



First Semester Overview

PORTAL TO ENGLISH 10A

Educational Supervision Department- English Section

2025-2026



First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (10)

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	12	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & Participation - Inquiry & Research - Problem-solving 	<ul style="list-style-type: none"> - Respect and compassion - Life skills 	<ul style="list-style-type: none"> - Talking in pairs to ask for and express opinions, showing agreement or disagreement in a respectful manner. - Showing understanding of complex texts and responding to main ideas and details. - Writing an informal email giving advice and providing clear justification.
Week 2 From 7/9 till 11/9/2025	Feels like home				
Week 3 From 14/9 till 15/9/2025					
Week	Module 2	No. of blocks	Competencies/21 st century skills	Value / Cross-cutting issues	Learning outcomes
Week 3 From 16/9 till 18/9/2025	Endurance	13	<ul style="list-style-type: none"> - Communication - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem solving 	<ul style="list-style-type: none"> - Safety & security - Positivity and endeavor - Life skills 	<ul style="list-style-type: none"> - Narrating and responding to bad/ survival experiences. - Analyzing reading texts about endurance; enhancing persistence and proactivity. - Writing a story about adventure and survival in difficult situations.
Week 4 From 21/9 till 25/9/2025					
Week 5 From 28/9 till 2/10/2025					
Week	Module 3	No. of blocks	Competencies/21 st century skills	Value / Cross-cutting issues	Learning outcomes



Week 6 From 5/10 till 9/10/2025	Globetrotting	5	- Communication - Creative & critical thinking	- Islamic values and Arabic and Qatari Cultural heritage	-Comparing and contrasting places, people, and situations, showing openness towards other cultures.
Week 7 From 12/10till 13/10/2025	Revision	2	- Cooperation & Participation - Inquiry & Research Problem-solving	Values education	-Searching for information to write an article describing a place, emphasizing its history and culture.
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/21st century skills	Value / Cross-cutting issues	Learning outcomes
Week 10 From 2/11 till 6/11/2025	Job Seeking	10	- Communication	- Positivity and endeavor	- Inferring information from multi-text reading.



Week 11 From 9/11 till 13/11/2025			<ul style="list-style-type: none"> - Creative & critical thinking - Cooperation & participation - Inquiry & research - Problem-solving 	<ul style="list-style-type: none"> - Personal rights, responsibility, and integrity - Life skills - Values education 	<ul style="list-style-type: none"> - Communicating with peers to express possibility, certainty, disapproval, and criticism. - Working collaboratively to talk formally about jobs & employment, visualizing and expressing long-term goals. - Writing a formal email asking for and giving information, demonstrating the expertise acquired
Week	Module 5	No. of blocks	- Competencies/21st century skills	- Value / Cross-cutting issues	- Learning outcomes
Week 12 From 16/11 till 20/11/2025	Get the Message	10	<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 - Personal rights, responsibility and integrity - Life skills 	<ul style="list-style-type: none"> - Using contextual clues to determine meaning through context. - Synthesizing information about some popular social networking sites to make a presentation. - Writing a post on a forum expressing opinion.
Week 13 From 23/11 till 27/11/2025					
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
Listening 1a	1	11
Speaking 1a		11
Writing 1a		11
Vocabulary 1b		13
Writing 2a	2	23
Vocabulary 3a	3	35
Speaking 3a		37
Writing 3a		37
Reading 3b		38-39
Listening 3b		40
Listening 4a	4	49
Writing 4a		49
Reading 4b		50-51
Intonation 4b		53
Vocabulary 5a (exercise B only)	5	63
Speaking 5b		67
Writing 5b		68-69



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)