Hi!!

Incluye seis posters didácticos y un CD para el docente

EDICIONES ALBORADA

Material a revisión

Tlahui ediciones

M. Dolores León Jiménez

Hi!! Basic, Intermediate y Advanced

Hoy en día es imprescindible hablar inglés. Día con día se está empleando con mayor frecuencia en distintas áreas de conocimiento, el desarrollo humano y áreas del aprendizaje. Aprender inglés ya no debe verse como un lujo, sino como una herramienta básica y una llave para la vida. Por esta razón es importante que los padres fomenten en sus hijos el aprendizaje del inglés, herramienta básica de comunicación e interacción.

El objetivo de estos manuales de apoyo es: ser un recurso útil, necesario y de calidad para el estudio y aprendizaje de este idioma. Así mismo, los docentes encontrarán en él una guía, un apoyo para impartir sus clases. En tus manos está la oportunidad de propiciar un aprendizaje de calidad.

El aprendizaje de una segunda lengua debe considerar el alcance del conocimiento de acuerdo con la edad del alumno. La necesidad del niño conduce a los padres de familia a buscar los docentes, las instituciones y los apoyos pedagógicos idóneos para lograr los mejores resultados en el dominio de una segunda lengua, Hi!! Basic, intermediate y advanced llevan de la mano al alumno, nos facilita la práctica pedagógica, para ello incorpora narraciones, canciones y actividades en idioma inglés que permiten se integre con facilidad en su práctica diaria, permitiendo que los niños de primaria vean el inglés de una manera natural, espontánea, divertida, para favorecer la construcción de competencias conceptuales, procedimentales y actitudinales del inglés dentro del aula.

Hi!! Basic, intermediate y advanced, están comprometidos con los cambios que establece la Reforma Integral de Educación Básica (RIEB 2011), basa su contenido de acuerdo con el Programa Nacional de Inglés en Educación Básica Segunda Lengua: Inglés(PNIEB 2010).

Incluye:

- CD de apoyo a la educadora con vocavulario y narraciones
- 1 juego de seis posters didácticos en inglés

Ficha técnica

Impresión:

Portada : 4x0 tintas
Interiores: 2x2 tintas

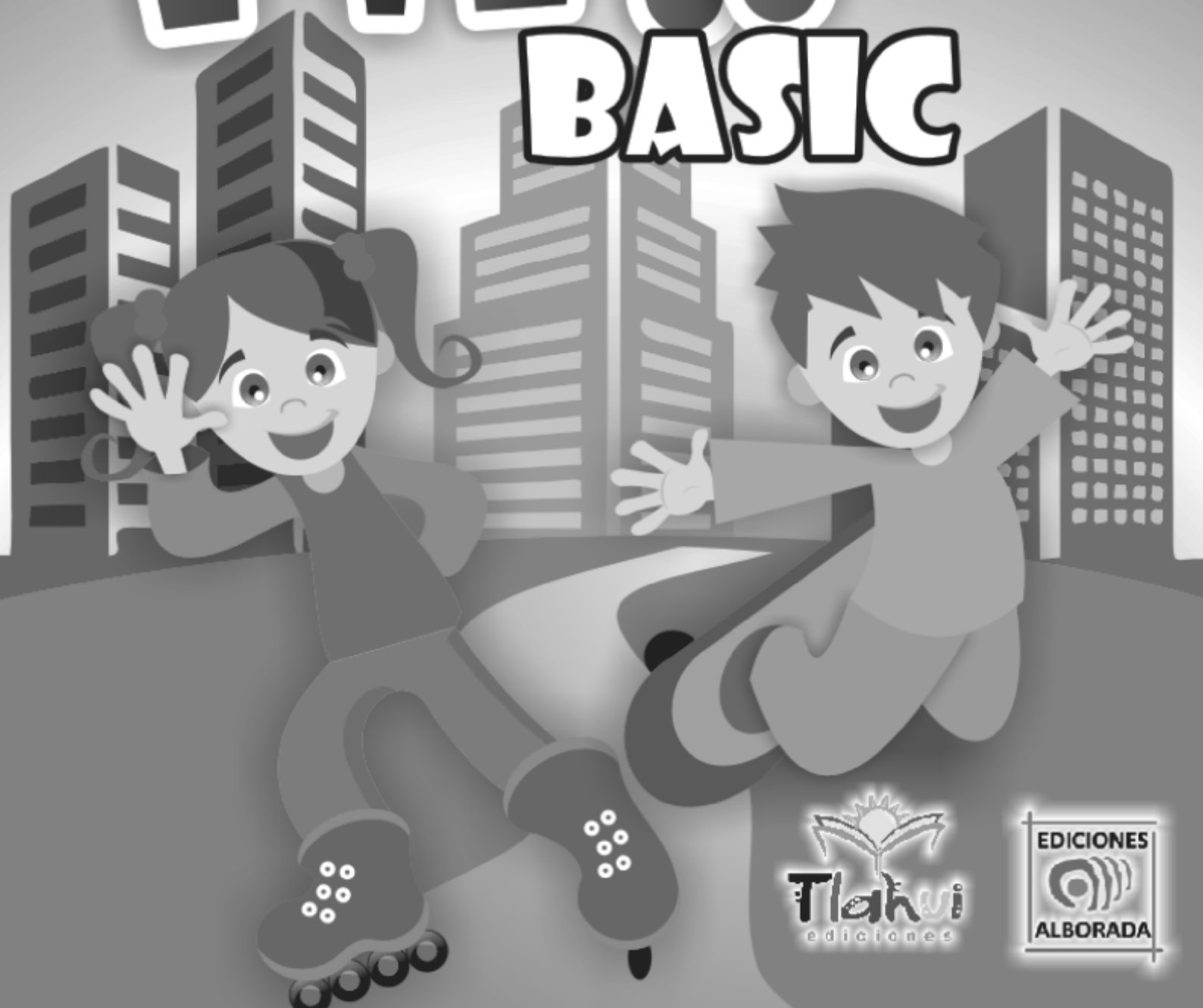
Papel:

