Lesson Plan Page No ( 1 )

Class / Level : 10th grade Unite title : Exploring wildlife

Number of Classes : 2 Lesson title : Polar Bears and Penguins Date: from /2 to /2

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4  5 | Use context to guess the meaning of new words .  Make connections between prior knowledge and an informational text bout polar animals .  Write sentences using targeted words .  Pronounce the letters **b** and **p** .  To practice using second conditional | SB ( 42- 43 )  WB ( 31 )  Board  Cassette  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 /  3 – 8  4 – 1 / 4 – 4  4 – 8 / 4 – 9 | 1 – 3 / 1-6  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss answer questions about the pictures and the text to present the new vocabulary .  - T asks Ss to listen to the text .  - Ss listen then read the text to answer the given questions and share out .  - T asks to write sentences using the new words then share out ..W.B.(31)  - Ss listen to the cassette to recognize the sound (p \b ) .Then complete the table .  - T. gives examples for the use of if clause type 2 .  Ss. complete different activities using the rule .W.B.(31) | - 20 M  - 25 M  - 10 M  - 15 M  - 20 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4-5 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Class / Level : 10th grade Unite title : Exploring wildlife

Number of Classes : 2 Lesson title : A trip to Antarctica Date: from /2 to /2

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Write sentences using the second conditional.  Read functional material to extract information from brochure .  Participate in group discussion by sharing ideas using the second conditional . .  Using targeted vocabulary in a context . | SB ( 44- 45 )  WB ( 31-32 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss. Write sentences using the second conditional about given situations then share out  - Ss answer questions about the poles using the previous knowledge .  - T asks Ss to read the text .  - Ss read the text to answer the given questions and share out .  - T gives instructions .  - Ss work in groups to discuss the trip to Antarctica using the second conditional .  - T. asks Ss .to work in pairs to complete activities ( 5, 7,8,9 ) in S.B\W.B. Then share out | - 10 M  - 10 M  - 25 M  - 20 M  - 25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (3 )

Class / Level : 10th grade Unite title : Exploring wildlife

Number of Classes : 2 Lesson title : A trip to Aqaba Date: from /2 to /2

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Read functional material to extract information from brochure .  Participate in group discussion by sharing ideas using information from the text .  Using targeted vocabulary in a context .  complete sentences with the second conditional . | SB ( 44- 45 )  WB ( 33 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss. Write sentences using the second conditional about given situations then share out  - Ss answer questions about Antarctica using the previous knowledge .  - T asks Ss to read the text .  - Ss read the text to answer the given questions and share out .  - T gives instructions .  - Ss work in groups to discuss the trip to Antarctica using the second conditional .  - T. asks Ss .to work in pairs to complete activity 3 using the targeted vocabulary. Then complete activity ( 10, 11,12 ) in W.B. | - 5 M  - 10 M  - 15 M  - 10 M  - 20 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No ( 4 )

Class / Level : 10th grade Unite title : Exploring wildlife

Number of Classes : 2 Lesson title : A trip to Antarctica Date: from /2 to /2

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Respond to analytical questions before and after listening .  Use context to guess the meaning of new words .  Transform information from a text to a table .  Interview peers using the Second Conditional . | SB ( 46- 47)  WB ( 33-34 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss. Answer questions about diving in Aqaba using their previous knowledge  - T asks Ss to listen to the text .  - Ss listen to the text to answer the given questions and share out .  Ss. Work in pairs to guess the meaning of the new words then share out .  - T gives instructions .  - Ss work in groups to discuss the reading text . Then they read aloud and share the main ideas and complete the given activities .  - T. asks Ss .to work in pairs to practice talking about themselves using the Second Conditional. Then share out | - 5 M  - 20 M  - 20 M  - 30 M  - 15 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No ( 1 )

