



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

www.alemancenter.com

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 Team Together

Grade 7

Semester 2

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Vocabulary and Revision	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise key vocabulary from Semester 1, recognise familiar topics such as city life, jobs, books, and the environment, understand vocabulary in short texts and comments, and use known language to talk about their interests and ideas.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by welcoming the students back, drawing attention to the WOW! Magazine page, and activating prior knowledge by asking questions about Semester 1 topics	The students listen, look at the pictures and comments, and recall topics studied in Semester 1	
Explanation	I present the vocabulary by guiding the students to read the comments, explain meanings using context and examples, and revise familiar words related to hobbies, places, and interests	The students read the texts, listen to explanations, and recognise familiar vocabulary	
Elaboration	I extend learning by asking the students to match pictures with ideas, discuss which comments they agree or disagree with, and share topics they would like to see in the magazine	The students discuss in pairs, answer questions, and express opinions	
Closing	I confirm learning by reviewing key vocabulary and ideas, checking understanding through oral questions, and encouraging accurate use of familiar language	The students respond to questions and demonstrate understanding □	

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 team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Reading and Grammar Revision	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read short texts from the WOW! Magazine, understand the main ideas and specific details, revise key grammar structures from Semester 1, and use familiar language accurately to talk about topics and opinions.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the WOW! Magazine page, asking pre-reading questions, and encouraging predictions about the texts	The students look at the texts, listen to the questions, and make predictions	
Explanation	I guide the students through reading the comments, explain difficult words using context, and draw attention to familiar grammar structures in the sentences	The students read the texts silently or aloud and follow the explanation	
Elaboration	I extend learning by highlighting examples of grammar from Semester 1, asking the students to identify tenses and structures, and practise them orally	The students identify grammar structures and use them in short oral sentences	
Closing	I confirm learning by checking comprehension and grammar understanding through questions and reinforcing correct language use	The students answer questions and demonstrate accurate use of grammar □	

Self – Reflection on Learning and Teaching:

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

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise key grammar structures revised from Semester 1, apply them correctly in controlled exercises, and use accurate grammar when talking about familiar topics.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar points from the previous lesson, asking short oral questions, and reminding the students of the rules	The students listen, recall the grammar rules, and respond to the questions	
Explanation	I present the grammar practice activities by explaining the tasks in the Student's Book and Activity Book, modelling how to answer the first item, and guiding the students step by step	The students follow the instructions and complete the exercises	
Elaboration	I extend learning by monitoring the students' work, providing feedback, and encouraging correct use of grammar in sentences related to familiar topics	The students practise grammar, ask questions when needed, and complete the activities	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing accurate grammar use	The students correct their answers and demonstrate correct grammar usage □	

Self – Reflection on Learning and Teaching:

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations and comments, understand main ideas and specific details, use familiar language to express opinions and preferences, and participate in simple spoken interactions confidently.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and ideas from the unit, preparing the students for the listening task, and asking prediction questions	The students listen, recall vocabulary, and predict the listening content	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to share opinions and respond to questions using familiar language	The students speak using known expressions and simple sentences	
Closing	I confirm learning by monitoring spoken responses, correcting errors, and reinforcing accurate pronunciation and language use	The students correct their mistakes and demonstrate confident spoken use	

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short paragraph about familiar topics and personal opinions, organise ideas clearly, use correct grammar structures revised from Semester 1, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising ideas and vocabulary from the unit, discussing the writing topic in the Student's Book, and activating prior knowledge through questions	The students listen, recall ideas, and talk briefly about the topic	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, linking words, and correct grammar usage	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph expressing their ideas or opinions using prompts from the book	The students write a short paragraph using correct language	
Closing	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing accurate use of grammar and vocabulary	The students revise their writing and correct their mistakes	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Let's Get Started!	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise vocabulary, reading skills, grammar structures, listening and speaking skills from the unit, demonstrate understanding of familiar topics, and use language accurately in revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	The students listen, respond, and recall vocabulary and grammar from the unit	I introduce the lesson by revising the main topics and language points from the unit through short oral questions to activate prior learning	
Explanation	I present revision and assessment activities from the Student's Book and Activity Book, explain each task clearly, and guide the students step by step	The students follow the instructions and complete the activities	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of grammar and vocabulary during tasks	The students practise the language and ask questions when needed	
Closing	I confirm learning by checking answers, discussing common mistakes, and assessing the students' overall understanding of the unit	The students correct their work and demonstrate understanding	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to adventure sports, identify the meaning of new words through pictures and context, use the vocabulary to talk about different adventure sports, and pronounce the words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by directing the students' attention to the pictures of adventure sports in the Student's Book, asking guiding questions to activate background knowledge, and linking the topic to sports they know	The students look at the pictures, listen to the questions, and talk about sports they know	
Explanation	I present the new adventure sport vocabulary, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
Elaboration	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about adventure sports	The students point to the pictures, say the words, and use them in simple sentences	
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly □	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about adventure sports, understand the main ideas and specific details, recognise the grammar structure used to describe experiences and actions, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about adventure sports, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when necessary, and explain new vocabulary using context and examples from the text	The students read the text silently or aloud and follow the explanation	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to talk about experiences and actions, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly □	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to talk about experiences and actions accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts related to adventure sports.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson, using examples related to adventure sports to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
Explanation	I present the grammar practice activities by explaining the exercises in the Student's Book and Activity Book, modelling the first example, and guiding the students step by step	The students follow the instructions and complete the grammar exercises	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of the grammar structure in sentences about adventure sports	The students practise grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar □	

