



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

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وهو متاح لجميع أعضاء الموقع بنسخته المجانية ويمنع النقل من قبل  
أي موقع تعليمي آخر وتمت طائلة المسائلة

تحضير اللغة الانجليزية فصل ثاني

فريق موقع الايمان / الاستاذ محمود شناينه



**Jordan High Note**

**Grade 9**

**Semester 2**

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: A New You	Lesson Title: Lesson 1A	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<p>Students will be able to talk about appearance and the ways people change their look.</p> <p>Students will identify and use "going to" and the present continuous to talk about future plans.</p> <p>Students will understand an interview text and discuss future arrangements.</p>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I check that students understand the meaning of appearance and look. I ask what people can do to change their appearance and allow pair discussion before class feedback.	I discuss ideas with my partner about changing appearance and share ideas with the class.	
<b>Explanation</b>	I go through the questions in Exercise 1 and ask students to discuss them in pairs. I take feedback and encourage full answers.	I read the questions, discuss them with my partner, and answer during class discussion.	
<b>Elaboration</b>	I read the first sentence of Exercise 2 and ask which tense is used and why. I ask students about other future tenses, then ask them to read the interview quickly and answer the questions in pairs.	I identify the tense, discuss future forms, skim the interview, and answer the questions with my partner.	
<b>Closing</b>	I go through the questions in Exercise 3 and make sure students understand key vocabulary such as invite, turn down, and invitation. I allow students to reread the conversation if needed and conclude the lesson with feedback.	I read the conversation, clarify new vocabulary, reread if necessary, and participate in discussion and reflection.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> A New You	<b>Lesson Title:</b> Lesson 1B	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
Students will talk about future plans using "going to." Students will distinguish between future arrangements and future intentions. Students will use correct future forms to complete sentences and short dialogues.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I ask students about their plans for the evening and encourage them to answer using "going to." I elicit answers and organize a class vote for the most interesting plan.	I talk about my plans using "going to," listen to others, and take part in the class vote.	
<b>Explanation</b>	I go through the example in Exercise 1 and explain that the sentences are questions and answers. I ask students to work individually to put the words in the correct order, then compare answers in pairs.	I reorder the sentences individually, then check my answers with my partner.	
<b>Elaboration</b>	I go through the first completed sentence in Exercise 2 and explain the difference between arrangements and future intentions. I ask students to circle A or FI for each sentence.	I read the sentences carefully and decide whether they show an arrangement or a future intention.	
<b>Closing</b>	I ask students to use their answers from Exercise 2 to complete the sentences in Exercise 3 using the correct verb forms. I assign homework to write a short conversation about changing appearance.	I complete the sentences using correct verb forms and write a short homework conversation about changing appearance.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: A New You	Lesson Title: Lesson 2A	Number of Classes ( )
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Previous learning;

## The main outcomes:

Students will use active reading strategies to understand unfamiliar words in a text.  
 Students will identify and use common phrasal verbs in context.  
 Students will discuss ideas from a reading text and relate them to their own experiences.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I ask students to work with a partner and imagine they have difficult homework that will take a long time. I encourage them to think about how they usually deal with this situation.	I work with my partner, imagine the situation, and share how I usually handle difficult homework.	
<b>Explanation</b>	I go through the Active Reading box and reassure students that not understanding every word is normal. I ask students to work in pairs to add the underlined words to the correct lists and explain why "Jordan" is followed by a plural verb.	I read the Active Reading box, work with my partner to classify words, and understand why some nouns take plural verbs.	
<b>Elaboration</b>	I ask students to work in pairs to guess the meanings of new words from context. I support fast finishers by asking them to use the words in full sentences.	I guess the meanings of new words with my partner and use them in sentences if I finish early.	
<b>Closing</b>	I ask students to review their sentences and decide if they are true for them. I assign homework to write a short message giving advice to the blog author on how to procrastinate less.	I review my sentences, say whether they are true for me, and write a short advice message as homework.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> A New You	<b>Lesson Title:</b>	<b>Lesson 2B</b>	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

Students will identify and use common phrasal verbs in context.  
 Students will discuss ideas from a reading text and relate them to their own experiences.  
 Students will use vocabulary effectively to complete sentences and short texts.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I ask students to recall phrasal verbs they already know, then work in pairs to add new ones to a list. I explain the meaning of the phrasal verbs.	I recall phrasal verbs with my partner, add new ones to the list, and share meanings with my partner.	
<b>Explanation</b>	I guide students through the reading activity, then monitor their pair discussions about the meaning of the text. I ask for feedback and encourage full answers.	I read the text, discuss the meaning with my partner, and participate in the feedback session.	
<b>Elaboration</b>	I provide clarification on phrasal verbs in context, then ask students to complete the exercise and match the verbs with their meanings.	I match the phrasal verbs with their meanings individually, then check my answers with my partner.	
<b>Closing</b>	I assign homework where students need to write sentences using the new phrasal verbs. I encourage them to share their sentences in pairs.	I write sentences using the new phrasal verbs, share them with my partner, and reflect on what I learned.	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: A New You	Lesson Title: Lesson 3A	Number of Classes ( )
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Previous learning;

