

Semester Plan

Class/Level: 12th Grade

Semester: Second 2025/2026

Subject: Advanced English

Unit Topic: (6) *Feels good +Life skills 05-06*

Number of Classes:

Duration: from / / to / /

Pages: SB: 4 – 15 / WB: 4–9 /Revision: 10–11

Topics: Theme 1: Society Theme 2: Culture Theme 5: Welfare Theme 6: Recreation Theme 7: National Identify and world affinities

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<p>Listening -Evaluate main ideas and supporting details in various media formats to judge how they clarify the topic or issue. -Respond to critical thinking questions before, during, and after listening. -Ask and answer questions about a speaker’s message to check comprehension, gather information, or enhance understanding. -Identify cultural influences within audio-texts and performances.</p> <p>Speaking -Speak fluently and accurately for up to 12 minutes. -Maintain delivery without significant lapses or hesitations. -Utilize a wide variety of sentence structures and expressions.</p> <p>Reading -Apply the SQRRR (SQ3R) strategy: Survey, Question, Read, Recite, and Review. -Self-monitor understanding by pausing to ask questions and reflecting on the text's information. -Identify the author’s specific purpose and tone. -Evaluate arguments based on their validity, relevance, and supporting evidence.</p> <p>Writing -Compose essays across various styles, including narrative, descriptive, argumentative, and persuasive. -Conduct small-scale investigations and inquiry-based projects.</p> <p>Viewing and Presenting -Analyze visual texts such as advertisements, posters, and newspaper reports. -Communicate understanding through a mix of oral, written, and visual media. -Examine the relationship between illustrations and written text to see how they reinforce meaning. -Use appropriate body language effectively during presentations</p>	<p>-Student’s book -Workbook -Pictures -Whiteboard -Audio Recording -Teacher’s Book -Videos -Smart Board -Real object -Flashcards -Realia</p>	<p>1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others</p>	<p>1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others</p>	<p>1-checkList 2-Rating scale 3-Rubric 4-Learning log 5-Anecdotal Record 6-Others</p>	<p>- 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</p>	<p>I feel content with Challenges Suggestions for improvement </p>

General information about students: School principal Date:..... signature.....
 Supervisor Date:..... signature..... Prepared by:

Semester Plan

Class/Level: 12th Grade
Subject: Advanced English

Unit Topic: (7) The creative urge

Semester: Second 2025/2026
Pages: SB: 16 – 25 / WB: 12 -17 / Revision: 18 – 19

Number of Classes: **Duration: from** / / **to** / /

Topics: Theme 1: Society -Theme 2: Culture- Theme 6: Recreation

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<p>Listening</p> <ul style="list-style-type: none"> - Take notes and summarize main points in extended announcements, information texts, narratives, and short presentations. - Recognize the effect of using personification, irony, metaphor, and simile within a presentation. - Respond to critical thinking questions before, during, and after listening. - Make a variety of inferences while citing specific evidence. <p>Speaking</p> <ul style="list-style-type: none"> - Communicate using advanced structures, including subordinate clauses, passive voice, and conjunctions. - Participate regularly in deliberative discussions and debating. <p>Reading</p> <ul style="list-style-type: none"> - Identify the distinctive characteristics of "versed" and free verse poetry. - Familiarize yourself with styles such as Haiku, Tanka, concrete poetry, and Def poetry. - Identify the author's purpose and tone. - Distinguish between literal and implied meanings. - Delineate and evaluate arguments and specific claims, assessing if reasoning is valid and evidence is relevant and sufficient. - Perform a close reading of a literary text. <p>Writing</p> <ul style="list-style-type: none"> - Use free writing with periods of reflection and analysis (a write-reflect-write-reflect pattern) to develop a line of thinking for deeper exploration. - Use semantic mapping or clustering techniques. <p>Viewing and Presenting</p> <ul style="list-style-type: none"> - Respond to questions related to visual texts using specific examples and justification. 	<ul style="list-style-type: none"> -Student's book -Workbook -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia 	<ul style="list-style-type: none"> 1- Direct instruction. 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others 	<ul style="list-style-type: none"> 1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others 	<ul style="list-style-type: none"> 1-checkList 2-Rating scale 3-Rubric 4-Learning log 5-Anecdotal Record 6-Others 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> I feel content with Challenges..... Suggestions for improvement

