

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title :starting out  
 unit title : a healthy and an active brain

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <input type="checkbox"/> confirm and clarify word meaning using dictionaries and glossaries <input type="checkbox"/> use reading strategies to understand an authentic informational text <input type="checkbox"/> identify the main ideas in an informational text about the importance of sleep	<b>Worksheets on derivations</b>  <b>Student's Book pages 5-7</b>  <b>Activity book p70 glossary</b>  <b>worksheet</b>	<b>Direct. T Q and answers</b>  <b>Activity based L oral presentation</b>  <b>Direct teaching Work with the book</b>  <b>Pair work</b>	<b>Systematic Observation</b>  <b>Communication/ Questions</b>  <b>Random Observation</b>	<b>- Chick list</b>  <b>- Rating scale</b>	-Warm up: Greeting and warming -T. revises the students with the parts of speech; - Ss. work individually then in pairs to check their answers - T. asks the ss. Think of any words related to sleep and write a list in pairs and share it - T. asks them if any of them has had a bad or good dream. - They describe the pictures in the page - students read the words working in pairs to answer them and use the glossary to check the meanings - Students read and listen to a text about sleep - Ss. work together in order to guess what each percentage refers to. - T. reminds them of the modals could and might. - Ss. read the text quickly to check their answers -T. asks some extra questions as cloze reading activity	5
2						10	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by :  
 Supervisor

School principle  
 Date :.....

Date :.....  
 Signature :

Signature :

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title :starting out  
 unit title : a healthy and an active brain

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration (Mins )
				Strategy	Tool		
1	It is expected that students will  -consolidate the grammar learnt in Action Pack 10 (Defining and non-defining relative clauses, present and past simple passive)  -Use the correct part of speech in blanks	Student's Book pages 6-7 • Activity Book: Module 1 – pages 6 and 7 - Worksheets on conditional 2/ defining and non defining relative clauses/ passive voice	Group W. discussion  Direct Instructions W.B/ SB.  Direct Instructions Exercises	Systematic observation  Random Observation  Pencil and paper/ writing a paragraph	- Chick list  - Rating scale	- Warm up: Greeting and warming	5
- Teacher writes 2 defining relative clauses on the board						5	
2						- Teacher tells the students to find the defining relative clause in the sentence	10
						- As a revision teacher explains what a defining relative clause	10
						- Next, the class have a 'race' to find a defining relative clause in the text (teacher tells students to read the text as fast as they can,)	10
						- Then Ss work with the 2 <sup>nd</sup> conditional having a worksheet.	15
						-T, revises the ss. of the parts of speech having a worksheet.	15
						- Ss. work together to put the suitable word saying why to use such part of speech.	10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with .....

Challenges that faced me .....

3-

Suggestion for

improvement .....

Prepared by :  
 Supervisor

School principle Date :.....  
 Date :.....Signature :

Date :..... Signature :

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title :starting out  
 unit title : a healthy and an active brain

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <b>a- Engage in a discussion about sleeping hours.</b>  <b>b- Produce one paragraph to describe a dream.</b>  <b>a- Write an account of writing about a dream they imagine.</b>	<b>Student's Book pages 7+ (8-9)</b>  <b>Work book pp .4-5</b>  <b>Work book p.7 worksheet</b>  <b>Glossary p.70</b>  <b>Dictionary</b>  <b>W.B p(</b>	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	-	- Chick list	- Warm up: Greeting and warming (T. revises the students with the parts of speech)	10
2				<b>Systematic observation</b>	- Rating scale	- T. asks the ss. Think of any words related to sleep and write a list in pairs and share it	10
				<b>Random Observation</b>		- T. Tells students to discuss the questions in groups of three.(ex7page7)	15
						- T asks the class how they could improve their sleeping habits (question needs them to analyse their current habits and decide on any modifications they should make)	10
						- Ss do the exercises (Activity Book, page 6, exercises 1 and 2)	15
						- T. prepares the ss. for their free writing task modeling her own account saying: I fall asleep and suddenly I am on an awesome farm where I can see lots of fruitful trees and green grass around me. I go to a tree trying to pick up a flower when a ...	10
						- T. gives them time to think and then share ideas with their partners.	10
						- Ss plan their own accounts referring them back to the questions	10
						- T. explains a way of writing personal stories having a place and a moment	5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with .....

4- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by :  
 Supervisor

School principle Date :..... Signature :  
 Date :.....Signature :

**Lesson Plan**

/ Level : 11<sup>th</sup> grade  
Number of Classes : 2

Page No ( 4 )

module title :starting out

unit title : a healthy and an active brain

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1 2	<p>It is expected that students will</p> <p><b>Scan an exposition for details about ways to relax.</b></p> <p><b>Pronounce consonant clusters correctly.</b></p> <p><b>Read the text again for details.</b></p> <p><b>Read a text about stress.</b></p>	<input type="checkbox"/> Student's Book pages 8-9 <input type="checkbox"/> Dictionaries <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 1 - page 7	<p><b>Group W. discussion</b></p> <p><b>Direct Instructions SB.</b></p> <p><b>Direct Instructions</b></p>	<p>- Performance based assessment</p> <p><b>Systematic observation</b></p> <p><b>Random Observation</b></p>	<p>- Chick list</p> <p>- Rating scale</p>	<p>-- Warm up: Greeting and warming</p> <p>- Ss. work in pairs to say when they get stressed</p> <p>- Students close their books and listen to the recording and try to write down the words they hear</p> <p>- Now, they read about how three people get stressed and how they relax and see if they get relax like those people.</p> <p>- Ss check in their S.Bs. T. revises the ss. with the consonant and vowels and explains to them looking at the table in the W.B</p> <p>- they listen to the words and repeat</p> <p>- Ss. read the texts again and complete the table with the correct information in their notebooks</p> <p>- After they have completed the exercise, students discuss their opinion with a partner about which of the methods of dealing with stress mentioned in the text they prefer</p>	5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

5- I feel satisfied with .....

6- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by :  
Supervisor

School principle  
Date : .....

Date : .....

Signature :

**Lesson Plan**

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

Page No ( 5)  
 module title : celebrations  
 unit title : celebrations around the world

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will confirm and clarify word meaning using dictionaries and glossaries <input type="checkbox"/> scan an exposition for particular information <input type="checkbox"/> demonstrate understanding of authentic texts about festivals by answering questions <input type="checkbox"/> recognise that combinations of letters have different pronunciations <input type="checkbox"/> engage in a discussion about future plans	Student's Book pages 14–15 <input type="checkbox"/> Dictionaries <input type="checkbox"/> Glossary – Activity Book pages 70–71 <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 2 – page 11	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- - Warm up: Greeting and warming OPENER T Writes the word celebrations on the board. Asks the students when they go to celebrations and what they do at them. - T asks the students to describe each photograph -T asks the students to give examples of celebrations that are special for them and get them to explain why	5
2				Systematic observation	- Rating scale	- the students say what they can see in the photographs on page 14 of the Student's Book. -Ss. are divided into groups to work on the meaning of the words in a game - T. & ss. go through the reading strategies and then they read the texts telling the purpose of them. - Ss answer some questions after reading the text carefully. - They listen and make sure! Listen and repeat.(pronunciation irregularities) - The students read and listen while T plays the cassette/CD. As they listen, they should make a note of the answers to questions 1 and2. The students check their answers in pairs. Then check answers as a class.	10 5 10 10 10 10 10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 7- I feel satisfied with .....  
 8- Challenges that faced me .....  
  
 3- Suggestion for improvement .....

Prepared by : School principle Date : ..... Signature :  
 Supervisor Date : .....Signature :

**Lesson Plan**

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

Page No ( 6)  
 module title : celebrations  
 unit title : celebrations around the world

Date: from .....  
 Vertical Integration:

Previous Learning

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <b>a- Talk about future plans.</b> <b>b- Talk about future forms.</b> <b>c- Make predictions based on prior knowledge.</b> <b>d- Distinguish fact from opinion.</b> Produce one paragraph about a festival.	<b>Student's Book pp. 14+15</b>  <b>WB. P 11 Ex.1+2+3</b>  <b>Vocabulary and grammar Worksheets</b>  <b>W.B p. 12 Ex4+5</b>  <b>W.B EX.6+7</b>	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a game and revising the previous lesson about celebrations.	10
2				Systematic observation	- Rating scale	- T. writes two different questions to remind ss. of the present simple and present continuous as an event that is already planned and sth that has a set time in the future.	10
				Random Observation		- When they revise all ways of talking about the future, they start the exercise using these rules.	10
						- Students and T. work on the future forms using worksheets	10
						- . Now, ss. look at some information deciding which are facts or opinions giving examples. T. listens and helps!	10
						- students work in groups and do ex 7and 8 page 15	10
						- T reads the instructions as a class and go through the time expressions in the box. And gives some examples by talking about his own plans for the future	10
						- The students work in pairs. And talk about plans related to school and university	10
						- T asks a few pairs of students to share their ideas with the class	10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

9- I feel satisfied with .....

10- Challenges that faced me .....

.....

3- Suggestion for improvement .....

.....

Prepared by :  
 Supervisor

School principle      Date :..... Signature :  
 Date :.....Signature :

**Lesson Plan**

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

Page No ( 7)  
 module title : celebrations  
 unit title : celebrations around the world

Previous Learning

Date: from .....  
 Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will make predictions about celebrations based on prior knowledge <input type="checkbox"/> demonstrate understanding of an informational text about a festival by answering questions <input type="checkbox"/> demonstrate understanding of material recorded by English speakers on the topic of celebrations <input type="checkbox"/> distinguish fact from opinion when listening <input type="checkbox"/> produce one paragraph about a festival or carnival	Student's Book pages 16-17 <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 2 – page 12	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	-	- Chick list	Greeting the students and warming them up by playing a game and revising the main points and vocab.	- 10
2				Performance based assessment  Systematic observation  Random Observation	- Rating scale	- T asks the students to tell what festivals and events are shown in the pictures on page 16. - the students hear about three celebrations - The students look at the pictures and discuss the question in pairs - the students to look at the words in the box. And read them aloud to check pronunciation. - The students work in pairs to answer the question as a prediction exercise. - students try to remember as much of the recording as they can with a partner. - Students then listen to the recording and check their predictions with what they hear - in groups of three, they should each try to remember any words, phrases or sentences they can from one of the celebrations - Ss do, exercise 4 in the Activity Book - T Goes through the Listening strategies box with the class and explain it - students to discuss the answers to the questions and decide together, after listening, rather than just listening and writing the answers as they hear them - students look at the difference between fact and opinion T tells the students which festival they would most like to visit and give a reason - The students work in pairs and give their opinions.	10 10 10 5 10 5 5 5 10 5 10 10 10 5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 11- I feel satisfied with .....  
 12- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by : School principle Date : ..... Signature :  
 Supervisor Date : ..... Signature :

**Lesson Plan**

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

Page No ( 8 )

module title : celebrations  
 unit title : celebrations around the world

Previous Learning

Date: from .....  
 Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1 2	It is expected that students will make predictions about celebrations based on prior knowledge <input type="checkbox"/> demonstrate understanding of an informational text about a festival by answering questions <input type="checkbox"/> demonstrate understanding of material recorded by English speakers on the topic of celebrations <input type="checkbox"/> distinguish fact from opinion when listening <input type="checkbox"/> produce one paragraph about a festival or carnival	Student's Book pages 16–17 <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 2 – page 12 Worksheet	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	- Performance based assessment  <b>Systematic observation</b>  <b>Random Observation</b>	- Chick list  - Rating scale	Greeting the students and warming them up by having a vote for a grammar lesson and revising the previous lesson about future forms - T reminds the students that they use different future forms depending on the meaning of the sentence - the students look at the picture and to describe what they can see. - Ss work in groups and do the exercises in their worksheet - Students should then select the correct answer to make the text make sense. - In pairs, they should try to reconstruct the text's overall meaning - The students circle the correct future form. - the students listen carefully to the dialogue to check their answers to exercise 7. - For exercise 6 (AB), students can complete it alone, and then check and compare answers with a partner. - T reads the task to the students and asks them for ideas of interesting festivals they have attended, - Ss could give ideas about what kind of things might be at a festival. - After this class discussion, get one student to read the task again, and tell the rest of the class what they need to do explaining that each of the three questions should be developed in one paragraph.	- 10  10  10  5  5  10  10  10  10  5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 13- I feel satisfied with .....  
 14- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by : \_\_\_\_\_ School principle \_\_\_\_\_ Date : ..... Signature : \_\_\_\_\_  
 Supervisor \_\_\_\_\_ Date : ..... Signature :

**Lesson Plan**

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

Page No ( 9 )  
 module title : celebrations  
 unit title : celebrations around the world

Previous Learning

Date: from .....

