



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 High Note

Grade 10

Semester 2

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: Do the right thing	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
<p>Students will recognize vocabulary related to communication and behavior.</p> <p>Students will understand situations about doing the right thing.</p> <p>Students will use the first conditional correctly to talk about real future results.</p>			
The stages	Teacher Action	Learner Action	Time
Engagement	I warm up by asking questions about right and wrong behavior, explain on the board the lesson idea, activate prior knowledge, and encourage discussion.	The student talks about daily behavior, shares opinions, and participates in discussion.	
Explanation	I explain on the board new vocabulary related to communication and behavior, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.	
Elaboration	I explain on the board the form and use of the first conditional, provide clear examples related to real-life situations, guide controlled practice, and monitor accuracy.	The student applies the first conditional rule and completes guided activities.	
Closing	I review vocabulary and grammar, ask the student to form sentences using the first conditional about doing the right thing, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 10	Unit Title: Do the right thing	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand and use functional language to talk about rules, advice, and appropriate behavior. Students will express consequences using correct spoken forms.			
The stages	Teacher Action	Learner Action	Time
Engagement	I warm up by revising key vocabulary from the previous lesson, explain on the board the context of the dialogue, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain on the board key expressions for advice and consequences, and guide focused listening.	The student listens to the dialogue and identifies main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about doing the right thing, and confirm learning.	The student creates a short dialogue and confirms understanding.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: Do the right thing	Lesson Title: Lesson 3: Grammar (Second Conditional)	Number of Classes ()
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Previous learning;

The main outcomes:

Students will use the second conditional correctly to talk about imaginary or unlikely situations and their results, especially related to behavior and choices.

The stages	Teacher Action	Learner Action	Time
Engagement	I warm up by asking questions about imaginary situations, explain on the board the lesson focus, activate prior knowledge, and encourage prediction.	The student responds to imaginary situations and shares ideas.	
Explanation	I explain on the board the form and use of the second conditional, provide clear examples related to behavior and choices, and highlight differences from the first conditional.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain on the board selected answers, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the second conditional correctly.	
Closing	I review key grammar points, ask the student to form original sentences using the second conditional about doing the right thing, and confirm learning.	The student forms correct sentences and confirms understanding.	

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: Do the right thing	Unit Title: Unit 06: Do the Right Thing	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use the zero conditional correctly to talk about general truths and rules. Students will use alternatives to "if" accurately in conditional sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I warm up by asking questions about rules and general truths, explain on the board the lesson focus, activate prior knowledge, and link it to real-life behavior.	The student responds to questions about rules and general truths.	
Explanation	I explain on the board the form and use of the zero conditional, give clear examples related to behavior and rules, and check understanding.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I explain on the board alternatives to "if" such as unless, when, and as long as, provide examples, and guide controlled practice.	The student applies alternatives to "if" in sentences correctly.	
Closing	I review grammar points, ask the student to form sentences using the zero conditional and alternatives to "if," and confirm learning.	The student forms correct sentences and confirms understanding.	

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: Do the right thing	Lesson Title: Lesson 5: Book Club (Reading)	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will read a text about ethical behavior and communication. Students will identify the main idea and supporting details. Students will respond to comprehension questions accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I warm up by asking prediction questions about the reading topic, explain on the board the purpose of reading, activate prior knowledge, and encourage discussion.	The student predicts the content of the text and prepares for reading.	
Explanation	I guide silent reading, explain on the board difficult vocabulary in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using evidence from the text.	
Closing	I review answers, ask follow-up questions related to real-life situations, and confirm learning outcomes.	The student reviews answers and confirms understanding.	

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: Do the right thing	Lesson Title: Lesson 6: Unit Review	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will revise and accurately apply unit vocabulary and conditional structures to express rules, advice, and consequences in different situations.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I warm up by revising key vocabulary and conditional forms from the unit, explain on the board that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for revision.		
Explanation	I guide vocabulary review activities, explain on the board selected answers, and monitor understanding.	The student completes vocabulary tasks and checks answers.		
Elaboration	I guide grammar review exercises on zero, first, and second conditionals, explain on the board common mistakes, and support accurate use.	The student completes grammar exercises and applies rules correctly.		
Closing	I review answers, ask the student to use vocabulary and conditionals in meaningful sentences about doing the right thing, and confirm learning.	The student forms correct sentences and confirms understanding.		

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: in the spotlight	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will recognize vocabulary related to the spotlight, such as fame, media, and celebrity. Students will learn to use reported speech to talk about what others have said. Students will practice listening and reading for key information.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce vocabulary related to fame and media, explain the meanings of new words, and encourage class discussion about public figures.	The student listens and engages in the discussion about fame and media.	
Explanation	I ask students to work in pairs to complete a vocabulary matching task, then review the answers as a class.	The student works with a partner to complete the task and then shares answers.	
Elaboration	I explain how reported speech is used to report statements or opinions, and provide examples from the lesson.	The student observes examples of reported speech and practices forming reported sentences.	
Closing	I ask students to listen to an interview and identify key details. Afterward, we discuss the main points and check comprehension.	The student listens attentively, takes notes, and discusses the interview details in pairs.	

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: in the spotlight	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will practice using reported speech for both statements and questions. Students will identify and report key details from an interview or text.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I review the rules of reported speech and demonstrate how to change questions into reported speech.	The student listens to the explanation and makes notes on how to change direct speech to reported speech.		
Explanation	I ask students to work in pairs to change statements and questions from the lesson into reported speech.	The student works with a partner to rewrite sentences in reported speech and checks answers.		
Elaboration	I guide students to identify key information in an interview or article and practice reporting it.	The student reports key information from the interview in reported speech.		
Closing	I monitor their practice and provide feedback on any errors in reported speech.	The student listens to feedback and corrects errors in their reported sentences.		

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: in the spotlight	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will describe public figures using adjectives and appropriate language. Students will practice describing both physical appearances and personality traits.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce adjectives related to appearance and personality, explaining their meanings and uses.	The student listens and practices using adjectives to describe people.		
Explanation	I ask students to work in pairs to describe a celebrity or public figure using adjectives.	The student works with a partner to describe a public figure and shares their descriptions with the class.		
Elaboration	I provide feedback on how students are using adjectives, helping them improve their descriptions.	The student listens to feedback and refines their descriptions.		
Closing	I guide a class discussion about famous personalities, encouraging students to give opinions about why these people are in the spotlight.	The student participates in the class discussion and shares opinions.		

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: in the spotlight	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will identify and use specific vocabulary related to media coverage and the public spotlight. Students will practice listening and speaking by discussing the role of media in shaping public perception.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I ask students to brainstorm words associated with media coverage, such as news, interviews, headlines, etc.	The student contributes words to the brainstorm and participates in class discussion.		
Explanation	I explain how media can impact a public figure's image and guide students in discussing how media shapes perception.	The student discusses with a partner how media can influence the way public figures are viewed.		
Elaboration	I play an audio clip about a celebrity and ask students to identify key phrases used in the media.	The student listens to the clip and identifies key phrases from the media.		
Closing	I encourage students to use the identified phrases to describe a famous person in a follow-up activity.	The student describes a famous person using the phrases learned from the media clip.		

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: in the spotlight	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will use conditionals to predict what might happen to public figures in the future. Students will form and use first and second conditionals in context.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I explain the use of the first and second conditionals to talk about predictions and hypothetical situations.	The student listens to the explanation and practices forming conditional sentences.		
Explanation	I ask students to work in pairs to complete sentences using the first and second conditionals based on hypothetical media scenarios.	The student works with a partner to complete conditional sentences and shares their answers.		
Elaboration	I review the answers as a class and explain any errors in conditional usage.	The student listens to feedback and corrects any mistakes in their conditional sentences.		
Closing	I encourage students to create their own hypothetical scenarios involving public figures and predict future outcomes.	The student creates their own conditional sentences and shares them with the class.		

