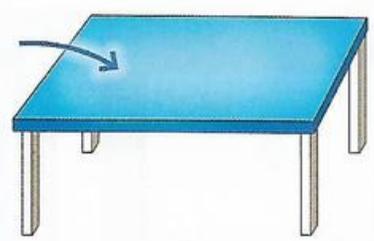
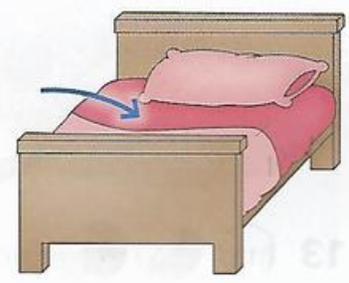


- Focus on language: *What's the weather like today? Is it cloudy? It's hot.* • *Where are my shorts? They're on the table.* • *Have you got your socks, Sally? Yes, I have. / No, I haven't.*
- Look at the frames and listen to the story.
- Listen to the story again and read.

10  Look, listen and number.



11  Look and match.

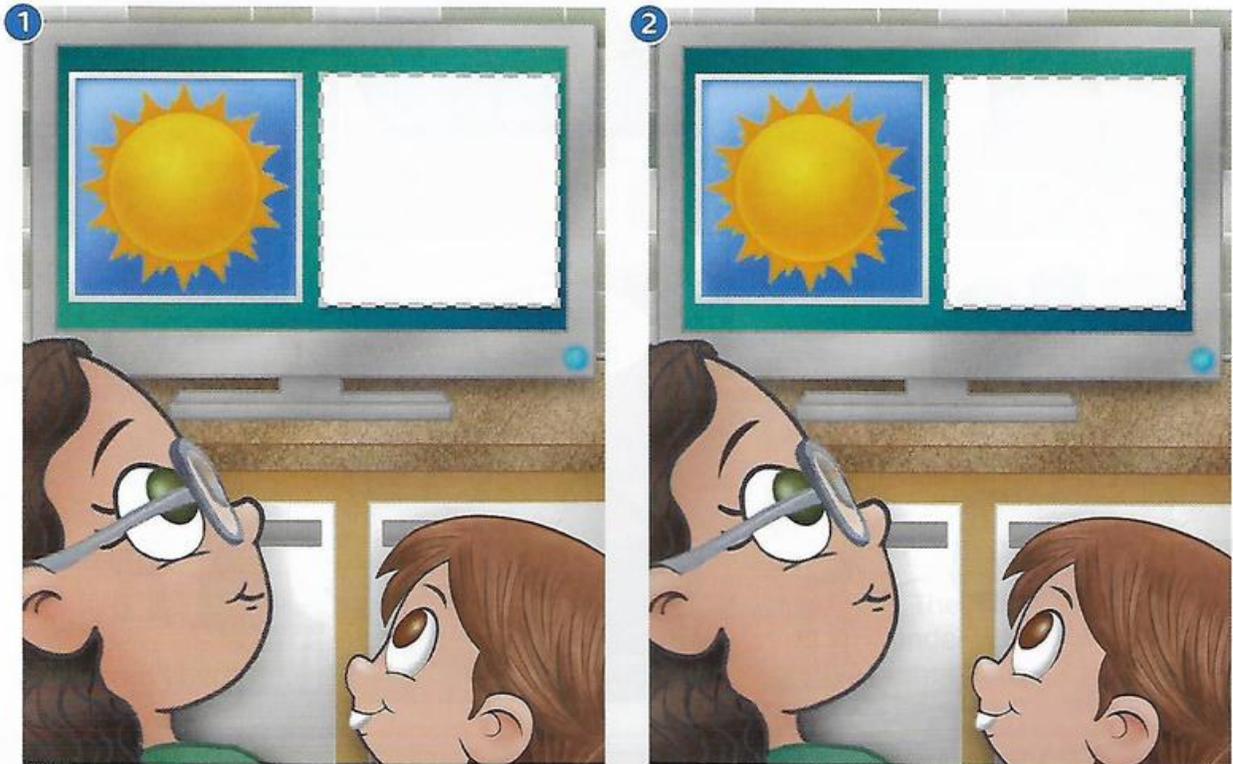


- ▶ Listen to the story and number the clothing items.
- ▶ Match Sally's clothing items to their locations. Then answer: *Where (are) the (glasses)?*

12    Look, listen and stick. Then chant.

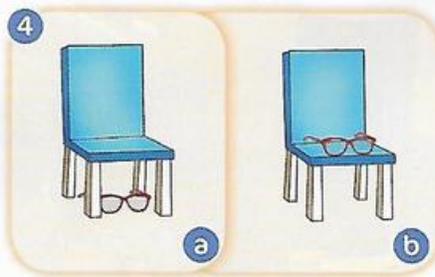
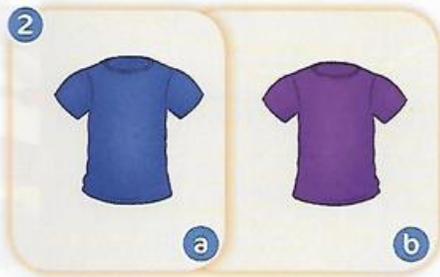


13    Look, listen and stick. Then chant.



- Listen and stick the missing clothing items. Then listen again and chant. Practise saying: *Where is/are...? It's/They're...*
- Listen and stick the missing weather icons. Then listen again and chant. Practise saying: *What's the weather like today? It's...*

14  Look, listen and circle.



MINI-DICTIONARY A B C D E F G H I J K L M N Ñ O P Q

					
boots	glasses	shorts	socks	trainers	T-shirt
					
cloudy	cold	hot	rainy	sunny	windy

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

- 1 Listen to the dialogue and circle the correct picture in each pair.
- 2 Mini-dictionary: Listen to the chants (track 07) and stick. Then trace the words and repeat the chants.

The art lesson

1  (17) Look, listen and chant. Then play.

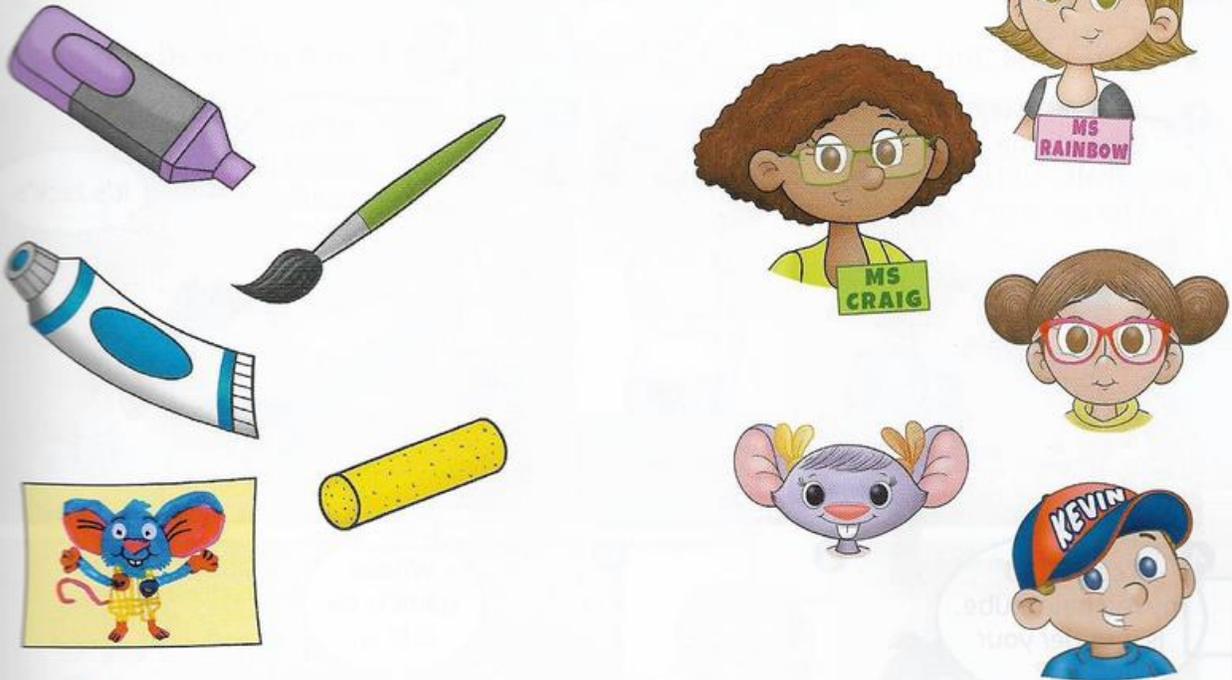
2  Look, listen and find.



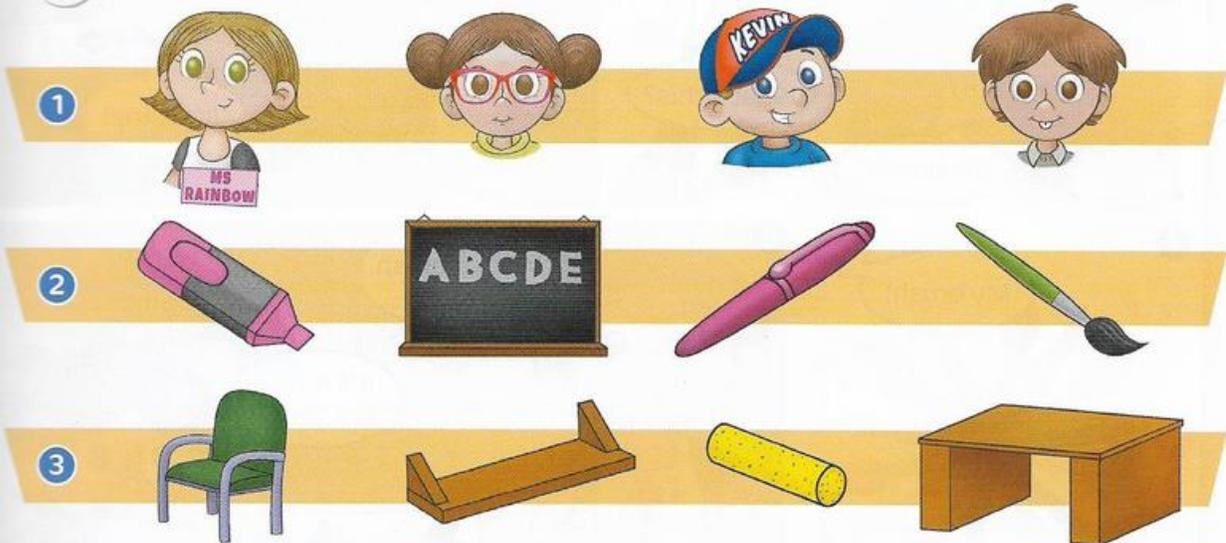
3  (18)  Listen and number. Then sing.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *marker, board, picture, desk, paint tube, brush, chalk, floor*.
- Listen to your teacher (see TB) and find the school and classroom items in the scene.
- Listen to the 'Whose brush is this?' song and number the school objects. Then sing.

4  Look, listen and match.



5  Look and cross the odd one out.



6    Make and sing. Then play.

- 1 Listen to the dialogues and match the objects to their owners. Then answer: *Whose (brush) is this?*
- 2 Cross out the odd item in each group. Then follow your teacher's lead to say why it's different.
- 3 Make the cards (see cut-outs) while singing the "Whose brush is this?" song. Then play games with the cards (see TB).



It's story time!



7 (20) Look and listen.

8 (20) Listen and read.

1 Where's my pink chalk? Oh! It's under the chair!

2

3 Whose marker is this? It's Jack's.

4 I can't find my red paint tube. Is it under your desk? No, it isn't.

5 What's this?

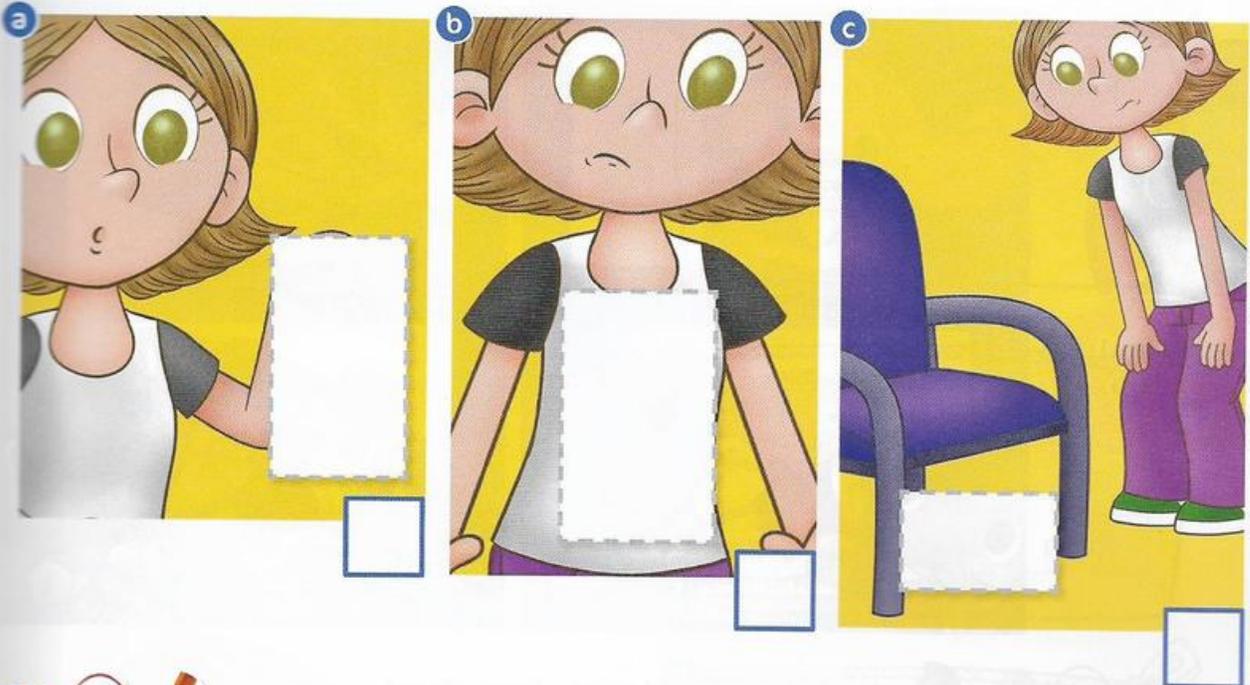
6 Whose paint tube is this? It's mine!

7 My brush!

8 Whose brush is this? It's mine. I'm sorry!

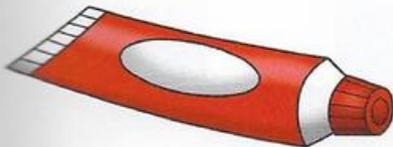
- Focus on language: *Where's my pink chalk? It's under the chair!* • *Whose brush is this? It's Jack's. / It's mine.*
- Look at the frames and listen to the story.
- Listen to the story again and read.

9  Look and stick.



10   Look again, listen and number.

11  Look at page 14 and match.



on the floor

on the desk

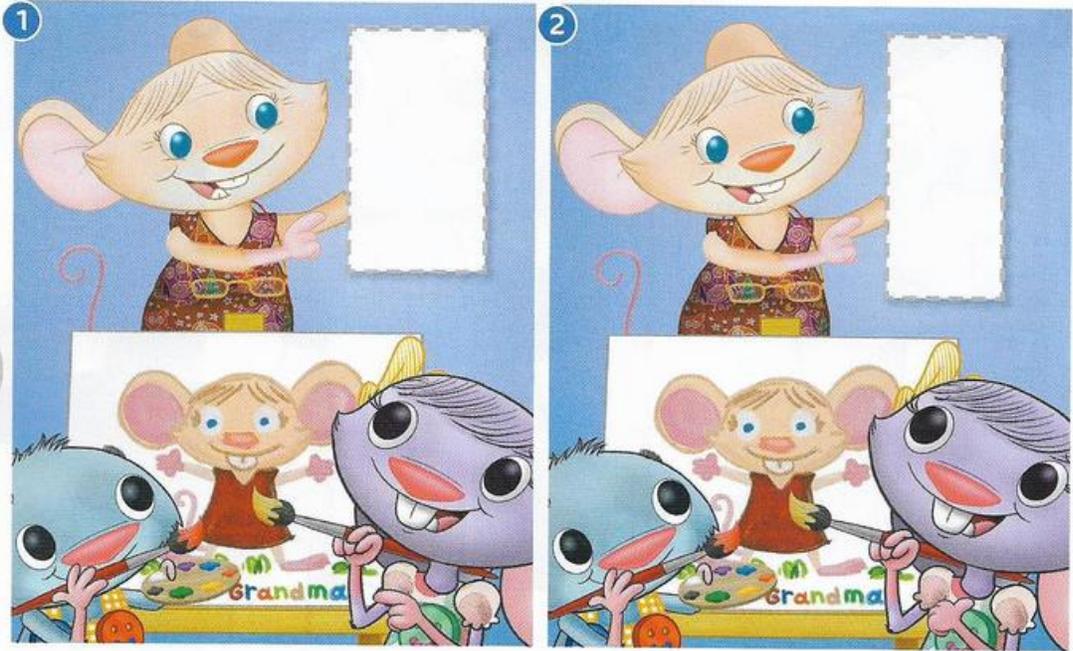
under the chair

- 1 Look at the frames and stick the missing objects.
- 2 Listen to the story and number the frames in Activity 9.
- 3 Look at the story again and match the objects to the phrases that describe their locations. Then answer: *Where is (Jack's marker)?*

12



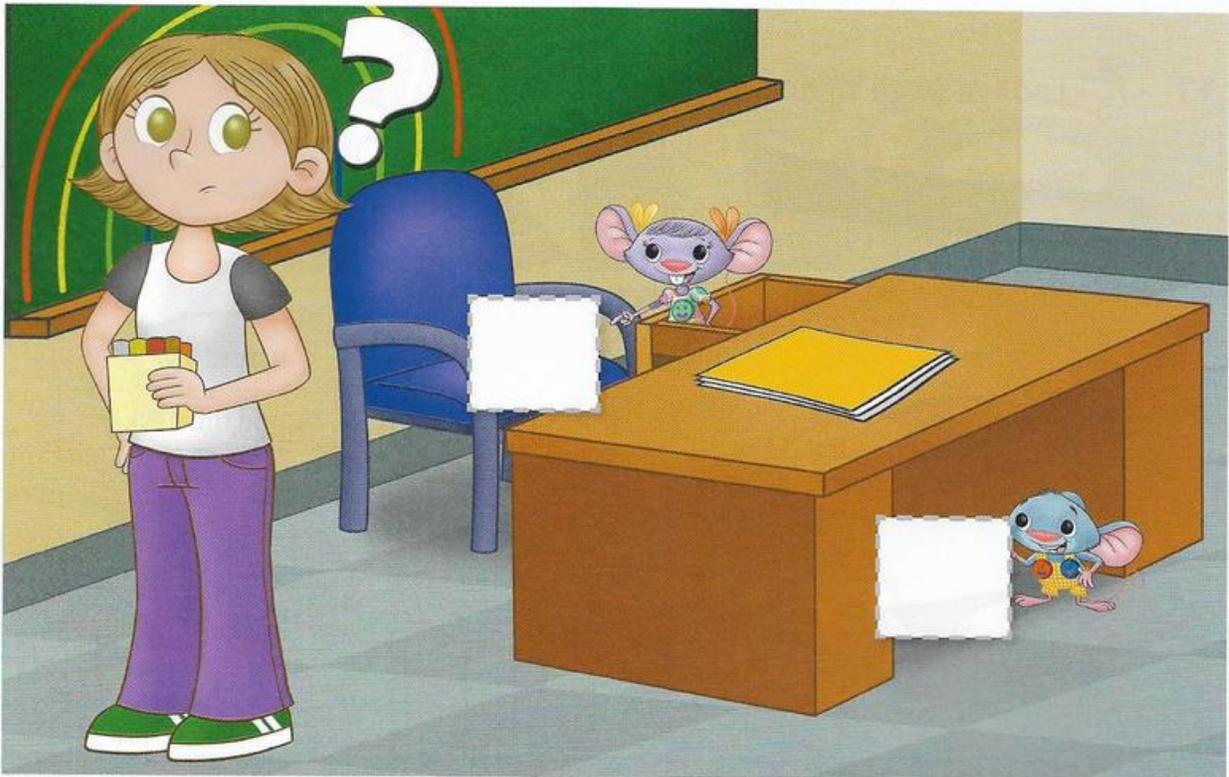
Look, listen and stick. Then chant.