Class / Level : 10th grade Unite title : Planning a trip

Number of Classes : 2 Lesson title : Where shall we go? Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3-  4 | Respond to analytical questions before and after listening to a conversation .  Recognize new vocabulary using the context .  Read the dialogue fluently .  Make suggestions using shall we , how about …… . | SB ( 48- 49 )  WB ( 35 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students questions about the pictures to brainstorm different types of holidays .  - Ss answer questions about the pictures and express their opinions and what they prefer .  - T. plays the cassette .  Ss. to listen and read the conversation to elicit the new vocabulary and ideas .  Ss. Complete ex. 1 in W.B.  - Ss listen and read the text to answer the given questions and share out .  - T gives some suggestions using shall we ….? .  - Ss work in pairs to give suggestions using the targeted language rule , then share out .  Ss. Complete activity 5,6in S.B. and ex.2,3 in W.B. | - 10 M  - 10 M  - 25 M  - 20 M  - 25 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (2)

Class / Level : 10th grade Unite title : Planning a trip

Number of Classes : 1 Lesson title : Where shall we go? Date: from /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2- | **Make suggestions using shall we , how about …… .**  **develop speaking strategies about how to make dialogues** | SB ( 49 )  WB ( 35 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T gives some suggestions using shall we ….? \ How about Why don’t we  - Ss work in pairs to give suggestions using the targeted language rule , then share out .  Ss. Complete activity 5,6in S.B. and ex.2,3 in W.B.  T. gives instructions .  Ss. work in pairs to build a dialogue to give suggestion . | 10M  20 M  15M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  |  |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No ( 3 )

Class / Level : 10th grade Unite title : Planning a trip

Number of Classes : 2 Lesson title : The use of shall and will Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3-  4 | Engage in a discussion to give suggestions.  Use pictures to match with their meaning.  Practice using will\ shall correctly.  Use new vocabulary using the context . | SB ( 49-50 )  WB ( 36 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students to give some suggestions to plan a trip .  - Ss work in pairs to build their dialogues using the suitable functional language then share out .  - T. asks questions about the pictures and presents the words .  Ss. work in pairs to match the pictures with their words then share out .  T. gives instructions .  Ss. use the words in sentences .  T .gives examples using will and shall.  Ss. give other examples then complete the activities in SB. And WB.  - T gives Instructions .  - Ss work in pairs to build dialogues using shall and will, and targeted vocabulary then share out .  Ss. Complete activity 4, in W.B | - 5 M  - 20 M  - 10 M  - 10 M  - 25 M  - 20 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Lesson Plan Page No ( 4 )

Class / Level : 10th grade Unite title : Planning a trip

Number of Classes : 2 Lesson title : The longest swim Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4  5 | Engage in group discussion about journeys and the Amazon river  Respond to analytical questions before and after reading an article .  Using targeted vocabulary in a context .  Engage in peer discussion about the longest river .  Write short description about the Amazon river using he information from the text . | SB ( 52 - 53 )  WB ( 37-38 )  Board  Glossary ( 70-71 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss. Work in pair to form dialogues to give suggestions , then share out  - Ss answer questions about The Amazon river and the given pictures using the previous knowledge .  - T asks Ss to read the text .  - Ss read the text to answer the given questions and share out .  - T elicits the meaning of the targeted vocabulary related to the word tour .  - Ss read the words then work in pairs to complete ex. 6 .  T. gives instructions .  Ss. Work in pairs to discuss questions about the longest river , then share out  T.asks questions about the longest river and asks them to write a paragraph about the Amazon river  Ss. write the paragraph then share out . | - 10 M  - 10 M  - 25 M  - 15 M  -15M  15 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 -5 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Lesson Plan Page No (5 )

