

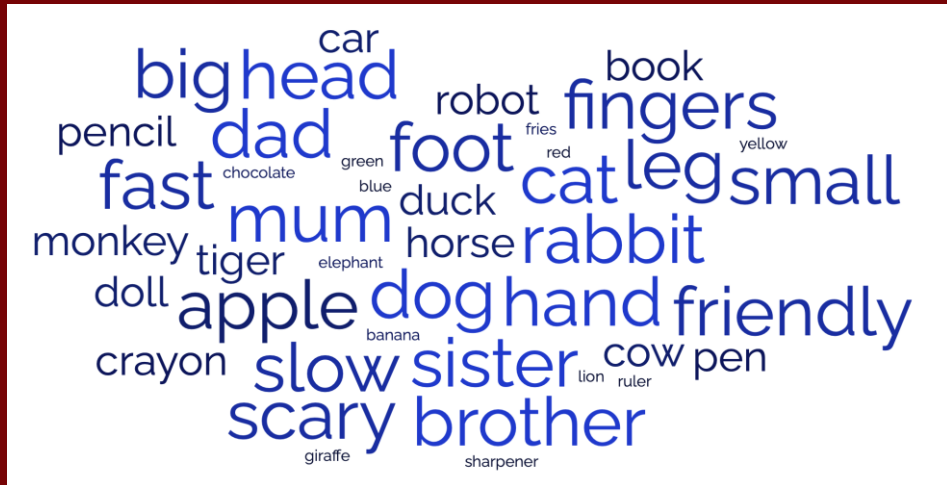


KIDS CAN LEARN MORE

Jak w pierwszych latach nauki języka
obcego osiągnąć znacznie więcej

SUKCES





Where's my pen? – it's here
Can I have a rubber please? – Yes, here you are – thank you
Who's this? – It's my mum
How are you today? – I'm excited
What's your favourite pet? – My favourite pet is a cat
What do you hear in the park? – I hear birds in the park
Can you help me please? – yes, I can
I don't like onions, what about you?
I'm hungry; I can swim; I want to be a doctor





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I don't like onions, what about you?
I'm hungry; I can swim; I want to be a doctor

Zainteresowanie nauką języka
Zainteresowanie kulturą innych krajów
Potrzeba kontaktu z innymi ludźmi
Świadomość językowa



Umiejętności językowe

Wiedza
i sprawności
językowe

Sprawności
komunikacyjne

Świadomość
językowa



Umiejętności językowe

Wiedza
i sprawności
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Sprawności
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Świadomość
językowa

Umiejętności pozajęzykowe

Postawa
ciekawości
poznawczej

Gotowość do
interakcji
społecznych

Umiejętność
uczenia się



WIEDZA

Lesson 1 Vocabulary



Language: *nose, head, body, toes, ears, mouth, fingers, eyes;
This is my (head). These are my (eyes).*

