

**BRITISH &
AMERICAN Edition**

H. Q. Mitchell - Marileni Malkogianni

Hi Kids!

1

Student's book



mm publications



H. Q. Mitchell - Marileni Malkogianni

Hi Kids!

2

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Hi Kids!

3

Student's book

**Sample
pages
catalogue**

mm publications

Fly high with Fluffy and Hi Kids!

Designed for very young learners, the **Hi Kids!** course, which consists of three books, is sure to thrill and delight children. Its aim is to make learning and teaching English as fun and as easy as possible. Students are immersed in the language and learn English the same way that native speakers do - by listening and speaking first, before they learn to read and write.

COURSE FEATURES

- * units which include songs, stories, games, listening activities as well as a wide range of hands-on activities
- * alphabet/phonics section
- * revision units to recycle and consolidate through various activities which promote students' autonomous learning
- * activities promoting critical thinking skills
- * cross-curricular topics

COURSE COMPONENTS

- * Student's Book
- * Workbook with practical and interesting activities, cut-out pages
- * Teacher's Resource Pack including:
 - Teacher's Book with reduced form of the Student's Book and the Workbook
 - Alphabet book
 - Alphabet book audio CD/CD-ROM also including Teacher's notes
 - Student's CD/CD-ROM
 - Puppet
 - Class CDs
 - Flashcards
 - Posters
 - Interactive Whiteboard CD-ROM

BRITISH & AMERICAN Edition

COMPONENTS FOR STUDENTS



Student's Book



Workbook



Student's CD/CD-ROM



Alphabet books (1&2), (3)



Little Books
Readers

COMPONENTS FOR TEACHERS



Teacher's Book with reduced-size Student's Book and Workbook pages



Alphabet book audio CD/CD-ROM also including Teacher's notes



Flashcards

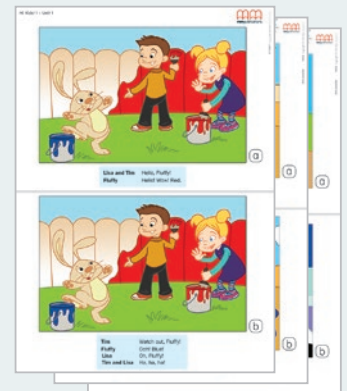
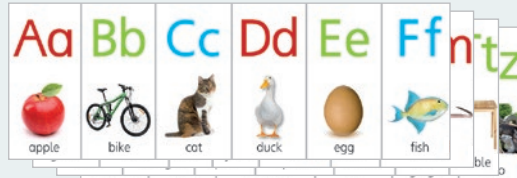


