



First Semester Overview

PORTAL TO ENGLISH 11A

Educational Supervision Department- English Section

2025-2026



First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (11)

Week	Module 1	No. of blocks	Competencies/21 st century skills	Value / Cross-cutting issues	Learning outcomes
Week 1 From 31/8 till 4/9/2025	Orientation + Module 1	3 +12	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Positivity and endeavor - Personal rights, responsibility and integrity - Life skills - Values education 	<ul style="list-style-type: none"> - Showing an understanding of complex texts and responding to main ideas and details. - Communicating with peers to express opinions and degrees of probability in relation to career choices and job satisfaction. - Composing an article expressing opinion about the ideal job; employing the related idioms, collocations and vocabulary.
Week 2 From 7/9 till 11/9/2025	A job worth doing				
Week 3 From 14/9 till 18/9/2025					
Week	Module 2	No. of blocks	Competencies/21 st century skills	Value / Cross-cutting issues	Learning outcomes



<p>Week 4 From 21/9 till 25/9/2025</p>	<p>Chillax</p>	<p>10</p>	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Islamic values and Arabic and Qatari cultural heritage - Respect and compassion <p>Life skills</p>	<ul style="list-style-type: none"> - Using contextual clues to determine meanings of words and collocations related to time, sports and hobbies through context. - Citing textual evidence to support relevant ideas in a reading passage. - Participating actively in discussing and comparing issues related to leisure time, sports, and hobbies. - Creating an announcement, observing the required degree of formality/layout.
<p>Week 5 From 28/9 till 2/10/2025</p>					
<p>Week</p>	<p>Module 3</p>	<p>No. of blocks</p>	<p>Competencies/21st century skills</p>	<p>Value / Cross-cutting issues</p>	<p>Learning outcomes</p>
<p>Week 6 From 5/10 till 9/10/2025</p>	<p>Experience the world</p>	<p>5</p>	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Islamic values and Arabic and Qatari cultural heritage - Positivity and endeavor <p>Safety and Security</p>	<ul style="list-style-type: none"> - Analyzing a reading text about a survival experience, placing emphasis on the language features included. - Interacting collaboratively to practice the language related to hotel reservation and making/responding to complaints respectfully. - Writing a story about a holiday experience in which a valuable lesson was learnt.
<p>Week 7 From 12/10 till 13/10/2025</p>	<p>Revision</p>	<p>2</p>			



Week	Exams + Module 3	No. of blocks			
Week 7 From 14/10 till 16/10/2025	Exams + Module 3	5	Mid Semester Exams + Module 3(5blocks)		
Week 8 From 19/10 till 23/10/2025					
Week 9 From 26/10 till 30/10/2025	Mid of First Semester Vacation				
Week	Module 4	No. of blocks	Competencies/21 st century skills	Value / Cross-cutting issues	Learning outcomes
Week 10 From 2/11 till 6/11/2025	Nature watch	10	- Communication - Creative & critical thinking	- Personal rights, responsibility and integrity	- Interpreting graphs and charts to identify the relevant information in multi-text



<p>Week 11 From 9/11 till 13/11/2025</p>			<ul style="list-style-type: none"> - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - the environment & sustainability - 	<p>reading about nature conservation.</p> <ul style="list-style-type: none"> - Developing listening skills to identify details about eco-friendly buildings and relate them to personal experiences. - Synthesizing information from different sources to write a cause/effect essay about deforestation.
Week	Module 5	No. of blocks	- Competencies/21st century skills	- Value / Cross-cutting issues	- Learning outcomes
<p>Week 12 From 16/11 till 20/11/2025</p>	<p>Looking ahead</p>	<p>10</p>	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Personal rights, responsibility, and integrity - the environment & sustainability - values education 	<ul style="list-style-type: none"> - Discussing issues related to technological developments and various aspects of the future. - Determining relevant and irrelevant information in a complex reading text. - Writing a discussion essay about robots, discussing their benefits and drawbacks, and using valid arguments and justifications.
<p>Week 13 From 23/11 till 27/11/2025</p>					



Week 14 From 30/11 till 4/12/2025	Revision	5	
Weeks 15+16 From 7/12 till 16/12/2025	End of First Semester Exams		
18/12 National Day + Mid-Year Vacation 21/12/2025 – 1/1/2026			
Total No. of teaching blocks 62			



Skipped (enrichment) Textbook Materials:

lesson	Module	Page number
Writing 1a	1	13
Listening 1b		17
Speaking 1b		17
Vocab 2a (Exercise B ONLY)	2	24
Speaking 2a		27
Writing 2a		27
Vocabulary 2b		30
Listening 2b		31
Reading 3a	3	38 – 39
Listening 3a		42
Speaking 3a		42 – 43
Writing 3a		43
Vocabulary 3b		46
Listening 4a	4	56
Speaking 4a		57
Writing 4a		57
Vocabulary 4b		60
Speaking 4b		61
Vocabulary 5a (ex A Only)	5	70
Speaking 5a		72
Writing 5a		73
Reading 5b		74 – 75
Listening 5b		77



- **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 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 often redirected towards revision 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.
- 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)