13



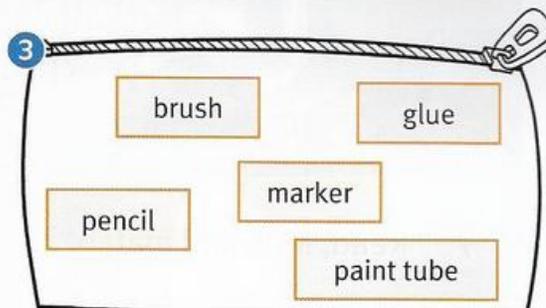
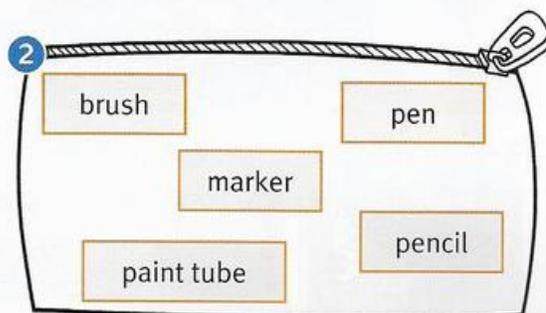
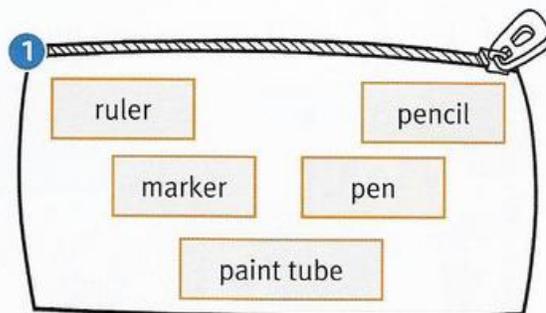
Look, listen and stick. Then chant.



16

- ▶ Listen and stick the missing objects. Then listen again and chant. Practise saying: *Whose (brush) is this? It's (Ben's).*
- ▶ Listen and stick the missing pieces of chalk. Then listen again and chant. Practise saying: *Where's my (pink) chalk? It's...*

14 (23)  Look, listen and match.



MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q



board



brush



chalk



desk



floor



marker



paint tube



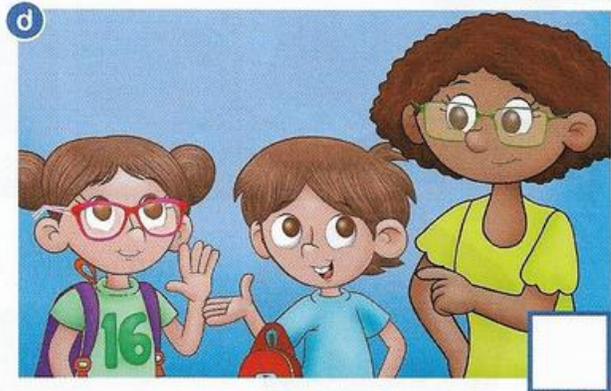
picture

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

- Listen to the dialogues and match the characters to their pencil cases.
- Mini-dictionary: Listen to the chant (track 17) and stick. Then trace the words and repeat the chant.

Integration 1

1 (24) Look, listen and number.



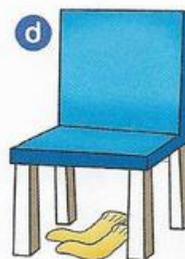
2 Read, look and match.

1 What's the weather like?

2 Where are the socks?

3 Where is the T-shirt?

4 Whose pencil is this?



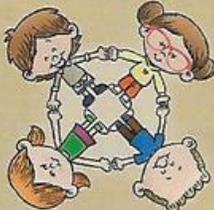
- ▶ Listen to the dialogues and number the frames.
- ▶ Match the questions to the pictures. Then answer the questions.



When's your birthday?

1  (25) Look, listen and chant. Then play.

2  (26) Read, listen and circle.

<p>1. January</p> 	<p>2. February</p> 	<p>3. March</p> 	<p>4. April</p>
<p>5. May</p> 	<p>6. June</p> 	<p>7. July</p> 	<p>8. August</p> 
<p>9. September</p> 	<p>10. October</p>	<p>11. November</p> 	<p>12. December</p>

3   (27) Read, listen and write. Then sing.

Family Day Book Day Christmas

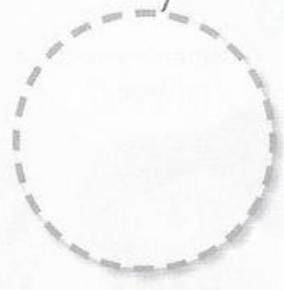
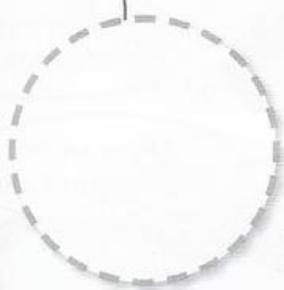
- ▶ Listen to the chant and repeat. Then play lead-in games (see TB).
Focus on vocabulary: *January, February, March, April, May, June, July, August, September, October, November, December.*
- ▶ Look at the calendar, listen and circle the months you hear. Then answer: *Where are the circles?*
- ▶ Listen to the 'Special days' song and write the words from the banner on the calendar. Then sing.

4  Read, listen and write.

July September April August



5  Read, listen and stick.



6    Make and sing. Then play.

- ▶ Look at the calendars and answer: *What festivity is this?* Listen to the dialogues and write the months from the banner on the correct calendars. Then answer: *When's (Christmas)?*
- ▶ Listen and stick each family member under the correct balloon. Then answer: *When's (Jack's) birthday?*
- ▶ Make the cards (see cut-outs) while singing the 'Special days' song. Then play games with the cards (see TB).



It's story time!



7 (30) Look and listen.

8 (30) Listen and read.

1

Where is June on the calendar?

Here!

2

How many months are there in a year?

There are 12!

3

$3 + 3 + 3 + 3 = _$

There are 12!

4

When's Christmas?

It's in December.

5

When's your birthday?

It's in June!

6

It's today!

When's your birthday, Ms Craig?

There are 6 birthdays in June!

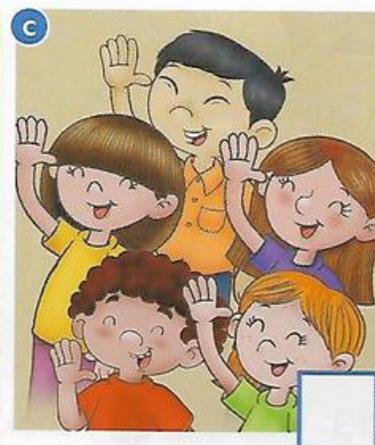
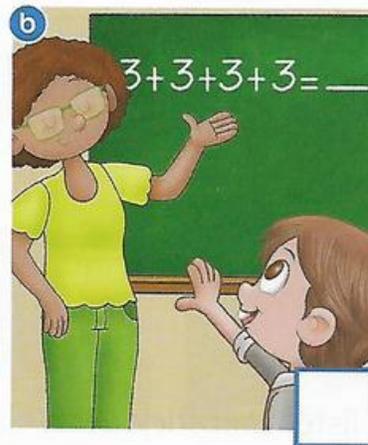
- Focus on language: *When's your birthday? It's in June!* • *How many birthdays are there in June? There are five!*
- Look at the frames and listen to the story.
- Listen to the story again and read.

9  Look, read and match.

It's in June.

There are 12!

It's in December.



10  Listen again and number.

11   Read and match. Then listen and check.



How many months are there in a year?

It's today!



When's your birthday, Ms Craig?

There are 12!

It's in December.

- Match the speech bubbles to the frames.
- Listen to the story and number the frames in Activity 9.
- Match the questions to the answers. Then listen to the story again and check.

12

(31)



Read, listen and stick. Then chant.

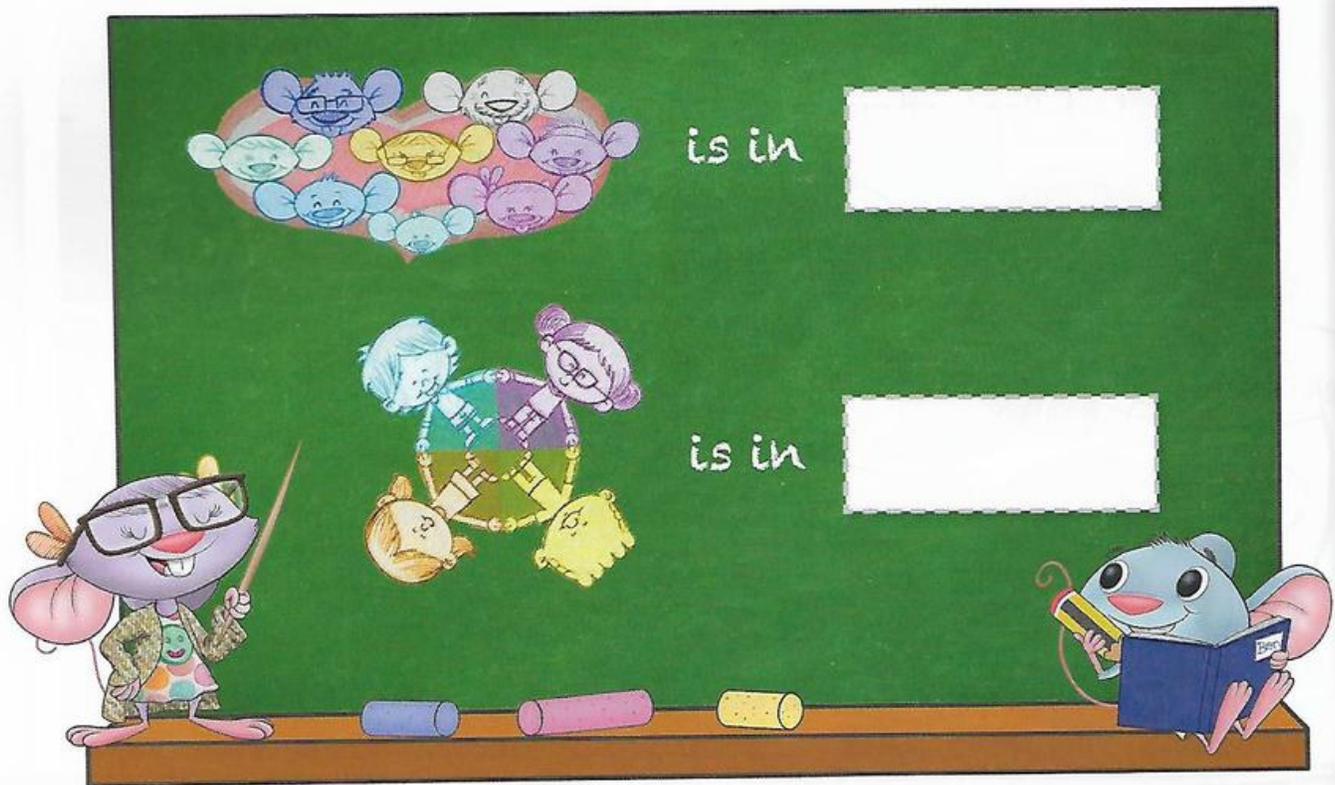


13

(32)



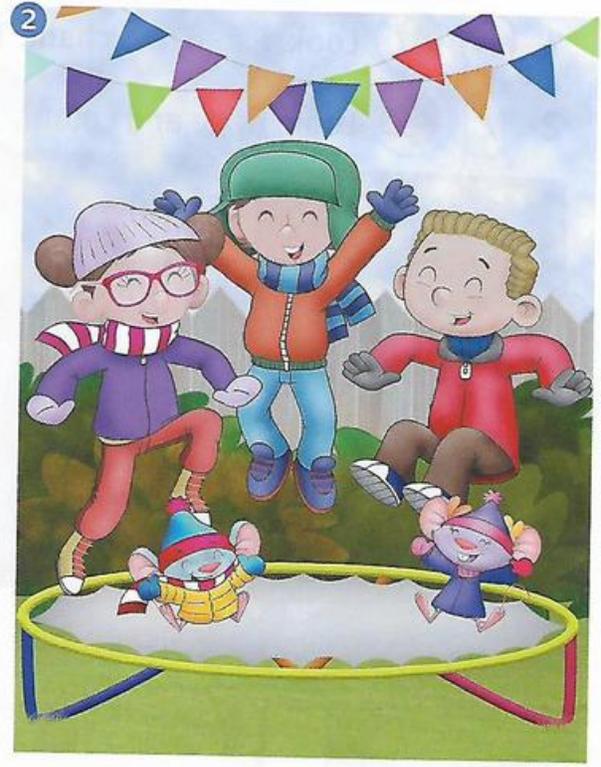
Look, listen and stick. Then chant.



- Listen and stick the missing months. Then listen again and chant. Practise saying the months.
- Listen and stick the missing months. Then listen again and chant. Practise saying: *When's (Family Day)? It's in...*

14  Look, read and complete.

Friend's Day cold December hot July Christmas



It's _____ in _____
It's _____.

It's _____ in _____
It's _____.

MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P Q

June <input type="checkbox"/>	April <input type="checkbox"/>	May <input type="checkbox"/>
February <input type="checkbox"/>	December <input type="checkbox"/>	September <input type="checkbox"/>
July <input type="checkbox"/>	August <input type="checkbox"/>	March <input type="checkbox"/>
January <input type="checkbox"/>	October <input type="checkbox"/>	November <input type="checkbox"/>

- 1 Look at the scenes and complete the sentences with the words from the banner. Then answer: *What's the weather like in Picture (1)? What festivity is it?*
- 2 Mini-dictionary: Listen to the chant (track 25) and number the months in the correct order. Then trace the words and repeat the chant.

B C

What's for lunch?

1 (34)  Look, listen and chant. Then play.

2   Look, trace and colour.

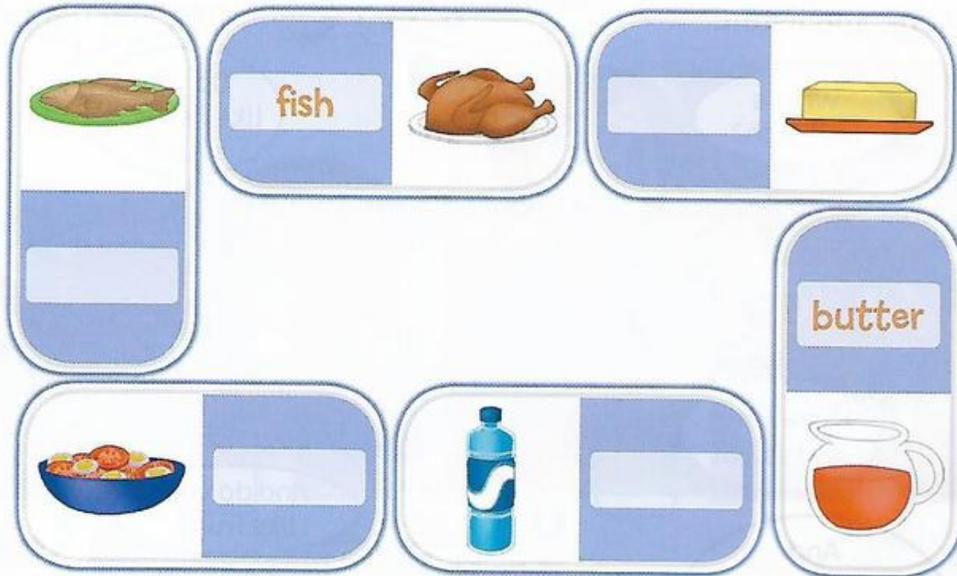


3 (35)   Listen and number. Then sing.

- Look at the banner, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *fish, chicken, salad, pasta, water, butter, juice, ice cream.*
- Trace the food items and colour them using the banner as a model.
- Listen to the 'What's for lunch?' song and number the food items. Then sing.

4  Look, read and write.

juice salad chicken water



5   (36) Read, listen and complete. Then listen again and colour.

fish pasta ice cream chicken juice



Do you like...	Lisa	
1 _____?		
2 _____?		
3 _____?		
4 _____?		
5 _____?		



6    Make and sing. Then play.

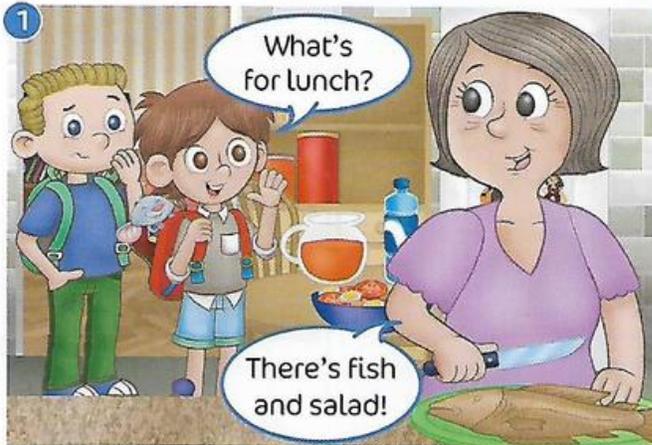
- Look at the domino pieces and write the words from the banner in the correct places.
- Listen to the dialogue and complete the questions with the words from the banner. Then listen again and colour the correct faces.
- Make the cards (see cut-outs) while singing the 'What's for lunch?' song. Then play games with the cards (see TB).