Class Audio CDs



Interactive Whiteboard material with interactive games

Posters



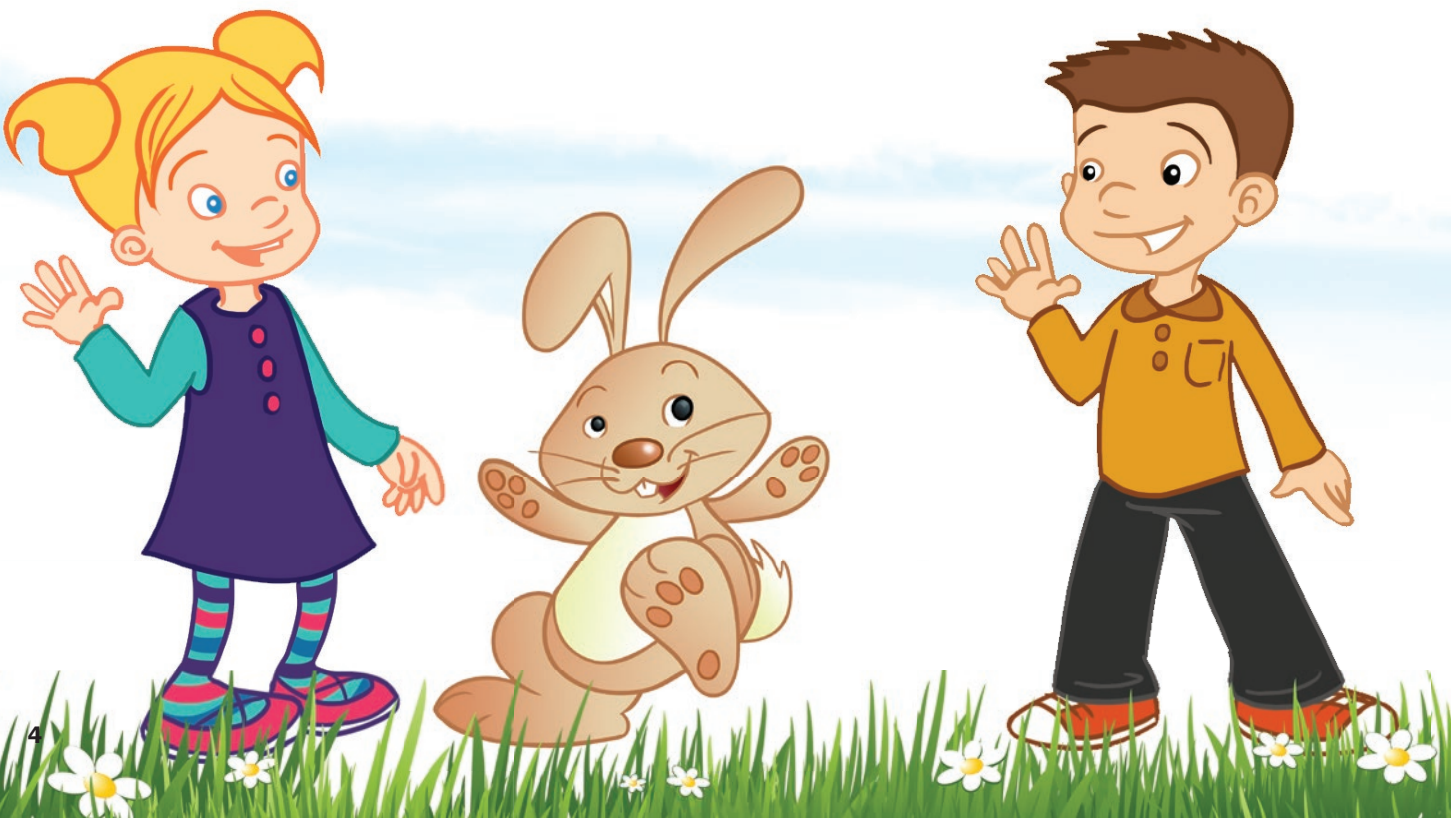
Puppet



Teacher's Resource Pack (Teacher's Book, Alphabet book, Alphabet audio CD/CD-ROM, Flashcards, Class Audio CDs, Posters, Puppet, Interactive Whiteboard CD-ROM)

CONTENTS

Hi Kids 1	Hi Kids 2	Hi Kids 3
Hello	Hello	Hello
Unit 1 It's red!	Unit 1 My classroom	Unit 1 Family and friends
Unit 2 My classroom	Unit 2 Stand up!	Unit 2 My home/neighbourhood
Unit 3 Numbers	Unit 3 Colours and shapes	Unit 3 Jobs
Revision 1	Unit 4 Home and family	Revision 1
Unit 4 Who I am	Revision 1	Unit 4 Days of the week
Unit 5 My face	Unit 5 My body	Unit 5 The seasons
Unit 6 My friends	Unit 6 My senses	Unit 6 It's morning.
Unit 7 My family	Unit 7 I can	Unit 7 My country
Revision 2	Unit 8 My clothes	Revision 2
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Story 3 (Unit 8 - Unit 11)	Story 3 (Unit 9 - Unit 12)	Story 3 (Unit 8 - Unit 11)
Story 4 (Unit 12 - Unit 15)	Story 4 (Unit 13 - Unit 15)	Story 4 (Unit 12 - Unit 15)



clear photos introducing new vocabulary

Lesson 1

2. My classroom

1. Revise. 2. Introduce new items. 3. Listen, point and repeat. 4. Listen and sing.
5. Do the activity on p.18. 6. Play a game.

16

humorous episodes combined with eye-catching, full-colour illustrations

Unit 2 - Lesson 2

1. Revise. 2. Talk about the pictures. 3. Listen, point and repeat. 4. Role play.
5. Do the activity on p.19. 6. Play a game.

17

a fun activity which practises the language items

Unit 2 - Lesson 3

①

②

③

④

5. Listen and tick (✓). 6. Do the activity on p.20. 7. Play a game.

19

craft activities for students to practise the vocabulary and structures of the unit

Unit 3 - Lesson 4

Make number plates

①
Cut out the numbers.

②
Use 5 plastic plates and glue a number (1-5) on each plate.

③
Glue buttons, pebbles, etc. to match the number on each plate. Paint and say.