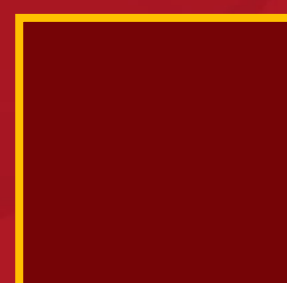
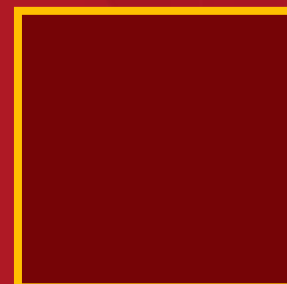
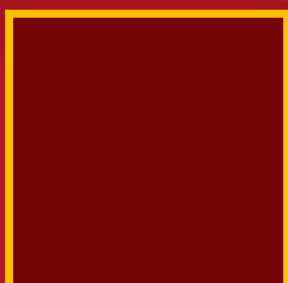
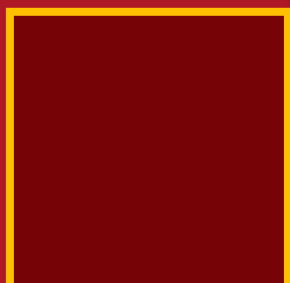
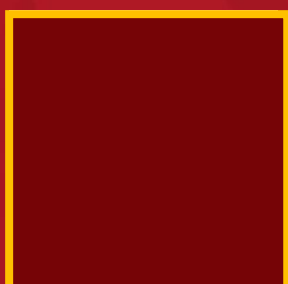
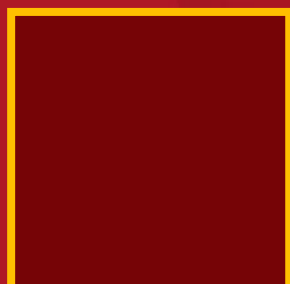
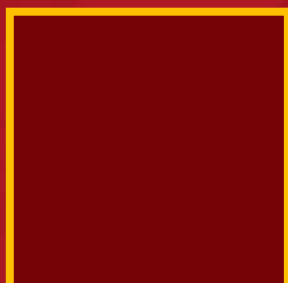
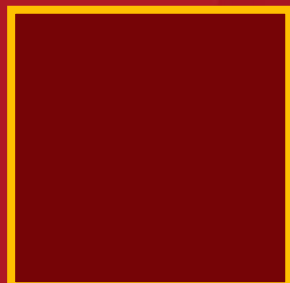
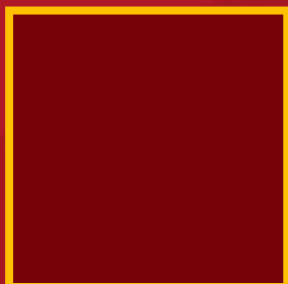
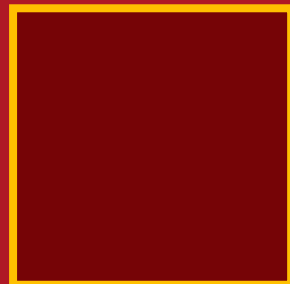
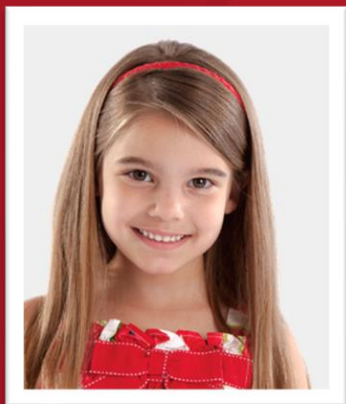
Słownictwo i struktury w kontekście



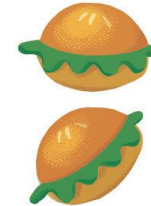
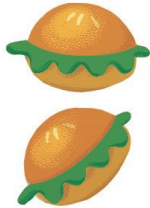
www.online-stopwatch.com



Słownictwo i struktury w kontekście



Słownictwo i struktury w kontekście



I like ice cream. How about you?

I like ice cream too!



Budowanie struktur

Unit 1



computer



crayon



pen



pencil



pencil case



rubber



ruler



sharpener

Language: *pen, rubber, pencil case, pencil, sharpener, computer, crayon, ruler; It's a (ruler).*

Language: *Where's my (pen)? It's here.*

Language: *Where's (my ruler)? Can I have a (ruler), please?*



Budowanie struktur

Unit 1



computer



crayon



pen



pencil



pencil case



rubber



ruler



sharpener



bin



cupboard



desk



shelf

Language: Can I have a (rubber), please?
Yes, here you are. Thank you. / No, sorry.

Language: desk, cupboard, shelf, bin; Where's the (pen)?
The (pen) is (on the desk).

Language: In my classroom, I can see (a computer).



Budowanie struktur



- It's a ...
- Where's my...? It's here
- It's (on) the (desk)
- Can I have..., please?
- Yes, here you are – thank you
- No, sorry
- In my classroom I can see...



