

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Unit/ Topic: (1) Looking good

Duration: from / / to / /

Semester: First 2025/2026

Pages: SB 4 - 13 WB: 4 - 11

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: Grammar -Use the Present Simple to talk about habits, facts, and scheduled events. -Use the Present Continuous to refer to events happening at the time of speaking, temporary situations, and changing situations. -Reading & Listening -Understand main points and key information in extended texts, articles, and simple podcasts. -Scan a text to find specific information. -Infer the meaning of a word from context. -Predict the content of a text using headings, titles, and images. -Identify key words and phrases, especially in descriptions of appearance and clothes. -Follow everyday conversations and informal interviews. Speaking -Give or seek personal views and opinions. -Give clear, detailed descriptions on a wide range of subjects. -Bring personal experiences into a conversation to illustrate a point. -Use language related to describing clothes and appearance. -Make basic inferences or predictions about text content. -Ask for confirmation of understanding or ask someone to clarify what they've said. -Use a basic repertoire of conversation strategies to maintain a discussion. -Use a suitable phrase to invite others into a discussion. -Summarize and give opinions on issues. Writing -Write descriptions of real or imaginary people. -Write simple informal emails, letters, and online postings. -Write an everyday connected text using a set of short facts. -Justify the reasons for a particular decision or course of action. -Adopt a level of formality appropriate to the circumstances.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Semester: First 2025/2026

Subject: English Language

Unit/ Topic: (2) The digital mind

Pages: SB: 14-23 WB: 12-19

Number of Classes:

Duration: from / / to / /

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: Listening and Reading Outcomes -Understand the main ideas of complex technical discussions, simple academic texts, and podcasts. -Scan texts to find specific information. -Skim texts to identify key concepts. -Infer the meaning of a word from context. -Predict the content of a text using headings, images, and captions. -Follow a discussion that includes some idiomatic language. -Take effective notes while listening to a simple lecture or presentation. Speaking Outcomes =Answer basic questions in a simple academic discussion. -Speculate about causes, consequences, or hypothetical situations. -Express opinions on contemporary social issues and current affairs. -Justify a viewpoint by discussing the pros and cons of different options. -Give detailed accounts of experiences, including feelings and reactions. -Use a repertoire of common idiomatic phrases in routine situations. -Compare and evaluate different ideas using a range of linguistic devices. Grammar and Vocabulary Outcomes -Distinguish between the Present Perfect Simple and the Present Perfect Continuous. -Use the Present Perfect Continuous to refer to ongoing states and conditions. -Use verb + -ing forms at the complement of a sentence. -Use a range of verbs that take to + infinitive. -Distinguish between to + infinitive and -ing forms after certain verbs when the meaning changes. -Recognize and use figures of speech and common idiomatic phrases. -Use conjunctions such as however to link ideas at the sentence level. Writing Outcomes -Recognize and use cohesive devices to link ideas within and between paragraphs. -Structure longer texts into clear, logical paragraphs. End a discursive argument with a clear conclusion and opinion.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Unit/ Topic: 01-02 LIFE SKILLS (SB)

Duration: from / / to / /

Semester: First 2025/2026

SB pages 24–25

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: -Develop practical skills necessary to succeed in the 21 st century, and to encourage collaboration, critical thinking and creativity.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Unit/ Topic: (3) Active and healthy

Duration: from / / to / /

Semester: First 2025/2026

Pages: SB: 26 -35 WB: 20 - 27

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: Grammar & Vocabulary -Use the Past Perfect in a variety of common situations. -Use 'as soon as' with the Past Simple and Past Perfect. -Use the Past Perfect with adverbial clauses of time. -Use 'used to' and 'would' to refer to past habits and routines. -Use language related to sports. Reading & Listening -Find and understand information in advertisements for sporting or cultural events. -Recognize the speaker's or writer's point of view in a structured presentation or text. -Understand main points and check comprehension using contextual clues. -Derive the probable meaning of unknown words from context. -Follow an everyday conversation or informal interview on common topics. -Understand the plot of extended narratives. -Identify key information in simple academic texts and straightforward newspaper articles. Speaking & Writing -Narrate a story, including unpredictable occurrences, feelings, and reactions. -Bring relevant personal experiences into a conversation to illustrate a point. -Politely interrupt during a formal conversation using fixed expressions. -Decline offers politely using a range of formal and informal expressions. -Write a story with a simple, linear sequence. -Use common connectors to tell a story or describe an event in writing.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Unit/ Topic: (4) Time to move

Semester: First 2025/2026

Pages: SB: - 36-45

WB: 28 - 35

Duration: from / / to / /

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: Reading & Listening Skills -Understand main points and key information in texts, articles, letters, and emails. -Distinguish between fact and opinion. -Guess the meaning of unfamiliar words from context. -Follow everyday conversations, informal interviews, and radio programs. Speaking & Writing Skills -Describe what you would do and how you would react to situations. -Give reasons and explanations for opinions, plans, and actions. -Express and comment on ideas and suggestions. -Discuss options and possible actions. -Politely interrupt or express disagreement. -Write connected texts, informational leaflets, or formal letters. Grammar & Vocabulary Skills -Use needn't and don't/doesn't have to for lack of obligation. -Use mustn't and may not to express prohibition. -Use ought(n't) to to offer or ask for advice. -Use defining and non-defining relative clauses with who, that, and which. -Use words to talk about pollution in a city environment.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Duration: from / / to / /

Semester: First 2025/2026

• SB: pages 46–47

Unit/ Topic: 03-04 Life Skills

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: • Develop practical skills necessary to succeed in the 21st century, and to encourage collaboration, critical thinking and creativity.	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Semester: First 2025/2026

Unit/ Topic: (5) The next step

Pages: SB: - 48- 57 WB: 36 - 43

Duration: from / / to / /

[illegible]

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Semester: First 2025/2026

Unit/ Topic: *CULTURE SPOT : Tea culture around the world*

SB: pages 58–59

Number of Classes:

Duration: from / / to / /

Topics: Themes: Culture -Recreation

[illegible]

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Semester Plan

Class/Level: Jordan High Note G10

Semester: First 2025/2026

Subject: English Language

Unit/ Topic: *LITERATURE SPOT : The Time Machine*

SB: pages 60–61

Number of Classes:

Duration: from / / to / /

Topics: Themes: Society -Culture

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Students are expected to: <ul style="list-style-type: none"> Identify key information in an extended text or article . Give their personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play. Make inferences about the attitudes and feelings of characters based on evidence in the text Summarise, comment on and discuss a wide range of factual and imaginative texts . 	-Student's book -Activity book -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others	1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others	1-checkList 2-Rating scale 6-Others	- Games -Worksheets - Using the computer. - Using the library. -Writing newsletter -Writing Reports -Using the Internet -Writing a short description -Doing different activities from the book -Debating -Group Work	I feel content with Challenges..... Suggestions for improvement

General information about students:

School principal Date..... signature..... Supervisor..... Date..... signature.....

Prepared by:

Form # QF71- 1- 49rev. b

Content Analysis

Class/Level: Jordan High Note G10

Semester: First 2025/2026

Subject: English Language

Unit & Topics	Vocabulary	Grammar	Skills	Pronunciation	Viewing and presenting
UNIT 1 Looking good Theme 1: Society Theme 2: Culture Theme 6: Recreation	-pp4-5 Verb phrases with <i>dress</i> -p6 Appearance, clothes, footwear and accessories -p7 Facial features -pp8-9 Phrasal verbs	pp4-5 Present Simple and Continuous, state and action verbs p10 Articles	READING -pp8-9 <i>The power of appearance</i> LISTENING -p7 A podcast about jobs in the entertainment industry -Active Listening: Listening effectively SPEAKING -p11 Participating in conversations WRITING -pp12-13 An informal email	/ðə/ and /ði:/	Arguing for and against uniforms
Unit & Topics	Vocabulary	Grammar	Skills	Pronunciation	Viewing and presenting
UNIT 2 The digital mind Theme 3: Science and Technology	-pp14-15 Scientific research -p18 Science, phrases with <i>think</i> and <i>mind</i> -p20 Uses of drones -pp22-23 Health and computers	-pp14-15 Present Perfect Simple and Continuous -p19 Verb patterns	READING -pp16-17 <i>Science fiction or science fact?</i> -Active Reading: Skimming and scanning LISTENING -p20 An interview about drones SPEAKING -p21 Making choices WRITING -pp22-23 A blog post	-	Deciding what to do

LIFE SKILLS How to give a presentation pp24-25

Prepared by:

Form # QF71- 1- 49rev. b

Unit & Topics	Vocabulary	Grammar	Skills	Pronunciation	Viewing and presenting
UNIT 3 <i>Active and healthy</i> Theme 1: Society Theme 6: Recreation Theme 5: Welfare	- pp26-27 Sports collocations - p28 Sports, activities, fitness and exercise - p29 Injuries, accidents and emergencies - pp32-33 Diet and nutrition	pp26-27 Past Simple, Past Continuous and Past Perfect p30 <i>Used to and would</i>	READING -pp32-33 <i>Say 'yum' to healthy eating!</i> LISTENING -p29 Conversations about accidents -Active Listening: Identifying the speaker's purpose SPEAKING -p31 Being polite WRITING -pp34-35 A short story	Linking	Making polite suggestions about food and drink

Unit & Topics	Vocabulary	Grammar	Skills	Pronunciation	Viewing and presenting
UNIT 4 <i>Time to move</i> Theme 1: Society Theme 2: Culture	- pp36-37 Air travel - pp38-39 Holiday phrases - p40 Travel essentials, travel phrases - p42 City environments	- pp36-37 Modal and related verbs - p41 Relative clauses	READING -pp38-39 <i>How to have the perfect family holiday</i> -Active Reading: Identifying author's attitudes LISTENING -p42 A radio programme about urban transport and pollution . SPEAKING -p43 Agreeing and disagreeing WRITING -pp44-45 A formal email of enquiry	-	Agreeing and disagreeing about urban transport

LIFE SKILLS How to take part in a debate pp46-47

Prepared by:

Form # QF71- 1- 49rev. b

Unit & Topics	Vocabulary	Grammar	Skills	Pronunciation	Viewing and presenting
UNIT 5 <i>The next step</i> Theme 1: Society Theme 3: Science and Technology	pp48-49 Personality adjectives p50 Phrasal verbs related to studying p53 Work and jobs pp54-55 Future jobs	pp48-49 : Talking about the future pp50-51 Future Continuous and Future Perfect	READING -pp54-55 <i>The future of work</i> LISTENING -p53 A radio programme about the gig economy -Active Listening: Taking notes SPEAKING -p52 Describing strengths and weaknesses WRITING pp56-57 Personal statement as part of a university application	/s/ and /ʃ/	Describing strengths and weaknesses in job interviews

pp58-59 Culture Spot

pp60-61 Literature Spot

PP62-66 Word List

pp67-71 Grammar Reference

p72 Irregular Verbs

pp73-75 Communication