

Semester Plan

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

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

Duration: from / / to / /

Semester: Second 2025/2026

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 Identity and world affinities

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
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.	-Student's book -Workbook -Pictures -Whiteboard -Audio Recording -Teacher's Book -Videos -Smart Board -Real object -Flashcards -Realia	1- Direct instruction.	1-Performance Based Assessment	1-checkList	- 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
		2-Problem-solving induction	2- Pencil and paper	2-Rating scale		
		3-Group work	3-Observation	3-Rubric		
		4-Active-based learning	4-Communication	4-Learning log		
		5-Critical Thinking	5-Reflection	5-Anecdotal Record		
		6-others	6-Others	6-Others		
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.						Challenges
						
						
						
						
						
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.						... Suggestions for improvement
						
						
						
						
						
Writing -Compose essays across various styles, including narrative, descriptive, argumentative, and persuasive. -Conduct small-scale investigations and inquiry-based projects.						
						
						
						
						
						
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						
						
						
						
						
						

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		
Listening - 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. Speaking - Communicate using advanced structures, including subordinate clauses, passive voice, and conjunctions. - Participate regularly in deliberative discussions and debating. Reading - 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. Writing - 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. Viewing and Presenting - Respond to questions related to visual texts using specific examples and justification.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 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.....

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Semester Plan

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

Unit Topic: (8) Follow the crowd? +Life skills 07-08

Duration: from / / to / /

Semester: Second 2025/2026

Pages: SB: 26 – 37 / WB: 20 – 25 / Revision: 26 – 27

Topic: Theme 1: Society- Theme 2: Culture -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		
Listening -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. -Identify common organizational patterns (logical or chronological division of ideas, compare and contrast) to help understand meaning. -Identify cultural influences in audio-texts and performance. Speaking -Communicate using advanced language structures, including subordinate clauses, passive voice, and appropriate conjunctions. -Use active voice in communication. -Participate regularly in deliberative discussions and debating. Reading -Identify distinctive characteristics of "versed" and free verse poetry. -Familiarize yourself with different poetic styles, including free verse, Haiku, Tanka, concrete poetry, and Def poetry. -Identify the author's purpose and tone. -Distinguish between literal and implied meaning. -Delineate and evaluate arguments and specific claims, assessing whether reasoning is valid and evidence is relevant and sufficient. -Perform a "close read" of a literary text. -Follow the SQRRR (SQ3R) reading strategy: Survey, Question, Read, Recite, and Review. -Monitor understanding by asking questions and reflecting on the ideas and information within a text. Writing -Use free writing with periods of reflection and analysis (a write-reflect-write-reflect pattern) to produce a line of thinking for deeper exploration. -Use semantic mapping or clustering. -Write narrative, descriptive, argumentative, and persuasive essays on various topics. -Use writing strategies to develop a personal organizational style. Viewing and Presenting -Respond to questions related to visual texts with specific examples and justification. -Analyze the intended audience and purpose of a visual presentation. -Project voice clearly when speaking, using proper intonation and pauses. -Use appropriate body language when presenting.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 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

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Semester Plan

Class/Level: 12th Grade
Subject: Advanced English

Unit Topic: (9) Unbelievable

Semester: Second 2025/2026
Pages: SB: 38 – 47 / WB: 28 -33 / Revision: 34– 35

Number of Classes:

Duration: from / / to /

Topics: Theme 1: Society- Theme 2: Culture- Theme 5: Welfare-Theme 6: Recreation

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Listening -Respond to critical thinking questions before, during, and after listening. -Make a variety of inferences while citing specific evidence. -Use resources (print, electronic, and online dictionaries; online search engines) to help construct meaning. -Use tone to identify a speaker's purpose (e.g., warnings, advice, excuses, complaints, blame, contrition). -Use tone to identify a speaker's mood (e.g., disappointment, surprise, regret). Speaking -Debate regularly within a deliberative discussion. Reading -Follow the SQRRR (SQ3R) reading strategy: Survey, Question, Read, Recite, and Review. -Identify the author's purpose and tone within a text. Writing -Write narrative, descriptive, argumentative, and persuasive essays on various topics. Viewing and Presenting -Examine and analyze texts and illustrations. -Analyze how visual and written information work together to reinforce each other and make meaning more explicit.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 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

