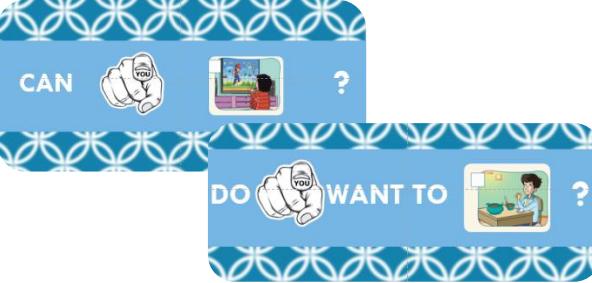


|                                    |   |
|------------------------------------|---|
| <b>Unit:3</b>                      | <b>Book: Spotlight 1</b>                                    |
| <b>Lesson:7 " Let's hang out!"</b> | <b>Time: 55 min</b>   |
| <b>Teacher's name:</b>             | <b>Materials used: data show- board- textbook- notebook</b> |

### **Objectives:**

- Understand and use **invitational structures**: “Do you want to...?” / “Can you...?”
- Respond using **appropriate replies**: “Sure!”, “OK!”, “Sorry, I can’t.”
- Differentiate between **formal and informal forms** (wanna / canya – only in speech)
- Orally **invite and reply** to classmates using new vocabulary

| <b>Stages</b>       | <b>Time</b> | <b>Procedure</b>   | <b>Rationale</b>   | <b>Mode of work</b> |
|---------------------|-------------|--|--|---------------------|
| <b>Presentation</b> | 5 min       | Greetings: “Good afternoon” → students reply. show the title “ <b>Let's hang out!</b> ” T on board. Asks: “What does <i>hang out</i> mean?” Encourage guesses.   | Set context, activate prior knowledge, create curiosity.               | T to Ss<br>Ss to T  |
|                     | 5 min       | T Shows <b>pictures</b> and Ask: “what do you think the story is about?” Students guess freely<br>                                   | Encouraging critical and creative thinking by guessing                 | T to Ss<br>Ss to T  |
|                     | 10 min      | T display dialogue and reads it pronouncing ' <b>wanna</b> ' ' <b>canya</b> ' and using body gestures<br>                           | Clarify form and use. Helps students notice the grammar in context.    | T to Ss<br>Ss to T  |
| <b>Practice</b>     | 5 min       | T Shows 8 <b>action images</b> Say the verb. Students repeat. Ask: “Which one do you want to do after school?” Students answer.<br> | Controlled practice + pronunciation. Builds confidence and vocabulary. | T to Ss<br>Ss to T  |

|                      |        |   |   |                    |
|----------------------|--------|---|---|--------------------|
| <b>Use (writing)</b> | 10 min | <p>T Shows the <b>Language Box</b> Explain the layout. Tell them to copy it to notebooks. Then, choose random students to complete with actions.</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p><b>Tisba:</b> Hi, Mustafa. How are you?<br/> <b>Mustafa:</b> I'm great! <b>Do you want to</b> ..... after school?<br/> <b>Tisba:</b> Sure!<br/> <b>Mustafa:</b> Let's .....<br/> <b>Tisba:</b> OK. Sounds great!</p> </div> | Transfer from oral to written. Students personalize dialogue.   | T to Ss<br>Ss to T |
| <b>practice</b>      | 10 min | <p>Students do the activity A then collective correction on the board</p>    | Reinforces structure and allows integration of time vocabulary. | Ss to Ss           |
| <b>practice</b>      | 5 min  | <p>Ss play a game of pronouncing the questions using photos while pronouncing '<b>wanna</b>' '<b>canya</b>' and answering the questions.</p>    | Recap, confidence boost, gentle correction, closure.            | Ss to Ss           |
| <b>use</b>           | 5 min  | <p>Students ask each other questions freely using '<b>wanna</b>' '<b>canya</b>' '<b>let's</b>'</p>   | confidence boost and building proficiency                       | Ss to Ss           |