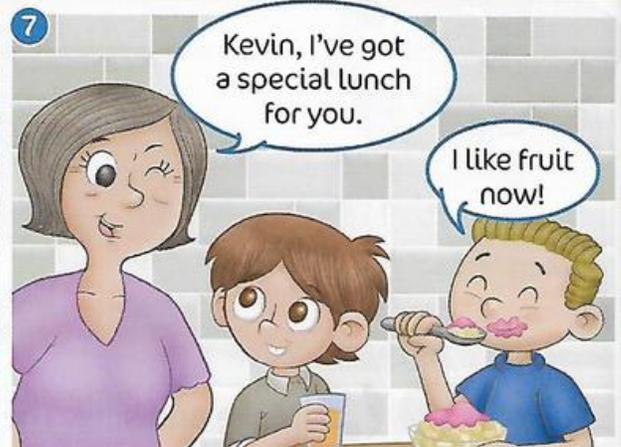
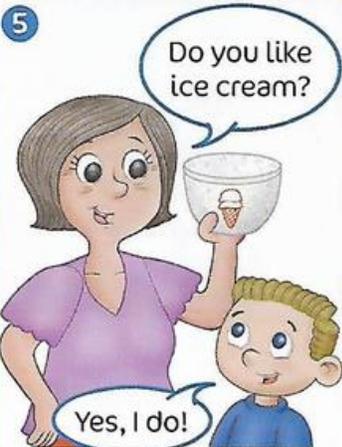
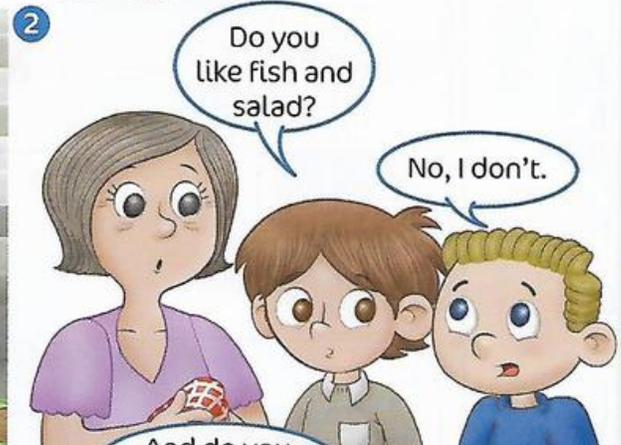
It's story time!



7 (37) Look and listen.



8 (37) Listen and read.



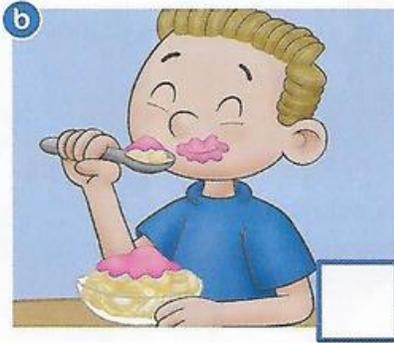
- Focus on language: *What's for lunch? There's fish and salad.* • *Do you like fruit? Yes, I do. / No, I don't.*
- Look at the frames and listen to the story.
- Listen to the story again and read.

9  Look, read and match.

Do you like ice cream?

What's for lunch, Grandma?

I like fruit now!



10   Listen again and number.

11  Look and write.

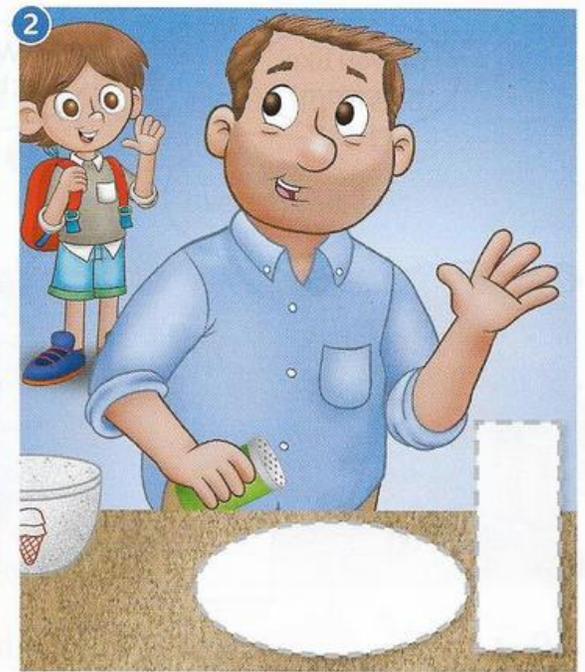
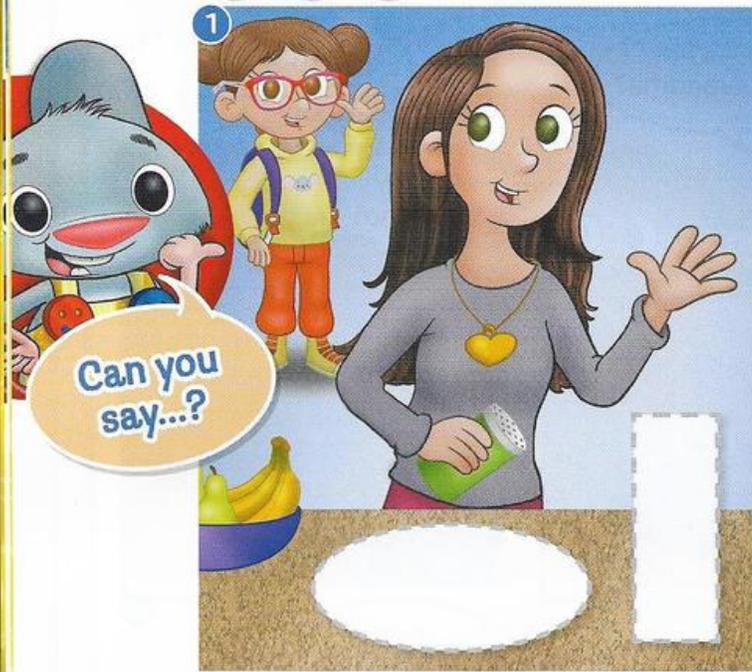


I like...

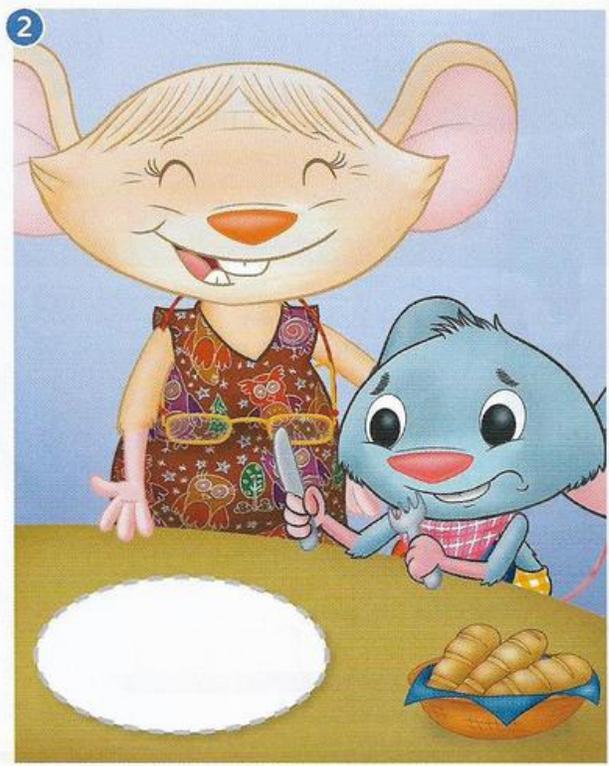
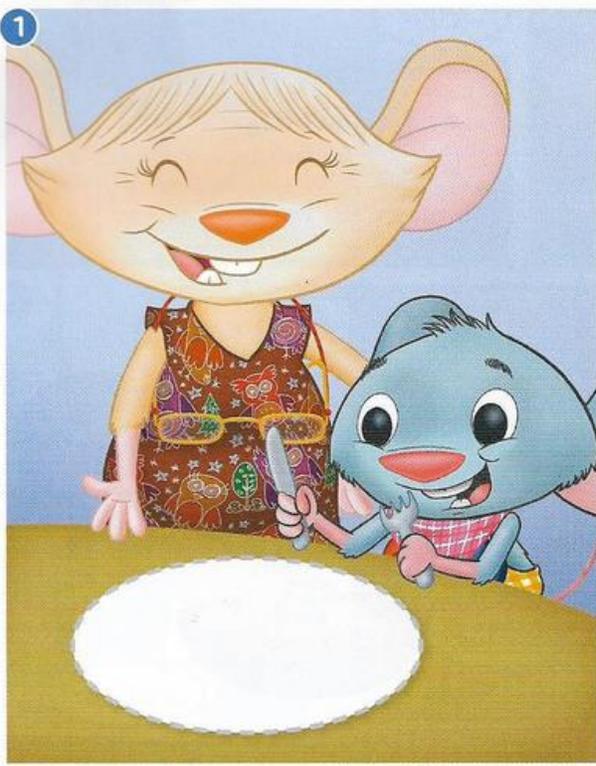
I don't like...

- 1 Match the speech bubbles to the frames.
- 2 Listen to the story and number the frames in Activity 9.
- 3 Look at the pictures and write the food items in the correct plate according to Kevin's preferences.

12 (38)   Look, listen and stick. Then chant.



13 (39)   Look, listen and stick. Then chant.



- Listen and stick the missing food items. Then listen again and chant. Practise saying: *What's for lunch? There's...*
- Listen and stick the missing food items. Then listen again and chant. Practise saying: *Do you like (fish)? Yes, I do. /No, I don't.*

14  Look, choose and play.

0

2

3

4

MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P !



butter



chicken



fish



ice cream



juice



pasta



salad



water

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 !

- Choose a card and answer your classmate's questions: *Do you like (water)?*
- Mini-dictionary: Listen to the chant (track 34) and stick. Then trace the words and repeat the chant.

Integration 2



START

1



2

JANUARY...
MARCH...
MAY...

3



13



12



11



14



15



16



4



5



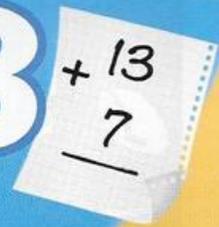
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7



8



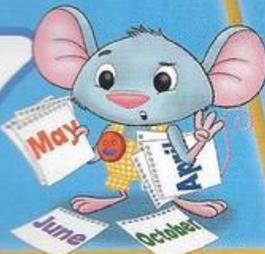
10



9

JULY ...
SEPTEMBER ...
NOVEMBER ...

17



18



FINISH

Let's play!

1   Look, listen and chant. Then play.

2  Look, listen and find.



3    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: *bike, doll, video games, games console, computer, joystick, skateboard, rollerblades, dominoes.*
- Listen to your teacher (see TB) and find the items from the banner in the scene.
- Listen to the 'Let's play!' song and number the toys. Then sing.

4   Look and write or stick.

5  (43) Complete. Then look, listen and match.

a gam__s consol__

a skat__board

a comput__r

domino__s

vid__o gam__s

roll__rblad__s

6    Make and sing. Then play.

- 1 Look at the domino pieces, write the missing words or stick the corresponding toys.
- 2 Complete the words. Then listen and match the characters to the corresponding toys.
- 3 Make the cards (see cut-outs) while singing the 'Let's play!' song. Then play games with the cards (see TB).



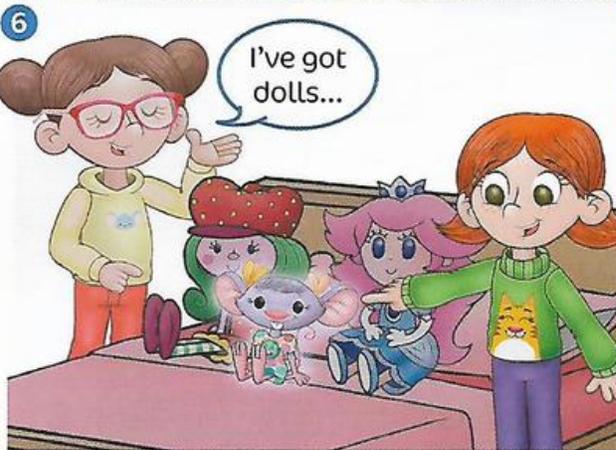
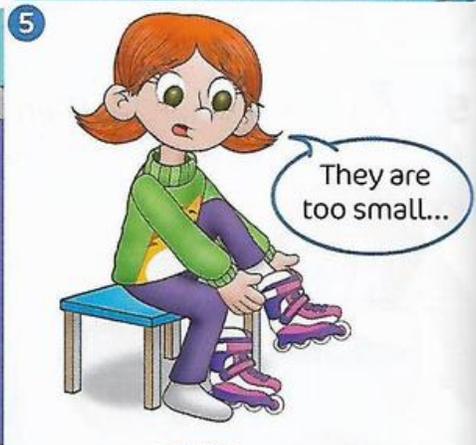
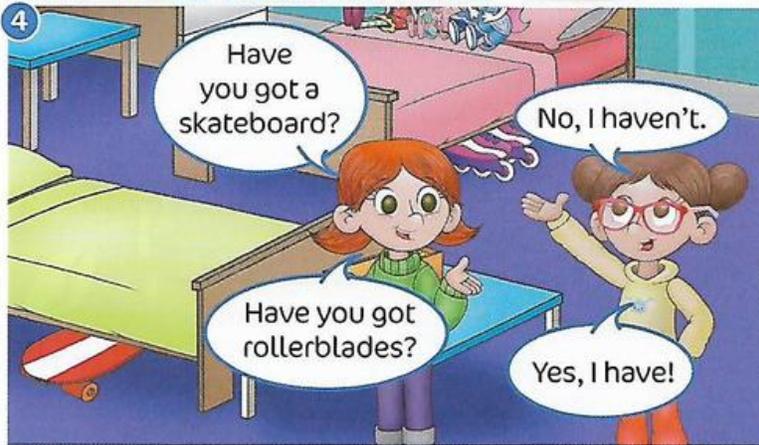
It's story time!



7 (44) Look and listen.



8 (44) Listen and read.



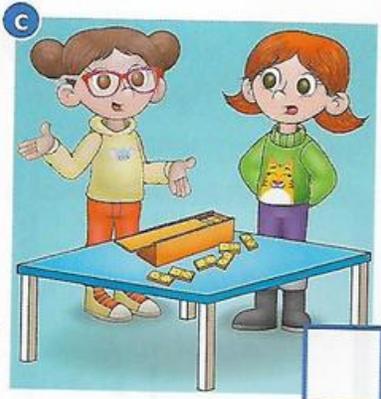
- Focus on language: *I've got a games console!* • *Have you got a skateboard? Yes, I have. /No, I haven't.* • *Do you like dominoes? Yes, I do. /No, I don't.*
- Look at the frames and listen to the story.
- Listen to the story again and read.

9  Look, read and match.

I've got dolls...

Do you like dominoes?

Where's the joystick?



10  Listen again and number.

11  Read and write. Then read again and check.

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

Do you like dominoes?

1 _____

Have you got a skateboard?

2 _____

Have you got rollerblades?

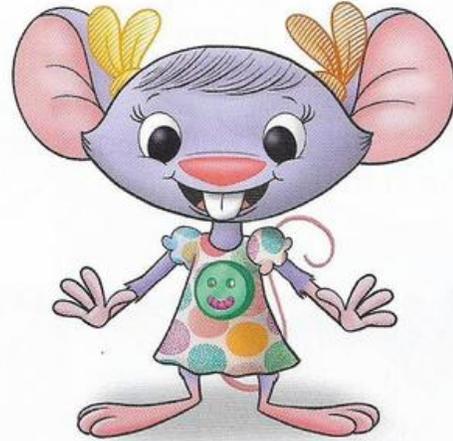
3 _____

- Match the speech bubbles to the frames.
- Listen to the story and number the frames in Activity 9.
- Write the sentences from the banner in the correct speech bubbles. Then read the story again and check.

12



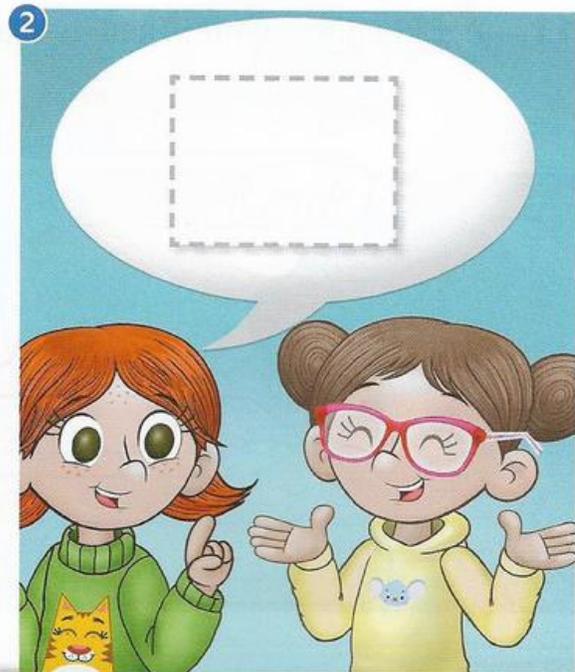
Look, listen and stick. Then chant.



13



Look, listen and stick. Then chant.



- Listen and stick the missing toys. Then listen again and chant. Practise saying: *I've got (rollerblades).*
- Listen and stick the missing toys. Then listen again and chant. Practise saying: *Have you got (a skateboard)? Yes, I have. / No, I haven't.*

14 Look, choose and play.

1

2

3

4

5

6

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



bike



computer



doll



dominoes



games console



joystick



rollerblades



skateboard



video games

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 D

- Choose a card and answer your classmate's questions: *Have you got (a)...?* or describe the card to your classmate *I've got (a)...*
- Mini-dictionary: Listen to the chant (track 41) and stick. Then trace the words and repeat the chant.

Let's go to the farm!

1 (48)  Look, listen and chant. Then play.

2   Look, trace and colour.



3 (49)   Listen and number. Then sing.

- Look at the scene, listen to the chant and repeat. Then play lead-in games (see TB). Focus on vocabulary: *bulls, cows, donkeys, horses, sheep, goats, chicks, hens*.
- Trace the farm animals and colour them using the animals in the scene as a model.
- Listen to the 'Let's go to the farm!' song and number the farm animals. Then sing.

