

## Wykaz przerabianego materiału w miesiącu listopadzie

### Grupa I

Cały czas utrwalamy pytania

*What's your name?*

*What's your favourite colour?*

Poznajemy podstawowe rzeczowniki opisujące nasze najbliższe otoczenie.

scissors, desk, ruler, books, table, chair, toys, doll,

Poznajemy przymiotniki przy pomocy piosenki

Open shut them, open shut them. [Open and shut your hands.]

Give a little clap, clap, clap. [Clap.]

Open shut them, open shut them.

Put them in your lap, lap, lap. [Pat your legs.]

*Big and small.*

Big and small. Big and small. [Spread your hands out wide, and then put them close together.]

Big, big, big, big, small, small, small.

Big and small. Big and small.

Big, big, big, big, small, small, small.

*Please. No, thank you.*

Please. No, thank you. Please. No, thank you. [Clasp your hands under your chin as if asking for something, then shake your head and wave your hand in front of your face as if saying, "No, thank you."]

Please, please, please, please. No thank you.

Please. No, thank you. Please. No, thank you.

Please, please, please, please. No thank you.

*Fast and slow.*

Fast and slow. Fast and slow. [Move your hands round and round quickly, and then slowly.]

Fast, fast, fast, fast, slow, slow, slow.

Fast and slow. Fast and slow.

Fast, fast, fast, fast, slow, slow, slow.

*Loud and quiet.*

Loud and quiet. Loud and quiet. [Cup your hands around your mouth and shout, and then put your finger in front of your mouth like you are saying, "Shh."]

Loud, loud, loud, loud. Shh... Quiet.

Loud and quiet. Loud and quiet.

Loud, loud, loud, loud. Shh... Quiet.

*Peek-a-boo.*

Peek-a-boo. Peek-a-boo. [Place your hands in front of your face and then quickly move them away as you say, "Boo!"]  
Peek-a, peek-a, peek-a-boo!

## **Grupa II**

Poszerzyliśmy słownictwo dotyczące rzeczowników w najbliższym otoczeniu:

scissors, desk, ruler, books, table, chair, toys, doll, TV, bed, glue, pen, ball, door, window, notebook,

*Ćwiczyliśmy liczenie w zakresie 1-10*

How many fingers on one hand?

How many fingers on one hand?

How many fingers on one hand?

Let's all count together.

1, 2, 3, 4, 5

1, 2, 3, 4, 5

1, 2, 3, 4, 5

1, 2, 3, 4, 5

How many fingers on two hands?

How many fingers on two hands?

How many fingers on two hands?

Let's all count together.

1, 2, 3, 4, 5

6, 7, 8, 9, 10

1, 2, 3, 4, 5

6, 7, 8, 9, 10

Clap clap clap your hands.

X X X X X

Clap clap clap your hands.

X X X X X

Clap clap clap your hands.

X X X X X

Clap your hands with me.

X X X X X

(Let's count our toes)

How many toes on one foot?  
How many toes on one foot?  
How many toes on one foot?  
Let's all count together.

1, 2, 3, 4, 5  
1, 2, 3, 4, 5  
1, 2, 3, 4, 5  
1, 2, 3, 4, 5

How many toes on two feet?  
How many toes on two feet?  
How many toes on two feet?  
Let's all count together.

1, 2, 3, 4, 5  
6, 7, 8, 9, 10  
1, 2, 3, 4, 5  
6, 7, 8, 9, 10

Stomp stomp stomp your feet.  
X X X X X  
Stomp stomp stomp your feet.  
X X X X X  
Stomp stomp stomp your feet.  
X X X X X  
Stomp your feet with me.  
X X X X X

1, 2, 3, 4, 5  
6, 7, 8, 9, 10



### Grupy III, IV i V

Utrwalając cały czas materiał przerabiany w poprzednich miesiącach, dodaliśmy emocje;

*Happy, sad, angry, hungry, thirsty, tired,*

Oraz pytanie “How do you feel today?”

Zaczeliśmy również poznawać zjawiska atmosferyczne:

- rain (noun) - rainy (adjective)
- sun (noun) - sunny (adjective)
- wind (noun) - windy (adjective)
- cloud (noun) - cloudy (adjective)
- storm
- hot vs cold

Wprowadzone pytanie : How's the weather?