



**UNIVERSIDAD MILITAR NUEVA GRANADA
VICERRECTORÍA ACADÉMICA**

CENTRO DE IDIOMAS

COURSE

ENGLISH - KIDS

BOGOTÁ, D.C., JULY, 2015

<p align="center">PRESENTACIÓN DE PROPUESTA DE EDUCACIÓN INFORMAL / CONTINUADA</p>	<p align="center">Fecha Emisión: 2011/09/15</p>	<p align="center">AC-DO-F-10</p>
	<p align="center">Revisión No. 1</p>	<p align="center">Page 1 of 22</p>
<p>1. Academic Unit:</p> <p align="center">LANGUAGES CENTER</p>	<p>2. Destination:</p> <p>This academic program is addressed to English young learners.</p>	
<p>3. Justification</p> <p>The 115 Colombian General Law of Education in its article 21, literal B. considers necessary to increase and promote the individual needs of the students to acquiring and/or learn the subjects that will serve as a complement for a general formation, which conduct them to behave in an adequate way into the society. In the same way, the article 22, literal L pretends to facilitate the students the comprehension and developing of abilities to express in a Second Language. The UMNG (Universidad Militar Nueva Granada) has a highly qualified staff of teachers, who can offer English courses to different kinds of scholar population. Taking into account what has been stated by the General Law of Education, and the resources the Universidad Militar counts with, there are actually The English Levels for kids, from I to V with the purpose to provide young learners to get familiarized with English in order to use it as a tool for the present demanding society.</p>		
<p>4. Contents:</p> <p>Level 1</p> <p>Unit 1 Things for school</p> <p>Conversation: Introductions. What's your name? My name is....</p> <p>Vocabulary: School supplies</p> <p>Language: Wh questions. What's this? (It's a ...) (this is a ...) (It's a book.)</p> <p>Chant: What's this?</p>		

Phonics: Bb bird, ball, boy. Pp peach, pencil, pink. **The BP phonics chant.**

Story: At the park

Listen and do: Take out, open, close, put away

Song: The Hello song

Unit 2 Colors and shapes

Conversation: How are you? I'm fine, thank you. Colors. Yellow, blue, red, green, purple, orange, brown, pink, black, white

Vocabulary: Shapes: A triangle, a square, a circle, a star, a diamond, a heart, an oval, a rectangle

Language: What color is this? It's orange. This is a pencil.

What color is that? It's blue. It's a blue star.

Is this a red square?

Yes, it is. No, it isn't.

Listen and do: Pick up, draw

Phonics: Cc cat. **Gg** girl, gate, goat. **The CG phonics chant**

Story: On the farm

Song: The black cat song

Unit 3 At the store

Conversation: This is my friend, Sarah. Hello Sarah

Vocabulary: Electronics: a CD, a video game, a cell phone, a computer, CDs, video games, cell phones, computers

Language: What is this? It's a cell phone. What are these? They're CDs.

Listen and do: Point to, find, count

Phonics: Dd desk, duck, door. **Tt** tiger, toys. **The DT phonics chant**

Story: At the Toy Store

Song: This is my friend

Unit 4 People at home

Conversation: It's nice to meet you, Scott. It's nice to meet you, too.

Vocabulary: Adjectives to describe people: tall, short, pretty, young, old, handsome

Language: She's my mother. She's pretty.

Listen and do: say, count, read, write

Phonics: Aa apple, cat, cap, bag

Chant: Who's she?

Story: Let's go to the park

Song: The family song

Unit 5 Happy birthday

Conversation: Happy birthday, Jenny! How old are you? I'm seven years old. This is for you. Thank you.

Vocabulary: Adjectives to describe things: Big, little, new, old, long, short, round, square

Toys: a yo-yo, a baseball, a kite, a doll, a car, a robot, a bicycle, a jump rope, a puzzle, a bat

Language: What is it? I don't know. It's a yo-yo. It's little. It's a little box.

Listen and do: ride, jump, throw, catch

Phonics: Ee egg, bed, pet, peg. **The E phonics chant**

Song: The happy birthday song

Story: At home

Unit 6 Outdoors: Let's talk

Conversation: How's the weather? It's sunny.

Vocabulary: Nature: a flower, a tree, a cloud, a puddle, flowers, trees, clouds, puddles. **Location words:** In, on, under, by. **Weather:** sunny, rainy, windy, cloudy, snowy

Language: Where is the bat? It's on the table. Where are the balls? They're under the table. How many flowers/ trees are there? There is a flower. There are four trees

Listen and do: Put on, put by, put in, put under

Phonics: li igloo, bib, big, pit. Chant: **The I phonics chant**

Song: How is the weather?

Story: In the snow

Unit 7 Food

Conversation: I'm hungry. I want an apple. I'm thirsty. I want juice. Here you are. Thank you. You're welcome.

Vocabulary: Foods: a banana, a soda, a milkshake, a cookie, a sandwich, a salad, an egg, an orange. More foods: chicken, fish, pizza, bread, rice, milk, cake, ice-cream

Language: What do you want? I want a banana. I want chicken. I don't want fish. Do you want pizza? Yes, I do. No, I don't.

Listen and do: wash, eat, drink, brush

Phonics: Oo octopus, dot, pot, top. **The O phonics chant**

Song: I want an apple. What do you want?