1. Revise. 2. Make number plates. Then point and say. (Workbook p.29)
3. Play games.





Maths

26

picture stories to consolidate the material taught in the unit and to provide listening for entertainment purposes

Unit 2 - Lesson 4
Unit 2 - Lesson 4

Welcome to school

1. Revise. **2.** Talk about the pictures. **3.** Listen, point and repeat. **4.** Role play. **5.** Discuss the value.

6. Do the activity on p.21. **7.** Play a game.


VALUE
Help your classmates.

present the letters of the alphabet


Unit 2 - Lesson 5

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz

Aa



apple



ant

1. Warm up. Listen and point to the alphabet chart. **2. a.** Listen, point and repeat. **b.** See it and say it. **c.** Say it and write it. **3.** Listen and sing. **4.** Play with flashcards. **5.** Do the activities on p.23. **6.** Play a game.

discuss the moral of the story

fun activities practising language items in an enjoyable way

Lesson 1

2. My classroom

①

②

18 Colour the same item. Then say, 'It's a book/pencil'.

Unit 2 - Lesson 2

19 Look at the pictures and circle the differences. Then colour.

a comprehension activity based on the story in the Student's Book

Unit 2 - Lesson 4

21 Cut out and put the story in the correct order.

an activity practising the letter of the alphabet

Unit 2 - Lesson 5

1. Trace.

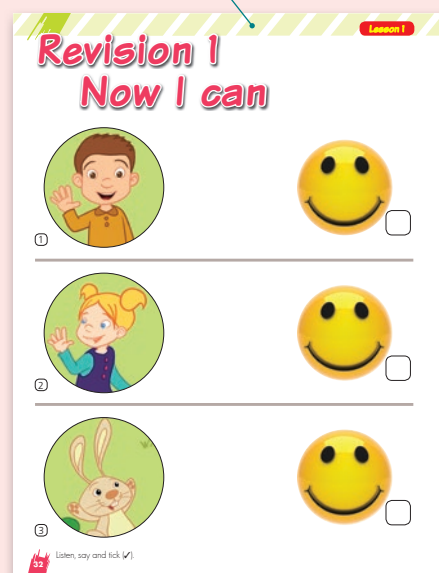
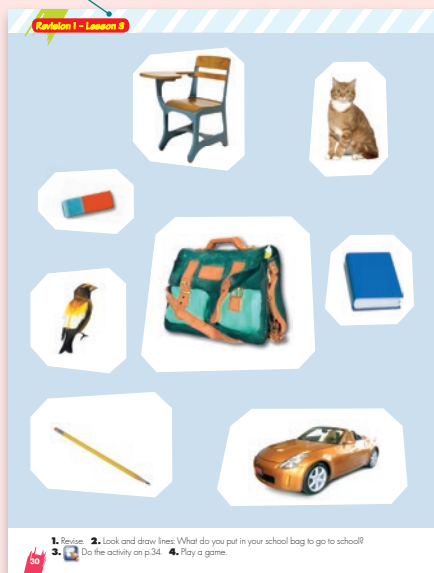
2. Say the word, trace and colour the picture.

23

a tracing activity

a revision unit practising the vocabulary and structures of previous units

a self-assessment section



a story revising vocabulary and structures of previous units



aim and active vocabulary introduced is each lesson

reduced pages from the Student's Book and the Workbook facilitating the teacher

UNIT 2

My classroom

LESSON 4

Aim

To consolidate vocabulary and structures taught in this unit.

1 Revise [AmE Review] the previous lessons. Play a game.

- Show Ss the flashcards of the words that they have **learnt** [AmE learned] in this unit (book, pencil, bag and chair) and get them to name them.
- Alternatively, point to actual classroom objects and elicit Ss' response.

▶▶ Whispers

- Tell Ss that they are going to play a game.
- Stick the flashcards of the vocabulary Ss have **learnt** [AmE learned] in this unit (book, pencil, bag and chair) on the board.
- Divide Ss into two teams. The teams stand in two lines with their backs turned to you and the board, except for the first player in each team, who should be facing you and the board.
- Point to a flashcard. The two players facing you look at the flashcard and whisper the word down the line. The last player in each team has to find the flashcard that depicts the word, point to it and say it. If he/she is correct, then the team gets a point.
- Then the last player goes to the front of the line.
- The team with the most points wins.

2 Talk about the pictures.

- Tell Ss to open their books to pp.20-21.
- Draw Ss' attention to the pictures and ask them, in L1, what they can see. (In the first picture, we can see two girls and a teacher in a classroom. The girls are introducing themselves to each other. In the second picture, they sit down and look at their desks. One is green and the other is blue. In the third picture, one of the girls has drawn a pencil and a book using red and blue **coloured** [AmE colored] markers. The other girl has drawn a bag, but she looks worried because she **hasn't got** [AmE doesn't have] a blue **coloured** [AmE colored] marker to finish **colouring** [AmE coloring] the bag. In the fourth picture, one of the girls is giving the other her blue **coloured** [AmE colored] marker. They look happy.)

3 Listen, point and repeat.

- Draw Ss' attention to the story.
- Play the CD and have Ss listen to the story.
- Get Ss to point to the characters and the items while you play the CD for the second time.
- Play the CD again, pausing after each sentence for Ss to repeat.

Track 23 Welcome to school

Liz Hello, I'm Liz.
 Tonia Hello, Liz. I'm Tonia.
 Liz Look, Tonia! ♪
 Liz It's blue.
 Tonia It's green. ♪



Liz Look, Tonia! A pencil and a book.
 Tonia Wow! Look, Liz! A bag. It's red, green, yellow and bl... Oh, no! ♪
 Liz Here, Tonia. Blue.
 Tonia Thank you, Liz.

POST-STORY ACTIVITY (critical thinking skills)

- Ask Ss who they are sitting next to in the class.
- Ask Ss, *Have you ever forgotten any of your school items at home, e.g. your book, pencil, etc? How did you feel? What did you do? Have you ever borrowed something or given any of your things away?*
- Discuss with Ss how important it is to help our classmates.

4 Role play.

- Divide Ss into groups of three and assign a role to each (the teacher, Liz and Tonia).
- Have Ss act out the scene.
- Have groups of Ss change roles so that everyone has a chance to act out all parts.
- You can play the CD while Ss are acting, for guidance.

5 Discuss the value. (critical thinking skills)

- Read the value out loud and explain it in L1.
- Discuss the value with Ss in L1.
- Ask Ss, in L1, if they believe that it is important to help their classmates and why.
- Discuss with Ss instances when they have helped their classmates.

6 Do the activity on p.21.

- Tell Ss to open their Workbooks to p.21.
- Instruct Ss to cut out the frames of the story and rearrange them in the correct order.
- When Ss have finished, go **round** [AmE around] the class and make sure Ss have put the story in the correct order.

7 Play a game.

▶▶ Walk and touch

- Tell Ss that they are going to play a game.
- Stick the flashcards of Unit 2 around the walls of the classroom.
- Explain that you are going to play the song *Book and pencil* (Track 20) and Ss can walk **round** [AmE around] the classroom.
- At some point, stop the music and call out 'It's a pencil'.
- Ss must walk to the *pencil* flashcard, touch it and say 'It's a pencil'.
- Repeat the procedure several times with all flashcards.

clearly staged step-by-step guidelines for each activity

Post-story activity practising Ss' critical thinking skills

extra activity to be done in the lesson

draw lines activity

1. Draw lines from left to right.

4

introducing letters and their sounds

1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.

3. Trace and match to the correct picture.

4. Look and write.

b a c
 _ike _pple _ake

8

tracing activity

tracing and matching activity

writing activity

introducing cvc words

1. Listen and say the letter, the sound and the words.

2. Look and complete.

1 c _ r 2 c _ t 3 v _ n

3. Color (u)r the pictures with a.

34

1. Listen and say the letter, the sound and the words.

2. Look and complete.

1 b _ d 2 h _ n 3 p _ n

3. Look and circle.

1 2

35

LETTERS Aa Bb Cc

Aim

To introduce the letters Aa, Bb, Cc.
Vocabulary
 apple, ant, bike, boy, cat, cake

Warm up

- Tell Ss to open their Alphabet books to p.6.
- Draw Ss' attention to the letter 'Aa' and say it out loud.
- Get Ss to repeat after you.
- Write the letter 'Aa' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Aa' several times in their books with their index finger.
- Ss can also practise [kne practice] writing the letter in the air.
- Repeat the same procedure with the other two letters, 'Bb' and 'Cc'.
- Show Ss how they can make the shapes of the letters with their bodies and get them to do them.



Aa

- 1 Listen and say the letter, the sound and the words. Then sing.** (CD tracks 2-3)

- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 2 A, /æ/, apple, ant

- Play the Alphabet song and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (apple, ant) and ask them if they can hear the sound /æ/ at the beginning of the words.
- Ask Ss to repeat the sound /æ/.

Track 3

The Alphabet Song
 A, /æ/, /æ/, /æ/ (Ss repeat)
 /æ/ for apple, /æ/ for ant (Ss repeat)
 A, /æ/, /æ/, /æ/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Aa' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- Then instruct Ss to write the letter 'a' (lower case) starting from the arrow.
- When Ss have finished tracing and writing, go round [kne around] the classroom to make sure that they have traced and written the letters correctly.