Class / Level : 10th grade Unite title : Planning a trip

Number of Classes : 2 Lesson title : describing a memorial trip? Date: from /3 To : \3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2-  2- | **Demonstrate understanding of a reading text** .  **Recognize new targeted vocabulary .**  **Engage in a group discussion to present ideas about a trip they had .**  **Write three well- developed paragraphs about a memorial trip** . | SB ( 53 )  WB ( 37- 38 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T asks Ss .about some suggestions to observe Jordan and its famous sites  - Ss work in pairs to give suggestions, then share out .  Ss. Read the text in the WB. And complete ex. 7,8 then share out .  .  T. check the meaning of the word tour  Ss. Read the words then check their meaning and work in pairs to use them in sentences.  T. tells students about a trip you had and elicits ideas from students .  T. gives instructions after introducing the purpose of the activity .  Ss. work in groups to develop and write their chosen paragraphs .  Ss. : Share their work together and read some samples loudly . | 10M  20 M  15M  10 M  20 M  15 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (1 )

Class / Level: 10th grade Unite title: Weather and climate

Number of Classes: 2 Lesson title : One world , many climates ? Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1 -  2 -  3-  4 - | Respond to analytical questions about giving pictures related to weather and climate.  Use context to guess the meaning of new words.  Respond to analytical questions before, during and after reading an article about climate.  Elicit the usage of relative pronouns. | SB ( 55- 56 )  WB ( 40 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students questions about the pictures to brainstorm different types of climates.  - Ss recognize the different between climate and weather and answer T.’s questions  - T. plays the cassette.  Ss. to listen and read the text to elicit the new vocabulary and ideas.  Ss. Complete ex. 1 in W.B (40 ).  - Ss listen and read the text to answer the given questions and share out.  - T gives some examples using different relative pronouns.  - Ss work in pairs to complete a quiz, then share out.  Ss. Complete activity 6 in S.B. and ex.2, in W.B. | - 10 M  - 10 M  - 25 M  - 20 M  - 25 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading . 3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (2 )

Class / Level : 10th grade Unite title : Weather and climate

Number of Classes : 2 Lesson title : One world , many climates Date: from /3 To \3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources &Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2-  3-  4- | Respond to analytical questions during and after reading a text.  Use the targeted vocabulary in context.  Use relative pronouns correctly  Develop speaking strategies about how to make dialogues**.** | SB (56-57)  WB (40)  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks Ss. to read the text and answer the questions  - Ss work in pairs to answer the questions and then share out .  T. discusses the targeted meaning in ex. 2 , then gives instructions .  Ss. work in pairs to complete ex.5 and ex.1in W.B.Then share out .  T. gives examples to explain the rule .  Ss. elicit the rule and give other examples .  Ss. complete ex .6,7 by using the correct relative pronoun , then share out .  T. explains the activity .  Ss. work in groups to do the quiz using relative clauses . | 20M  25 M  15M  15M  15M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection:

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading.

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature:

Supervisor Date: ………………..Signature :

Lesson Plan Page No ( 3 )

Class / Level : 10th grade Unite title : Weather and climate

Number of Classes : 2 Lesson title : relative pronouns Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Write sentences using the suitable relative pronouns.  Participate in pair discussion by sharing ideas using the relative clauses .  Use glossary to confirm and clarify words meaning  Demonstrate understanding of a listening text by writing a summary of it . | SB ( 44- 45 )  WB ( 31-32 )  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - Ss. Write sentences using the relative pronouns then share out  - Ss work in pairs to ask and answer questions about the types of climate .  - T. gives instructions .  - Ss. Complete ex.2,3,4 in W.B. Then share out  - T asks questions about the given pictures .  - Ss answer using their ability to guess and their previous knowledge .  - T. introduce the targeted vocabulary through discussion .  - Ss. Read the words and write their meaning .  T plays the cassette .  - Ss listen to the text to answer the given questions and share out | - 10 M  - 10 M  - 25 M  - 10 M  15 M  20 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (4 )

