

## الخطة الفصلية المعدلة للفصل الثاني



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المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

أوراق عمل مجمع الفرقان غير مجابة تحضيرية لاختبار منتصف الفصل

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الخطة الفصلية للفصل الثاني

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مكتسبات التعلم لاختبار نهاية الفصل

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ملزمة وأوراق عمل نهاية الفصل في وظائف اللغة والقواعد والمفردات والاستيعاب القرائي والكتابة

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أوراق عمل نهاية الفصل في وظائف اللغة والمفردات والقواعد والقراءة والكتابة

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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



## Semester Overview - Academic Year 2025 - 2026

### Subject: English- Grade: 9 نهاري

### Semester: 2

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	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 6 A Modern World	15	<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>Personal rights, responsibilities and integrity</li> <li>Positivity and Endeavour</li> <li>Respect and compassion</li> </ul> <p>Life Skills</p>	<ul style="list-style-type: none"> <li>Working with peers to make predictions about the future.</li> <li>Working collaboratively to talk about various aspects of modern life, environmental issues, technology and space, showing responsibility.</li> <li>Communicating with peers to make offers, promises, on-the-spot decisions and requests</li> <li>Expressing ability</li> <li>Talking with peers about and explaining processes.</li> <li>Synthesizing information to write a short description of a process.</li> </ul>
Week 2 From 11/1 till 15/1/2026					
Week 3 18/1 till 22/1/2026					
Week 4 25/1 till 27/1/2026					
Weeks 4 & 5 28/1/ till 5/2/2026	Module 7 Choices	14	<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 endeavor</li> <li>Islamic Values and Arabic and Qatari cultural heritage</li> </ul> <p>Family Education Life Skills</p>	<ul style="list-style-type: none"> <li>Working with peers to express possibility in the present and future.</li> <li>Expressing preference to understand signs and messages.</li> <li>Working collaboratively to talk about conditions and their results to compare and contrast people and situations.</li> </ul>
Week 6 From 8/2 till 12/2/2026 (10/2: Sports Day)					

Week 7 From 15/2 till 17/2/2026					<ul style="list-style-type: none"> <li>Working with peers to talk about lifestyle changes and intentions, considering Islamic values and Arabic culture.</li> <li>Communicating with peers to describe future plans and ambitions in a positive way.</li> <li>Writing a formal letter/email</li> </ul>
Weeks 7 & 8 From 18/2 till 26/2/2026	<b>Module 8 All the Action</b>	<b>13</b>	<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 endeavor</li> <li>Islamic Values and Arabic and Qatari cultural heritage</li> <li>Personal rights, responsibilities and integrity</li> </ul> <p style="text-align: center;">Life Skills</p>	<ul style="list-style-type: none"> <li>Working with peers to talk about sports (equipment, rules, etc.)</li> <li>Expressing enthusiasm, surprise, admiration, disappointment, anger and annoyance, considering Islamic values and Arabic culture</li> <li>Working with peers to understand information on flyers and signs.</li> <li>Working collaboratively to express obligation, lack of obligation and prohibition, showing responsibility.</li> <li>Communicating with peers to talk about computer/video games and express your opinion.</li> <li>Synthesizing information to write a computer/video game review.</li> </ul>
Week 9 From 1/3 till 5/3/2026					
Week 10 From 8/3 till 12/3/2026					
Weeks 11& 12 From 15/3 till 23/3/2026			<b>Ramadan Eid Vacation (Estimated)</b>		
Week 12 From 24/3 till 26/3/2026		<b>3</b>	<b>Revision</b>		
Week 13 From 29/3 till 2/4/2026	<b>Module 9 Facts &amp; Figures</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Creative and critical thinking</li> <li>Inquiry and research</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Positivity and Endeavour</li> <li>Respect and Compassion</li> </ul> <p style="text-align: center;">Life Skills</p>	<ul style="list-style-type: none"> <li>Analysing a reading text to identify how to prepare recipes.</li> </ul>

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			<ul style="list-style-type: none"> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>	Safety & Security	<ul style="list-style-type: none"> <li>Working collaboratively to give and understand different kinds of instructions.</li> <li>Using common units of measurement</li> </ul>
Week 14 From 5/4 till 7/4/2026		1	Speaking & Listening Test + Revision (1 block)		
Week 14 From 8/4 till 9/4/2026			Long Weekend		
Weeks 15 & 16 From 12/4 till 21/4/2026			Mid of Second Semester Exam (support Lessons)		
Week 16 From 22/4 till 23/4/2026	Module 9 Facts & Figures	7	<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>Personal rights, responsibilities and integrity</li> <li>Positivity and Endeavour</li> <li>Respect and Compassion</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a reading text to recognize ways to improve your memory.</li> <li>Writing a paragraph summarizing an essay.</li> </ul>
Week 17 From 26/4 till 30/4 2026			<ul style="list-style-type: none"> <li>Life Skills</li> <li>Safety &amp; Security</li> </ul>		
Week 18 From 3/5 till 7/5/2026	Module 10 That's Life	12	<ul style="list-style-type: none"> <li>Creative and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Positivity and Endeavour</li> <li>Respect and Compassion</li> <li>Islamic Values</li> </ul>	<ul style="list-style-type: none"> <li>Communicating with peers to talk about imaginary situations.</li> </ul>

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Week 19 From 10/5 till 14/5/2026			<ul style="list-style-type: none"> <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>Personal rights, responsibilities and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively to ask for and give advice, demonstrating responsibility.</li> <li>Making wishes and expressing regret, showing respect and compassion</li> <li>Using idioms describing feelings.</li> <li>Giving an account of a true event.</li> <li>Communicating with peers to report statements, questions, commands and requests, showing integrity.</li> <li>Working collaboratively to use useful phrases to express and respond to common feelings, showing respect and compassion.</li> <li>Writing an email expressing / responding to common feelings.</li> </ul>
Week 20 17/5 till 18/5/2026				Safety & Security	
Weeks 20 & 21 19/5 till 25/5/2026	Revision	5	Revision		
Week 21 26/5 till 28/5/2026	Al-Adha Eid Vacation (Estimated)				
Week 22 From 31/5 till 3/6/2026		2	Speaking & Listening Test (2 blocks) + Revision (2 blocks)		
Weeks 22 - 24 From 4/6 till 15/6/2026	End of Second Semester Exams				
Total number of blocks		79			

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## Skipped & Enrichment Material

Module	Lesson	Page No.
9	9a Read	SB 96
	9a Vocabulary / Grammar / Listen / Pronunciation / Speak	SB 97
	9 Round-up	SB 104
10	10c Read	SB 110 - 111
	10 c Vocabulary + Speak	SB 111
	10 Round-up	SB 114
	Culture Page	SB 115
	Task	SB 116

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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 “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:**

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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.
  - 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.
- **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).

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