



First Semester Overview

PORTAL TO ENGLISH 12A

Educational Supervision Department- English Section

2025-2026



First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (12)

Week	Module	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 Window on the world	3 + 15	<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 - Values education 	<ul style="list-style-type: none"> - Discussing issues related to different aspects of Qatari culture. - Using contextual clues to determine meanings of words and collocations related to culture and historical places through context. - Writing an informal email describing a cultural event, considering the appropriateness of language features.
Week 2 From 7/9 till 11/9/2025					
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
Week 4 From 21/9 till 25/9/2025	A thirst for knowledge	15	<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 - Islamic values and Arabic and Qatari cultural heritage - Values education 	<ul style="list-style-type: none"> - Analyzing reading texts about education, learning, and knowledge acquisition, emphasizing the language features included. - Demonstrating understanding of nouns derivations and verbs/expressions with prepositions in written or spoken forms. - Transforming information in a set of diagrams into a text describing a process .
Week 5 From 28/9 till 2/10/2025					
Week 6 From 5/10 till 7/10/2025					
Week	Module 3	No. of blocks	Competencies/21 st century skills	Value /Cross-cutting issues	Learning outcomes



Week 6 From 8/10 till 9/10/2025	Human nature	15	<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 - Islamic values and Arabic and Qatari cultural heritage - Respect and compassion - Values education - Life skills 	<ul style="list-style-type: none"> - Comparing two non-fictional texts in terms of the sequence of events, text features, and characters' attitudes. - Interacting in groups to present and select the winner of the Champion of Charity Award. - Writing a coherent personal narrative in which a valuable lesson was learned, using the appropriate past tenses.
Week 7 From 12/10 till 16/10/2025					
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/21st century skills	Value /Cross-cutting issues	Learning outcomes
Week 10 From 2/11 till 6/11/2025	Pack your bags	14	<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 - Positivity and endeavour - Islamic values and Arabic and Qatari cultural heritage - Life skills 	<ul style="list-style-type: none"> - Determining relevant and irrelevant information in multi-text reading. - Speaking in groups to compare and contrast different types of holidays, using the appropriate phrases and expressions. - Searching for information to write an advantages /disadvantages essay about tourism, using valid arguments and justifications and appropriate language.
Week 11 From 9/11 till 13/11/2025					
Week 12 From 16/11 till 17/11/2025					



Week	Module 5	No. of blocks	- Competencies/21st century skills	Value /Cross-cutting - issues	- Learning outcomes
Week 12 From 18/11 till 20/11/2025	Just the job	14	<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 - Positivity and endeavour <p style="text-align: center;">Life skills Values education</p>	<ul style="list-style-type: none"> - Using contextual clues to determine meanings of words related to jobs through context. - Developing listening skills to identify details about jobs and relating them to personal experiences. - Utilizing the language learnt to write a cover letter that includes the necessary details/information
Week 13 From 23/11 till 27/11/2025					
Week 14 From 30/11 till 2/12/2025					
Week 14 From 3/12 till 4/12/2025	Practice test + Revision	2			.
Weeks 15+16 From 7/12 till 16/12/2025	End of First Semester Exams				
National Day + Mid-Year Vacation 21/12/2025 – 1/1/2026					
Total No. of teaching blocks 78					



Skipped Textbook Materials:

Lesson	Module	Page number
Speaking 1a	1	12
Vocabulary 1b		16
Grammar 1b		17
Writing 1b		18-19
Vocabulary 2a	2	24
Grammar 2b		30-31
Writing 2b		32-33
Listening 3a	3	42
Speaking 3a		42
Writing 3a		43
Grammar 3b		46
Vocabulary 4a	4	54
Only Exercise C (Grammar)		55
Listening 4a		56
Speaking 4a		56
Writing 4a		57
Vocabulary 5a	5	70
Writing 5a		73
Grammar 5b		76-77



- **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)