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to conversations about adventure sports and experiences, understand main ideas and specific details, use the target grammar structure to talk about experiences, and express opinions about adventure sports confidently.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising adventure sport vocabulary and grammar related to experiences, and preparing the students for the listening task with guiding questions	The students listen, recall vocabulary and grammar, and predict the listening content	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to talk about adventure sports they have tried or would like to try	The students speak using the target language to talk about experiences	
Closing	I confirm learning by monitoring spoken responses, correcting errors, and reinforcing accurate pronunciation and grammar use	The students correct their mistakes and demonstrate confident spoken use □	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short paragraph about an adventure sport experience or an adventure sport they would like to try, organise ideas clearly, use the target grammar structure correctly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising adventure sport vocabulary and the grammar structure used to talk about experiences, and discussing the writing topic in the Student's Book	The students listen, recall vocabulary and grammar, and talk briefly about adventure sports	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, time expressions, and correct use of the grammar structure	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about an adventure sport experience or one they would like to try using prompts from the book	The students write a short paragraph using correct language	
Closing	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing accurate use of grammar and vocabulary	The students revise their writing and correct their mistakes □	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to adventure sports around the world, understand how people practise adventure sports in different countries, and use simple language to talk about adventure sports and safety.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about adventure sports people practise in different countries to activate background knowledge	The students listen to the questions and talk about adventure sports they know	
Explanation	I present the cultural content using pictures and information from the Student's Book, explain how adventure sports are practised in different places, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare adventure sports in their country with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to adventure sports	The students respond to the review questions and show understanding of the cultural content □	

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Class/ section							
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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about adventure sports and experiences in simple real-life conversations, practise asking and answering questions about experiences, and pronounce key sounds and words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key adventure sport vocabulary and functional expressions and directing attention to the dialogue in the Student's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise talking about adventure sports and experiences	The students participate in role-play and use the target language in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use □	

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Day/ Date:							

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise vocabulary related to adventure sports, review the grammar structures used to talk about experiences, demonstrate understanding of reading and listening texts, and use language accurately in revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present revision and assessment activities from the Student's Book and Activity Book, explain each task clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar related to adventure sports	The students practise the language and ask questions when needed	
Closing	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate understanding □	

Self – Reflection on Learning and Teaching: <div style="border: 1px solid black; height: 100px; width: 95%; margin-top: 5px;"></div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Class/ section</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 2px;">Number of absent students / Total number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">The class order in the timetable</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Day/ Date:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Class/ section										Number of absent students / Total number										The class order in the timetable										Day/ Date:									
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Teacher's Name and Signature :

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Adventure Sport!	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about adventure sports and experiences and understand key information, use the target language in guided speaking activities to talk about experiences, and write a short paragraph about an adventure sport using correct grammar and vocabulary.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and grammar related to adventure sports and experiences through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities about adventure sports and supported writing tasks from the Student's Book and Activity Book	The students speak using the target language and write a short paragraph	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing accurate use of language	The students correct their work and demonstrate accurate use of language □	

Self – Reflection on Learning and Teaching:

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Day/ Date:									

