



**Dofinansowane przez  
Unię Europejską**

Teacher: Marcin Szczygieł

Subject: English language

Class: IV A

Topic: I don't like cats! - Present Simple negative (Nie lubię kotów! - przeczenia w czasie Present Simple) Level: A1 (Class IV)

**LEARNING OBJECTIVES - GENERAL REQUIREMENTS (CORE CURRICULUM):**

- Understanding simple negative sentences in the Present Simple tense.
- Expressing likes and dislikes in simple sentences.
- Developing listening and responding skills to simple questions.

**Key competencies:**

1. Competencies in the field of understanding and creating information:
  - Understanding simple negative sentences: Students will analyze and understand negative sentences in the Present Simple tense, which is crucial for understanding the English language.
  - Expressing likes and dislikes: Students will learn to express their preferences and dislikes, which develops their communication skills.
2. Multilingual competencies:
  - Students learn and use the grammar of a foreign language in the field of negatives in the Present Simple tense.
  - Students learn to use the operator "don't" in negative sentences.
3. Digital competencies:
  - Students will use an interactive whiteboard/projector and computers/tablets to perform interactive exercises, which develops their digital skills.
  - Students will use interactive educational platforms.
4. Personal, social and learning competencies:
  - Self-assessment: Interactive exercises with immediate answer checking and a summary vote allow students to assess their own progress.
  - Active participation: Participation in movement games, repeating sentences, performing interactive exercises.
  - Cooperation in a group: Working in pairs and small groups during exercises and language games promotes the development of cooperation skills.

## 5. Communication competencies:

- Verbal communication: Students will communicate with the teacher and other students, using English to express their likes and dislikes.
- Responding to questions: Students will respond to simple questions about preferences, which develops their ability to communicate in a foreign language.

## CONTENT - DETAILED REQUIREMENTS (CORE CURRICULUM):

- The student knows and uses the negative forms "don't" and "doesn't" in simple sentences.
- The student can create simple negative sentences expressing dislikes (e.g., "I don't like...").
- The student can understand and answer simple questions about preferences.

## METHODS OF WORK:

- Communicative method.
- Play method.
- Pair and small group work.
- Movement games and activities.

## TEACHING AIDS:

- English Class A1 textbook.
- Picture cards with various animals, food, activities.
- Interactive whiteboard/projector.
- Colored cards with smiley and sad faces.
- Computer with internet access.
- Materials for interactive exercises.
- Teacher's "cheat sheet".

ANTICIPATED TIME: 45 minutes

## LESSON PLAN:

### 1. Warm-up (5 minutes)

- Objective: To introduce the topic in a fun way, activate students.
- Teacher's information/instructions: Prepare picture cards and ask simple questions, engaging students in movement.
- Student's information/instructions: Respond to questions using gestures (e.g., nodding, shaking head).
- Teaching situations:
  - The teacher shows picture cards and asks: "Do you like...?" (e.g., "Do you like cats?").
  - Students respond with gestures (nodding - yes, shaking head - no).

- The teacher introduces the sentence "I don't like cats" and explains that they will learn to express what they don't like.
  - Graphic materials/attachments: Picture cards with animals, food, activities.
2. Grammar Presentation (15 minutes)
- Objective: Explaining how to form negative sentences with "don't" and "doesn't" in a simple and understandable way - interactive film from the textbook, teacher's cheat sheet.
  - Teacher's information/instructions: Use colored cards and simple examples, focus on "don't" / "doesn't".
  - Student's information/instructions: Pay attention to the colored cards, repeat sentences.
  - Teaching situations:
    - The teacher shows a card with a smiley face and says: "I like apples".
    - Then shows a card with a sad face and says: "I don't like spiders".
    - The teacher explains that "don't" means "I don't like".
    - Students repeat sentences, the teacher demonstrates the use of "don't" only for I, you, we, they. For He, she, it uses "doesn't" and very simply explains that it is simply so and they will learn it in the future.
    - Simple exercise with picture cards: students create sentences "I don't like..." with selected cards.
  - Film presenting the use of negatives "don't" and "doesn't" in everyday life.
3. Interactive Exercises (15 minutes)
- Objective: Consolidation of grammatical structures through play, self-assessment.
  - Teacher's information/instructions: Prepare interactive exercises, monitor progress.
  - Student's information/instructions: Do the exercises, check the answers.
  - Teaching situations:
    - Students do interactive exercises on tablets or computers.
    - The teacher helps if needed.
    - Students have the option to immediately check the correctness of their answers.
  - Graphic materials/attachments: Interactive exercises (links below).
4. Summary and Evaluation (10 minutes)
- Objective: Review key phrases, assess understanding of the material.
  - Teacher's information/instructions: Conduct a short game, gather feedback.
  - Student's information/instructions: Participate in the game, express your opinions.
  - Teaching situations:
    - "Two Truths and a Lie" game: each student says three sentences (two true, one false), the others guess which one is false.
    - The teacher asks summary questions: "What does 'don't' mean?".
    - Short voting: students raise cards with a smiley or sad face to assess whether they liked the lesson.
  - Tips for working with people with diverse developmental needs:
    - Use many visualizations and gestures.
    - Adjust the pace of work to the students' abilities.
    - Provide additional support (e.g., simplified worksheets).

## LESSON EVALUATION:

- Observation of student activity during the lesson.
- Checking the results of interactive exercises.
- Analysis of student answers during the summary.
- Voting using cards with faces.

## BIBLIOGRAPHY:

- English Class A1 textbook.
- English language core curriculum.

## ATTACHMENTS: Interactive exercises:

- English Class a1 textbook:
- Filling in the gaps "don't":
  - [Link to Liveworksheets](#)
- Multiple-choice test (simple sentences with "don't"): Ex 1 - Present Simple Negative without 'be' (with pictures) - Test Each exercise includes the option to immediately check the correctness of the answers.

## METHODOLOGIST OPINION

The English language lesson plan for the 4th grade has a clearly defined objective and refers to the content in the core curriculum and the development of key competences, and also takes into account the needs of students with special educational needs. The teacher uses a variety of didactic methods, including gestures and movement. It is adapted to the age and level of the students. The planned interactive exercises allow for immediate verification of the correctness of the task, and thus – control of the achievement of the intended lesson objectives. The lesson plan is well thought out and engages all students, which contributes to the effectiveness of teaching and the development of students' interests.

Dorota Jurkiewicz

## SCHOOL PRINCIPAL'S APPROVAL

The lesson plan has been positively reviewed in terms of content and methodology – I approve it for implementation.