Portada: Sulfatada 12pts
Interiores: Bond 75g

Medida final: 21x27 cm

Cycle 1, 3rd Preschool 1st and 2nd Elementary school

Hi! BASIC



Tlahui ediciones

EDICIONES ALBORADA

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Apegado al Programa Nacional de Inglés en Educación Básica
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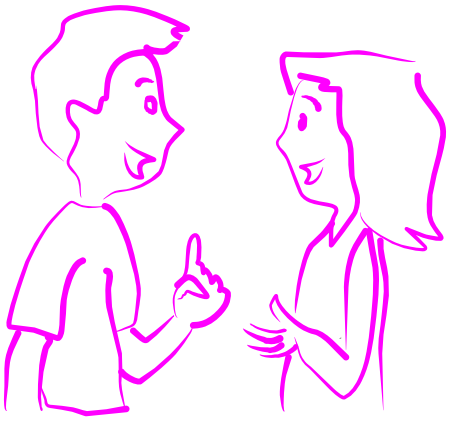
Date:_____

Greetings

(Gritings)

(Saludos)



Hi!
(Jai)
(Hola)

Hello!
(Jelow)
(Hola)

Good morning!
(Gud morning)
(Buenos días)

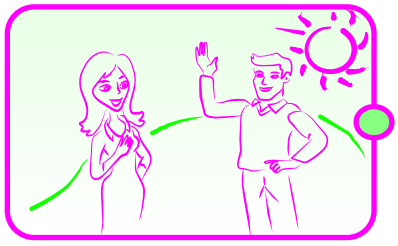
Good evening!
(Gud ivining)
(Buenas noches)

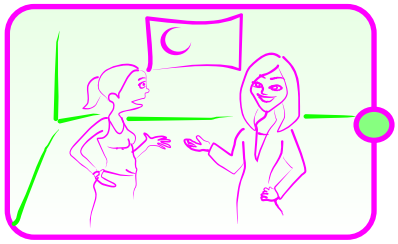
Good afternoon!
(Gud afternun)
(Buenas tardes)

Exercise:

Listen to track 2 then match with a line the pictures and text correctly.

Track 2
(Page 115)





- **Hi!, good morning!**
- **Hi!, good evening!**
- **Hello!, good afternoon!**

Ejercicio: Escucha el track 2, despues une con una línea la imagen con el texto correspondiente.

Date:_____

Verbs

(Verbs)

(Verbos)

Track 7

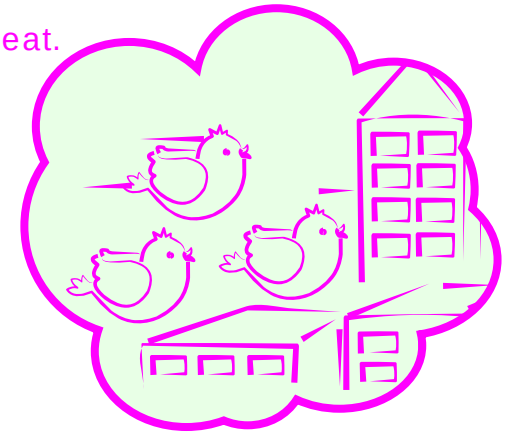
Exercise:

Listen to track 7 and repeat.

He likes to paint pictures

(Ji laiks peint picturs)

(A él le gusta pintar cuadros)



The birds Fly

(De berds flai)

(Las aves vuelan)

Sleep is good

(Slip is gud)

(Dormir es bueno)

Roberto goes to swim

(Roberto gos to suim)

(Roberto va a nadar)

Ejercicio: Escucha el track 7 y repite.

Date:_____

Verb to be

(Verb tu bi)

(Verbo ser o estar)

Track 8

Exercise:

Listen to track 8 and repeat.

Am

(Am)

(Soy / Estoy)

Is

(Is)

(Es / Está)

Are

(Ar)

(Son / Eres
Están / Estás / Estamos)

Pronoun	Verb to be
I	am
You	are
He	is
She	is
It	is
We	are
You	are
They	are

Subjet + to be (am / is / are) + verb gerund form

He is running

(Ji is runing)

(El está corriendo)

I am studying

(Ai am studing)

(Yo estoy estudiando)

They are eating

(Dey ar iting)

(Ellos están comiendo)

Ejercicio: Escucha el track 8 y repite.

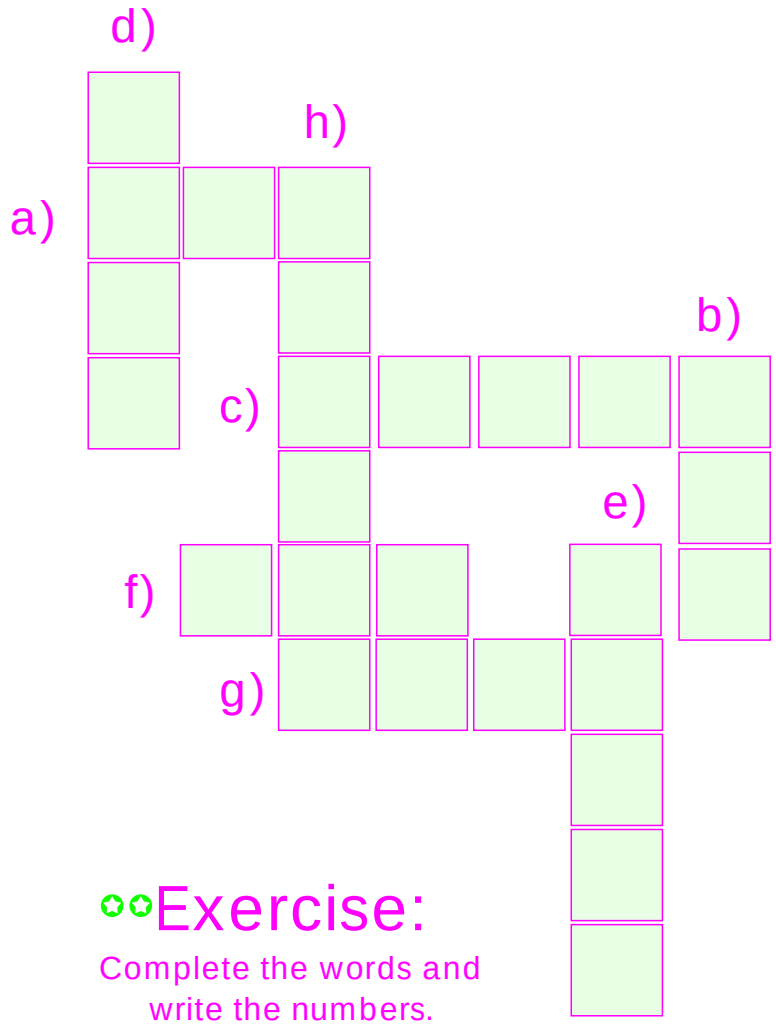
The verb to be is irregular and conjugated with differents pronounds.

