

# Treści nauczania

## Zakres tematyczny i jego struktury leksykalne, komunikacyjne i gramatyczne

Poniżej przedstawiono tabelę ilustrującą zakres tematyczny podręcznika „English with Little Ant” wzbogacony – zgodnie z rozdziałami – o najważniejsze struktury leksykalne, komunikacyjne i gramatyczne.

Zakres tematyczny	Struktury		
	leksykalne	kommunikacyjne	gramatyczne
<b>1. I am</b> ja	Stand up, sit down	Hello! Look at me Here you are Please Very good! Thank you! Bye, bye!	I am Let's come back You're colouring
<b>2. Let's go to England</b> środki transportu	Car, bike, plane, balloon, boat, bus (pierwsza lekcja); up, down, sky, water, land (druga lekcja)	Hello! How can we get to England? Great! Bye, bye!	I have What is it? It is... We are Let's
<b>3. Ant</b> określanie duży czy mały	Ant, big, little	Hello! Look at... Very good! Bye, bye!	We are Where is...? I have Let's
<b>4. Happy and sad</b> nazywanie uczuć tradycyjna piosenka	Happy, sad, face, mouth	Hello! Look at... Very good! Bye, bye!	We are Where are...? Who is...? I have Let's
<b>5. Cherry tree</b> owoce i kolory	Tree, banana, apple, pear, cherry	Hello! What can you see? It looks great! Bye, bye!	We are It is What colour is it? I have What is missing? Where are...? Let's
<b>6. Toys</b> zabawki kolory	Hair, doll, teddy Bear, ball, car	Hello! Look at... What can you see? Can you do this? I will help you The doll is beautiful! Bye, bye!	We are Where is...? I love... Here it is There is What colour is it? Let's
<b>7. Shapes</b> kształty	Blocks, house, circle, triangle, square	Hello! What can you see? The house looks wonderful Bye, bye!	Let's go Where are...? We are I have You are sticking Can you...? We can What colour is it?
<b>8. Weather</b> zjawiska pogodowe	Weather, sunny, cloudy, rainy	Hello! What's the weather like? I will help you Ready! Bye, bye!	We are Let's It is What colour is ...? You are colouring

<p><b>9. Hot and cold</b> określanie ciepły czy zimny lato i zima</p>	<p>Hot, cold, ice-cream, tea</p>	<p>Hello! Look at... What about ...? Very good! I like it! Yummy, yummy! Bye, bye!</p>	<p>Let's We are It is Do you love ...? I love... What colour is it? You are cutting</p>
<p><b>10. I am hungry</b> jedzenie kolory</p>	<p>Hungry, monster, banana, apple, cherry, pear, ice- cream, cake</p>	<p>Hello! Look at... I will show you Great job! Bye, bye!</p>	<p>Let's I am We are What can you see? We can see I have What colour is it? Who is...? The monster wants ... What do you want? You are colouring The monster is not...</p>
<p><b>11. Dog</b> części twarzy</p>	<p>Dog(s), ear(s), nose , eyes(s), mouth</p>	<p>Hello! What about...? I like it very much! Bye, bye!</p>	<p>Liczba mnoga Let's We are I have The dog has Where is...? Where are...? I can see How many...? There is There are You are sticking</p>
<p><b>12. Long and short</b> określanie długi czy krótki zwierzęta kolory</p>	<p>Long, short, caterpillar, dog, cat ,sheep</p>	<p>Hello! Look at... It looks great! Bye, bye!</p>	<p>We are Let's Do you know...? There are I have It is What colour are ...?</p>
<p><b>13. Yellow sun</b> kolory</p>	<p>Yellow, blue, green, red, orange, purple, sun</p>	<p>Hello! Are you ready? It looks nice! Bye, bye!</p>	<p>We are Let's What is it? It is Can you see? What colour is...? The sun shines Who has ...? You are cutting</p>
<p><b>14. Day and night</b> dzień i noc czasowniki</p>	<p>Day, night, sun, moon, teddy bear, blanket, jump, sleep</p>	<p>Hello! Look at... Very well! The teddy bear is ready! Bye, bye!</p>	<p>Let's We are Can you...? What is it? It is What is he doing? He is jumping Can you jump? We can see What colour would you like? Where are...?</p>