Class / Level : 10th grade Unite title : weather and climate

Number of Classes : 2 Lesson title : Vocabulary Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Sort, organize and classify data into a table.  Pronounce words of places.  .  Demonstrate understanding of listening material.  Complete a text with targeted vocabulary . | SB ( 52 - 53 )  WB ( 37-38 )  Board  Glossary ( 70-71 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. elicits the types f climates from students .  - Ss answer questions about the climate types and the given pictures using the previous knowledge .  Ss. pronounce the words loudly .  - T asks Ss to read the words .  - Ss read the words and sort them in the table then share out .  - T introduce the activity then play the cassette .  - Ss listen and answer the questions in pairs .in W.B.  T. gives instructions .  Ss. Work in pairs to read the words and put them in the gaps . Ss. Share out | - 20 M  - 25 M  - 25 M  -20 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (5 )

Class / Level : 10th grade Unite title : weather and climate

Number of Classes : 2 Lesson title : reading and writing Date: from /3 to /3

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4  5 | Describe pictures and make guesses  Recognize the meaning of new words using context  .  read a text to elicit ideas about saving environment .  .  engage in a discussion to find a solution to a problem .  write a report about drought in Australia . | SB ( 60 - 61 )  WB ( 42-43 )  Board  Glossary ( 70-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks questions about the pictures to elicit ideas .  - Ss answer questions about the pictures and give ideas about environment using the previous knowledge .  - T asks Ss to read the words .  - Ss read the words and guess their meaning then correct the sentences  T. gives instructions .  Ss..read the text to answer questions .  - T introduce the activity then asks students to discuss the .  - Ss work in pairs and give ideas .  T. gives instructions .  Ss. use the previous notes to write their report then read some samples . | - 15M  - 15 M  - 15 M  - 20 M  -25 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 -3 |  |
|  |  |  | 4-5 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No ( 1 )

Class / Level: 10th grade Unite title: Earth

Number of Classes: 2 Lesson title : Earth climate story Date: from /3 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1 -  2 -  3-  4 - | Make connections between prior knowledge and information about earth .  Use context to guess the meaning of new words.  Respond to analytical questions before, during and after reading an article about climate.  Elicit the usage of non-defining relative pronouns. | SB ( 62- 63 )  WB ( 44 )  Board  Glossary ( 71-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students questions about the pictures to brainstorm different phenomena of earth.  - Ss recognize the meaning of the targeted words depending on the questions and write them down .  Ss. Complete ex. 1 in W.B (44 ).  - T. plays the cassette.  Ss. to listen and read the text to elicit the new vocabulary and ideas.  - Ss listen and read the text to answer the given questions and share out.  - T gives some examples using different non-defining relative clauses .  - Ss work in pairs to complete ex. 5 then share out.  Ss. Complete activity 6 in S.B. and ex.2, in W.B. | - 15 M  20 M  - 10M  - 20 M  - 25 M |

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| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |

Reflection :

1-I feel satisfied with …students' attitudes toward English

2-Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (2 )

Class / Level : 10th grade Unite title : Weather and climate

Number of Classes : 2 Lesson title : One world , many climates Date: from /4 To \4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2-  3-  4- | Respond to analytical questions during and after reading a text.  Use the targeted vocabulary in context.  Use indefinite relative clauses correctly  Develop speaking strategies about how to make dialogues**.** | SB (62-63)  WB (44)  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks Ss. to read the text and answer the questions  - Ss work in pairs to answer the questions and then share out .  T. discusses the targeted meaning in ex. 2 , then gives instructions .  Ss. work in pairs to complete ex.1 and in W.B. Then share out .  T. gives examples to explain the rule .  Ss. elicit the rule and give other examples .  Ss. complete ex .,5 6, by using the correct relative pronoun , then share out . complete ex. 2,3 in W.B.  T. explains the activity .  Ss. work in groups to write sentences then share out . | 20M  25 M  15M  15M  15M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection:

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading.