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Semester Plan

CULTURE SPOT : Humour around the world

Semester: Second 2025/2026

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

Duration: from / / to / /

• SB: pages 60–61

Topics: |Theme 2: Culture -Theme 7:National identify and word affinities

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<p><input type="checkbox"/> Listening</p> <p>-Respond to critical thinking questions before, during, and after listening.</p> <p>-Ask and answer questions about what a speaker says to check comprehension, collect additional information, or enhance understanding.</p> <p><input type="checkbox"/> Speaking</p> <p>-Debate regularly in a deliberative discussion.</p> <p><input type="checkbox"/> Reading</p> <p>-Follow the SQRRR (SQ3R) reading strategy (Survey, Question, Read, Recite, and Review) when approaching a text.</p> <p>-Pause and ask questions throughout the reading process.</p> <p>-Engage in discussions that indicate appropriate processing of information.</p>	<p>-Student’s book</p> <p>-Workbook</p> <p>-Pictures</p> <p>-Whiteboard</p> <p>-Audio Recording</p> <p>-Teacher’s Book</p> <p>-Videos</p> <p>-Smart Board</p> <p>-Real object</p> <p>-Flashcards</p> <p>-Realia</p>	<p>1-Direct instruction.</p> <p>2-Problem-solving induction</p> <p>3-Group work</p> <p>4-Active-based learning</p> <p>5-Critical Thinking</p> <p>6-others</p>	<p>1-Performance Based Assessment</p> <p>2- Pencil and paper</p> <p>3-Observation</p> <p>4-Communication</p> <p>5-Reflection</p> <p>6-Others</p>	<p>1-checkList</p> <p>2-Rating scale</p> <p>3-Rubric</p> <p>4-Learning log</p> <p>5-Anecdotal Record</p> <p>6-Others</p>	<p>- Games</p> <p>-Worksheets</p> <p>- Using the computer.</p> <p>- Using the library.</p> <p>-Writing newsletter</p> <p>-Writing Reports</p> <p>-Using the Internet</p> <p>-Writing a short description</p> <p>-Doing different activities from the book</p> <p>-Debating</p> <p>-Group Work</p>	<p>I feel content with</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Challenges...</p> <p>.....</p> <p>.....</p> <p>Suggestions for improvement</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Semester Plan

Semester : Second 2025 – 2026

LITERATURE SPOT: Great Expectation

• SB: pages 62– 63

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

Duration: from / / to / /

Topics: |Theme 1:Society -Theme 2: Culture .

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
<ul style="list-style-type: none"> • Listening -Respond to critical thinking questions before, during, and after listening. -Ask and answer questions about what a speaker says to check comprehension, collect additional information, or enhance understanding. • Speaking -Debate regularly in a deliberative discussion. • Reading -Follow the SQRRR (SQ3R) reading strategy (Survey, Question, Read, Recite, and Review) when approaching a text. -Pause and ask questions throughout the process. -Engage in discussions that indicate appropriate processing of information. -Identify the author's purpose and tone. -Perform a close read of a literary text. • Writing -Write narrative, descriptive, argumentative, and persuasive essays on various topics. 	<ul style="list-style-type: none"> -Student's book -Workbook -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia 	<ul style="list-style-type: none"> 1-Direct instruction 2-Problem-solving induction 3-Group work 4-Active-based learning 5-Critical Thinking 6-others 	<ul style="list-style-type: none"> 1-Performance Based Assessment 2- Pencil and paper 3-Observation 4-Communication 5-Reflection 6-Others 	<ul style="list-style-type: none"> 1-checkList 2-Rating scale 3-Rubric 4-Learning log 5-Anecdotal Record 6-Others 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> I feel content with Challenges... Suggestions for improvement

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Content Analysis

Class / Level: 12th Grade

Second Semester : 2025 - 2026

Subject: Advanced English

Unit Topic: (6) Feels good Pages: SB: 4 – 13 / WB: 4–9 / Revision: 10–11

<i>Grammar</i>	<i>Vocabulary</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>VIEWING AND PRESENTING</i>
-pp8–9 Reporting verbs and verb patterns	<p>pp4–5 Body language, body-related collocations and idioms Active Vocabulary: Collocations</p> <p>p6 Vocabulary related to emotions</p> <p>p10 Vocabulary related to health; adverb + verb collocations</p> <p>p12 Understanding vocabulary from context</p>	<p>pp6–7 <i>Put On a Brave Face!</i> <i>Or ... Should We?</i> Active Reading: Understanding purpose and function</p>	p10 A podcast about travel to the Dead Sea	p11 Evaluating ideas A discussion about if stress is best talked about or not Pronunciation: Falling intonation when having reservations about something	pp12–13 An article	How online communication changes how we interact, showing or faking emotions, discussing stress

