LESSON PLAN – Vocabulary (Unit 6: Cultural Values)

2nd Year Baccalaureate – Ticket to English 2

Teacher	Mr. Boukhana Noureddine
Level	2nd Year Baccalaureate (All streams)
Textbook	Ticket to English 2
Unit	Unit 6 – Cultural Values
Lesson type	Vocabulary – Cultural issues and values
Duration	55 minutes

OBJECTIVE

By the end of the lesson, students will be able to understand and use key vocabulary related to cultural values (respect, tolerance, coexistence, solidarity, honesty, hospitality, prejudice, racism, cultural diversity) to talk about culture in Morocco and in the world.

VOCABULARY LESSON STAGES – Cultural Values

Stage	Phase	Time	Teacher's Activity	Student's Activity	Interaction
Pre-stage	Warm-up & brainstorming	7 min	Write the word CULTURE on the board and ask: What comes to your mind when you read this word? Elicit ideas (language, food, clothes, religion, music, values...).	Give examples of elements of culture in Morocco.	T ↔ S / Whole class
Presentation	Introduce key vocabulary	10 min	Show pictures representing different cultures and behaviours (welcoming guests, helping poor people, racist graffiti, people of different religions together). Present words like respect, tolerance, coexistence, solidarity, hospitality, honesty, prejudice, stereotype, racism, cultural diversity.	Look at the pictures, repeat the new words and copy them with simple definitions.	T ↔ S / Whole class
Meaning focus	Matching activity	10 min	Give Handout Section A: list of words and definitions related to cultural values. Students match individually then check in pairs.	Match each word with the correct definition, then compare answers in pairs.	Individual → Pair
Practice 1	Gap-fill sentences	13 min	Ask students to complete Handout Section B: sentences about cultural values using the words from the box (respect, tolerance, coexistence, solidarity, hospitality, honesty, prejudice, racism, cultural diversity).	Complete sentences using the new vocabulary, then check answers on the board.	Individual
Practice 2	Classify & discuss	8 min	Ask students to classify some behaviours as positive cultural values / negative cultural behaviours (Handout Section C). Then in pairs, discuss which values are important in Moroccan society.	Put behaviours in the correct column and share their opinions.	Pair / Whole class
Post-stage	Short speaking / writing	7 min	Ask students to write 3 sentences about cultural values in Morocco using at least three new words, then read to a partner.	Write 3 sentences and share them with a partner.	Individual / Pair