Teacher's Name and Signature :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7		Unit Title: Spend or Save!	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to recognise and understand vocabulary related to money, spending, and saving, identify the meaning of new words through context and examples, use the vocabulary to talk about personal spending habits, and pronounce the words accurately.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by asking questions about money, pocket money, and buying things to activate prior knowledge and link the topic to students' daily lives	The students listen to the questions and talk about how they spend or save money		
Explanation	I present the new vocabulary related to spending and saving, explain meanings using examples and context, and model correct pronunciation	The students listen carefully, repeat the words, and follow the examples		
Elaboration	I extend learning by guiding the students to match vocabulary with meanings and use the new words in simple oral sentences about money	The students use the vocabulary in short sentences and complete the activities		
Closing	I confirm learning by revising the vocabulary through oral questions, correcting pronunciation, and reinforcing accurate use of the new words	The students respond to questions and demonstrate understanding		

Self – Reflection on Learning and Teaching:

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about spending and saving money, understand the main ideas and specific details, recognise the grammar structure used to give advice and talk about money habits, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about saving and spending habits, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, explain new vocabulary using context and examples, and clarify meanings related to money and habits	The students read the text silently or aloud and follow the explanation	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to give advice about money, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly □	

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School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise using grammar structures for giving advice about money and habits, apply them correctly in controlled exercises, and use accurate language to talk about spending and saving.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure for giving advice about spending and saving, using examples from the previous lesson to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
Explanation	I present the grammar practice activities by explaining the exercises in the Student's Book and Activity Book, modelling the first example, and guiding the students step by step	The students follow the instructions and complete the grammar exercises	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of advice expressions in sentences about money	The students practise grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar □	

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Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations about money and spending habits, understand main ideas and specific details, use advice expressions to talk about spending and saving, and participate confidently in spoken activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary related to money and advice expressions, and preparing the students for the listening task with guiding questions	The students listen, recall vocabulary and expressions, and predict the listening content	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to give advice about spending and saving using prompts from the book	The students speak using advice expressions to talk about money habits	
Closing	I confirm learning by monitoring spoken responses, correcting errors, and reinforcing accurate pronunciation and grammar use	The students correct their mistakes and demonstrate confident spoken use □	

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School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short paragraph giving advice about spending and saving money, organise ideas clearly, use advice expressions and correct grammar accurately, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising money-related vocabulary and advice expressions and discussing the writing topic shown in the Student's Book	The students listen, recall vocabulary and grammar, and talk briefly about spending and saving	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, advice expressions, and linking words	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph giving advice about how to spend or save money using prompts from the book	The students write a short paragraph using correct language	
Closing	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing accurate use of grammar and vocabulary	The students revise their writing and correct their mistakes □	

Self – Reflection on Learning and Teaching: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Class/ section</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 2px;">Number of absent students / Total number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">The class order in the timetable</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Day/ Date:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Class/ section										Number of absent students / Total number										The class order in the timetable										Day/ Date:									
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Day/ Date:																																									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to money and spending habits, understand how people manage money in different cultures, and use simple language to talk about saving and spending responsibly.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about how people spend and save money in different countries to activate background knowledge	The students listen to the questions and talk about spending habits they know	
Explanation	I present the cultural content using pictures and information from the Student's Book, explain differences in spending habits across cultures, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare spending habits in their culture with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to money	The students respond to the review questions and show understanding □	

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 team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about spending and saving money in simple real-life situations, practise asking for and giving advice politely, and pronounce key sounds and intonation patterns accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key money-related vocabulary and advice expressions, and directing attention to the dialogue in the Student's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise giving and asking for advice about spending and saving	The students participate in role-play and use the target language in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken 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 team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise vocabulary related to money and spending habits, review grammar structures used for giving advice, demonstrate understanding of reading and listening texts, and use language accurately in revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present revision and assessment activities from the Student's Book and Activity Book, explain each task clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar related to spending and saving	The students practise the language and ask questions when needed	
Closing	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate understanding	

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 team together / Grade 7	Unit Title: Spend or Save!	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about spending and saving money and understand key information, use advice expressions in guided speaking activities, and write a short paragraph giving advice about spending or saving using correct grammar and vocabulary.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and advice expressions through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and expressions from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities where they give advice about spending and saving and supported writing tasks from the Student's Book and Activity Book	The students speak using advice expressions and write a short paragraph	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing accurate use of language	The students correct their work and demonstrate accurate use of language □	

