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BRITISH &
AMERICAN Edition

Hi Kids!

2

Teacher's book




mm publications

Hi kids! 2 Syllabus

UNITS	VOCABULARY	LETTERS	STRUCTURES
Hello	Hello, Goodbye Numbers 1-5	Revision [AmE Review] Aa-Nn	What's your name? I'm/My name's... How are you? Fine, thank you. Who's this? How old are you? I'm...
Unit 1 My classroom	book, pencil, rubber [AmE eraser], computer, bag, table	Oo olive octopus	This/That is a/my... The ...is on/in the ...
Unit 2 Stand up!	Stand up. Sit down. Show me your pencil. Open your book. Close your book.	Pp pencil penguin	Instructions What's this? It's a/my... I like...
Unit 3 Colours [AmE Colors] and shapes	Numbers 1-10 triangle, square, circle, rectangle	Qq quilt queen	There is/are ... How many ... are there?
Unit 4 Home and family	father, mother, sister, brother living room, kitchen, bedroom, bathroom	Rr ring rabbit	Where's your ...? He's/She's in the ...
Revision [AmE Review] 1			
Unit 5 My body	arms, hands, legs, eyes, ears, mouth, nose	Ss star snake	He/She has ...
Unit 6 My senses	touch, taste, hear, smell, see	Tt table tiger	I can ... with my ...
Unit 7 I can	run, jump, draw, climb	Uu umbrella under	I can ...
Unit 8 My clothes	jacket, T-shirt, shorts, dress, socks	Vv van vase	I have ... What colour [AmE color] is it? It's ... What's this? It's my ...
Revision [AmE Review] 2			
Unit 9 He's a farmer!	baker, teacher, farmer, firefighter	Ww window whale	He's/She's a...
Unit 10 At the farm	farm, sheep, cow, goat, chicken, cat	Xx box fox	Is it a...? Yes/No.
Unit 11 I like bananas!	bananas, apples, carrots, tomatoes	Yy yo-yo yellow	I like ...

Unit 12 It's cold!	sunny, rainy, windy, cold	Zz zoo zebra	It's ...
Revision [AmE Review] 3			
Unit 13 Water	sea, water, rain, boats Numbers 1-10	Aa - Zz	It's... Look at ...
Unit 14 Plants	tree, flower, big, small	a cat bag e red pen	It's ...
Unit 15 Holidays [AmE Summer vacation]	Goodbye, my friends, It's time for holidays [AmE summer vacation], beach, camp, mountain	i big fin o [AmE a] box fox u bus run	Let's go to the...
Revision [AmE Review] 4			
Stories			

UNIT 5

My body

LESSON 1

Aim

To introduce vocabulary related to the parts of the body.

Vocabulary

hands, legs

revision [AmE review]: ears, eyes, mouth, nose

1 Introduce new items.

- **Revise** [AmE Review] the words *eyes*, *ears*, *mouth* and *nose* by touching the corresponding part of the face, saying the word and asking Ss to repeat.
- Show your hands to Ss and say 'hands'. Clap your hands and say, 'Clap, clap, clap your hands'. Do the action and encourage Ss to repeat.
- Follow the same procedure for *legs* by stamping your feet.
- Alternatively, you can introduce the new vocabulary using the flashcards of *hands* and *legs*.
- Hold up the flashcard of *hands* and say 'hands'.
- Get Ss to repeat a few times.
- Follow the same procedure for the word *legs*.
- Ask Ss to repeat the words until they feel comfortable with the new vocabulary.
- Stick a picture of a boy and a girl on the board.
- Point to the boy and say, 'He has two hands. He has two legs'. Then point to the girl and say, 'She has two hands. She has two legs'.
- Ask Ss to repeat.
- Explain to Ss that we use *He* for a male and *She* for a female.

2 Listen, point and repeat.

- Tell Ss to open their books to p.39.
- Draw Ss' attention to the picture.
- Point to the parts of the body and ask Ss to name them (*hands* and *legs*).
- Play the CD and ask Ss to point to the picture in their books and repeat the words.

Track 67 hands legs

3 Listen and sing.

- **Revise** [AmE Review] *eyes*, *ears*, *mouth* and *nose* by touching the corresponding part of the face, saying the word and having Ss repeat.
- Stick the flashcards (*eyes*, *ears*, *mouth*, *nose*, *hands* and *legs*) on the board and tell Ss that they are going to listen to a song.
- Play the song once and point to the *hands* flashcard when the word *hands* is heard. Do the same for *legs*, *eyes*, *ears*, *mouth* and *nose*.
- Listen again, pause the CD after each line and get Ss to repeat.



- Play the CD again and have Ss sing along.
- Get Ss to point to the flashcards or touch the corresponding part of the face/body while they are singing the song.

Track 68

SONG

The Body Song

He has two hands.	She has two eyes.
He has two legs.	She has two ears.
He has two hands	She has a mouth
And two legs.	And a nose.

4 Do the activity on p.42.

- Tell Ss to open their Workbooks to p.42.
- Explain to Ss that you are going to say different parts of the face and body and they have to circle the corresponding part as you say it.
- Repeat each word twice.

1. hands 2. eyes 3. ears
4. legs 5. nose 6. mouth

5 Play a game.

Pass the card

- Tell Ss that they are going to play a game.
- Have two or three sets of the flashcards *hands*, *legs*, *eyes*, *ears*, *mouth* and *nose* photocopied, depending on class size, so that each S has one flashcard.
- Tell Ss to form a circle.
- Hand out the flashcards to the Ss and play *The Body Song* (Track 68).
- Instruct Ss to pass the flashcards clockwise.
- At some point, stop the music and say, e.g. 'hands'. The Ss holding the *hands* flashcards come to the middle of the circle, hold the flashcards up for the rest of the class to see and say the word.
- Repeat several times for all words.

UNIT 5

My body

LESSON 2

Aim

To **practise** [AmE practice] vocabulary and structures related to the parts of the body.

Vocabulary

hands, legs

revision [AmE review]: ears, eyes, mouth, nose

Structures

This is...

He/She has...

1 Revise [AmE review] the previous lesson. Play a game.

- **Revise** [AmE review] the parts of the body (hands, legs) **Ss learnt** [AmE learned] in the previous lesson by pointing to the different parts of the body and having Ss name each part out loud.
- Explain to Ss that you are going to play *The Body Song* (Track 68) and that they have to touch the corresponding part of the body when they hear it mentioned in the song.
- Play the song and have Ss point to the parts of the body and sing along.

▶▶ Memory circle

- Tell Ss that they are going to play a game.
- Tell Ss to form a circle.
- Give the flashcards of *hands, legs, ears, eyes, mouth* and *nose*, face down, to a S.
- This S turns the first flashcard over, looks at the picture, says the word and places the flashcard at the bottom of the pile. Then he/she gives the flashcards to the S next to him/her.
- Follow the same procedure until all Ss have participated.
- If a S cannot remember a word, then he/she's out of the game. This S can sit at his/her desk, draw and **colour** [AmE color] a face.

2 Talk about the pictures.

- Tell Ss to open their books to p.40.
- Draw Ss' attention to the pictures and ask them, in L1, what they can see. (In the first picture, we can see Lisa and Tim playing. Lisa is showing Tim her doll while Tim is showing Lisa his robot. In the second picture, Tim presses a button on his robot and two extra legs appear. In the last picture, Tim's robot is out of control and Lisa and Tim look worried.)

3 Listen, point and repeat.

- Draw 'Ss' attention to the story.
- Tell Ss that they are going to listen to Lisa and Tim speaking.
- While Ss are listening to the CD, point to the character speaking each time.
- Get Ss to point to the characters while you play the CD for the second time.



- Play the CD again, pausing after each sentence and get Ss to repeat.

Track 69

- Lisa** Look! This is Kelly. She has two hands and two legs.
- Tim** This is Robo. He has two hands and... look!
- Lisa** Wow! He has four legs now!
- Lisa and Tim** Oh, no!

POST-STORY ACTIVITY (critical thinking skills)

- Ask Ss: *What is your favourite [AmE favorite] toy? Have you got [AmE Do you have] battery-operated or remote control toys? What can these toys do? Can they do anything impressive?*
- 4 **Role play.**
 - Divide Ss into pairs and assign a role to each (Lisa and Tim).
 - Have Ss act out the scene.
 - Have pairs change roles so that both Ss have the chance to act out both parts.
 - You can play the CD while Ss are acting, for guidance.

5 Do the activity on p.43.

- Tell Ss to open their Workbooks to p.43.
- Instruct Ss to look at the parts of the face and body in the circles and match them to the corresponding picture.
- When Ss have finished, ask them to point to each picture and say the corresponding part of the face/body.

1. nose: clown 2. hands: doll 3. ears: monkey
4. legs: robot 5. eyes: owl

6 Play a game.

▶▶ Find your group

- Tell Ss that they are going to play a game.
- Hand out a photocopy of a flashcard (hands and legs) to each S.
- Ask Ss to mingle with other Ss in the classroom, saying the word depicted on their flashcard, in order to find other Ss with the same flashcard and form a group.
- The group that forms the fastest wins.

UNIT 5

My body

LESSON 3

Aim

To **practise** [AmE practice] vocabulary and structures related to the parts of the body.

Vocabulary

arms, hands, legs

revision [AmE review]: eyes, ears, mouth, nose

Structures

He/She has...

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

- **Revise** [AmE Review] the parts of the face/body (hands, legs, ears, eyes, mouth, nose) by pointing to the different parts of the face/body and having Ss name each part out loud.
- Stick the flashcards of *hands*, *legs*, *ears*, *mouth*, *nose* and *eyes* on the board.
- Explain to Ss that you are going to play *The Body Song* (Track 68) and that they have to point to the flashcard of the corresponding part of the body/face when they hear it mentioned in the song.
- Play the song and have Ss point to the flashcards of the parts of the body/face and sing along.

▶▶ Look and say

- Explain to Ss that you are going to touch a part of your body or face (hands, legs, eyes, ears, mouth and nose). Ss should say the corresponding word.
- The S that says the wrong word is out of the game. This S can sit at his/her desk, draw and **colour** [AmE color] a face.

2 Introduce a new item.

- Point to your arms and say 'arms'. Get Ss to repeat a few times after you, touching their arms.
- Alternatively, you can introduce the new vocabulary using the flashcard of *arms*.
- Ask Ss to repeat the word until they feel comfortable with the new vocabulary.

3 Listen, point and repeat.

- Tell Ss to open their books to p.41.
- Draw Ss' attention to the pictures.
- Play the CD and ask Ss to point to the pictures in their books and repeat the words.

Track 70 arms hands legs

4 Listen and sing.

- Stick the flashcards of *arms*, *hands*, *legs*, *eyes*, *mouth* and *nose* on the board and tell Ss that they are going to listen to a song.
- Play the song once to **familiarise** [AmE familiarize] Ss with the tune. Get Ss to hum the tune.
- Listen again, pause the CD after each line and get Ss to repeat.



- Get Ss to point to the corresponding flashcards while they are singing the song.

Track 71 **SONG**

The Body Song

He has two hands. She has two arms.
He has two legs. She has two eyes.
He has two hands She has a mouth
And two legs. And a nose.

5 Do the activity on p.44.

- Tell Ss to open their Workbooks to p.44.
- Explain to Ss that they are going to hear one sentence about each of the children and they have to circle the parts of the body/face mentioned each time.
- Check Ss' answers as a class by pointing to each picture and having Ss call out the parts of the body/face they circled on each picture.

Track 72

1. He has two arms.
2. She has two legs.
3. She has two eyes.
4. He has two hands.

- 1. The arms should be circled.
- 2. The legs should be circled.
- 3. The eyes should be circled.
- 4. The hands should be circled.

6 Play a game.

▶▶ Mixed-up cards

- Stick all of the flashcards of the words **learnit** [AmE learned] in this and the previous lessons on the board (hands, legs and arms).
- Ask Ss to look at them and **memorise** [AmE memorize] them. Tell them to close their eyes. While they have their eyes closed, change the order of the flashcards.
- Ss have to remember and say the original order.

NOTE

- Bring a hole punch, pieces of cardboard and paper fasteners (four for each S) to the next lesson.
- Tell Ss to bring a pair of scissors, glue and **coloured** [AmE colored] pencils/markers to the next lesson.