Story: On the beach

Unit 8 Animals

Conversation: What's your favorite color? Red. What about you? I like blue.

Vocabulary: Pets: a cat, a dog, a bird, a frog, cats, dogs, birds, rabbits, frogs.

Zoo animals: a monkey, a lion, a bear, a giraffe, an elephant, monkeys, lions, giraffes, bears, elephants

Language: I like monkeys. I don't like lions. There's a rabbit. I like rabbits. What do you like?

Listen and do: hear, see, feed, pet

Phonics: Uu umbrella, tub, bug, cup. **The U phonics chant**

Song: What's your favorite color? I like turtles.

LEVEL 2

Unit 1 At school

Conversation: How are you? I'm Ok. How about you? Pretty good! Good-bye. See you later!

Vocabulary: School items: (singular) a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar. **School items: (plural)** a picture, a window, a pencil sharpener, a workbook, a paper clip, a clock, a door, a calendar

Language: What's this/that? It's a picture. Is this/ a calendar? What are these/those? They are paper clips.

Listen and do: point, touch, write, sharpen

Phonics: Mm mop, map, mug. **Nn** notebook, nine, nut. **The MN Phonics chant:** What is this? What is that?

Song: The Hello and good-bye song

Story: What do you see?

Unit 2 My things

Conversation: Whose bag is that? Is it Scott's bag? No. it isn't his bag. Is it Jenny's bag? Yes, it's her bag.

Vocabulary: Things: a key, a candy, a comic book, a comb, a coin, a brush, a tissue, a watch, a camera, a key chain, a music player, a calculator, a train pass, an umbrella, a lunch box, a wallet

Language: What do you have? I have a key. Do you have a tissue? What does he/she have? He/she has a wallet. Does he/she have an umbrella?

Listen and do: listen, eat, buy, take

Phonics: Ff fan, five, fork. **Vv** van, vest, violin. **The FV Phonics chant**

Song: Whose bag is that?

Story: Making music

Unit 3 Things I can do

Conversation: What's wrong, Andy? I can't find my book. Is it in your desk? It's under my chair.

Vocabulary: ride a pony, play the piano, do a magic trick, play hopscotch, play with a yo-yo, draw a cartwheel, do a somersault, jump rope

Language: Look at him/her. He/she can do a magic trick. What can he/she do? What can they do? They can read. Can they skip?

Listen and do: use, speak

Phonics: Ll long, little, like. **Rr** run, race, ride. **The LR phonics chant**

Song: What's wrong?

Story: What can you do?

Unit 4 Occupations

Conversation: What's the matter? Scott? I'm sick. I hope you feel better soon! Thanks.

Vocabulary: Jobs: (singular) a cook, a nurse, a taxi driver, a doctor, a police officer, a teacher, a student, a farmer. **(plural)** pilots, , salesclerks, office workers, engineers, dentists, firefighters, teachers, students

Language: He's/she's a cook. Who's he/she? Who are they? They're office workers. Are they dentists?

Listen and do: drive, use, fly, climb

Phonics: a_e game, make a_i paint, rain ay play, today. **Long A Phonics chant**

Song: What's the matter?

Story: A rainy day.

Unit 5 Things to Eat

Conversation: What's for lunch, Mom? Spaghetti. I like spaghetti. I do, too. Do you want spaghetti? Yes, please. No, thank you!

Vocabulary: Food: an omelet, a peach, a pear, a pancake, yogurt, cereal, tea, hot chocolate, grapes, peaches, hamburgers, stew, cheese, pasta, steak

Language: What does she want? She wants a peach. Does she want cereal? What does she like? She likes pancakes. Does she like steak?

Listen and do: count, eat, make, peel

Phonics: e me, we ee free, weed, **ea** clean, leaf. **Chant: Hungry boy chant**

Song: The Spaghetti Song

Story: Weeds and trees

Unit 6 My house

Conversation: Where do you live? I live in Hillsdale. What's your address? It's 6 north street. What's your cell phone? It's (798) 555-2143.

Vocabulary: Household Items: a bed, a bathtub, a stove, a lamp, a sink, a TV, a refrigerator. **Locations:** next to, in front of, behind

Language: Where's the workbook? It's under/by/in/on the bed. There's a table in front of the sofa. Is there a stove next to the sink?

Listen and do: wash, take, clean, make

Phonics: i_e kite, ride y fly, my l climb, find. **Long I Phonics chant.**

Song: Hillsdale

Story: Save that kite!

Unit 7 Routines

Conversation: What time is it? It's six o'clock. It's time for dinner. It's seven

o'clock. It's time for your bath. Is it time for bed? Yes, it is. Good night, Mom.

Vocabulary: Morning routines: get up, brush my teeth, wash my face, comb my hair, get dressed, eat breakfast. **Evening activities:** eat dinner, talk on the phone, do homework, take a bath, watch TV, study English

Language: What do you do in the morning? I eat breakfast. Do you wash your face in the afternoon? What does he do in the evening? He watches TV. Does she watch TV at night?

Listen and do: play, take, go

Phonics: o_e home, rope oa goat, cats ow bowl, grow. **Long O Phonics chant**

Song: What time is it?

Story: A day on the farm

Unit 8 Doing Things

Conversation: Let's play a game! What are you doing? I'm riding a bicycle. We're swimming.

