

Lesson Plan N°2

Date: _____ **Unit:** I- Our Cultural Heritage

Level: 1st Bac

Lesson (skills): Vocabulary (Pages 10 & 11)

Materials: Textbook, board, and ppt.

Time allotted: 55 mins.

Resources: Gateway to English 1 (textbook), Ticket to English (textbook) & different websites.

Objectives: By the end of this lesson, ss will be able:

- to use vocabulary related to culture in general and Moroccan cultural heritage in particular to speak different Moroccan celebrations/traditions in a whole-class discussion.

Procedure (s)/Steps/ Activities	Technique(s)	Timing	Remarks								
<p>Warm up: The teacher greets the Ss+ incidental debate...</p> <p>THE PRESENTATION STAGE The Outset of the lesson: The teacher asks the Ss some leading questions to elicit some cultural aspects:</p> <ul style="list-style-type: none"> • How was your summer holiday? • What did you do? • Where did you go? • Did you attend any event or celebration? • What was it? • What did you wear for it? Did you have any special food? <p>The teacher writes down the elicited cultural items in a mind map and leads the Ss to spot the common theme, and then asks them to come up with more aspects that belong to it.</p> <div style="text-align: center;"> <pre> graph LR Culture((Culture)) --- Kaftan Culture --- traditional_clothes[traditional clothes] Culture --- language Culture --- religion Culture --- wedding Culture --- Djellaba Culture --- Couscous Culture --- historical_places[historical places] </pre> </div> <p>To let the Ss guess the theme of the unit and understand its title, the teacher asks again some leading questions:</p> <ul style="list-style-type: none"> • Are all these things (pointing to some items in the mind map) new to us? → No, we took them over from our ancestors → or we inherited (stressing on this verb) these cultural things from them → So, they're all Our Cultural Heritage. • The T. isolates the words 'ancestors' and 'heritage' for repetition. 	T-Ss	5 mins 15 mins									
<p>THE PRACTICE STAGE Ss open their textbooks on page 10 and try to recognize the pictures on the map.</p> <ul style="list-style-type: none"> • Every recognized aspect is written on the board. • The teacher points to other cities and has the Ss guess what they are famous of to enrich the list. • The Ss do the exercise B on page 11 to categorize the extracted cultural aspects from the map into four columns: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Historical monuments & architecture</th> <th style="background-color: #90ee90;">Food, clothing & customs</th> <th style="background-color: #ffd700;">Arts & crafts</th> <th style="background-color: #66b3ff;">Geography & landscape</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Volubilis • Hassan II mosque • Hassan Tower • Ait Ben Hadou Kasbah • Jamaa El Fena Square </td> <td> <ul style="list-style-type: none"> • Mint tea • Couscous • Tagine • Kaftan • Djellaba • Haik. • Wedding ceremony </td> <td> <ul style="list-style-type: none"> • Carpet making • Jewelry making • Berber weaving • Fishing • Camel treks • Pottery • Fantasia. • Ahouash. </td> <td> <ul style="list-style-type: none"> • Oasis • Toubkal Mount • Palmery (Zagora) • Desert • Hercules cave </td> </tr> </tbody> </table>	Historical monuments & architecture	Food, clothing & customs	Arts & crafts	Geography & landscape	<ul style="list-style-type: none"> • Volubilis • Hassan II mosque • Hassan Tower • Ait Ben Hadou Kasbah • Jamaa El Fena Square 	<ul style="list-style-type: none"> • Mint tea • Couscous • Tagine • Kaftan • Djellaba • Haik. • Wedding ceremony 	<ul style="list-style-type: none"> • Carpet making • Jewelry making • Berber weaving • Fishing • Camel treks • Pottery • Fantasia. • Ahouash. 	<ul style="list-style-type: none"> • Oasis • Toubkal Mount • Palmery (Zagora) • Desert • Hercules cave 	Pair work	20 mins	5 mins for copying
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<p>THE PRODUCTION STAGE In a whole-class discussion, the Ss speak about the different ways Moroccans celebrate some cultural or religious events, the special outfits they wear and the special food they serve and have on this event.</p>	T-Ss & Ss-Ss	10 mins	<p style="background-color: #000080; color: white; padding: 2px;">PRODUCTION</p> <p>Substitute: The T may ask the Ss if they visited any of the places mentioned in the table, tried on any of the clothes or tried their hands at any of the crafts and arts, and get them express how they feel about and like their culture.</p>								