



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

[www.alemancenter.com](http://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 12**

**Semester 2**

# Lesson plan

Subject: Jordan High Note / Grade 12	Unit Title: Feels Good	Lesson Title: Lesson 1A	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will identify and describe different emotions and how they affect people.</li> <li>• Students will practice using adjectives to describe feelings.</li> <li>• Students will use present perfect tense to talk about emotional experiences.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by discussing how emotions affect decisions, asking students to think about times when they felt strong emotions.	The student reflects on personal experiences and shares examples of when emotions influenced their decisions.	
<b>Explanation</b>	I present key vocabulary related to emotions (e.g., happy, sad, excited, frustrated), giving examples and explanations.	The student listens to explanations, repeats the vocabulary, and practices using the words in sentences.	
<b>Elaboration</b>	I ask students to discuss their emotional experiences with a partner, using adjectives to describe how they felt.	The student discusses with a partner and uses new adjectives to describe their emotions.	
<b>Closing</b>	I review the key vocabulary with the class and provide feedback on their use of adjectives to describe emotions.	The student shares their sentences, receives feedback, and adjusts their language accordingly.	

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 12	Unit Title: Feels Good	Lesson Title: Lesson 1B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will discuss how emotions affect personal and professional relationships.</li> <li>• Students will use the future simple tense to express predictions about emotional experiences.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic by discussing how emotions influence relationships. I ask students to think about how emotions can affect interactions with others.	The student listens to the introduction and reflects on how emotions have influenced their relationships.	
<b>Explanation</b>	I explain the future simple tense and give examples of how it is used to talk about future emotional events (e.g., "I will feel happy when I graduate").	The student listens to the explanation, takes notes, and practices forming sentences with the future simple tense.	
<b>Elaboration</b>	I guide students to discuss how they predict they will feel in different situations, such as meeting new people or starting a new job.	The student uses the future simple tense to predict how they might feel in various situations.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the future simple tense.	The student shares their predictions, receives feedback, and adjusts their sentences as needed. □	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 12		Unit Title: Feels Good	Lesson Title: Lesson 2A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will learn about the impact of emotions on decision-making.</li> <li>• Students will practice using the first conditional to talk about future emotional reactions to events.</li> </ul>				
The stages	Teacher Action	Learner Action	Time	
<b>Engagement</b>	I introduce the topic of emotions and decision-making by discussing how feelings can influence choices.	The student listens and thinks about how their emotions affect their decisions.		
<b>Explanation</b>	I explain the first conditional and provide examples related to emotional reactions to future events (e.g., "If I get nervous, I will make mistakes").	The student listens to examples, practices forming first conditional sentences, and discusses emotional reactions.		
<b>Elaboration</b>	I ask students to create their own sentences using the first conditional to predict how they will react emotionally in certain situations.	The student forms sentences in the first conditional and discusses emotional responses to potential future events.		
<b>Closing</b>	I review the students' sentences, provide feedback on their use of conditionals, and clarify any common mistakes.	The student shares their sentences, listens to feedback, and adjusts their responses as needed. □		

Self – Reflection on Learning and Teaching:

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

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 12	Unit Title: Feels Good	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will learn about emotional intelligence and how it helps in handling social situations.</li> <li>• Students will use the second conditional to discuss hypothetical emotional reactions.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic of emotional intelligence by discussing how people manage their emotions in different situations.	The student listens to the introduction and reflects on their emotional intelligence.	
<b>Explanation</b>	I explain the second conditional and provide examples about hypothetical emotional reactions (e.g., "If I were more confident, I would speak in front of the class").	The student listens to examples, practices forming sentences with the second conditional, and discusses emotional scenarios.	
<b>Elaboration</b>	I ask students to work in pairs and create hypothetical situations about emotional responses using the second conditional.	The student discusses hypothetical emotional reactions with a partner and uses the second conditional in their sentences.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of the second conditional.	The student shares their sentences, receives feedback, and adjusts them as needed. □	

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

# Lesson plan

Subject: Jordan High Note / Grade 12	Unit Title: Feels Good	Lesson Title: Lesson 3A	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will explore how cultural differences affect emotional expression.</li> <li>• Students will practice using comparatives and superlatives to compare emotional expression across cultures.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic of cultural differences in emotional expression by asking students to think about how emotions are displayed in different cultures.	The student shares thoughts on emotional expression in their culture and compares it to others.	
<b>Explanation</b>	I explain how to use comparative and superlative adjectives to compare emotional expression in different cultures (e.g., "In some cultures, emotions are expressed more openly than in others").	The student listens to examples and practices using comparative and superlative adjectives to discuss emotional expression.	
<b>Elaboration</b>	I ask students to work in pairs and compare how emotions are expressed in different cultures, using comparatives and superlatives.	The student compares emotional expression in different cultures with a partner, using the correct adjective forms.	
<b>Closing</b>	I review the comparisons with the class and provide feedback on the use of adjectives.	The student shares comparisons with the class, receives feedback, and adjusts their sentences if needed.	

Self – Reflection on Learning and Teaching:

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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 12	Unit Title: Feels Good	Lesson Title: Lesson 3B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will discuss the impact of emotional highs and lows on decision-making and relationships.</li> <li>• Students will practice using the future perfect to describe emotional experiences that will have been completed by a certain point in the future.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic by discussing the long-term effects of emotional highs and lows on people’s decision-making and relationships.	The student listens and reflects on how emotions affect long-term decisions.	
<b>Explanation</b>	I explain the future perfect tense and give examples related to emotional experiences that will have been completed in the future (e.g., "By the end of this year, I will have learned to manage my emotions better").	The student listens to the examples, practices forming sentences with the future perfect tense, and discusses emotional goals.	
<b>Elaboration</b>	I ask students to work in pairs and create future perfect sentences about how they will have managed their emotions by a certain point in the future.	The student practices using the future perfect tense and shares their sentences with a partner.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of the future perfect tense.	The student shares their sentences, listens to feedback, and revises their sentences 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 12		Unit Title: Feels Good	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will review key vocabulary and grammar points from the unit.</li> <li>• Students will consolidate their understanding of emotions and relationships through speaking and writing activities.</li> </ul>				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to emotions and emotional intelligence.	The student participates in the review, recalling key vocabulary and grammar.		
<b>Explanation</b>	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.		
<b>Elaboration</b>	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.		
<b>Closing</b>	I assign homework where students write about an emotional experience and how it affected their decisions, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, applying the vocabulary and grammar learned during the unit.		

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 12	Unit Title: the creative urge	Lesson Title: Lesson 1A	Number of Classes ( )
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Previous learning;

## The main outcomes:

- Students will identify and understand the concept of creativity.
- Students will use vocabulary related to creative expression.
- Students will discuss the role of creativity in their own lives and in society.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of creativity by asking students what creativity means to them and how it plays a role in their daily lives.	The student listens and shares their personal definition of creativity and how it influences their life.	
<b>Explanation</b>	I explain key vocabulary related to creativity, such as "innovation," "imagination," and "artistic expression," and provide examples.	The student listens to the explanations, repeats the vocabulary, and uses it in context.	
<b>Elaboration</b>	I ask students to work in pairs and discuss examples of creativity they have seen or experienced.	The student discusses examples of creativity with their partner and shares personal experiences.	
<b>Closing</b>	I review the key vocabulary with the class, providing feedback on their usage and engaging in a class discussion on the importance of creativity.	The student shares examples, listens to feedback, and adjusts their language use accordingly.	

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 12	Unit Title: the creative urge	Lesson Title: Lesson 1B	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will explore the relationship between creativity and innovation.</li> <li>• Students will use modal verbs to discuss possibilities related to creative work.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic of innovation and creativity by discussing how creativity leads to new ideas and inventions.	The student listens and reflects on how creativity can lead to innovative outcomes.	
<b>Explanation</b>	I explain the use of modal verbs (e.g., "might," "could," "should") to express possibilities and suggestions in the context of creativity and innovation.	The student listens to examples and practices using modal verbs to talk about creative possibilities.	
<b>Elaboration</b>	I ask students to work in pairs and discuss what could be created or invented using their creativity, using modal verbs.	The student discusses creative ideas with their partner, using modal verbs to express possibilities.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of modal verbs and clarifying any misunderstandings.	The student shares their ideas, receives feedback, and revises their sentences as needed.	

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 12		Unit Title: the creative urge	Lesson Title: Lesson 2A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will learn about the creative process and how ideas are developed.</li> <li>• Students will use the future simple tense to describe future creative projects.</li> </ul>				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I introduce the topic of the creative process by asking students how they develop new ideas or solve problems creatively.	The student listens and reflects on their personal creative process.		
<b>Explanation</b>	I explain the use of the future simple tense to talk about future creative projects (e.g., "I will create a painting," "I will write a poem").	The student listens to examples and practices using the future simple tense to discuss future creative projects.		
<b>Elaboration</b>	I ask students to work individually to write about a creative project they will work on in the future, using the future simple tense.	The student writes about their future creative project, using the future simple tense to describe their goals.		
<b>Closing</b>	I review the written sentences with the class and provide feedback on the use of the future tense.	The student shares their sentences, receives feedback, and revises their work accordingly.		

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Class/ section									
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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 12		Unit Title: the creative urge	Lesson Title: Lesson 2B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will explore the impact of cultural influences on creativity.</li> <li>• Students will use the first conditional to discuss how cultural influences might affect future creativity.</li> </ul>				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I introduce the topic of how culture influences creativity by discussing examples from different cultures (e.g., art, music, literature).	The student listens and reflects on how their own culture has influenced their creativity.		
<b>Explanation</b>	I explain the first conditional and give examples of how cultural influences can affect future creativity (e.g., "If I learn about different cultures, I will become a more creative person").	The student listens to the examples, practices forming first conditional sentences, and discusses cultural influences.		
<b>Elaboration</b>	I ask students to work in pairs and discuss how their cultural background might affect their future creativity, using the first conditional.	The student discusses with a partner, using the first conditional to express how cultural influences might affect their creative projects.		
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the first conditional and clarifying any mistakes.	The student shares their sentences, listens to feedback, and revises their responses accordingly.		

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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 12	Unit Title: the creative urge	Lesson Title: Lesson 3A	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>Students will explore the role of technology in creative expression.</li> <li>Students will use the second conditional to discuss hypothetical situations related to technology and creativity.</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic of technology in creativity by discussing how digital tools and platforms are changing the way art and music are created.	The student listens and reflects on how technology has influenced their own creative processes.	
<b>Explanation</b>	I explain the second conditional and provide examples about hypothetical creative situations involving technology (e.g., "If I had a better computer, I would create better music").	The student listens to examples, practices forming second conditional sentences, and discusses hypothetical creative situations.	
<b>Elaboration</b>	I ask students to work in pairs and create hypothetical sentences about how technology could influence their creativity in the future.	The student collaborates with a partner, using the second conditional to discuss how technology might impact their creative work.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of the second conditional.	The student shares their sentences with the class, listens to feedback, and revises their work if needed.	

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Class/ section									
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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 12		Unit Title: the creative urge	Lesson Title: Lesson 3B	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will explore how collaboration influences creativity.</li> <li>• Students will use modal verbs to discuss the benefits and challenges of collaborative creative work.</li> </ul>				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I introduce the topic of collaboration in creativity by asking students to consider how working with others can impact creative outcomes.	The student listens and reflects on their experiences of collaboration in creative projects.		
<b>Explanation</b>	I explain the use of modal verbs (e.g., "can," "might," "should") to talk about the potential benefits and challenges of collaboration in creativity.	The student listens to examples, practices using modal verbs, and discusses the advantages and challenges of working with others.		
<b>Elaboration</b>	I ask students to work in pairs or small groups and discuss a creative project they might collaborate on, using modal verbs to express potential outcomes.	The student discusses the project with peers, using modal verbs to express what could happen in a collaborative project.		
<b>Closing</b>	I review the discussion with the class, providing feedback on the use of modal verbs and correcting any mistakes.	The student shares their ideas with the class, receives feedback, and adjusts their language accordingly.		

Self – Reflection on Learning and Teaching:

Class/ section									
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Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 12	Unit Title: the creative urge	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will review key vocabulary and grammar points from the unit.</li> <li>• Students will consolidate their understanding through speaking and writing activities\</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to creativity and collaboration.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	
<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write a short paragraph about their personal creative process, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, reflecting on their creative process and applying the vocabulary and grammar learned.	

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# Lesson plan

Subject: Jordan High Note / Grade 12	Unit Title: the creative urge	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
Previous learning;			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will review key vocabulary and grammar points from the unit.</li> <li>• Students will consolidate their understanding through speaking and writing activities\</li> </ul>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to creativity and collaboration.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	
<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write a short paragraph about their personal creative process, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, reflecting on their creative process and applying the vocabulary and grammar learned.	

Self – Reflection on Learning and Teaching:

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Principle's signature:

School Development consultant:

# Lesson plan

Subject: Jordan High Note / Grade 12		Unit Title: Follow the crowd	Lesson Title: Lesson 1A	Number of Classes ( )
Previous learning;				
<b>The main outcomes:</b>				
<ul style="list-style-type: none"> <li>• Students will understand the concept of peer pressure and its effects.</li> <li>• Students will use vocabulary related to social influence, such as "peer pressure," "conformity," and "independence."</li> <li>• Students will discuss the positive and negative effects of following the crowd</li> </ul>				
<b>The stages</b>	<b>Teacher Action</b>		<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the topic of peer pressure by asking students if they have ever experienced it and how it made them feel.		The student listens and reflects on their own experiences of peer pressure.	
<b>Explanation</b>	I explain key vocabulary related to social influence, such as "conformity," "groupthink," and "peer pressure," providing examples of each.		The student listens, repeats vocabulary, and practices using the new words in sentences.	
<b>Elaboration</b>	I guide students in a discussion about the effects of peer pressure, asking them to share both positive and negative examples from their own lives or from the media.		The student participates in the discussion, sharing examples of peer pressure and its effects.	
<b>Closing</b>	I review the vocabulary with the class and give feedback on how to use these terms effectively in conversation.		The student shares examples, receives feedback, and adjusts their use of vocabulary.	

Self – Reflection on Learning and Teaching:

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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 12	Unit Title: Follow the crowd	Lesson Title: Lesson 1B	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

- Students will understand the concept of peer pressure and its effects.
- Students will use vocabulary related to social influence, such as "peer pressure," "conformity," and "independence."
- Students will discuss the positive and negative effects of following the crowd

- Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.
- Students will practice using conditional sentences to describe hypothetical situations related to

Self – Reflection on Learning and Teaching:

Class/ section										
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**Principle’s signature:**

**School Development consultant:**

# Lesson plan

				peer pressure.
The stages	Teacher Action	Learner Action	Time	
<b>Engagement</b>	I introduce the topic of why people follow the crowd by asking students to consider social factors like popularity, fear of rejection, and desire for acceptance.	The student listens and reflects on why people follow the crowd, considering their personal experiences.		
<b>Explanation</b>	I explain the use of conditional sentences (first and second conditionals) to discuss hypothetical situations related to peer pressure (e.g., "If I were in a group, I might feel pressured to follow them").	The student listens to examples and practices forming first and second conditional sentences.		
<b>Elaboration</b>	I ask students to work in pairs and create conditional sentences about situations where they might feel pressured to follow the crowd.	The student works with a partner to discuss hypothetical situations using conditionals.		
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of conditionals and offering suggestions for improvement.	The student shares their sentences, receives feedback, and revises their work as necessary.		

□

Subject: Jordan High Note / Grade 12	Unit Title: Follow the crowd	Lesson Title: Lesson 2A	Number of Classes ( )
<b>Previous learning;</b>			
<b>The main outcomes:</b>			

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

- Students will explore the concept of individualism and the value of making independent choices.
- Students will practice using modal verbs (e.g., "should," "must," "might") to express opinions about making independent decisions.
- 

- Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.
- Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the topic of individualism by asking students to think about times when they made decisions that went against the crowd.	The student reflects on personal experiences and shares examples of when they made independent choices.	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Explanation</b>	I explain the use of modal verbs (e.g., "should," "must," "might") to express opinions and advice about making independent decisions (e.g., "You should trust your own judgment").	The student listens to examples and practices forming sentences using modal verbs to express opinions.	
<b>Elaboration</b>	I ask students to work in pairs and discuss how they would respond to peer pressure in various situations, using modal verbs to express their views.	The student discusses how they would act in different scenarios, using modal verbs to give advice or express possible actions.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of modal verbs and offering suggestions for improvement.	The student shares their sentences, listens to feedback, and adjusts their responses as needed.	

<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> Follow the crowd	<b>Lesson Title:</b> Lesson 2B	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Students will learn about the psychological factors that contribute to conformity.</li> <li>• Students will discuss the role of social influence in shaping decisions, using the future simple tense.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will discuss the reasons why people follow the crowd and the social</li> </ul> |
|---|--|

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

			<p>factors that influence their behavior.</p> <ul style="list-style-type: none"> <li>• Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.</li> </ul>
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the psychological factors behind conformity, asking students to consider why people often feel the need to fit in.	The student listens and reflects on the psychological reasons behind conformity.	
<b>Explanation</b>	I explain the use of the future simple tense to talk about future behaviors and decisions (e.g., "In the future, I will make my own choices").	The student listens to examples, practices using the future simple tense, and discusses future behavior in response to peer pressure.	□

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Elaboration</b>	I ask students to work in pairs and discuss how they think their decisions will change in the future regarding social influences, using the future simple tense.	The student discusses future decisions and behaviors with a partner, using the future simple tense to express their thoughts.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of the future simple tense and discussing social influence.	The student shares their sentences, receives feedback, and revises them accordingly.	

Subject: Jordan High Note / Grade 12	Unit Title: Follow the crowd	Lesson Title: Lesson 3A	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

- Students will explore the concept of groupthink and how it influences decision-making.
- Students will use comparative and superlative adjectives to compare group behavior and individual behavior.
- 

- Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.

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

- Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the concept of groupthink by discussing how groups can sometimes make decisions that individuals may not agree with.	The student listens to the explanation and reflects on personal experiences with group decision-making.	
<b>Explanation</b>	I explain the use of comparative and superlative adjectives to compare behaviors (e.g., "Groupthink can be more harmful than individual decision-making").	The student listens to examples, practices using comparatives and superlatives, and compares group and individual behavior.	
<b>Elaboration</b>	I ask students to work in pairs and discuss the advantages and disadvantages of group decision-making versus individual decision-making, using comparative and superlative adjectives.	The student discusses with a partner, using comparative and superlative adjectives to evaluate different decision-making approaches.	

Self – Reflection on Learning and Teaching:

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

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Closing</b>	I review the comparisons with the class and provide feedback on the use of adjectives.	The student shares their comparisons, receives feedback, and revises their sentences if needed.	
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<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> Follow the crowd	<b>Lesson Title:</b> Lesson 3B	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

- Students will explore how social media and popular culture influence individual and group decisions.
- Students will practice using reported speech to discuss what people have said about following the crowd.

- Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.
- Students will practice using conditional

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

			sentences to describe hypothetical situations related to peer pressure.
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the role of social media and popular culture in shaping decisions by discussing how trends and viral content influence behavior.	The student listens to the introduction and reflects on how social media and popular culture influence their own decisions.	
<b>Explanation</b>	I explain the use of reported speech to relay others' opinions about following the crowd (e.g., "He said that following trends can be harmful").	The student listens to examples, practices using reported speech, and discusses the influence of social media and culture.	
<b>Elaboration</b>	I ask students to work in pairs and discuss what they think about the influence of social media, using reported speech to relay opinions.	The student works in pairs, using reported speech to summarize others' opinions about social media and following trends.	
<b>Closing</b>	I review the use of reported speech and provide feedback on any mistakes in sentence formation.	The student shares their sentences, receives feedback, and adjusts their language accordingly.	□

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 12	Unit Title: Follow the crowd	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
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Previous learning;

## The main outcomes:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Students will review key vocabulary and grammar points from the unit.</li> <li>• Students will consolidate their understanding of social influence through speaking and writing activities.</li> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.</li> <li>• Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.</li> </ul> |
|---|---|

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

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to following the crowd.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	
<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write about a situation where they felt pressured to follow the crowd and how they responded.	The student writes a short paragraph as homework, reflecting on peer pressure and their reaction.	

Subject: Jordan High Note / Grade 12	Unit Title: Un believable	Lesson Title: Lesson 1A	Number of Classes ( 5 )
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Previous learning;

**The main outcomes:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Students will identify vocabulary related to unbelievable experiences.</li> <li>• Students will describe incredible or unbelievable events using appropriate adjectives and adverbs.</li> <li>• Students will practice using the past perfect tense to describe events that happened before other past events.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will discuss the reasons</li> </ul> |
|--|---|

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

• .				<p>why people follow the crowd and the social factors that influence their behavior.</p> <ul style="list-style-type: none"> <li>• Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.</li> </ul>
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The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of unbelievable events by asking students to share any experiences or stories they find unbelievable.	The student listens and shares personal or famous unbelievable events.	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Explanation</b>	I present key vocabulary related to unbelievable events (e.g., "astounding," "surprising," "incredible," "impossible") and provide examples.	The student listens to the vocabulary, repeats it, and practices using the words in sentences.	
<b>Elaboration</b>	I explain the past perfect tense and give examples related to events that occurred before other past events (e.g., "She had already left when I arrived").	The student listens to the examples, practices forming past perfect sentences, and asks for clarification when needed.	
<b>Closing</b>	I ask students to work in pairs and describe an unbelievable event from their lives, using the past perfect tense and new vocabulary.	The student works in pairs, uses the past perfect tense to describe an unbelievable event, and incorporates new vocabulary.	

<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> Un believable	<b>Lesson Title:</b> Lesson 1B	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

- **Students will discuss the impact of unbelievable events on individuals and society.**
- **Students will practice using the second conditional to discuss hypothetical situations about unbelievable events.**
- 

- Students will discuss the reasons why people follow the crowd and the social factors that influence

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

			their behavior. <ul style="list-style-type: none"> <li>• Students will practice using conditional sentences to describe hypothetical situations related to peer pressure.</li> </ul>
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of the impact of unbelievable events by asking students to consider how extraordinary events affect people’s lives.	The student listens and shares thoughts on how unbelievable events might influence individuals and society.	
<b>Explanation</b>	I explain the second conditional and provide examples of how to use it to talk about hypothetical situations (e.g., "If I had seen that event, I would have been amazed").	The student listens to examples, practices forming second conditional sentences, and reflects on the hypothetical consequences of unbelievable events.	□
<b>Elaboration</b>	I ask students to work in pairs and discuss what they would do if they encountered an unbelievable event, using the second conditional.	The student works with a partner, discussing hypothetical situations using the second conditional.	

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

<b>Closing</b>	I review the second conditional sentences with the class, providing feedback on accuracy and usage.	The student shares their sentences, receives feedback, and revises them as needed.	
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<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> Un believable	<b>Lesson Title:</b> Lesson 2A	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

- Students will explore the role of media in shaping perceptions of unbelievable events.
- Students will use the future perfect tense to describe actions that will be completed by a specific time in the future.
- 

- Students will discuss the reasons why people follow the crowd and the social factors that influence their behavior.
- Students will practice using conditional sentences to

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

			describe hypothetical situations related to peer pressure.
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of media by discussing how the media often presents unbelievable events and how it affects public perception.	The student listens and reflects on the role of the media in shaping perceptions of unbelievable events.	
<b>Explanation</b>	I explain the future perfect tense and give examples of how to use it to talk about actions that will be completed in the future (e.g., "By next week, I will have read all the articles on the event").	The student listens to examples, practices using the future perfect tense, and discusses future actions related to unbelievable events.	
<b>Elaboration</b>	I ask students to work in pairs and discuss what will have happened by the time the next major unbelievable event occurs.	The student discusses possible future events and uses the future perfect tense to describe what will have been completed by that time.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the future perfect tense and clarifying any doubts.	The student shares their sentences, listens to feedback, and adjusts their responses accordingly.	□

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 12	Unit Title: Un believable	Lesson Title: Lesson 2B	Number of Classes ( )
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Previous learning;

**The main outcomes:**

- Students will explore the role of media in shaping perceptions of unbelievable events.
- Students will use the future perfect tense to describe actions that will be completed by a specific time in the future.
- 

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.

The stages	Teacher Action	Learner Action	Time
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Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Engagement</b>	I introduce the topic of psychological effects by asking students to consider how incredible events might affect people's mental health or behavior.	The student listens and shares thoughts on the psychological effects of unbelievable events.	
<b>Explanation</b>	I explain the use of modal verbs (e.g., "can," "might," "must," "could") to express possibility and certainty in relation to the impact of unbelievable events (e.g., "Such an event can cause stress," "This might lead to disbelief").	The student listens to examples and practices using modal verbs to discuss the psychological effects of extraordinary events.	
<b>Elaboration</b>	I ask students to work in pairs and discuss the psychological effects of various unbelievable events, using modal verbs to express their opinions.	The student works in pairs, using modal verbs to describe the potential psychological effects of certain events.	
<b>Closing</b>	I review the sentences with the class, providing feedback on modal verb usage and correcting any errors.	The student shares their ideas with the class, receives feedback, and revises their sentences as needed.	

<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> Un believable	<b>Lesson Title:</b> Lesson 3A	<b>Number of Classes</b> ( )
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
<ul style="list-style-type: none"> <li>• Students will explore the role of extraordinary achievements in history.</li> <li>• Students will practice using comparative and superlative adjectives to compare unbelievable achievements.</li> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>• Students will learn about the psychological</li> </ul>

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

			<p>effects of unbelievable events on people.</p> <ul style="list-style-type: none"> <li>Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.</li> </ul>
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of historical achievements by asking students to think about the most unbelievable achievements in history.	The student listens and reflects on historical achievements that they find unbelievable.	
<b>Explanation</b>	I explain the use of comparative and superlative adjectives to compare achievements (e.g., "The moon landing was more unbelievable than the invention of the airplane").	The student listens to examples, practices forming comparative and superlative sentences, and compares various achievements.	□

Self – Reflection on Learning and Teaching:

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

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Elaboration</b>	I ask students to work in pairs and compare two historical achievements using comparative and superlative adjectives.	The student works with a partner, comparing two achievements using the correct adjective forms.	
<b>Closing</b>	I review the comparisons with the class, providing feedback on the use of adjectives and discussing the achievements in more detail.	The student shares their comparisons, receives feedback, and revises their sentences as needed.	

Subject: Jordan High Note / Grade 12	Unit Title: Un believable	Lesson Title: Lesson 3B	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

- Students will explore the role of personal perspective in determining what is considered unbelievable.
- Students will practice using reported speech to discuss others' opinions about unbelievable events.
- 

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to

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

				express possibility and certainty about the psychological impact of unbelievable events.
The stages	Teacher Action	Learner Action	Time	
<b>Engagement</b>	I introduce the topic of perspective by asking students to consider how different people might perceive the same event as either believable or unbelievable.	The student listens and reflects on how personal perspective affects perceptions of events.		
<b>Explanation</b>	I explain the use of reported speech to relay others' opinions about unbelievable events (e.g., "He said that the event was truly unbelievable").	The student listens to examples and practices using reported speech to share opinions about events.		
<b>Elaboration</b>	I ask students to work in pairs and discuss their thoughts about a particular unbelievable event, using reported speech to relay what others have said about it.	The student discusses an event with a partner, using reported speech to share their opinions and those of others.		
<b>Closing</b>	I review the reported speech sentences with the class, providing feedback on the correct use of grammar and offering suggestions for improvement.	The student shares their sentences, receives feedback, and revises them as 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 12	Unit Title: Un believable	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
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Previous learning;

## The main outcomes:

- Students will review key vocabulary and grammar points from the unit.
- Students will consolidate their understanding of unbelievable events through speaking and writing activities.
- 

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.

The stages	Teacher Action	Learner Action	Time
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Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to unbelievable events.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	
<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write a short paragraph about an unbelievable event they have experienced or heard about, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, applying the vocabulary and grammar learned during the unit.	

<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> up the ladder	<b>Lesson Title:</b> Lesson 1A	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Students will identify career goals and the steps required to achieve them.</li> <li>• Students will practice using future tense forms to talk about their career aspirations.</li> <li>• Students will discuss the importance of setting professional goals.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Students will learn about the psychological</li> </ul> |
|--|---|

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

- effects of unbelievable events on people.
- Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of career growth by asking students to think about their future careers and what they want to achieve.	The student reflects on their career goals and shares ideas about future ambitions.	
<b>Explanation</b>	I explain key vocabulary related to career advancement (e.g., "promotion," "career ladder," "ambition") and provide examples.	The student listens, repeats vocabulary, and practices using the new terms in sentences.	□

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

<b>Elaboration</b>	I guide students in discussing the steps required to climb the career ladder, encouraging them to use the future tense (e.g., "I will complete my degree," "I will gain work experience").	The student works in pairs, using the future tense to discuss their career plans and how they plan to achieve them.	
<b>Closing</b>	I review the sentences with the class, providing feedback on future tense usage and ensuring correct vocabulary use.	The student shares their sentences, receives feedback, and revises them as necessary.	

Subject: Jordan High Note / Grade 12	Unit Title: up the ladder	Lesson Title: Lesson 1B	Number of Classes ( )
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**Previous learning;**

### **The main outcomes:**

- Students will explore the skills required for success in various careers.
- Students will practice using the first conditional to talk about future opportunities and challenges in their careers

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express

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

			possibility and certainty about the psychological impact of unbelievable events.
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic by discussing the skills needed for success in various careers. I ask students to consider what skills they need to improve to achieve their goals.	The student listens and reflects on the skills they need to develop to succeed in their chosen career.	
<b>Explanation</b>	I explain the first conditional and give examples related to career opportunities (e.g., "If I work hard, I will get promoted").	The student listens to examples, practices forming sentences using the first conditional, and discusses future career scenarios.	
<b>Elaboration</b>	I ask students to work in pairs and discuss hypothetical situations regarding their careers, using the first conditional to express how actions will affect their future opportunities.	The student discusses career-related situations with a partner, using the first conditional to express their thoughts.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the first conditional and offering clarification if needed.	The student shares their sentences, receives feedback, and revises them accordingly.	□

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 12	Unit Title: up the ladder	Lesson Title: Lesson 2A	Number of Classes ( )
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Previous learning;

## The main outcomes:

- Students will learn how to network and build professional relationships.
- Students will use the second conditional to discuss hypothetical situations related to networking and career growth.

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.

The stages	Teacher Action	Learner Action	Time
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Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Engagement</b>	I introduce the topic of networking by asking students to think about how relationships can help advance a career.	The student listens and reflects on their own networking experiences or thoughts about professional relationships.	
<b>Explanation</b>	I explain the second conditional and provide examples related to networking and career growth (e.g., "If I knew more people in my industry, I would have more job opportunities").	The student listens to examples, practices forming second conditional sentences, and discusses hypothetical networking scenarios.	
<b>Elaboration</b>	I ask students to work in pairs and create hypothetical networking situations, using the second conditional to discuss how networking could impact their career.	The student discusses potential networking situations with a partner, using the second conditional to express hypothetical outcomes.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the second conditional and correcting any mistakes.	The student shares their sentences, receives feedback, and revises them if necessary.	

Subject: Jordan High Note / Grade 12	Unit Title: up the ladder	Lesson Title: Lesson 2B	Number of Classes ( )
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Previous learning;

**The main outcomes:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Students will explore the importance of personal branding and self-promotion in advancing a career.</li> <li>• Students will use modal verbs (e.g., "should," "must," "can") to give advice on building a professional image.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Students will learn about the psychological</li> </ul> |
|--|---|

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

			<p>effects of unbelievable events on people.</p> <ul style="list-style-type: none"> <li>Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.</li> </ul>
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	introduce the topic of personal branding by discussing how self-promotion and a professional image can impact career advancement.	The student listens and reflects on their own professional image and how they present themselves.	
<b>Explanation</b>	I explain the use of modal verbs to give advice and suggestions (e.g., "You should focus on building a strong personal brand," "You must network to get ahead in your career").	The student listens to examples and practices using modal verbs to offer career advice and suggestions.	□