Vocabulary: Actions: dancing, swimming, sleeping, drawing, singing, running, walking, reading. **Places:** at home, at school, at the park, at the store, at the library, at the zoo

Language: What's he doing? He's drawing. Is she swimming? Where is she/he? She's /He's at the library.

Listen and do: snap, stamp, open, close

Phonics: u_e huge, tube ue blue, glue eu few, new. **Long U Phonics Chant**

Song: What are you doing?

Story: Making Art

Level 3

Unit 1 AT SCHOOL

Conversation: I don't have any potato chips! I think I have some. Can I have some? Sure. Help yourself! Thanks! Do you want some grapes? Yes, please.

Vocabulary: Snacks: popcorn, candy, peanuts, crackers, potato chips. **School items:** chalk, paint, tape, scissors, glue, paper, ribbon, string, magnets, scissors, calculators, colored pencils, rubber bands, push pins, paint brushes, staplers

Language: What does he/she have? She has some chalk. He/She doesn't have any glue. Does He/she have any magnets? Do they have any chalk?

Phonics: bl black, blue gl glass, glue pl plate, plant. **Phonics chant: Big Black Butterfly**

Song: No popcorn

Story: Sam's plant

Unit 2 CLOTHING

Conversation: Which hat do you like? I like the red one. I don't know. What about this one? Wow! I like that one! We want these hats, please! Patterns: striped, polka, dot, plaid, checked. Chant: Red Plaid Hat

Vocabulary: Clothing: a T-shirt, a jacket, a skirt, a blouse, a shirt, pants, shorts, shoes, socks, a sweater, a sweatshirt, jeans, pajamas, slippers, boots

Language: What's she wearing? She's wearing a dress. He's wearing a shirt. He's not wearing a skirt. They're wearing pants. They're not wearing shorts. Whose jacket is this? It's Scoot's jacket. Whose jeans are these? They're Jenny's jeans. It's her jacket. They're her boots. Is his sweater green?

Phonics: br brown, bread **gr** green, grapes **pr** pretty, prune. **Phonics chant: Brown Bread for breakfast, Red plaid hat.**

Song: Cowboy boots

Story: Science story: Weather Around the world

Unit 3 PLACES

Conversation: Excuse me. Where's the nurse's office? It's next to the gym. Follow me. Here's the nurse's office. Thanks for your help. You're welcome.

Vocabulary: Rooms: music room, classroom, gym, art room, lunchroom, office, across from, between, next to. **Places:** clinic, repair shop, office, factory, store, bakery. **Transportation:** by car, by bike, on foot, by bus, by taxi, by train

Language: Where's he going? He's going to the store. Are they going to the office? How's he going to school? He's going by car. Where's he going? He's going to the factory. How's he going there? He's going by bus.

Phonics: cl class, clock **fl** lower, fly **sl** sleep, slow. **Phonics chant: Watch the clock**

Song: Where's the classroom?

Story: At the same time

Unit 4 OCCUPATIONS

Conversation: What does your father do? He's a pilot. My mother's an office worker. Oh, what does an office worker do? I'm not sure!

Vocabulary: Occupations: a pilot. A zookeeper, an astronomer, a baseball player, a veterinarian, a mechanic, a salesclerk, a factory worker, a photographer, a baker. **What people do:** help animals, fix cars, sell things, make things, take pictures, use a computer

Language: What does a veterinarian do? A veterinarian helps animals. He works on a farm. He grows food. Is he a farmer?

Phonics: cr crab, crocodile **fr** friends, frogs. **Phonics chant: My best friend**

Song: What does your father do?

Story: Taking pictures at the zoo

Unit 5 ACTIVITIES

Conversation: Can you play tomorrow? Sorry, I can't. I'm busy on Saturday. What about Sunday? Can you play? Yes, I'm free. See you on Sunday!

Vocabulary: Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. **Classes:** art class, English class, music class, math class, swimming class, computer class. **Activities:** play outside, take a nap, watch TV, go shopping, play video games, practice the piano

Language: What do you do on Monday? I go to art class. What does she do on Monday? She goes to computer class. What does he do on the weekend? He plays outside Does he ride a bike on the weekend?

Phonics: dr drum, draw **tr** train, tree. **Phonics chant: Play the drum. What do you do on Monday?**

Song: Busy, busy, busy

Story: Favorite days

Unit 6 What time is it?

Conversation: I'm hungry. Me too. When do you eat dinner? At 5:30. What time is it now? It's 5:45. Oh, no! I'm late. That's OK.

Vocabulary: Time: three fifteen, three thirty, three forty-five, four o'clock. **Routines:** always, usually, sometimes, never. **Activities:** play tennis, read e-mail, do gymnastics, study English, do homework, practice karate

Language: What do you do on the weekend? I always watch TV: What does he do on the weekend? He sometimes watches TV. When does she play tennis? She usually plays tennis after school.

Phonics: sw swim, **st** student, study. **Phonics Chant: She loves to study**

Song: Three fifteen

Story: Stacy's day

Unit 7 Yesterday and Today

Conversation: Where were you yesterday? I was at the beach. How was it? It was fun! How was the weather? It was sunny and warm. How about you? We were at the zoo!

