

INDEX

1 | HELLO!

Functions

The students will have to be able to understand and perform simple commands.

Vocabulary

Hi, Hello, Bye Bye, Boy, Girl, Teacher, Good Morning, Good Afternoon

Expressions

- What's your name?
- My name is...
- Are you a boy or a girl?
- I'm a boy / girl.
- Good morning, teacher!
- Good afternoon, boy!
- Bye bye, girl!

2 | COLORS

Functions

The students will have to be able to recognize and name the colors, as to use new expressions.

Vocabulary

Blue, Yellow, Red, Green, Black, White

Expressions

- What color is it?

- It is (color).
- My balloon is (color).
- What's your favorite color?
- My favorite color is...
- Let's color!
- Show me the color...
- Touch the color...

3 | MY SCHOOL

Functions

The students must possess the skill to identify classroom objects, name them and add colors to their knowledge.

Vocabulary

Teacher, Student, Table, Chair, Book, Crayon, School

Expressions

- Let's go to school!
- I'm a teacher / student.
- What is it?
- It's a (school object).
- Is it a (school object)?
- Yes! / No! It's a (correct school object).
- What color is this (school object)?
- It's (color).
- Color + School Object
- Show me your...

4 | MY FAMILY

Functions

The students will have to be able to recognize members of a family and describing them.

Vocabulary

Mummy, Daddy, Brother, Sister, Baby-brother

Expressions

- This is my family.
- Look! This is my (family member).
- This is my (family member + name).
- I love family!
- I love my (family member).

5 | MY TOYS

Functions

The students will have to be able to recognize toys by touching them, and also by the sound they produce.

Vocabulary

Balloon, Doll, Ball, Teddy bear, Car, Train, Plane, Boat, Robot

Expressions

- Let's play!
- This is my (toy).
- What is it?
- It's a (toy).



- What color is it?
- It's color.
- It's a / This is my + color + toy
- I have a color + toy

6 | FRUIT

Functions

The students will have to be able to identify fruit through the touch, smell and taste.

Vocabulary

Banana, Apple, Orange, Pear, Grapes



Expressions

- What fruit is it?
- It's a/an (fruit).
- What color is it?
- It's (color).
- It's a/an color + fruit
- What's your favorite fruit?
- My favorite fruit is...
- Yummy, yummy! I like (fruit).
- Let's make a fruit salad!
- Cut the (fruit) / Mix
- I want a/an (fruit).

7 | MY BREAK

Functions

The students should be able to identify food and beverages through the touch and smell.

Vocabulary

Cookie, Sandwich, Cake, Chips, Orange juice, Water, Coke, Fruit, Milk

Expressions

- Yummy, yummy, I like (food / drink).
- Delicious!
- Yuck, yuck I don't like (food / drink).
- What do you want to eat?
- I want (food).
- What do you want to drink?
- I want (drink).

8 | OPPOSITES

Functions

The students should be able to recognize opposite items, as the context they belong to.

Vocabulary

Big / Little, Happy / Sad, Boy / Girl, Black / White, Day / Night

Expressions

- The boy / girl is (adjective).
- I say (adjective).
- Show me something (adjective).
- What's the opposite of (adjective)?

9 | FARM ANIMALS

Functions

The students should be able to recognize farm animals based on mimics and sounds.

Vocabulary

Cow, Duck, Pig, Horse, Chicken, Sheep

Expressions

- What animal is it?
- It's a/an (animal).
- What color is it?
- It's (color).
- It's a color + animal

- What's your favorite animal?
- My favorite animal is...
- This is my (animal).
- What is its sound?

10 | TRANSPORT

Functions

The students should be able to recognize and describe the different means of transport. Also, they must know to which environment they belong.

Vocabulary

Car, Bus, Train, Plane, Ship, Truck, Bike, Motorcycle

Expressions

- What is it?
- It's a (transport).
- I have a (transport).
- It is a (color + transport).
- What's your favorite means of transport?
- My favorite means of transport is...
- How do you go to school?
- I go to school by (transport).
- Let's go by (transport)!
- Look at the traffic lights!
- Green light - Go! / Red light - Stop! / Yellow light - Attention!
- I can see a (transport).