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature:

Supervisor Date: ………………..Signature :

Lesson Plan Page No (3)

Class / Level : 10th grade Unite title : weather and climate

Number of Classes : 2 Lesson title : Vocabulary Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Sort, organize and classify data into a table.  Use context to guess meaning of new words ..  .  Demonstrate understanding of listening material.  Use non- defining relative clauses to complete a news report about Jordan's wildlife . | SB ( 64 - 65 )  WB ( 45 )  Board  Glossary ( 71-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. elicits information about the pictures from students and complete the table .  - Ss answer questions about the given pictures using the previous knowledge .  - T asks Ss to read the words .  - Ss read the words and complete the sentences , then share out .  Ss. Complete EX.4 then share out .  - T introduce the activity then play the cassette .  - Ss listen and answer the questions in pairs .and share out .  T. gives instructions .  Ss. Work in pairs to read the news report and complete the report using the suitable clauses . Ss. Share out | - 20 M  - 25 M  - 20 M  -25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading 3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (4 )

Class / Level : 10th grade Unite title : Earth

Number of Classes : 2 Lesson title : Volcano Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4  5 | Describe pictures and make guesses  Recognize the meaning of new words using context  .  respond to analytical questions about volcanoes .  .  use new words to complete the diagram on the volcano .  write an account about witnessing the eruption of a volcano . | SB ( 66 - 67 )  WB ( 46-47 )  Board  Glossary ( 70-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks questions about the pictures to elicit ideas .  - Ss answer questions about the pictures and give ideas about volcano using the previous knowledge .  - T asks Ss to read the words .  - Ss read the words and guess their meaning then correct the sentences  T. gives instructions .  Ss..read the text to answer questions .  - T introduce the activity then asks students to complete the activities ex. 6 .  - Ss work in pairs and complete the diagram .  T. gives instructions .  Ss. use the previous notes to write their report then read some samples . | - 15M  - 15 M  -  15 M  - 20 M  -25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 -3 |  |
|  |  |  | 4-5 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (1 )

Class / Level: 10th grade Unite title: Touristic attractions

Number of Classes: 2 Lesson title : Al hambra Palace Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1 -  2 -  3-  4 - | Make connections between prior knowledge and information about touristic attractions .  Use context to guess the meaning of new words.  Respond to analytical questions before, during and after reading an article about Al Hambra palace.  Engage in peer discussion about Islamic architecture in Jordan . | SB ( 70- 71 )  WB ( 49 )  Board  Glossary ( 73-74 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students questions about the pictures to brainstorm different touristic attractions .  - Ss recognize the meaning of the targeted words depending on the questions and write them down .  Ss. Complete ex. 1 in W.B (49 ).  - T. plays the cassette.  Ss. to listen and read the text to elicit the new vocabulary and ideas.  - Ss listen and read the text to answer the given questions and share out.  - T gives instructions for discussion .  - Ss work in pairs to give ideas about touristic attractions in Jordan  Ss. Complete activity 5 in S.B. and then share out . | - 15 M  20 M  - 10M  - 20 M  - 25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |

Reflection :

1-I feel satisfied with …students' attitudes toward English

2-Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (2)

Class / Level : 10th grade Unite title : Tourism

Number of Classes : 2 Lesson title : present passive sentences Date: from /4 To \4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2-  3-  4- | Use the present simple passive to ask and answer questions about general knowledge.  Practice using present passive tense .  Develop speaking strategies about how to make dialogues**.**  Write a paragraph about an object in their houses usingpresent passive tense . | SB ( 71)  WB (49-50)  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | T. asks questions to revise the previous lesson .  Ss. answer and share out .  T. gives examples to explain the rule .  Ss. elicit the rule and give other examples .  Ss. complete ex .,5, by rewriting the sentences to use present passive , then share out .  T. explains the activity .  Ss. work in pairs to write sentences using present passive tense then share out .  T. gives instructions .  Ss. work in groups to complete ex. 2,3,4,5, then share out .  Ss. use their information to write a paragraph about a chosen object .Then share out . | 10.M  20 M  15 M  15M  20M  15M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection:

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading.