Vocabulary: Places: at the zoo, at the store, at the beach. Weather: sunny, rainy, cloudy, snowy, breezy, stormy, chilly, foggy. **Places:** restaurant, movie theater, mall, amusement, park, circus, hospital, library, airport

Language: It was sunny on Sunday. It's cloudy today. How was the weather on Sunday? How's the weather today? It's snowy Where were you yesterday? I was at the circus. Where was she at 1.00 o'clock? Where is she now? She's at home. Was he in the lunchroom at 12:00?

Phonics: sk sky, skylark **sn** snowflake, snake. **Phonics chant: Snowflakes and skylarks**

Song: Where is My skateboard?

Story: What were they before?

Unit 8 My Home

Conversation: What are you doing? I'm looking for my skateboard. Where was it yesterday? It was in my bedroom! It's not here. I hope we find it! Me too!

Vocabulary: Sports: a skateboard, a scooter, a sled, a snowboard, skis, in-line skates, ice skates. **Activities:** eat breakfast, do homework, watch TV, talk on the phone, play a video game, ride a bike

Language: I can't find my skateboard. It was in the garage yesterday. Where was the snowboard? Where were the skis? What did you do yesterday? I ate breakfast. Did he practice the piano?

Phonics: sm small, smile **sc scary**, scooter **Phonics chant: I'm a small scooter. Where's the bed?**

Song: Where's my skateboard?

Story: Last Saturday

Level 4

Unit 1 The great outdoors

Conversation: We're going to go camping tomorrow. I'm really excited! How's the weather going to be? It's going to be cold. Is it going to rain? I'm sure. I hope not.

Vocabulary: Weather: cool, cold, warm, hot, humid, foggy **Sports:** a mitt, a bat, a skateboard, a helmet, a tennis ball, a fishing rod, a bucket **School items:** a towel, a hat, a swimsuit, a tent, a flashlight, a sleeping bag, sunglasses, sunscreen

Language: What are you going to do? I'm going to go skateboarding. I have a skateboarder and a helmet. What's he going to do? I'm going to go to the mountains. What do I need? You need a flashlight. What does she need? What do they need? Does he need an umbrella?

Phonics: ch chicken, cheese **sh** sheep, shorts, shirt **Phonics chant: My Sheep Wears Shorts. The weather chant**

Photo essay: Meet Chad from Chile

Unit 2 Hopes and dreams

Conversation: What do you want to be? I want to be a singer. What about you? I want to be a dancer. Let's sing and dance together... In the school show! Fantastic!

Vocabulary: Occupations: an astronaut, a singer, a musician, a news reporter, a writer, a scientist, an engineer, a movie star, a truck driver, an architect, a tour guide, a delivery person. **Hopes:** climb a mountain, build a house, sail a boat, travel around world, design a video game, drive a car

Language: What does he want to be? He wants to be a tour guide. Does she want to be a movie star? What does he want to do? He wants to drive a car. Does

she want to design a video game?

Phonics: **ph** photo, phone, dolphin **wh** whale, white, whistle **Phonics chant:** Whales and dolphins. What do you want to be?

Article: Meet Anna and Tery from Hawaii

Unit 3 Birthdays

Conversation: What's the date today? It's the 1st. Yesterday was my birthday. OK. When's your birthday? It's on September 9th.

Vocabulary: Ordinal numbers: 1st to 31st **Activities:** had a party, went to the mall, slept late, took a test, flew a kite, won a race **Happenings:** met a rock star, broke a window, got a present, found some money, lost his cell phone, ate too much chocolate

Language: What did you do yesterday? I flew a kite. What did she do yesterday? What happened? She won a race. They found some money.

Phonics: **th** thin, Thursday, thirteen **th** father, mother, they. **Phonics chant:** When's your birthday party?

Article: Meet Sama from Egypt

Unit 4 School

Conversation: What's your favorite subject? I like science best Why do you like Science? I think it's easy. What subject do you like best? I like English. It's easier than science

Vocabulary: Subjects: history, science, English, literature, geography, P.E. **Seasons:** spring, summer, fall, winter, rainy, snowy, windy, cloudy. **Opposites:** big, small, heavy, light, long, short, old, new

Language: Which season do you like best? I like fall. It's cool in the fall. I think rainy days are better/ worse than hot days. Which book is heavier? The red book is heavier. Which pencil is the longest? The yellow pencil is the longest.

Phonics: **ck** duck, sock, black **nk** skunk, think, sink **Phonics chant:** My duck and my Skunk

Song: History is easier than Math. Winter, Spring, Summer, Fall

Unit 5 Outdoors and indoors

Conversation: Hi, Scott. Where are you? I'm the roller coaster. Can you wait for us? Sure, but hurry! Thanks for waiting for us. No problem! I'm so excited!

Vocabulary: Feelings: excited, worried, interested, surprised, bored, embarrassed **Directions:** around, through, over, under, into, out of

Language: Kate went under a bridge and up a hill. Where did she go? She went through the tunnel. What did you do on Sunday? I watched a baseball game. What did he do on Sunday?

Phonics: **lk** milk, talk, walk **st** first, last, toast. **Phonics chant:** Walk and talk

Song: He's Very worried. Jogging Up and Down

Journal: Steve's trip to Mexico

Unit 6 People

Conversation: Can I help you? I'm looking for someone. Who are you looking for? I'm looking for my aunt. What does she look like? She has short red hair.

