التحضير اليومي اللغة الانجليزية الصف العاشر الأساسي الفصل الدراسي الثاني

2022-2021

تم التحميل من موقع المناهج الدراسية الالكتروني



Form # Of71-14rev.a

Page No (1)

/2

Unite title: Exploring wildlife Lesson title: Polar Bears and Penguins

Previous Learning: Vertical Integration:

Class / Level : 10th grade Number of Classes : 2

Horizontal Integration:

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

Date: from /2

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

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

Prepared by:	School principle	Date :	Signature:
	Supervisor	Date :	Signature:

Class / Level : 10th grade Number of Classes : 2

Date: from /2 to /2

Previous Learning: Vertical Integration:

Prepared by:

Horizontal Integration:

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Specific Outcomes	Resources &	Instructional	Assessment		Procedures	Duration
•	Materials	Strategies	Strategy	Tool		
Write sentences using the second	SB (44- 45)	1-1 / 1-3	1-3 /	2	- Ss. Write sentences using the	- 10 M
conditional.		1-7 / 1-8	2-2 /3-2		second conditional about given	
	WB (31-32)	1 – 9	4-3 /		situations then share out	
Read functional material to extract					- Ss answer questions about the poles	- 10 M
information from brochure .	Board	2			using the previous knowledge .	
	Glossary				- T asks Ss to read the text .	- 25 M
Participate in group discussion by					- Ss read the text to answer the given	
sharing ideas using the second conditional		3 – 8			questions and share out .	
		4 – 1 /			- T gives instructions .	
Using targeted vocabulary in a context .		4-8 /			- Ss work in groups to discuss the trip to Antarctica using the second conditional .	- 20 M
					- T. asks Ss .to work in pairs to complete activities (5, 7,8,9) in S.B\W.B. Then share out	- 25 M
	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	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	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 Materials Strategies NB (44-45) 1-1/1-3 1-7/1-8 WB (31-32) Board Glossary 3-1/3-7 3-8 4-1/ 4-8/	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 Materials Strategies Strategy 1 - 1 / 1 - 3	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 Strategies Strategy Tool 1 - 1 / 1 - 3	Materials Strategies Tool 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 . Materials Strategies Strategy Tool 1 - 1 / 1 - 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 . 4 - 1 / - 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

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

School principle

Supervisor

Reflection:

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

Unite title: Exploring wildlife

Lesson title: A trip to Antarctica

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

3-	Suggestion for impro	ovement students'	do more practice
Date :	. Signature :		
Date :	Signature		

Class / Level : 10th grade Number of Classes : 2

Page No (3)

Unite title: Exploring wildlife Lesson title: A trip to Aqaba

Date: from

to

Previous Learning: Vertical Integration:

Horizontal Integration:

/2

No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool]	
1	Read functional material to extract	SB (44- 45)	1-1 / 1-3	1-3/	2	- Ss. Write sentences using the	- 5 M
	information from brochure .		1-7 / 1-8	2-2 /3-2		second conditional about given	
		WB (33)	1 – 9	4-3 /		situations then share out	
2	Participate in group discussion by		_			- Ss answer questions about	- 10 M
	sharing ideas using information from	Board	2			Antarctica using the previous	
	the text.	Glossary				knowledge .	
			3-1 / 3-7			- T asks Ss to read the text .	- 15 M
3	Using targeted vocabulary in a		3 – 8			- Ss read the text to answer the given	
	context .		4 4 /			questions and share out.	
4	complete contended with the accord		4 – 1 / 4 – 8 /			T sives instructions	
4	complete sentences with the second conditional .		4-0 /			T gives instructions .Ss work in groups to discuss the trip	- 10 M
	Conditional .					to Antarctica using the second	- 10 101
						conditional .	
						Conditional .	
						- T. asks Ss .to work in pairs to	- 20 M
						complete activity 3 using the targeted	
						vocabulary. Then complete activity (
						10, 11,12) in W.B.	

