إدارة التوجيه التربوي قسم اللغة الإنجليزية	نموذج الخطة الفصلية	وزارة التربيـــــة والتعليـــــم والتعليـــــم العالـــــي Ministry of Education and Higher Education State of Qatar

Semester Overview - Academic Year 2025 – 2026

Subject: English   Grade: 10 – Adult Education

Second Semester

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 1 From 5/1 till 6/1/2026	**Orientation**	2			
Week 1 From 7/1 till 8/1/2026 **Week 2** From 11/1 till 15/1/2026 **Week 3** From 18/1 till 22/1/2026 **Week 4** 25/1/2026	**Module 6** **Success**	13	- **Communication** - **Creative & critical thinking** - Cooperation & participation - Inquiry & research - Problem solving	- Positivity and endeavour - Personal rights, responsibility and integrity - Life skills - Values Education	- Talking in pairs/groups to discuss the advantages and disadvantages of plans and ambitions - Writing an essay to present advantages and disadvantages using the appropriate register and structure
Week	**Module**	**No. of blocks**	**Competencies/21st century skills**	**Values/ Cross-cutting issues**	**Learning outcomes**
Week 4 From 26/1 till 29/1/2026 **Week 5** From 1/2 till 5/2/2026 **Week 6** From 8/2 till 12/2/2026	**Module 7** **H2O**	13	- Communication - **Creative & critical thinking** - Cooperation & participation - **Inquiry & research**	- Personal rights, responsibility and integrity - Respect and compassion - Positivity and endeavour	- Searching for and discussing the advantages and disadvantages of a process

Sports Day 10/2/2026			**Problem solving**	- Environment and sustainability	- Creating a narrative summary focusing on language and content.
Week	**Module**	**No. of blocks**	**Competencies/21st century skills**	**Values/ Cross-cutting issues**	**Learning outcomes**
Week 7 From 15/2 till 19/2/2026	**Module 8 Green living**	14	- **Communication** - **Creative & critical thinking** - Cooperation & participation - Inquiry & research - **Problem solving**	- Personal rights, responsibility and integrity - Respect and compassion - Health education - Environment and sustainability	- Expressing and supporting opinions about environmental issues - Composing an essay expressing an opinion about environmental issue
Week 8 From 22/2 till 26/2/2026					
Week 9 From 1/3 till 5/3/2026					
Week 10 From 8/3 till 10/3/2026					
Week 10 From 11/3 till 12/3/2026	**Revision (2 blocks)**				
Week 11 From 15/3 till 19/3/2026	**Eid Al-Fitr Vacation**				
Week 12 From 22/3 till 23/3/2026					
Week 12 From 24/3 till 26/3/2026	**Revision (1 block) + Speaking and listening tests**				
Week 13 From 29/3 till 2/4/2026	**Mid-Term Exams + Support Classes**				
Week 14 From 5/4 till 7/4/2026					

Week 14 From 8/4 till 9/4/2026	Long Weekend				
Week	**Module**	**No. of blocks**	**Competencies/21st century skills**	**Values/ Cross-cutting issues**	**Learning outcomes**
Week 15 From 12/4 till 16/4/2026	**Module 9 Preferences**	15	- **Communication** - **Creative & critical thinking** - **Cooperation & participation** - Inquiry & research - Problem solving	- Islamic values and Arabic and Qatari Cultural heritage - Personal rights, responsibility and integrity - Life skills - Values education	- Talking in pairs/groups about books expressing preferences - Comprehending online advertisements and product reviews
Week 16 From 19/4 till 23/4/2026					
Week 17 From 26/4 till 30/4/2026					
Week	**Module**	**No. of blocks**	**Competencies/21st century skills**	**Values/ Cross-cutting issues**	**Learning outcomes**
Week 18 From 3/5 till 7/5/2026	**Module 10 That's challenging**	15	- **Communication** - **Creative & critical thinking** - **Cooperation & participation** - Inquiry & research - Problem solving	- Islamic values and Arabic and Qatari Cultural heritage - Positivity and endeavour - Personal rights, responsibility and integrity - Life skills - Safety and security - Values education	- Elaborating and discussing ideas about extreme activities and risk taking - Composing an article describing a person
Week 19 From 10/5 till 14/5/2026					
Week 20 From 17/5 till 21/5/2026					

Week 21 From 24/5 till 25/5/2026	**Revision (2 blocks)**
Week 21 From 26/5 till 28/5/2026	**Eid Al-Adha Vacation**
Week 22 From 31/5 till 3/6/2026	**Revision (2 blocks) + Speaking and listening tests**
Week 22 4/6/2026	**End of second Semester Exams**
Week 23 From 7/6 till 11/6/2026	
Week 24 From 14/6 till 16/6/2026	
Total No. of teaching blocks 79	

Skipped Textbook Materials:

lesson	Module	Page number
Writing 6a		75
Vocabulary 6b	6	77
Listening 6b		78
Vocabulary 7a	7	88
Grammar 7b		92
Vocabulary 8b	8	103
Speaking 8b		105
Speaking 9a	9	115
Writing 9a		115
Speaking 10a	10	127
Writing 10a		127
Vocabulary 10b		129

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 material reinforce concepts and support classroom teaching. Teachers should select material that align with classroom instruction and help students acquire/ teachers assess the outcomes intended for the module.

- The skipped lessons (listed in the table above) can be exploited as enrichment activities. The "Culture Pages" and the "Tasks" should be dealt with likewise.

- 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.

- **Review 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)