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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to communication and conversations, identify the meaning of new words through context and examples, use the vocabulary to talk about daily conversations and situations, and pronounce the words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking questions about daily conversations and situations where people talk to each other, and linking the topic to students' real life	The students listen to the questions and talk about situations where they communicate	
Explanation	I present the new vocabulary related to communication, explain meanings using context and examples, and model correct pronunciation	The students listen carefully, repeat the words, and follow the examples	
Elaboration	I extend learning by guiding the students to match vocabulary with meanings and use the new words in simple oral sentences about conversations	The students use the vocabulary in short sentences and complete the activities	
Closing	I confirm learning by revising the vocabulary through oral questions, correcting pronunciation, and reinforcing accurate use of the new words	The students respond to questions and demonstrate understanding □	

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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read texts about communication situations, understand the main ideas and specific details, recognise the grammar structures used in conversations, and use them correctly in simple spoken and written sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about conversations, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, explain new vocabulary using context and examples, and clarify meanings related to communication	The students read the text silently or aloud and follow the explanation	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used in conversations, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly □	

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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise grammar structures used in conversations accurately, apply them correctly in controlled exercises, and use appropriate language forms in simple spoken and written communication.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structures from the previous lesson, using examples from everyday conversations to activate prior learning	The students listen, recall the grammar rules, and respond to revision questions	
Explanation	I present the grammar practice activities by explaining the exercises in the Student's Book and Activity Book, modelling the first example, and guiding the students step by step	The students follow the instructions and complete the grammar exercises	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of grammar structures in sentences related to communication	The students practise grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
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Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7		Unit Title: lets talk	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to listen to short conversations in everyday situations, understand main ideas and specific details, use appropriate expressions in conversations, and participate confidently in spoken interactions.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by revising key communication vocabulary and expressions, and preparing the students for the listening task through guiding questions	The students listen, recall vocabulary and expressions, and predict the listening content		
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening activity		
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to practise dialogues and use appropriate expressions in different situations	The students practise speaking, role-play conversations, and use correct expressions		
Closing	I confirm learning by monitoring spoken responses, correcting errors, and reinforcing accurate pronunciation and language use	The students correct their mistakes and demonstrate confident spoken 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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short dialogue or paragraph related to everyday conversations, use appropriate expressions and grammar structures accurately, organise ideas clearly, and apply correct spelling and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising common conversation expressions and discussing the writing topic shown in the Student's Book	The students listen, recall expressions, and talk briefly about conversation situations	
Explanation	I present the writing task by explaining the model text, highlighting dialogue format, appropriate expressions, and correct grammar use	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short dialogue or paragraph using prompts from the book and correct conversation language	The students write a short dialogue or paragraph	
Closing	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing accurate use of language	The students revise their writing and correct their mistakes	

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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to communication and conversations around the world, understand how people engage in social interactions in different cultures, and use simple language to discuss communication practices in various countries.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about how people communicate in different countries to activate background knowledge	The students listen to the questions and talk about communication habits in their own country and others	
Explanation	I present the cultural content using pictures and information from the Student's Book, explain how social interactions vary across cultures, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare communication practices in their country with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to communication	The students respond to the review questions and show understanding of the cultural content	

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 team together / Grade 7		Unit Title: lets talk	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to use functional language to talk about everyday conversations and social interactions, practise asking and answering questions using correct grammar, and pronounce key sounds and intonation patterns accurately.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by revising key communication vocabulary and functional expressions and directing attention to the dialogue in the Student's Book	The students listen, look at the dialogue, and recall familiar expressions		
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation		
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise conversations based on everyday situations	The students participate in role-play and use the target language in short conversations		
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken 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 team together / Grade 7		Unit Title: lets talk	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to revise key vocabulary, grammar structures, and communication skills from the unit, demonstrate understanding of language used in conversations, and show their ability to use the language accurately in both oral and written tasks.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by revising key vocabulary, grammar, and communication skills through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit		
Explanation	I present revision and assessment activities from the Student's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities		
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of language during activities	The students practise the language and ask questions when needed		
Closing	I confirm learning by checking answers, discussing common mistakes, and assessing the students' overall understanding of the unit content	The students correct their work and demonstrate understanding		

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 team together / Grade 7	Unit Title: lets talk	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations and understand key information, use appropriate expressions and grammar to talk about everyday situations, and write a short paragraph about a conversation using correct vocabulary and grammar.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and grammar related to conversations through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to practise conversations and express opinions using appropriate language	The students speak using the target language and write a short paragraph	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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 team together / Grade 7		Unit Title: lets talk	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to recognise and understand vocabulary related to inventions and technological advances, identify the meaning of new words through context and examples, use the vocabulary to talk about different inventions, and pronounce the words accurately.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by asking the students to look at the pictures of inventions in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to inventions they know	The students look at the pictures, listen to the questions, and talk about inventions they know		
Explanation	I present the new invention-related vocabulary, explain meanings using context and examples, and model correct pronunciation	The students listen carefully, repeat the words, and follow the examples		
Elaboration	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about inventions	The students point to the pictures, say the words, and use them in simple sentences		
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly		

