

## الخطة الفصلية المعدلة للفصل الثاني



### تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ← المناهج القطرية ← الصف الثامن ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 22:08:43 2026-03-27

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

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الثاني

أوراق عمل مجمع الفرقان غير مجابة تحضيرية لاختبار منتصف الفصل

1

الخطة الفصلية للفصل الثاني

2

أوراق عمل نهاية الفصل في القواعد والمفردات والوظائف اللغوية والقراءة مع الإجابة النموذجية

3

أوراق عمل نهاية الفصل في القواعد والمفردات والوظائف اللغوية والقراءة

4

أوراق عمل نهاية الفصل في وظائف اللغة فهم المقروء المفردات والقواعد مع الإجابة النموذجية

5

## Semester Overview - Academic Year 2025 - 2026

Subject: English - Grade: 8

Semester: Two نهاري

الصفحة 0 من 11	التصنيف: داخلي	تاريخ الإصدار: 26-05-2024	رقم الإصدار: 1	رمز النموذج: ES-ESE-P3-F1
----------------	----------------	---------------------------	----------------	---------------------------

Week	Module	No. of blocks	Competencies/ 21 <sup>st</sup> century skills	Value Cross-cutting issues	Learning outcomes
Week 1 From 5/1 till 6/1/2026	Orientation	2			
Week 1 From 7/1 till 8/1/2026	Module 5 Get the message across	19	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry and research</li> <li>• Communication</li> <li>• Cooperation and participation</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Respect and Compassion</li> </ul> <p>Life Skills Family education</p>	<ul style="list-style-type: none"> <li>• Working with peers to talk about means of communication.</li> <li>• Working with peers to talk about gestures, customs and cultural differences respectfully.</li> <li>• Expressing obligation, lack of obligation and prohibition</li> <li>• Communicating with peers to make requests and offers to help</li> <li>• Expressing possibility</li> <li>• Synthesizing information to write an email asking for and responding to suggestions.</li> </ul>
Week 2 From 11/1 till 15/1/2026					
Week 3 18/1 till 22/1/2026					
Week 4 25/1 till 29/1/2026					
Week 5 1/2/ till 2/2/2026					
Week 5 3/2/ till 5/2/2026	Module 6 Making a difference	18	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry and research</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Respect and Compassion</li> </ul>	<ul style="list-style-type: none"> <li>• Working with peers to discuss ways to make a difference highlighting positivity.</li> </ul>

<p><b>Week 6</b> From 8/2 till 12/2/2026 (10/2: Sports Day)</p>			<ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Cooperation and participation</b></li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Islamic Values and Arabic and Qatari cultural heritage</li> <li>• Personal rights, responsibilities and integrity</li> </ul> <p>Life skills</p>	<ul style="list-style-type: none"> <li>• Synthesizing information to write about a celebration / festival highlighting Qatari heritage.</li> </ul>
<p><b>Week 7</b> From 15/2 till 19/2/2026</p>					
<p><b>Week 8</b> From 22/2 till 26/2/2026</p>					
<p><b>Week 9</b> From 1/3 till 3/3/2026</p>					
<p><b>Week 9</b> From 4/3 till 5/3/2026</p>	<p><b>Module 7</b> <b>A material world</b></p>	<p>5</p>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• Inquiry and research</li> <li>• <b>Communication</b></li> <li>• <b>Cooperation and participation</b></li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Personal rights, responsibilities and integrity</li> </ul> <p>Life skills</p>	<ul style="list-style-type: none"> <li>• Analysing a reading text to talk about fashion, money, materials and shopping</li> <li>• Expressing purpose</li> </ul>
<p><b>Week 10</b> From 8/3 till 12/3/2026</p>					
<p><b>Weeks 11 &amp; 12</b></p>			<p><b>Ramadan Eid Vacation (Estimated)</b></p>		



