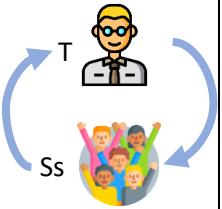


Teacher's name: Amine Keddouri	Unit: 2	Lesson: Fun review
Language skill: Reading - Speaking – Listening	Time: 55 min	School: biranzaran middle school

By the end of the lesson, students will :

- **Recognize** at least 9 school vocabulary words at least (pen-backpack-student- notebook-computer-waste basket- window – calculator- flag) by completing a bingo activity.
- **Describing** classroom vocabulary by using That is ... / Those are...
- **Asking** questions using (is that.../is this.... / are those... / are these...).
- **Challenge** each other in 3 vocabulary games.

Stages	Time	Techniques	Procedure	Mode of work	Materials used
Warmup/ leading	5 min	Rapport building Playing a vocab games	<ul style="list-style-type: none"> - T welcome students warmly and ask, "How are you today?" - T play 'Simon says' with student using classroom vocab. 		

Game 1

25 min

Guided Discovery Elicitation

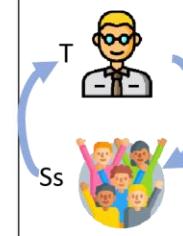
- T explains each vocab in the bingo game using realia:



A. BINGO: Classroom Vocabulary

Write the classroom vocabulary in the BINGO board in any order. Look at the pictures your teacher shows. Tick [✓] the words. To win, get 3 in a row. Say, "Bingo!"

backpack	computer	marker	sit down
board	desk	notebook	stand up
book	door	paper	student
bookshelf	eraser	pen	table
calculator	flag	pencil	take out your book
chair	go to the board	pencil sharpener	teacher
clean up	hand in your paper	put away your book	wastebasket
clock	line up	ruler	window



- T explains the bingo game by filling the squares with vocabulary :

"What do you see in this picture?"



A. BINGO: Classroom Vocabulary



backpack	computer	notebook
eraser	pen	student
window	ruler	wastebasket



"we cross the word ..."

" if there are three aligned vocab you win"

- T elicits responses in simple English.
- T instruct Ss to fill in the blanks with words.
- T wait for Ss to fill the blanks.
- T begins the game by showing classroom vocab on the projector.
- T reward the first 3 Ss to get it right by 'classroom clapping'.

Pair work

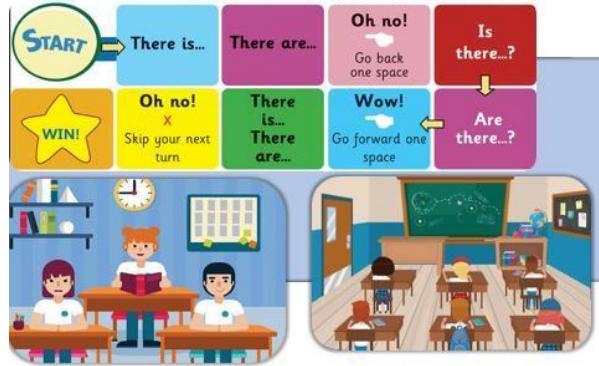


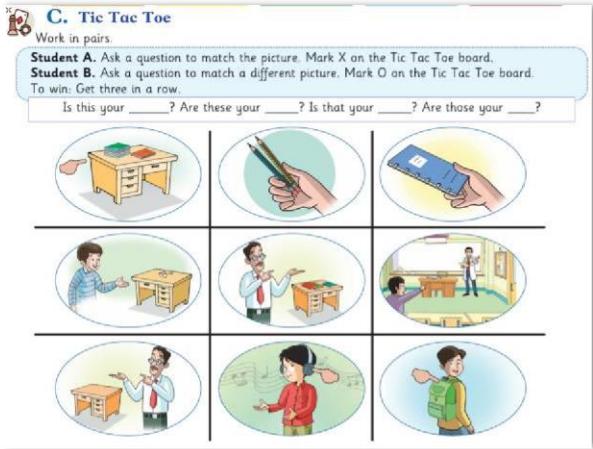
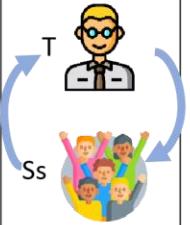
Projector



S's book



Game 2	25 min Explaining monitoring	<ul style="list-style-type: none"> - T explains the rules of the second game by using visuals    <ul style="list-style-type: none"> - T invites two students to the board to show others how the games is played.  <p>-T asks Ss to play the game in pairs.</p> <p>- T asks the ones who won to look for other partners</p> <p>- T monitors Ss.</p>	 S's book  Projector  Pair work
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Game 3	10 min	Explaining monitoring <p>- T explains the third game by making two Ss play it on the board.</p> 		S's book  Projector 
		<p>- T tells Ss to play the game in pairs.</p> <p>- T monitors Ss and check if they understood.</p> <p>- T ask Ss to change partners after wining.</p> <p>Extra Activity: begin the new unit and explain different school vocabulary.</p>		