El verbo ser o estar es irregular y se conjuga con diferentes pronombres.

Date:_____

Exercise:

Complete the crossword.



a) 1	e) 7
b) 2	f) 10
c) 8	g) 9
d) 4	h) 11

Crossword

(Crosgüerd)

(Crucigrama)

Exercise:

Complete the words and write the numbers.

o__e

f__ve

__ix

t__elve

th__ee

fi__teen

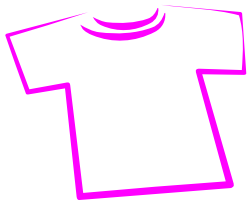
Ejercicio: Completa el crucigrama Completa las palabras y escribe el número.

Date:_____

Clothes

(Clots)

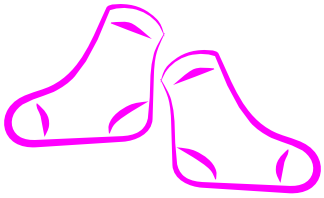
(Ropa)



T-shirt

(Ti shirt)

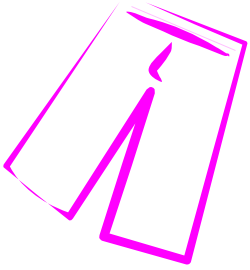
(Playera)



Socks

(Socs)

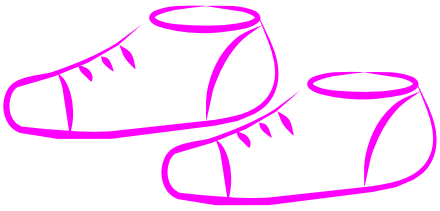
(Calcetines)



Pants

(Pants)

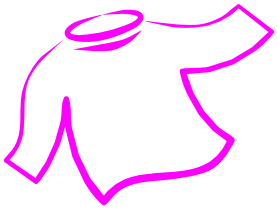
(Pantalones)



Shoes

Shus

(Zapatos)



Sweater

Suerer

(Sueter)

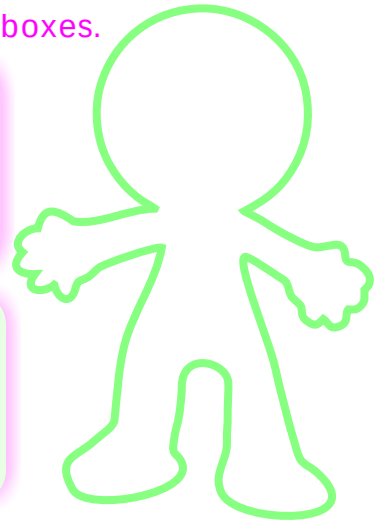
Skirt

Eskirt

(Falda)

Exercise:

Draw the clothes to wear the doll and write the name on the boxes.



Ejercicio: Dibuja la ropa para vestir al muñeco y escribe el nombre en los recuadros.

Date:_____

Dining room

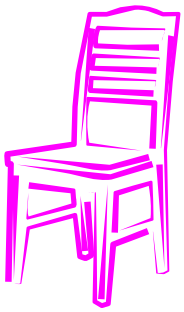
(Daining rum)

(Comedor)

Exercise:

Cut to magazines
a dining room and paste on the box.

Table
(Teibol)
(Mesa)



Chair
(Cheir)
(Silla)

Ejercicio: Recorta de revistas un comedor y pégalo en el recuadro.

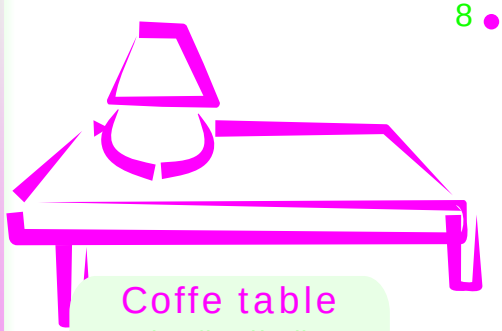
Living room

(Daining rum)

(Sala)

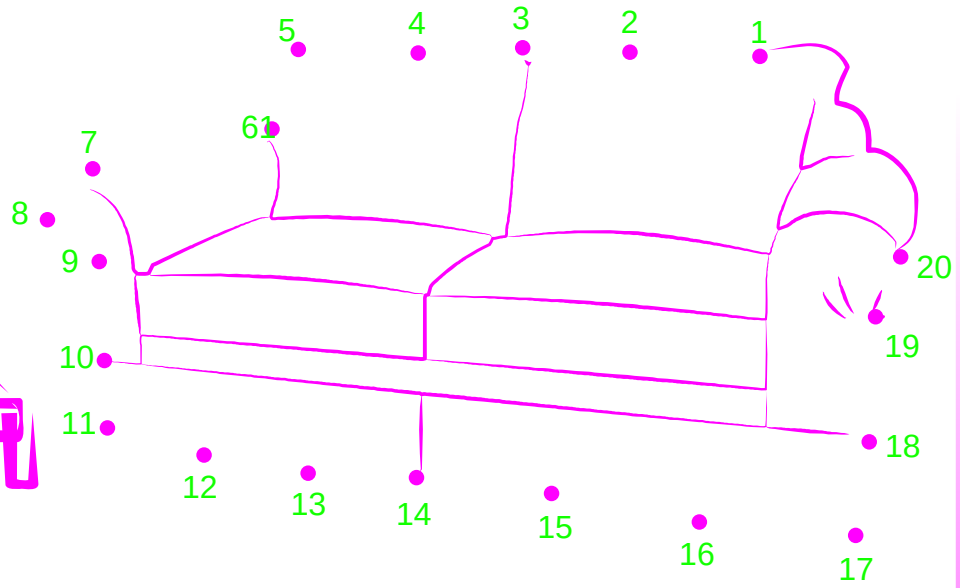
Exercise:

Follow the points and repeat the numbers to complete the drawing surprise.