## The main outcomes:

Students will identify the difference between optimistic and pessimistic attitudes.  
 Students will complete and practice dialogues related to personality types.  
 Students will express opinions about whether personality can change using simple justifications.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I ask students if they know what an optimist and a pessimist are. I encourage them to define the words or give examples of behavior.	I share definitions or examples of optimistic and pessimistic behavior.	
<b>Explanation</b>	I ask students to complete the conversations individually. I then ask them to compare answers in pairs and practice reading the conversations aloud.	I complete the conversations, check my answers with my partner, and practice reading aloud.	
<b>Elaboration</b>	I ask volunteer pairs to act out the conversations in front of the class. I listen, give feedback, and correct when necessary.	I act out the conversation with my partner and listen to feedback.	
<b>Closing</b>	I ask students whether they think it is possible to change character traits such as optimism and pessimism. I encourage them to justify their opinions and explain the homework task.	<b>I express my opinion, justify my answer, listen to others, and note the homework task.</b>	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: A New You	Lesson Title: Lesson 3B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will use "going to" and "will" to talk about future plans and predictions. Students will distinguish between intentions and predictions in different contexts. Students will complete sentences and short conversations using correct future forms.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students whether they are going to learn to drive in the future and lead a class discussion about possible difficulties or challenges. I ask students who do not plan to drive to explain why and mention alternative transport.	I talk about my plans for learning to drive or explain why I will not, and describe other transport I intend to use.		
<b>Explanation</b>	I remind students to use "going to" or "will." I ask them to complete the sentences individually and then check answers as a class.	I complete the sentences individually using the correct future form and check my answers.		
<b>Elaboration</b>	I ask students to complete the conversation using the correct verb forms. I remind them to think about different ways of expressing future plans and intentions. I ask students to compare answers in pairs and invite volunteers to model the conversation.	I complete the conversation, compare answers with my partner, and act out the conversation if chosen.		
<b>Closing</b>	I ask students to complete sentences individually using the correct verb forms. I give feedback, correct errors, and summarize the use of "going to" and "will" to conclude the lesson.	I complete the sentences, listen to feedback, correct my mistakes, and reflect on what I learned.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: A New You	Lesson Title: Lesson 4A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will recognize different attitudes such as optimism, pessimism, and realism. Students will express opinions and justify them using examples. Students will understand spoken and visual information related to personality and attitudes.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students to share the memes, anecdotes, or jokes they researched about optimism and pessimism. I ask if they know the expression "glass half full" and encourage brief discussion.	I share a meme or joke, listen to classmates, and take part in the discussion.		
<b>Explanation</b>	I ask students to describe what they can see in the photo and what the glass of water represents. I write their ideas on the board, then ask them to discuss further in pairs and check their ideas on page 75.	I describe the photo, discuss ideas with my partner, and check information in the book.		
<b>Elaboration</b>	I ask volunteers to say whether they are optimistic, pessimistic, or realistic. I encourage classmates to agree or disagree and explain why.	I express my opinion about my attitude and respond respectfully to others' opinions.		
<b>Closing</b>	I go through the statements in Exercise 2 and check understanding of key terms. I play the recording and ask students to answer the questions, then give feedback and conclude the lesson.	I discuss the statements, listen to the recording, answer the questions, and reflect on what I learned.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9		<b>Unit Title:</b> A New You		<b>Lesson Title:</b> Lesson 4B		<b>Number of Classes ( )</b>	
<b>Previous learning;</b>							
<b>The main outcomes:</b>							
Students will talk about weather and describe how it affects mood and feelings. Students will understand the general meaning of a listening text without knowing every word. Students will recognize and pronounce "th" sounds accurately in spoken English.							
<b>The stages</b>	<b>Teacher Action</b>			<b>Learner Action</b>			<b>Time</b>
<b>Engagement</b>	I ask students to describe today's weather and explain how it makes them feel. I lead a short class discussion about the effect of weather on mood.			I describe the weather, talk about how it makes me feel, and listen to others' opinions.			
<b>Explanation</b>	I explain that students do not need to understand every word in a listening task to understand the main idea. I ask students to work in pairs to choose the correct answers and check them as a class.			I listen to the audio, work with my partner to choose answers, and check my understanding.			
<b>Elaboration</b>	I ask students to call out words containing "th" and write them on the board. I ask students to guess the pronunciation of the words.			I suggest words with "th" and guess how they are pronounced.			
<b>Closing</b>	I go through the Active Pronunciation box, model the pronunciation of "th" sounds, play the recording, and drill pronunciation chorally until students are confident.			I listen, repeat the sounds, practice pronunciation, and improve my confidence.			