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:

School Development consultant:

# Lesson plan

<b>Elaboration</b>	I ask students to work in pairs and discuss how they can improve their personal branding and self-promotion strategies, using modal verbs.	The student discusses ways to enhance their personal brand, using modal verbs to give and receive advice.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the correct use of modal verbs and offering advice for improvement.	The student shares their ideas, receives feedback, and revises their sentences based on suggestions	

Subject: Jordan High Note / Grade 12	Unit Title: up the ladder	Lesson Title: Lesson 3A	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

- Students will discuss the importance of continuous learning and professional development.
- Students will use the future continuous tense to describe their plans for future professional growth.

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express

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

			possibility and certainty about the psychological impact of unbelievable events.
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the topic of lifelong learning and professional development by asking students to consider how they will continue to grow in their careers.	The student listens and reflects on their own plans for professional development and continuous learning.	
<b>Explanation</b>	I explain the future continuous tense and provide examples related to ongoing career development (e.g., "I will be attending workshops to improve my skills").	The student listens to examples and practices forming sentences with the future continuous tense.	
<b>Elaboration</b>	I ask students to work in pairs and discuss their plans for future professional development, using the future continuous tense.	The student discusses their future learning plans with a partner, using the future continuous tense to describe ongoing professional growth.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the future continuous tense and offering suggestions for improvement.	The student shares their sentences, receives feedback, and revises them accordingly.	□

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 12	Unit Title: up the ladder	Lesson Title: Lesson 3B	Number of Classes ( )
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Previous learning;

## The main outcomes:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Students will explore the role of mentorship in career advancement.</li> <li>Students will use the third conditional to discuss how having a mentor could have influenced their past career decisions.</li> </ul> | <ul style="list-style-type: none"> <li>Students will learn about the psychological effects of unbelievable events on people.</li> <li>Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.</li> </ul> |
|--|---|

The stages	Teacher Action	Learner Action	Time
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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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School Development consultant:

# Lesson plan

<b>Engagement</b>	I introduce the topic of mentorship by discussing how having a mentor can influence career growth and decision-making.	The student listens and reflects on the role of mentorship in their own career aspirations.	
<b>Explanation</b>	I explain the third conditional and provide examples of how having a mentor could have influenced career decisions (e.g., "If I had had a mentor, I would have made different choices").	The student listens to examples, practices forming third conditional sentences, and discusses the role of mentors.	
<b>Elaboration</b>	I ask students to work in pairs and discuss how having a mentor could have changed their past career decisions, using the third conditional.	The student discusses hypothetical career situations with a partner, using the third conditional to describe how mentorship could have affected their choices.	
<b>Closing</b>	I review the sentences with the class, providing feedback on the use of the third conditional and offering clarification if needed.	The student shares their sentences, receives feedback, and revises them as necessary.	

<b>Subject:</b> Jordan High Note / Grade 12	<b>Unit Title:</b> up the ladder	<b>Lesson Title:</b> Lesson 4: Unit Review	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:** □

- **Students will review key vocabulary and grammar points from the unit.**
- **Students will consolidate their understanding of professional development through speaking and writing activities.**

- Students will learn about the psychological effects of

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:

School Development consultant:

# Lesson plan

			unbelievable events on people. <ul style="list-style-type: none"> <li>Students will practice using modal verbs to express possibility and certainty about the psychological impact of unbelievable events.</li> </ul>
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to career growth and professional development.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	□

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

<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write a short paragraph about their career goals and the steps they will take to achieve them, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, applying the vocabulary and grammar learned during the unit.	

Subject: Jordan High Note / Grade 12	Unit Title: up the ladder	Lesson Title: Lesson 4: Unit Review	Number of Classes ( )
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**Previous learning;**

**The main outcomes:**

- Students will review key vocabulary and grammar points from the unit.
- Students will consolidate their understanding of professional development through speaking and writing activities.

- Students will learn about the psychological effects of unbelievable events on people.
- Students will practice using modal verbs to express

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

			possibility and certainty about the psychological impact of unbelievable events.
The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I review key vocabulary and grammar points from the unit, asking students to recall important concepts related to career growth and professional development.	The student participates in the review, recalling key vocabulary and grammar rules.	
<b>Explanation</b>	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.	
<b>Elaboration</b>	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.	
<b>Closing</b>	I assign homework where students write a short paragraph about their career goals and the steps they will take to achieve them, using the vocabulary and grammar from the unit.	The student writes a short paragraph as homework, applying the vocabulary and grammar learned during the unit.	□

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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