Semester Overview - Academic Year 2025 – 2026

Subject: English   Grade: 11

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** **Private lives**	13	- **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 - Values Education - Family Education	- Discussing issues relating to self-awareness, personality traits, values, goals and relationships with family and friends - Speculating and expressing agreement and disagreement - Writing an opinion essay
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	**Module 7** **Information age**	13	- **Communication** - **Creative & critical thinking**	- Positivity and endeavour - Respect and compassion	- Discussing issues relating to the media and communication

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 6 From 8/2 till 12/2/2026 **Sports Day** **10/2/2026**			- Cooperation & participation - Inquiry & research - Problem solving	- Safety and Security - Values Education - Life Skills	- Structuring discourse using different discourse techniques - Interpreting information in a pie chart
Week 7 From 15/2 till 19/2/2026 **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	**Module 8** **At your service**	14	- **Communication** - **Creative & critical thinking** - Cooperation & participation - **Inquiry & research** - **Problem solving**	- Respect and compassion - Personal rights, responsibility and integrity - Life skills - Values education	- Discussing various services provided by the service sector - Expressing purpose and result - Describing a graph, expressing agreement with reservation and reaching a decision through negotiation - Composing a report based on a graph
Week 10 From 11/3 till 12/3/2026	**Revision (2 blocks)**				
Week 11 From 15/3 till 19/3/2026 **Week 12** From 22/3 till 23/3/2026	**Eid Al-Fitr Vacation**				
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 Week 16 From 19/4 till 23/4/2026 Week 17 From 26/4 till 30/4/2026	Module 9 Where on earth...?	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 - Values Education	- Discussing issues relating to places of interest and different aspects of culture - Composing a persuasive essay
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 A Penny Saved is a	15	- **Communication** - **Creative & critical thinking**	- Islamic values and Arabic and Qatari Cultural heritage	- Discussing issues relating to charity, money,

Week 19 From 10/5 till 14/5/2026	**Penny Earned**		- Cooperation & participation - Inquiry & research - **Problem solving**	- Positivity and endeavour - Personal rights, responsibility and integrity	shopping, consumerism and advertising - Writing a description of process based on a diagram - Creating an essay discussing advantages and disadvantages
Week 20 From 17/5 till 21/5/2026				- Life skills - Values Education - Safety and security	
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					

	نموذج الخطة الفصلية	إدارة التوجيه التربوي
		قسم اللغة الإنجليزية

وزارة التربيــــة والتعليـــم والتعليـــم العالـــي
Ministry of Education and Higher Education
دولــة قطـــر • State of Qatar

Skipped Textbook Materials:

lesson	Module	Page number
Listening 6a		86
Speaking 6a	6	87
writing 6a		87
Vocabulary 7a	7	100
Speaking 7a		102
Vocabulary 8a Ex. D (ONLY)		115
Vocabulary 8b	8	120
Speaking 8b		121
Listening 9b	9	137
Grammar 10a	10	145
Speaking 10b		151

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)