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

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

Prepared by:	School principle	Date :	Signature:
	Supervisor	Date :	Signature:

Page No (4)

Unite title : Exploring wildlife
Lesson title : A trip to Antarctica

Class / Level : 10th grade Number of Classes : 2

Date: from /2

to /2

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Respond to analytical questions before and after listening.	SB (46- 47)	1-1 / 1-3 1-7 / 1-8	1-3 / 2-2 /3-2	2	- Ss. Answer questions about diving in Aqaba using their previous knowledge	- 5 M
	before and after fistering.	WB (33-34)	1-7 / 1-8	4-3/		- T asks Ss to listen to the text .	- 20 M
2	Use context to guess the meaning of	VD (33 34)	1-5	4-37		- Ss listen to the text to answer the	20 101
	new words .	Board	2			given questions and share out .	
		Glossary				Ss. Work in pairs to guess the	
_	Transform information from a text to		3-1 / 3-7			meaning of the new words then share	- 20 M
3	a table.		3 – 8			out .	
	Interview peers using the Second		4-1 /			- T gives instructions Ss work in groups to discuss the	
4	Conditional .		4-1 /			reading text . Then they read aloud	
•	Conditional .		, ,			and share the main ideas and	- 30 M
						complete the given activities .	
						- T. asks Ss .to work in pairs to	
						practice talking about themselves	- 15 M
						using the Second Conditional. Then	
						share out	

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

- 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 : Si	ignature :	
		Supervisor	Date :	Signature:

Class / Level : 10th grade Number of Classes : 2

Date: from /3 /3 to

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Respond to analytical questions before and after listening to a conversation .	SB (48-49) WB (35)	1-1 / 1-3 1-7 / 1-8 1-9	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	- 10 M - 10 M
2	Recognize new vocabulary using the context.	Board Glossary	3-1 / 3-7			pictures and express their opinions and what they prefer T. plays the cassette .	
3-	Read the dialogue fluently . Make suggestions using shall we,		3-8			Ss. to listen and read the conversation to elicit the new vocabulary and ideas . Ss. Complete ex. 1 in W.B.	- 25 M
4	how about		4-8 /			- Ss listen and read the text to answer the given questions and share out .	- 20 M
						- 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.	- 25 M

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

Reflection:

- I feel satisfied with ...students' attitudes toward 3-English
- Challenges that faced me students' weakness in 4reading.
- Suggestion for improvement students' do more practice 3-

Prepared by:	School principle	Date :	Signature:
	Supervisor	Date :	Signature:

Page No (1)
Unite title: Planning a trip

Lesson title: Where shall we go?

Class / Level : 10th grade Number of Classes : 1 Page No (2)

Unite title : Planning a trip Lesson title : Where shall we go?

Date: from /3

Previous Learning: Vertical Integration:

Horizontal Integration:

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

Day & Date	Section	Period	Fulfilled	Homework
			Outcomes	
			1-2	

- 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 : Sa	ignature :	nature :	
		Supervisor	Date :	Signature	

Class / Level : 10th grade Number of Classes : 2 Page No (3)

Unite title: Planning a trip 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	Asses		Procedures	Duration
1	Engage in a discussion to give suggestions.	SB (49-50)	1-1 / 1-3 1-7 / 1-8 1-9	Strategy 1 – 3 / 2 – 2 / 3 –	Tool 2	- T. asks students to give some suggestions to plan a trip Ss work in pairs to build their	- 5 M
2	Use pictures to match with their meaning.	WB (36) Board	2	2 4-3 /		dialogues using the suitable functional language then share out .	- 20 M
3-	Practice using will\ shall correctly.	Glossary	3-1 / 3-7 3-8			- T. asks questions about the pictures and presents the words . Ss. work in pairs to match the pictures	- 10 M
4	Use new vocabulary using the context.		4-1 / 4-8 /			with their words then share out . T. gives instructions . Ss. use the words in sentences .	- 10 M
			4-07			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	- 25 M
						using shall and will, and targeted vocabulary then share out . Ss. Complete activity 4, in W.B	- 20 M