Vocabulary: Family: grandma, grandpa, aunt, uncle, mom, dad, cousin, younger sister. **Hair/Eyes:** long, short, curly, straight, a ponytail, bangs, a beard, a moustache, blond, red, brown, gray, black, blue, green. **Clothes:** a vest, a baseball cap, a blouse, a tie, a suit, sandals, sneakers, glasses

Language: What does your cousin look like? He has curly brown hair. What does Dan look like? Which one is your uncle? He's the one in a suit and a tie. Which one is Jim's mom? She's the one with short curly hair. She's the one in red dress.

Phonics: nd blond, hand, band ng bangs, sing, ring. **Phonics chant:** Clap Your Hands for Wandal. **Description:** Emily Goes to France/Alex Goes to India.

Chant: Can I help you?

Song: The ponytail Song

Unit 7 Future plans

Conversation: What are you going to do this weekend? I'm going to stay home. What about you? I'm going to play in a tournament.

Vocabulary: Plans: see a play, plant flowers, play ice hockey, go shopping, go horseback riding, play softball. **Activities:** rent a DVD, borrow some books, go backpacking, go on vacation, mail a letter, read a novel. **Places:** department store, barber shop, beauty salon, supermarket, drugstore, gift shop

Language: Are you going to read a novel tonight? When is he going to go backpacking? He's going to go backpacking this summer. Where are you going to go? Where are you going to go to the gift shop. Where's he going to go? Where are they going to go?

Phonics: qu quilt, question, queen tw twins, twelve, twenty. **Phonics chant:** The Twirling Twins. **Chant:** What Are You Going to do this Weekend? Is He Going to Go?

Article: Meet Astrid from Denmark

Unit 8 Work and play

Conversation: Do you want to come to the park? I can't. Why not? Because I'm sick. What's the matter? I have stomachache. I hope you feel better!

Vocabulary: Illness: a cold, a fever, a headache, a sore throat, an earache, a stomachache, a cough. **Play:** send messages, surf the Internet, watch DVDs, collect baseball cards, play soccer, play badminton. **Work:** clear the table, wash the dishes, dry the dishes, vacuum the carpet, take out, take out the trash, sweep the floor

Language: What do you like to do? I like to send messages. What does he like to do? He likes to surf the Internet. What do they like to do? What do you have to

do? I have to wash the dishes. He has to sweep the floor. They have to go to the supermarket.

Phonics: nt tent, paint, plant rt cart, dirt, smart **Chant:** What's the matter?
Phonics Chant: Get Smart! Find a Cart
Song: Do You Like to Go Camping?
Article: Everyone Has to Do Chores

Level 5

Unit 1 How much food?

Conversation: Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There is only one can. How many cans do we need? We need twelve cans.

Vocabulary: Food: a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon. **Quantities of Food:** a lot of/a few nuts, a lot of/ a few cupcakes, a lot of/ a few blueberries, a lot of/ a few cherries, a lot of/ a few sandwiches, a lot of/ a little pudding, a lot of/ a little fruit, a lot of/ a little lemonade, a lot of/ a little pie

Language: There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/ a few sandwiches. How much fruit is there? There is a lot of fruit. There is a little pie. How many peaches are there?

Phonics: mp jump mb climb. **Chant:** Is There a Lot of Milk?

Questions

Word study: long + er = longer

Song: One piece of pizza

Descriptive Article: Dinosaurs

Unit 2 Comparing Animals

Conversation: Did you know that a zebra is slower than a gazelle? Which animal is faster? A cat or a polar bear? I'm not sure. A cat is as fast as a polar bear! Are you sure? Yes, I'm sure.

Vocabulary: Animals: a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk. **Comparatives:** fast, faster, fastest, slow, slower, slowest, large, larger, largest, small, smaller, smallest. **Descriptions:** colorful, graceful, expensive, delicious

Language: Which one is faster? The gazelle is faster. Which one is the fastest? The cheetah is the fastest. Which one is more/ less colorful? The fish is more colorful. The frog is less colorful. Which one is the most/ the less graceful? The gazelle is the most graceful. The elephant is the less graceful. **Vocabulary:** look, like

Phonics: ir bird ar scarf

Questions

Word Study: small + est = smallest

Article: What Do You Know About Animals?

Unit 3 Last weekend

Conversation: How was your weekend? It was great. How was yours? It was pretty good. What did you do? My brother and I went for a bike ride. That sounds like fun. What did you do last weekend? I went shopping and bought this new bike.

Vocabulary: Weekend activities: skateboarding, hiking, taking pictures, playing volleyball, running, walking the dogs. **More weekend activities: buying sneakers, mailing a package, playing catch, watching DVDs, borrowing books, surfing the Internet**

Language: What was Kate doing? She was walking the dogs. What was she doing yesterday? What were they doing yesterday? Where was Andy doing this morning? He was at home. What was he doing there? He was watching DVDs. What were they doing this afternoon?

Phonics: str strawberry **st** star. **Chant:** Last summer, what did you do? **Chant:** Our Dogs

Vocabulary: picked

Questions

Informational Story: A trip to the Strawberry Farm

Word Study: strawberry – y + ies = strawberries

Unit 4 Activities

Conversation: Are you ready? Not yet. Wait a minute. I think I forgot something. Did you put on sunscreen? Yes, I put it on. Did you turn off the radio? Yes, I turned it off. Oh, no! I forgot to take off my watch.

Vocabulary: Routines: Put on sunscreen, turn on the TV, take off your watch, turn off the radio, turn in your homework, turn up the heat, clean up your room, turn down the music. **Adverbs:** walk quickly, walk slowly, speak loudly, speak quietly, paint beautifully, dance gracefully. **Activities:** play the guitar, speak English, ride a unicycle, bake, cook, sew

Language: How does Kate dance? She dances gracefully. Does she walk quickly? Yes, she does. No, she doesn't. She walks slowly. What does Kate do well? She sews very well. She speaks English very well.

Phonics: It tilt Id cold. Chant: My friend Joe is very slow.

How-To Article: A Tornado in a bottle

Questions

Vocabulary: swirl

Word Study: tight + ly = tightly

Song: Tom Came Home and Turned On the Radio

Unit 5 The future

Conversation: What do you think you'll be when you grow up? I think I'll be a tennis player. What do you think I'll be? May be you'll be an engineer. I don't think so. I think I'll be a designer. You're probably right. You are really good at drawing.

Vocabulary: Occupations: a tennis player, a movie director, a designer, a hair stylist, a surgeon, a flight attendant. **Chores:** do the laundry, set the table, make the bed, dust the furniture, mop the floor, wash the car. **After school:** do homework, wash the dishes, clean my desk, set the alarm, go fishing/swimming/bowling, go to sleep

Language: Will Jenny mop the floor? Yes, she will. No, she won't. What will she do next? She'll probably do the laundry. What will you do after class? I think I'll go to sleep after class. He probably won't do homework. They'll probably go fishing.

Phonics: **wr** write **wh** white. **Chant:** What will Lynn be? Chant: Will He Hit a Home Run?

Photo Essay: Elephant Camp

Questions

Vocabulary: wrapped

Word Study: paint + brush = paintbrush

Unit 6 Fun in the Seasons

Conversation: Summer is my favorite season. What's your favorite season? Winter. Why? Because I like skiing. I like skiing too... water skating! That sounds like fun.

Vocabulary: Seasonal activities: winter, spring, summer, fall, ice skating, skiing, planting flowers, flying kites, going to the beach, waterskiing, camping, picking apples. **Seasonal events:** went backpacking/sledding/swimming, raked leaves, had a snowball fight/picnic, picked flowers, built a sandcastle. **Vacation Ideas:** go trekking/rafting/scuba diving/surfing/ surfing/snowboarding/horseback riding, go to a water park/baseball game

Language: What did you do last weekend? I built a sandcastle. What did he do last weekend? Andy will probably go surfing. What did he do last summer? He went to a water park. What will he do next summer?

Phonics: **sp** spot **spr** spring.

Photo Essay: Butterflies

Questions

Vocabulary: spread

Word Study: color + ful = colorful

Song: What did you do?

Unit 7 The senses

Conversation: Something smells good. What are you doing? I'm baking cookies. Are they done? Almost. What happened? I don't know. They don't look good. I'll try one. How is it? It tastes great!

Vocabulary: Using the senses: look, listen, smell, touch, taste, sunset, bird, rose, pillow, strawberry. **Senses:** rainbow, beautiful, mask/ugly, music/wonderful, noise/owful, garbage/bad, soap/good. **Senses:** pillow/soft, rock/hard, mirror/smooth, tree/ rough, honey/sweet, lemon/sour, potato chip/salty, dark

chocolate/bitter

Language: The rainbow looks beautiful. How does the butterfly look? It looks beautiful. How does the mirror feel? It feels smooth. Does it feel smooth or rough? It feels rough.

Phonics: nch pinch ch reach. **Chant:** Listen! Do You Hear That Music?
Chant: I smell smoke.

Descriptive article: Why do Foods Taste Different?

Questions

Vocabulary: pinch

Word Study: salt + y = salty

Unit 8 New Experiences

Conversation: Guess what? I'm going to go to France this summer. Have you been there before? No, it's my first time. I've been there twice. You'll love France. There is only one problem. I don't speak French!

Vocabulary: Places: Egypt, China, Hawaii, Nepal, the Grand Canyon, Mt. Everest, France, The Great barrier Reef. **International Foods:** fried noodles, crepes, potato salad, sushi, tofu, tacos **Animals from many places:** a crocodile, an ostrich, a panda, a penguin, a llama, a kangaroo, a koala, a hippopotamus

Language: Have you ever seen a crocodile? Yes, I have. No, I haven't. Has he ever seen a crocodile? Yes, he has. No, he hasn't.

Phonics: t put tch catch. **Chant:** Have you ever? **Chant:** Have you ever eaten sushi?

How-to Article: The Dream Catcher

Questions

Vocabulary: cut, out

Word Study: un + happy = unhappy

Level 6

Unit 1 School days

Conversation: Whose scarf is that? It's Ann's scarf. Whose mittens are those? They're hers, too. Is that her glove too? I think it's Jim's glove. Which boy is Jim? He's the boy over there. Jim, here's your other glove. Thanks for finding it.

Vocabulary: Items: scarf, mittens, gloves, glasses, belt, watch. **School activities:** watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay. **More activities:** talking on the cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench

Language: Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa? Jenny was sitting on a bench when it started to rain. What was he doing when it started to rain?

Phonics: ow cow aw saw. **Chant:** Kim's Father Was Born in Seoul

Questions

Historical Story: The First Ice Pop

Song: Whose Boots are These?