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature:

Supervisor Date: ………………..Signature :

Lesson Plan Page No (3)

Class / Level : 10th grade Unite title : Tourism

Number of Classes : 2 Lesson title : Vocabulary . Reading Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Read a postcard describing a tourist attraction using the grammar learnt.  Use context to guess the meaning of new words.  .  revise using present passive .  participate in a group discussion describing an object . | SB ( 72 - 73 )  WB ( 50 )  Board  Glossary ( 73-74 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. elicits information about the pictures from students  - Ss answer questions about the given pictures using the previous knowledge.  - T asks Ss to read the postcard.  - Ss read the it and complete the paragraph, then share out.  - T introduces the vocabulary.  - Ss read the words and check their meaning. Then share out.  T. gives instructions.  Ss. Work in pairs to form the sentences using present passive. Ss. Share out.  T. asks Ss. To choose a topic and talk about it with their partner.  Ss .asks and answer questions about an object then share out . | - 10 M  - 15 M  - 15 M  -25 M  20-M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

LessonPlan Page No (4 )

Class / Level : 10th grade Unite title : Tourist attraction

Number of Classes : 2 Lesson title : Vocabulary Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources &Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Ask and answer questions to guess what an object is .  Use a picture to make guesses ..  .  Demonstrate understanding of listening material.  Use passive present sentences to write a paragraph describing an object . | SB ( 72 -73 )  WB ( 50 )  Board  Glossary ( 71-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. elicits information about the pictures from students and form sentences to describe objects.  - Ss answer questions about the given pictures using the passive.  sentences  - T asks Ss to read the words .  - Ss read the words and complete the sentences , then share out .  Ss. Complete EX.5,6 then share out .  - T introduce the activity then play the cassette .  - Ss listen and complete the information in pairs .and share out .  T. gives instructions .  Ss. Work individually to write a well organized paragraph describing a chosen item . Ss. Then Share out | - 20 M  - 25 M  - 25 M  -20 M |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading . 3- Suggestion for improvement students' do more practice

Prepared by School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (5)

Class / Level : 10th grade Unite title : tourist attractions

Number of Classes : 2 Lesson title : The Dead Sea Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources &Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Use context to guess the meaning of new words  respond to analytical questions before and after reading .  .  engage in a discussion about the Dead Sea .  write a paragraph about a touristic attraction in Jordan . | SB ( 74 - 75 )  WB ( 51)  Board  Glossary ( 70-73 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks questions about the pictures to elicit ideas .  - Ss answer questions about the pictures and give ideas about the dead sea using their previous knowledge .  - T asks Ss to read the words .  - Ss read the words and guess their meaning then use them in sentences  T. gives instructions .  Ss..read the text to answer questions .  - T introduces the activity then asks students to complete the activities ex. 5,6 .  - Ss work in pairs and discuss the importance of the Dead Sea .  T. gives instructions .  Ss. use their notes to write their description paragraph about their chosen place , then read some samples . | - 15M  - 15 M  -  15 M  - 20 M  -25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3- 4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No ( 1)

Class / Level: 10th grade Unite title: Cultural tourism

Number of Classes: 2 Lesson title : The power of imagination Date: from /5 to /5

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1 -  2 -  3-  4- | Make connections between prior knowledge and pictures about cultural tourism .  Use context to guess the meaning of new words.  Listen to a text about a famous painter to find the main ideas .  Respond to analytical questions before, during and after reading an article about climate.  . | SB ( 76- 77 )  WB ( 53 )  Board  Glossary ( 73-74 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks students questions about the pictures to brainstorm different ideas about cultural tourism .  - Ss recognize the meaning of the targeted words depending on the questions and write them down .  Ss. Complete ex. 1 in W.B (53 ) then share out .  - T. plays the cassette.  Ss. to listen and read the text to elicit the new vocabulary and ideas.  - Ss. read the text to answer the given questions and share out.  - T gives instructions for discussion .  - Ss work in pairs to give ideas about famous painters and artists . | - 10 M  -25 M  - 10M  - 15 M  - 20 M  - 10 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |

Reflection :

1-I feel satisfied with …students' attitudes toward English

2-Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (2)

Class / Level : 10th grade Unite title : Cultural tourism

Number of Classes : 2 Lesson title : present passive sentences Date: from \5 To \5

