

## 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		
<p><b>Students are expected to:</b></p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Use the Present Simple to talk about habits, facts, and scheduled events.</li> <li>-Use the Present Continuous to refer to events happening at the time of speaking, temporary situations, and changing situations.</li> <li>-Reading &amp; Listening</li> <li>-Understand main points and key information in extended texts, articles, and simple podcasts.</li> <li>-Scan a text to find specific information.</li> <li>-Infer the meaning of a word from context.</li> <li>-Predict the content of a text using headings, titles, and images.</li> <li>-Identify key words and phrases, especially in descriptions of appearance and clothes.</li> <li>-Follow everyday conversations and informal interviews.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>-Give or seek personal views and opinions.</li> <li>-Give clear, detailed descriptions on a wide range of subjects.</li> <li>-Bring personal experiences into a conversation to illustrate a point.</li> <li>-Use language related to describing clothes and appearance.</li> <li>-Make basic inferences or predictions about text content.</li> <li>-Ask for confirmation of understanding or ask someone to clarify what they've said.</li> <li>-Use a basic repertoire of conversation strategies to maintain a discussion.</li> <li>-Use a suitable phrase to invite others into a discussion.</li> <li>-Summarize and give opinions on issues.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>-Write descriptions of real or imaginary people.</li> <li>-Write simple informal emails, letters, and online postings.</li> <li>-Write an everyday connected text using a set of short facts.</li> <li>-Justify the reasons for a particular decision or course of action.</li> <li>-Adopt a level of formality appropriate to the circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>-Student's book</li> <li>-Activity book</li> <li>-Pictures</li> <li>-Whiteboard</li> <li>-Audio</li> <li>Recording</li> <li>-Teacher's Book</li> <li>-Videos</li> <li>-Smart Board</li> <li>-Real object</li> <li>-Flashcards</li> <li>-Realia</li> </ul>	<ul style="list-style-type: none"> <li>1- Direct instruction.</li> <li>2-Problem-solving induction</li> <li>3-Group work</li> <li>4-Active-based learning</li> <li>5-Critical Thinking</li> <li>6-others</li> </ul>	<ul style="list-style-type: none"> <li>1-Performance Based Assessment</li> <li>2- Pencil and paper</li> <li>3-Observation</li> <li>4- Communication</li> <li>5-Reflection</li> <li>6-Others</li> </ul>	<ul style="list-style-type: none"> <li>1- checkList</li> <li>2- Rating scale</li> <li>6-Others</li> </ul>	<ul style="list-style-type: none"> <li>- Games</li> <li>-Worksheets</li> <li>- Using the computer.</li> <li>- Using the library.</li> <li>-Writing newsletter</li> <li>-Writing Reports</li> <li>-Using the Internet</li> <li>-Writing a short description</li> <li>-Doing different activities from the book</li> <li>-Debating</li> <li>-Group Work</li> </ul>	<p>I feel content with .....</p> <p>.....</p> <p>.....</p> <p>..... Challenges.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>..... Suggestions for improvement .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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: ( 2 ) The digital mind

Duration: from / / to / /

Semester: First 2025/2026

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

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<p><b>Students are expected to:</b></p> <p>Listening and Reading Outcomes</p> <ul style="list-style-type: none"> <li>-Understand the main ideas of complex technical discussions, simple academic texts, and podcasts.</li> <li>-Scan texts to find specific information.</li> <li>-Skim texts to identify key concepts.</li> <li>-Infer the meaning of a word from context.</li> <li>-Predict the content of a text using headings, images, and captions.</li> <li>-Follow a discussion that includes some idiomatic language.</li> <li>-Take effective notes while listening to a simple lecture or presentation.</li> </ul> <p>Speaking Outcomes</p> <ul style="list-style-type: none"> <li>=Answer basic questions in a simple academic discussion.</li> <li>-Speculate about causes, consequences, or hypothetical situations.</li> <li>-Express opinions on contemporary social issues and current affairs.</li> <li>-Justify a viewpoint by discussing the pros and cons of different options.</li> <li>-Give detailed accounts of experiences, including feelings and reactions.</li> <li>-Use a repertoire of common idiomatic phrases in routine situations.</li> <li>-Compare and evaluate different ideas using a range of linguistic devices.</li> </ul> <p>Grammar and Vocabulary Outcomes</p> <ul style="list-style-type: none"> <li>-Distinguish between the Present Perfect Simple and the Present Perfect Continuous.</li> <li>-Use the Present Perfect Continuous to refer to ongoing states and conditions.</li> <li>-Use verb + -ing forms at the complement of a sentence.</li> <li>-Use a range of verbs that take to + infinitive.</li> <li>-Distinguish between to + infinitive and -ing forms after certain verbs when the meaning changes.</li> <li>-Recognize and use figures of speech and common idiomatic phrases.</li> <li>-Use conjunctions such as however to link ideas at the sentence level.</li> </ul> <p>Writing Outcomes</p> <ul style="list-style-type: none"> <li>-Recognize and use cohesive devices to link ideas within and between paragraphs.</li> <li>-Structure longer texts into clear, logical paragraphs.</li> <li>End a discursive argument with a clear conclusion and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>-Student's book</li> <li>-Activity book</li> <li>-Pictures</li> <li>-Whiteboard</li> <li>-Audio Recording</li> <li>-Teacher's Book</li> <li>-Videos</li> <li>-Smart Board</li> <li>-Real object</li> <li>-Flashcards</li> <li>-Realia</li> </ul>	<ul style="list-style-type: none"> <li>1- Direct instruction.</li> <li>2- Problem-solving induction</li> <li>3- Group work</li> <li>4- Active-based learning</li> <li>5- Critical Thinking</li> <li>6- others</li> </ul>	<ul style="list-style-type: none"> <li>1-Performance Based Assessment</li> <li>2- Pencil and paper</li> <li>3- Observation</li> <li>4- Communication</li> <li>5- Reflection</li> <li>6- Others</li> </ul>	<ul style="list-style-type: none"> <li>1-checkList</li> <li>2-Rating scale</li> <li>6-Others</li> </ul>	<ul style="list-style-type: none"> <li>- Games</li> <li>- Worksheets</li> <li>- Using the computer.</li> <li>- Using the library.</li> <li>- Writing newsletter</li> <li>- Writing Reports</li> <li>- Using the Internet</li> <li>- Writing a short description</li> <li>- Doing different activities from the book</li> <li>- Debating</li> <li>- Group Work</li> </ul>	<p>I feel content with</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Suggestions for improvement</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

General information about students: .....

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

Prepared by: .....

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Class/Level: Jordan High Note G10

## Subject: English Language

### Number of Classes:

## **Semester Plan**

Semester: First 2025/2026

SB pages 24–25

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

Duration: from / / to / /

General information about students: .....

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

Prepared by: .....

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Class/Level: Jordan High Note G10

## Subject: English Language

Number of Classes:

## ***Semester Plan***

Semester: First 2025/2026

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

### ***Unit/ Topic: (3 ) Active and healthy***

Duration: from / / to / /

### General information about students: .....

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

Prepared by: .....

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## Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Semester: First 2025/2026

### Unit/ Topic: (4) Time to move

Pages: SB: - 36-45 WB: 28 - 35

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<b>Students are expected to:</b> 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: .....

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## Semester Plan

Class/Level: Jordan High Note G10

Subject: English Language

Number of Classes:

Semester: First 2025/2026

• SB: pages 46–47

### Unit/ Topic: 03-04 Life Skills

Duration: from / / to / /

Unit objectives	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<b>Students are expected to:</b>  • 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: .....

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Prepared by: .....

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## **Semester Plan**

Class/Level: Jordan High Note G10

## Subject: English Language

### Number of Classes:

Semester: First 2025/2026

### ***Unit/ Topic: (5 ) The next step***

Duration: from / / to / /

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

### General information about students: .....

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

Prepared by: \_\_\_\_\_

Form # OF71- 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

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

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## ***Content Analysis***

**Class/Level: Jordan High Note G10**

**Subject: English Language**

**Semester: First 2025/2026**

<b>Unit &amp; Topics</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Skills</b>	<b>Pronunciation</b>	<b>Viewing and presenting</b>
UNIT 1 <i>Looking good</i> 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	<b>pp4-5</b> Present Simple and Continuous, state and action verbs <b>p10</b> Articles	<b>READING</b> -pp8-9 <i>The power of appearance</i> <b>LISTENING</b> -p7 A podcast about jobs in the entertainment industry -Active Listening: Listening effectively <b>SPEAKING</b> -p11 Participating in conversations <b>WRITING</b> -pp12-13 An informal email	/ðə/ and /ði:/	Arguing for and against uniforms
UNIT 2 <i>The digital mind</i> 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	<b>-pp14-15</b> Present Perfect Simple and Continuous <b>-p19</b> Verb patterns	<b>READING</b> -pp16-17 <i>Science fiction or science fact?</i> -Active Reading: Skimming and scanning <b>LISTENING</b> -p20 An interview about drones <b>SPEAKING</b> -p21 Making choices <b>WRITING</b> -pp22-23 A blog post	-	Deciding what to do

**LIFE SKILLS How to give a presentation pp24-25**

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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</i> and <i>would</i>	<b>READING</b> -pp32-33 <i>Say 'yum' to healthy eating!</i> <b>LISTENING</b> -p29 Conversations about accidents -Active Listening: Identifying the speaker's purpose <b>SPEAKING</b> -p31 Being polite <b>WRITING</b> -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	<b>READING</b> -pp38-39 <i>How to have the perfect family holiday</i> -Active Reading: Identifying author's attitudes <b>LISTENING</b> -p42 A radio programme about urban transport and pollution . <b>SPEAKING</b> -p43 Agreeing and disagreeing <b>WRITING</b> -pp44-45 A formal email of enquiry	-	Agreeing and disagreeing about urban transport

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

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