4   Count and write. Then write or stick.

bulls

hens

donkeys

cows

chicks

horses



5   Listen and draw the farmer's route.

6    Make and sing. Then play.

- Count the animals and write the numbers in the boxes. Then label the animals and stick the missing ones.
- Listen to the farmer and draw his route around the farm. Then answer: *What are these?*
- Make the cards (see cut-outs) while singing the 'Let's go to the farm!' song. Then play games with the cards (see TB).

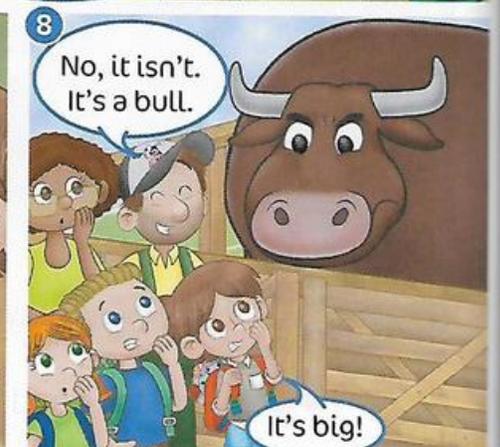
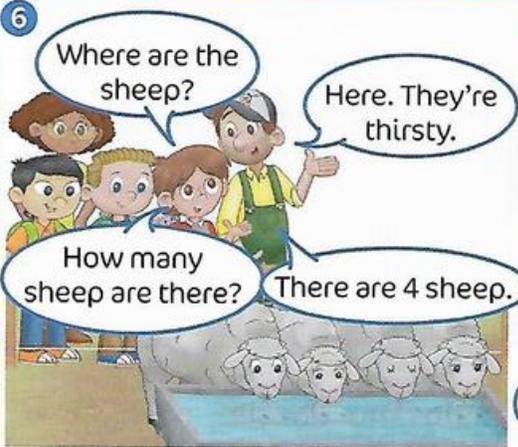
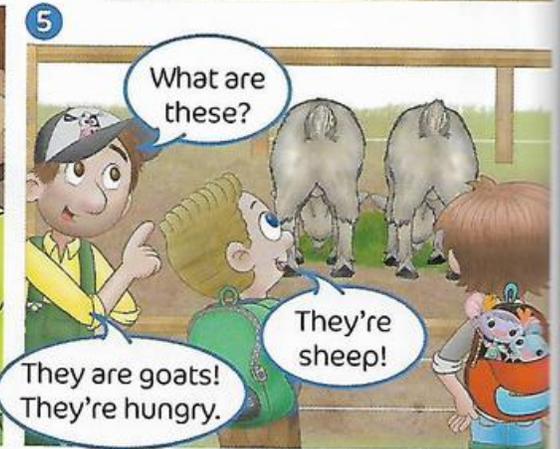
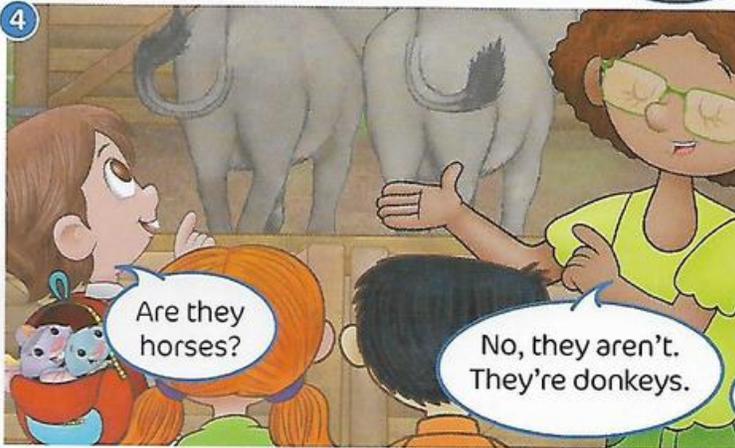
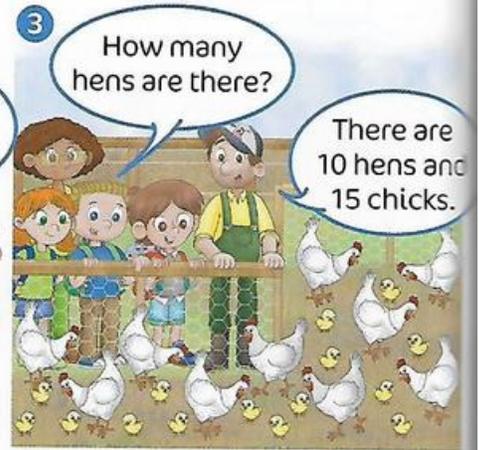
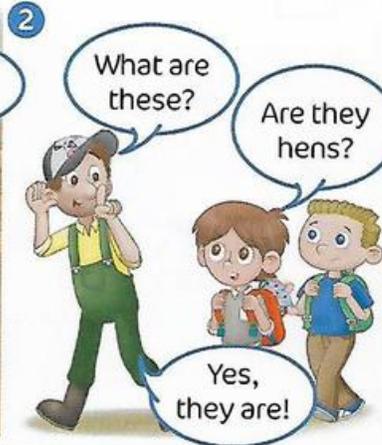
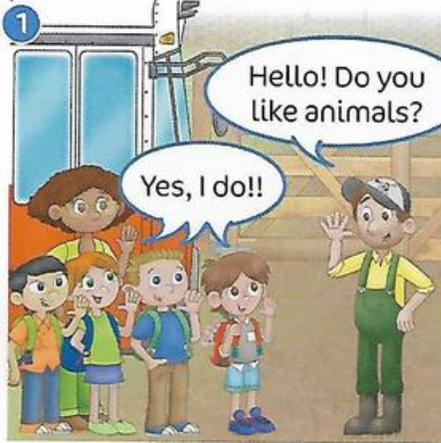


It's story time!



7 (51) Look and listen.

8 (51) Listen and read.



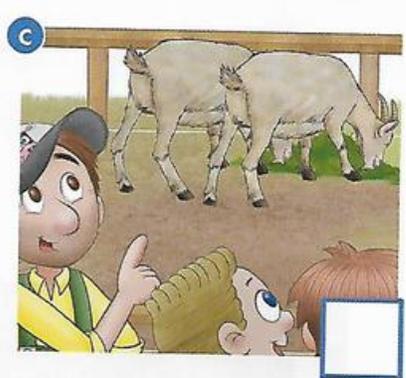
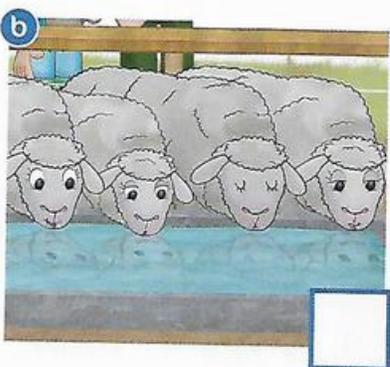
- Language focus: Are they horses? Yes, they are. / No, they aren't. • What are these? They're sheep. • How many sheep are there? There are four sheep. • They're hungry/thirsty.
- Look at the frames and listen to the story.
- Listen to the story again and read.

9  Look, read and match.

How many sheep are there?

They are goats.

How many hens are there?



10  Listen again and number.

11  Read and write. Then read again and check.

No, they aren't. No, it isn't. They're sheep.

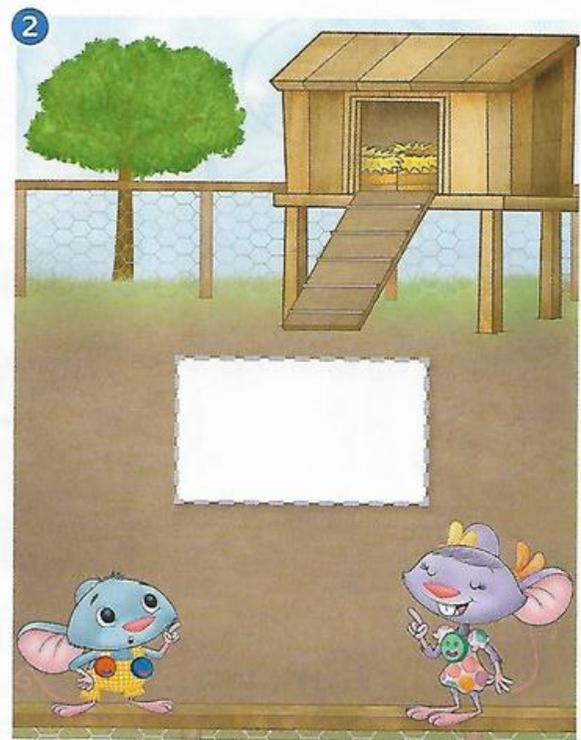
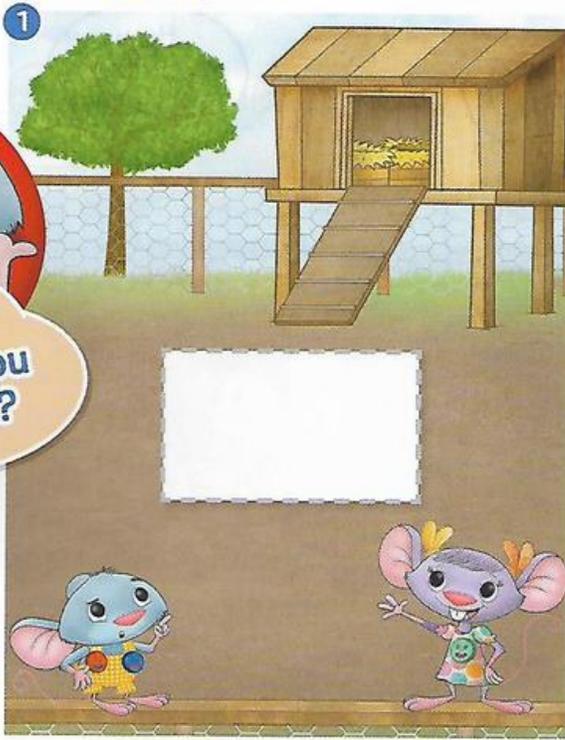
1  Is it a cow?  _____

2  What are these?  _____

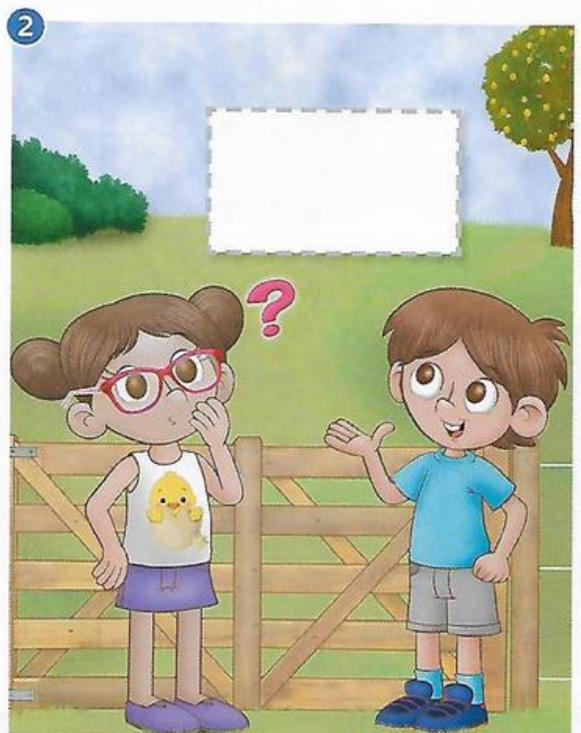
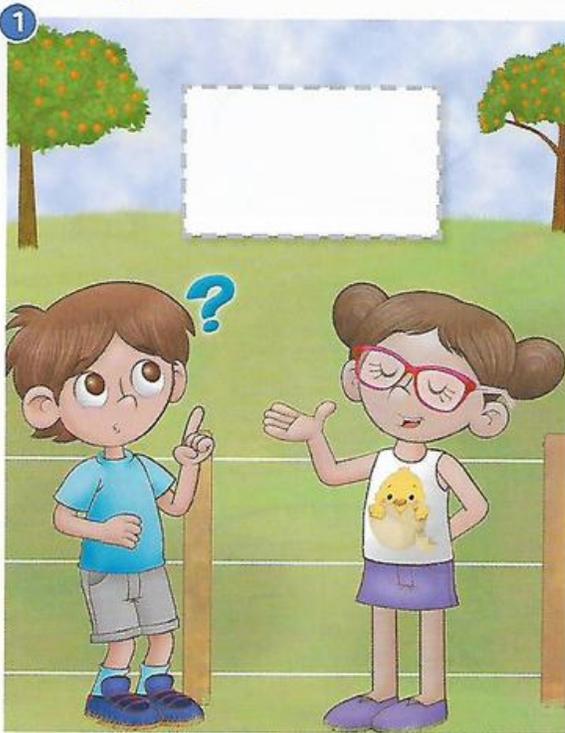
3  Are they horses?  _____

- Match the speech bubbles to the frames.
- Listen to the story and number the frames in Activity 9.
- Write the sentences from the banner in the correct speech bubbles. Then read the story again and check.

12 (52)   Look, listen and stick. Then chant.

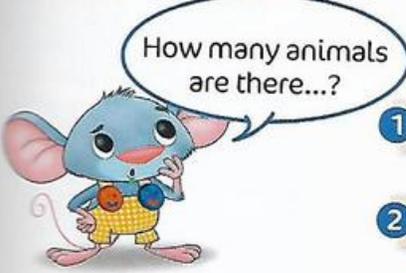
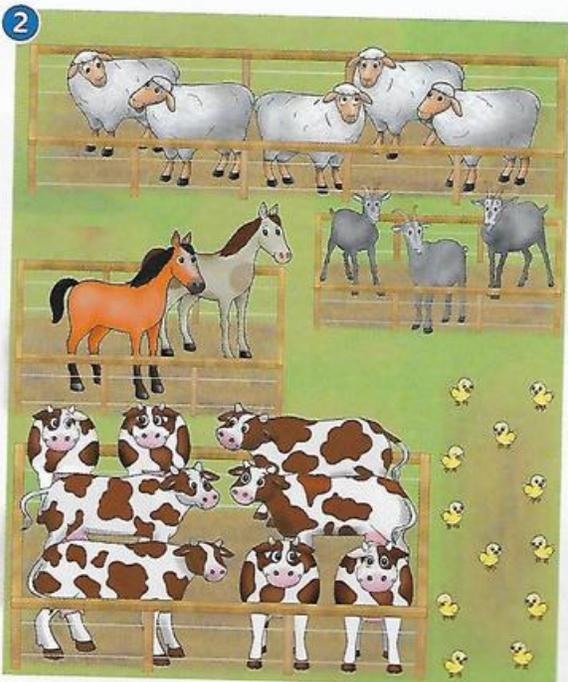
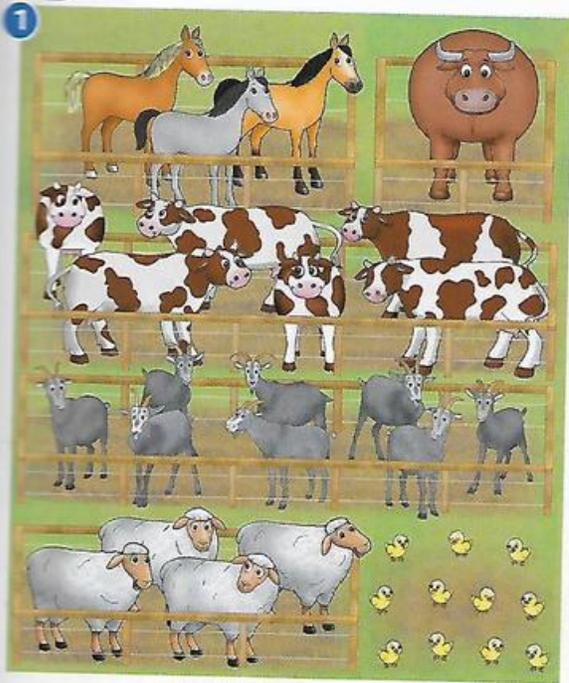


13 (53)   Look, listen and stick. Then chant.



- Listen and stick the missing animals. Then listen again and chant. Practise saying: *What are these? They are (hens)?*
- Listen and stick the missing animals. Then listen again and chant. Practise saying: *Are they (bulls)? Yes, they are. /No, they aren't.*

14  Look, count and write.



	chicks	cows	goats	horses	sheep
1	<input type="text"/>				
2	<input type="text"/>				

MINI-DICTIONARY

A B C D E F G H I J K L M N Ñ O P !

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
bulls	chicks	cows	donkeys
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
goats	hens	horses	sheep

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

- Look at the scenes, count the animals and write the numbers in the boxes. Then answer: *How many (chicks) are there in Picture (1)?*
- Mini-dictionary: Listen to the chant (track 48) and stick. Then trace the words and repeat the chant.

