

## 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 creativity and imagination in the classroom.

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

Materials for teachers include a Lesson Plan (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 4

The aim of Book 4 is to teach speaking and written communication in English to students who are beginning their study of the language.

Some of the topics dealt with in this book are:

- sources of food;
- importance of obeying traffic lights;
- the difference between sunlight and electric light;
- weather;
- notions of comparison and location.

Grammar points covered in Book 4 include:

- Simple present tense of the verb *to be* in affirmative, negative, and interrogative forms
- Definite and indefinite articles
- Subjective personal pronouns: *I, you, it*
- Demonstrative pronouns: *this, that*

- Possessive adjectives: *my, your*
- Interrogative pronoun: *what*
- Colors
- Cardinal numbers 1 to 12
- Time with *o'clock*
- Imperative sentences
- Interjections


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 directly 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 <sub>1</sub>	a student
S <sub>2</sub>	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.