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will - make and confirm predictions based on prior knowledge and evidence from the text - use context clues to determine the meaning of new vocabulary - produce written responses to questions using verb phrases	Student's Book pages 18–19 <input type="checkbox"/> Dictionaries <input type="checkbox"/> Glossary – Activity Book pages 70–71 <input type="checkbox"/> Activity Book: Module 2 – pages 13–14	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by revising the celebrations and festivals they have been looking at in the last two lessons - the students work in pairs to discuss their favourite kinds of celebration.	5
2				Systematic observation	- Rating scale	- students to practise clear pronunciation and intonation, as well as spelling, if it is necessary. - Task the students to decide which words are connected to special occasions. - Ss can check the meaning of the words they don't know in the Activity Book glossary or in a dictionary. - Tasks students if they have ever been to a flower festival. - students to work in pairs and decide on a reason why they think people celebrate flowers - the students will read the text again in a minute. - First of all, they should read the questions and work in pairs to see how many they can answer from their first reading - Next, tell them to read the text again. They then work in pairs to answer the questions while referring to the text. - Ss work in pairs and answer the questions - Ss do the exercises in their AB page 13 ex 8.9 - students read an article that Randa has written for her school newspaper, after going to the Black Iris Festival. -Students should then read the text and complete each gap with one of the verb phrases from the box - the students to read the instructions and the Writing strategies they include all the points in the yellow box when they write, each point in one paragraph - T chooses students to read out their texts.	5 5 10 10 5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

15- I feel satisfied with .....

16- Challenges that faced me .....

3- Suggestion for improvement .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title : celebrations  
 unit title : **Customs and traditions**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <input type="checkbox"/> confirm and clarify word meaning using dictionaries and glossaries <input type="checkbox"/> scan an exposition for particular information <input type="checkbox"/> describe information of different types (e.g. local/foreign) <input type="checkbox"/> demonstrate understanding of an informational text about customs and traditions by completing comprehension sentences <input type="checkbox"/> engage in a discussion about customs and traditions in Jordan <input type="checkbox"/> engage in a discussion about rules at home and at school <input type="checkbox"/> write about customs and traditions in Jordan	Student's Book pages 20–21 <input type="checkbox"/> Dictionaries <input type="checkbox"/> Glossary – Activity Book pages 70–71 <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 2 – page 15	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson about future forms. . Ss look at the three pictures and describe them in detail - T gives them the vocabulary (go out for a meal, shake hands, give presents) and ask them to make a sentence or two about each picture. - Next, T asks students to look at the questions in exercise - The students work in pairs to answer the question. Check answers as a class. The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. - T asks students which of the words that are connected to eating or having a meal are not food -- students to read the question. What are customs and traditions? Can they think of any customs or traditions in Jordan? Which are their favourites? - Students should then read the text quickly to see if they can find any similar traditions to those they know of in Jordan. - T Puts four columns labelled have to, mustn't, must and don't have to on the board, and ask them to tell you in what situations they might see or hear these words - T Gets feedback and put examples on the board. asks the same question about home and elicit a few examples - Students then read and listen to the text again, and afterwards try to complete the seven sentences from Memory -the students to read the sentences and to circle the correct modal verb. - students that they are going to write about customs and traditions in their own country, using the language from the lesson	5
2				Systematic observation	- Rating scale		10
				Random Observation			5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 17- I feel satisfied with .....  
 18- Challenges that faced me .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title : Celebrations  
 unit title : Welcoming new babies around the world

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will  <input type="checkbox"/> engage in a discussion about welcoming newborn babies in Jordan <input type="checkbox"/> make predictions based on prior knowledge and evidence from the text <input type="checkbox"/> use online dictionaries with a pronunciation function to check correct pronunciation of words <input type="checkbox"/> demonstrate understanding of an informational text about traditions for welcoming newborn babies in different countries by completing sentences <input type="checkbox"/> recognise tone in spoken language for expressing politeness	<input type="checkbox"/> Student's Book pages 22–23 <input type="checkbox"/> Cassette/CD <input type="checkbox"/> Activity Book: Module 2 – page 16	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by talking about welcoming new babies - students to use the information they have collected to create their own sentences in a spoken environment	10
2				Systematic observation	- Rating scale	- Ss Go through the Speaking strategies box and rehearse the example responses given in the box - T reads the question to the students, and asks them to clarify what they need to do - Ss upgrade what they said at the beginning of the lesson, using the words with modal meanings that were introduced - Students should now concentrate on using the modal language correctly and precisely, in writing. - Students should write about Jordanian traditions surrounding new babies in the family, using as many of the expressions they have learnt. - When the exercise is finished, ask students to complete Assessment tool 3 in the Activity Book page 77 to evaluate their writing skill. - students discuss situations that require extremely polite behaviour: talking to an elderly relative or to an older person in general; at school in a lesson; at an interview; meeting someone important. - the students listen to three people speaking politely And decide, in pairs, after each sentence, what the context is	10 10 5 10 10 15

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 19- I feel satisfied with .....

20- Challenges that faced me .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 3

module title : **celebrations**  
 unit title : **Welcoming new babies around the world**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <input type="checkbox"/> skim an exposition to get the gist <input type="checkbox"/> write a paragraph using phrasal verbs <input type="checkbox"/> engage in a discussion about special occasions <input type="checkbox"/> produce an invitation to a celebration	Student's Book pages 24–25 <input type="checkbox"/> Activity Book: Module 2 – pages 17–18	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by talking about welcoming new babies - T tells students to cover up the right-hand column a–f and see how many they already know. They should work in pairs to construct definitions for those ones	10
2				Systematic observation	- Rating scale	- Next, they should match the words with their definitions - students work in pairs to ask and answer the questions. - then The students can check their answers with their partners. - the students read the texts again and to match the invitations with the correct replies - T writes phrasal verbs on the board - T explains that these kinds of verbs are very common in less formal English - students identify the phrasal verbs in the text of exercise 4 - students try to guess what these phrasal verbs mean from the context. - Ss read the text and see if they can replace any of the words underlined with phrasal verbs straight away. - students look at the photographs on the page and say what is special about the events shown - students work in pairs to ask and answer the question in exercise 6. - T gives each pair an event to write an invitation for, and allow them to use exercise 3 as a model - The students write two short paragraphs describing a recent celebration, which could either be real or imaginary.	5 5 10 5 5 10 10 10 10 10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 21- I feel satisfied with .....  
 22- Challenges that faced me .....  
 .....

Class / Level : 11<sup>th</sup> grade

Number of Classes : 2

module title : **Sport**

unit title : **The Olympic games**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will confirm and clarify word meaning using dictionaries and glossaries • scan an exposition for particular information • demonstrate understanding of an informational text about the Paralympics by answering questions	Student's Book pages 28–29 • Dictionaries • Glossary – Activity Book pages 71–72 • Cassette/CD • Activity Book: Module 3 – pages 20–21	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	Greeting the students and warming them up by playing a vocabulary game and revising the previous unit and some of the main words. - T asks the students what problems might be experienced by people who cannot use their arms or legs or who have other disabilities, such as visual or hearing impairment - the students say what they can see in the photographs on page 28 of the Student's Book - Ss discuss the question on page28 - students read the words from the box aloud to check pronunciation - The students work in pairs to answer the question. - The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary. - Ss read and listen to a text about the history of the Paralympics Games - T reads the question to get students to know what they're looking for in the text - The students listen and read at the same time. - The students answer the question - T gets them to close their books and spend two minutes noting any other details they can remember - Students read and listen while you play the cassette/CD again. As they listen, they should answer the questions. - Students check their answers in pairs. Then check answers as a class. -	10
2				Systematic observation	- Rating scale		10
				Random Observation			5
							5
							5
							5
							5
							5
							5
							5
							5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

23- I feel satisfied with .....

24- Challenges that faced me .....

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Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title : **Sport**  
 unit title : **The Olympic games**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will <b>a- Scan an exposition for particular information.</b> <b>b- Answer some questions about the Paralympics.</b> <b>c- Ask and answer questions using the passive voice: present, past and future simple passives.</b>	<b>The board-coloured chalks</b>  <b>SB pages: 28-29</b>  <b>WB. Pp 20 Ex.1+2+3+4</b>  <b>Worksheet on Present, past and future simple passives.</b> <b>WB 21 5+6</b>	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson about future forms.	5
2				Systematic observation	- Rating scale	- , T. revises the students with the passives using the same text to focus on grammar	10
				Random Observation		. . Students should look through the article to find passive sentences where they can	10
						- Next students read the sentences in exercise 5, and attempt to put them into the passive voice	10
						- Ss should then match these sentences with the underlined sentences in the article, working in pairs.	5
						- T. and students do more practice on the passives through having the worksheet and real examples in the SB and WB exercises (5 + 6).	10
						- T asks students if they watched any of the Paralympics on television. If they know any other Paralympians(particularly Jordanian ones)?	10
						- Ss look at the first question as a class. and make a question in the passive from the prompts given.	5
						- Finally , students close their books and find out how many facts they have remembered.	10
						- T tells students they will need to do research to answer this question	5
						- They should find out three more facts about the Paralympics and try to rewrite any information they have found in the passive.	10
						-	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

25- I feel satisfied with .....

26- Challenges that faced me .....

3- Suggestion for improvement .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title : **Sport**  
 unit title : **The Olympic games**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	<b>It is expected that students will</b>		<b>Group W. discussion</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson the Paralympics games . students say what they can see in the photographs on page 30 of the Student's Book	5
2	-make predictions about the Olympic Games based on prior knowledge  • respond to analytical questions before, during and after listening to a radio programme about the Olympic Games	Student's Book pages 30-31 • Cassette/CD • Activity Book: Module 3 – pages 21-22	<b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	<b>Systematic observation</b>	- Rating scale	- T explains to students that the Olympics as we know it today is different from the ancient Olympics. - Ss read the question and discuss this in pairs. They can check their answers after exercise 2. -the students listen to a radio programme about the Olympic Games which will tell them the answer to exercise 1. - the students listen again ,but this time they should complete the remaining gaps in the text. - the students read the questions and see if they can answer any of them before listening the cassette/CD one more time - T discusses the word 'privilege' with the students and how people with privilege can help a community.	5 5 10 10 5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

27- I feel satisfied with .....

28- Challenges that faced me .....

3- Suggestion for improvement .....

Class / Level : 11<sup>th</sup> grade

Number of Classes : 2

module title : **Sport**

unit title : **The Olympic games**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration Min
				Strategy	Tool		
1	It is expected that students will <ul style="list-style-type: none"> <li>• use context clues to determine the meaning of unknown words</li> <li>• use various vocal clues to predict and understand the ideas and information when listening (emphasis)</li> <li>• assess the quality of the speaker's presentation style by using criteria such as tone of voice</li> </ul>	Student's Book pages 30–31 • Cassette/CD • Activity Book: Module 3 – pages 21–22	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson the Paralympics games	5
2				Systematic observation	- Rating scale	- T writes the names of the sports in the yellow box as anagrams on the board.	5
						- T asks questions such as Where do you do this sport? What equipment do you need? to check their prior knowledge	10
						- Students then open their books and match the sports with the pictures	5
						- T asks the students what they know about the sports in exercise 5,	10
						- T puts students into groups of three, and tells them to ask two questions each to the other members of their group. They should try to answer faster than the other person	10
						- T reads these sentences to the students, in a neutral tone .and asks them to look at the content of the sentences	5
						- Next, T asks them to look at the omission marks (^) and decide what word might go in the specified place.	5
						- students listen to compare their predictions with the correct sentences.	5
						- T asks the students to read the quotation and try to explain it.	10
						- The students work in pairs and ask and answer the questions	10
						- The students work in pairs to plan a sports event. T reminds them to think about what equipment and facilities they would need in order to hold the event.	10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

29- I feel satisfied with .....

30- Challenges that faced me .....

3- Suggestion for improvement .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 3  
 Date: from .....  
 Previous Learning

module title : Sports  
 unit title : **Special Olympics**

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will make and confirm predictions based on prior knowledge and evidence from the text • demonstrate understanding of an informational text about Special Olympics by answering questions • present information by answering questions about sports facilities • produce a four-paragraph essay about sports facilities • edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar	• Student’s Book pages 32–33 • Activity Book: Module 3 – pages 22–23	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson the Paralympics games - the students to look at the pictures on page 32 and describe what they can see - Ss read the question and discuss this in pairs. - T tells the students that they are going to read about Special Olympics - Ss should read the text in silence and answer the question, - They should then read the text again to check they have got correct information from it - T reads the six questions with the class and makes sure students understand what is required - the students read the text again to answer. - the students look at the words in the box and read the words aloud to check pronunciation. - The students can also check the meaning of any words they don’t know in the Activity Book glossary or in a dictionary. - Students work in pairs , they should make sentences including at least 3 of the facilities in the yellow box - Ss go through the Speaking strategies box with the class. - In pairs, the students answer the questions - Ss work in pairs and do exercises 11, 12 and 13 page 22, - T reads the instructions carefully with the class and make sure they are clear about the task. -T reminds students of the three-paragraph essay they did at the beginning of the unit, and explain they are going to write another essay. - T decides on four main ideas for the paragraphs - the class discuss and note down ideas of what precisely should go in these paragraphs.	10 5 10 5 10 5 5 10 10 5 5 5
2				Systematic observation	- Rating scale	Random Observation	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Reflection :

- 31- I feel satisfied with .....
- 32- Challenges that faced me .....

3- Suggestion for improvement .....

Page No ( 18 )

Class / Level : 11<sup>th</sup> grade

Number of Classes : 2

module title :Sport

unit title : **Recreation**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1 2	<p>It is expected that students will</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make predictions about recreation based on prior knowledge</li> <li>• confirm and clarify word meaning using dictionaries and glossaries</li> <li>• use online dictionaries with a pronunciation function to check correct pronunciation of words</li> <li>• scan an exposition for particular information</li> <li>• demonstrate understanding of an informational text about an Olympic equestrian by answering comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Student's Book pages 34–35</li> <li>• Dictionaries</li> <li>• Glossary – Activity Book pages 71–72</li> <li>• Cassette/CD</li> <li>• Activity Book: Module 3 – page 24</li> </ul>	<p><b>Group W. discussion</b></p> <p><b>Direct Instructions W.B/ SB.</b></p> <p><b>Direct Instructions Exercises</b></p>	<p>Performance based assessment</p> <p><b>Systematic observation</b></p> <p><b>Random Observation</b></p>	<ul style="list-style-type: none"> <li>- Chick list</li> <li>- Rating scale</li> </ul>	<ul style="list-style-type: none"> <li>- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson the Paralympics games and the special Olympics</li> <li>- T reads the title to the students, and ask them if they know what it means</li> <li>- T asks the students if they have ever ridden a horse.</li> <li>-the students say what they can see in the photographs on page 34 of the Student's Book.</li> <li>- T chooses students to read the words from the box aloud to check pronunciation</li> <li>- The students work in pairs to answer the question.</li> <li>- After they have guessed that the words are connected with horseriding, ask them to try to guess what they mean and probably guess what the text in exercise 3 will be about</li> <li>- The students can check the meaning of any words they don't know in the Activity Book glossary or in a dictionary.</li> <li>- the students read a text about the equestrian shown in the picture and they will find out who she is.</li> <li>- Ss in pairs read and listen to the article again and answer the questions</li> <li>- The students check their answers in groups of three. Then check answers as a class.</li> </ul>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

33- I feel satisfied with .....

34- Challenges that faced me .....

3- Suggestion for improvement .....

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title :Sport  
 unit title : **Recreation**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will • demonstrate understanding of an informational text about an Olympic equestrian by answering comprehension questions • summarise information about Charlotte Dujardin using the Present Perfect Continuous • ask and answer questions using the Present Perfect Continuous	Student's Book pages 34–35 • Dictionaries • Glossary – Activity Book pages 71–72 • Cassette/CD • Activity Book: Module 3 – page 24	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by talking about recreation - T says to the students We have been reading about Charlotte Dujardin and writes this sentence on the board.	5
2				Systematic observation	- Rating scale	- Ss Underline the verb form and guess the tense used (the Present Perfect Continuous) - T explains that we usually use this tense to talk about a recent event in the past that has just finished. - Now, T. revises the students with the present perfect continuous using the same text to focus on grammar. {CONTEXTUALISED GRAMMAR} - In this period, T. and students do more practice on the PRESENT PERFECT PROG. through having the worksheet and real examples in the SB and WB exercises (3+ 4). - the students complete the sentences from the text with the Present Perfect Continuous(SB) - T puts the students in groups of three or four and ask them to share what they have been doing for the past hour - the students look at the photographs and to make sentences saying what the people have been doing, using the verbs in the box. - students can play Pictionary: they draw pictures of people in certain situations, and the others must guess what they have been doing. - the students that make sentences using the word prompts, then ask and answer the questions in pairs. - Students can then change partners to share different answers	5 5 5 10 10 5 10 10 10 5

Day & Date	Section	Period	Fulfilled Outcomes	Homework


Reflection :  
35-I feel satisfied with .....

36- Challenges that faced me .....

3- Suggestion for improvement .....

Page No ( 20 )

Class / Level : 11<sup>th</sup> grade  
Number of Classes : 2

module title :Sport  
unit title : **Recreation**

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will	Student's Book pages 36–37 • Cassette/CD • Activity Book: Module 3 – page 25	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	<ul style="list-style-type: none"> <li>- Greeting the students and warming them up by revising the previous lesson the Paralympics games and the special Olympics</li> <li>- T asks the students to tell him if they play any of the sports shown in the pictures on page 36 (golf, badminton, fencing).</li> <li>- The students discuss the question in pairs</li> <li>- T tells the students that they are going to hear about three sports. First, ask them to listen without reading the texts, to find out what aspect of sport the programme is about</li> <li>- The students discuss the question in pairs</li> <li>- the students listen again, and this time they can read the text and complete the gaps.</li> <li>- The students listen a second time. They can compare answers with their partners.</li> <li>- the students read the questions first and see if they can answer them.</li> <li>- The students listen a third time. They can compare answers in groups of three.</li> <li>- page 25, Ss do exercises 5 and 6</li> <li>- students think of some questions they would ask a professional sportsperson They should work in pairs to think about this for a few minutes</li> <li>- Ss listen to an interview between a journalist and a professional golfer. And pay particular attention to the questions.</li> <li>-Ss listen to the recording again, and this time they should focus very carefully on the exact tone of the questions.</li> <li>- students read the purposes of the questions carefully</li> <li>-</li> </ul>	
2	<ul style="list-style-type: none"> <li>• respond to analytical questions before, during and after listening to a radio programme about three sports</li> <li>• make and confirm predictions based on prior knowledge and evidence from the text</li> </ul>			<ul style="list-style-type: none"> <li>Performance based assessment</li> <li><b>Systematic observation</b></li> <li><b>Random Observation</b></li> </ul>	- Rating scale		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

37-I feel satisfied with .....

38- Challenges that faced me .....

.....

3- Suggestion for improvement .....

Page No ( 21)

Class / Level : 11<sup>th</sup> grade

Number of Classes : 2

module title : Sport

unit title :Cycling: past, present and future

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will demonstrate understanding of an informational text about cycling in Jordan by answering comprehension questions	Student's Book pages 36–37 • Cassette/CD • Activity Book: Module 3 – page 25	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by revising the previous lesson the Paralympics games and different sports - T asks the students who has, or had, a bicycle. Do they like cycling? When do they do it? - T Then asks the students how popular they think cycling is around the world.	10
2				Systematic observation	- Rating scale	- student read the question in the book and try predict the answer in pairs - the students read the text in more detail this time - Ss read the questions to each other, and underline one or two words from each question that are useful - Ss read the article and make notes of the answers they find, before comparing with a partner. - For questions 5 and 6, remind students that they need to consider reasons for their opinions and concentrate on working out the most convincing way of expressing their opinions. - T reads the quotation with the students asks them if they know who Albert Einstein was (refer to Action Pack 10 Teacher's Book, page 43 and Student's Book, page 26 for a short description). Can students translate the quotation? - students work in groups and imagine what Einstein meant by the quotation.	10 10 5 10 5 5
				Random Observation		- Activity Book, Ss do exercise 7 page 25,	10

Day & Date	Section	Period	Fulfilled Outcomes	Homework


Reflection :  
 39-I feel satisfied with .....  
 40- Challenges that faced me .....

3- Suggestion for improvement .....

Page No ( 22)

Class / Level : 11<sup>th</sup> grade  
 Number of Classes : 2

module title : Sport  
 unit title :Cycling: past, present and future

Date: from .....

Previous Learning

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	It is expected that students will • use context clues to determine the meaning of unknown words • engage in a discussion about sports equipment • demonstrate understanding of material recorded by English speakers about the benefits of playing sports • engage in a discussion about the benefits of sports • produce an essay about the benefits of sports • edit and proofread own written work and that of peers to produce final drafts with correct standard English: spelling, punctuation, usage and grammar	Student’s Book Student’s Book pages 38–39 • Dictionaries • Glossary – Activity Book pages 71–72 • Cassette/CD • Activity Book: Module 3 – pages 26–27	<b>Group W. discussion</b>  <b>Direct Instructions W.B/ SB.</b>  <b>Direct Instructions Exercises</b>	Performance based assessment	- Chick list	- Greeting the students and warming them up by playing a vocabulary game and revising the previous lesson - students look at and read the words aloud to check pronunciation. - The students work in pairs to match the words with the pictures - Students can also check the meaning of any words they don’t know in the Activity Book glossary or in a dictionary. - Ss read the instructions and the example with the class - T gives another example yourself by defining another piece of sports equipment (e.g the bow in archery). - students listen to a sports coach giving a talk. - students to talk in pairs about what they remember from the coach’s talk - T plays the recording again, and get students to check their ideas. In pairs, they should compare their answers, and discuss any different answers. - the students read the instructions - Ss complete the gapped sentences from the listening text - Ss do exercises 8, 9 and 10 page 26 - the students read the questions and make notes before they start writing.	10
2				Systematic observation	- Rating scale	5 5 5 5 10 10 10 5 5 10 5	

						- T reminds them that they have three paragraphs to write the essay in - Ss do exercises exercises 11, 12 and 13 page27	10
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

41-I feel satisfied with .....

42- Challenges that faced me .....

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3- Suggestion for improvement .....