Coffe table
(Cofi teibol)
(Mesa de centro)

Love seat
(Lov set)
(Sillón para 2 personas)



Ejercicio: Sigue los puntos y repite los números para completar el dibujo sorpresa.

Cycle 2, 3rd and 4th Elementary school

Hi!!

INTERMEDIATE

Tlahui ediciones

EDICIONES ALBORADA

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Cycle 2, 3rd and 4th Elementary school

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Apegado al Programa Nacional de Inglés en Educación Básica
(PNIEB, 2010)

Listen to track 1
(Escucha el track 1)

Vocabulary
(Vocabulario)

ENGLISH (Inglés)	PRONUNCIATION (Pronunciación)	SPANISH (Español)
greetings	gritings	saludos
farewells	fareuels	despedidas
boy	boi	niño
girl	gerl	niña
good morning!	gud morning!	buenos días!
good night!	gud nigth!	buenas noches! (despedida)
good evening!	gud ivining!	bueas noches! (saludo)
good afternoon!	gud afternun!	buenas tardes!
see you later!	si iu leirer!	nos vemos luego!
what are you doing?	guad ar iu duing?	¿que esta haciendo?
feelings	filings	sentimientos
angry	ongri	enojado
bored	bored	aburrido
happy	japi	feliz
tired	taired	cansado
hungry	jongri	hambiento
polite words	poleit words	palabras amables
excuse me	ecsquius mi	disculpe
no problem	no problem	no hay problema
please	plis	por favor
thank you	tenk iu	gracias
one hundred	uan jondred	cien
two hundred	tu jondred	docientos
three hundred	tri jondred	trecientos
four hundred	for jondred	cuatrocientos
five hundred	faib jondred	quinientos
additions	adishions	sumas

Date:_____

Greetings and farewells

(Gritings and fareuels)

(Saludos y despedidas)

✪Exercise:

In the alphabet soup look for the greetings and farewells.

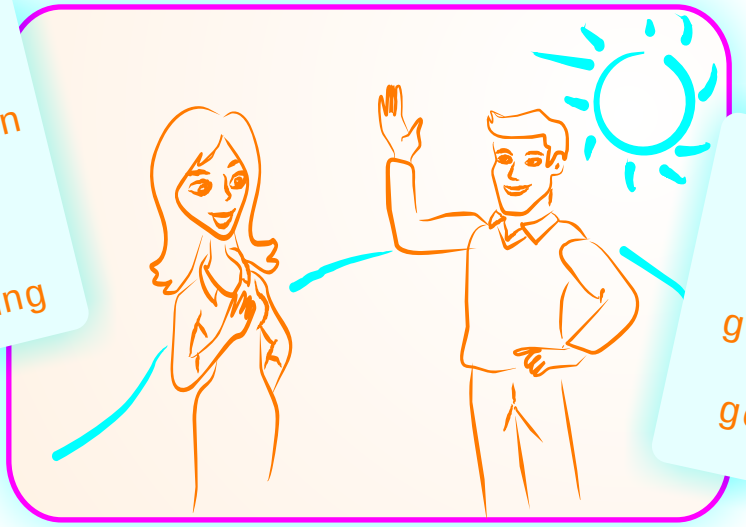
a	t	u	f	q	w	e	r	t	u	i	o	p	a	s	d	f	g	h	j
u	g	o	o	d	a	f	t	e	r	n	o	o	n	e	x	z	h	g	g
f	t	y	e	h	k	l	i	t	l	a	b	i	o	e	c	c	e	b	o
r	d	g	l	p	u	y	b	d	x	d	m	ñ	p	y	l	i	l	i	o
i	a	r	l	a	v	h	v	r	t	n	y	p	t	o	t	y	l	a	d
w	r	g	o	o	d	m	o	r	n	i	n	g	h	u	g	p	o	f	n
o	z	l	w	r	f	a	i	y	u	x	w	y	n	l	u	i	w	g	i
i	f	y	a	x	b	b	p	i	o	z	q	h	i	a	g	k	j	h	g
f	r	u	i	l	y	m	o	p	p	s	a	b	o	t	h	l	k	t	h
x	g	o	o	d	e	v	e	n	i	n	g	v	d	e	j	ñ	l	o	t
h	b	p	i	r	f	a	z	w	a	y	i	d	r	r	o	s	m	p	y
i	u	o	p	ñ	g	t	y	f	v	a	o	r	y	x	w	z	a	h	u

hello

good afternoon

hi

good evening



see you later

bye

good morning

good night

✪Ejercicio: En la sopa de letras busca los saludos y despedidas.

Date:_____

What are you doing?

(Guad ar iu duing?)

(¿Qué estás haciendo?)

Track 2
(Page 115)

Question (Cuestion) (Pregunta) What + verb to be + Subject + doing +?	Answer (Anser) (Respuesta) Subject + verb to be + verb + Ing
What are you doing? (¿Qué estás haciendo?)	I am working (Estoy trabajando)
What is the cat doing? (¿Qué está haciendo el gato?)	The cat is eating (El gato esta comiendo)
What is he doing? (¿Qué esta haciendo el gato?)	He is running (El esta corriendo)
What are they doing? (¿Qué están haciendo ellos?)	they are speaking (Ellos estan hablando)

✪Exercise:

Listen to track 2 and repeat, then complete the conversations.

Hello, Ana!

What are you doing?

_____

_____

Good morning Pedro!,

What are you doing?

_____

_____

Good evening Luisa!,

What are you doing?

_____

_____

Good night Josue!,

What are you doing?

_____

_____

✪Ejercicio: Escuha y repite, después completa la conversación.

Date:_____

Additions
(Adishions)
(Sumas)

✪ Exercise:
Solve the additions with letter.

Twenty five + eleven=

thirty six

Thirteen + fourty four=

Fifty two + fiveteen=

Twelve + eighty eight=

Fifty five + fourty five=

Twenty one + fourty=

100 One hundred (uan jondred)	102 One hundred two (uan jondred tu)	103 One hundred three (uan jondred tri)	104 One hundred four (uan jondred for)	105 One hundred five (uan jondred faib)
106 One hundred six (uan jondred sics)	107 One hundred seven (uan jondred seben)	108 One hundred eight (uan jondred eit)	109 One hundred nine (uan jondred nain)	110 One hundred ten (uan jondred ten)

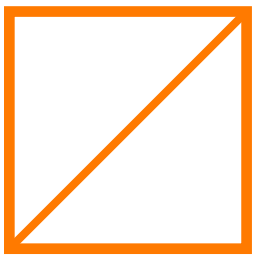
200 Two hundred (two jondred)	300 Three hundred (three jondred)	400 Four hundred (four jondred)	500 Five hundred (five jondred)	600 Six hundred (sics jondred)

✪ Ejercicio: Resuelve las operaciones con letra.

