



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

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

تحضير اللغة الانجليزية فصل ثاني

فريق موقع الايمان / الاستاذ محمود شناينه



Jordan High Note

Grade 11

Semester 2

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: where we live	Lesson Title: Lesson 1: Modal and Related Verbs	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use modal verbs to express necessity, prohibition, advice, ability, and permission in real-life contexts. Students will form correct sentences using modal and related verbs.			
The stages	Teacher Action	Learner Action	Time
Engagement	I present images and real-life situations related to living in different places. I ask guiding questions to activate prior knowledge and connect ideas to the lesson topic.	The student participates in the discussion and shares ideas about rules and different ways of living.	
Explanation	I explain modal and related verbs on the board, clarify differences between them, and provide clear examples.	The student listens to the teacher's explanation, takes notes, and understands the examples provided.	
Elaboration	I ask students to apply the rule through textbook activities. I vary questions to support differentiation and provide feedback.	The student completes the activities orally and in writing, participating according to their ability.	
Closing	I review the main points of the lesson, ask closing questions, correct common mistakes, and ensure the learning outcomes are achieved.	The student answers the closing questions, corrects mistakes, and confirms understanding of modal and related verbs.	

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 11	Unit Title: where we live	Lesson Title: Lesson 2: Listening & Vocabulary – Digital Nomads	Number of Classes ()
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Previous learning;

The main outcomes:

Students will identify specific details in a listening text about the digital nomad lifestyle.
 Students will use vocabulary related to mobile lifestyles in meaningful contexts.
 Students will express opinions about the advantages and challenges of working and living on the move.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by discussing the idea of working while traveling, ask guiding questions to activate prior knowledge, and direct attention to the listening task.	The student responds to the questions, shares ideas about traveling and work, and activates prior knowledge related to the topic.	
Explanation	I play the listening text, guide students to listen for general meaning, explain key vocabulary related to digital nomads, and clarify meanings through examples.	The student listens for general understanding, identifies the main idea, and focuses on understanding new vocabulary in context.	
Elaboration	I replay the listening and ask students to identify specific details, guide them to complete listening tasks, and monitor their responses.	The student listens for specific information, completes the listening tasks, and adjusts their answers based on feedback.	
Closing	I ask students to use the new vocabulary in speaking tasks and guide them to discuss the advantages and disadvantages of a mobile lifestyle.	The student uses the new vocabulary in discussions, expresses opinions about the lifestyle, participates in reviewing key terms, and confirms their understanding of the lesson.	

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 :

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: where we live	Lesson Title: Lesson 3: Grammar – Articles	Number of Classes ()
Previous learning;			
The main outcomes:			
<p>Students will use articles correctly to talk about general and specific things.</p> <p>Students will distinguish between definite and indefinite articles in context.</p> <p>Students will apply correct article usage in spoken and written sentences.</p>			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by asking students to give examples of nouns with articles, guiding discussion to activate prior knowledge, and focusing attention on article usage.	The student responds with examples, participates in discussion, and recalls prior knowledge related to articles.	
Explanation	I explain the use of "a," "an," "the," and zero article, present clear examples, and guide students to infer the rules.	The student follows the explanation, analyzes examples, infers the grammatical rules, and asks questions if needed.	
Elaboration	I guide students through controlled practice activities, monitor their work, and provide feedback.	The student completes practice activities, applies the rules, and adjusts their answers based on feedback.	
Closing	I ask students to produce sentences related to living places using correct articles, review their language use, and confirm learning.	The student produces meaningful sentences, participates in reviewing the rules, and confirms their understanding of article usage.	

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 :

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Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: where we live	Lesson Title: Lesson 4: Reading & Vocabulary – Houses and Space	Number of Classes ()
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Previous learning;

The main outcomes:

Students will identify specific details and main ideas in a reading text about houses and space.
 Students will use vocabulary related to houses and living spaces correctly in context.
 Students will express opinions about the advantages and disadvantages of different living spaces.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by discussing pictures of different houses, ask guiding questions to activate background knowledge, and focus attention on the reading topic.	The student discusses the pictures, shares personal experiences, and activates prior knowledge related to houses and space.	
Explanation	I guide students to read the text for general understanding, explain key vocabulary, and clarify meanings using examples from the text.	The student reads for general meaning, identifies the main idea, and focuses on understanding new vocabulary in context.	
Elaboration	I guide students to reread the text to identify specific details, ask comprehension questions, and monitor responses.	The student rereads the text, identifies specific details, answers questions, and revises their answers based on feedback.	
Closing	I ask students to use the new vocabulary in speaking tasks, guide discussion about living spaces, and review key points from the lesson.	The student uses the vocabulary in discussions, expresses opinions, and confirms their understanding of the lesson 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 :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: where we live	Lesson Title: Lesson 5: Vocabulary – Household Problems and Solutions	Number of Classes ()
Previous learning;			
The main outcomes:			
<p>Students will identify common household problems and appropriate solutions.</p> <p>Students will use vocabulary related to household problems and solutions correctly in context.</p> <p>Students will apply phrasal verbs related to household tasks in spoken and written language.</p>			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by discussing common household problems, ask guiding questions to activate prior knowledge, and focus attention on the lesson vocabulary.	The student shares experiences, responds to questions, and activates background knowledge related to household problems.	
Explanation	I present key vocabulary related to household problems and solutions, explain meanings with examples, and guide students to notice phrasal verbs in context.	The student listens to explanations, identifies new vocabulary and phrasal verbs, and asks for clarification when needed.	
Elaboration	I guide students to complete vocabulary exercises, monitor their work, and provide feedback on correct usage of phrasal verbs.	The student completes exercises, applies new vocabulary, and revises their answers based on feedback.	
Closing	I ask students to use the vocabulary in speaking or writing tasks, review key words and expressions, and confirm learning through summarizing and reflection.	The student uses new vocabulary in meaningful contexts, participates in review activities, and confirms their understanding of the lesson content.	

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Class/ section									
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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: where we live	Lesson Title: Lesson 6: Speaking – Giving Instructions	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will give clear and logical instructions using appropriate language. Students will use sequencing words and phrases to explain steps. Students will follow spoken instructions accurately in familiar contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by discussing everyday situations that require giving instructions, ask guiding questions to activate prior knowledge, and focus attention on the speaking task.	The student shares experiences, responds to questions, and recalls prior knowledge related to giving instructions.	
Explanation	I present useful expressions for giving instructions, model correct pronunciation and intonation, and guide students to notice language patterns.	The student listens to the model, repeats expressions, and identifies useful phrases for giving instructions.	
Elaboration	I guide students to practice giving instructions in pairs, monitor their interactions, provide support, and offer corrective feedback.	The student practices giving instructions in pairs, uses the target language, and adjusts their performance based on feedback.	
Closing	I ask students to perform short instruction-giving tasks, review key expressions, and confirm learning through reflection and oral feedback.	The student performs speaking tasks, reviews the language used, and confirms their understanding of how to give clear instructions.	

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Class/ section									
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Teacher’s Name and Signature :

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand the concept of fairness and justice. Students will discuss different views on fairness and injustice in society. Students will practice forming and answering questions using modals (should, ought to) in the context of fairness.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic by asking students to discuss what fairness means to them and give examples of situations where fairness is important.	The student shares personal thoughts on fairness and provides examples.	
Explanation	I explain the modal verbs "should" and "ought to" for giving advice and expressing obligations, and provide examples.	The student listens and practices forming sentences using "should" and "ought to."	
Elaboration	I guide students to discuss scenarios about fairness in small groups, using modals to express opinions and advice.	The student discusses with a group using modals to express what people should do in situations.	
Closing	I ask students to report back to the class on their discussion, correct any language mistakes, and ensure understanding of fairness.	The student shares their group's ideas and participates in class feedback.	

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Class/ section									
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The class order in the timetable									
Day/ Date:									

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will discuss social issues related to fairness and justice. Students will use modal verbs in the past tense (could have, should have, ought to have) to discuss past actions and mistakes.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of fairness in social issues, asking students to think about moments in history or recent events where fairness was a concern.	The student listens, thinks critically, and shares personal or historical examples of unfairness.	
Explanation	I explain how to use the past modal verbs "could have," "should have," and "ought to have" to express regret or missed opportunities related to fairness.	The student listens to examples, practices using past modals, and forms sentences about past situations.	
Elaboration	I ask students to work in pairs to discuss past events where fairness was an issue, using the past modals to express what could or should have been done differently.	The student works in pairs to discuss situations, using past modals to talk about what should have happened.	
Closing	I invite students to present their discussions and correct any mistakes in the use of past modals.	The student presents their ideas, receives feedback, and corrects language errors based on feedback.	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

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Day/ Date:

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Unit Title: Is It Fair?	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will understand and analyze different perspectives on fairness in the context of legal systems, family structures, and social issues. Students will discuss how fairness is implemented or violated in these contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce different social issues (e.g., discrimination, unequal rights) and ask students to share what they know about fairness in these contexts.	The student participates in a discussion, sharing knowledge of social issues related to fairness.	
Explanation	I explain how fairness is implemented in legal systems and ask students to consider cases where fairness was upheld or violated.	The student listens and reflects on fairness in legal contexts, contributing ideas about specific cases.	
Elaboration	I ask students to work in groups and read a short passage about a legal case related to fairness, identifying whether fairness was maintained or not.	The student reads the passage, works in groups to analyze the case, and discusses whether fairness was achieved.	
Closing	I guide a class discussion about the case and ask students to present their findings, giving reasons for their opinions.	The student presents their analysis and defends their opinion about whether fairness was upheld.	

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use conditional sentences to discuss hypothetical situations related to fairness. Students will apply their understanding of fairness to real-world examples.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce conditional sentences (first and second conditionals) and explain how they can be used to talk about hypothetical situations regarding fairness.	The student listens, takes notes, and practices forming conditional sentences about fairness.	
Explanation	I ask students to complete sentences about fairness using first and second conditionals.	The student works individually to complete sentences based on hypothetical scenarios.	
Elaboration	I ask students to discuss in pairs how different actions could lead to fair or unfair outcomes using conditional sentences.	The student discusses hypothetical situations with a partner using the correct conditional forms.	
Closing	I review the sentences and provide feedback on how to improve the use of conditionals in expressing fairness.	The student shares their sentences, receives feedback, and adjusts their language use accordingly.	

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Class/ section									
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Day/ Date:									

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Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: is it Fair	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will evaluate fairness in the distribution of wealth and resources. Students will express opinions using conditional sentences and justifications.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the concept of wealth distribution and ask students to discuss whether wealth is distributed fairly in society.	The student shares personal opinions about wealth distribution and fairness in society.		
Explanation	I provide examples of how wealth is distributed in different countries and ask students to consider how fairness is maintained or violated.	The student listens, takes notes, and reflects on how fairness applies to wealth distribution.		
Elaboration	I ask students to work in groups to evaluate a case study on the distribution of resources and discuss whether it is fair, using conditionals to express hypothetical outcomes.	The student evaluates the case study, discusses fairness in wealth distribution, and uses conditionals in their discussion.		
Closing	I ask groups to present their findings, explain their reasoning, and offer suggestions for improving fairness.	The student presents their group's findings and defends their opinion on how fairness could be improved.		

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will analyze the role of fairness in social justice movements. Students will use reported speech to describe events and statements related to fairness.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of social justice movements and ask students to discuss how fairness is central to these movements.	The student listens, participates in the discussion, and reflects on the role of fairness in social justice.	
Explanation	I present statements from leaders in social justice movements, asking students to report what they said using reported speech.	The student listens, practices using reported speech, and reports the statements correctly.	
Elaboration	I ask students to work in pairs to analyze a social justice case and use reported speech to explain what activists said about fairness in the case.	The student works in pairs to report on the case and use reported speech in their responses.	
Closing	I review reported speech usage and provide feedback on the correct formation of sentences.	The student listens to feedback, adjusts their sentences, and practices using reported speech accurately.	

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 :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: is it Fair	Lesson Title: Lesson 4: Unit Review	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will revise key vocabulary and grammar points from the unit. Students will consolidate their understanding of fairness through speaking and writing activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to fairness.	The student recalls key vocabulary and grammar rules from the unit.	
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 speaking and writing activities, practicing vocabulary and grammar.	
Elaboration	I provide feedback on students' work, correct mistakes, and reinforce the learning outcomes.	The student listens to feedback, corrects mistakes, and reflects on what they have learned.	
Closing	I assign homework where students write about a situation of fairness or injustice, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, reflecting on fairness in real-life situations.	

Self – Reflection on Learning and Teaching:

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

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Principle's signature:

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 1A	Number of Classes ()
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Previous learning;

The main outcomes:

Students will identify key vocabulary related to the digital world.
 Students will discuss the advantages and challenges of digital technology.
 Students will practice using modals to express opinions about technology.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of digital technology and its role in modern life by showing images of digital tools and devices.	The student observes the images and shares initial thoughts about digital technology.	
Explanation	I explain key vocabulary related to digital technology such as "cloud computing," "cybersecurity," and "social media."	The student repeats the new vocabulary and asks questions if needed.	
Elaboration	I ask students to work in pairs to discuss the pros and cons of digital technology, using modals like "must," "should," and "might."	The student discusses the pros and cons of technology with their partner, using the modals in context.	
Closing	I provide feedback on how to use modals correctly and facilitate a class discussion on the role of digital technology in society.	The student shares their opinions in the class discussion and applies modals correctly in their sentences.	

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Class/ section									
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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will use conditional sentences to discuss the potential impacts of digital technology on the future. Students will practice using the first and second conditional to speculate about future possibilities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the idea of using digital technologies in the future, asking students to imagine how technology might change.	The student shares their thoughts on how digital technology might evolve in the future.	
Explanation	I explain the first and second conditional and give examples related to the future impact of technology.	The student listens to the explanation and practices forming sentences using the first and second conditional.	
Elaboration	I ask students to work in pairs to discuss hypothetical situations involving technology, using the first and second conditional.	The student works with a partner to discuss future possibilities using conditional sentences.	
Closing	I review the sentences formed by the students, providing feedback on how to correctly use conditionals in expressing future possibilities.	The student presents their sentences, receives feedback, and revises their work accordingly.	

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

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will analyze the ethical considerations of using digital technology. Students will use vocabulary related to ethics, privacy, and digital rights.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of digital ethics by asking students to consider questions about privacy, digital rights, and online behavior.	The student participates in the discussion and considers the ethical implications of using digital technology.	
Explanation	I explain key terms such as "digital rights," "privacy," and "ethical dilemmas," and provide examples.	The student listens, takes notes, and asks questions if they need clarification.	
Elaboration	I guide students in reading a short text on digital ethics, asking them to identify key points and vocabulary.	The student reads the text and identifies key terms related to ethics in digital technology.	
Closing	I ask students to discuss in pairs what they think is the most important ethical issue related to technology and why.	The student works in pairs to discuss and express their opinions on digital ethics.	

