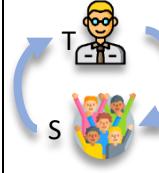
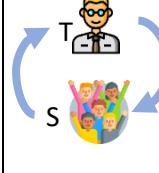
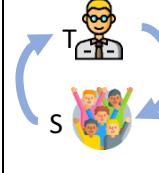


<b>Teacher's name:</b> Amine Keddouri <b>integrated skill:</b> Reading - Speaking – Listening- Writing	<b>Unit:</b> 3 'Tell me about your day' <b>Time:</b> 45 min	<b>Book:</b> Spotlight 1 <b>lesson:</b> I eat breakfast at seven
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### **By the end of the lesson, students will :**

- **Identify** at least five daily routine actions.
- **Use** the Present Simple tense to describe daily routines in at least three sentences.
- **Ask** and **answer** simple questions about daily routines in a structured dialogue with a partner.
- **Sequence** at least four out of five images correctly after hearing a short audio about daily routines.

Stages	Time	Rational	Procedure	Mode of work	Materials used
Warmup + lead-in	5 min	Activates prior knowledge, engages students with visuals and movement, sets the context for learning.	<ul style="list-style-type: none"> <li>- T greets Ss</li> <li>- T shows a large clock and points to different times.</li> <li>- T: <i>what do we do in the morning?</i> (T makes waking up gesture)</li> <li>- T: <i>What's next?</i> (T mimics brushing teeth &amp; eating)</li> <li>- T shows 4 big pictures</li> <li>- T plays  an audio clip: <i>"My name is Cameron. I am from New York City.</i></li> <p><i>From Monday to Friday, I wake up at 5:00 in the morning.."</i></p> <li>- Ss play <i>action game!</i> <ul style="list-style-type: none"> <li>• Ss raise their hands when T says "wake up."</li> <li>• T says "eat breakfast," Ss pretend to eat.</li> <li>• T says "go to school," Ss stand.</li> </ul> </li> </ul>		

Presentation	10 min	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-T Show pictures of actions</li> <li>- T reads each action 2 times with the Ss repeating</li> <li>- T chooses one student each time to say an action</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- T teaches Present Simple (visually)</li> <li><i>I/he/she/we/you/they wake(s) up at 6:00</i></li> <li>- T explains the addition of (s) in <b>he/she</b></li> <li>- T shows the pictures and ask Ss: <b>He ...? / I ...?</b></li> </ul>		Projector  S's book 
Practice	20 min	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Ss listen  to <b>Anir's and Arinass's daily routines</b> and put the pictures in order.</li> <li>- T <b>mimes</b> actions, Ss <b>guess the phrase</b>.</li> <li>- T <b>pretends to eat</b>.</li> <li>- T picks a student to mime → class guesses</li> <li>-Ss fill in the blanks with the appropriate words from activity G</li> <li><i>Ss ask and answer questions about daily routines.</i></li> </ul>		Projector  Pair work  S's book 
The use	10 min	<p><b>Collaboration boosts motivation</b> – Comparing routines makes learning interactive.</p> <ul style="list-style-type: none"> <li>- T <b>models a conversation with a student</b>:</li> <li><b>T: What do you do every morning?</b></li> <li><b>S : I eat breakfast at 7:00.</b></li> <li><b>T: Great!</b></li> <li>- Ss <b>work in pairs and practice asking and answering about routines</b>.</li> </ul>		S's book  Pair work  Projector 