UNIT 5

My body

LESSON 4

Aim

To consolidate vocabulary and structures taught in this unit.

MATERIALS

a hole punch, a pair of scissors (for each S), glue, coloured [AmE colored] pencils/markers, a piece of cardboard (for each S), paper fasteners (four for each S)

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

- Point to different parts of your body and face and encourage Ss to call out the words.
- Tell Ss that you are going to play *The Body Song* (Track 71) and that they have to point to the corresponding part of the face/body when they hear it mentioned in the song.
- Play the song and have Ss point to the parts of the body and parts of the face and sing along.

▶▶ Walk and touch

- Stick the flashcards of the unit (legs, hands and arms) around the walls of the classroom.
- Explain that you are going to play *The Body song* (Track 71) and Ss can walk **round** [AmE around] the classroom.
- At some point, stop the music and call out 'hands'.
- Ss must walk to the *hands* flashcard, touch it and say 'hands'.
- Repeat the procedure several times with all flashcards.

2 Write and say.

- Draw a person or stick the flashcards with the parts of the body on the board. Ask Ss to name the different parts of the body as you point to them in the drawing or flashcards. Explain to Ss that you will write the names of the parts of the body next to the corresponding images.
- Draw arrows to connect to the various parts of the body.

3 Make a doll. Then say.

- Tell Ss to open their books to p.42. Explain that they are going to make a doll. Have your doll ready to show Ss.
- Draw Ss' attention to the pictures that show the steps of the procedure.
- Tell Ss to open their Workbooks to p.45, and hand out the pieces of cardboard and the paper fasteners to them.
- Instruct them to **colour** [AmE color] in and cut out the parts of the doll and glue them on the piece of cardboard. When Ss have done this, ask them to cut out the parts of the doll again. Then tell Ss to punch holes into the doll's body and attach the parts of the body using the paper fasteners.
- Follow the procedure yourself step by step for Ss to see.
- When Ss have finished making their dolls, divide them into pairs, have them present their dolls to each other and say, e.g. 'She has two arms, two hands, two legs, blue eyes', etc.
- After Ss have **practised** [AmE practiced], choose pairs of Ss to present their dolls in front of the class.

CLIL: Science, Art

This lesson focuses on the parts of the body. Ss cut out each part and attach it to the doll in order to complete it. Encourage Ss to say each part of the body as they do the activity.



4 Say the words. Match and trace the letters.

- Tell Ss to turn their Workbooks to p.47 and ask them to point to each picture and name it. Then have them match each picture to the corresponding word and then trace the first letter of each word.

5 Play games.

▶▶ Missing card

- Stick the flashcards of *hands*, *arms*, *legs*, *eyes*, *ears*, *nose* and *mouth* on the board. Name each of the items while pointing to them.
- Then remove a flashcard e.g. *hands* and have Ss repeat all of the items still on the board. Then ask Ss, 'What's missing?' and encourage them to say 'hands'.
- Repeat this procedure several times until you have removed each flashcard once.

▶▶ Stick it

- Draw two sets of two arms, two hands, two legs, a nose, a mouth, two ears and two eyes on a piece of cardboard and cut them out. Make sure the parts of the body and face are big enough for Ss to see on the board. Place these parts of the body and face on two piles on your desk.
- Draw two heads and a body (only the torso) on the board.
- Divide Ss into two teams.
- Explain to Ss that a S from each team will come up to your desk and pick a part of the body or face each.
- Then using **Blu tack** [AmE adhesive putty] the S from each team has to stick the chosen part they have in the right place on the body/face. Tell Ss to close their eyes to perform the task.
- The S to stick the part of the face/body in the correct place or the closest to it, earns a point for his/her team.
- The team with the most points by the time the parts of the face/body run out wins the game.

Aim

To introduce the letter Ss.

Vocabulary

star, snake

1 Warm up. Listen and point.

- Tell Ss to open their books to p.43.
- Play *The Alphabet song* and get Ss to sing and point to the letter **Ss** on the Alphabet chart.