<b>15. Snowman</b> lato i zima tworzenie bałwana	Snowman, winter, snowy, hat, carrot	Hello! Look what I have What about...? What's the weather like? I will help you I like it and you? Bye, bye!	We are Let's It is Is it ...?
<b>16. Blue sky</b> element przyrody kolory	Sky, cloud, blue	Hello! Ready? It looks great! Bravo! Bye, bye!	We are Let's What is it? It is...? Can you see...? I can see... What colour is...?
<b>17. House</b> elementy domu	House, window(s), door, roof	Hello! Look at... It looks really nice! Bye, bye!	We are Let's What is it? It is Can you see...? You are touching the door
<b>18. My family</b> życie rodzinne	Mommy, daddy, sister, brother, head	Hello! Look at... Very good! Bye, bye!	Let's We are Where is...? Is it...? Yes, it is No, it isn't Who is it? I have This is You are colouring
<b>19. Sheep</b> tradycyjna piosenka		Hello! Look at... Very good! Bye, bye!	Let's What is it? It is What colour is it? These are What can you see? I have You are painting
<b>20. Five fingers</b> liczebniki 1-5	Hand, finger(s), fish, swim, czasownik modalny <i>can</i>	Hello! Look at... Very nice! The fish is ready! It is beautiful! Bye, bye!	We are Let's What are these? These are How many...? The fish can swim We are swimming I have We are going to make a fish liczba mnoga
<b>21. On the farm</b> zwierzęta wiejskie	Farm, pig, horse, sheep, duck, cow, rooster	Hello! Look! Look once again The rooster is beautiful! I like it very much! Bravo! Bye, bye!	We are Let's This is Who lives on the farm? The pig/horse etc. says... Who is it? It is What is missing? The tail is missing What colour do you want?

<p><b>22. Pizza</b> jedzenie kształty kolory</p>	<p>Pizza, cheese, ham, tomato(es)</p>	<p>Hello! Look at... Very good! Yummy, yummy! The pizza is ready! It looks great! Bye, bye!</p>	<p>We are Let's I am Are you? This is What can you see? What shape is it? I have We have There is no cheese</p>
<p><b>23. Clothes</b> ubrania część 1 kolory</p>	<p>Bear, hat, coat, boots, suitcase, put on, take off</p>	<p>Hello! Look at... Paddington is ready! I think he is fantastic! Bye, bye!</p>	<p>We are Let's Who is it? It is What colour is it? I have</p>
<p><b>24. In the zoo</b> zwierzęta w zoo</p>	<p>Crocodile, lion, snake, giraffe, parrot, zebra, teeth</p>	<p>Hello! Look at... I will show you how to do it Look at me The teeth are reay Great! Bye, bye!</p>	<p>We are Let's What can you see? It is They live in the zoo This is There are no animals Can you see? What colour are your teeth? What colour would you like? The crocodile has</p>
<p><b>25. Green snake</b> zwierzęta kolory</p>	<p>Snake, monkey, elephant, frog, head</p>	<p>Hello! Look at... Look! I like it! Bye, bye</p>	<p>We are Let's I have What can you see? It is What colour is it? Who is green? Where is the snake's head? Here it is Where are your buses?</p>
<p><b>26. Who can swim?</b> czynności</p>	<p>Swim, walk, jump, climb, run, czasownik modalny <i>can</i></p>	<p>Hello! Please, stand up Look! Very good! Bye, bye!</p>	<p>We are Let's A frog can swim Can you swim? Yes, I can This is What is missing? You're painting</p>
<p><b>27. Clean and dirty</b> określanie brudny czy czysty</p>	<p>Pig, clean, dirty, mud</p>	<p>Hello! What about going to England? The pig is ready! Bye, bye!</p>	<p>We are Let's Who says „oink, oink’? It is Which pig is dirty? Where are your buses?</p>
<p><b>28. Let's go shopping</b> zakupy</p>	<p>Go shopping, apple(s), pear(s), cherry (cherries), banana(s), tomato(es), carrot(s), potatoe(s), lemon(s), onion(s), bag(s), liczebniki oraz wyrażenie <i>I would like</i>;</p>	<p>Hello! Look at... Look what I have Very good! Bye, bye!</p>	<p>We are Let's It is At the shop we buy What would you like? I would like an apple, and you? I have liczba mnoga</p>