3 Trace and say.

- Draw Ss' attention to the third activity of the letter 'Aa'.
- Ask Ss to trace the lines connecting uppercase and lowercase 'Aa' to the apple.
- Then instruct Ss to say the letter, the sound and the word (A, /æ/, apple).

clearly staged step-by-step guidelines for each activity

4 Colour [kne Color]. Then say.

- Draw Ss' attention to the fourth activity.
- Ask Ss to colour [kne color] in the apple and the ant.

Bb

- 1 Listen and say the letter, the sound and the words. Then sing.** (CD tracks 4-5)

- Tell Ss to turn their Alphabet books to p.7
- Draw Ss' attention to the first activity of the letter 'Bb'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 4 B, /b/, bike, boy

- Play the Alphabet song and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (bike, boy) and ask them if they can hear the sound /b/ at the beginning of the words.
- Ask Ss to repeat the sound /b/.

Track 5

The Alphabet Song
 B, /b/, /b/, /b/ (Ss repeat)
 /b/ for bike, /b/ for boy (Ss repeat)
 B, /b/, /b/, /b/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Bb' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- Then instruct Ss to write the letter 'b' (lower case) starting from the arrow.
- When Ss have finished tracing and writing, go round [kne around] the classroom to make sure that they have traced and written the letters correctly.

3 Look and circle.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the letters (upper and lower case) that correspond to the pictures of the bike and the boy.
- Then instruct Ss to say the letter and the words (B, bike, boy).

4 Match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Aa' and 'Bb' to the picture of the bike or the apple.
- Then instruct Ss to say the letters and the words (Aa, apple - Bb, bike).

Cc

- 1 Listen and say the letter, the sound and the words. Then sing.** (CD tracks 6-7)

- Tell Ss to turn their Alphabet books to p.8
- Draw Ss' attention to the first activity of the letter 'Cc'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 6 C, /k/, cat, cake

- Play the Alphabet song and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (cat, cake) and ask them if they can hear the sound /k/ at the beginning of the words.
- Ask Ss to repeat the sound /k/.

Track 7

The Alphabet Song
 C, /k/, /k/, /k/ (Ss repeat)
 /k/ for cat, /k/ for cake (Ss repeat)
 C, /k/, /k/, /k/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Cc' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- Then instruct Ss to write the letter 'c' (lower case) starting from the arrow.
- When Ss have finished tracing and writing, go round [kne around] the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity of the letter 'Cc'.
 - Ask Ss to trace the letter 'Cc' and then draw a line to the picture that corresponds to the letter 'Cc'.
 - Then instruct Ss to say the letter and the word (Cc, cat).
- 4 Look and write.**
- Draw Ss' attention to the fourth activity.
 - Ask Ss to look at each picture and the letter below it carefully. Then ask Ss to complete the words below each picture by writing the initial letter.
 - Then instruct Ss to say the letters and the words (A, apple - B, bike - C, cake).

Sing (CD track 8)

- Play the Alphabet song A-C once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

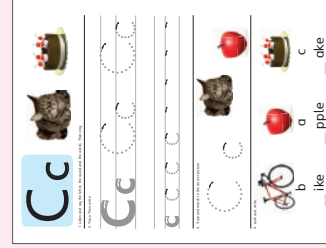
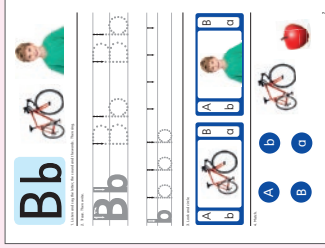
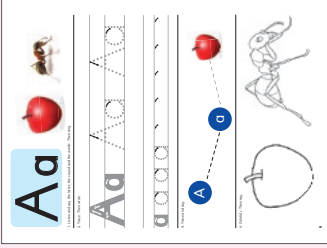
Play games

Memory circle

- Tell Ss to form a circle.
- Draw an apple, an ant, a bike, a boy, a cake and a cat on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S turns over the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then he/she gives the pile to the S next to him/her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he/she is out of the game. This S can sit at his/her desk and draw an apple, a bike or a cat.

Make letter bricks

- Stick large sheets of paper on the wall. Divide the wall into 26 'bricks', one for each letter.
- Divide Ss into three groups, one for every letter (A, B, C).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Aa' for the first group, 'Bb' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Aa' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'apple, ant' for Group A, 'bike, boy' for Group B, 'cat, cake' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the first three bricks, accordingly, on the wall.



extra games

Hi Kids!



BRITISH Edition



AMERICAN Edition



Interactive Whiteboard
material with interactive
games



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