Date:_____

Evaluation
(Evalueishon)
(Evaluación)

Color and write the shapes?



color 1 / 2

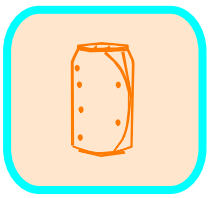
color 2 / 3

color 1 / 4

✪Exercise:
Complete the exercises.

Mark countable or uncountable

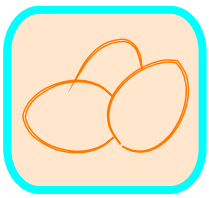
- ☐ Countable
- ☐ Uncountable



- ☐ Countable
- ☐ Uncountable

- ☐ Countable
- ☐ Uncountable

- ☐ Countable
- ☐ Uncountable



- ☐ Countable
- ☐ Uncountable

Is there any book in your desk? _____

Are there some apples in your lunch? _____

Is there some kids in your school? _____

Is there any pet in your family? _____

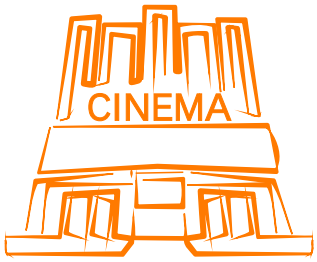
Are there some books in your school? _____

✪Ejercicio: Completalos ejercicios.

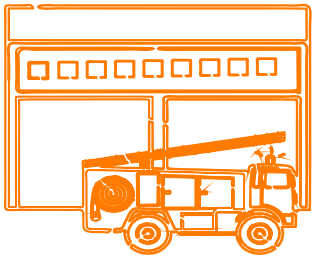
Date:_____

Listen to track 22
(Escucha el track 22)

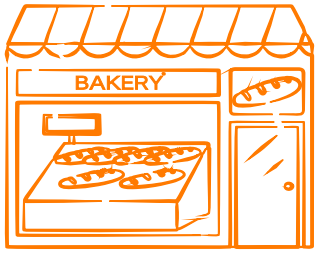
Places in town
(Pleices in taun)
(Lugares en el vecindario)



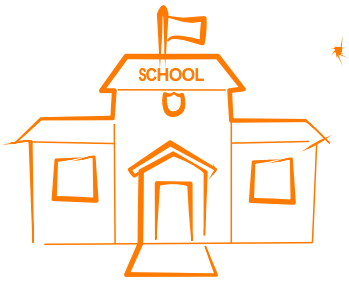
cinema
(cinema)
(cine)



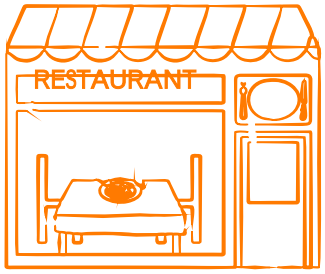
fire station
(failler esteishon)
(estación de bonberos)



bakery
(bakeri)
(panadería)

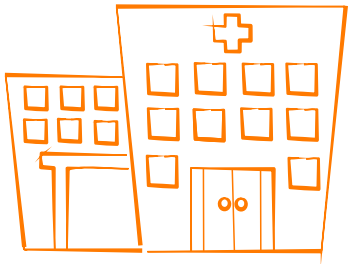


school
(escul)
(escuela)



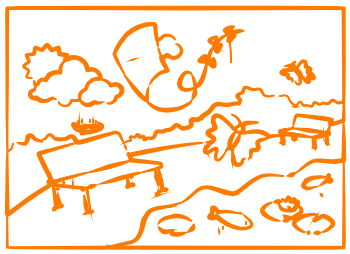
restaurant
(restaurant)
(restaurante)

bank
(bank)
(banco)



hospital
(jospital)
(hospital)

supermarket
(supermercat)
(supermerado)



park
(park)
(parque)

Date:_____

Evaluation
(Evalueishon)
(Evaluación)

✪Exercise:
Complete the exercises.

David: Hello, _____,how are you?
(¡Buenas tardes!)

Angela: _____ and you? David: I am _____ thank you
(¡Feliz!) (¡Bien!)

Angela: _____! David.
(¡Adiós!)

Hello! What is he doing?

a) He is playing a) He is running a) He is run

Hello! How are you?

a) I am fine a) I fine a) 10 years old

How old are you?

a) I am good a) 10 years old a) 10 years

Fourty two + twelve=

Twenty one + fourty four=

Sixty two + nine=

Thirty + fourty three=

✪Ejercicio: Completa los ejercicios.

Cycle 3, 5th and 6th Elementary school

Hi!!

ADVANCED

Tlahui ediciones

EDICIONES ALBORADA

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Advance

Cycle 3, 5th and 6th Elementary school

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Indev

Apegado al Programa Nacional de Inglés en Educación Básica
(PNIEB, 2010)