Unit 2 At the aquarium

Conversation: What a great day! It sure was! But I'm tired now. What did you like best? I think I liked the penguins best. They were cute. What about you? I liked the sharks. They were scary!

Vocabulary: interested/interesting, tired/tiring, excited/exciting, scared/scary. **Adjectives:** amazed/amazing, boring/bored, **Places:** an aquarium, a tour, a lecture, an exhibit, a shark, an octopus. **Things to See and Do:** a jellyfish, a sea turtle, a squid, a video, a ride, a pedal boat

Language: The shark was scary. The exhibit was amazing. She was amazed. Kate said the sea turtles were amazing. He said he was amazed. He was amazed. She said the squid was scary.

Phonics: oi coin oo book. **Chant:** The Racing Chant. Aquarium chant

How-to Article: Waves in a Bottle

Questions

Vocabulary: reuse

Word Study: re + use = reuse

Unit 3 Going shopping

Conversation: I need a present for my mother. What should I get her? Do you have any ideas? You could get her a teapot. Or you could get her a cookbook. She doesn't like tea, and she already has a lot of cookbooks. What about a scarf? That's a great idea!

Vocabulary: **Presents:** a scarf, a bracelet, a box of chocolates, a cookbook, a DVD, a book. **Gifts:** a video camera, a ring, a novel, a stuffed toy, earrings, golf clubs, a model. **Activities:** bought a drink, made a bracelet, sent a picture, gave a present, showed a T-shirt, told a story

Language: Should I get my sister a necklace or a ring? You should get her a ring. They should get him a novel. She showed him a T-shirt. What did she make her? She made her a bracelet.

Phonics: ou broom au August. **Chant:** I need a present for my mother. **Chant:** Today's my Brother's Birthday

Questions

Vocabulary: since I was a baby

Word Study: kind + ness = kindness

Story: Happiness is a Clean Park

Unit 4 Around town

Conversation: Where's the food court? Let's look at the map. It's across from the music store. We should go this way. There's the food court. Where are the boys? They're over there. Next to the ice cream shop.

Vocabulary: Places: ice cream shop, bakery, sports store, clothing store, bookstore, food court, game store. **Directions:** on the corner, around the corner from, on the right, on the left, across the street from, next to. **Directions:** Go straight. Go to the corner. Turn left. Turn right. Go two blocks. Cross the street.

Language: Where's the ice cream shop? It's across the street from the bank. The bank is on the corner. It's next to the grocery store. Go to the corner and turn right. Where are you? I'm at the bookstore. How do I get to the park? Go two blocks and turn right.

Phonics: ow blow or storm. **Chant:** I'm Looking for Joe

Article: The Blue Planet

Questions

Vocabulary: clockwise

Word Study: rain + y = rainy

Song: Where's the bookstore?

Unit 5 Explore the world

Conversation: Have you met Anh? No, I haven't. Where's she from? She's from Vietnam. Does Anh speak English? Yes, she does. She speaks Vietnamese and English, too. I'd like to meet her. Have you ever been on a homestay?

Vocabulary: Countries and Nationalities; Australia/Australian, Vietnam/Vietnamese, Thailand/thai, Mexico/Mexican. **Countries and**

Languages: Brazil/Portuguese, France/French, Italy/Italian, Mexico/Spanish.

International Foods: black beans, croissants, spaghetti, rice noodles, burritos, meat pies.

Language: People in France speak French. French is spoken in France. What language is spoken in Vietnam? Where are black beans eaten? Black beans are eaten in Brazil. Croissants are eaten in France. Spanish is spoken in Mexico.

Phonics: ea bread ou count. **Chant:** Homestay Plans

International Story: Chocolate

Questions

Vocabulary: discover

Word Story: eat + ing = eating

Song: Have You Met Alice?

Unit 6 Doing things

Conversation: I'm sorry I'm late. That's OK How long have you been waiting? A few minutes. Not long. Have you already bought your ticket? Yes, and I bought your ticket, too! I'm excited to see this movie! I've heard it's funny. I've heard it's scary.

Vocabulary: Things done: cleaned his desk, washed her hands, watched the movie, walked the dog, eaten dinner, fed the cat, gone to the store, done his homework. **Experiences:** studied English, lived in New York, taught French, played soccer, had a cat, been at the hotel. **Doing Things:** Talking on the phone, visiting Bangkok, riding her bicycle, cleaning his room, waiting, playing baseball

Language: How long have you taught French? I've taught French for five years/since 2007. How long has she had a cat? Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes/since ten o'clock. How long has she been visiting Bangkok?

Phonics: ar hard ir twirl. **Chant:** Have You Finished Your Homework. Chant: How Long Have You Been Waiting?

International Story: My Life with the Circus

Questions

Vocabulary: perform

Word Study: perform + er = performer

Song: Have You Finished your homework?

Unit 7 About Me

Conversation: Is that you? Yes, it is. Why were you hiding behind your dad? I was shy. Really? I don't believe it. It's true. I'm shy when I meet new people. How old were you in this photo? I was five. When did you learn how to do karate? When I was four.

Vocabulary: Descriptions: outgoing, shy, friendly, studious, cheerful, generous. **Ages and Stages:** learn how to walk/write my name, learn how to read/ride a bike, learn how to ice skate/tide my shoes. **Whishes:** fly a helicopter, run a marathon, visit London, speak more languages, play golf, drive a car, conduct an orchestra

Language: When did you learn how to write your name? I learned how to write my name when I was five. I wish I could conduct an orchestra. What does she wish she could do? She wishes she could speak more languages.

