

Semester Overview - Academic Year 2025 – 2026

Subject: English Grade: 12

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	3			
Week 1 From 7/1 till 8/1/2026	Module 6 Health and fitness	20	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Positivity and endeavour - Respect and compassion - Personal rights, responsibility and integrity - Life skills - Health education 	<ul style="list-style-type: none"> - Discussing issues related to health and fitness - Writing a discursive essay
Week 2 From 11/1 till 15/1/2026					
Week 3 From 18/1 till 22/1/2026					
Week 4 From 25/1 till 28/1/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 4 29/1/2026	Module 7 Follow the clues	20	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research 	<ul style="list-style-type: none"> - Positivity and endeavour - Respect and compassion 	<ul style="list-style-type: none"> - Discussing issues related to crime and punishment - Expressing regret, opinion, advice, complaint and criticism
Week 5 From 1/2 till 5/2/2026					
Week 6 From 8/2 till 12/2/2026					

Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Sports Day 10/2/2026			- Problem solving	- Personal rights, responsibility and integrity	- Engaging in constructive dialogues to express opinion and justify point of view - Writing a story
Week 7 From 15/2 till 19/2/2026				- Life skills - Safety & security - Values education	
Week 8 From 22/2 till 26/2/2026					
Week 9 From 1/3 till 5/3/2026	Module 8 Not what it seems	8	- Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving	- Personal rights, responsibility and integrity	- Discussing issues related to advertising, shopping and social media - Speculating, negotiating and reaching a decision - Holding a debate on the positive impact of social media on friendships - Writing a letter / an email of complaint
Week 10 From 8/3 till 12/3/2026			- Values education - Family Education		
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	Continue Module 8	12	- Communication - Creative & critical thinking	- Personal rights, responsibility and integrity	- Discussing issues related to advertising, shopping and social media

Week 13 From 29/3 till 2/4/2026	Not what it seems		<ul style="list-style-type: none"> - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Values education - Family Education 	<ul style="list-style-type: none"> - Speculating, negotiating and reaching a decision - Holding a debate on the positive impact of social media on friendships - Writing a letter / an email of complaint
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 Project earth	18	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Positivity and endeavour - Respect and compassion - Personal rights, responsibility and integrity - Environment and sustainability - Values education - Life skills 	<ul style="list-style-type: none"> - Discussing issues related to the environment - Expressing opinion, justifying point of view and reaching decisions about environmental issues - Writing a problem/solution essay
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 Big issues	18	<ul style="list-style-type: none"> - Communication - Creative & critical thinking 	<ul style="list-style-type: none"> - Positivity and endeavour 	<ul style="list-style-type: none"> - Discussing issues related to social problems

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Week 19 From 10/5 till 14/5/2026			- Cooperation & participation - Inquiry & research - Problem solving	- Respect and compassion - Personal rights, responsibility and integrity - Values education - Life skills	- Speculating, making suggestions, and predicting possible outcomes to given problems - writing a memo
Week 20 From 17/5 till 21/5/2026					
Week 21 From 24/5 till 25/5/2026	Revision (3 blocks)				
Week 21 From 26/5 till 28/5/2026	Eid Al-Adha Vacation				
Week 22 From 31/5 till 3/6/2026	Revision (4 blocks)				
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 106					

الصفحة 4 من 8	التصنيف: داخلي	تاريخ الإصدار: 26-05-2024	رقم الإصدار: 1	رمز النموذج: ES-ESE-P3-F1
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Skipped Textbook Materials:

lesson	Module	Page number
Vocabulary 6a Exercise C	6	84
Writing 6a		87
Grammar 7a mixed conditional	7	101
Listening & Speaking 7b		107
Writing 7b		108-109
Vocabulary 8b	8	120
Grammar 8b		120
Writing 8b		122-123
Writing 9a	9	133
Grammar 9b		136
Grammar 10a	10	145
Vocabulary 10b		150
Writing 10b		152 – 153

General Notes

- 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.
- The teachers may utilize the 6th block to implement the E-Learning platform project focused on enhancing students’ reading and writing skills.

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.

الصفحة 6 من 8	التصنيف: داخلي	تاريخ الإصدار: 26-05-2024	رقم الإصدار: 1	رمز النموذج: ES-ESE-P3-F1
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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.

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- 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)

الصفحة 8 من 8	التصنيف: داخلي	تاريخ الإصدار: 26-05-2024	رقم الإصدار: 1	رمز النموذج: ES-ESE-P3-F1
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