

Level: **Second year baccalaureate**  
 Topic: **Cultural issues and values**  
 Lesson and standards: Listening and speaking: **cultural- interpretive**  
 Estimated time: 50 minutes  
 Materials: Student's books, visual aids, chalkboard Post cards,  
 Source: GATEWAY 2  
 Setting Arrangement: Pair work, cooperative learning, discussion

**Unit 2**  
**Lesson 3**

**Competencies: by the end of the lesson, students should be able to**

- Predict the topic
- Listen to specific information
- Discuss content

Tasks	Steps / Activities	Timing	Observations
<ul style="list-style-type: none"> <li>• To break the ice and create fruitful learning opportunities</li> </ul>	<b>Opening The lesson</b> Opening the lesson Proverbs related to stereotypes	4 mn	
<ul style="list-style-type: none"> <li>• Brain storming</li> </ul>	<b>A. Discussion:</b> 1- Can give an exaggerated or wrong image about different cultures. <ul style="list-style-type: none"> <li>- Arab are terrorist</li> <li>- Thieves, and witchcraft, scenery, diabolism: KALAATE SRAGHNA</li> <li>- Humor (Marrakech)</li> <li>- Arab Saudi: richness and propagation</li> <li>- Casablanca's people: thief's</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">             A convention, formulaic, and oversimplified conception, opinion or ...           </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">             Categorize, convention, mold, and pattern, standard, typecast, catalogue, define, dub, conventionalize, institutionalize, normalize, regulate, pigeonhole, standardize, systemize, and take to be...           </div> 2- Good/ wrong culture "a child is naturally born as aw white page, only their parents can make him/ her Jewish, Christian or a Muslim".	10 mn	
<ul style="list-style-type: none"> <li>• Good/ Bad</li> </ul>	<b>Part 1</b> <b>B. b- Specific information</b> <b>C. Checking the answers</b> <ol style="list-style-type: none"> <li>1- Stereotypes</li> <li>2- Cultural conflicts</li> <li>3- Cultural and mass media</li> <li>4- Cultural and youth</li> <li>5- The number of existing cultures</li> <li>6- Culture and the race</li> </ol>	10 mn	
<ul style="list-style-type: none"> <li>• Pre-listening</li> </ul>	<b>D. 1- Race refers to skin color but culture is about human development.</b> <b>2- After a long conflict between the French culture and the British one in Canada, they co-exist and complement each other for the benefits of Canada.</b>	8 mn	
<ul style="list-style-type: none"> <li>• Sentences completion</li> </ul>	<b>Part 2</b> <b>E.</b> <ol style="list-style-type: none"> <li>1- True, because also, there is not much time to deeply understand how people from different culture behave.</li> <li>2. False, they reduce the difficulties of understanding people who are different from us.</li> <li>3- False, the differences do not mean you are wrong or not important.</li> </ol>	8 mn	
<ul style="list-style-type: none"> <li>• Post- listening</li> </ul>			
Follow up	<b>F. How does culture diversity empowers or weakens a country?</b> -enrich language Several suggestions Continuous learning process		