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to inventions and technological advances, identify the meaning of new words through context and examples, use the vocabulary to talk about different inventions, and pronounce the words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking the students to look at the pictures of inventions in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to inventions they know	The students look at the pictures, listen to the questions, and talk about inventions they know	
Explanation	I present the new invention-related vocabulary, explain meanings using context and examples, and model correct pronunciation	The students listen carefully, repeat the words, and follow the examples	
Elaboration	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about inventions	The students point to the pictures, say the words, and use them in simple sentences	
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly	

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about different inventions, understand the main ideas and specific details, recognise the grammar structure used to describe inventions and their uses, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about inventions, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, explain new vocabulary using context and examples, and clarify meanings related to inventions	The students read the text silently or aloud and follow the explanation	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to describe inventions and their purposes, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly	

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to describe inventions and their uses accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts related to inventions.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson, using examples about inventions and their uses to activate prior learning	The students listen, recall the grammar rules, and respond to revision questions	
Explanation	I present the grammar practice activities by explaining the exercises in the Student's Book and Activity Book, modelling the first example, and guiding the students step by step	The students follow the instructions and complete the grammar exercises	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of grammar structures in sentences about inventions	The students practise grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
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Teacher's Name and Signature :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Inventions	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations about inventions and their uses, understand key information, use the target grammar structure to talk about inventions and their uses, and speak confidently about new inventions.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary related to inventions and their uses, and preparing the students for the listening task through guiding questions	The students listen, recall vocabulary and grammar, and predict the listening content	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to describe their favourite inventions and talk about their uses	The students speak using the target language to talk about inventions	
Closing	I confirm learning by monitoring spoken responses, correcting errors, and reinforcing accurate pronunciation and grammar use	The students correct their mistakes and demonstrate confident spoken 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 team together / Grade 7		Unit Title: Inventions	Lesson Title: Writing	Number of Classes ()
Previous learning;				
The main outcomes:				
By the end of the lesson, the students are expected to write a short paragraph about an invention, describe how it works and its impact, use the target grammar structure correctly, and apply appropriate vocabulary, spelling, and punctuation.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the lesson by revising invention-related vocabulary and the grammar structure used to describe inventions, and discussing the writing topic shown in the Student's Book	The students listen, recall vocabulary and grammar, and talk briefly about inventions		
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, the use of time expressions, and how to describe inventions effectively	The students read the model text and follow the explanation		
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about an invention they find interesting using prompts from the book	The students write a short paragraph describing an invention		
Closing	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of grammar and vocabulary	The students revise their writing and correct their mistakes		

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to inventions and technological advances, understand how inventions impact societies in different cultures, and use simple language to talk about inventions from around the world.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about inventions in different countries to activate background knowledge	The students listen to the questions and talk about inventions they know from various cultures	
Explanation	I present the cultural content using pictures and information from the Student's Book, explain how inventions have changed lives in different cultures, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare inventions in their country with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to inventions	The students respond to the review questions and show understanding of the cultural content	

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about inventions and their impact in simple real-life conversations, practise asking and answering questions about inventions, and pronounce key sounds and words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and expressions related to inventions, and directing attention to the dialogue in the Student's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise talking about inventions and their impact	The students participate in role-play and use the target language in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
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Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 7	Unit Title: Inventions	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise vocabulary, grammar, and language skills related to inventions, demonstrate understanding of reading and listening texts, and show their ability to use the language accurately in both oral and written tasks.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present revision and assessment activities from the Student's Book and Activity Book, explain each task clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar related to inventions	The students practise the language and ask questions when needed	
Closing	I confirm learning by checking answers, discussing common mistakes, and assessing the students' overall understanding of the unit content	The students correct their work and demonstrate understanding	

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 team together / Grade 7	Unit Title: Inventions	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about inventions and their impact, understand key information, use the target language in guided speaking activities to describe inventions, and write a short paragraph about an invention using correct grammar and vocabulary.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and grammar related to inventions through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities about inventions and supported writing tasks from the Student's Book and Activity Book	The students speak using the target language and write a short paragraph	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing accurate use of language	The students correct their work and demonstrate accurate use of language	

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: