



## Semester Overview - Academic Year 2025 - 2026

Subject: English - Grade: 7

Semester: Two نهاري



Week	Module	No. of blocks	Competencies/ 21 <sup>st</sup> century skills	Value Cross-cutting issues	Learning outcomes
Week 1 From 5/1 till 6/1/2026	Orientation	2	<ul style="list-style-type: none"> <li>Creative and critical thinking</li> <li>Inquiry and research</li> <li>Communication</li> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Personal rights, responsibilities, and integrity</li> </ul> <p><b>The Environment &amp; Sustainability</b></p>	<ul style="list-style-type: none"> <li>-Working collaboratively to talk about various aspects of modern life, environmental issues, technology &amp; entertainment, showing responsibility.</li> </ul>
Week 1 From 7/1 till 8/1/2026	Module 5 A Modern World	19	<ul style="list-style-type: none"> <li>Creative and critical thinking</li> <li>Inquiry and research</li> <li>Communication</li> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Personal rights, responsibilities, and integrity</li> <li>Respect and Compassion</li> <li>Environment &amp; Sustainability</li> </ul> <p><b>The Environment &amp; Sustainability</b></p>	<ul style="list-style-type: none"> <li>-Working collaboratively to talk about various aspects of modern life, environmental issues, technology &amp; entertainment, showing responsibility.</li> <li>-Expressing opinion &amp; making predictions about future.</li> <li>-Communicating with peers to make offers, promises, on- the- spot decisions &amp; requests, highlighting respect and compassion.</li> <li>-Expressing possibilities and making suggestions.</li> <li>-Talking with peers about accepting &amp; refusing an invitation.</li> <li>-Synthesizing information to write an email about accepting &amp; refusing an invitation.</li> </ul>
Week 2 From 11/1 till 15/1/2026					
Week 3 18/1 till 22/1/2026					
Week 4 25/1 till 29/1/2026					
Week 5 1/2/ till 2/2/2026					



Week 5 3/2/ till 5/2/2026	<b>Module 6</b> <b>Summer</b>	18	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry and research</li> <li>• Communication</li> <li>• Cooperation and participation</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and Compassion</li> <li>• Islamic Values</li> <li>• Personal rights, responsibilities, and integrity</li> </ul> <p><b>Family Education</b></p>	<ul style="list-style-type: none"> <li>- Working collaboratively to talk about various topics (holiday activities- animals-jobs), demonstrating personal rights.</li> <li>-Reading an advertisement to locate information.</li> <li>-Answering &amp; making telephone calls collaboratively to use the language in conversation.</li> <li>-Composing an informal email to give news.</li> </ul>
Week 6 From 8/2 till 12/2/2026 <b>(10/2: Sports Day)</b>					
Week 7 From 15/2 till 19/2/2026					
Week 8 From 22/2 till 26/2/2026					
Week 9 From 1/3 till 3/3/2026					
Week 9 From 4/3 till 5/3/2026	<b>Module 7</b> <b>It's Your Choice</b>	5	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry and research</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and Compassion</li> <li>• Personal rights, responsibilities, and integrity</li> </ul> <p><b>Health Education</b></p>	<ul style="list-style-type: none"> <li>-Communicating with peers to talk about health problems and eating habits, showing responsibility.</li> </ul>



Week 10 From 8/3 till 12/3/2026			<ul style="list-style-type: none"> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	-Communicating with peers to ask & answer about quantity and use it in expressions related to shopping.
Weeks 11 & 12 From 15/3 till 23/3/2026			<b>Ramadan Eid Vacation (Estimated)</b>	
Week 12 From 24/3 till 25/3/2026			<b>Speaking &amp; Listening Test</b>	
Weeks 12 & 13 From 26/3 till 29/3/2026	Revision	2	<b>Mid of Second Semester Revision</b>	
Weeks 13 & 14 From 30/3 till 7/4/2026	<b>Mid of Second Semester Exam (Support Lessons)</b> <b>8-9/ 4/2026 long weekend</b>			
Week 15 From 12/4 till 16/4 2026	Module 7 It's Your Choice	12	<ul style="list-style-type: none"> <li>Creative and critical thinking</li> <li>Inquiry and research</li> </ul> <ul style="list-style-type: none"> <li>Respect and Compassion</li> <li>Personal rights, responsibilities, and integrity</li> </ul>	-Communicating with peers to talk about health problems and eating habits, showing responsibility.



Week 16 From 19/4 till 23/4 2026	<b>Module 8</b> <b>Action</b>	<b>20</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	<b>Health Education</b>	<ul style="list-style-type: none"> <li>- Communicating with peers to ask &amp; answer about quantity and use it in expressions related to shopping.</li> <li>- Working collaboratively to ask for and give advice, demonstrating responsibility</li> <li>- Synthesizing information to write an email asking for &amp; giving advice</li> </ul>
Week 17 From 26/4 till 27/4 2026					
Week 17 From 28/4 till 30/4 2026					<ul style="list-style-type: none"> <li>-Talking with peers about sports, fitness, and sporting events, demonstrating positivity.</li> <li>-Expressing preferences about sports.</li> </ul>
Week 18 3/5/2026 till 7/5/2026					<ul style="list-style-type: none"> <li>-Expressing agreement &amp; disagreement about films, considering Islamic values &amp; Arabic culture.</li> </ul>
Week 19 From 10/5 till 14/5/2026			<ul style="list-style-type: none"> <li>Creative and critical thinking</li> <li>Inquiry and research</li> <li>Communication</li> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	<b>Life Skills</b> <ul style="list-style-type: none"> <li>Respect and Compassion</li> <li>Personal rights, responsibilities, and integrity</li> <li>Positivity and Endeavour</li> </ul>	<ul style="list-style-type: none"> <li>-Synthesizing information to write a description of a film.</li> </ul>
Week 20 From 17/5 till 21/5/2026					
Week 21 24/5 till 25/5/2026					



Week 21 26/5 till 30/5/2026	<b>Al-Adha Eid Vacation (Estimated)</b>		
Week 22 From 31/5 till 3/6/2026		2	<b>Revision Speaking &amp; Listening Test</b>
Weeks 22 & 24 From 4/6 till 15/6/2026	<b>End of Second Semester Exams</b>		
<b>Total number of blocks</b>	<b>80</b>		



- **General Notes & Recommendations**

- The teaching package components are full and extensive. (Refer to the Introduction in the Teacher's Book for more details.) Teachers should make use of ALL the teacher's resources.
- In addition to promoting independent learning, workbook materials reinforce concepts and support classroom teaching. Therefore, teachers should select materials that align with their instruction, help students acquire target skills, and facilitate the assessment of module outcomes.
- The "Culture Pages" and the "Tasks" should be dealt as enrichment materials.
- The Speaking and Grammar Reference sections are essential parts of the textbooks and should be exploited appropriately; teachers can use them as a discovery task or as a post-teaching consolidation to clarify and check understanding.
- During exam periods, teaching hours are redirected towards support sessions rather than continuing with the planned material. Teachers should ensure that all lessons are delivered as outlined in the overview and that teaching time is used strictly in line with the plan of the module.

- **Round-up lessons:**

- Teachers should use the data collected throughout the module, such as assessment results, classroom performance, and observed areas of difficulty, to plan revision activities that address actual learning gaps and reinforce key concepts where support is most needed.



- While the grammar and vocabulary exercises found on the Review pages of the modules are a useful resource, they should not form the sole basis of the revision sessions. Round-up lessons should be targeted, purposeful, and should address the specific skill gaps identified through assessment data and teacher observations.

- **Values and Competencies**

- Values education has been taken into consideration while designing the course.
- Teachers should identify core values, such as honesty, respect, responsibility, empathy, and perseverance, etc. and instill them in their students to foster ethical behavior. Teachers should discuss with their students the importance of such values for their personal growth and interactions with others.
- Teachers should carry out activities in ways that guide students to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their respective rights and responsibilities.
  - Key competencies are woven into the resource activities, and students are expected to be constantly acquiring and developing them. The activities require students to activate the knowledge, skills, and attitudes leading to the development of different competencies. Yet, the teachers should:
    - use approaches for delivering the activities that maximize the benefit for all students.
    - use the activities to promote positive relationships among students; encourage teamwork, collaboration, and mutual respect, etc.



- implement activities that build empathy, conflict resolution, skills building, and effective communication.
- **Learning outcomes:**
- The learning outcomes mentioned above are NOT exhaustive. They only aim to provide guidance on determining the end goals of each module.
- Module outcome(s) should incorporate the appropriate match of competencies and values/cross-cutting issues in the outcome(s) of each module.
- Lessons should be planned in ways that lead to the achievement of the module outcome(s); Lesson components/elements should gradually build student competency toward the mastery of the targeted language skill.
- Teaching material (textbooks and/or supplementary) and formative assessment should be aligned with the module outcome(s).