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

- 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

Class / Level : 10th grade Number of Classes : 2 Page No (4)

Unite title : Planning a trip Lesson title : The longest swim

Date: from /3

to /3

Previous Learning: Vertical Integration:

Horizontal Integration:

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No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Engage in group discussion about	SB (52 - 53)	1-1 / 1-3	1-3/	2	- Ss. Work in pair to form dialogues to	- 10 M
	journeys and the Amazon river		1-7 / 1-8	2-2 /3-2		give suggestions, then share out	
		WB (37-38)	1 – 9	4-3 /			
2	Respond to analytical questions					- Ss answer questions about The	- 10 M
	before and after reading an article .	Board	2			Amazon river and the given pictures	
		Glossary (70-				using the previous knowledge .	
	Using targeted vocabulary in a	71)	3-1 / 3-7			- T asks Ss to read the text .	
3	context .		3-8			- Ss read the text to answer the given	- 25 M
						questions and share out .	
	Engage in peer discussion about		4-1 /			Taliaita tha magazina af tha tannatad	
4	the longest river .		4-8 /			- T elicits the meaning of the targeted	
5	Write short description shout the					vocabulary related to the word tour Ss read the words then work in	- 15 M
3	Write short description about the Amazon river using he information					pairs to complete ex. 6.	- 13 IVI
	from the text .					pairs to complete ex. o .	
	nom the text .					T. gives instructions .	
						Ss. Work in pairs to discuss	-15M
						questions about the longest river,	-13IVI
						then share out	
						T.asks questions about the longest	
						river and asks them to write a	15 M
						paragraph about the Amazon river	
						Ss. write the paragraph then share	
						out.	

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

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

3-	Suggestion	for i	improvement	students'	do 1	more	practice

Prepared by:	School principle	Date :	Signature:

Class / Level : 10th grade Number of Classes : 2 Page No (5)

Unite title: Planning a trip Lesson title: describing a memorial trip?

Date: from /3

To: \3

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses		Procedures	Duration
110.	Specific Editorines	Materials	Strategies	Strategy	Tool	- Troodance	Baration
1-	Demonstrate understanding of a reading text .	SB (53) WB (37-38)	1-1 / 1-3 1-7 / 1-8 1-9	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 .	10M
2-	Recognize new targeted vocabulary .	Board Glossary	3-1 / 3-7 3-8			Ss. Read the text in the WB. And complete ex. 7,8 then share out .	20 M
2-	Engage in a group discussion to present ideas about a trip they had .		4-1 / 4-8 /			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.	15M
	Write three well- developed paragraphs about a memorial trip.					T. tells students about a trip you had and elicits ideas from students.	10 M
						T. gives instructions after introducing the purpose of the activity . Ss. work in groups to develop and write their chosen paragraphs .	20 M
						Ss. : Share their work together and read some samples loudly .	15 M

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

- 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 : Si		
		Supervisor	Date :	Signature

Page No (1) Unite title: Weather and climate

Lesson title: One world, many climates

Class / Level: 10th grade Number of Classes: 2

Date: from /3 /3 to

Previous Learning:

Vertical Integration: Horizontal Integration:

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

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

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- I feel satisfied with ...students' attitudes toward English
- 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 Number of Classes : 2 Page No (2)

Unite title : Weather and climate Lesson title : One world , many climates

Date: from /3 To \3

Previous Learning: Vertical Integration:

Horizontal Integration:

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

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

- 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 : Sa		
		Supervisor	Date:	Signature

Class / Level : 10th grade Number of Classes : 2 Page No (3)

Unite title : Weather and climate Lesson title : relative pronouns

Date: from /3 to /3

Previous Learning: Vertical Integration:

Horizontal Integration:

