

# INDEX

## 1 | GREETINGS / COLORS

### Functions

The students should be able to greet people when meeting them or saying goodbye. They should also name colors.

### Vocabulary

- Greetings: Hi, Hello, Goodbye, Teacher, Boy, Girl, Student, School, Good Morning, Good Afternoon, Good Night
- Colors: Black, White, Blue, Yellow, Red, Green, Gray, Brown, Purple, Orange, Pink, Silver, Gold, Light / Dark

### Expressions

- Hi-5!
- What's your name?
- My name is...
- What's your full name?
- My full name is...
- How are you?
- I'm fine, thank you.
- Are you a boy or a girl?
- I'm a boy / girl.
- Are you a teacher or a student?
- I'm a teacher / student.
- It's my school.



- Nice to meet you.
- What color is it?
- It's (color).
- What's your favorite color?
- My favorite color is...

## 2 | SCHOOL OBJECTS

### Functions

The students should be able to recognize school objects through their shape and image.

### Vocabulary

Table, Chair, Pencil, Pencil case, Pen, Board, Glue, Scissors, Eraser, Sharpener, Ruler, Crayon, Computer, Classroom, Teacher, Student, School, Book, Notebook, School bag

### Expressions

- What is it?
- It's a /an (school object).
- Is it a / an (school object)?
- Yes, it is. / No, it isn't.
- What color is the (school object)?
- The (school object) is (color).
- What do you have?

- I have a / an + color + school object

## 3 | MORE COLORS

### Functions

The students should be able to identify numbers, as well as delivering descriptive sentences.

### Vocabulary

Zero to Ten / Ten to Twenty / Twenty to Thirty / Thirty to Forty / Forty to Fifty

### Expressions

- What number is it?
- It is (number).
- There is / are (number + color + school objects).
- How old are you?
- I'm (age) years old.
- What's your favorite number?
- My favorite number is...
- The number before / after (number) is (number).

## 4 | PARTS OF THE BODY

### Functions

The students should be able to distinguish and point at the elements of the body. Also, they

must recognize them in other people's bodies.

### Vocabulary

- Head: Eyes, Ears, Nose, Mouth, Tongue, Hair, Eyebrows
- Body: Hands, Legs, Shoulders, Fingers, Feet, Knees, Toes, Arms

### Expressions

- Commands: Touch, Move, Close, Open, Show me, Point to, Stamp, Clap, Shake
- I have big / little (color) eyes.
- I have long / short (color) hair.
- The monster has (number + color + parts of the body).
- These are / This is my (parts of the body).

## 5 | PROFESSIONS

### Functions

The students must be able to comment on the profession or job they would like to develop when they grow up.

### Vocabulary

Doctor, Dentist, Teacher, Fireman, Policeman, Vet, Cook, Postman, Secretary, Driver, Student

### Expressions

- What do you want to be?
- I want to be a (job).
- Who are you?

- I'm a (job).
- Who is he / she?
- He / She is a...
- He / She is my (family member).
- He / She is a (job).
- Where is the (job)?
- The (job) is in the (place of the work).

## 6 | PARTS OF THE HOUSE

### Functions

The students must be able to express descriptive sentences regarding the spaces of a house. They must also recognize and name family members.

### Vocabulary

- Living room, Dining room, Bedroom, Bathroom, Kitchen, Garden, Garage.
- Sofa, Stove, Toilet, Refrigerator, Television, Door, Window, Shower, Table, Chair, Bed, Swimming pool

### Expressions

- This is my (part of the house).
- Where is your (family member)?
- My (family member) is in the (part of the house).
- Where are you?
- I'm in the (part of the house).
- The (furniture) is in the (part of the house).
- Who is in the (part of the house)?

- My (family member) is in the (part of the house).
- The (job) is in the (part of the house).

## 7 | OPPOSITES

### Functions

The students should be able to describe people and objects using adjectives.

### Vocabulary

Black / White, Fat / Thin, Tall/Short, Happy / Sad, Boy / Girl, Big / Little, Hot / Cold, Day / Night, Old / New, Ugly / Beautiful, Good / Bad, Clean / Dirty

### Expressions

- What's the opposite of (adjective)?
- The opposite of (adjective) is (adjective).
- She / He / It is (adjective).
- Is she / he / it (adjective)?
- Look at my (adjective + object).
- I say (adjective) you say (the opposite).

## 8 | MY BIRTHDAY

### Functions

The students should be able to understand and answer questions with regards to personal likes, age, possessions and existence of objects.

### Vocabulary

Cake, Candle, Coke, Hat, Balloon, Presents (doll, ball, bike, kite, teddy bear, book, car), Hot dog, Popcorn, Cookies, Sandwich

### Expressions

- How old are you?
- I'm (age) years old.
- Is it a (object)?
- Yes, it is. / No, it isn't.
- Today is my birthday!
- Happy Birthday!
- Do you like (food / drink)?
- Yes, I like... / No, I don't like...
- Do you have (object)?
- Yes, I have... / No, I don't have...
- What do / don't you have?
- I have... / don't have...
- What do you want to eat / drink?
- I want (food / drink).
- How many (objects) are there in this party?
- There is... / There are...

## 9 | FOOD AND DRINKS

### Functions

The students should be able to comment on the food and drink that they and their family like or do not like.

### Vocabulary

- Chicken, Steak, Soup, Salad, Fish,

Hamburger, French fries, Spaghetti, Rice, Beans, Ice cream, Nuggets  
• Lemonade, Orange juice, Coke, Water, Tea, Coffee, Milk

### Expressions

- What is your favorite food / drink?
- My favorite food / drink is...
- Yummy yummy, I like...
- Yuck yuck, I don't like...
- What do you want to eat / drink?
- I want to eat / drink..., please.
- I like..., but I don't like...
- My (family member) likes...

## 10 | PLACES

### Functions

The students will have to be able to describe places, as well as the professionals that carry out their activities there.

### Vocabulary

House, School, Club, Park, Church, Restaurant, Supermarket, Hospital, Drugstore, Bank, Store, Post office, Fire station

### Expressions

- Where is the (job)?
- The (job) is at the (place).
- Commands (go, tip toe, jump)
- Who is he / she?
- She / He is my (family member).
- Where is he / she?
- She / He is at the (place).