SPRAWNOŚCI JĘZYKOWE

Słuchanie – Mówienie – Czytanie



Słuchanie – Mówienie

4  Look and say. What can they do?

a



b



c

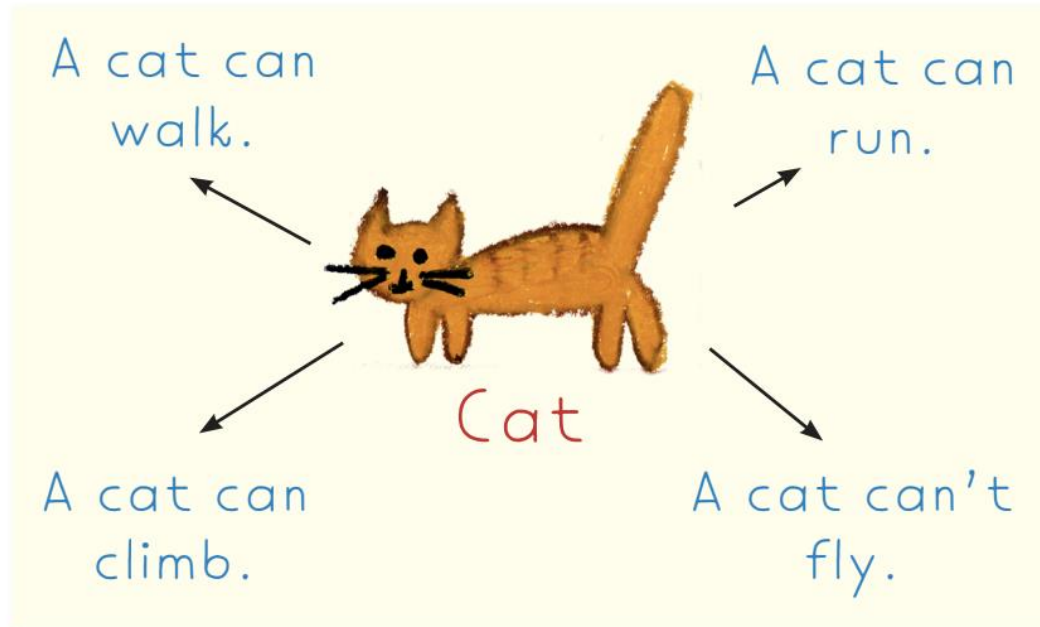


d



Czytanie – Pisanie – Mówienie

3  Make a poster. Point and say.



KOMUNIKACJA

The single biggest problem in **communication**
is the illusion that it has taken place.

George Bernard Shaw



Mówienie vs. komunikacja



Mówienie vs. komunikacja

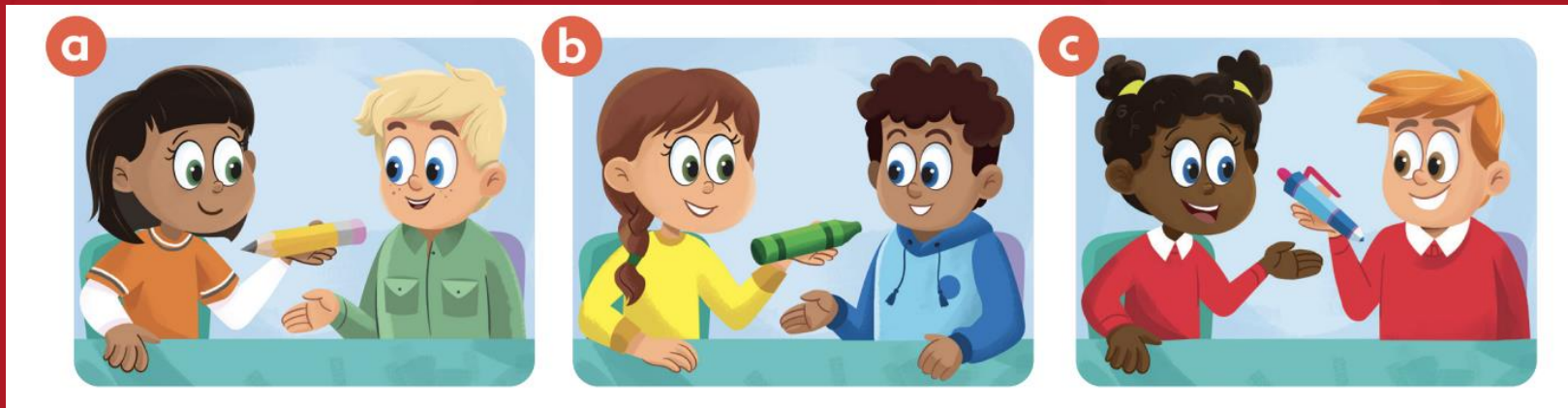


The aim of a **communicative activity** is to get learners to use the language they are learning to interact in realistic and meaningful ways usually involving exchanges of information or opinion