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Class/ section									
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The class order in the timetable									
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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will express opinions about the role of digital technology in shaping society. Students will practice using the third conditional to reflect on past actions and hypothetical scenarios.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the third conditional by explaining how to talk about past hypothetical situations and their consequences.	The student listens to the explanation and practices forming third conditional sentences.	
Explanation	I provide examples of the third conditional in the context of digital technology (e.g., "If I had known about data privacy, I would have changed my settings.")	The student listens to the examples and forms their own third conditional sentences about digital technology.	
Elaboration	I ask students to work in pairs to discuss what they could have done differently regarding their use of digital tools in the past.	The student works in pairs to create third conditional sentences about past actions related to technology.	
Closing	I ask students to present their sentences and provide feedback on the use of the third conditional.	The student shares their sentences, listens to feedback, and revises their work as needed.	

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Class/ section									
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The class order in the timetable									
Day/ Date:									

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will explore the impact of digital technology on personal identity. Students will discuss how social media and digital platforms influence self-perception and relationships.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of digital identity by asking students how they present themselves online and how digital platforms affect self-perception.	The student listens to the introduction and reflects on their own digital identity.	
Explanation	I explain the concept of "digital identity" and ask students to provide examples of how social media can shape personal identity.	The student shares examples and discusses the influence of social media on identity.	
Elaboration	I guide students to read a short text on digital identity, asking them to identify how digital platforms influence people's views of themselves.	The student reads the text, identifies the key ideas, and reflects on the influence of digital platforms on identity.	
Closing	I ask students to discuss in pairs how they think digital technology can change people's behavior and relationships.	The student discusses with a partner and shares their thoughts on the impact of digital technology on behavior and relationships.	

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will discuss the future of digital technology and its potential impact on society. Students will use the future perfect tense to talk about completed actions in the future.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of the future of digital technology by asking students to predict how technology will evolve in the next decade.	The student listens and shares predictions about the future of digital technology.	
Explanation	I explain the future perfect tense and give examples of how to use it to talk about completed actions in the future (e.g., "By 2030, we will have developed advanced AI technology.").	The student listens to the examples and practices forming sentences using the future perfect tense.	
Elaboration	I ask students to work in pairs to discuss what changes will have occurred in digital technology by the time they graduate.	The student works in pairs, uses the future perfect tense to discuss changes, and shares their predictions with the class.	
Closing	I provide feedback on the use of the future perfect tense and summarize the key points of the lesson.	The student listens to feedback and revises their sentences for clarity and accuracy.	

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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: digital perspectives	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 consolidate their understanding through speaking and writing activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I review key vocabulary and grammar from the unit, asking students to recall important concepts related to digital technology.	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 speaking and writing activities, practicing vocabulary and grammar.	
Elaboration	I provide feedback on students' work, correct mistakes, and reinforce learning outcomes.	The student listens to feedback, corrects mistakes, and reflects on what they have learned.	
Closing	I assign homework where students write a short paragraph predicting the future of digital technology, using the future perfect tense.	The student writes a short paragraph as homework, practicing the future perfect tense and reinforcing what they learned.	

Self – Reflection on Learning and Teaching:

Class/ section									
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Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: Highs and lows	Lesson Title: Lesson 1A	Number of Classes ()
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Previous learning;

The main outcomes:

Students will identify vocabulary related to emotions, highs, and lows.
 Students will practice describing feelings and experiences using adjectives.
 Students will use the present perfect tense to talk about personal experiences related to highs and lows.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of highs and lows by asking students to share experiences where they felt very happy or sad.	The student shares personal experiences of highs and lows, such as achievements or challenges.	
Explanation	I explain the vocabulary associated with different emotional states (e.g., euphoric, disappointed, overwhelmed) and their meanings.	The student listens to the explanation and practices using the new vocabulary to describe their feelings.	
Elaboration	I provide examples of sentences using the present perfect tense to describe past experiences (e.g., "I've felt very proud of myself").	The student listens to examples, practices forming sentences using the present perfect, and shares experiences.	
Closing	I guide students to discuss highs and lows using the present perfect tense in pairs, focusing on meaningful exchanges.	The student discusses highs and lows with a partner, using the present perfect tense to describe personal experiences.	

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 11	Unit Title: Highs and lows	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will learn to differentiate between temporary and lasting emotional states. Students will use modals (e.g., "might," "could," "should") to talk about possible reactions to emotional events.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the difference between temporary emotional states (e.g., feeling down after a bad event) and lasting emotional states (e.g., lifelong achievements).	The student listens to the explanation and engages in the discussion of temporary versus lasting emotional states.	
Explanation	I explain the use of modals to express potential reactions to emotions and guide students in forming sentences (e.g., "You might feel upset after failing a test").	The student listens to examples and practices forming sentences with modals related to emotional responses.	
Elaboration	I ask students to work in pairs to discuss how they would react to certain emotional events using modals.	The student discusses hypothetical emotional situations with a partner, using modals to express possible reactions.	
Closing	I ask students to share their discussions with the class, providing feedback on the use of modals and accuracy.	The student shares their sentences with the class, receives feedback, and revises if necessary.	

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 11	Unit Title: Highs and lows	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will explore how highs and lows affect people's behavior and decision-making. Students will use conditional sentences to speculate about the effects of emotional experiences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of how highs and lows affect people's behavior and decision-making by asking students to consider how they act in positive or negative emotional states.	The student reflects on personal behavior in high and low emotional states and shares thoughts with the class.	
Explanation	I explain the use of first and second conditional sentences to talk about the effects of emotions on decisions (e.g., "If I felt happy, I would make different choices").	The student listens to examples of first and second conditional sentences and practices forming them.	
Elaboration	I ask students to work in pairs and create hypothetical scenarios about how highs and lows affect decision-making, using conditionals.	The student creates conditional sentences in pairs, discussing how emotions might influence their decisions.	
Closing	I ask students to present their scenarios to the class and discuss the impact of emotional highs and lows on behavior.	The student presents their work, receives feedback, and engages in the class discussion.	

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 11	Unit Title: Highs and lows	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will discuss the role of emotional highs and lows in relationships. Students will use reported speech to describe others' opinions on how emotions affect relationships.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the concept of how highs and lows affect relationships and ask students to consider how emotions influence their interactions with others.	The student listens and reflects on how their emotional state can impact their relationships.	
Explanation	I explain the use of reported speech to describe others' opinions about emotional effects on relationships (e.g., "She said that emotional highs can make relationships stronger").	The student practices using reported speech to relay opinions about the effects of emotions.	
Elaboration	I ask students to work in pairs to discuss how emotions affect relationships and report what their partner said using reported speech.	The student discusses the effects of emotions on relationships with a partner, using reported speech to summarize opinions.	
Closing	I provide feedback on the use of reported speech and correct any errors in sentence formation.	The student listens to feedback and revises their sentences to correctly use reported speech.	

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 11		Unit Title: Highs and lows	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will understand how cultural differences affect the expression of emotions. Students will describe cultural practices related to emotions using comparative and superlative adjectives.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the topic of cultural differences in emotional expression and ask students to consider how emotions are displayed in different cultures.	The student listens to the introduction and reflects on their own cultural practices for expressing emotions.		
Explanation	I explain the use of comparative and superlative adjectives to compare emotional expressions in different cultures.	The student practices using comparative and superlative adjectives to compare emotional expressions across cultures.		
Elaboration	I ask students to work in groups and discuss how emotions are expressed in various cultures, using comparative and superlative adjectives.	The student collaborates in a group discussion, comparing emotional expressions in different cultures using the correct adjectives.		
Closing	I review the use of comparative and superlative adjectives with the class and provide feedback on their usage.	The student shares their comparisons, listens to feedback, and corrects any mistakes.		

Self – Reflection on Learning and Teaching:

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The class order in the timetable									
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Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: Highs and lows	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will discuss the long-term effects of emotional highs and lows on mental health. Students will use the third conditional to reflect on past emotional experiences and their effects on health.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of mental health and how emotional highs and lows can have long-term effects on well-being.	The student listens to the introduction and reflects on how emotions affect their mental health.	
Explanation	I explain the third conditional and give examples of how to use it to discuss the long-term effects of past emotional events (e.g., "If I had been happier, I might have been less stressed").	The student listens to examples, practices forming third conditional sentences, and discusses emotional experiences.	
Elaboration	I ask students to work in pairs and create third conditional sentences about how past emotional experiences could have affected their mental health.	The student collaborates with a partner to create third conditional sentences related to emotional experiences.	
Closing	I review students' sentences, provide feedback on the use of the third conditional, and ask students to reflect on the importance of managing emotional highs and lows.	The student shares their sentences, listens to feedback, and reflects on how to manage emotions in the future.	

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 :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: Highs and lows	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 consolidate their understanding through speaking and writing activities.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to emotional highs and lows.	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 speaking and writing activities, practicing vocabulary and grammar.		
Elaboration	I provide feedback on students' work, correct mistakes, and reinforce learning outcomes.	The student listens to feedback, corrects mistakes, and reflects on what they have learned.		
Closing	I assign homework where students write a short paragraph about their emotional experiences, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, reflecting on their emotional experiences and practicing their language skills.		

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 :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: Culture Vulture	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will identify and understand different aspects of culture. Students will learn key vocabulary related to cultural activities, such as "art," "museum," "theater," and "tradition." Students will practice using descriptive adjectives to discuss cultural experiences.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the topic of culture and ask students what they understand by the term "culture." I show pictures of cultural activities like visiting museums and attending theater performances.	The student participates in the discussion, shares their understanding of culture, and observes the images.		
Explanation	I explain key vocabulary related to cultural activities, such as "heritage," "museum," "theater," and "festival," providing examples.	The student listens, repeats vocabulary, and practices using new words in sentences.		
Elaboration	I guide students to discuss their experiences with cultural activities in pairs, using descriptive adjectives (e.g., "exciting," "educational," "boring").	The student works with a partner to describe their experiences using the new vocabulary and adjectives.		
Closing	I review the vocabulary with the class, providing feedback and encouraging students to use descriptive language when discussing cultural activities.	The student shares their descriptions, listens to feedback, and practices using descriptive language in discussions.		

Self – Reflection on Learning and Teaching:

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Teacher's Name and Signature :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: Culture Vulture	Lesson Title: Lesson 1B	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will discuss cultural preferences and understand how culture varies across different regions. Students will practice using comparative and superlative adjectives to compare cultural experiences.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the concept of cultural preferences by asking students to share their favorite cultural activities (e.g., visiting museums, watching plays, attending concerts).	The student shares their favorite cultural activities and reasons for their preferences.		
Explanation	I explain how to use comparative and superlative adjectives to compare cultural experiences (e.g., "This museum is more interesting than that one" or "This play is the best I've ever seen").	The student listens to examples and practices forming comparative and superlative sentences.		
Elaboration	I ask students to work in pairs to compare cultural experiences, using comparative and superlative adjectives to discuss which activities they prefer.	The student works in pairs to compare their cultural experiences using comparative and superlative forms.		
Closing	I review the comparisons with the class, correcting any errors in adjective usage and providing feedback.	The student shares their comparisons with the class, receives feedback, and adjusts their sentences if necessary.		

Self – Reflection on Learning and Teaching:

Class/ section									
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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: Culture Vulture	Lesson Title: Lesson 2A	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will explore different aspects of cultural heritage, such as traditions, festivals, and rituals. Students will practice using passive voice to describe cultural events and practices.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of cultural heritage by asking students to think about traditions and festivals in their own culture and other cultures.	The student reflects on their own cultural heritage and shares experiences with the class.	
Explanation	I explain the use of the passive voice to describe events or actions in culture (e.g., "The festival is celebrated every year" or "Traditional dances are performed during the holiday").	The student listens to examples and practices forming passive voice sentences about cultural events.	
Elaboration	I guide students to read a passage about a cultural event and identify sentences that use the passive voice.	The student reads the passage, highlights passive voice examples, and discusses their usage.	
Closing	I ask students to work in pairs to write sentences describing cultural events using the passive voice.	The student works with a partner to create sentences in the passive voice about cultural events and practices.	

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Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: Culture Vulture	Lesson Title: Lesson 2B	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will explore the influence of media on cultural perception. Students will practice using reported speech to relay opinions about cultural practices.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the role of media in shaping perceptions of culture by discussing how cultural events are portrayed in the media (e.g., news, films, documentaries).	The student listens and shares thoughts on how media influences their views of other cultures.		
Explanation	I explain the use of reported speech to talk about what people have said about cultural events (e.g., "She said that the concert was amazing" or "The journalist reported that the exhibition was well-received").	The student listens to examples and practices using reported speech to talk about cultural events.		
Elaboration	I ask students to work in pairs to discuss an article or video about a cultural event, using reported speech to relay what they heard or read.	The student works with a partner to summarize cultural events using reported speech.		
Closing	I review the use of reported speech with the class, providing feedback and correcting any mistakes.	The student shares their sentences with the class and receives feedback to improve their usage of reported speech.		

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Lesson plan

Subject: Jordan High Note / Grade 11		Unit Title: Culture Vulture	Lesson Title: Lesson 3A	Number of Classes ()
Previous learning;				
The main outcomes:				
Students will explore how culture is portrayed in literature and the arts. Students will use modal verbs to discuss the impact of cultural works on society.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I introduce the role of literature and the arts in reflecting and shaping culture, asking students to think about famous works that have influenced society.	The student shares examples of books, paintings, or films that have impacted culture and society.		
Explanation	I explain the use of modal verbs (e.g., "can," "should," "might") to express possibility, necessity, or opinion about cultural works (e.g., "The book can change people's perception of history" or "Art should be accessible to everyone").	The student listens to examples and practices using modal verbs to discuss cultural works.		
Elaboration	I guide students to read a passage from a famous literary work or description of an artwork and discuss its impact using modal verbs.	The student reads the passage and discusses its cultural impact using modal verbs.		
Closing	I ask students to work in pairs to discuss how a piece of art or literature can influence societal views, using modal verbs.	The student discusses with a partner and uses modal verbs to express their opinion on the cultural influence of the work.		

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Day/ Date:									

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: Culture Vulture	Lesson Title: Lesson 3B	Number of Classes ()
Previous learning;			
The main outcomes:			
Students will compare cultural practices and traditions from different regions. Students will use comparative and superlative adjectives to compare cultural practices.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of comparing cultural practices by asking students to think about cultural differences they have experienced or learned about.	The student shares examples of cultural practices from different regions.	
Explanation	I explain how to use comparative and superlative adjectives to compare cultural practices (e.g., "The tradition in Japan is more elaborate than in other countries" or "This festival is the largest one in the region").	The student listens to examples and practices comparing cultural practices using comparative and superlative adjectives.	
Elaboration	I ask students to work in pairs to compare cultural practices from two different countries, using comparative and superlative forms.	The student works with a partner to compare cultural practices and uses comparative and superlative adjectives correctly.	
Closing	I review the comparisons with the class and provide feedback on the use of adjectives.	The student shares their comparisons with the class and listens to feedback for improvement.	

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 :

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Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 11	Unit Title: Culture Vulture	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 consolidate their understanding of cultural topics through speaking and writing activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to culture.	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 speaking and writing activities, practicing vocabulary and grammar.	
Elaboration	I provide feedback on students' work, correct mistakes, and reinforce the learning outcomes.	The student listens to feedback, corrects mistakes, and reflects on what they have learned.	
Closing	I assign homework where students write a short paragraph about a cultural practice in their country, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, reinforcing what they learned during the unit.	

Self – Reflection on Learning and Teaching:

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