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**ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2**

**Lesson plan; Subject: English; Topic: Arnold's Day – daily routines, adverbs of frequency; Class: VI, Level: A1**

**Basic information:**

**School: Smolenice Primary School and Nursery School, Komenského 3, Smolenice**

**Class: VI. A, VI. B**

**Subject: English**

**Time allocation: 45 minutes**

**Teachers: Mgr. Júlia Gubrická, Mgr. Veronika Anettová**

**School name: Smolenice Primary School and Nursery School**

**Topic: Arnold's Day – daily routines, adverbs of frequency**

**Level: A1**

**Learning objectives:**

- Be able to describe a person.
- Talk about one's habits and regularly recurring activities.
- Obtain necessary information from a text and match it to the pictures shown.
- Understand and provide information about activities that take place regularly in the third person singular.
- Develop the ability to work in a group.

**Content standard:**

- vocabulary for describing a person,
- grammar present simple tense,
- frequency adverbs,
- reading comprehension,
- matching pictures to text,
- listening comprehension,
- true and false sentences.

**Performance standard:**

The pupil

- actively uses thematic vocabulary (describing a person),
- correctly uses the present tense and adverbs of frequency.

**SMART goals for pupils:**

- You will understand descriptions of people.
- You will be able to talk about your daily routines.
- You will be able to put together a story chronologically using pictures.
- You will use grammatical phenomena related to the third person singular in practice.

**Key competences:**

<b>Competencies</b>	
<b>Communication and working with information</b>	The pupil is able to draw a picture based on a description they have heard and can interpret a story based on pictures without the help of text.
<b>Personal and social</b>	The pupil is able to cooperate in a group
<b>Cultural</b>	The pupil can compare the lives of their peers in the United Kingdom and Slovakia
<b>Learning competence</b>	The pupil is able to respond to instructions from the teacher and classmates through movement The pupil is able to read with understanding and put pictures in chronological order

**Teaching methods:****Methods:**

- Communication
- Visual
- Cooperative activities
- Language games and activities

**Forms:**

- Individual work
- group work

**Teaching aids:**

- worksheet
- writing materials
- notebook
- set of images

**Differentiated tasks:**

- simplified worksheet
- individual work tailored to the student's abilities
- help from the teacher or classmates in more difficult stages of the work

**Course of activity:****1. Introduction/Motivation**

- Language routines (date, day, weather, time, absent pupils, mood scale)
- Language and movement game – True/False

**Teacher:**

- introduces the activity by example
- demonstrates the rules of the game through movement
- asks pupils to follow their example

**Students:**

- express true and false information about themselves through movement
- talk about their routines one by one

**2. Exposition**

- Introduction to the main activity (description of a character from the story, sketch)

**The teacher**

- introduces a character from the story by describing them

**Pupils**

- sketch the character based on the description they have heard
- Reading comprehension and group work

Teacher:

- divides the pupils into groups
- distributes worksheets
- gives instructions

Students:

- read the text
- arrange the pictures in chronological order

### 3. Fixation

- Check work

Pupils:

- come to the board one by one and number the pictures
- Reproduction of the story

Pupils:

- reproduce parts of the story individually based on the pictures

### 4. Reflection and conclusion



- Mood scale

Pupils:

- evaluate their work on this activity based on their feelings

### 5. Self-assessment and evaluation

- Short questionnaire to evaluate work in class

Can you...	Yes, I can 	I need more practice 
talk about your daily routines?		
draw a person?		
talk about Arnold's day?		

Students:

- fill out a short questionnaire
- assess how well they have mastered the given subject matter

### **Bibliography**

Worksheet A day in the life of Arnold – [www.busyteacher.org](http://www.busyteacher.org)

## **Methodological evaluation**

The lesson focuses on consolidating and expanding vocabulary related to "daily routines", using adverbs of frequency and practising the grammatical phenomenon of the present simple tense in the 3rd person singular. The topic "*Arnold's Day*" is presented in the form of activities that combine listening, reading comprehension, speaking and creative activities.

The basis of the lesson is communication in English. The set objectives (development of communication skills, comprehension of spoken and written text, consolidation of grammar, development of cooperation and self-reflection) are achieved through appropriately chosen methods and forms. The structure of the lesson is logical and clear.

The combination of activity-based and experiential learning – listening, movement, drawing, discussion and reflection – is particularly beneficial from a methodological point of view. Pupils are involved throughout the lesson. The main source of knowledge is not the teacher, but the pupil, who develops their ability to learn, actively approaches this process and uses what the teacher, as a facilitator of learning, conveys to them.

Self-assessment is age-appropriate. Supplemented by formative assessment by the teacher, it supports the metacognitive component of learning. From the point of view of competence development, the cultural dimension is also noteworthy, as pupils compare the lives of their peers in Britain and Slovakia, or possibly in other countries.

Conclusion: An innovative lesson based on communication in English with a high degree of student activation.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic