

VIDEO ENGLISH COURSE FOR CHILDREN

The VEC-CH series consists of four books.

The aim of the VEC-CH series is to teach some of the basic vocabulary and structures of the English language to children who are beginning their study of English. Learning takes place through oral and written exercises, involving the development of the child's listening skills.

To take full advantage of the material in the series, teachers should follow the CCLS teaching methodology for the VEC-CH series while using their imagination and creativity in the classroom.

Student material consists of a Text/Activity Book (TA).

Materials for teachers include a Lesson Plan Book (LP) and a DVD.

Each book of the VEC-CH series is independent in content, which makes it possible to use any of the four books to teach students who have no previous knowledge of English. In addition to basic vocabulary and structures for these beginning students, each level introduces additional vocabulary and structures so as to interest and motivate students who have already studied English.

Of course, students who have not studied English before will, at the beginning of the book, need extra attention and guidance from the teacher. However, the content of each book is planned in such a way as to enable these students to integrate into the group, making it possible for them to fully participate in classroom activities in a short period of time.

The material of each lesson takes into account the stage of the student's development and growth within his or her particular age group. Meaningful situations have been created so that students may develop their capacity to think logically, reason clearly, and make associations.

Having the students observe and interpret pictures aims to:

- develop mental alertness through the habit of association of ideas;
- foster a critical inquisitiveness;
- and enable the student to use words, expressions, and statements in English to describe the situations presented in the pictures.

BOOK 2

The aim of Book 2 is to develop the students' speaking and listening skills. The observation and interpretation of pictures lead children to a discovery of the world around them and the words used to describe it, including situations where students learn about nature, meet people, and learn facts.

In Book 2 of the VEC-CH series, students do not learn how to write the words they have learned orally. At this point in the child's development, when he or she is learning how to read and write in his or her native language, CCLS feels that learning the written form of a foreign language (especially a foreign language like English which is not a phonetic language, that is, its written form does not correspond to the spoken form) would interfere with the teaching of reading and writing in his or her native language. For this reason, the exercises in this book aim to develop the child's coordination skills, listening skills, and visual perception, as well as his or her ability to make comparisons, to identify groups, and to judge distances; children also learn basics such as numbers and colors. English is used in all of these activities.

Some of the topics covered in this book are:

- the child's world, especially the home environment: the child's family and pets;
- flowers and fruits;
- developing the capacity of the child to understand the concept of location;
- the human body;
- understanding the importance of houses in sheltering people from the elements;
- the seasons of the year;
- clothing and people's appearance;
- the days of the week;

- colors;
- animals;
- family relationships;
- Christmas.

Grammar points covered in Book 2 include:

- The third person singular form (*it is*) of the simple present tense of the verb *to be* in affirmative and interrogative forms
- Definite and indefinite articles
- Demonstrative pronouns: *this, that*
- Colors: *red, blue, yellow, green, orange*
- Cardinal numbers 1 to 8
- Time with *o'clock*
- Imperative sentences, interjections and greetings
- Questions with *How much . . . ?*, *What time . . . ?*, *What color . . . ?*
- Expressions: *Here we are, Look at . . . , Look out!, Let's go, Let's go back home, take a look, take a picture, take a dip, Got you!, Hurry up!, Say cheese, Oh, it's you!* and *What a . . . !*


In this book, each lesson plan presents an educational objective and a specific objective to help the teacher better direct the learning process.

The term *Educational Objective* is used to refer to objectives which are abstract, theoretical, and ideal. These are long-term objectives which are part of the realm of human values and which cannot be directly evaluated or measured.

The term *Specific Objective* is used to refer to concrete short-term objectives. These are objectives which are practical and which can be evaluated by observing student performance.

It is of the utmost importance, however, to remember that true success depends, to a large extent, on placing the student in the proper level as well as on the optimum use of the didactic material. Dedication and hard work on the part of the teacher are also fundamental.

The following symbols are used in this book:

S	student or a student's name
S ₁	a student
S ₂	another student
P3X	play the word group (WG) or word(s) three times
IRP	individual repetition
CRP	choral repetition
	point to/at

IN SOME LESSONS, THERE ARE VIDEO CLIPS THAT ILLUSTRATE OR COMPLEMENT LESSON THEMES. THESE ARE INCLUDED ON THE DVD.

ALL INSTRUCTIONS, QUESTIONS, EXPLANATIONS, ETC., CONTAINED IN THIS LP ARE TO BE TRANSLATED INTO THE STUDENTS' NATIVE LANGUAGE WITH THE EXCEPTION OF WORDS, EXPRESSIONS, AND STATEMENTS WHICH ARE UNDERLINED. THESE ARE TO BE SPOKEN IN ENGLISH AND **NOT** TRANSLATED INTO THE STUDENTS' NATIVE LANGUAGE.