

التحضير اليومي اللغة الانجليزية

الصف العاشر الأساسي

الفصل الدراسي الثاني

2022-2021

تم التحميل من موقع المناهج الدراسية الالكتروني

 <p>سجلات المعلم</p>	 <p>الاختبارات الشخصية</p>	 <p>ملخصات وشروحات المواد الدراسية</p>	 <p>طول أسئلة الكتب المدرسية</p>	 <p>الكتب الدراسية وأدلة المعلم</p>	 <p>الخطط الدراسية والتحضير اليومي</p>
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Class / Level : 10th grade
Number of Classes : 2

Lesson Plan

Page No (1)
Unite title : Exploring wildlife
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	Use context to guess the meaning of new words .	SB (42- 43)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 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
2	Make connections between prior knowledge and an informational text bout polar animals .	WB (31)	2				- 25 M
3	Write sentences using targeted words .	Board Cassette Glossary	3 – 1 / 3 – 8				- 10 M
4	Pronounce the letters b and p .		4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 15 M
5	To practice using second conditional						- 20 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
Supervisor

Date :..... Signature :
Date :.....Signature :

Form # Qf71-14rev.a

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

Unit title : Exploring wildlife
 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	Write sentences using the second conditional.	SB (44- 45)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- Ss. Write sentences using the second conditional about given situations then share out	- 10 M
2	Read functional material to extract information from brochure .	WB (31-32)	1 – 9	4 – 3 /		- Ss answer questions about the poles using the previous knowledge .	- 10 M
3	Participate in group discussion by sharing ideas using the second conditional . .	Board Glossary	2 3 – 1 / 3 – 7 3 – 8			- T asks Ss to read the text . - Ss read the text to answer the given questions and share out .	- 25 M
4	Using targeted vocabulary in a context .		4 – 1 / 4 – 8 /			- 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	- 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

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Date :.....Signature :

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

Page No (3)

Unit title : Exploring wildlife
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	Read functional material to extract information from brochure .	SB (44- 45)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 2 – 2 / 3 – 2 4 – 3 /	2	- Ss. Write sentences using the second conditional about given situations then share out	- 5 M
2	Participate in group discussion by sharing ideas using information from the text .	WB (33)	2			- Ss answer questions about Antarctica using the previous knowledge .	- 10 M
3	Using targeted vocabulary in a context .	Board Glossary	3 – 1 / 3 – 7 3 – 8			- T asks Ss to read the text . - Ss read the text to answer the given questions and share out .	- 15 M
4	complete sentences with the second conditional .		4 – 1 / 4 – 8 /			- 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.	- 10 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

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

Lesson Plan

Page No (4)
Unite title : Exploring wildlife
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	Respond to analytical questions before and after listening .	SB (46- 47)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	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
2	Use context to guess the meaning of new words .	WB (33-34)	2				
3	Transform information from a text to a table .	Board Glossary	3 – 1 / 3 – 7 3 – 8				- 20 M
4	Interview peers using the Second Conditional .		4 – 1 / 4 – 8 /				- 30 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

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Lesson Plan

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

Page No (1)
Unite title : Planning a trip
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	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 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.	- 10 M - 10 M
2	Recognize new vocabulary using the context .	Board Glossary	2				
3-	Read the dialogue fluently .		3 – 1 / 3 – 7 3 – 8				- 25 M
4	Make suggestions using shall we , how about		4 – 1 / 4 – 8 /			- 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.	- 20 M - 25 M

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

Reflection :

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

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Lesson Plan
Class / Level : 10th grade
Number of Classes : 1

Page No (2)

Unit title : Planning a trip
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-	Make suggestions using shall we , how about	SB (49)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	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 .	10M
2-	develop speaking strategies about how to make dialogues	WB (35) Board Glossary	2 3 – 1 / 3 – 7 3 – 8 4 – 1 / 4 – 8 /			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 .	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

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

Page No (3)

Unit 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	Assessment		Procedures	Duration
				Strategy	Tool		
1	Engage in a discussion to give suggestions.	SB (49-50)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	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 .	- 5 M - 20 M
2	Use pictures to match with their meaning.	WB (36)	2			- T. asks questions about the pictures and presents the words . Ss. work in pairs to match the pictures with their words then share out .	- 10 M
3-	Practice using will\ shall correctly.	Board Glossary	3 – 1 / 3 – 7 3 – 8			T. gives instructions . Ss. use the words in sentences .	- 10 M
4	Use new vocabulary using the context .		4 – 1 / 4 – 8 /			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	- 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

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

Page No (4)

Unit title : Planning a trip
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	Engage in group discussion about journeys and the Amazon river	SB (52 - 53)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- Ss. Work in pair to form dialogues to give suggestions , then share out	- 10 M
2	Respond to analytical questions before and after reading an article .	WB (37-38)	1 – 9	4 – 3 /		- Ss answer questions about The Amazon river and the given pictures using the previous knowledge .	- 10 M
3	Using targeted vocabulary in a context .	Board Glossary (70-71)	3 – 1 / 3 – 7 3 – 8			- T asks Ss to read the text . - Ss read the text to answer the given questions and share out .	- 25 M
4	Engage in peer discussion about the longest river .		4 – 1 / 4 – 8 /			- T elicits the meaning of the targeted vocabulary related to the word tour .	
5	Write short description about the Amazon river using the information from the text .					- Ss read the words then work in pairs to complete ex. 6 .	- 15 M
						T. gives instructions . Ss. Work in pairs to discuss questions about the longest river , then share out	-15M
						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 .	15 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

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

Page No (5)

Unit 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 & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1-	Demonstrate understanding of a reading text .	SB (53)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	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 .	WB (37- 38)	1 – 9	4 – 3 /		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 .	Board Glossary	2 3 – 1 / 3 – 7 3 – 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 .		4 – 1 / 4 – 8 /			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 .	10 M 20 M
						Ss. : Share their work together and read some samples loudly .	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 :

Form # Qf71-14rev.a

Lesson Plan

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

Date: from /3 to /3

Page No (1)
 Unite title: Weather and climate
 Lesson title : One world , many climates

Previous Learning:

Vertical Integration: Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1 -	Respond to analytical questions about giving pictures related to weather and climate.	SB (55- 56)	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. - Ss recognize the different between climate and weather and answer T.'s questions	- 10 M - 10 M
2 -	Use context to guess the meaning of new words.	Board Glossary	2 3 – 1 / 3 – 7 3 – 8			- 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).	- 25 M
3 -	Respond to analytical questions before, during and after reading an article about climate.		4 – 1 / 4 – 8 /			- Ss listen and read the text to answer the given questions and share out.	- 20 M
4 -	Elicit the usage of relative pronouns.					- 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 Outcomes	Homework
			1-2	
			3-4	

Reflection :

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

Prepared by :

School principle
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Date :.....Signature :

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

Page No (2)

Unit 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 & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1-	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)	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
2-		WB (40)	2			T. discusses the targeted meaning in ex. 2 , then gives instructions . Ss. work in pairs to complete ex.5 and ex.1 in W.B. Then share out .	25 M
3-		Board	3 – 1 / 3 – 7 3 – 8			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 .	15M
4-		Glossary	4 – 1 / 4 – 8 /			Ss. work in groups to do the quiz using relative clauses .	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 :

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

Page No (3)

Unit title : Weather and climate
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	Write sentences using the suitable relative pronouns.	SB (44- 45)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 2 – 2 / 3 – 2 4 – 3 /	2	- Ss. Write sentences using the relative pronouns then share out	- 10 M
2	Participate in pair discussion by sharing ideas using the relative clauses .	WB (31-32)	2			- Ss work in pairs to ask and answer questions about the types of climate .	- 10 M
3	Use glossary to confirm and clarify words meaning	Board Glossary	3 – 1 / 3 – 7 3 – 8 4 – 1 / 4 – 8 /			- T. gives instructions . - Ss. Complete ex.2,3,4 in W.B. Then share out	- 25 M
4	Demonstrate understanding of a listening text by writing a summary of it .					- 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 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

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Form # Qf71-14rev.a

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

Page No (4)

Unit title : weather and climate
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	Sort, organize and classify data into a table.	SB (52 - 53)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- T. elicits the types of climates from students . - Ss answer questions about the climate types and the given pictures using the previous knowledge . Ss. pronounce the words loudly .	- 20 M
2	Pronounce words of places.	WB (37-38)	1 – 9	4 – 3 /		- T asks Ss to read the words . - Ss read the words and sort them in the table then share out .	- 25 M
3	Demonstrate understanding of listening material.	Board Glossary (70-71)	2 3 – 1 / 3 – 7 3 – 8			- T introduce the activity then play the cassette . - Ss listen and answer the questions in pairs .in W.B.	- 25 M
4	Complete a text with targeted vocabulary .		4 – 1 / 4 – 8 /			T. gives instructions . Ss. Work in pairs to read the words and put them in the gaps . Ss. Share out	-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

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Form # Qf71-14rev.a

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

Page No (5)

Unit title : weather and climate
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	Describe pictures and make guesses	SB (60 - 61)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- T. asks questions about the pictures to elicit ideas .	- 15M
2	Recognize the meaning of new words using context .	WB (42-43)	1 – 9	4 – 3 /		- Ss answer questions about the pictures and give ideas about environment using the previous knowledge .	
3	read a text to elicit ideas about saving environment .	Board Glossary (70-73)	2			- T asks Ss to read the words .	- 15 M
4	engage in a discussion to find a solution to a problem .		3 – 1 / 3 – 7 3 – 8			- Ss read the words and guess their meaning then correct the sentences T. gives instructions .	- 15 M
5	write a report about drought in Australia .		4 – 1 / 4 – 8 /			Ss..read the text to answer questions .	
						- T introduce the activity then asks students to discuss the .	- 20 M
						- Ss work in pairs and give ideas .	
						T. gives instructions .	-25 M
						Ss. use the previous notes to write their report then read some samples .	

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
Supervisor

Date :

Signature :

Date :Signature :

Form # Qf71-14rev.a

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

Page No (1)

Unit title: Earth
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 -	Make connections between prior knowledge and information about earth .	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. - Ss recognize the meaning of the targeted words depending on the questions and write them down . Ss. Complete ex. 1 in W.B (44).	- 15 M 20 M
2 -	Use context to guess the meaning of new words.	Board Glossary (71- 73)	2 3 – 1 / 3 – 7 3 – 8				- 10M
3-	Respond to analytical questions before, during and after reading an article about climate.		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 the given questions and share out.	- 20 M
4 -	Elicit the usage of non-defining relative pronouns.					- 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

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 :

Form # Qf71-14rev.a

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

Page No (2)

Unit 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 & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1-	Respond to analytical questions during and after reading a text.	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 Ss. to read the text and answer the questions - Ss work in pairs to answer the questions and then share out .	20M
2-	Use the targeted vocabulary in context.	Board Glossary	2			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 .	25 M
3-	Use indefinite relative clauses correctly		3 – 1 / 3 – 7 3 – 8			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.	15M
4-	Develop speaking strategies about how to make dialogues.		4 – 1 / 4 – 8 /			Ss. work in groups to write sentences then share out .	15M

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

Reflection:

- 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

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Supervisor

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Form # Qf71-14rev.a

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

Page No (3)

Unit title : weather and climate
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	Sort, organize and classify data into a table.	SB (64 - 65)	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 . - Ss answer questions about the given pictures using the previous knowledge .	- 20 M
2	Use context to guess meaning of new words ..	WB (45)	2				
3	Demonstrate understanding of listening material.	Board Glossary (71-73)	3 – 1 / 3 – 7 3 – 8			- 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 .	- 25 M
4	Use non- defining relative clauses to complete a news report about Jordan's wildlife .		4 – 1 / 4 – 8 /			- 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

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

do more practice

Reflection :

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

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

Page No (4)

Unit title : Earth
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	Describe pictures and make guesses	SB (66 - 67)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- T. asks questions about the pictures to elicit ideas .	- 15M
2	Recognize the meaning of new words using context .	WB (46-47)	1 – 9	4 – 3 /		- Ss answer questions about the pictures and give ideas about volcano using the previous knowledge .	- 15 M
3	respond to analytical questions about volcanoes .	Board	2			- T asks Ss to read the words .	- 15 M
4	use new words to complete the diagram on the volcano .	Glossary (70-73)	3 – 1 / 3 – 7 3 – 8			- Ss read the words and guess their meaning then correct the sentences	- 15 M
5	write an account about witnessing the eruption of a volcano .		4 – 1 / 4 – 8 /			T. gives instructions . Ss..read the text to answer questions .	- 20 M
						- T introduce the activity then asks 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 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

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

Page No (1)

Unit title: Touristic attractions
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 -	Make connections between prior knowledge and information about touristic attractions .	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 . - Ss recognize the meaning of the targeted words depending on the questions and write them down . Ss. Complete ex. 1 in W.B (49).	- 15 M 20 M
2 -	Use context to guess the meaning of new words.	Board Glossary (73- 74)	2 3 – 1 / 3 – 7 3 – 8				- 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. - Ss listen and read the text to answer the given questions and share out.	- 20 M
4 -	Engage in peer discussion about Islamic architecture in Jordan .					- 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 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

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

Page No (2)

Unit title : Tourism
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-	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 using present passive tense .	SB (71)	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-		WB (49-50)				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 .	20 M
3-		Board	2				
4-		Glossary	3 – 1 / 3 – 7 3 – 8 4 – 1 / 4 – 8 /			T. explains the activity . Ss. work in pairs to write sentences using present passive tense then share out .	15 M 15M
						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 .	20M 15M

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

Reflection:

- 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

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

Page No (3)

Unit title : Tourism
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	Read a postcard describing a tourist attraction using the grammar learnt.	SB (72 - 73) WB (50)	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 - 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.	- 10 M
2	Use context to guess the meaning of new words.	Board	2			- T introduces the vocabulary. - Ss read the words and check their meaning. Then share out.	- 15 M
3	revise using present passive .	Glossary (73-74)	3 – 1 / 3 – 7 3 – 8			T. gives instructions. Ss. Work in pairs to form the sentences using present passive. Ss. Share out.	- 15 M
4	participate in a group discussion describing an object .		4 – 1 / 4 – 8 /			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 .	-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

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

Page No (4)

Unit title : Tourist attraction
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	Ask and answer questions to guess what an object is .	SB (72 -73)	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 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 .	- 20 M
2	Use a picture to make guesses ..	WB (50)					
3	Demonstrate understanding of listening material.	Board Glossary (71-73)	2 3 – 1 / 3 – 7 3 – 8				- 25 M
4	Use passive present sentences to write a paragraph describing an object .		4 – 1 / 4 – 8 /			- 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	- 25 M -20 M

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

students' do more practice

Reflection :

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

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

Page No (5)

Unit title : tourist attractions
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	Use context to guess the meaning of new words	SB (74 - 75)	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	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	- 15M
2	respond to analytical questions before and after reading .	WB (51)	2				
3	engage in a discussion about the Dead Sea .	Board Glossary (70-73)	3 – 1 / 3 – 7 3 – 8				- 15 M
4	write a paragraph about a touristic attraction in Jordan .		4 – 1 / 4 – 8 /			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 .	- 15 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

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Lesson Plan

Page No (1)

Form # Qf71-14rev.a

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

Unit title: Cultural tourism
 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 -	Make connections between prior knowledge and pictures about cultural tourism .	SB (76- 77)	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 ideas about cultural tourism .	- 10 M
2 -	Use context to guess the meaning of new words.	Board Glossary (73- 74)	2 3 – 1 / 3 – 7 3 – 8			- Ss recognize the meaning of the 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. .					- 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 .	- 15 M - 20 M - 10 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

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Date :.....Signature :

Form # Qf71-14rev.a

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

Page No (2)

Unit title : Cultural tourism
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-	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)	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-		WB (53 - 54)				T. gives examples to explain the rule . Ss. elicit the rule and give other examples .	15 M
3-		Board Glossary	2 3 – 1 / 3 – 7 3 – 8			Ss. complete ex .,5, ,6 by completing and rewriting the sentences to use past passive , then share out .	20 M
4-			4 – 1 / 4 – 8 /			T. explains the activity . Ss. work in pairs to write sentences using past passive tense then share out .	10 M
						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 .	20M 15M

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

Reflection:

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

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Supervisor

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

Lesson Plan

Page No (3)

Unit title : cultural tourism

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	Describe pictures and make guesses	SB (80 - 81)	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 2 – 2 / 3 – 2	2	- T. asks questions about the pictures to elicit ideas.	- 10M
2	Recognize the meaning of new words using context	WB (55-56)	1 – 9	4 – 3 /		- Ss answer questions about the pictures and give ideas about fine art and Jordanian Gallery using the previous knowledge .	
3	respond to analytical questions about Jordanian Gallery for fine art	Board	2			- T asks Ss to read the words .	- 15 M
		Glossary (73-74)	3 – 1 / 3 – 7 3 – 8			- Ss read the words and guess their meaning then correct the sentences	
4	Design a programme for promoting the artist movement in Jordan .		4 – 1 / 4 – 8 /			T. gives instructions . Ss..read the text to answer questions	- 20 M
5	Present the e- presentation about the programme .					- T introduce the activity then asks students to complete the activities ex. 6 .	- 20 M
						- 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 .	-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

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Date: from /5 to /5

Previous Learning:

Vertical Integration:

Horizontal Integration:

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

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Supervisor

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