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: in the spotlight	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use reported speech to talk about what others have said about public figures. Students will practice writing about a celebrity's actions and achievements.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain how to use reported speech to report what others have said about public figures.	The student listens to the explanation and practices reporting statements about famous personalities.	
Explanation	I ask students to listen to an interview and report key details using reported speech.	The student listens to the interview, takes notes, and reports key details in reported speech.	
Elaboration	I monitor students' usage of reported speech and provide individual feedback.	The student applies reported speech correctly and makes necessary corrections.	
Closing	I guide students to write a short report about a celebrity's recent achievements using reported speech.	The student writes a report about a celebrity using reported speech and shares it with the class.	

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: The evolution of advertising	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand the history and evolution of advertising. Students will identify key vocabulary related to advertising. Students will analyze the impact of advertising on consumer behavior.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of advertising and its evolution, showing examples of old and modern ads.	The student listens to the introduction and views examples of advertisements.	
Explanation	I explain key vocabulary related to advertising such as "target audience," "branding," and "consumer behavior."	The student repeats new vocabulary and understands its meaning in the context of advertising.	
Elaboration	I guide students through a timeline of advertising history, pointing out major milestones and changes.	The student follows along with the timeline, taking notes and asking questions if needed.	
Closing	I ask students to share their opinions on how advertising has changed over time and its effect on society.	The student shares personal thoughts and engages in a class discussion.	

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: The evolution of advertising	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will analyze different types of advertising (e.g., print, TV, online). Students will evaluate the effectiveness of various advertising strategies.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain the different forms of advertising, from traditional print ads to modern digital marketing.	The student listens to the explanation and begins categorizing types of advertising.	
Explanation	I play examples of different types of advertisements (e.g., a TV commercial, a print ad, an online banner ad) and ask students to analyze their message and target audience.	The student watches/listens to ads, notes their observations, and discusses the target audience.	
Elaboration	I guide students in a discussion about the advantages and disadvantages of each advertising method.	The student participates in the discussion, providing examples and justifying their opinions.	
Closing	I assign students to choose an ad (from any medium) and prepare a short analysis of its effectiveness.	The student selects an ad, analyzes it, and prepares to present their findings.	

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: The evolution of advertising	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand the role of technology in the evolution of advertising. Students will recognize how digital media has transformed the way advertisements are targeted.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of digital advertising and its rise in popularity with the advent of the internet and social media.	The student listens to the introduction and prepares to explore the evolution of digital advertising.	
Explanation	I show examples of digital ads such as social media promotions, Google ads, and YouTube pre-roll ads.	The student watches the examples and discusses how they differ from traditional advertisements.	
Elaboration	I guide students in identifying how digital advertising targets specific demographics using data and analytics.	The student analyzes how digital ads use data to target individuals and reflect on its impact.	
Closing	I ask students to research and find an example of an ad that uses digital targeting (e.g., personalized ads based on browsing history).	The student finds and shares examples of targeted digital ads.	

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Class/ section

Number of absent students / Total number

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Lesson plan

Subject: Jordan High Note / Grade 10		Unit Title: The evolution of advertising	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will explore the ethical issues surrounding advertising. Students will evaluate the responsibility of advertisers in shaping consumer culture.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the topic of advertising ethics, explaining issues such as manipulation, stereotyping, and false advertising.	The student listens to the introduction and prepares to discuss the ethics of advertising.		
Explanation	I show case studies of controversial advertisements and ask students to discuss the ethical issues involved.	The student analyzes the advertisements, identifies ethical problems, and discusses them in small groups.		
Elaboration	I guide students in exploring the balance between persuasive advertising and ethical responsibility.	The student reflects on the role of advertisers in promoting positive values and their responsibility.		
Closing	I ask students to create a proposal for a responsible ad campaign that promotes a positive message without using unethical tactics.	The student designs an ethical advertising campaign and prepares to present their proposal.		

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: The evolution of advertising	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will examine how different advertising techniques (e.g., emotional appeal, celebrity endorsement, humor) influence consumer decisions. Students will apply advertising strategies in creating their own advertisements.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain the different advertising techniques, such as emotional appeal, humor, and celebrity endorsements.	The student listens and takes notes on the techniques used in advertising.	
Explanation	I show examples of ads that use these techniques and ask students to identify the strategies used in each case.	The student watches the ads, identifies the techniques, and shares their findings with the class.	
Elaboration	I guide students in brainstorming ideas for their own ad campaigns, encouraging them to use at least one of the techniques discussed.	The student works in pairs or small groups to create an advertisement, incorporating persuasive techniques.	
Closing	I ask students to present their ads to the class and explain the strategies they used.	The student presents their advertisement and justifies their choice of advertising techniques.	

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Principle's signature:

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: The evolution of advertising	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will evaluate the effectiveness of an advertising campaign. Students will identify the strengths and weaknesses of different ad strategies.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the concept of ad campaign evaluation, explaining how to assess whether an ad achieves its goals.	The student listens and prepares to evaluate the effectiveness of advertisements.	
Explanation	I show a successful ad campaign and discuss the factors that contributed to its success.	The student analyzes the campaign and identifies key factors that made it successful.	
Elaboration	I ask students to evaluate a different ad campaign, discussing its strengths and weaknesses in groups.	The student evaluates the ad campaign, identifies what worked and what didn't, and discusses their findings with their group.	
Closing	I ask students to present their evaluations and suggest improvements for the ad campaign.	The student presents their evaluation and suggests improvements for the ad campaign.	

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Class/ section

Number of absent students / Total number

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: the power of nature	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will identify and describe various natural forces such as earthquakes, storms, and floods. Students will learn key vocabulary related to nature and natural disasters. Students will discuss how natural events affect people and the environment.			
The stages	Teacher Action	Learner Action	Time
Engagement	introduce the topic of natural forces by showing images of different natural disasters (earthquakes, storms, etc.).	The student observes the images and makes predictions about what they will learn.	
Explanation	I explain the key vocabulary associated with nature, such as "earthquake," "hurricane," "flood," and "tsunami," and provide examples.	The student repeats the vocabulary and discusses their meanings.	
Elaboration	I guide the class through a discussion on the causes and effects of natural disasters.	The student shares their thoughts on how natural forces impact both people and the environment.	
Closing	I ask students to read a short article about a recent natural disaster and answer comprehension questions.	The student reads the article and answers the comprehension questions	

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: the power of nature	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will analyze the impact of natural disasters on communities. Students will use past tenses (past simple, past continuous) to describe events during natural disasters.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain how to use the past simple and past continuous tenses to describe events during a natural disaster.	The student listens carefully and takes notes on the tense usage.	
Explanation	I ask students to listen to a description of a natural disaster and write down sentences in the past simple and past continuous.	The student listens to the recording and writes sentences based on the tenses.	
Elaboration	I guide students through a discussion about how people react during natural disasters, using the target grammar structures.	The student uses the past tenses to describe their thoughts and discuss reactions during natural disasters.	
Closing	I assign a group project where students research a natural disaster and prepare a short presentation.	The student works in groups to research and present their findings using appropriate grammar.	

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Class/ section

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: the power of nature	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will describe how communities prepare for and respond to natural disasters. Students will learn about emergency preparedness and response plans.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the concept of emergency preparedness and response to natural disasters.	The student listens to the introduction and prepares to discuss emergency plans.	
Explanation	I explain different types of natural disaster response plans, using examples from various countries.	The student listens and makes notes on emergency response procedures.	
Elaboration	I ask students to work in pairs to create their own emergency preparedness plan for a fictional natural disaster.	The student collaborates with a partner to create a response plan for a disaster scenario.	
Closing	I review the students' plans, offering feedback and suggestions on how to improve them.	The student listens to feedback and revises their emergency preparedness plan.	

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: the power of nature	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use conditionals to discuss hypothetical situations related to natural disasters. Students will practice the third conditional to express regret or hypothetical outcomes.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the third conditional and explain how it is used to talk about hypothetical situations and their possible outcomes.	The student listens to the explanation and practices forming third conditional sentences.	
Explanation	I give examples of third conditional sentences related to natural disasters and their aftermaths.	The student analyzes the examples and forms their own third conditional sentences.	
Elaboration	I ask students to discuss hypothetical scenarios about what could have been done to prevent natural disasters.	The student works in pairs to discuss possible preventive actions using the third conditional.	
Closing	I assign a writing task where students write a short paragraph about a natural disaster and use the third conditional to express regret about what could have been done differently.	The student writes a paragraph and uses the third conditional to describe alternate actions and outcomes.	

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: the power of nature	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will describe the long-term effects of natural disasters on the environment. Students will identify ways to mitigate the effects of natural disasters through environmental conservation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain the long-term environmental effects of natural disasters, such as soil erosion, deforestation, and habitat loss.	The student listens to the explanation and takes notes on the environmental consequences.	
Explanation	I show videos of regions affected by natural disasters and ask students to identify long-term environmental damage.	The student watches the video and identifies examples of environmental damage.	
Elaboration	I guide students in brainstorming ways to mitigate the effects of natural disasters and promote environmental sustainability.	The student collaborates with classmates to discuss and suggest ways to reduce environmental damage.	
Closing	I assign a research task where students choose a natural disaster and write a report on its long-term environmental effects and mitigation strategies.	The student conducts research and writes a report on the chosen natural disaster.	

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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 10	Unit Title: the power of nature	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will analyze case studies of natural disasters and evaluate the responses to them. Students will propose solutions to improve disaster preparedness.			
The stages	Teacher Action	Learner Action	Time
Engagement	I present case studies of significant natural disasters, asking students to evaluate the responses and the outcomes.	The student analyzes case studies, identifies strengths and weaknesses of responses, and participates in the discussion.	
Explanation	I guide students in discussing what could have been done differently in each case and how to improve future responses.	The student contributes ideas on how to improve disaster response and recovery efforts.	
Elaboration	I ask students to work in groups to propose solutions for improving disaster preparedness in their local community.	The student collaborates with their group to create a disaster preparedness plan for their community.	
Closing	I review each group's proposal and provide feedback on how to improve their plans.	The student listens to feedback and revises their disaster preparedness plan.	

Self – Reflection on Learning and Teaching:

Class/ section							
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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will recognize vocabulary related to food and nutrition. Students will discuss the benefits of different food types for health. Students will practice forming sentences with the correct use of the present simple tense to talk about routines.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of food and nutrition by showing pictures of different food items and asking students to name them.	The student looks at the pictures and names the food items they recognize.	
Explanation	I explain key vocabulary related to food types (e.g., fruits, vegetables, protein, dairy) and their health benefits.	The student listens to the explanation and repeats the vocabulary.	
Elaboration	I ask students to work in pairs and discuss their eating habits, using the present simple tense.	The student discusses their eating habits in pairs, using the present simple tense to describe routines.	
Closing	I provide feedback on the correct use of the present simple tense and check understanding.	The student listens to feedback and corrects any errors in their sentences.	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will identify the importance of a balanced diet. Students will use the first conditional to discuss future outcomes of eating habits.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain the concept of a balanced diet and the consequences of poor eating habits.	The student listens to the explanation and takes notes on the importance of balance in diet.	
Explanation	I introduce the first conditional and give examples of how to talk about future outcomes based on current eating habits.	The student listens and practices forming first conditional sentences related to their eating habits.	
Elaboration	I ask students to work in pairs and create sentences using the first conditional, discussing what might happen if they continue or change their eating habits.	The student works in pairs to form first conditional sentences and discusses potential outcomes.	
Closing	I review the sentences with the class, providing feedback on the correct use of the first conditional.	The student shares their sentences with the class and listens to feedback for improvement.	

Self – Reflection on Learning and Teaching:

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Number of absent students / Total number									
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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will identify food sources of key nutrients such as vitamins and minerals. Students will discuss how diet affects energy and overall health.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain key nutrients (e.g., carbohydrates, proteins, vitamins, minerals) and their role in maintaining health.	The student listens and takes notes on the importance of each nutrient in a healthy diet.	
Explanation	I show pictures of different foods and ask students to identify which nutrients they provide.	The student looks at the pictures and names the nutrients found in each food.	
Elaboration	I ask students to discuss in pairs how different foods affect their energy levels and health.	The student discusses with a partner how their diet affects their daily energy and overall health.	
Closing	I provide feedback and clarify any misconceptions about the role of nutrition in maintaining health.	The student listens to feedback and reflects on how their diet influences their health.	

Self – Reflection on Learning and Teaching:

Class/ section

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Day/ Date:

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will identify the consequences of poor nutrition. Students will discuss strategies for improving eating habits using the second conditional.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain the effects of poor nutrition on long-term health, such as obesity, heart disease, and diabetes.	The student listens to the explanation and takes notes on the consequences of poor nutrition.	
Explanation	I introduce the second conditional and explain how to form sentences that discuss hypothetical situations and their possible effects.	The student listens and practices forming second conditional sentences about the consequences of poor eating habits.	
Elaboration	I ask students to discuss in pairs what they would do if they had to improve their eating habits.	The student works in pairs to create second conditional sentences and discusses strategies for better nutrition.	
Closing	I review students' sentences and provide feedback on how to use the second conditional accurately.	The student shares their sentences with the class and listens to feedback for improvement.	

Self – Reflection on Learning and Teaching:

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will learn how to read food labels to determine nutritional content. Students will practice using comparative and superlative adjectives to compare different foods.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain how to read food labels, focusing on calories, fat content, vitamins, and minerals.	The student listens and takes notes on how to read food labels and understand nutritional information.	
Explanation	I give examples of how to compare the nutritional content of two foods using comparative and superlative adjectives.	The student listens to examples and practices making comparisons between two food items.	
Elaboration	I ask students to compare the nutritional content of different food items from food labels.	The student works in pairs to compare food labels and discuss the differences in nutritional content.	
Closing	I review the comparisons with the class and provide feedback on the use of comparative and superlative adjectives.	The student shares their comparisons and listens to feedback for improvement.	

Self – Reflection on Learning and Teaching:

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand the relationship between food, energy, and exercise. Students will discuss the effects of different foods on athletic performance using the second conditional.			
The stages	Teacher Action	Learner Action	Time
Engagement	I explain how different types of food affect energy levels, especially in relation to exercise and physical activity.	The student listens and takes notes on how food affects exercise performance.	
Explanation	I introduce the second conditional again and explain how to use it to discuss hypothetical scenarios related to food and exercise.	The student practices using the second conditional to discuss the effects of food on athletic performance.	
Elaboration	I ask students to work in pairs and create sentences using the second conditional to talk about what would happen if they ate differently before exercising.	The student discusses with a partner how changing their eating habits might impact their exercise performance.	
Closing	I provide feedback on the students' sentences and review how to form correct second conditional sentences.	The student listens to feedback and revises their sentences accordingly.	

Self – Reflection on Learning and Teaching:

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Lesson plan

Subject: Jordan High Note / Grade 10	Unit Title: food for thought	Lesson Title: Lesson 4: Unit Review	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will review key vocabulary and grammar points from the unit. Students will practice using all the structures and vocabulary in speaking and writing activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I review key vocabulary and grammar points, asking students to recall important concepts from the unit.	The student participates in the review and recalls key vocabulary and grammar rules.	
Explanation	I guide students through a series of activities where they practice speaking and writing using the unit's vocabulary and grammar structures.	The student completes the activities individually and in pairs, practicing vocabulary and grammar.	
Elaboration	I provide feedback on the activities, correcting mistakes and reinforcing correct usage.	The student listens to feedback, corrects mistakes, and reflects on their learning.	
Closing	I assign homework where students write about their eating habits and how they could improve them, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework and prepares for the next lesson.	

Self – Reflection on Learning and Teaching:

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