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: A New You	Lesson Title: Lesson 5A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will recall adjectives used to describe personality traits. Students will distinguish between "-ing" and "-ed" adjectives correctly. Students will pronounce personality adjectives accurately and use them in context.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students to recall adjectives used to describe people's personalities and write their ideas on the board. I ask whether the adjectives describe positive or negative characteristics.	I say personality adjectives I remember and decide whether they are positive or negative.		
<b>Explanation</b>	I draw students' attention to the photos on page 10 and lead a class discussion about what the people might be like. I encourage students to use adjectives from the yellow box and the board.	I describe the people in the photos using personality adjectives and share my ideas.		
<b>Elaboration</b>	I check that students understand all the adjectives in the box. I ask students to work in pairs, say the words aloud, and decide which column they belong in, focusing on vowel sounds.	I read the adjectives aloud with my partner and decide where each word belongs.		
<b>Closing</b>	I play the recording to check answers and pronunciation. I drill difficult words chorally and give feedback to conclude the lesson.	I listen to the recording, correct my answers, practice pronunciation, and reflect on what I learned.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: A New You	Lesson Title: Lesson 5B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will use "-ed" and "-ing" adjectives correctly in sentences. Students will distinguish between feelings and causes using appropriate adjective forms. Students will write a short paragraph expressing personal feelings clearly.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students to recall adjectives from the Student's Book. I ask them to work in pairs and write up to five sentences using "-ed" and "-ing" adjectives.	I recall adjectives, work with my partner, and write sentences using "-ed" and "-ing" forms.		
<b>Explanation</b>	I ask students to work in pairs to choose the correct answers in Exercise 1. I check answers with the class and ask fast finishers to write extra sentences using unused adjectives.	I choose the correct answers with my partner and write extra sentences if I finish early.		
<b>Elaboration</b>	I remind students of the difference between "-ed" and "-ing" adjectives. I ask them to complete the sentences in Exercise 2 in pairs, then complete the text in Exercise 3 individually and check answers together.	I complete sentences using the correct adjective form, then complete the text individually and check my answers with a partner.		
<b>Closing</b>	I ask students to write a short paragraph about two situations from the Workbook, describing how they make them feel using adjectives from the lesson. I monitor and support students as needed.	I write a short paragraph describing my feelings, use correct adjectives, and reflect on my learning.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Job for life	<b>Lesson Title:</b>	<b>Lesson 1A</b>	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

Students will use the Present Perfect tense to talk about personal work-related experiences.  
 Students will form sentences using "ever" and "never."  
 Students will analyze and rewrite sentences using the Present Perfect correctly.

<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I begin by reviewing questions about past work experiences and explain the difference between the Past Simple and Present Perfect tenses.	I answer questions about my personal work experiences and recall situations I have experienced.	
<b>Explanation</b>	I explain how to form sentences using the Present Perfect and provide examples to clarify correct usage.	I listen to the explanation and learn how to construct sentences using the Present Perfect.	
<b>Elaboration</b>	I ask students to write sentences using "ever" and "never," then I review the answers with the class.	I write sentences using the required words and share my answers with my classmates.	
<b>Closing</b>	I guide students in comparing their sentences and identify differences in Present Perfect usage, providing corrective feedback.	I review the sentences shared, discuss them with my partner, and correct mistakes based on the feedback.	

Self – Reflection on Learning and Teaching:

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Job for life	<b>Lesson Title:</b>	<b>Lesson 1B</b>	<b>Number of Classes ( )</b>
<b>Previous learning;</b>				
<b>The main outcomes:</b>				
Students will form accurate Present Perfect sentences with "ever," "never," "already," and "just." Students will rephrase sentences accurately using the correct word order.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I begin by explaining the use of "ever," "never," "already," and "just" in Present Perfect sentences.	I listen carefully and take notes about how to use these words correctly in Present Perfect sentences.		
<b>Explanation</b>	I guide students to rewrite sentences individually using the Present Perfect with the given words and check answers as a class.	I rewrite the sentences and compare my answers with my partner.		
<b>Elaboration</b>	I ask students to practice rephrasing sentences and provide feedback when needed.	I complete the sentence rewriting activity and participate in the feedback session.		
<b>Closing</b>	I provide corrective feedback on errors and summarize the use of the Present Perfect with the selected words.	I revise my sentences based on feedback and reflect on what I have learned.		

**Self – Reflection on Learning and Teaching:**

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Job for life	Lesson Title: Lesson 2A	Number of Classes ( )
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Previous learning;

## The main outcomes:

Students will be able to talk about job preferences using Present Perfect.  
 Students will correctly use "for" and "since" in sentences.  
 Students will rephrase sentences to express the duration of their work experiences.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I begin by reviewing the photos and ensuring students understand job-related terms.	I look at the photos and share my ideas about different jobs.	
<b>Explanation</b>	I explain how to use "for" and "since" with the Present Perfect to indicate duration of experience.	I listen to the explanation and practice using "for" and "since" in sentences.	
<b>Elaboration</b>	I ask students to write sentences expressing the duration of their work experiences using "for" and "since."	I write sentences using "for" and "since" and share them with my partner.	
<b>Closing</b>	I review students' sentences and provide feedback, correcting any mistakes in their usage of "for" and "since."	I revise my sentences based on feedback and check my understanding of the usage of "for" and "since."	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Job for life	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will be able to form correct sentences using "for" and "since." Students will express the duration of their work experiences correctly.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I begin by explaining how to use "for" and "since" in the Present Perfect tense to indicate duration.	I listen carefully to the explanation and take notes on how to use "for" and "since."		
<b>Explanation</b>	I ask students to complete sentences individually using "for" and "since" and check answers together.	I complete the sentences and compare my answers with a partner.		
<b>Elaboration</b>	I provide feedback on sentence accuracy and ask students to create their own sentences using "for" and "since."	I create my own sentences and share them with my partner for feedback.		
<b>Closing</b>	I give corrective feedback and encourage students to reflect on how to express the duration of experiences correctly.	I revise my sentences based on the feedback and reflect on the usage of "for" and "since."		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Job for life	Lesson Title: Lesson 3A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will express opinions about job preferences. Students will use "will" and "going to" for future intentions.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I begin by discussing different job types and ask students to express their opinions about them.	I share my ideas and opinions about various jobs.		
<b>Explanation</b>	I explain how to use "will" and "going to" for talking about future intentions and plans.	I listen to the explanation and ask questions if needed to clarify the difference between "will" and "going to."		
<b>Elaboration</b>	I ask students to create dialogues using "will" and "going to" and then practice them in pairs.	I write and practice dialogues with a partner using "will" and "going to."		
<b>Closing</b>	I monitor the practice and provide feedback, correcting any mistakes in their use of future forms.	I make corrections based on the feedback and improve my dialogue.		

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Job for life	Lesson Title: Lesson 3B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
Students will distinguish between future intentions and predictions. Students will write and complete short dialogues using future forms correctly.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I begin by reviewing the differences between intentions and predictions and the appropriate future forms to use.	I listen to the explanation and ask questions to ensure understanding of intentions vs. predictions.	
<b>Explanation</b>	I guide students to complete dialogues using "will" and "going to" and check their answers.	I complete the dialogues individually and then compare answers with a partner.	
<b>Elaboration</b>	I ask students to act out their dialogues in front of the class to practice fluency.	I perform my dialogue with a partner and listen for feedback.	
<b>Closing</b>	I provide corrective feedback and summarize the key points of using future forms.	I review the feedback and practice using the correct future forms.	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Switch on	Lesson Title:	Lesson Title: Lesson 1A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<p>Students will identify famous scientists and talk about their achievements.</p> <p>Students will match scientists with descriptions using reading and discussion skills.</p> <p>Students will use verb patterns with infinitives and -ing forms correctly.</p>				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>		<b>Time</b>
<b>Engagement</b>	I draw students' attention to the photos and captions and ask guiding questions about the people shown and what they are famous for.	I look at the photos, say whether I recognize the people, and share what I know about them.		
<b>Explanation</b>	I elicit names of famous scientists, write them on the board, and ask students to discuss what they are famous for. I guide students to research and prepare short presentations.	I suggest names of scientists, discuss their achievements, and prepare a short presentation.		
<b>Elaboration</b>	I ask students to work in pairs to match scientists with descriptions, then guide a discussion question and a quiz activity, encouraging students to report their partner's answers.	I work with my partner to match scientists and complete the quiz, then share my partner's answers with the class.		
<b>Closing</b>	I explain the verb patterns activity, remind students to focus on the form of the second verb, and check answers. I support fast finishers with sentence writing.	I complete the activity individually, check my answers, and write extra sentences using the verb patterns if I finish early.		

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher's Name and Signature :                      Supervisor's signature:                      Principle's signature:                      School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Switch on	Lesson Title: Lesson 2A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will recall and use vocabulary related to computers and technology. Students will name and describe computer equipment accurately. Students will discuss technology-related questions using clear spoken English.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students to close their books and brainstorm computer-related vocabulary, then write their ideas on the board.	I recall computer-related words and share them with the class.		
<b>Explanation</b>	I direct students to the pictures, ask them to name the items, and connect new vocabulary with words from the board.	I look at the pictures, name the items, and link them to known vocabulary.		
<b>Elaboration</b>	I go through the example and ask students to work in pairs to ask and answer questions about the computer items, monitoring and supporting as needed.	I ask and answer questions with my partner about computer equipment.		
<b>Closing</b>	I guide a discussion activity, monitor student responses, give feedback on common errors, and encourage reflection using the Can-do statement.	I discuss the questions, share ideas with the class, and reflect on what I learned.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Switch on	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will recognize and use common computer-related collocations accurately. Students will identify incorrect collocations and justify their choices. Students will write a short paragraph using appropriate technology vocabulary.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I say the first part of common collocations and ask students to complete them. I write correct collocations on the board for reference.	I call out words that collocate correctly and copy the correct collocations.		
<b>Explanation</b>	I ask students to work individually to match sentence parts and encourage justification during class feedback.	I match sentence parts individually and explain my choices.		
<b>Elaboration</b>	I ask students to work in pairs to identify the odd word out in collocation groups and check answers with the class.	I work with my partner to choose the odd one out and justify the answer.		
<b>Closing</b>	I ask students to write a short paragraph individually using computer vocabulary, then exchange work with a partner for feedback.	I write a paragraph, exchange it with a partner, and give and receive feedback.		

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Switch on	Lesson Title: Lesson 3A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will talk about mobile phones and personal technology experiences. Students will understand a telephone conversation and identify key details. Students will ask for and give explanations about using modern gadgets.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students questions about their phones such as how long they have had them, where they bought them, and whether they need a new phone, then elicit answers from the class.	I answer questions about my phone and share my personal experience.		
<b>Explanation</b>	I ask students to work in pairs to answer questions from the Student's Book, then invite some pairs to model the conversation for the class.	I discuss the questions with my partner and role-play the conversation.		
<b>Elaboration</b>	I play the recording and ask students to listen and read, then guide them to find useful phrases from the Speaking box and complete the conversation in pairs.	I listen to the conversation, identify useful phrases, and complete the dialogue with my partner.		
<b>Closing</b>	I ask students to practise the conversations in pairs, model them if time allows, then ask students to write a short conversation about buying a camera.	I practise the conversation, role-play it, and write a short dialogue about buying a camera.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Switch on	Lesson Title: Lesson 4A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will discuss how they use social media in daily life. Students will read a text about social media and identify main ideas. Students will distinguish between facts and opinions accurately.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask students to work in groups to discuss the social media sites they use and what they use them for, then collect ideas and write them on the board.	I discuss social media use with my group and share ideas with the class.		
<b>Explanation</b>	I draw students' attention to the article title and ask them to read only the introduction, then guide them to predict the writer's attitude and justify their predictions.	I read the introduction, make predictions about the article, and explain my opinion.		
<b>Elaboration</b>	I ask students to read the article individually and then discuss the question in pairs, checking answers with the class.	I read the article, discuss my answers with my partner, and participate in feedback.		
<b>Closing</b>	I explain the difference between facts and opinions using examples, then ask students to classify sentences individually and check answers together.	I identify facts and opinions and correct my answers during feedback.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Switch on	<b>Lesson Title:</b> Lesson 4B	<b>Number of Classes ( )</b>
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**Previous learning;**

## **The main outcomes:**

Students will describe situations shown in photos and predict outcomes.  
 Students will understand and use the first conditional correctly.  
 Students will identify first conditional sentences in a conversation and use them in context.

<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I ask students to describe the photo, discuss what the people are doing, how they feel, and predict what will happen next.	I describe the photo, express feelings, and predict possible outcomes.	
<b>Explanation</b>	I pre-teach key vocabulary, play the recording, and guide students to listen and read, then check their answers to the warm-up questions.	I listen to the recording, read along, and answer questions about the situation.	
<b>Elaboration</b>	I go through the Grammar box and Watch Out! section, then ask students to work in pairs to find examples of first conditional sentences in the conversation.	I work with my partner to identify first conditional sentences and share examples.	
<b>Closing</b>	I explain how to form first conditional sentences, ask students to complete sentences individually, check answers with audio support, and assign homework.	I complete sentences using the first conditional, check my answers, and prepare notes about my favourite video game for homework.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Switch on	Lesson Title: Lesson 5A	Number of Classes ( )
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Previous learning;

## The main outcomes:

Students will discuss working independently and working as part of a team.  
 Students will use speaking phrases to describe teamwork situations.  
 Students will describe photos related to teamwork using appropriate tenses.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I ask students when they work on their own and when they work in a team. I write their ideas on the board and guide a short class discussion.	I share ideas about working alone and in teams and listen to classmates' opinions.	
<b>Explanation</b>	I ask students to work in groups to complete the activity and monitor their work, offering support when needed. I collect feedback and elicit reasons for answers.	I work in a group to complete the task and explain my answers during feedback.	
<b>Elaboration</b>	I go through the Speaking box with the class and ask students to predict missing words. I play the recording and check answers with the class.	I predict words, listen to the recording, and complete the sentences correctly.	
<b>Closing</b>	I ask students to share photos about people working together and guide them to describe the photos using phrases from the Speaking box, then assign homework.	I describe photos using correct phrases and note the homework task.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Switch on	<b>Lesson Title:</b> Lesson 6A	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
Students will discuss volunteering and interpret ideas presented in quotes and images. Students will identify facts and opinions in a reading text. Students will read a text strategically to understand main ideas and details.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I draw students' attention to the photo and the quote, ask guiding questions, and organize group discussion about the meaning of the quote.	I describe what I see in the photo, discuss the quote with my group, and share ideas.	
<b>Explanation</b>	I explain how to predict meaning from titles and key paragraphs, then ask students to decide whether statements are true or false and check answers with the class.	I read strategically, decide if statements are true or false, and correct false statements if needed.	
<b>Elaboration</b>	I check understanding of key terms such as talks, meetings, and non-governmental organisations, then ask students to read carefully and choose answers individually or in pairs.	I read the text carefully, choose correct answers, and justify my choices.	
<b>Closing</b>	I guide reflection on volunteering and explain the homework task related to research and presentations.	I reflect on the topic, note the homework, and prepare a presentation with my group.	

**Self – Reflection on Learning and Teaching:**

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Switch on	<b>Lesson Title:</b> Lesson 6B	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
Students will describe pictures related to being online using appropriate vocabulary. Students will understand and use vocabulary connected to social media and online activities. Students will recognize correct pronunciation and stress patterns in spoken English.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I ask students to look at the pictures and guide them to describe what they see and recall vocabulary related to online activities and social media.	I describe the pictures and suggest vocabulary connected to the images.	
<b>Explanation</b>	I pre-teach key phrases, go through examples, and ask students to work in pairs to match questions with pictures and complete sentences, then check answers with the class.	I work with my partner to match questions with pictures and complete sentences correctly.	
<b>Elaboration</b>	I draw students' attention to the underlined words, play the recording, and guide them to listen carefully to pronunciation and stress.	I listen to the recording and focus on pronunciation and stress patterns.	
<b>Closing</b>	I guide a reflective discussion using prompts on the board, then explain the homework task to write a short paragraph using new vocabulary.	I discuss my ideas with my partner and write a short paragraph for homework.	

**Self – Reflection on Learning and Teaching:**

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Switch on	<b>Lesson Title:</b> Lesson 7A	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
Students will identify and discuss different items of technology they use. Students will analyze an opinion essay and recognize its main features. Students will write and organize an opinion essay using appropriate linking phrases.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I brainstorm technology items with the class, ask guiding questions, and write students' ideas on the board to activate prior knowledge.	I name technology items I own or know and contribute ideas to the class list.	
<b>Explanation</b>	I ask students to work in small groups to discuss which technology items they need the most, collect feedback, and organize a class vote.	I discuss technology needs with my group and take part in the class vote.	
<b>Elaboration</b>	I draw attention to the essay title, guide students to rephrase it, ask them to read the first paragraph, and identify the paraphrased question.	I rephrase the essay title, read the introduction, and identify key ideas.	
<b>Closing</b>	I guide students to find phrases from the Writing box, support essay planning through brainstorming, and organize peer feedback if time allows.	I identify useful phrases, plan my essay, and exchange feedback with a partner.	

**Self – Reflection on Learning and Teaching:**

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9		<b>Unit Title:</b> Switch on		<b>Lesson Title:</b> Lesson 7B		<b>Number of Classes ( )</b>	
<b>Previous learning;</b>							
<b>The main outcomes:</b>							
Students will understand the purpose and reliability of reviews. Students will identify key features of a review text. Students will analyze reviews to match opinions with ratings.							
<b>The stages</b>	<b>Teacher Action</b>			<b>Learner Action</b>			<b>Time</b>
<b>Engagement</b>	I invite students to discuss the reviews they brought as homework, ask guiding questions about trust in reviews, prompt pair discussion, and elicit ideas during whole-class feedback.			I discuss my review with a partner, share opinions about trusting reviews, answer questions, and contribute ideas during class discussion.			
<b>Explanation</b>	I direct students to look at the posters only, clarify that full reading is not needed yet, ask guiding questions about the events, monitor pair discussion, and elicit preferences with reasons.			I look at the posters, discuss with my partner which event I would or wouldn't like to attend, and justify my choice.			
<b>Elaboration</b>	I instruct students to read the reviews carefully, guide them to match each review with a star rating, monitor individual work, and check answers through pair comparison and class feedback.			I read the reviews individually, match them with the correct star ratings, compare answers with my partner, and correct my work if needed.			
<b>Closing</b>	I explain the Writing box, clarify that not all phrases appear in the reviews, guide students to re-read the texts, monitor pair work, and confirm findings during feedback.			I work with my partner to re-read the reviews, identify phrases from the Writing box, and participate in class feedback.			

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9		<b>Unit Title:</b> Art lovers		<b>Lesson Title:</b> Lesson 1A		<b>Number of Classes ( )</b>	
<b>Previous learning;</b>							
<b>The main outcomes:</b>							
Students will use adjectives to describe paintings and artworks. Students will distinguish between the Past Simple and the Past Perfect. Students will identify and use the Past Perfect in a reading text accurately.							
<b>The stages</b>	<b>Teacher Action</b>			<b>Learner Action</b>			<b>Time</b>
<b>Engagement</b>	I introduce adjectives related to art, ask guiding questions, add new adjectives to the board, and guide pair discussion about paintings.			I suggest adjectives, describe paintings with my partner, and answer discussion questions.			
<b>Explanation</b>	I model sentences using the Past Simple and Past Perfect, elicit which action happened first, and guide students to read the text.			I analyze example sentences and read the text to understand tense usage.			
<b>Elaboration</b>	I explain the Grammar box and ask students to find examples of the Past Perfect in the text, then check answers with the class.			I work with a partner to identify Past Perfect examples and share answers.			
<b>Closing</b>	I guide pair discussion about the photo and possible ways the character earned money, then collect class feedback.			I discuss ideas with my partner and share explanations with the class.			

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Art lovers	Lesson Title: Lesson 1B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
Students will recall when and how to use the Past Perfect correctly. Students will complete sentences using the Past Perfect accurately. Students will analyze a reading text and match questions with answers based on key information.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I elicit prior knowledge about the Past Perfect, ask guiding questions, encourage pair discussion, and model example sentences.	I recall rules of the Past Perfect, discuss ideas with my partner, and share examples.	
<b>Explanation</b>	I explain the task, highlight that verbs are already in the Past Perfect, monitor individual work, and check answers.	I complete sentences individually using the Past Perfect and participate in feedback.	
<b>Elaboration</b>	I guide students to focus on keywords in questions, monitor the matching activity, and confirm correct answers.	I match questions with answers based on the reading text and justify my choices.	
<b>Closing</b>	I ask students to reflect on their weekend activities, guide short oral responses, and assign written homework.	I talk about my weekend briefly and write a short paragraph as homework.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Art lovers	<b>Lesson Title:</b> Lesson 2A	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
Students will identify different artistic professions and relate them to types of art. Students will describe creative jobs using appropriate vocabulary. Students will infer information and guess professions based on clues.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prompt discussion by asking students to describe the photo, encourage speculation, elicit creative jobs, and record ideas and famous examples on the board.	I work with a partner to describe the photo, speculate about what is happening, and share ideas about creative jobs and famous people.	
<b>Explanation</b>	I introduce artistic professions, clarify unfamiliar vocabulary, guide students to classify jobs into categories, check answers, and ask evaluative questions about difficulty.	I match jobs with their categories in pairs, discuss answers, and express opinions about which jobs are easier or more difficult.	
<b>Elaboration</b>	I read clues aloud, model the guessing task, monitor pair work, and confirm correct answers with the class.	I listen to clues, guess the correct artistic job with my partner, and justify my answers.	
<b>Closing</b>	I extend learning by asking students to create their own clues, organize peer exchange, and provide brief feedback.	I write clues for artistic jobs, exchange them with another pair, and guess the correct profession.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Art lovers	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will recall and use vocabulary related to creative jobs. Students will match artistic professions with appropriate descriptions. Students will complete texts and sentences using correct artistic vocabulary forms.				
<b>The stages</b>	<b>Teacher Action</b>		<b>Learner Action</b>	
<b>Engagement</b>	I activate prior knowledge by asking students to recall creative jobs, record their ideas on the board, and link them to the lesson focus.		I recall creative jobs, share ideas with the class, and use the board as a reference during activities.	
<b>Explanation</b>	I guide students to complete vocabulary exercises individually, check answers collectively, prompt justification, and facilitate pair matching tasks.		I choose correct words individually, justify my answers, then work with a partner to match jobs with sentences and share preferences.	
<b>Elaboration</b>	I model text-completion tasks, clarify word-form changes, monitor pair work, and invite pairs to read completed texts aloud.		I work with my partner to complete texts, adjust word forms when needed, and read our answers to the class.	
<b>Closing</b>	I support sentence-completion using initial letters, guide students to identify word types, check answers, and summarize learning outcomes.		I complete sentences using clues and initial letters, identify correct nouns, and reflect on what I learned.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Art lovers	Lesson Title: Lesson 3A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will identify the main idea of a factual text about a singer-songwriter. Students will extract key information using skimming strategies. Students will integrate Past Perfect and reported speech in a short narrative.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I prompt pair discussion, guide students to exchange ideas, ask them to report something new they learned about their partner, and facilitate brief whole-class sharing.	I discuss questions with my partner, listen actively, share information about my partner, and participate in class discussion.		
<b>Explanation</b>	I elicit prior research about Sheku Kanneh-Mason, ask focused questions, clarify key background points, and link previous learning to the new text.	I recall information from previous research, respond to questions, connect prior knowledge to the new lesson, and listen to classmates.		
<b>Elaboration</b>	I instruct students to skim the article for gist, model skimming strategies, monitor reading, check understanding, and confirm answers with justification.	I skim the text quickly, identify the main idea, answer questions confidently, and justify my answers using evidence from the text.		
<b>Closing</b>	I guide brainstorming using the model box, highlight examples of Past Perfect and reported speech, monitor note-taking, encourage storytelling, ask follow-up questions, and prompt reflection on learning.	I brainstorm ideas, write notes individually, present my story to peers or the class, respond to follow-up questions, and reflect on what I found interesting or challenging.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Art lovers	Lesson Title: Lesson 5A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will create informal invitations and respond appropriately. Students will use reported speech to convey invitations accurately. Students will apply correct rising and falling intonation in yes/no questions.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I ask guiding questions about recent invitations, prompt sharing of personal experiences, elicit reasons for accepting or refusing invitations, and facilitate whole-class interaction.	I recall a personal invitation experience, respond to questions, explain reasons for accepting or refusing, and participate in class discussion.		
<b>Explanation</b>	I direct students to listen to the recording, guide note-taking, explain rewriting from direct to reported speech, replay the audio as needed, and support accurate message writing.	I listen attentively to the recording, take notes, write the invitation message first in direct speech, then rewrite it in reported speech.		
<b>Elaboration</b>	I model the example from the Speaking box, monitor pair work, prompt students to recall what speakers said, replay the recording for checking, and encourage oral practice.	I work with my partner to complete sentences, recall spoken messages, use phrases from the Speaking box, and practice the conversation aloud.		
<b>Closing</b>	I instruct students to create their own invitations, guide role-play using target phrases, prompt acceptance or refusal with reasons, and elicit feedback from the class.	I invite my partner to an activity, respond by accepting or turning down the invitation with reasons, share outcomes with the class, and reflect on language use.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Art lovers	Lesson Title: Lesson 6A	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

Students will recognize and use vocabulary related to books and literature.  
 Students will categorize books and express opinions about them.  
 Students will produce a short written description of a favorite book.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I invite students to show their favorite books, prompt them to talk briefly about the book and explain why they like it, and encourage attentive listening and class interaction.	I present my favorite book, describe it briefly, explain why I like it, and listen to classmates' contributions.	
<b>Explanation</b>	I direct students to read book descriptions, guide pair discussion to decide book categories, check answers with the class, and facilitate a class vote on the most popular category.	I read the book descriptions, work with my partner to categorize each book, share our answers, and participate in the class vote.	
<b>Elaboration</b>	I prompt students to describe the photo, guide speculation about the conversation shown, collect ideas, and write key points on the board to support discussion.	I describe the photo with my partner, speculate about what the people are talking about, and share ideas with the class.	
<b>Closing</b>	I select a book category, organize pair or group brainstorming, set a time limit, motivate competition, then instruct students to write a short book description and monitor writing.	I brainstorm book titles that fit the category with my group, contribute ideas, then write a short description of my favorite book using the model provided.	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9		Unit Title: Art lovers	Lesson Title: Lesson 6B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
Students will identify vocabulary related to interviews with writers and literature. Students will write a short paragraph about a book they have read and enjoyed. Students will recognize and use correct intonation in yes/no and Wh-questions.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I invite students who researched a favorite author to give short presentations, prompt discussion about interviews with authors, ask guiding questions, brainstorm expected vocabulary, and record key words on the board.	I present briefly about my favorite author, share what I learned, discuss author interviews, answer questions, and contribute vocabulary ideas.		
<b>Explanation</b>	I direct students to work in pairs to complete the first exercise, monitor pair work, check answers with the class, and provide corrective feedback when needed.	I work with my partner to choose correct words and phrases, compare answers, and participate in whole-class feedback.		
<b>Elaboration</b>	I ask students to write a short paragraph about a book they enjoyed, clarify expectations, monitor writing, and support idea development and language use.	I write a short paragraph about a book I have read and enjoyed, focusing on clear ideas and correct vocabulary.		
<b>Closing</b>	I review intonation in yes/no and Wh-questions, guide students through the pronunciation box, play the recording, model pronunciation, then replay the audio for individual practice and checking.	I listen to the recording, repeat the questions with correct intonation, choose the correct intonation patterns, compare answers with a partner, and self-correct.		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Art lovers	Lesson Title: Lesson 1A	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
Students will identify key information about Sherlock Holmes and detective work. Students will distinguish between active and passive voice in different tenses. Students will apply the passive voice to produce true and false statements.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I ask guiding questions about Sherlock Holmes, elicit prior knowledge, encourage whole-class participation, and activate background knowledge through discussion.	I answer questions, share what I know about Sherlock Holmes, and participate in class discussion.	
<b>Explanation</b>	I read the questions aloud, clarify key vocabulary such as detective and deduction, guide pair reading of the text, monitor discussion, and check answers with the class.	I read the text with my partner, discuss the questions, use skimming when needed, and share answers during feedback.	
<b>Elaboration</b>	I instruct students to complete the sentences in pairs, monitor pair work, play the recording, pause to check answers, and confirm correct responses.	I work with my partner to complete the sentences, listen to the recording, check my answers, and correct my work.	
<b>Closing</b>	I explain the example, guide students to form questions, monitor pair interaction, then ask students to write true and false sentences using the passive voice and share selected responses.	I ask and answer questions with my partner, then write true and false sentences using the passive voice and share my work when asked.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Art lovers	Lesson Title: Lesson 1B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
Students will recall when and how the passive voice is used.			
Students will construct passive questions and sentences accurately.			
Students will match passive questions with appropriate answers and apply correct passive forms.			
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I ask recall questions about the passive voice, guide pair and group discussion, elicit examples, and consolidate correct usage through whole-class feedback.	I recall rules of the passive voice, discuss ideas with peers, provide examples, and participate in class discussion.	
<b>Explanation</b>	I explain the task, model an example, direct students to reorder words to form passive questions, monitor individual work, and check answers with the class.	I work individually to form passive questions, check my answers during feedback, and correct my mistakes.	
<b>Elaboration</b>	I guide students to match questions with answers, explain passive form structure using was plus past participle, and monitor sentence completion tasks.	I match questions with answers, complete passive sentences individually, and apply correct passive structures.	
<b>Closing</b>	I direct students to complete production tasks, explain examples clearly, check understanding, and provide corrective feedback.	I complete the sentences independently, apply the passive accurately, and revise my work based on feedback.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan High Note / Grade 9	<b>Unit Title:</b> Art lovers	<b>Lesson Title:</b> Lesson 2A	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
<p>Students will discuss acts of kindness and helping others using appropriate vocabulary.</p> <p>Students will identify and use acts of kindness accurately in context.</p> <p>Students will talk about crime-related situations using relevant vocabulary and passive structures.</p>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I organize group discussion, ask guiding questions about helping others, encourage justification of ideas, and facilitate whole-class sharing.	I discuss the questions in groups, share my opinions, justify my ideas, and participate in class discussion.	
<b>Explanation</b>	I draw attention to acts of kindness and photos, give clear instructions, monitor pair work, and check answers with the class.	I work in pairs to match acts of kindness with photos and confirm my answers during feedback.	
<b>Elaboration</b>	I model an example, guide sentence completion using acts of kindness, monitor students' work, and provide corrective feedback.	I complete sentences using acts of kindness vocabulary and revise my answers after feedback.	
<b>Closing</b>	I organize pair or group work with newspapers, guide students to identify crimes, prompt use of correct vocabulary, and conclude with reflective questions.	I identify and describe crimes using appropriate vocabulary, reflect on what I learned, and evaluate my understanding.	

**Self – Reflection on Learning and Teaching:**

<b>Class/ section</b>							
<b>Number of absent students / Total number</b>							
<b>The class order in the timetable</b>							
<b>Day/ Date:</b>							

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

Subject: Jordan High Note / Grade 9	Unit Title: Art lovers	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
Students will recall and classify vocabulary related to helping others into nouns and verbs. Students will use context to distinguish between nouns and verbs related to crime and helping others. Students will apply correct verb forms and passive structures in short texts and written paragraphs.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I activate prior knowledge by asking students to recall helping-others vocabulary, organize responses under noun and verb categories, and guide class interaction.	I recall vocabulary related to helping others, classify words as nouns or verbs, and participate in class discussion.	
<b>Explanation</b>	I model examples, explain task requirements, guide individual practice to identify odd words and complete sentences, and provide immediate feedback.	I work individually to identify the odd one out and complete sentences using correct noun or verb forms based on context.	
<b>Elaboration</b>	I explain verb agreement, highlight the difference between have and has, monitor pair work, and select pairs to present their answers.	I work in pairs to complete short texts accurately and read completed texts aloud to the class.	
<b>Closing</b>	I guide pair discussion, support note-taking, prompt paragraph writing, and conclude with reflective feedback on learning.	I discuss ideas with a partner, take notes, write a short paragraph, and reflect on what I learned.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

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School Development consultant: