



First Semester Overview

PORTAL TO ENGLISH 9A

Educational Supervision Department- English Section

2025-2026



Subject: English

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Grade (9)

Week	Module	No. of blocks	Competencies/ 21 st century skills	Value Cross-cutting issues	Learning outcomes
Week 1 From 31/8 till 2/9/2025	Orientation	3	<ul style="list-style-type: none"> Communication 	Personal rights, responsibilities and integrity Life Skills	<ul style="list-style-type: none"> Interacting in class discussions determining the expected classroom norms/rules.
Week 1 From 3/9 till 4/9/2025	Module 1 Trending	11	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	Respect and compassion Life Skills	<ul style="list-style-type: none"> Communicating with peers to make plans and future arrangements in a respectful way. Working collaboratively to express likes/dislikes regarding clothes and fashion. Writing a post about an event the students have attended after filling out a plan.
Week 2 7/9 till 11/9/2025					
Week 3 14/9 till 17/9/2025					
Week 3 18/9/2025	Module 2 Face-to-face	11	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	Positivity and Endeavour Family Education	<ul style="list-style-type: none"> Using contextual clues to determine a set of synonyms & antonyms in a reading text. Analysing a reading text about different ways of communicating demonstrating understanding of detail and gist. Writing a description of a person, highlighting their positive qualities.
Week 4 From 21/9 till 25/9/2025					



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Week 5 From 28/9 till 2/10/2025					
Week 6 From 5/10 till 9/10/2025	Module 3 Something new	5	<ul style="list-style-type: none"> • Creative and critical thinking • Communication • Cooperation and participation • Problem-solving 	Respect and Compassion Life skills	<ul style="list-style-type: none"> • Discussing in groups various kinds of food and making recommendations. • Using formal and informal language to make a reservation at a restaurant. • Writing an email giving news, showing surprise and enthusiasm and asking for details.
Week 7 From 12/10 till 14/10/2025	Revision	3	Mid of first Semester Revision		
Week 7 & Week 8 From 15/10 till 23/10/2025	Mid of First Semester Exam + Module 3 (4 blocks) Module 3 to be taught within 11 blocks.				
Week 9 From 26/10 till 30/10/2025	Mid of First Semester Vacation				



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<p>Week 10 From 2/11 till 3/11 2025</p>	<p>Module 3 Something new</p>	<p>2</p>	<ul style="list-style-type: none"> • Creative and critical thinking • Communication • Cooperation and participation • Problem-solving 	<p>Respect and Compassion</p> <p>Life skills</p>	<ul style="list-style-type: none"> • Discussing in groups various kinds of food and making recommendations. • Using formal and informal language to make a reservation at a restaurant. • Writing an email giving news, showing surprise and enthusiasm and asking for details.
<p>Week 10 From 4/11 till 6/11 2025</p>	<p>Module 4 What happened?</p>	<p>10</p>	<ul style="list-style-type: none"> • Creative and critical thinking • Inquiry and research • Communication • Cooperation and participation • Problem-solving 	<p>Personal rights, responsibilities and integrity</p> <p>Safety & Security</p>	<ul style="list-style-type: none"> • Talking in pairs about accidents and injuries, highlighting safety measures. • Sequencing events of a story and creating a suitable ending. • Analyzing a reading text to write a summary about a natural disaster.
<p>Week 11 From 9/11 till 13/11 2025</p>					
<p>Week 12 16/11/2025 Till 17/11/2025</p>					
<p>Week 12 From 18/11 till 20/11/2025</p>	<p>Module 5 Destinations</p>	<p>10</p>	<ul style="list-style-type: none"> • Creative and critical thinking • Inquiry and research 	<p>Islamic Values and Arabic and Qatari cultural heritage</p>	<ul style="list-style-type: none"> • Working cooperatively to make offers and requests and ask for favours. • Talking in groups about problems people might encounter when travelling and giving advice



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<p>Week 13 From 23/11 till 27/11/2025</p>			<ul style="list-style-type: none"> • Communication • Cooperation and participation • Problem-solving 	Life Skills	<ul style="list-style-type: none"> • Synthesizing information to write an article describing a place, highlighting its history and culture.
<p>Week 14 30/11 till 1/12/2025</p>					
<p>Week 14 From 2/12 till 4/12/2025</p>	Revision	3	End of first Semester Revision		
Total number of blocks		62			
<p>Week 15 & week 16 From 8/12 till 16/12/2025</p>	End of First Semester Exams				
<p>18 Dec (National Day) Mid- Year Vacation From 21/12/2025 till 1/1/2026</p>					



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Skipped / Enrichment Textbook Materials

Grade 9

Lesson	Module	Page No.
1b 1 Read (a,b,c,d) + 4 Listen	1	10-11
2a 1 Read (a,b,c,d,e) + 3 Listen	2	18 19
3c 2 Vocabulary & Intonation + 3 Listen 3d 1 Listen (a,b,c,d,e)	3	35 36
4a 1 Read (a,b,c,d) 4a 3 Vocabulary & Speak 4c 4 Listen	4	40 41 45
5b 1 Read + 2 Vocabulary 5b 3 Pronunciation + 5 Listen	5	54 55



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• **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:**



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- 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.



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- 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).