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Semester Plan

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

Topics: Theme 1: Society/ Theme 2: Culture

Unit Topic: (10)Up the ladder+ Life skills09-10

Duration: from / / to / /

Semester: Second 2025/2026

Pages: SB: 48 – 59 / WB: 36 – 41 / Revision: 42– 43

LEARNING OUTCOMES AND PERFORMANCE INDICATORS	Resources & Materials	Instructional Strategies	Assessment		Associated Activities	Reflection
			Strategy	Tool		
Listening -Respond to critical thinking questions before, during, and after listening. -Make a variety of inferences while citing evidence. -Assess audio materials while citing evidence. -Demonstrate understanding of the purpose of an advertisement related to an area of vocational study. Speaking -Communicate using advanced language structures, such as gerunds and infinitives. -Discuss job expectations for different career positions. -Speak fluently and accurately for up to 12 minutes without lapses or hesitations, using a variety of structures and expressions. Reading -Follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite, and review) when approaching a text. -Pause and ask questions while reading. -Engage in discussions that indicate appropriate processing of information. Writing -Use free writing with periods of reflection and analysis (a write-reflect-write-reflect pattern) to form the basis of a more considered exploration. -Use "The journalists' questions" strategy (Who? What? Where? When? Why? and How?) to invent and organize ideas. -Use resources in academic writing. -Use research methods to write an extended essay. Viewing and Presenting -View and analyze a range of visual texts, such as advertising, posters, and newspaper reports. -Communicate understanding through oral, written, and visual media. -Make connections to the six course themes. -Examine and analyze how visual and written information work together to reinforce each other and make meaning more explicit. -Deliver high-tech and visually well-rounded presentations. -Respond orally and in writing to visual texts, commenting on main ideas, issues presented, and connections to personal experiences. -Use appropriate body language and project voice clearly using intonation and pauses when presenting.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 6-Others	- Games Worksheets - Using the computer. - Using the library. -Writing newsletter 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

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Semester Plan

Class/Level: 12th Grade

Subject: Advanced English

Number of Classes:

Duration: from / / to / /

Semester: Second 2025/2026

• 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		
☐ 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 reading process. -Engage in discussions that indicate appropriate processing of information.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 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

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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		
• 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.	-Student's book -Workbook -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 3-Rubric 4-Learning log 5-Anecdotal Record 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.....

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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

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	VIEWING AND PRESENTING
-pp8–9 Reporting verbs and verb patterns	pp4–5 Body language, body-related collocations and idioms Active Vocabulary: Collocations p6 Vocabulary related to emotions p10 Vocabulary related to health; adverb + verb collocations p12 Understanding vocabulary from context	pp6–7 <i>Put On a Brave Face! Or ... Should We?</i> Active Reading: Understanding purpose and function	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

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	VIEWING AND PRESENTING
pp18–19 Relative clauses; prepositional relative phrases	pp16–17 Vague language, fashion-related adjectives, idioms and phrases Active Vocabulary: Vague language p20 The most loved and most hated words in the English language, poetic words and poetic devices p22 Adjectives to describe art p23 Film genres	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

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	VIEWING AND PRESENTING
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
pp40–41 Uses of <i>will</i> ; <i>will</i> vs <i>would</i> Pronunciation: Word stress to express a fact or irritation	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>	pp44–45 <i>Solving the Mystery of Nature's Illusions</i>	p43 A radio programme about dreams Distinguishing between facts and opinions	p42 Making speculations about the past, present and future A conversation speculating about difficult situations	pp46–47 A proposal	Evaluating performances, developing imagination, describing dreams

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
pp50–51 Gerunds and infinitives	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	pp52–53 <i>Dreams shape your future</i>	p54 A radio interview with a manager talking about their job	p55 Toning language down Expressing opinions about people and work	pp56–57 A report	Important qualities of a job, the role of schools in developing leaders, honesty and tact

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**