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No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Write sentences using the suitable	SB (44- 45)	1-1 / 1-3	1-3/	2	- Ss. Write sentences using the	- 10 M
	relative pronouns.		1-7 / 1-8	2-2/3-2		relative pronouns then share out	
		WB (31-32)	1 – 9	4-3 /			
2	Participate in pair discussion by		_			- Ss work in pairs to ask and answer	- 10 M
	sharing ideas using the relative	Board	2			questions about the types of	
	clauses.	Glossary				climate .	
			3-1 / 3-7				
3	Use glossary to confirm and clarify		3 – 8			- T. gives instructions .	- 25 M
	words meaning					- Ss. Complete ex.2,3,4 in W.B.	
			4-1 /			Then share out	
			4-8 /				
4	Demonstrate understanding of a					- T asks questions about the given	40.14
	listening text by writing a summary					pictures .	- 10 M
	of it .					- Ss answer using their ability to	
						guess and their previous knowledge	
						•	15 M
						T introduce the targeted	13 101
						- T. introduce the targeted	
						vocabulary through discussion Ss. Read the words and write their	
						meaning .	
						meaning .	20 M
						T plays the cassette .	20 IVI
						- Ss listen to the text to answer the	
						given questions and share out	
						given questions and snate out	

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

- 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
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Prepared by:	School principle	Date :	Signature:	
	Supervisor	Date :	Signature:	

Class / Level : 10th grade Number of Classes : 2 Page No (4)

Unite title : weather and climate Lesson title : Vocabulary

Date: from /3

Previous Learning: Vertical Integration:

Horizontal Integration:

/3

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

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

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

Prepared by:	School principle	Date :	Signature :
	Supervisor	Date :	Signature:

Class / Level : 10th grade Number of Classes : 2 Page No (5)

Unite title : weather and climate Lesson title : reading and writing

Date: from /3 to /3

Previous Learning: Vertical Integration:

Horizontal Integration:

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

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

- 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

Number of Classes: 2

Date: from /3 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

Unite title: Earth Lesson title: Earth climate story

No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1 -	Make connections between prior knowledge and information about	SB (62- 63) WB (44)	1-1 /1-3 1-7 /1-8 1-9	1-3 / 2-2 /3-2 4-3 /	2	- T. asks students questions about the pictures to brainstorm different phenomena of earth.	- 15 M
	earth.	Board	2			- Ss recognize the meaning of the targeted words depending on the	20 M
2 -	Use context to guess the meaning of new words.	Glossary (71- 73)	3-1 /3-7 3-8			questions and write them down . Ss. Complete ex. 1 in W.B (44).	- 10M
3-	Respond to analytical questions before, during and after reading an article about climate. Elicit the usage of non-defining		4-1 / 4-8 /			- 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	- 20 M
	relative pronouns.					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.	- 25 M

Page No (1)

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

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

Prepared by:	School principle	Date :	Signature:
Supervisor	Date :	Signature:	

Class / Level : 10th grade Number of Classes : 2 Page No (2)

Unite title : Weather and climate Lesson title : One world , many climates

Date: from /4 To \4

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses	sment	Procedures	Duration
		Materials	Strategies	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.	Materials SB (62-63) WB (44) Board Glossary	Strategies 1-1 /1-3 1-7 /1-8 1-9 2 3-1 /3-7 3-8 4-1 / 4-8 /	Strategy 1-3/2-2/3-2 4-3/	Tool 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.	20M 25 M 15M
						T. explains the activity . Ss. work in groups to write sentences then share out .	15M

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

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

Prepared by:	School principle	Date : Sa	ignature:	
		Supervisor	Date:	Signature

Class / Level : 10th grade Number of Classes : 2 Page No (3)

Unite title : weather and climate Lesson title : Vocabulary

Date: from /4

to /4

Previous Learning: Vertical Integration:

Horizontal Integration:

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No.	Specific Outcomes	Resources &	Instructional	Assessment		Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Sort, organize and classify data into a table.	SB (64 - 65) WB (45)	1-1 / 1-3 1-7 / 1-8 1-9	1-3 / 2-2 /3-2 4-3 /	2	- T. elicits information about the pictures from students and complete the table .	- 20 M
2	Use context to guess meaning of new words	Board Glossary (71- 73)	2 3-1 / 3-7	4-37		- Ss answer questions about the given pictures using the previous knowledge .	
3	Demonstrate understanding of listening material.	,	3-8			T asks Ss to read the words .Ss read the words and complete the sentences , then share out .	- 25 M
4	Use non- defining relative clauses to complete a news report about Jordan's wildlife.		4-8 /			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 .	- 20 M
						T. gives instructions . Ss. Work in pairs to read the news report and complete the report using the suitable clauses . Ss. Share out	-25 M

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

do more practice

Refl	ection	:

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

Prepared by:	School principle	Date :	Signature :	
		Supervisor	Date :	Signature

Class / Level : 10th grade Number of Classes : 2 Page No (4)

Date: from /4

Unite title : Earth Lesson title : Volcano

Previous Learning: Vertical Integration:

Horizontal Integration:

/4

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

	Day & Date	Section	Period	Fulfilled	Homework
				Outcomes	
				1-2 -3	
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- 1- I feel satisfied with ...students' attitudes toward English
- 2- Challenges that faced me students' weakness in reading.

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-	Suggestion	tor im	nrovement	students'	do t	more practice
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Prepared by:	School principle	Date :	Signature:
	Supervisor	Date :	Signature:

Class / Level: 10th grade

Number of Classes: 2

Page No (1)

Unite title: Touristic attractions Lesson title: Al hambra Palace

Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

No.	Specific Outcomes	Resources & Instructional		Assessment		Procedures	Duration
		Materials	Strategies	Strategy	Tool		
-	Make connections between prior knowledge and information about	SB (70-71) WB (49)	1-1 /1-3 1-7 /1-8 1-9	1-3 / 2-2 /3-2 4-3 /	2	- T. asks students questions about the pictures to brainstorm different touristic attractions.	- 15 M
	touristic attractions .	Board	2	4-37		- Ss recognize the meaning of the targeted words depending on the	20 M
2 -	Use context to guess the meaning of new words.	Glossary (73- 74)	3-1 /3-7 3-8			questions and write them down . Ss. Complete ex. 1 in W.B (49).	- 10M
3-	Respond to analytical questions before, during and after reading an article about Al Hambra palace.		4-1 / 4-8 /			- T. plays the cassette. Ss. to listen and read the text to elicit the new vocabulary and ideas.	- 20 M
4 -	Engage in peer discussion about Islamic architecture in Jordan .					- 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 .	- 25 M

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

Refle	ction	:
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- 1-I feel satisfied with ...students' attitudes toward English
- 2-Challenges that faced me students' weakness in reading.

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- 4	Suggestion	tor improve	mant ctudante	do mora proctica
3-	Duzzesuon	TOT THIDTOYE	mem students	do more practice
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Prepared by:	School principle	Date :	Signature
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Supervisor Date :.....Signature :

Class / Level : 10th grade Number of Classes : 2 Page No (2)

Unite title : Tourism Lesson title : present passive sentences

Date: from /4 To \4

Previous Learning: Vertical Integration:

Horizontal Integration:

	vertical integration.			onzoniai integrati			
No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duratio
		Materials	Strategies	Strategy	Tool		
1- 2- 3-	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.					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	10.M 20 M 15 M 15M 20M

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

- 9- I feel satisfied with ...students' attitudes toward English
- 10- 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 Number of Classes : 2 Page No (3)

Unite title : Tourism Lesson title : Vocabulary . Reading

Date: from /4 to /4

Previous Learning:

Vertical Integration: Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Read a postcard describing a	SB (72 - 73)	1-1 / 1-3	1-3/	2	- T. elicits information about the	
	tourist attraction using the grammar		1-7 / 1-8	2-2/3-2		pictures from students	- 10 M
	learnt.	WB (50)	1 – 9	4 – 3 /		- Ss answer questions about the	
						given pictures using the previous	
2	Use context to guess the meaning		2			knowledge.	
	of new words.	Board				- T asks Ss to read the postcard.	- 15 M
			3-1 / 3-7			- Ss read the it and complete the	
		Glossary (73-	3 – 8			paragraph, then share out.	
3	revise using present passive .	74)					
			4-1 /			- T introduces the vocabulary.	- 15 M
			4-8 /			- Ss read the words and check their	
						meaning. Then share out.	
4	participate in a group discussion						
	describing an object .					T. gives instructions.	
						Ss. Work in pairs to form the	-25 M
						sentences using present passive. Ss.	
						Share out.	
						Total a Co. Total access to all	
						T. asks Ss. To choose a topic and	20.14
						talk about it with their partner.	20-M
						Ss .asks and answer questions about	
						an object then share out .	
		1		1			

Reflection:

English

reading.

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

3- Suggestion for improvement student	s' do more practice		
Prepared by:	School principle	Date :	Sign
•	Supervisor	Date :Signa	ature :

I feel satisfied with ...students' attitudes toward

Challenges that faced me students' weakness in

Signature:

Class / Level : 10th grade Number of Classes : 2

Page No (4)

Unite title: Tourist attraction Lesson title: Vocabulary

Date: from /4 to /4

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources	Instructional	Assessment		Procedures	Duration
		&Materials	Strategies	Strategy	Tool		
1	Ask and answer questions to guess	SB (72 -73)	1-1 / 1-3	1-3/	2	- T. elicits information about the	
	what an object is .		1-7 / 1-8	2-2/3-2		pictures from students and form	- 20 M
		WB (50)	1 – 9	4-3/		sentences to describe objects.	
2	Use a picture to make guesses					- Ss answer questions about the	
		Board	2			given pictures using the passive.	
		Glossary (71-				sentences	
		73)	3-1 / 3-7			- T asks Ss to read the words .	
3	Demonstrate understanding of		3 – 8			- Ss read the words and complete	- 25 M
	listening material.					the sentences, then share out.	
			4 – 1 /			Ss. Complete EX.5,6 then share out .	
4	Use passive present sentences to		4-8 /				
	write a paragraph describing an					- T introduce the activity then play the	- 25 M
	object.					cassette.	
						- Ss listen and complete the	
						information in pairs .and share out .	
						T. gives instructions .	20.35
						Ss. Work individually to write a well	-20 M
						organized paragraph describing a	
						chosen item . Ss. Then Share out	
						Shooth Rolli . OS. Then onale out	
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Day & Date	Section	Period	Fulfilled	Homework
-			Outcomes	
			1-2	
			3-4	

students' do more practice

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

Prepared by	School principle	Date :	Signature:	
		Supervisor	Date :	Signature :

Class / Level : 10th grade Number of Classes : 2

Page No (5)

Unite title: tourist attractions Lesson title: The Dead Sea

Date: from

Previous Learning: Vertical Integration:

Horizontal Integration:

/4

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

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

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

2	Suggestion	for im	nrovement of	udontal de	mora practica
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	3-	Suggestion for improve	ment students do more pra	CHCE
Prepared by:		School principle	Date :	Signature:
		Supervisor	Date :	Signature:
Lesson Plan		Page	No (1)	•

Class / Level: 10th grade Number of Classes: 2

Date: from /5 to /5

Previous Learning:

Vertical Integration: Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
	Mala and atting his to a district and a district an	SB (76- 77)	1-1 /1-3	1-3/	2	- T. asks students questions about the	40.14
1 -	Make connections between prior knowledge and pictures about cultural tourism.	WB (53)	1-7 /1-8 1-9	2-2 /3-2 4-3 /		pictures to brainstorm different ideas about cultural tourism .	- 10 M
		Board	2			- Ss recognize the meaning of the	
2 -	Use context to guess the meaning of new words.	Glossary (73- 74)	3-1 /3-7 3-8			targeted words depending on the questions and write them down.	-25 M
3-	Listen to a text about a famous painter to find the main ideas .		4-1 / 4-8 /			Ss. Complete ex. 1 in W.B (53) then share out .	- 10M
4-	Respond to analytical questions before, during and after reading an article about climate.		4-0 /			- T. plays the cassette. Ss. to listen and read the text to elicit the new vocabulary and ideas.	- 15 M
						- Ss. read the text to answer the given questions and share out.	- 20 M
						- T gives instructions for discussion Ss work in pairs to give ideas about famous painters and artists .	- 10 M

Day & Date	Section	Period	Fulfilled	Homework
			Outcomes	
			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:

Unite title: Cultural tourism Lesson title: The power of imagination

Class / Level : 10th grade Number of Classes : 2 Page No (2)

Unite title : Cultural tourism Lesson title : present passive sentences

Date: from \5 To \5

Previous Learning: Vertical Integration:

Horizontal Integration:

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

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

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

			3-	Suggestion for improvement students do more practice
Prepared by:	School principle	Date : Sig	gnature:	
		Supervisor	Date:	Signature :

Page No (3)

Class / Level : 10th grade Number of Classes : 2

Unite title: cultural tourism Lesson title: reading

Date: from /5 to /5

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Assess	sment	Procedures	Duration
		Materials	Strategies	Strategy	Tool		
1	Describe pictures and make	SB (80 - 81)	1-1 / 1-3	1-3/	2	- T. asks questions about the pictures	
	guesses		1-7 / 1-8	2-2/3-2		to elicit ideas.	- 10M
		WB (55-56)	1 – 9	4-3 /		- Ss answer questions about the	
2	Recognize the meaning of new					pictures and give ideas about fine art	
	words using context	Board	2			and Jordanian Gallery using the	
		Glossary (73-				previous knowledge .	
_		74)	3-1 / 3-7			- T asks Ss to read the words .	- 15 M
3	respond to analytical questions		3-8			- Ss read the words and guess their	
	about Jordanian Gallery for fine art					meaning then correct the sentences	
			4-1 /				-
	<u>.</u>		4-8 /			T. gives instructions .	20 M
4	Design a programme for promoting					Ssread the text to answer questions	
	the artist movement in Jordan .					•	
5	Propert the a propertation about					T introduce the activity then cake	- 20 M
3	Present the e- presentation about					- T introduce the activity then asks	- 20 IVI
	the programme .					students to complete the activities ex.	
						- Ss work in pairs and complete the	
						table then share out .	
						table their share out .	25.16
						T. gives instructions .	-25 M
						Ss. use the previous notes to	
						complete the presentation then	
						present some samples .	

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

- 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 : S	ignature :	
		Supervisor	Date :	Signature:

Page No (4)

Class / Level : 10th grade Number of Classes : 2

Date: from /5 to /5

Previous Learning: Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources &	Instructional	Asses	sment	Procedures	Duration
	·	Materials	Strategies	Strategy	Tool		
1	Sort, organize and classify data into a table by practicing word building .	SB (78 - 79) WB (54)	1-1 / 1-3 1-7 / 1-8 1-9	1-3 / 2-2 /3-2 4-3 /	2	- T. elicits information about the pictures from students and complete the table .	- 20 M
2	Use context to match words with their meaning Demonstrate understanding of	Board Glossary (73- 74)	2 3-1 / 3-7			- Ss answer questions about the given pictures using the information in the text (P76)to complete the table about verbs and nouns.	
3	listening material.	(4)	3-8				- 25 M
4	Ask and answer questions about inventors or artists and their work		4-1 / 4-8 /			- 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 .	- 20 M
						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	-25 M

Day & Date	Section	Period	Fulfilled	Homework
			Outcomes	
			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:

Unite title: Cultural Tourism

Lesson title: vocabulary