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1-  2-  3-  4- | Use the past simple passive to ask and answer questions about Leonardo Da Vinci.  Practice using past passive tense .  Develop speaking strategies using WH questions about Van Gogh’s painting .  Classify data into a table by practicing word building .  . | SB ( 77 - 78)  WB (53 - 54)  Board  Glossary | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | T. asks questions to revise the previous lesson .  Ss. answer and share out .  T. gives examples to explain the rule .  Ss. elicit the rule and give other examples .  Ss. complete ex .,5, ,6 by completing and rewriting the sentences to use past passive , then share out .  T. explains the activity .  Ss. work in pairs to write sentences using past passive tense then share out .  T. gives instructions .  Ss. work in groups to complete ex. 2,3,4in W.B. , then share out .  T. explains the task .  Ss. use the information in the previous text to complete the table with nouns and verbs .Then share out . | 10.M  15 M  20 M  10 M  20M  15M |

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| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
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|  |  |  |  |  |

Reflection:

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading.

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature:

Supervisor Date: ………………..Signature :

Lesson Plan Page No (3 )

Class / Level : 10th grade Unite title : cultural tourism

Number of Classes : 2 Lesson title : reading Date: from /5 to /5

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4  5 | Describe pictures and make guesses  Recognize the meaning of new words using context  .  respond to analytical questions about Jordanian Gallery for fine art . .  .  Design a programme for promoting the artist movement in Jordan .  Present the e- presentation about the programme . | SB ( 80 - 81 )  WB ( 55-56 )  Board  Glossary ( 73-74 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. asks questions about the pictures to elicit ideas.  - Ss answer questions about the  pictures and give ideas about fine art and Jordanian Gallery using the previous knowledge .  - T asks Ss to read the words .  - Ss read the words and guess their meaning then correct the sentences  T. gives instructions .  Ss..read the text to answer questions .  - T introduce the activity then asks students to complete the activities ex. 6 .  - Ss work in pairs and complete the table then share out .  T. gives instructions .  Ss. use the previous notes to complete the presentation then present some samples . | - 10M  - 15 M  -  20 M  - 20 M  -25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 -3 |  |
|  |  |  | 4-5 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :

Lesson Plan Page No (4 )

Class / Level : 10th grade Unite title : Cultural Tourism

Number of Classes : 2 Lesson title : vocabulary Date: from /5 to /5

Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3  4 | Sort, organize and classify data into a table by practicing word building .  Use context to match words with their meaning .  .  Demonstrate understanding of listening material.  Ask and answer questions about inventors or artists and their work . . | SB ( 78 - 79 )  WB ( 54 )  Board  Glossary ( 73-74 ) | 1 – 1 / 1 – 3  1 – 7 / 1 – 8  1 – 9  2  3 – 1 / 3 – 7  3 – 8  4 – 1 /  4 – 8 / | 1 – 3 /  2 – 2 / 3 – 2  4 – 3 / | 2 | - T. elicits information about the pictures from students and complete the table .  - Ss answer questions about the given pictures using the information in the text ( P76)to complete the table about verbs and nouns .  - T asks Ss to read the words .  - Ss read the words and complete the sentences , then share out .  Ss. Complete EX.2 then share out .  - T introduce the activity then play the cassette .  - Ss listen and answer the questions in pairs .and share out .  T. gives instructions .  Ss. Work in pairs to read the names of the inventors and artists and share information about them then complete the questions and answers . Ss. Share out | - 20 M  - 25 M  - 20 M  -25 M |

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| --- | --- | --- | --- | --- |
| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
|  |  |  | 1-2 |  |
|  |  |  | 3-4 |  |
|  |  |  |  |  |

Reflection :

1. I feel satisfied with …students' attitudes toward English
2. Challenges that faced me students' weakness in reading .

3- Suggestion for improvement students' do more practice

Prepared by : School principle Date :……………….. Signature :

Supervisor Date :………………..Signature :