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المحتوى التدريسي للمناهج الدراسية

للعام الدراسي ٢٠٢١/٢٠٢٢م

لمادة (اللغة الإنجليزية) للصف ١٢

الفصل الدراسي الأول

أكتوبر ٢٠٢١م

## موجهات لمعلمي اللغة الإنجليزية لتغطية مناهج الصف ١٢ Curriculum Implementation Guidelines (Grade 12)

*These guidelines were initiated for teachers to make a good use of actual learning time during the distance learning weeks while the other pupils are in-person learning at school.*

- *It is highly recommended to plan the scheme of work, unit planner and prepare lessons bearing in mind that an appropriate and suitable portion of activities should be covered at home by pupils. This assigned work should be explained by teachers during the in-person week by the end of the week and should be followed up the week after when pupils come back to school (in-person learning). Therefore, the teachers assign some tasks, activities, homework, and other assignments to be done by students while they are at home (distance learning week).*
- *Teachers need to give priority in teaching the main skills/activities to avoid any learning loss.*
- *Teachers upload the homework activities in Google Classroom platform and provide constructive feedback on students' work in the platform on regular basis particularly for the activities which are done during the distance-learning week.*
- *Teachers make sure that the assigned homework given to students should be relevant and connected to what has been taught during the in-person learning week.*
- *Teachers should vary the tasks, activities and assignments given to students to suit their own potentials and mixed abilities/levels in the class.*
- *Students should make a good use of the recorded lessons on Google Classroom by doing follow-up activities while-watching and after watching the lessons to assess the impact of what they have learned.*

**Directorate General of Curriculum Development**  
**Director General Office**

Subject: <b>English Language</b>		Grade: <b>12 Core (Engage with English)</b>	
Number of lessons per week: <b>6 lessons</b>		Number of weeks: <b>14 weeks 1&amp;2 are for learning loss</b>	
<b>Theme</b>	<b>Unit</b>	<b>Learning outcomes</b>	<b>Remarks</b> (Cancelled Units/Activities)
<b>Theme 1</b>	<b>Unit 1</b> – Reading & Understanding	<ul style="list-style-type: none"> <li>practise skimming for information to improve reading skills</li> </ul>	CB, p.3: Time to talk WB, p.2: Act. 2
	<b>Unit 2</b> – Grammar	<ul style="list-style-type: none"> <li>work on using new vocabulary in sentences</li> </ul>	CB, p.5: Act. 4 WB, p.5: Act. 5
	<b>Unit 3</b> – Vocabulary	<ul style="list-style-type: none"> <li>build up and use vocabulary associated with the world of retail and shopping</li> </ul>	CB, p.7: Act. 4 WB, p.7: Act. 4
	<b>Unit 4</b> – Listening & Speaking	<ul style="list-style-type: none"> <li>practise differentiating between the past simple and past simple passive</li> </ul>	CB, p.9: Act. 4
	<b>Unit 5</b> – Writing	<ul style="list-style-type: none"> <li>develop the ability to guess vocabulary from context</li> </ul>	No deleted activities!
	<b>Theme Review (WB)</b>	<ul style="list-style-type: none"> <li>practise prediction skills when dealing with a listening text</li> <li>acquire and use language required for expressing likes, dislikes and preferences</li> <li>work on improving spoken</li> </ul>	No deleted activities!

Theme	Unit	Learning outcomes	Remarks (Cancelled Units/Activities)
		fluency through different communicative activities <ul style="list-style-type: none"> <li>• analyse the language used in advertisements</li> <li>• analyse the structure of an evaluative essay</li> <li>• practise writing an evaluative essay</li> </ul>	
<b>Theme 2</b>	<b>Unit 1</b> – Reading & Understanding	<ul style="list-style-type: none"> <li>• learn to calculate reading speed and practise strategies for improving it</li> <li>• practise reading specific information in a reading text</li> <li>• build up and use vocabulary associated with university and further study</li> <li>• review and practise the formation and usage of the past perfect tense</li> <li>• practise using the past perfect tense in reported speech</li> <li>• practise describing the location and features of different places</li> <li>• acquire and use language required for asking for clarification</li> </ul>	CB, p.19: Time to talk
	<b>Unit 2</b> – Grammar		CB, p.21: Activate Your English
	<b>Unit 3</b> – Vocabulary		CB, p.23: Act. 4 WB, p.21: Act. 4
	<b>Unit 4</b> – Listening & Speaking		CB, p.25: Act. 4
	<b>Unit 5</b> – Writing		No deleted activities!
	<b>Theme Review</b> (WB)		No deleted activities!

Theme	Unit	Learning outcomes	Remarks (Cancelled Units/Activities)
		<ul style="list-style-type: none"> <li>• learn to make notes when planning a piece of writing</li> <li>• review punctuation in a piece of writing</li> <li>• learn to check and edit a partner's letter</li> <li>• practise writing a letter to a teacher</li> </ul>	
<b>Theme 3</b>	<b>Unit 1</b> – Reading & Understanding	<ul style="list-style-type: none"> <li>• practise scanning for information to improve reading skills</li> </ul>	CB, p.35: Time to talk
	<b>Unit 2</b> – Grammar	<ul style="list-style-type: none"> <li>• build up and use vocabulary associated with the tourism and hospitality industries</li> </ul>	CB, p.37: Activate Your English
	<b>Unit 3</b> – Vocabulary	<ul style="list-style-type: none"> <li>• review and practise the formation and usage of the first conditional</li> </ul>	CB, p.39: Act. 4
	<b>Unit 4</b> – Listening & Speaking	<ul style="list-style-type: none"> <li>• improve prediction skills when dealing with a listening text</li> </ul>	WB, p.37: Act. 3
	<b>Unit 5</b> – Writing	<ul style="list-style-type: none"> <li>• practise finding specific information in a listening text</li> </ul>	No deleted activities!
	<b>Theme Review</b> (WB)	<ul style="list-style-type: none"> <li>• work on improving spoken fluency through quizzes and roleplay situations</li> <li>• understand and follow the stages</li> </ul>	No deleted activities!