Integration 3

10

9

1



START

2



8



3



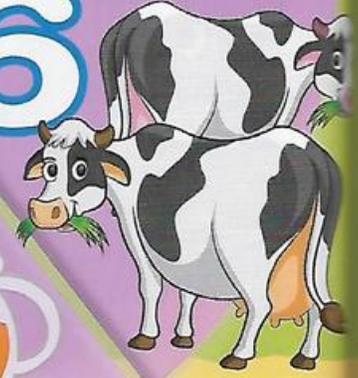
7



4



6



5



11

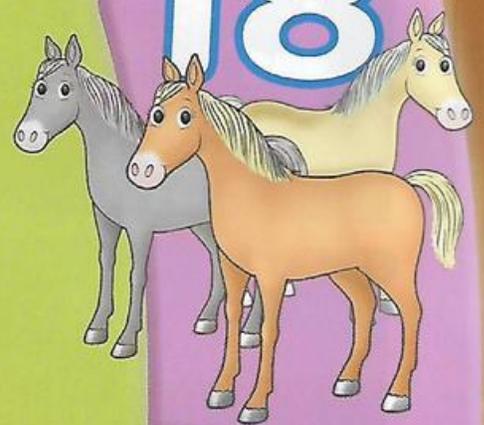


FINISH

12



18



13



14

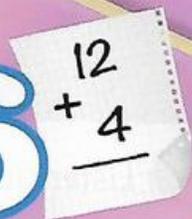


17

15

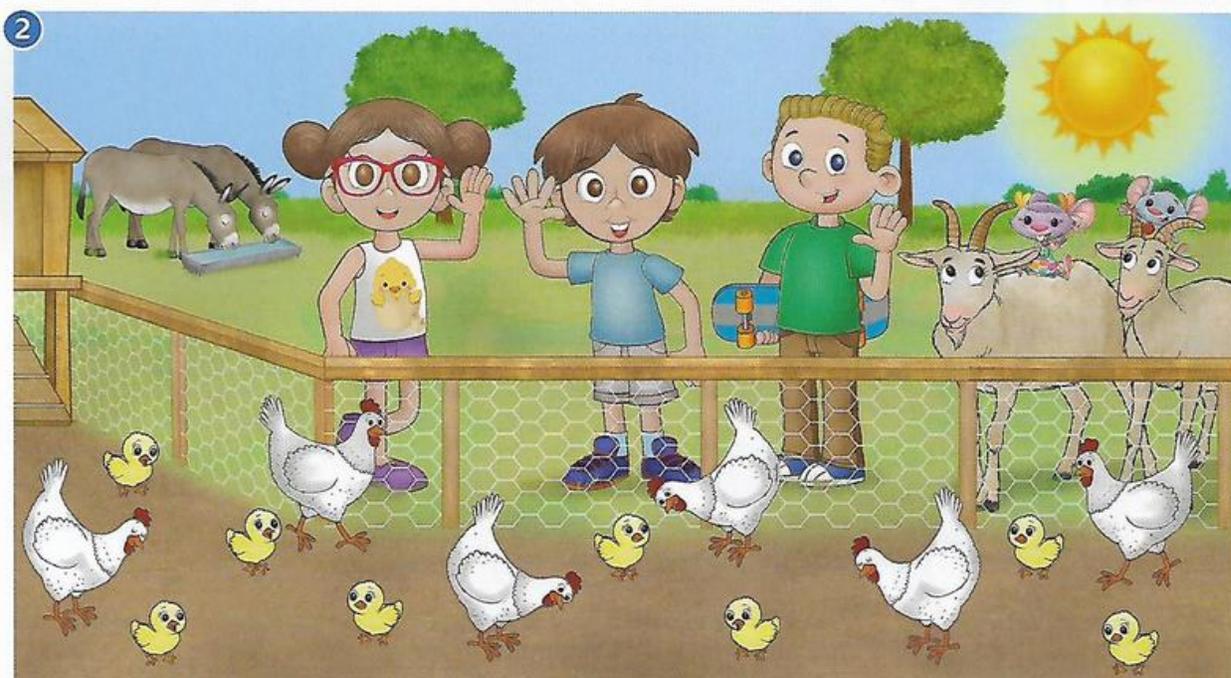
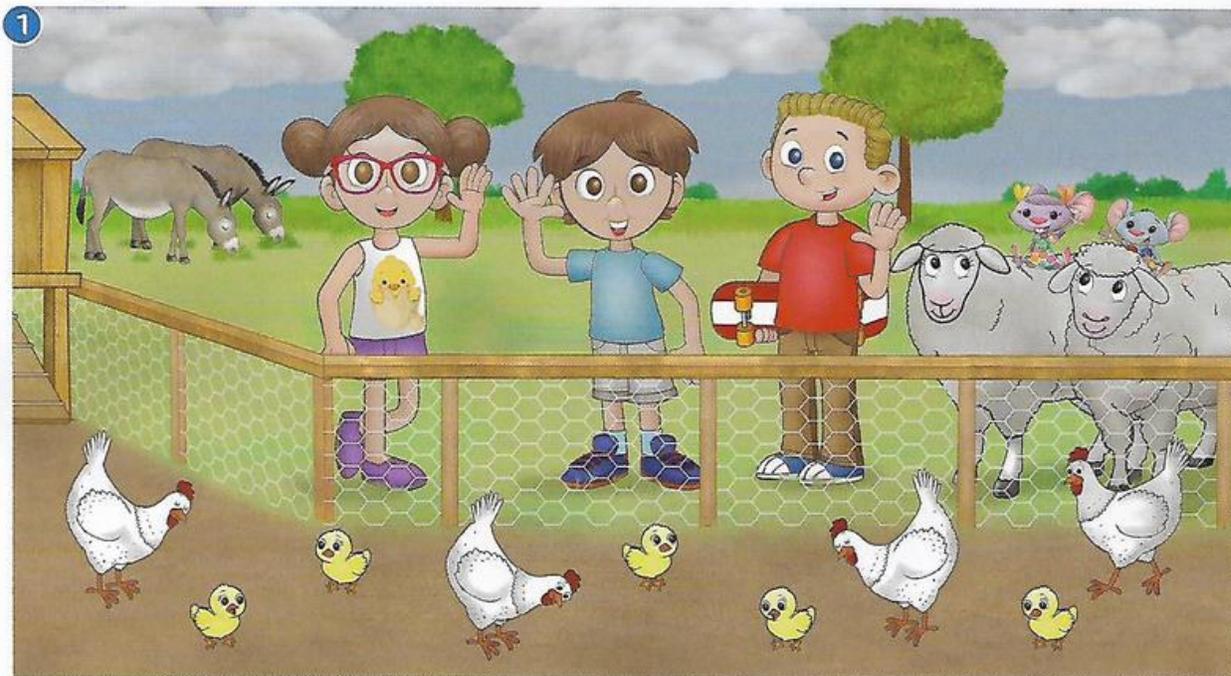


16



Goodbye!

1  Look and circle 8 differences.



2  Listen and sing.

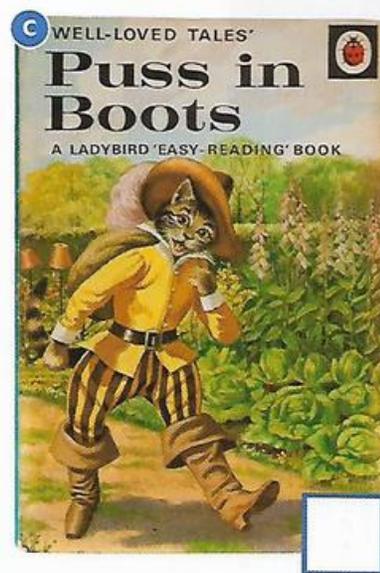
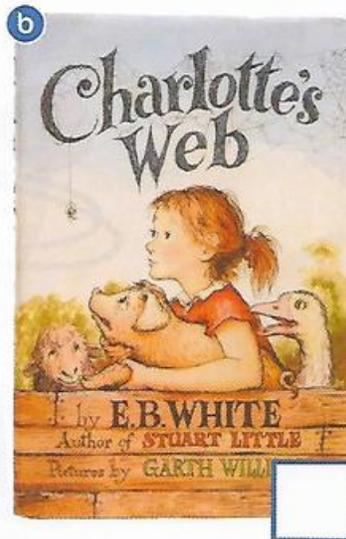
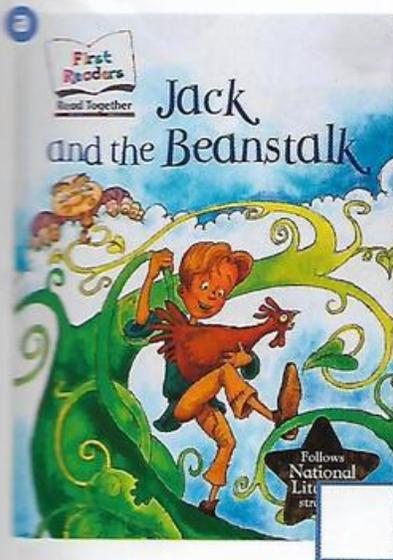
- Find eight differences. Then follow your teacher's lead to say what's different.
- Listen and sing the 'Goodbye' song.

Book Day

1   Look, listen and tick (✓). Then sing.



2  Look, listen and number. Then circle.



3   Make and sing.

- 1 Listen to your teacher and tick the correct calendar sheet. Then sing the 'Book Day' song.
- 2 Listen to your teacher and number the book covers accordingly. Then circle the book titles and answer your teacher's questions (see TB).
- 3 Make the Puss in Boots puppet (see cut-outs) while singing the 'Book Day' song.

Teachers' Day

1  Look, tick (✓) and trace.



2  Listen and match.



Ms Craig



Ms Rainbow



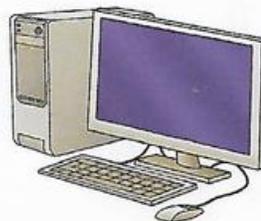
Ms Melody



Mr Move



Mr Rom



3   Make, listen and sing.

- Tick the calendar sheet corresponding to Teachers' Day and trace the date.
- Listen and match Jack's teachers to their corresponding objects.
- Make the bookmark for your favourite teacher (see cut-outs) while singing the 'Teachers' Day' song.

Activity Book

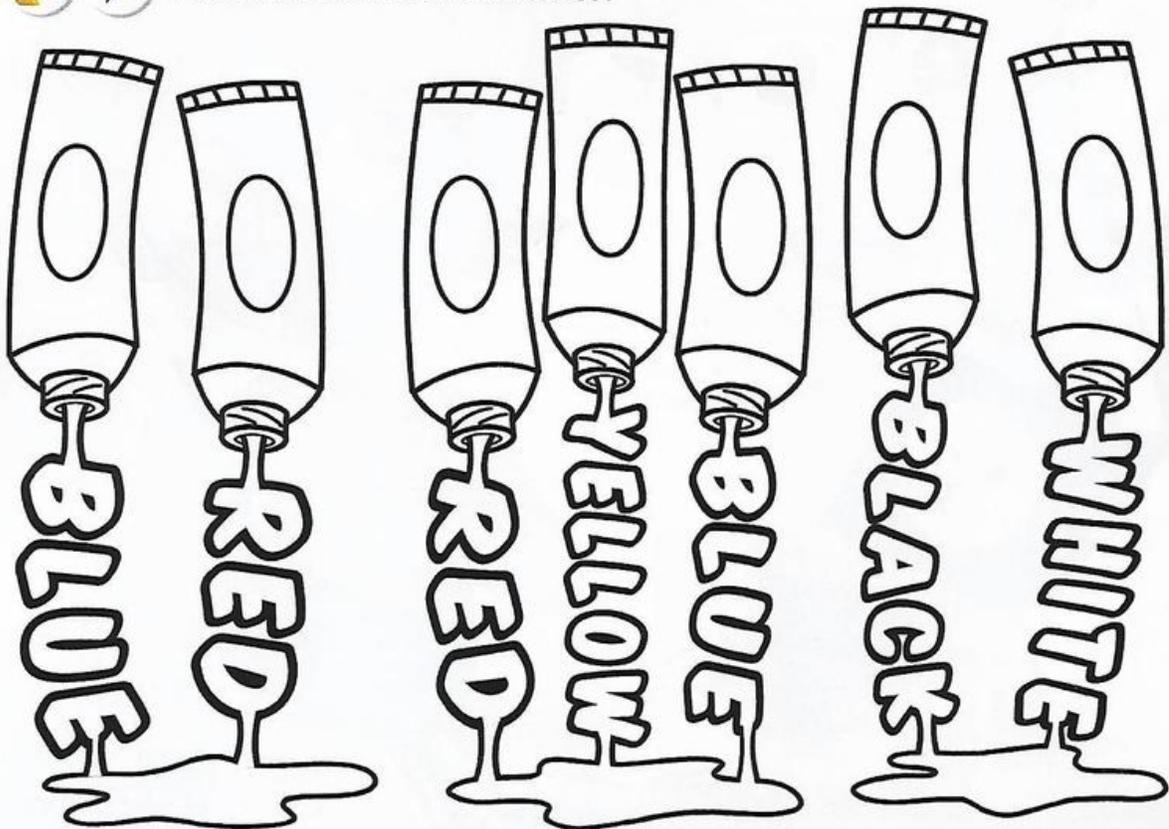


Hello!

1  Look, count and circle.

$$\begin{array}{l} \text{Two fingers} + \text{Two hands} = 12 / 13 \\ \text{One finger} + \text{Two hands} = 15 / 16 \\ \text{Two hands} - \text{Two hands} = 11 / 0 \end{array}$$

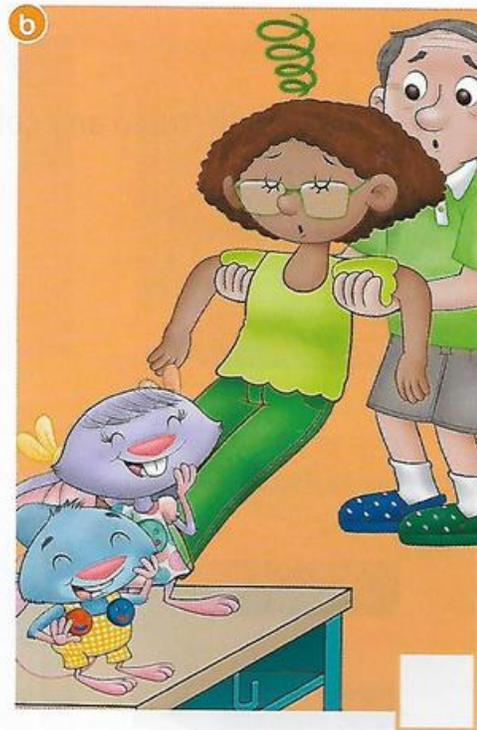
2   Read and colour. Then write.



1 _____ 2 _____ 3 _____

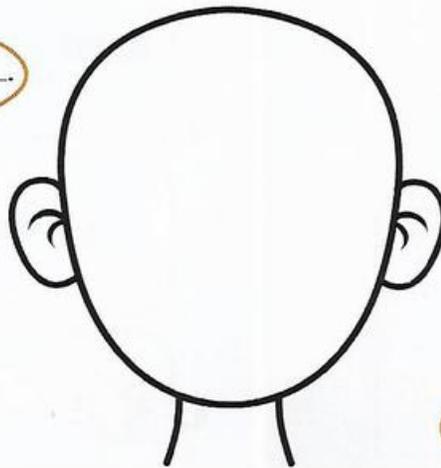
- Count the fingers and circle the correct results. Then answer: *What is (two) plus (ten)?*
- Read and colour the paint tubes. Write the name of the new colours. Then answer: *What do (blue) and (red) make?*

3 Look, listen and number.



4 Listen and complete. Then draw and colour.

1 I'm _____



2 I'm _____

3 It's _____

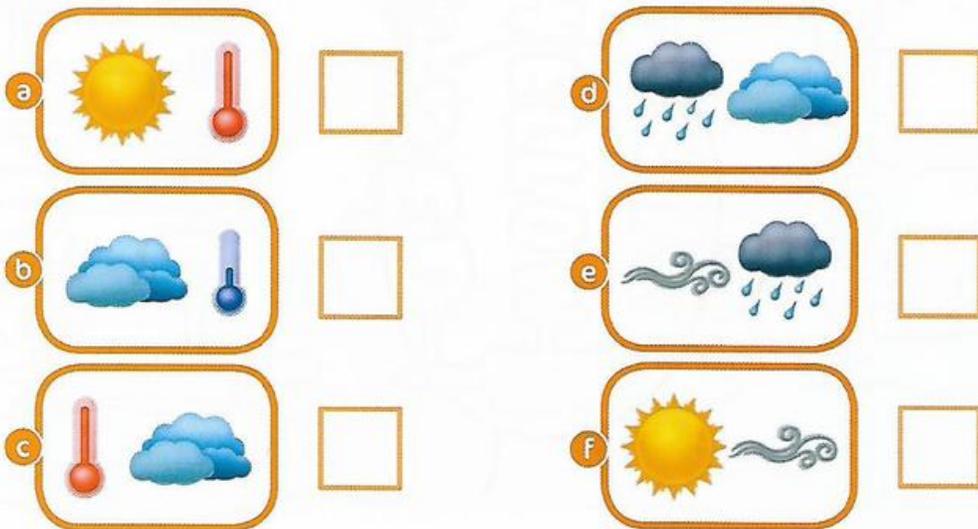
- Listen to the story again and number the frames.
- Listen to Ms Craig's questions and complete the answers about you. Then draw and colour the face.

Good morning!

1  Look, trace and colour.

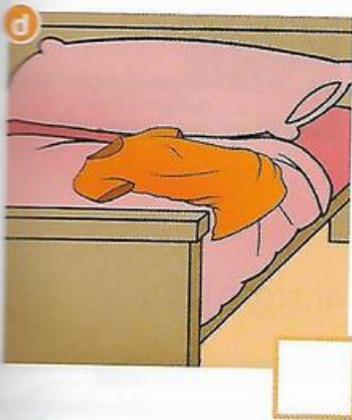
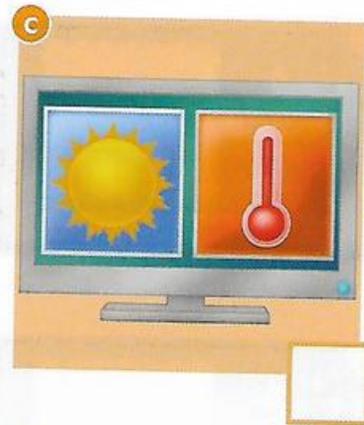
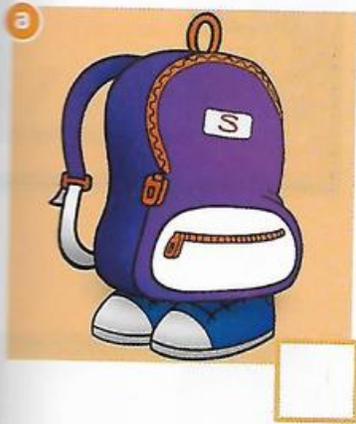


2  (115)  Look, listen and number.



- ▶ Trace the lines and colour the clothing items accordingly. Then answer: *What colour (is) the (T-shirt)?*
- ▶ Listen to the weather reports and number the icons. Then answer: *What's the weather like?*

3  Listen to the story again and number.



4  Find and circle 5 differences.



- Listen to the story again and number the frames. Then answer your teacher's questions (see TB).
- Look at the scenes and circle five differences. Then follow your teacher's lead to say what's different.

5  Read and stick.



6  Look and read. Then listen and tick (✓) or cross (✗).




T-shirt

shorts

socks

trainers

boots

- Read the weather reports and stick the corresponding icons. Then answer: *What's the weather like?*
- Listen to the dialogue and tick or cross the clothing items on the list.