LIFE SKILLS Developing resilience pp14–15

Unit Topic: (7) The creative urge

Pages: SB: 16 – 25 / WB: 12 -17 / Revision: 18 – 19

<i>Grammar</i>	<i>Vocabulary</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>VIEWING AND PRESENTING</i>
pp18–19 Relative clauses; prepositional relative phrases	<p>pp16–17 Vague language, fashion-related adjectives, idioms and phrases Active Vocabulary: Vague language</p> <p>p20 The most loved and most hated words in the English language, poetic words and poetic devices</p> <p>p22 Adjectives to describe art</p> <p>p23 Film genres</p>	pp20–21 <i>Pretty Words</i> , a poem by Elinor Morton Wylie Active Reading: Understanding metaphors	p22 Conversations about works of art	p23 Describing a film Express and substantiate an opinion	pp24–25 A letter to the editor Active Writing: Hedging	The purpose of poetry

Class / Level: 12th Grade

Content Analysis

Second Semester : 2025 - 2026

Subject: Advanced English

Unit Topic: (8) Follow the crowd?

Pages: SB: 26 – 35 / WB: 20 – 25 / Revision: 26 – 27

<i>Grammar</i>	<i>Vocabulary</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>VIEWING AND PRESENTING</i>
pp32–33 Articles	pp26–27 Vocabulary related to influence, creation and development, phrasal verbs with <i>come, hold, set, take</i> Active Vocabulary: Key words in phrasal verbs p28 Adjective-noun collocations related to clothing and the clothing industry p30 Vocabulary related to lifestyles p35 Vocabulary related to values	pp30–31 An extract from <i>Is there such a thing as having too many friends?</i> and <i>What's wrong with being a loner?</i>	p28 A radio programme about clothing changes throughout history	p29 Hyperbole and understatement A conversation about rules in different situations	pp34–35 An opinion essay Active Writing: Using a formal register in essays	The future evolution of clothes, qualities of a friend

LIFE SKILLS How to be a good team member pp36–37

Class / Level: 12th Grade

Content Analysis

Second Semester : 2025 - 2026

Subject: Advanced English

Unit Topic: (9) Unbelievable

Pages: SB: 38 – 47 / WB: 28 -33 / Revision: 34– 35

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	VIEWING AND PRESENTING
<p>pp40–41 Uses of <i>will</i>; <i>will vs would</i> Pronunciation: Word stress to express a fact or irritation</p>	<p>pp38–39 Expressions and adjectives related to illusion, surprise and incredulity Active Vocabulary: Word families p43 Adjective-noun collocations related to sleep and dreams p44 Vocabulary related to commenting and unexplained events; collocations with <i>raise</i></p>	<p>pp44–45 <i>Solving the Mystery of Nature's Illusions</i></p>	<p>p43 A radio programme about dreams Distinguishing between facts and opinions</p>	<p>p42 Making speculations about the past, present and future A conversation speculating about difficult situations</p>	<p>pp46–47 A proposal</p>	<p>Evaluating performances, developing imagination, describing dreams</p>

Unit Title: (10) Up the ladder

Pages: SB: 48 – 57 / WB: 36 – 41 / Revision: 42– 43

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	VIEWING AND PRESENTING
<p>pp50–51 Gerunds and infinitives</p>	<p>pp48–49 Work-life balance idioms and collocations; Active Vocabulary: Register p52 Collocations and prepositional phrases related to career dreams and ambitions p54 Qualities of a leader; idioms related to working life p55 Personality adjectives, idioms related to communication</p>	<p>pp52–53 <i>Dreams shape your future</i></p>	<p>p54 A radio interview with a manager talking about their job</p>	<p>p55 Toning language down Expressing opinions about people and work</p>	<p>pp56–57 A report</p>	<p>Important qualities of a job, the role of schools in developing leaders, honesty and tact</p>

LIFE SKILLS How to develop leadership skills pp58–59

pp60–61 Culture Spot - pp62–63 Literature Spot - pp64–68 Word Lists - pp69–73 Grammar Reference - p74 Irregular Verbs - pp75–76 Communication



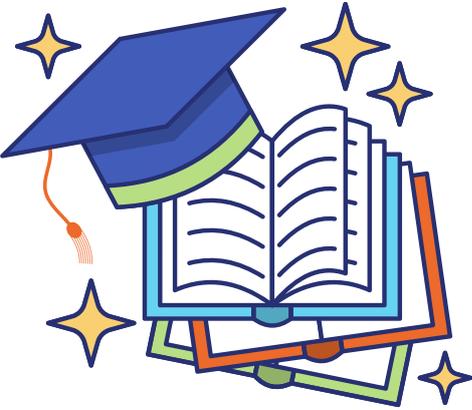
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