



First Semester Overview

PORTAL TO ENGLISH 8A



Subject: English

First Semester Overview -Academic Year 2025-2026

Grade (8)

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 Teen life	14	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	Positivity & endeavor Life skills	<ul style="list-style-type: none"> Using positive self-talk to interact in pairs/groups about teen issues using like/dislike. Using contextual clues to determine positive and negative personal qualities in a reading text. Writing a blog post presenting oneself using the appropriate tenses.
Week 2 From 7/9 till 11/9/2025					
Week 3 From 14/9 till 18/9/2025					
Week 4 From 21/9 till 22/9/2025					
Week 4 From 23/9 till 25/9/2025	Module 2 World-famous	13	<ul style="list-style-type: none"> Creative and critical thinking Inquiry and research Communication Cooperation and participation Problem-solving 	Islamic values and Arabic and Qatari cultural heritage Life skills	<ul style="list-style-type: none"> Showing respect through talking about people that are world-famous. Synthesizing information about a famous character to write a short biography and present it to the class. Searching for information to write a description of a place for a webpage focusing on the history and culture of the place
Week 5 From 28/9 till 2/10/2025					
Week 6 From 5/10 till 9/10/2025					



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<p>Week 7 From 12/10 till 14/10/2025</p>	<p>Revision</p>	<p>3</p>	<p>Mid of first semester Revision</p>		
<p>Week 7 & Week 8 From 15/10 till 23/10/2025</p>	<p>Mid of first semester exams + Module 3 (4 blocks) Module 3 to be taught within 12 blocks.</p>				
<p>Week 9 From 26/10 till 30/10/2025</p>	<p>Mid of First Semester Vacation</p>				
<p>Week 10 From 2/11 till 6/11/2025</p>	<p>Module 3 Have you ever....?</p>	<p>8</p>	<ul style="list-style-type: none"> • Creative and critical thinking • Communication • Cooperation and participation • Problem-solving 	<p>Respect & compassion Values education</p>	<ul style="list-style-type: none"> • Exchanging personal information through playing a class game in a respectful way. • Analysing an e-mail to write a reply email giving news showing interest and expressing sympathy. • Completing a form about learning English language stating the required data.
<p>Week 11 From 9/11 till 11/11/2025</p>					
<p>Week 11 From 12/11 till 13/11/2025</p>	<p>Module 4 A taste of adventure</p>	<p>12</p>	<ul style="list-style-type: none"> • Creative and critical thinking • Communication • Cooperation and participation • Problem-solving 	<p>Positivity & endeavor Life skills</p>	<ul style="list-style-type: none"> • Narrating in pairs/groups past events using positive language that expresses ideas and opinions. • Composing a coherent story using the appropriate linking words and phrases. • Role playing giving an explanation and responding to an apology.
<p>Week 12 From 16/11 till 20/11/2025</p>					
<p>Week 13 From 23/11/ till 27/11/2025</p>					



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Week 14 From 30/11 till 4/12/2025	Revision	5	End of first semester Revision		
Total number of blocks 62					
Week 15 & week 16 From 8/12 till 16/12/2025	End of first semester exams				
18 Dec (National Day) Mid- Year Vacation 21/12/2025 – 1/1/2026					



Skipped / Enrichment Textbook Materials - Grade 8

Lesson	Module	Page No.
1b 1 Read (a,b,c,d)	1	10-11
1d 4 Listen (2)		15
2c 4 Listen / 5 Research, Write & Present	2	25
2d 1 Vocabulary (1) + 2 Listen (1)		26
4 Vocabulary (2) + 5 Listen (2)		27
3c 1 Read (a,b,c,d)	3	38-39
3d 5 Listen (2)		41
4c 2 Grammar	4	51
4e 1 Listen (a,b,c)		54



• **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.



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- 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).