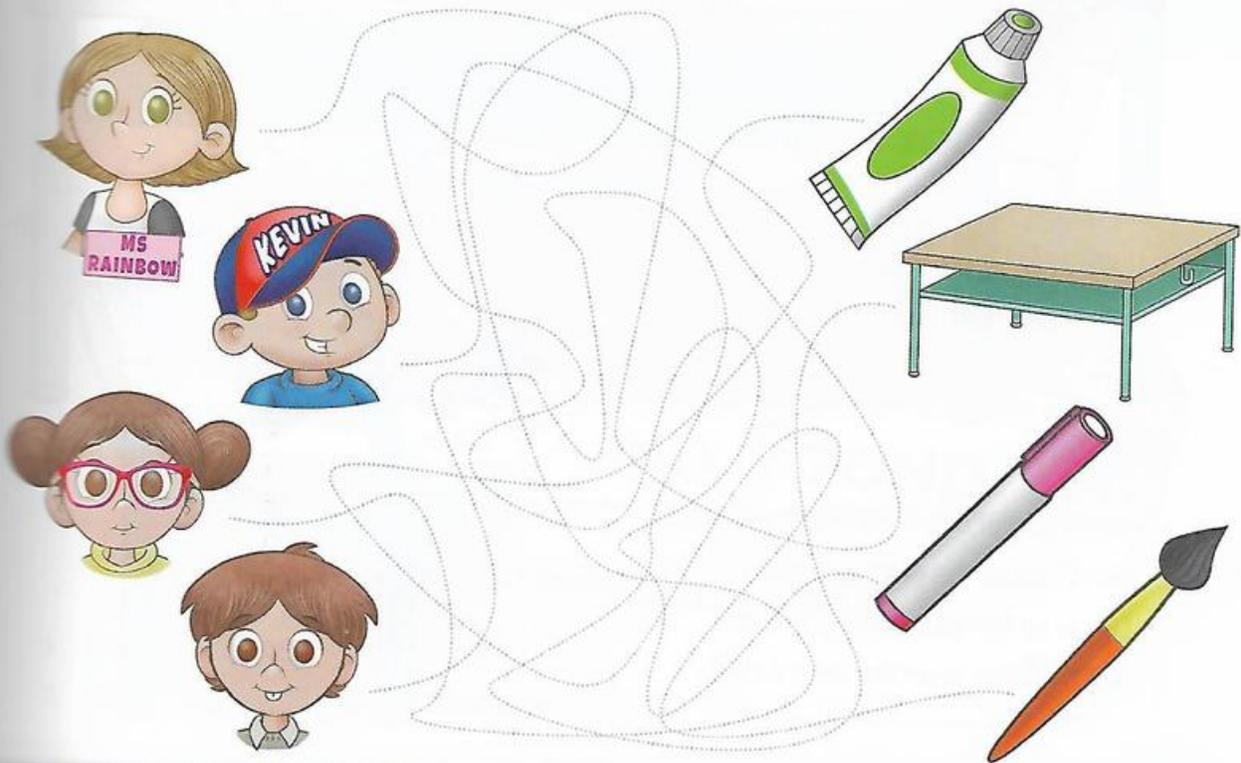
2

The art lesson

1  Read, choose and circle. Then play.

BOARD	BRUSH	CHALK	DESK
MARKER	PAINT TUBE	PICTURE	FLOOR

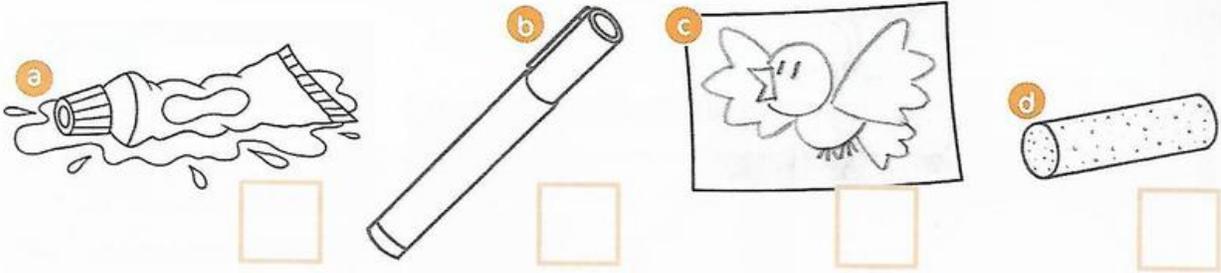
2  Look and trace.



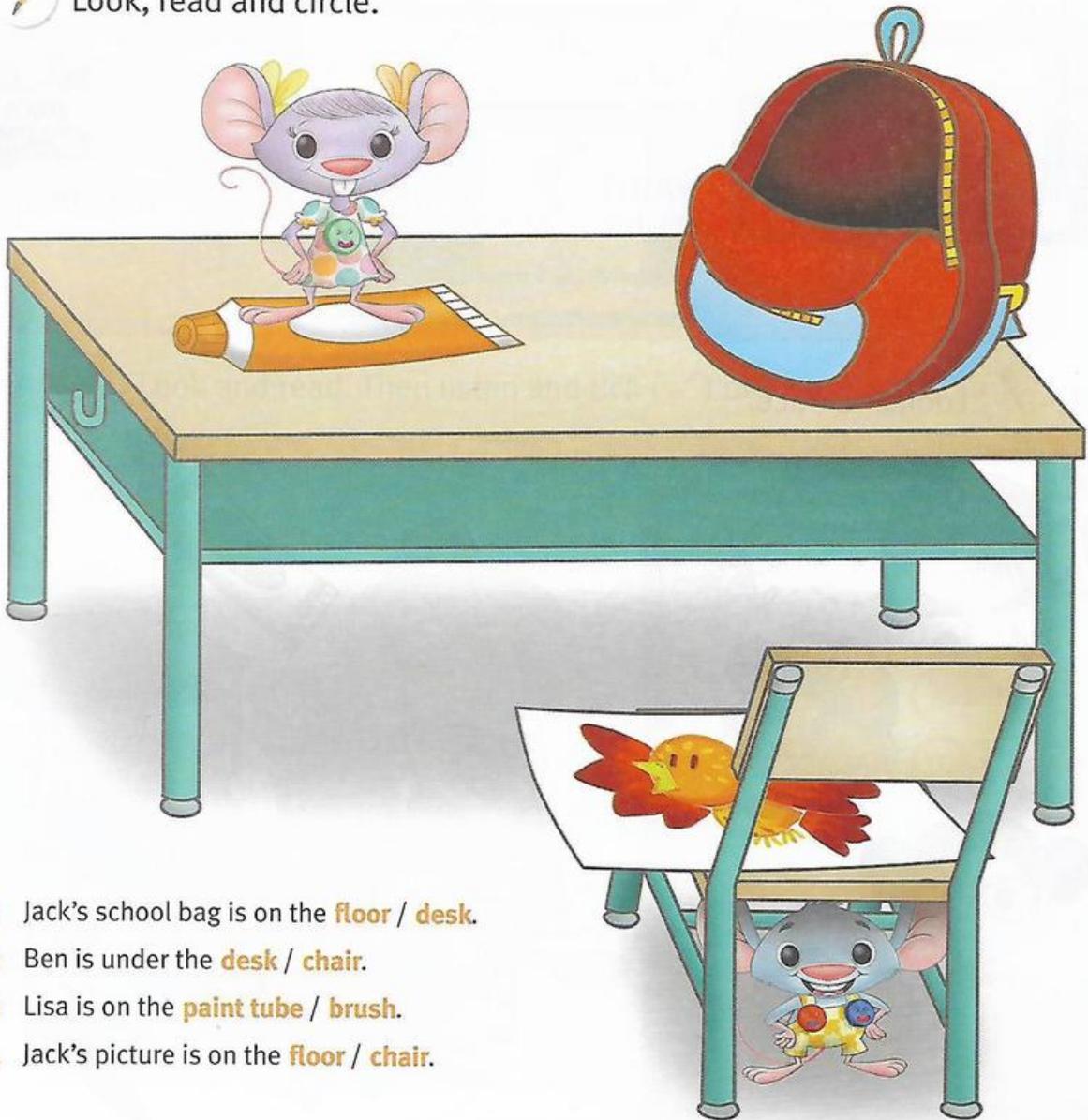
The tracing activity features a large, complex scribble of dotted lines in the center. To the left, four cartoon characters are shown: a woman with a name tag that says 'MS RAINBOW', a boy wearing a blue cap with 'KEVIN' on it, a girl with red glasses, and a boy. To the right, there are illustrations of a paint tube, a desk, a marker, and a brush. Dotted lines connect the characters to the scribble, and the art supplies are also connected to it.

- Circle five of the given words. Then play Bingo with your teacher (see TB).
- Trace the lines in different colours. Then answer: *Whose (marker) is this?*

3    Look, listen and number. Then look at page 14 and colour.



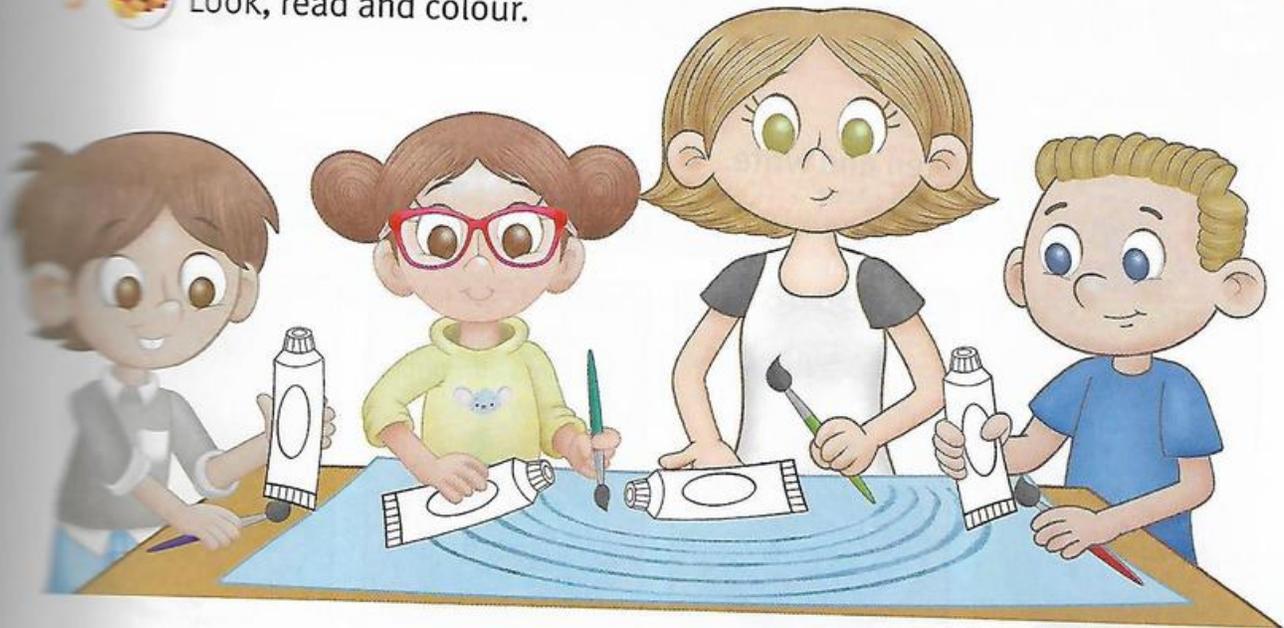
4  Look, read and circle.



- 1 Jack's school bag is on the **floor** / desk.
- 2 Ben is under the **desk** / chair.
- 3 Lisa is on the **paint tube** / brush.
- 4 Jack's picture is on the **floor** / chair.

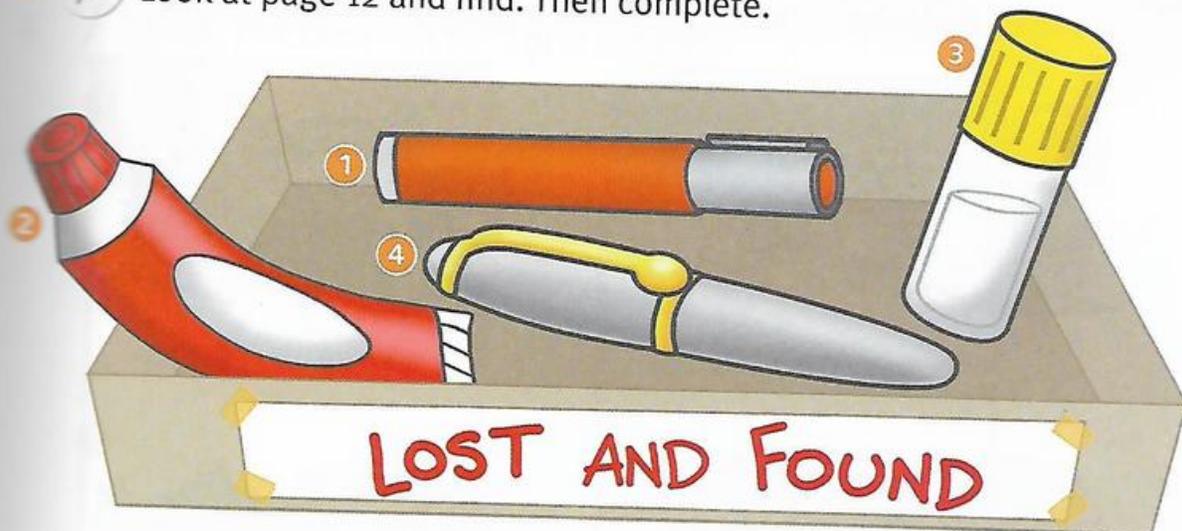
-  Listen to the story again and number the objects accordingly. Then look at page 14 and colour them.
-  Look at the scene and circle the correct word in each sentence. Then answer: *Where is (Jack's school bag)?*

5  Look, read and colour.



- 1 Jack's paint tube is orange.
- 2 Sally's paint tube is blue.
- 3 Kevin's paint tube is yellow.
- 4 Ms Rainbow's paint tube is purple.

6  Look at page 12 and find. Then complete.



Jack Ms Rainbow Jack Kevin

- 1 It's _____'s marker.
- 2 It's _____'s paint tube.
- 3 It's _____'s glue.
- 4 It's _____'s pen.

- Read the sentences and colour the paint tubes accordingly. Then answer: *Whose paint tube is (orange)?*
- Look at page 12 and find the objects. Complete the sentences with the names from the banner. Then answer: *Whose (pen) is this?*

When's your birthday?

1  Read, listen and write.

April May January June



2  Read and write.

January July December May February June

It's cold. 

It's hot. 

- Listen to the dialogue and write the months from the banner on the correct calendars. Then answer: *When's (Lisa's) birthday?*
- Write the months from the banner under the corresponding heading. Then answer: *What's the weather like in (July)?*

3  (30) Read the story on page 22 and complete. Then listen and number.

How many birthdays are there in June?

How many months are there in a year?

When's Christmas?

There are _____ birthdays in June!

There are _____.

It's in _____.






4  Look, read and tick (✓) or cross (✗).



is in February.



is in December.



is in July.



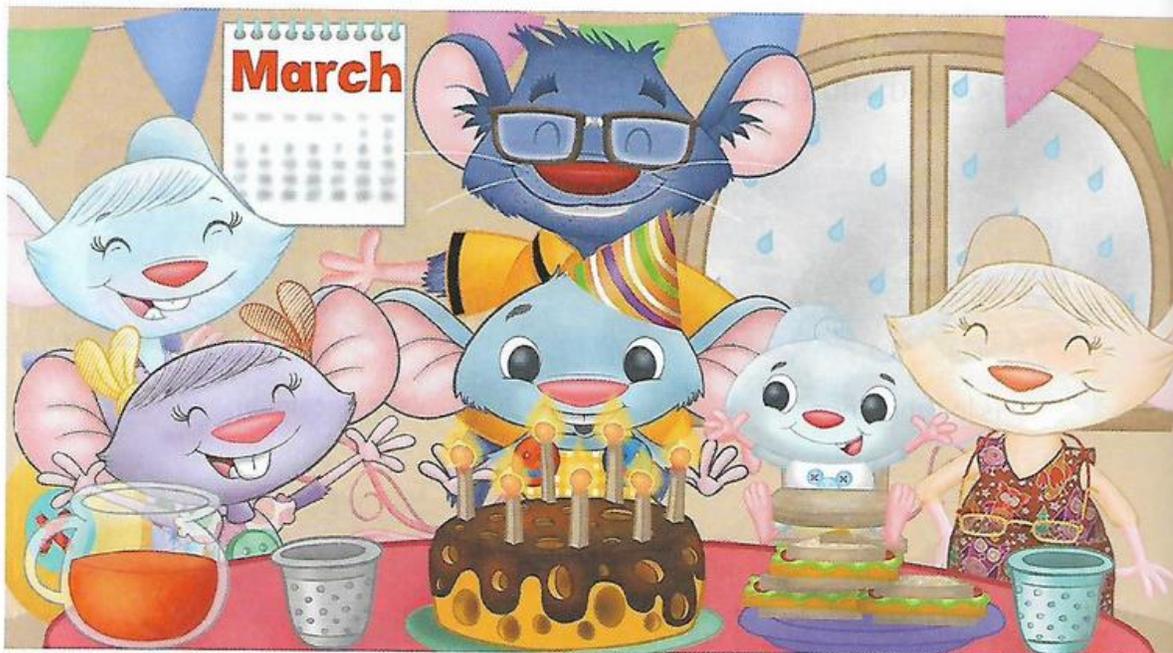
is in November.

- Read the story again and complete the answers. Then listen to the story again and number the exchanges in the correct order.
- Look at the pictures, read the phrases and tick or cross. Then answer: *When's (Family Day)?*

- 5  Ask 'When's your birthday?' and write.



- 6  Look, listen and circle 'Yes' or 'No'.



1 Yes / No

3 Yes / No

5 Yes / No

2 Yes / No

4 Yes / No

6 Yes / No

-  Interview three classmates and record their birthdays. Report them to make a class poster.
-  Look at the scene, listen to your teacher and circle *Yes* or *No*. Then answer your teacher's questions (see TB).

4

What's for lunch?



40

Look and write. Then listen and tick (✓).



Grandpa's menu



1 _____	4 _____
2 _____	5 _____
3 _____	6 _____



Look, read and match. Then look and circle.

1 Do you like chicken?

2 Do you like pasta?

3 Do you like fruit?

4 Do you like water?



Yes, I do. / No, I don't.



Yes, I do. / No, I don't.



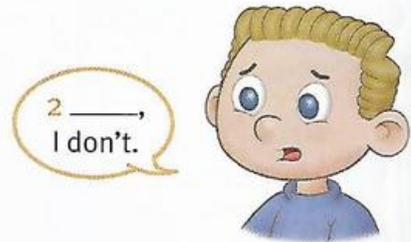
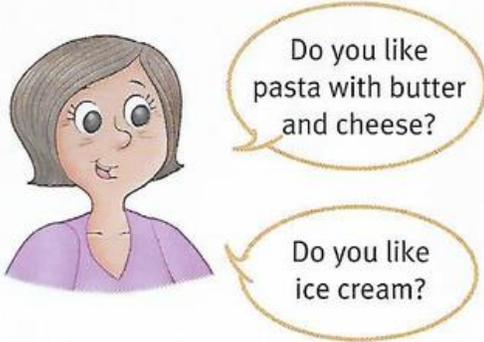
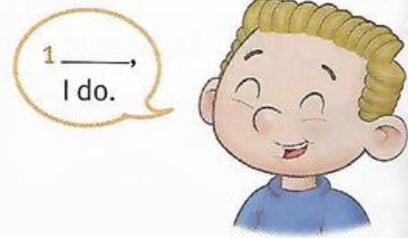
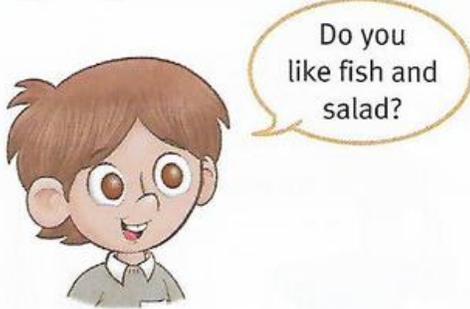
Yes, I do. / No, I don't.