From 15/3 till 23/3/2026					
<b>Week 12</b> From 24/3 till 26/3/2026	<b>Revision</b>	<b>3</b>			
<b>Week 13</b> 29/3 till 2/4	<b>Module 7 A material world</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• Inquiry and research</li> <li>• <b>Communication</b></li> <li>• <b>Cooperation and participation</b></li> </ul> Problem-solving	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Personal rights, responsibilities and integrity</li> </ul> Life skills	<ul style="list-style-type: none"> <li>• Analysing a reading text to talk about fashion, money, materials and shopping</li> <li>• Expressing purpose</li> </ul>
<b>Week 14</b> From 5/4 till 7/4/2026		<b>1</b>	<b>Speaking &amp; Listening Test + Revision</b>		
<b>Week 14</b> From 8/4 till 9/4/2026			<b>Long Weekend</b>		
<b>Weeks 15 &amp; 16</b> From 12/4 till 21/4 2026			<b>Mid of Second Semester Exam (Support Lessons)</b>		

<p><b>Week 16</b> From 22/4 till 23/4 2026</p>	<p><b>Module 7</b> <b>A material world</b></p>	<p>2</p>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• Inquiry and research</li> <li>• <b>Communication</b></li> <li>• <b>Cooperation and participation</b></li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Personal rights, responsibilities and integrity</li> </ul> <p>Life skills</p>	<ul style="list-style-type: none"> <li>• Analysing a reading text to talk about fashion, money, materials and shopping</li> <li>• Expressing purpose</li> </ul>
<p><b>Week 17</b> From 26/4 till 30/4 2026</p>	<p><b>Module 8</b> <b>The elements</b></p>	<p>15</p>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• <b>Inquiry and research</b></li> <li>• <b>Communication</b></li> <li>• Cooperation and participation</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Positivity and Endeavour</li> <li>• Personal rights, responsibilities and integrity</li> </ul> <p>Life skills</p>	<ul style="list-style-type: none"> <li>• Analyzing a reading text to understand headlines and information in advertisements, showing responsibility</li> <li>• Talking with peers about processes</li> <li>• Synthesizing information to write a short description of a process</li> </ul>
<p><b>Week 18</b> 3/5/2026 till 7/5/2026</p>					
<p><b>Week 19</b> From 10/5 till 14/5/2026</p>					
<p><b>Weeks 20 &amp; 21</b> From 17/5 till 25/5/2026</p>		<p>7</p>	<p><b>Revision</b></p>		

<b>Week 21</b> 26/5 till 28/5/2026	<b>Al-Adha Eid Vacation (Estimated)</b>		
<b>Week 22</b> From 31/5 till 3/6/2026	<b>Revision</b>	<b>2</b>	<b>Speaking &amp; Listening Test (2 blocks) + Revision (2 blocks)</b>
<b>Weeks</b> <b>22 - 24</b> From 4/6 till 15/6/2026	<b>End of Second Semester Exams</b>		
<b>Total number of blocks</b>	<b>79</b>		

## Skipped & Enrichment Material

Module	Lesson	Page No.
7	7b Research, write and present	89
	7c Read Part 1	90
	7c Read Part 2	91
	7c Pronunciation	91
	7c Speak + Write	91
	Round-Up	96
Module	Lesson	Page No.
	8a Grammar	99
	8a Speak & Listen	99

<b>8</b>	<b>8b Read + Vocabulary Part 1</b>	<b>100-101</b>
	<b>8b Read Part 2</b>	<b>101</b>
	<b>8c Grammar + Pronunciation</b>	<b>103</b>
	<b>8d Vocabulary</b>	<b>104</b>
	<b>8d Listen (1)</b>	<b>104</b>
	<b>8d Speak &amp; Write</b>	<b>105</b>
	<b>8d Listen 2</b>	<b>105</b>
	<b>Round-Up</b>	<b>108</b>
	<b>Culture Page</b>	<b>109</b>
	<b>Poem</b>	<b>110</b>

- 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 “Culture Pages” and the “Tasks” should be dealt as enrichment materials.
- 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 redirected towards support 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.
- Module Test could be conducted at the end of each 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.
- **Learning outcomes:**
  - 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).