Phonics: air pair er juggler. Chant: How old were you?

How-to Article: Learn How to Juggle

Questions

Vocabulary: eye level

World Study: care + less = careless

Song: What's She Like?

Unit 8 In the future

Conversation: If you could go anywhere, where would you go? I'd go to Antarctica. I'd like to see penguins

Vocabulary: Places: the Amazon jungle, Mt. Everest, the bottom of the ocean, the pyramids of Egypt, the moon, the equator. **In the future:** go to Antarctica/Mars, meet a TV star, buy a pony / a motorbike, go kayaking/ skydiving

Language: If I could do anything, I would buy a pony.

Phonics: or gorilla ur fur

Article: Koko

Vocabulary: American Sign Language

Word Study: birthday = birth + day

Song: If You Could Go Anywhere

<p>5. Length of time: 100 hours (94 hours in the classroom and 26 hours on-line)</p> <p>Schedule: Saturdays (8 a. m. to 12.00 m)</p>	<p>6. General purpose:</p> <p>To provide students with the necessary tools to make use of the target Language through competences and appropriation of teaching models to be applied in various social contexts.</p>
<p>7. Methodological approach:</p> <p>The English courses at UMNG are raised and presented as based on the next considerations, as follow:</p> <ol style="list-style-type: none"> 1. The value of including technology in the curriculum for young learners. Kimbell R. A. (1996). "It is seen as important, due to their age. It conducts them to increase their enthusiasm, curiosity and lack of inhibition". 2. Critical dimensions to nurturing technological capabilities. 3. Appropriate models of teaching, learning and assessing. (Stables, Spring 1997). 4. Integrating thought and action. (Kimbell et al. 1991). Kids need to take action to turn ideas into working realities. 5. The importance of play. (Coghill, 1989). In particular "making and playing" can be seen as the early manifestation of capability and the precise act of being involved in play is crucial to the nurturing at this capability, since it allows children to enter into an imaginary world; and gain experience in an unconstrained way. 6. Building positive attitudes. (Kay Stables, spring, 1.997). Developing children's skills assists in the creation of positive attitudes such as self-esteem and motivation and these attitudes in their turn help establish the conditions in which technological capability can thrive young learners with opportunities to work on tasks that are within their capability, but that still has the potential to stretch them where risk taking and failure are not seen as negative or handled destructively. In other words, kids must be highlighted by teachers for developing tasks while feeling joy and participating within a relaxed learning environment. <p>From the previous statements, the English course is focused on a mixed or eclectic approach, in this way:</p> <ol style="list-style-type: none"> 1. Hands-on exploration: activities developed while handling, experiencing and drawing conclusions. 2. Modelling ideas: Learners are challenged to express in a free-way and the teacher provides feedback. 3. Problem solving: Cooperative learning, and learner-centered curriculum activities. 4. Using the fantasy: Tasks can be assigned to learners in which they can express their own ideas and construct knowledge while sharing activities with partners. 5. Total Physical Response (TPR): Young learners are guided and handled through simple commands. 	

6. **Communicative Language Teaching (CLT):** Enabling learners to communicate effectively and appropriately in various situations they find in. (realia).
7. **Task-based language learning:** The tasks include previous, in, and post activities (data collection, activities in the classroom, and post activities).

Methodological strategies:

Strategies and techniques for this course are designed and proposed in order to obtain the best results in conversation, use of vocabulary and grammar.

In teaching conversation, the goal is for students first to become fluent using language, and then to focus on becoming accurate with it. (Let's talk introduces useful phrases (greetings, introductions, asking for and giving help, etc.) in functional conversations.

In teaching vocabulary, objects or Teacher Cards can be used to present new key words. After repetitions, students recognize and respond physically to vocabulary words (productive language).

Games can be effective at this part for receptive and productive language).

In Teaching grammar, the goal is for students first to learn language accurately go facilitates to teach young learners in context so they can understand the meaning and conversational purpose from the start. At this point, language patterns are recycled in contexts. Also, teaching contractions make part of this aspect.

Taking into account that young learners are very active and anxious for learning through relaxing activities and motivational materials, the use of the technology is included here. They can make use of computers for practicing games (to reinforce the material presented in class), guessing words, chanting (to help children to memorize sounds), watching videos related to the topics of the program, and also getting into the platform to practice the units.

9. Participant institutions: Languages Center.

10. Competences:

Competences are proposed not only for students, but also for the teacher.

The basic competences of this course are directly focused on the communicative competence. In this way, the basic competences embrace the syllabus design, as presented at the very beginning, for students to achieve a good development of activities in which they can perform the knowledge acquired through tasks and classroom activities.

Formative evaluations and tasks play a very important role as a part of the process and finally, the summative evaluation at the course. These elements highly demand a permanent tutorial to learners by the teacher's part. It implies

the Syllabus design and topics, goals design, tutorial, tasks planning and a constant feedback to students.

11. Evaluation criteria:

The evaluation criteria for this course is mainly based on the development of the topics according to the activities and resources that are presented to learners (dictionary, student book, workbook, flash cards, technological resources and materials, etc.)

Students will be constantly evaluated in oral and written way.

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