<b>29. On and under</b> przyimki wyposażenie pokoju	On, under, room, table, chair, carpet, lamp	Hello! Look at... Very good! Your room is nice! Bye, bye!	Let's Where are your buses? We are What can you see? What is missing here? Can you see the carpet? Yes, I can Here it is I have
<b>30. Ten fingers</b> liczebniki 1-10	Hand(s), fingers, bird, wings, fly, up, down, fast, slowly, round	Hello! Please look at... Very well! Great! Bye, bye!	We are Let's What is it? The bird has wings The bird can fly We are flying What can you see? These are How many...? We have
<b>31. In and out</b> przyimki pomieszczenia w domu	House, kitchen, bedroom, bathroom, bed, cook, sleep, wash, in, out	Hello! Look at... What do you think? It is a good idea! Look! Superb!	Let's Where are your buses? What is it? It is What can you see in...?
<b>32. Two feet</b> części twarzy części ciała	Eyes, nose, mouth, ears, hand(s), foot, feet, socks	Hello! Look at... Very good! Good! Great! The socks are ready! Bye, bye!	Let's Where are your buses? What can you see? We can see... Can you...? I have What colour would you like?
<b>33. Crown</b> rodzina królewska	Crown, queen, king, princess, prince	Hello! Look at... The crown is ready! I like it! Bye, bye!	We are Let's Who is it? Does the princess have a crown? Yes, she does Do you have a crown? No, I don't Yes, I do I have
<b>34. Girl and boy</b> ubrania część 2	Girl, boy, trousers, t-shirt, skirt, shoes, jumper, coat, scarf, socks	Hello! Look at... Very good! It is very nice! I like it! Bye, bye!	We are Let's Who is...? What can you see? I can see What is the girl wearing? She is wearing... I have There are
<b>35. Red bus</b>	Red, car, bike, plane, balloon, boat, bus, queen, monster, ant, sheep, crocodile, monkey, teddy bear, pig	Hello, hello! Look at... Great! Bye, bye!	Let's We are What do you have? What is it? Can you see...? Where is...? There are Can you...? We can see

Z powyższej tabelki można wywnioskować, że niektóre struktury się powtarzają. Jest to działanie celowe, mające na celu przyzwyczajanie dzieci do brzmienia tych struktur i w konsekwencji – do rozumienia przez kontekst. Warto również wspomnieć o słownictwie, które nie zostało zawarte w tabelce, a które pojawia się praktycznie podczas każdego zajęcia. Jest ono związane z nazywaniem przedmiotów niezbędnych do tworzenia pracy plastycznej: *crayons, coloured paper, tissue paper, paints, brush* itd.

Ponadto we wszystkich lekcjach nauczyciel stosuje tryb rozkazujący: czasownik w formie podstawowej + reszta zdania, np. *Take your crayons; Decorate it; Look at the picture.*

Należy zauważyć także stopniowe pojawianie się różnych struktur: czasownik *to be* w formie twierdzącej, przeczącej i pytającej, *present simple* (forma twierdząca i pytająca, 3 osoba liczby pojedynczej), *present continuous* (forma twierdząca i pytająca), czasownik modalny *can* (forma twierdząca i pytająca), liczba mnoga, a także *future simple*, forma *going to* oraz dopełniacz saksoński. Formy gramatyczne są używane przez nauczyciela w określonym kontekście i nie należy na razie oczekiwać pojawienia się ich u dzieci. Dzięki kontekstowi, w którym umieszczane są poprawne formy gramatyczne, dziecko rozumie nauczyciela, np. podczas kolorowania słyszy: *You are colouring*, podczas skakania: *You are jumping*. Natomiast, gdy nauczyciel wydaje polecenia, dziecko słyszy np. *Colour! Jump!* W ten sposób spełniony zostaje warunek używania naturalnego języka.

W toku zajęć pojawiają się też symbole kulturowe Anglii i wzmianki o ciekawych miejscach w Londynie. Dzięki nim tworzone jest tło kulturowe języka angielskiego. Język zostaje powiązany z konkretnym krajem. Tym samym dzieci poznają nie tylko sam język, ale zdobywają wiedzę na temat Anglii.

Program zakłada wprowadzenie następujących wiadomości kulturowych:

- Tydzień 2 – londyński dwupiętrowy czerwony autobus
- Tydzień 3 – mrówka gentleman
- Tydzień 5 – dąb
- Tydzień 7 – London Eye w Londynie
- Tydzień 8 – parasol (symbol deszczowej pogody)
- Tydzień 9 – filiżanka herbaty
- Tydzień 20 – ryba z frytkami
- Tydzień 23 – niedźwiadek Paddington
- Tydzień 24 – zoo w Londynie
- Tydzień 33 – królowa Elżbieta II