

Semester Overview - Academic Year 2026 - 2027



تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ⇨ المناهج القطرية ⇨ الصف السابع ⇨ لغة انجليزية ⇨ ملفات متنوعة ⇨ الملف

تاريخ إضافة الملف على موقع المناهج: 2026-09-25 14:56:54

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج
القطرية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في

إدارة التوجيه التربوي قسم اللغة الإنجليزية	نموذج الخطة الفصلية	وزارة التربية والتعليم والتعليم العالي Ministry of Education and Higher Education دولة قطر State of Qatar
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Subject: English - Grade: 7

Semester: One

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Week	Module	No. of blocks	Competencies/ 21 st century skills	Value Cross-cutting issues	Learning outcomes
Week 1 From 30/8 till 31/8/2026	Orientation-Hello	2	Communication	Personal rights, responsibility and integrity Life skills	- Introducing oneself and exchanging basic personal information. - Talking about one's abilities; lack of ability in the present. - Revising and consolidating prior knowledge through reading and writing test.
Week 1 From 1/9 till 3/9/2026	Module 1 About me	13	Creative and critical thinking - Inquiry & research - Communication Cooperation and participation Problem-solving	Personal rights, responsibility and integrity Life skills	- Working collaboratively to talk about everyday life and routines showing responsibilities and duties. - Using contextual clues to determine synonyms & antonyms of words and phrases - Communicating with peers to talk about TV programmes using like /dislike. - Completing a profile about best friend to write about appearance and personality.
Week 2 From 6/9 till 10/9/2026					
Week 3 From 13/9 till 17/9/2026					
Week 4 From 20/9 till 24/9/2026	Module 2 Looking back	12	Creative and critical thinking - Inquiry & research Communication - Cooperation and participation - Problem-solving	Positivity and endeavor Life skills	- Showing respect through talking and writing about famous people in history and their achievements. - Comparing and contrasting between means of technology now and then. - Asking and answering questions collaboratively to write an informal email to a friend telling him/her about an experience.
Week 5 From 27/9 till 1/10/2026					
Week 6 From 4/10 till 5/10/2026					



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Week 6 From 6/10 till 8/10/2026	Module 3 From Place to place	3	• Creative and critical thinking • Inquiry & research • Communication • Cooperation and participation • Problem-solving	Personal rights, responsibility and integrity Environment & sustainability	• Interacting in groups to talk about towns and cities visualizing the differences between them. • Reading a map to locate places in a town/city. • Searching for information to write a description of a country using a fact file and making a poster presenting that country.
Week 7 From 11/10 till 13/10/2026	Revision	3	Mid of first semester Revision		
Weeks 7 & 8 From 14/10 till 22/10/2026	Mid of first semester exams + Support Lessons				
Week 9 From 25/10 till 29/10/2026	Mid of First Semester Vacation				
Week 10 From 1/11 till 5/11/2026	Module 3 From Place to place	10	• Creative and critical thinking • Inquiry & research • Communication • Cooperation and participation • Problem-solving	Personal rights, responsibility and integrity Environment & sustainability	• Interacting in groups to talk about towns and cities visualizing the differences between them. • Reading a map to locate places in a town/city. • Searching for information to write a description of a country using a fact file and making a poster presenting that country.
Week 11 From 8/11 till 12/11/2026					



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Week 12 From 15/11 till 19/11/2026	Module 4 What happened?	12	• Creative and critical thinking • Inquiry & research • Communication • Cooperation and participation Problem-solving	Respect and compassion Values education	• Talking in pairs about unfortunate experiences sequencing the events chronologically. • Communicating with peers to talk about bad news expressing sympathy. • Composing a coherent story using visuals and employing the appropriate use of grammar and language.
Weeks 13&14 From 22/11 till 30/11/2026					
Weeks 14 & 15 From 1/12/ till 6/12/2026	Revision	4	End of first semester Revision		
Weeks 15 & 16 From 7/12 till 15/12/2026	End of first semester exams				
Total number of blocks		59			

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Skipped / Enrichment Textbook Materials - Grade 7

Lesson	Module	Page No.
1b 1 Vocabulary + 2 Read (a,b) 1c 1 Read (A, B, C)	1	12-13 14 - 15
2 b Read 2d 1 vocabulary +2 Listen (1)	2	24 28
3a 4 Speak + 5 Write 3d 2 Listen (1) + 3 Grammar 3e 1 Listen (a,b)	3	37 42 44
4b 4 Speak + 5 Listen & Write 4c 3 Pronunciation + 4 Write	4	51 53



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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.



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• **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.



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- 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.

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- Teaching material (textbooks and/or supplementary) and formative assessment should be aligned with the module outcome(s).

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