Date:_____

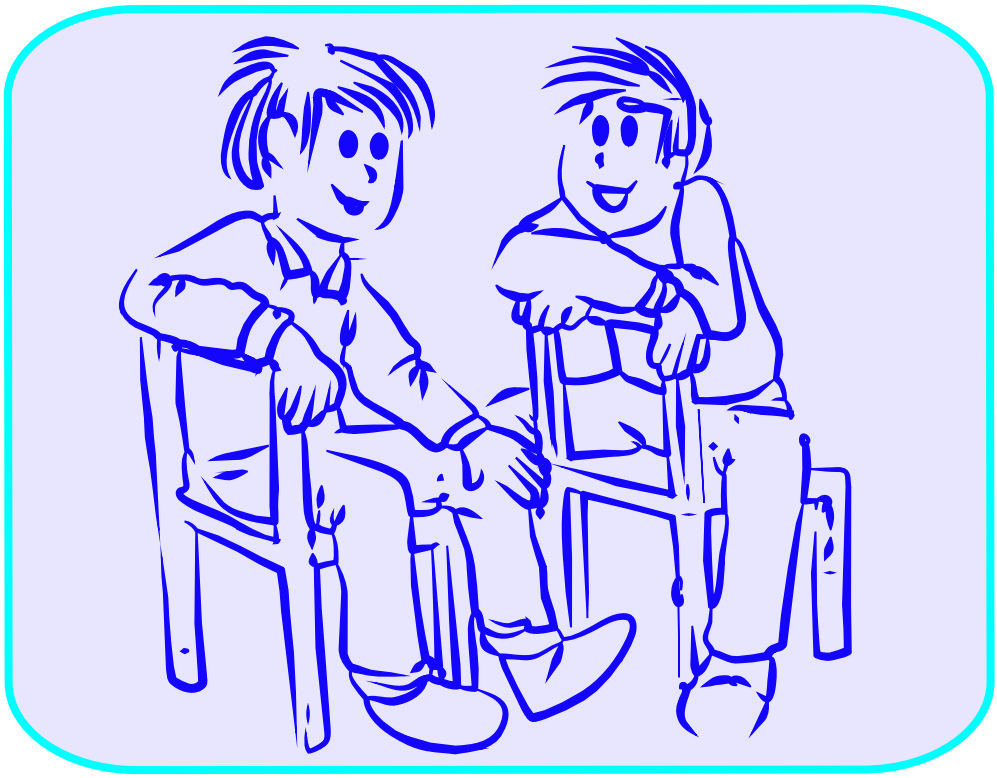
Greetings and farewells

(Gritings and fareuels)

(Saludos y despedidas)

✪Exercise:

Complete the conversation and practice it in pairs taking turns playing each roles.



Sam: _____!
(¡Hola!)

Ian: _____! My name Is Ian, What´s your name?
(¡Buenos días!)

Sam: My name is Sam.

Ian: _____! Sam.
(¡Gusto en conocerte!)

Sam: Are you in 5th grade?

Ian: No, I´m in 6th.

Sam: Ok _____!
(Te veo luego)

Ian: Sure _____!.
(¡Adiós!)

✪Ejercicio: Completa la conversación y practícala en pareja tomando turnos para actuar cada rol.

Date:_____

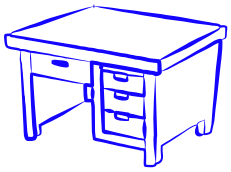
Articles a / an / the

(Articols a / an / de)
(Artículos un / una / los las)

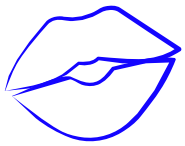
We use the article “a” when the next word begins with a consonant.
Usamos el artículo “a” cuando la siguiente palabra empieza con consonante.

a { b c d f g h j k l m n p q r s t v w x y z }

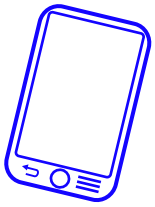
Examples:



a desk
(a desk)
(un escritorio)



a kiss
(a kis)
(un beso)

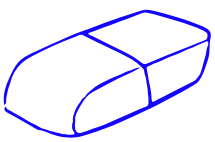


a cellphone
(a celfon)
(un celular)

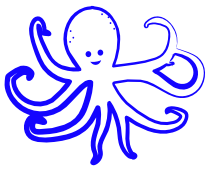
We use the article “an” when the next word begins with a vowel.
Usamos el artículo “an” cuando la siguiente palabra empieza con vocal.

an { a e i o u }

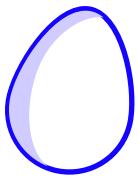
Examples:



an eraser
(an ireiser)
(una goma)



an octopus
(an octopus)
(un pulpo)



an egg
(an ej)
(un huevo)

Date:_____

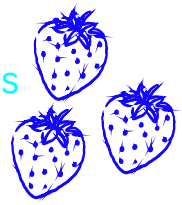
Plurals
(Plurals)
(Plurales)

If the noun ends with a consonant plus “y” we change the “y” with “ies”.
Si el sustantivo termina en consonante más “y” cambiamos la “y” con “ies”.

Examples:

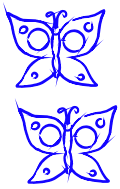
strawberry
(estrouberri)
(fresa)

strawberries
(strouberris)
(fresas)

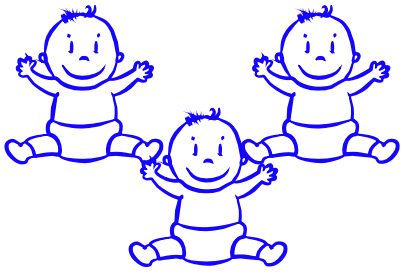


butterfly
(boderflai)
(mariposa)

Butterflies
(boderflais)
(mariposas)



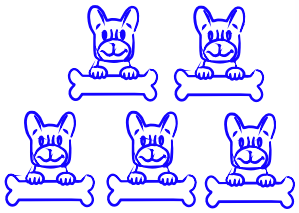
✪Exercise:
Count and complete the sentences.



baby
(bebé)

There are _____ _____ in the room 5

Hay tres bebés en el cuarto 5



puppy
(cachorro)

I have _____ _____ in my house

Tengo cinco cachorros en mi casa

We have irregular plural which don´t have can especific rule to write them.
Tenemos plurales irregulares los cuáles no tienen una regla específica para escribirlos.

Singular	Plural
child (chaild) (niño)	children (children) (niños)
man (man) (hombre)	men (men) (hombres)
woman (woman) (mujer)	women (women) (mujeres)

Singular	Plural
person (person) (persona)	people (pipol) (personas)
mouse (maus) (ratón)	mice (mais) (ratones)
foot (fut) (pie)	feet (fit) (pies)

✪ Ejercicio: Cuenta y completa las oraciones.

Date:_____

Present simple

(Present simpol)
(Presente simple)

We talk in simple present when we describe an action is happening in the present, and when it is an habbit or routine.

Hablamos del presente simple cuando describimos una acción que está ocurriendo en el presente y cuando es un hábito o rutina.

Sentence structure (Affirmative)
Estructura del enunciado (Afirmativo) } **Subject + verb + complement.**

We (subject) play (verb) video games on Mondays (complement)

(Nosotros jugamos video juegos los lunes.)