Track 73

SONG

The Alphabet Song

S, /s/, /s/, /s/ (Ss repeat)

/s/ for star, /s/ for snake (Ss repeat)

S, /s/, /s/, /s/ (Ss repeat)

2 a. Listen, point and repeat.

- Show Ss the flashcards of *star* and *snake*.
- Draw Ss' attention to the pictures of the star and the snake and say the words out loud a few times.
- Encourage Ss to listen to the /s/ sound at the beginning of the words *star* and *snake*.
- If any Ss have names with the sound /s/, say their names highlighting the /s/ (e.g. Sally, Sandy, Scott).
- Do the same with other words, e.g. *sad* and accept suggestions from Ss.
- Play the CD and get Ss to repeat a few times and point to the corresponding pictures in their books.

Track 74

S, /s/, star, snake

b. See it and say it.

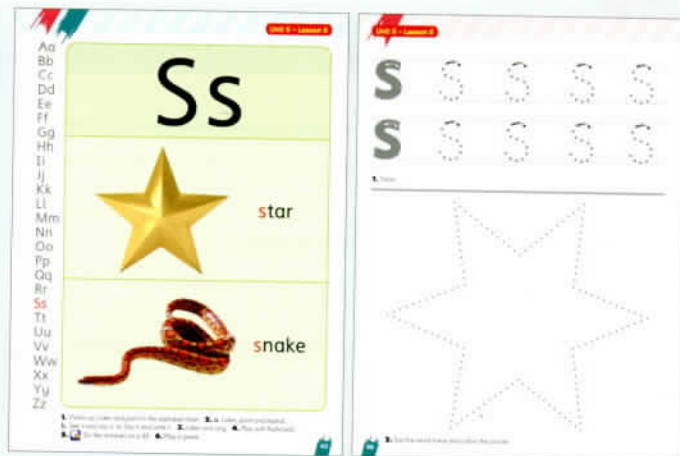
- Point to the letter **Ss** on the flashcard and move your finger down and around the letter saying /s/. Repeat a number of times, encouraging Ss to join in. Stick the flashcard on the board.
- Write a small **s** next to the flashcard on the board and say /s/. Ask Ss to repeat.
- Stick the flashcards (star, snake) on the board, too. Explain to Ss that when you point to the picture of the star and the snake, they should say 'star, snake'. When you point to the letter **Ss**, they should say /s/.

c. Say it and write it.

- Ask Ss to put their writing finger in the air and follow you in making an **s** shape. Repeat a couple of times.
- Ask Ss to do the same again, either tracing the letter **s** in front of them or on their hands.
- Ask Ss to write the letter **s** in their notebooks.

3 Listen and sing.

- Play *The Alphabet song* again (Track 75) 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 (star, snake) and ask them if they can hear the sound /s/ at the beginning of the words.
- Ask Ss to repeat the sound /s/.

4 Play with flashcards.

- Stick the flashcards *olive*, *octopus*, *pencil*, *penguin*, *queen*, *quilt*, *rabbit*, *ring*, *star* and *snake* on the board.
- Tell Ss to look at the order carefully. Then instruct Ss to close their eyes and change the order of the flashcards.
- Ss open their eyes and say how the order of the flashcards has changed.
- Alternatively, you can remove one flashcard and have Ss say which one is missing.

5 Do the activities on p.48.

- Tell Ss to open their Workbooks to p.48.
- Draw Ss' attention to the first activity.
- Instruct Ss to trace the letter 's' (lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing, go **round** [AmE around] the classroom and make sure they have traced the letters correctly.

- Draw Ss' attention to the second activity.

- Ask Ss to say the word the picture depicts (star).

- Explain to Ss that they have to trace and **colour** [AmE color] in the star.

6 Play a game.

▶ Memory circle

- Tell Ss that they are going to play a game.
- Ask Ss to form a circle.
- Give the flashcards of the lesson, face down, to a S.
- This S turns the first flashcard over, looks at the picture, says the word and places the flashcard under the pile. Then he/she gives the flashcards to the S next to him/her.
- Follow the same procedure until all Ss have participated.
- If a S cannot remember the word, then he/she's out of the game. This S can sit at his/her desk, draw and **colour** [AmE color] a snake or a star.