Scrivener (2012)



Mówienie vs. komunikacja



Luka informacyjna







KONTROLOWANA

Odgrywanie ról

Wywiad

Perfect partner



4  What can you do in your park? Ask and say.

4 Play Do you like ...?



ŚWIADOMOŚĆ JĘZYKOWA

Language awareness is a **dynamic and intuitive** mental attribute which develops through **paying motivated attention** to language **in use**, and which enables language learners to **gradually gain insight** into how languages work.

Tomlinson (2003)



Świadomość językowa

2  2.43 Listen. Point and say.



a listen to the wind

b touch the trees

c smell the plants

d see the animals



Świadomość językowa

4 Play 1, 2 or 3.



Can I have some water, please?

Here you are!

Here's your rubber, Grace.

But I'm on the chair! Help!

Have you got a rabbit?

No. I've got a tortoise.

CIEKAWOŚĆ POZNAWCZA

I have no special talents.
I am only passionately **curious**.

Albert Einstein



Ciekawość poznawcza

2 🎵 2.65 ▶ Listen. Which of the animals can't climb?

Park animals in action



frog



hedgehog

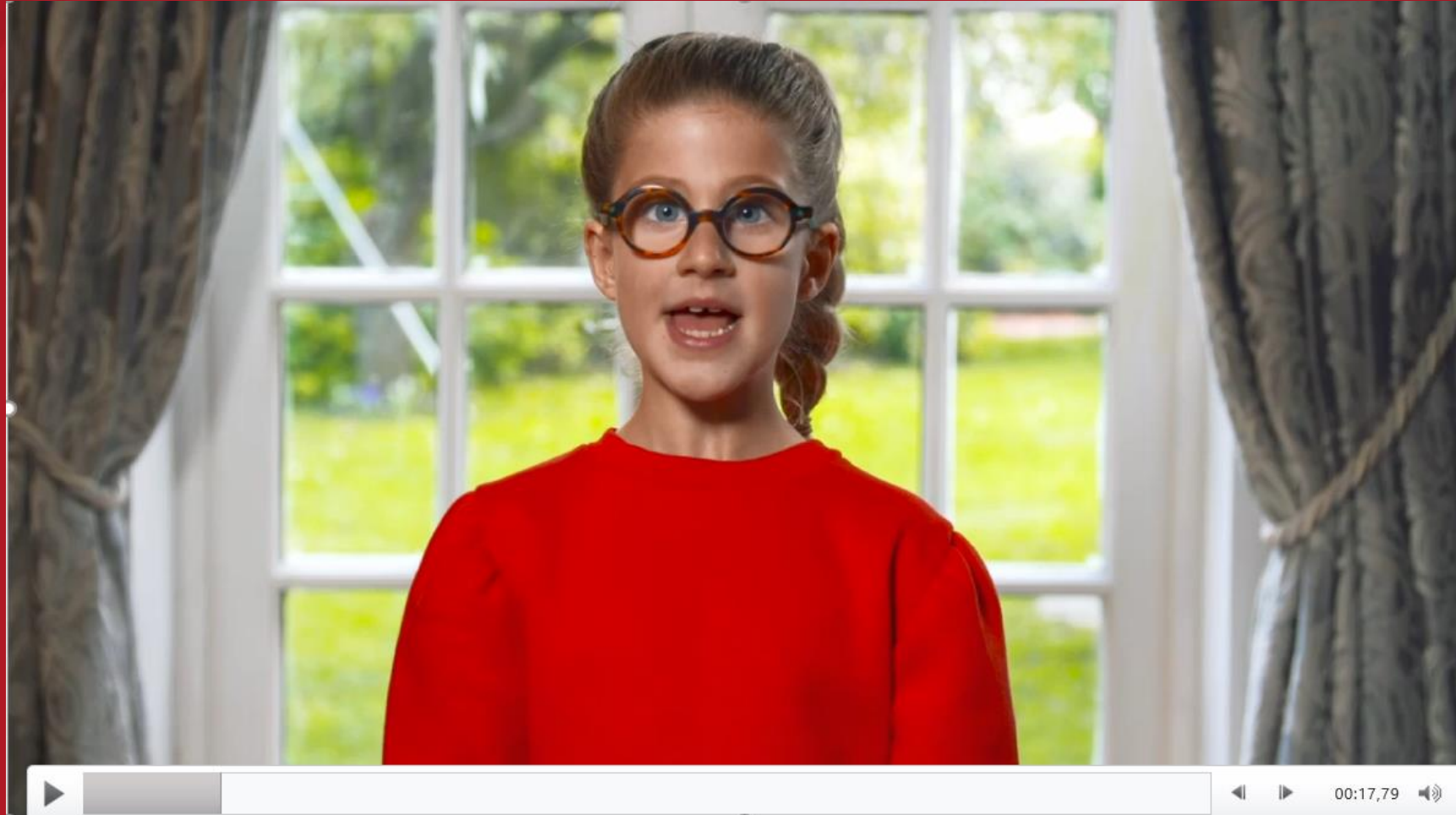


duck



squirrel





UMIEJĘTNOŚĆ UCZENIA SIĘ

Cechy wczesnej edukacji językowej



Powtórki

Lesson 1 Vocabulary

1 What can you see? Say.

- 2  1.17 Listen and point.
 - 3  1.18  1.19  Listen, point and repeat. Say the chant.
 - 4 Play Draw the word.
 - 5 Make the mini-cards.
-  Find and count the books.



Cumulative revision



5 Play *Sam's six*.

I've got a...

...crayon!

and a pencil!

and a rubber!

and a sharpener!

and a ruler!

and a pen!



Cumulative revision



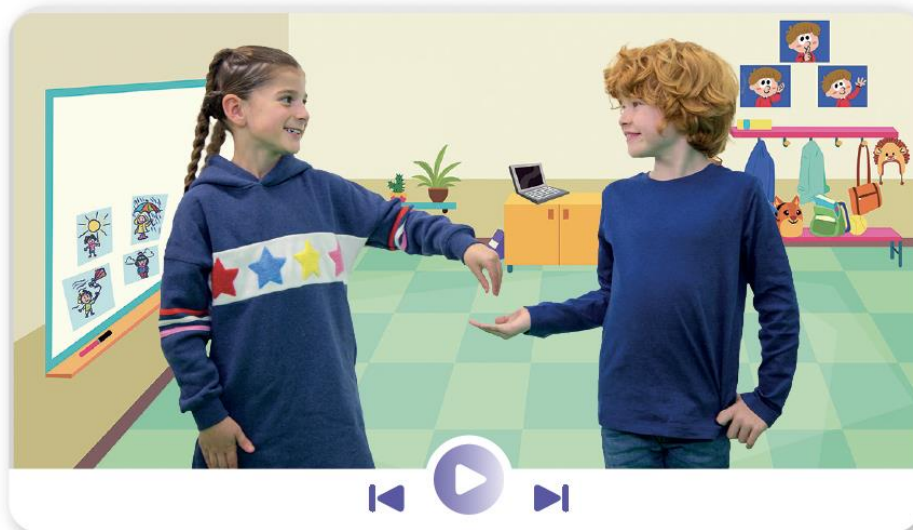
5 Play Sam's six.

6 Find, point and say.



Wielozmysłowość

3 🎵 1.28 Listen. Sing and act out the *Can I have a rubber, please?* song.



Wielozmystowość

Lesson 7 Culture

2

1 ♻️ Play Pairs.

2 🎧 Listen. Point and say.

3 🎧 Listen and match.

4 🎧 What do you do on your birthday? Point, show or say.

5 Play Pass the sack.

6 Draw your birthday present.

Language: sing Happy Birthday, play musical statues, play pass the parcel, get birthday cards, get presents, have a birthday cake, On my birthday, I ...

25

Le

1 ♻️ Play Sam's sack.

2 🎧 Listen and point. Match and say.

3 🎧 Listen and point. Say.

4 Play Yes or No.

26

1 brother

2 aunt

3 mum

4 grandma

5 grandpa

6 sister

7 uncle

8 dad



Thank You!

