
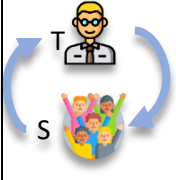

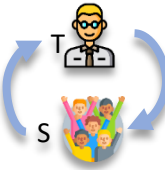



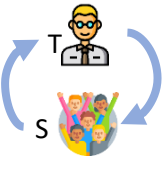



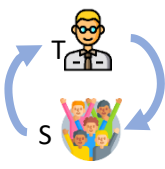





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|---|---|---|
| <b>Teacher's name:</b> Amine Keddouri                               | <b>Unit:</b> 3 'Tell me about your day' | <b>Book:</b> Spotlight 1                |
| <b>integrated skill:</b> Reading - Speaking<br>– Listening- Writing | <b>Time:</b> 45 min                     | <b>lesson:</b> I eat breakfast at seven |

***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:<br/><i>"My name is Cameron. I am from New York City. From Monday to Friday, I wake up at 5:00 in the morning.."</i></li> <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 first</b> → Grammar second – Students need words before they can build sentences.</p> <p><b>Visual and auditory reinforcement</b></p> <p><b>Clear structure minimizes confusion</b></p>  | <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 choses 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> </ul> <p><i>/he/she/we/you/they wake(s) up at 6:00</i></p> <ul style="list-style-type: none"> <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> |   | <p>Projector</p>  <p>S's book</p>      |
| Practice     | 20 min | <p><b>Listening before speaking</b> – Ensures comprehension before production.</p> <p><b>Games lower anxiety</b> – Miming and matching make practice fun and stress-free.</p> <p><b>Progression from controlled to freer practice</b> – Fill-in-the-blanks → Q&amp;A builds confidence.</p> | <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 <i>pretends to eat</i>.</li> <li>- T picks a student to mime → class guesses</li> </ul> <p>-Ss fill in the blanks with the appropriate words from activity G</p> <p><i>Ss ask and answer questions about daily routines.</i></p>                      |  <p>Pair work</p>  | <p>Projector</p>  <p>S's book</p>  |
| The use      | 10 min | <p><b>Collaboration boosts motivation</b> – Comparing routines makes learning interactive.</p>  | <p><b>- T models a conversation with a student:</b></p> <p><b>T:</b> <i>What do you do every morning?</i></p> <p><b>S :</b> <i>I eat breakfast at 7:00.</i></p> <p><b>T:</b> <i>Great!</i></p> <p>- Ss work in pairs and practice asking and answering about routines.</p>  |  <p>Pair work</p>  | <p>S's book</p>  <p>Projector</p>  |