Rule:
When subject in third person we add "s" or "es" to the verb
(Cuando el sujeto está en tercera persona agregamos "s" o "es" al verbo)

{ He, She, It }

He fixes the car
(Él arregla el carro.)

She walks in the park
(Ella camina en el parque.)

✪Exercise:
Complete the sentences correctly.

You _____ in the parties
(Tú bailas en las fiestas)

She _____ the house
(Ella limpia la casa)

We _____ very fast
(Nosotros comemos muy rápido)

He _____ 2 liters of water
(El bebe 2 litros de agua)

I _____ in the shower
(Yo canto en la ducha)

✪ Ejercicio: Completa los enunciados correctamente.

Date:_____

Ing rules

(I an yi ruls)

(Reglas Ing)

1.- The general rule is to add ing.

(La regla general es agregar "ing")

Examples:

feel - feeling	(sentir)
go - going	(ir)
work - working	(trabajar)
sleep - sleeping	(dormir)

2.- If the verb ends with "e", remove the "e" and add ing.

(En los verbos que terminan en "e" se elimina la misma y se agrega "ing".)

Examples:

live - living	(vivir)
have - having	(tener)
make - making	(hacer)
take - taking	(tomar)

3.- If the verb end with CONSONANT + VOWEL + CONSONAT we double the final consonant and add "ing".

(En los verbos que terminan con VOCAL, CONSONANTE se duplica la ultima consonante y se agrega "ing")

Examples:

stop - stopping	(parar)
sit - sitting	(sentarse)
plan - planning	(plan)
run - running	(correr)

4.- If a two syllable verb ends in a CONSONANT + VOWEL + CONSONANT we don´t double the final consonant.

(Si es un verbo de dos silabas y termina en CONSONANTE, VOCAL, CONSONANTE, no se agrega doble consonante.)

Examples:

happen - happening	(suceder)
enter - entering	(entrar)
offer - offering	(ofertar)
suffer - suffering	(sufrir)

But we don´t double consonant when the verb ends in "w, y or x".

(Pero no agregamos doble consonante cuando el verbo termina en "w" o "y".)

Examples:

fix - fixing	(arreglar)
enjoy - enjoying	(divertirse)
snow - snowing	(nieve)

5.- If the verb ends in "ie" we change it to (YING).

(Si el verbo termina en "ie" eliminamos este y agregamos "ying".)

Examples:

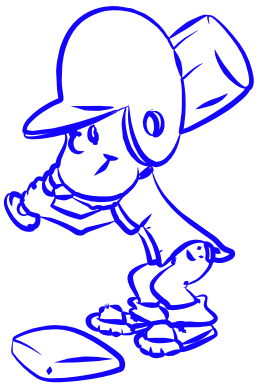
lie - lying	(mentira)
die - dying	(morir)
tie - tying	(atar)

Date:_____

Future "Going to"

(Fiutur "Goin tu")
(Futuro "ir a")

✪Exercise:
Look the pictures and answer the questions.



Is he going to play football?

Are they going to run?

Is she going to eat an apple?

Is he going to swim?

✪ Ejercicio: Observa las imágenes y responde las preguntas.

Date:_____

Evaluation
(Evalueishon)
(Evaluación)

✪Exercise:
Use “have / has” to write sentences in afirmative
and negative form then translate the sentences.

+

−

Melisa tiene un conejo

Tere tiene cinco pelotas

El carro no tiene una llanta

Nosotros tenemos un pastel

✪Ejercicio: Use “have / has” para escribir oraciones en forma afirmativa y negativa y después traduce las oraciones.

✪✪Exercise:
Use “have got / has got” to write sentences in afirmative
and negative form then translate them.

+

−

El obtuvo cien pesos

Ellos obtuvieron dulces

Ella obtuvo una computadora

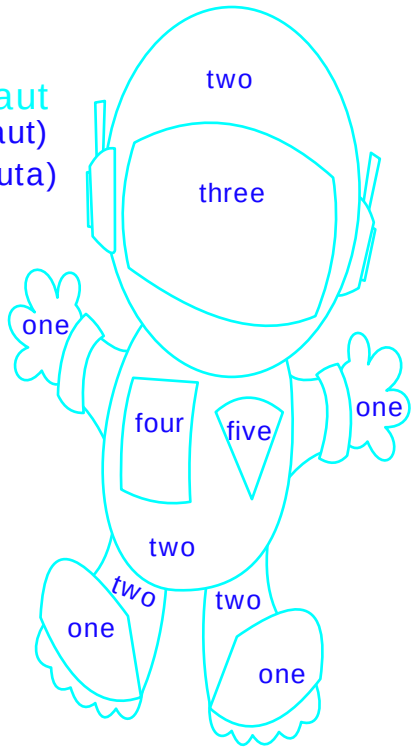
Yo tengo un hermano

✪✪Ejercicio: Use “have got / has got” para escribir oraciones en forma afirmativa y negativa y después tradúcelas.

Date:_____

The Universe

Exercise:
Color the picture to indicate color and answer the question.



1- blue
2- yellow
3- red
4- green
5- orange

Listen to track 11
(Escucha el track 11)

The Universe is all of time and space , it includes planets, stars and galaxies. It observable universe is about ninety one billon light years in diameter the present time, the size of the whole universe is not knowun and may be infinite.

El Universo es todo el tiempo y espacio,este incluye planetas, estrellas y galaxias.
.El universo visible mide alrededor de noventa y un billones de años luz de diámetro, hasta el día de hoy, el tamaño del universo es aún desconocido y podría ser infinito.

What is the diameter of the visible Universe?

_____

Ejercicio: Colorea la imagen del color indicado y contesta la pregunta.

Date:_____

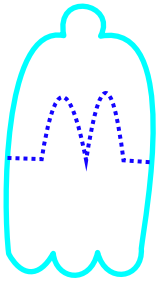
Let´s recycle
(Lets risaicol)
(Vamos a reciclar)

Flower pots
(flagüer pots)
(Macetas)

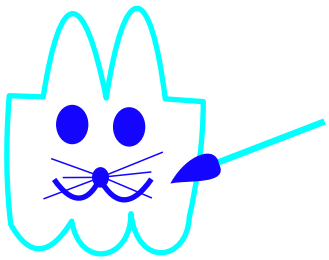
You will need:
(Vas a necesitar)

- An small plant.
  (Una planta pequeña)
- A plastic bottle.
  (Una botella de plástico)
- Acrylic paint of your favorite colors.
  (Pintura acrílica con tus colores fovoritos)
- Hemp tread.
  (Hilo cáñamo)

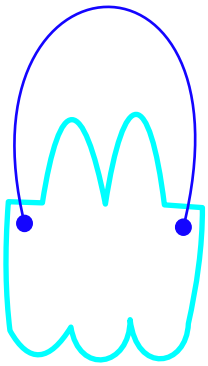
Procedure
(Procedimiento)



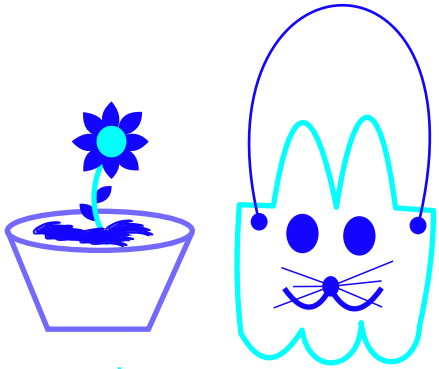
cut
(corta)
(de la forma que más te guste)



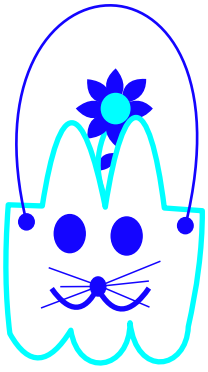
paint
(pinta)



make two holes
(has 2 ahujeros para el hilo)



plant out
(trasplanta)



Date:_____

My grandmother´s house

(Mai grandmoders jaus)

(La casa de mi abuela)

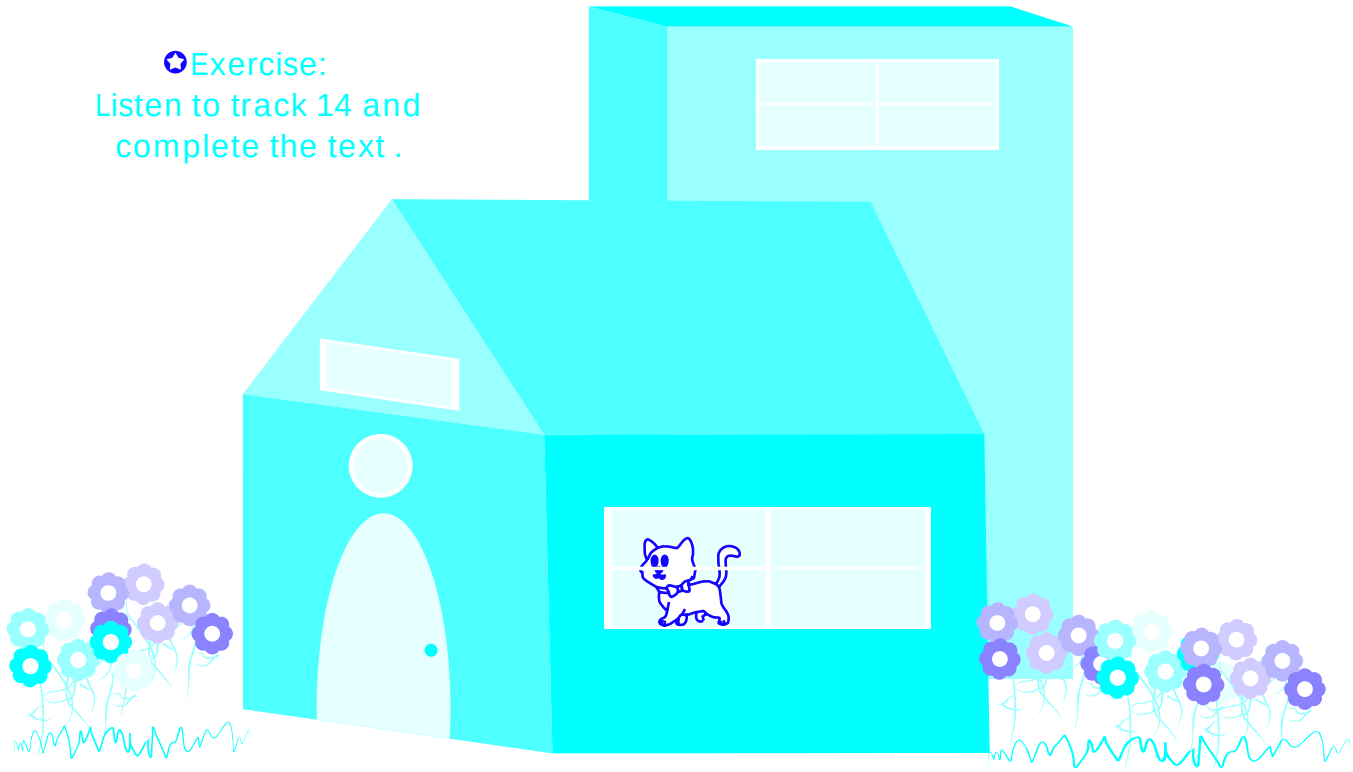
You can also describe things

También puedes describir cosas

Listen to track 14

(Escucha el track 14)

✪Exercise:
Listen to track 14 and complete the text .



My grandmother´s house is _____ and _____
(color) (tamaño)

is has _____ windows, one windows is _____
(número) (tamaño)

she has a _____, garden she has a _____ cat.
(feo / hermoso) (color)

✪ Ejercicio: Escucha el track 14 y completa el texto.

Lenguaje y Comunicación (motricidad)

Lápiz
1° y 2° grados

Paquete de lecturas

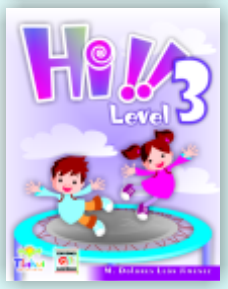
Expresión y Apreciación Artísticas

Colori Arte
1°, 2° y 3° grados

Maternal

Ingles

Hi!! level
1°, 2° y 3°



Pensamiento matemático

Piensa-Mate
1°, 2° y 3° grados

Cuentos

En 3D y con movimiento mágico

Computación

Navega-Bit
2° y 3° grados

Libro integrado

Magia
1°, 2° y 3° grados

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