Yes, I do. / No, I don't.

- Label the food items. Listen to the dialogue and tick the food on Grandpa's menu. Then answer: *What's for lunch?*
- Match the speech bubbles to the characters. Then look at their faces and circle the correct options.

3   Listen, read and complete. Then listen again and match.

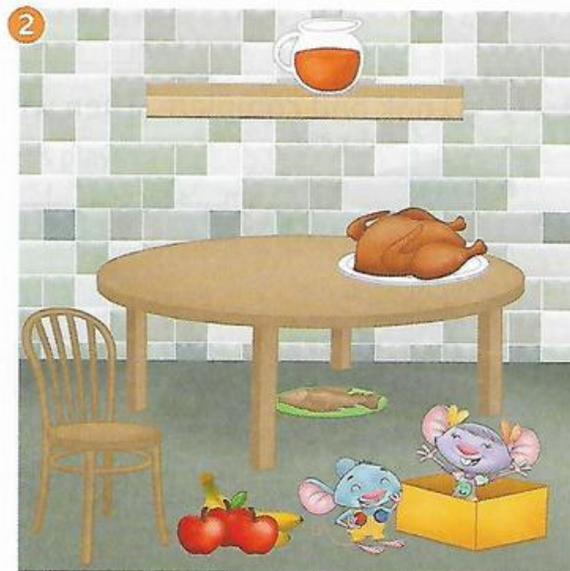
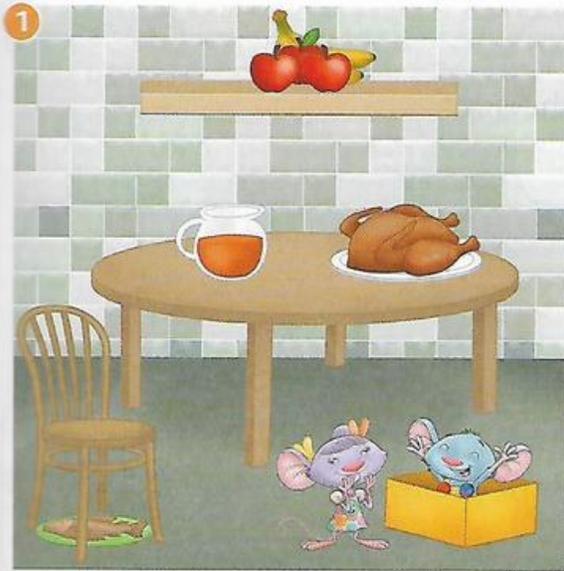


4   Complete. Then ask and circle  or .

Do you like...	Friend 1:	Friend 2:
1 _____ ?	 	 
2 _____ ?	 	 
3 _____ ?	 	 
4 _____ ?	 	 
5 _____ ?	 	 
6 _____ ?	 	 

- Listen to the story and complete Kevin's answers. Then listen to the story again and match the questions to the answers.
- Complete the questions with the food items you wish. Then interview two classmates and circle the correct hand.

5  Find and circle 4 differences.



6  Look at Picture 2 again and complete.

in on under on

1 The juice is _____ the shelf.

3 The fish is _____ the table.

2 The fruit is _____ the floor.

4 Lisa is _____ the box.

7  Complete about you.



I like _____.

I like _____.

I _____.



I don't like _____.

I don't like _____.

I _____.

- Look at the scenes and circle four differences. Then answer: *Where's (the fruit) in Picture (2)?*
- Look at Picture 2 in Activity 5 again and complete the sentences with the correct preposition from the banner.
- Complete the sentences about your food preferences.

Let's play!

1  Look and complete. Then write the question.



__am__s cons__l__
8 6



__id__ g__m__s
3 2 4



r__l__e__l__des
11



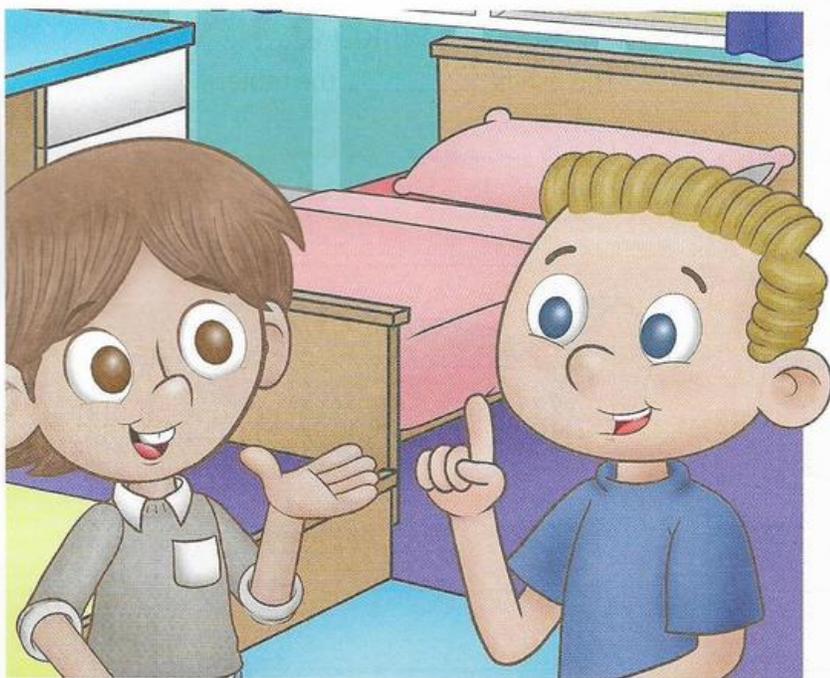
j__s__i__k
5 9



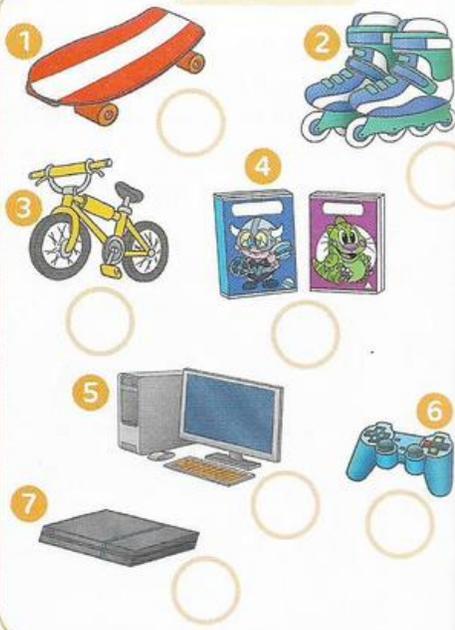
b__s__
10 7 1

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

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



Jack's toys

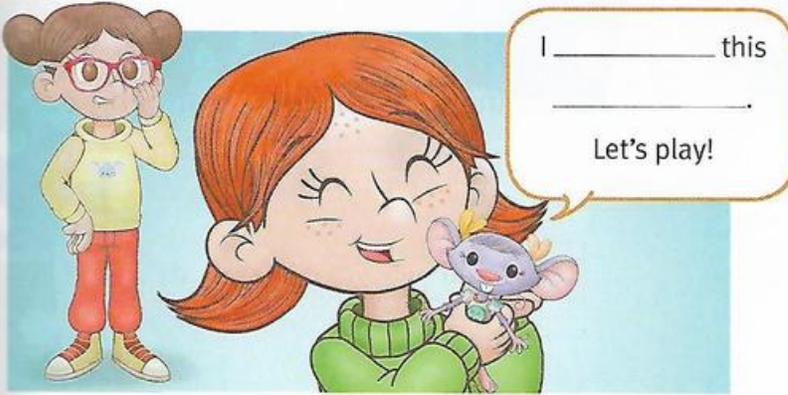


1 _____
2 _____
3 _____

4 _____
5 _____

6 _____
7 _____

- 3  Look and complete. Then read and circle 'Yes' or 'No'.



- 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.

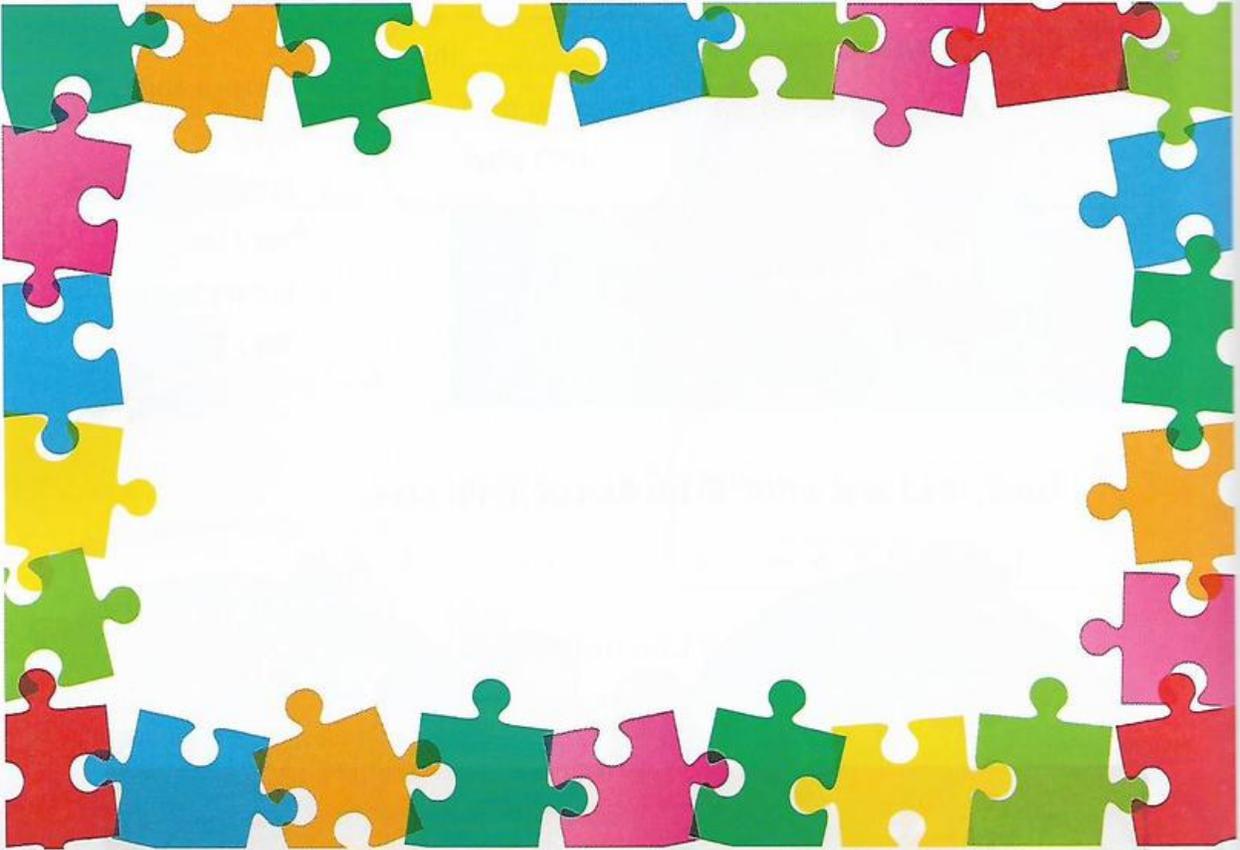
4 I've got rollerblades.

5 I've got a red bike.

6 I've got a grey robot.

-  Look and complete Yoko's speech bubble. Then read and answer the questions by circling Yes or No.
-  Look at the scenes, read the speech bubbles and write 'B' for Ben or 'L' for Lisa.

5  Draw and colour your favourite toy. Then complete.



My favourite toy is a _____. It is _____ and
_____.

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

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

➤ Draw and colour your favourite toy. Then complete the sentences.

➤ Complete the questions with the toys you wish. Then interview two classmates and write 'Yes' or 'No' according to their answers.

6

Let's go to the farm!

1  Complete. Then look and match.

b__lls

co__s

goa__s

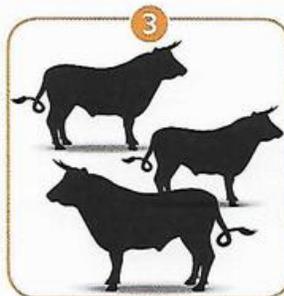
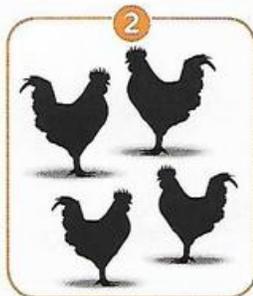
h__rses

ch__cks

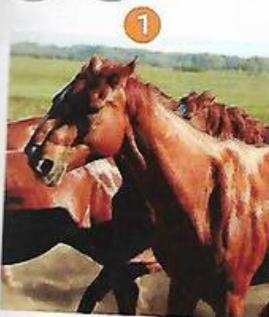
d__nkeys

h__ns

she__p



2   Look, read and tick (✓). Then listen and circle.



Are they donkeys?

Yes, they are.

No, they aren't.

There are

11 / 7.



Are they sheep?

Yes, they are.

No, they aren't

There are

13 / 14.



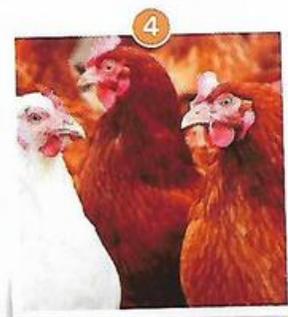
Are they bulls?

Yes, they are.

No, they aren't

There are

5 / 15.



Are they hens?

Yes, they are.

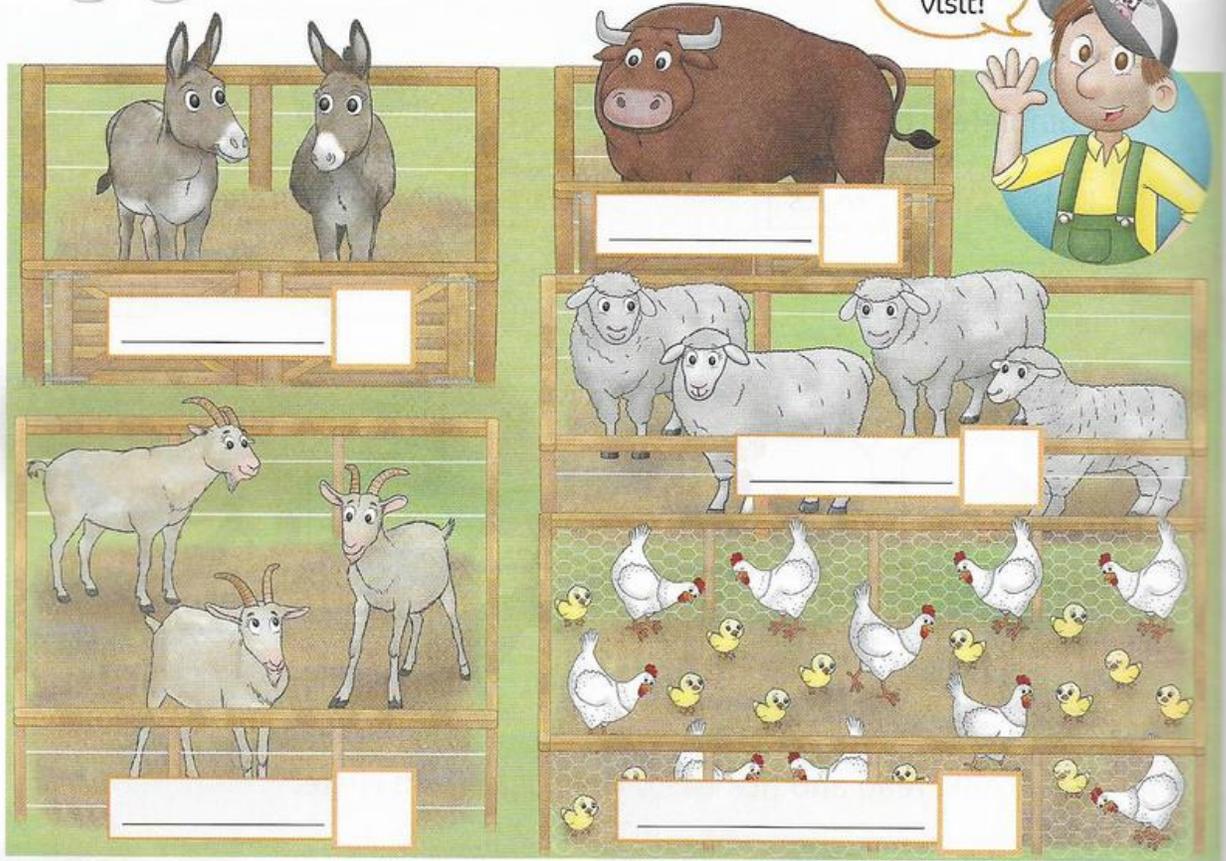
No, they aren't

There are

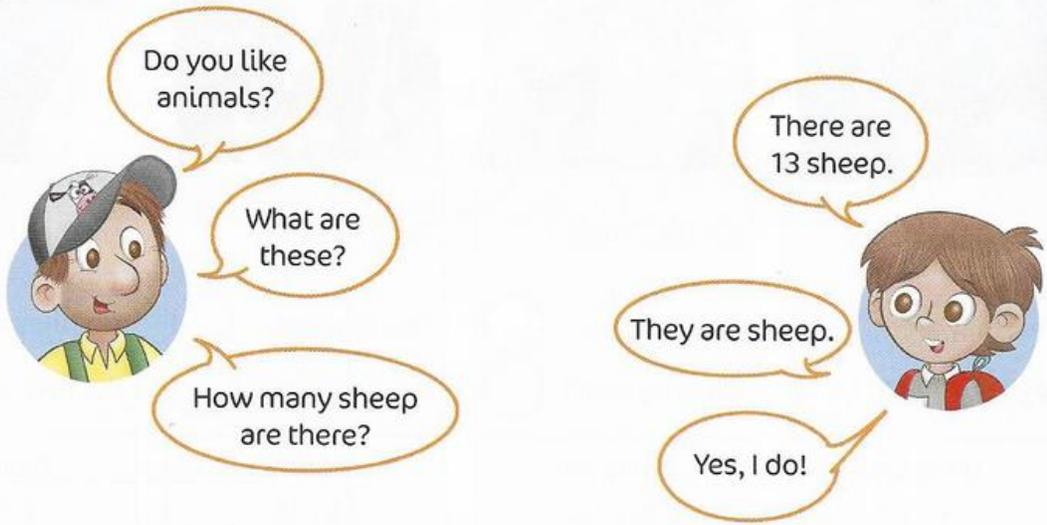
9 / 19.