Theme	Unit	Learning outcomes	Remarks (Cancelled Units/Activities)
		involved in essay writing <ul style="list-style-type: none"> <li>• learn to analyse the structure of a narrative essay</li> <li>• differentiate between general ideas and supporting details in an essay</li> <li>• develop the ability to sequence ideas in a narrative essay</li> <li>• practise writing a narrative essay</li> </ul>	
<b>Theme 4</b>	<b>Unit 1</b> – Reading & Understanding	<ul style="list-style-type: none"> <li>• work on improving reading speed through timed reading practice</li> <li>• recognise the importance of pronouns as essential cohesive devices in a text</li> <li>• build up and use vocabulary associated with travel and transport</li> <li>• practise differentiating between the present perfect and present perfect continuous</li> <li>• build up and use language associated with describing trends</li> </ul>	CB, p.51: Time to talk
	<b>Unit 2</b> – Grammar		CB, p.53: Activate Your English
	<b>Unit 3</b> – Vocabulary		CB, p.55: Act. 4
	<b>Unit 4</b> – Listening & Speaking		<b>Whole Unit Deleted!</b>
	<b>Unit 5</b> – Writing		<b>Whole Unit Deleted!</b>
	<b>Theme Review</b> (WB)		No deleted activities!

**Directorate General of Curriculum Development**  
**Director General Office**

Subject: English	Grade: 12 elective A (Insight 3)
Number of lessons per week: 4	<b>Number of weeks: 15 weeks</b>

Unit/ Theme	Lesson/ Topic	Learning outcomes	Remarks (Cancelled Units/ Activities)
1 The arts	Lessons 1 A- 1B	<ul style="list-style-type: none"> <li>• Read for gist: understanding comparative texts</li> <li>• Write a review</li> <li>• Analyse questions</li> <li>• Talk about time, place and result</li> <li>• Write an opinion essay</li> <li>• Listen for details</li> <li>• Give reasons for and against</li> <li>• Discuss habits</li> <li>• Use linking words</li> <li>• Understand and use present perfect simple and continuous</li> </ul>	Ac 1(SB,P. 8)
	Lessons 1 C		/
	Lessons 1 D		/
	Lesson E + everyday English		Ac 6(SB,P. 8)
	Lesson Writing insight		/
	Lessons 2 A	<ul style="list-style-type: none"> <li>• Read to summarise</li> <li>• Read to report information</li> <li>• Talk about quantity and quality</li> </ul>	Ac 6 (SB,P. 21)
	Lessons 2B		Choose only one case from Ac 8 (SB,P. 23)

Unit/ Theme	Lesson/ Topic	Learning outcomes	Remarks (Cancelled Units/ Activities)
2 Doing the right thing	Lessons 2C- 2D	<ul style="list-style-type: none"> <li>• Give opinion</li> <li>• Write for and against essay subjectively and objectively</li> <li>• Listen to summarise</li> <li>• Discuss problem</li> <li>• Understand and use future in the past</li> <li>• Understand and use modal verbs in the past</li> </ul>	Ac 6 (SB,P. 24); Project (SB,P. 24); Ac 12 (SB,P. 27)
	Lessons 2E & True story		Ac 3 (SB,P. 30)
	Lessons writing insight		/
3 Living in the changing world	Lessons 3 A	<ul style="list-style-type: none"> <li>• Describe data, figures and amounts</li> <li>• Write a description of data</li> <li>• Predict and describe change</li> <li>• Listen and make notes</li> <li>• Interpret and discuss graphs</li> <li>• Summarise a discussion</li> <li>• Give opinion and reasons</li> <li>• Use future tenses</li> <li>• Use future expressions</li> </ul>	Item 2, Ac 1 (SB,P. 38); Ac 6 (SB,P. 39)
	Lessons 3 B		Ac 3 (SB,P. 41)
	Lesson 3 C		/
	Lesson 3 D-E		Ac 5-10 (SB,P. 45); Ac 4 (SB,P. 46)
	Lesson writing insight		/

Unit/ Theme	Lesson/ Topic	Learning outcomes	Remarks (Cancelled Units/ Activities)
4 Higher education	Lessons 4 A	<ul style="list-style-type: none"> <li>• Reading for specific information</li> <li>• Write conclusions</li> <li>• Give examples</li> <li>• Write a problem solution essay</li> <li>• Roleplay about university life</li> <li>• Analyse facts about university</li> <li>• Write a personal statement for the university</li> <li>• Use question tags</li> </ul>	<b>4B &amp; 4E are deleted!</b>
	Lessons 4 C- 4D		
	Lesson Writing insight		