- Complete the words. Match the words to the corresponding silhouettes. Then answer: *What are these?*
- Tick the correct answers. Then listen to the dialogues and circle the correct numbers.

3  (51) Look and write. Then listen and number.



4  Read and match.



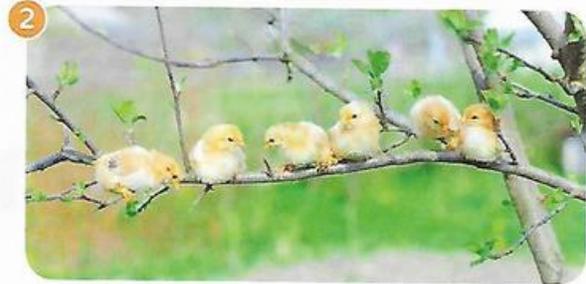
- Label the animals. Then listen to the story again and number the animals in order of appearance.
- Match the questions to the answers.

5  Look, read and circle.



Are they hungry?

Yes, they are. / No, they aren't.



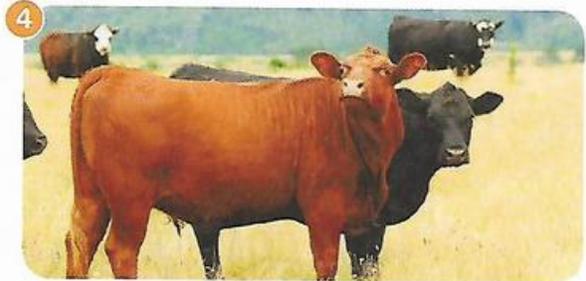
Are they big?

Yes, they are. / No, they aren't.



Are they thirsty?

Yes, they are. / No, they aren't.



Are they small?

Yes, they are. / No, they aren't.

6  Read, look and match.

1 They are big and brown.
They are thirsty.

2 They are big and black.
They are hungry.

3 They are small.
They are hungry.

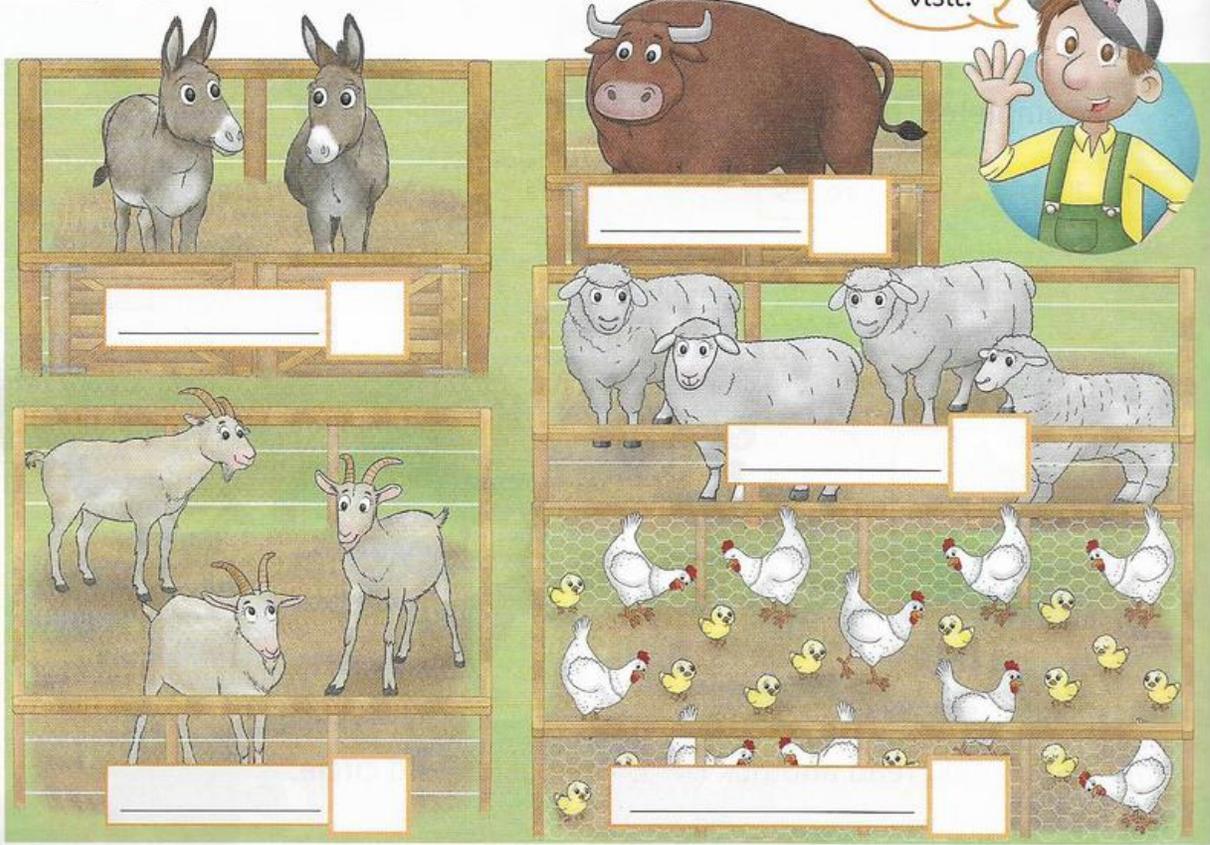
4 They are big and brown.
They are hungry.



-  Circle the correct answers. Then answer your teacher's questions (see TB).
-  Match the riddles to the correct pictures.

3  (51) Look and write. Then listen and number.

Let's go visit!



4  Read and match.

Do you like animals?

What are these?

How many sheep are there?

There are 13 sheep.

They are sheep.

Yes, I do!

- 1 Label the animals. Then listen to the story again and number the animals in order of appearance.
- 2 Match the questions to the answers.

5  Look, read and circle.



Are they hungry?

Yes, they are. / No, they aren't.



Are they big?

Yes, they are. / No, they aren't.



Are they thirsty?

Yes, they are. / No, they aren't.



Are they small?

Yes, they are. / No, they aren't.

6  Read, look and match.

1 They are big and brown.
They are thirsty.

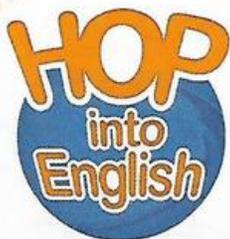
2 They are big and black.
They are hungry.

3 They are small.
They are hungry.

4 They are big and brown.
They are hungry.



- Circle the correct answers. Then answer your teacher's questions (see TB).
- Match the riddles to the correct pictures.



CERTIFICATE

CONGRATULATIONS TO

FOR COMPLETING **HOP INTO ENGLISH B.**

DATE

TEACHER'S NAME



UNIT 1 _____



UNIT 1 _____



UNIT 1 _____



UNIT 1 _____



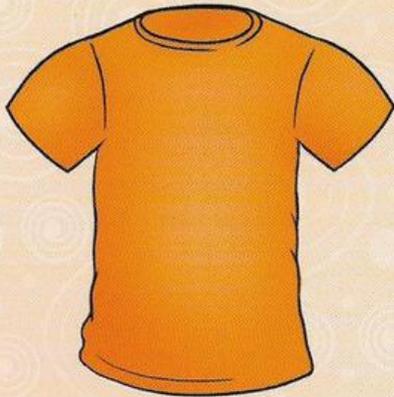
UNIT 1 _____



UNIT 1 _____



UNIT
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UNIT
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UNIT
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UNIT
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UNIT
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UNIT 2 _____



UNIT 2 _____



UNIT 2 _____



UNIT 2 _____



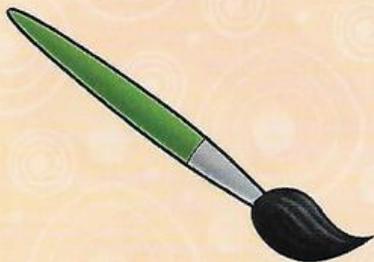
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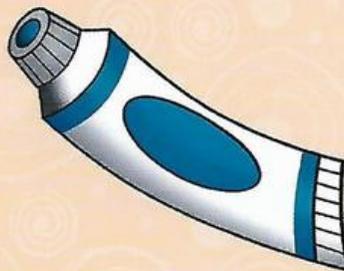
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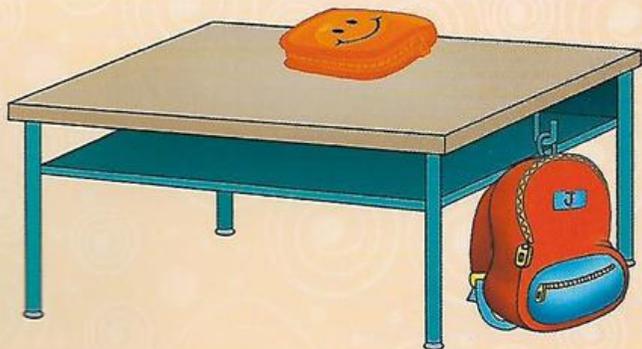
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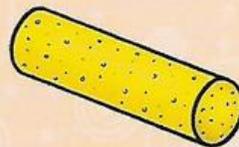
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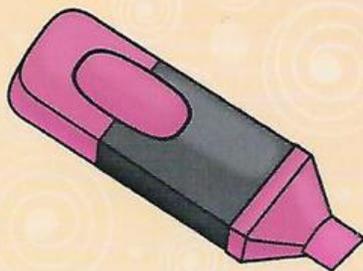
UNIT
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UNIT
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UNIT
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UNIT
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UNIT
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January

UNIT
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July

UNIT
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February

UNIT
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August

UNIT
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March

UNIT
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September

UNIT
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April

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October

UNIT
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May

UNIT
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November

UNIT
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June

UNIT
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December

UNIT
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UNIT
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UNIT
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UNIT
3



UNIT
3

**Your teacher's
birthday**



UNIT
3



UNIT
3

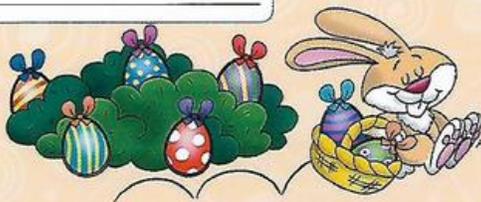


UNIT
3

**Your friend's
birthday**



UNIT
3



UNIT
4



UNIT
4



UNIT
4



UNIT
4



UNIT
4



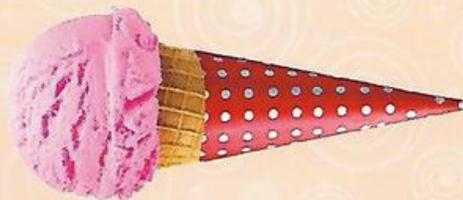
UNIT
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UNIT
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UNIT
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UNIT
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fish

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juice

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ice cream

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chicken

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butter

UNIT
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pasta

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salad

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water

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UNIT
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UNIT
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UNIT
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computer

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bike

UNIT
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games console

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video games

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dominoes

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skateboard

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joystick

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doll

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rollerblades

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UNIT
6



6



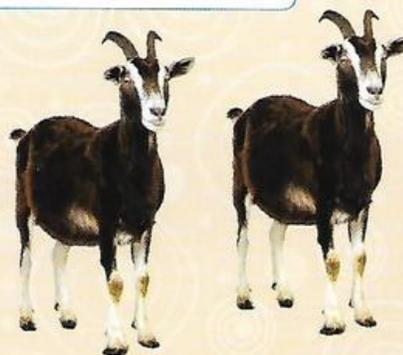
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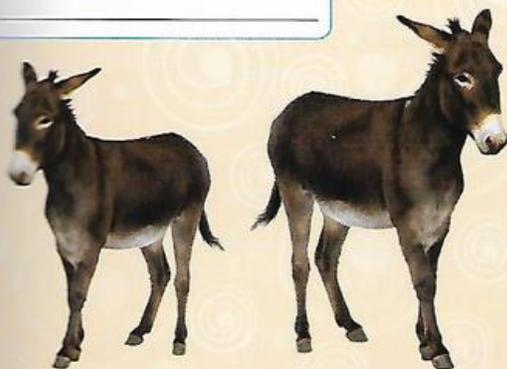
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UNIT
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6



UNIT
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UNIT
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horses

UNIT
6

bulls

UNIT
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donkeys

UNIT
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sheep

UNIT
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cows

UNIT
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hens

UNIT
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chicks

UNIT
6

goats





To:



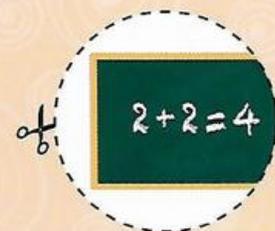
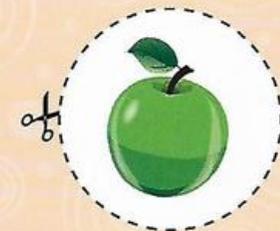
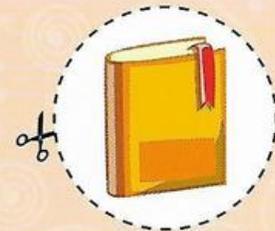
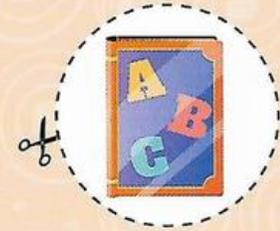
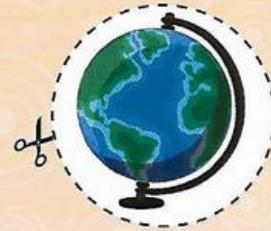
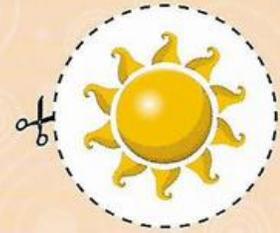
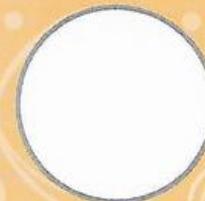
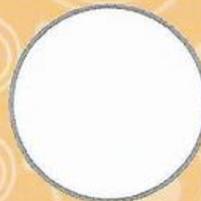
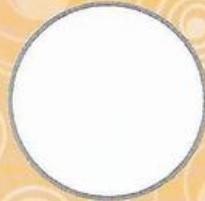
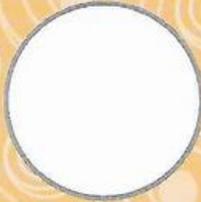
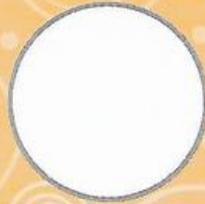
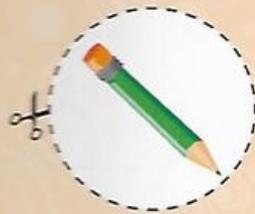
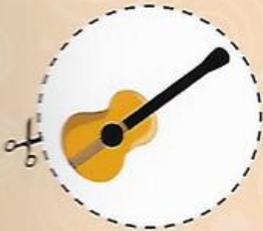
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Teachers'
Day!**

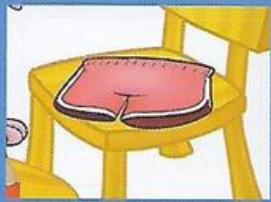
TEACH

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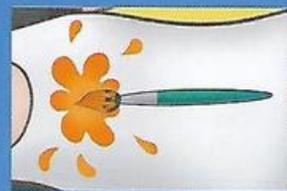
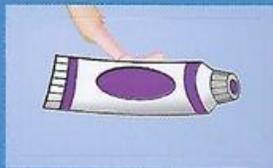
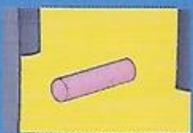
GUIDE

HELP





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August

October



November

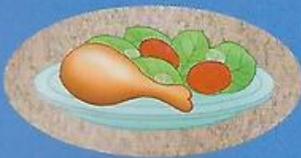
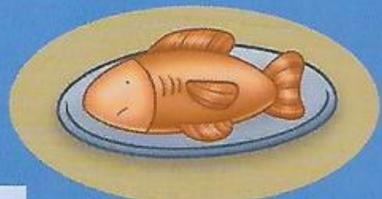
May



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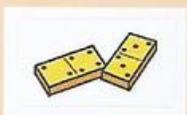
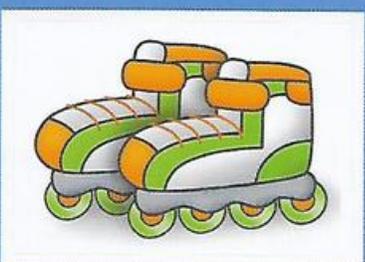
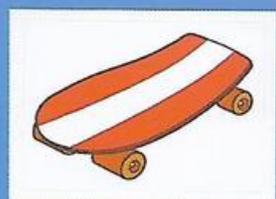
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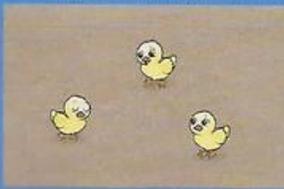
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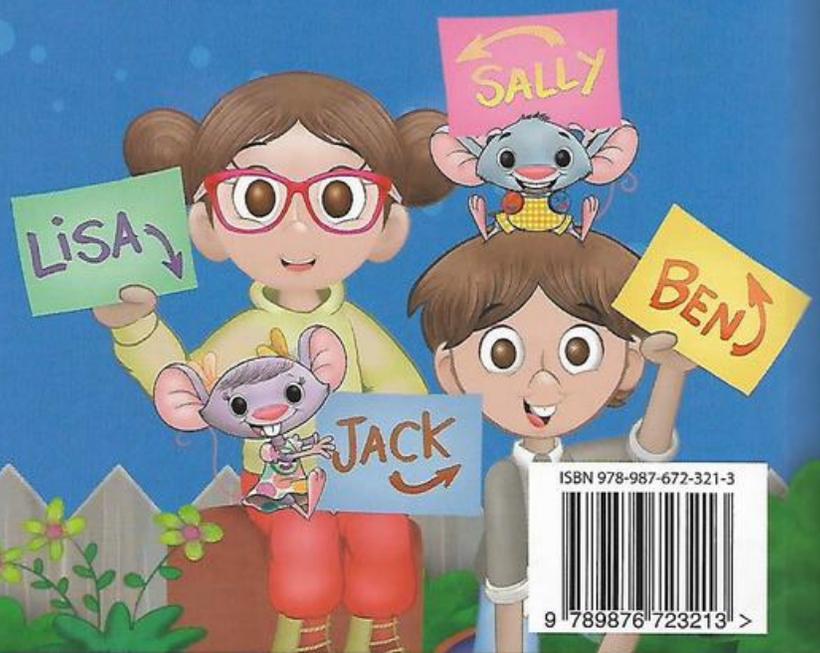
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