

تم تحميل هذا الملف من موقع المناهج القطرية

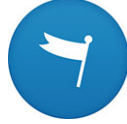


## الخطة الفصلية وتوزيع الساعات الدراسية

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## التواصل الاجتماعي بحسب المستوى السابع



اضغط هنا للحصول على جميع روابط "المستوى السابع"

## روابط مواد المستوى السابع على تلغرام

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المزيد من الملفات بحسب المستوى السابع والمادة لغة انجليزية في الفصل ال Bmg



# FIRST SEMESTER OVERVIEWS 2024-2025

## GRADE-7





Subject: English

First Semester Overview -Academic Year 2024-2025

Grade (7)

Date	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Value Cross-cutting issues	Learning outcomes
<b>Week 1</b> From 1/9 till 3/9/2024	<b>Orientation- Hello Diagnostic Test</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Communication</b></li> </ul>	Personal rights, responsibility and integrity  Life skills	<ul style="list-style-type: none"> <li>• Introducing oneself and exchanging basic personal information.</li> <li>• Talking about one's abilities; lack of ability in the present.</li> <li>• Revising and consolidating prior knowledge through reading and writing test.</li> </ul>
<b>Week 1</b> From 4/9 till 5/9/2024	<b>Module 1 About me</b>	<b>13</b>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• Inquiry &amp; research</li> <li>• Communication</li> <li>• <b>Cooperation and participation</b></li> <li>• <b>Problem-solving</b></li> </ul>	Personal rights, responsibility and integrity  Life skills	<ul style="list-style-type: none"> <li>• Working collaboratively to talk about everyday life and routines showing responsibilities and duties.</li> <li>• Using contextual clues to determine synonyms &amp; antonyms of words and phrases</li> <li>• Communicating with peers to talk about TV programmes using like /dislike.</li> <li>• Completing a profile about best friend to write about appearance and personality.</li> </ul>
<b>Week 2</b> From 8/9 till 12/9/2024					
<b>Week 3</b> From 15/9 till 19/9/2024					
<b>Week 4</b> 22/9/2024					
<b>Week 4</b> From 23/9 till 26/9/2024	<b>Module 2 Looking back</b>	<b>13</b>	<ul style="list-style-type: none"> <li>• <b>Creative and critical thinking</b></li> <li>• Inquiry &amp; research</li> <li>• <b>Communication</b></li> <li>• Cooperation and participation</li> <li>• Problem-solving</li> </ul>	Positivity and endeavour  Life skills	<ul style="list-style-type: none"> <li>• Showing respect through talking and writing about famous people in history and their achievements.</li> <li>• Comparing and contrasting between means of technology now and then.                             <ul style="list-style-type: none"> <li>• Asking and answering questions collaboratively to write an informal email</li> </ul> </li> </ul>
<b>Week 5</b> From 29/9 till 3/10/2024					



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Week 6 From 6/10 till 9/10/2024					to a friend telling him/her about an experience.
Week 6 10/10/2024	Module 3 From Place to place	1	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry &amp; research</li> <li>• Communication</li> <li>• Cooperation and participation</li> <li>• Problem-solving</li> </ul>	Personal rights, responsibility and integrity  Environment & sustainability	<ul style="list-style-type: none"> <li>• Interacting in groups to talk about towns and cities visualizing the differences between them.</li> <li>• Reading a map to locate places in a town/city.</li> <li>• Searching for information to write a description of a country using a fact file and making a poster presenting that country.</li> </ul>
Week 7 From 13/10 till 15/10/2024	Revision	3			
Week 7 & week 8 From 16/10 till 24/10/2024	Mid of first semester exams + Module 3 (3 blocks)				
Week 9 From 27/10 till 31/10/2024	Mid – Semester Vacation				
Week 10 From 3/11 till 7/11/2024	Module 3 From Place to place	9	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Inquiry &amp; research</li> <li>• Communication</li> </ul>	Personal rights, responsibility and integrity  Environment & sustainability	<ul style="list-style-type: none"> <li>• Interacting in groups to talk about towns and cities visualizing the differences between them.</li> <li>• Reading a map to locate places in a town/city.</li> </ul>



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<p><b>Week 11</b> From 10/11 till 13/11/2024</p>			<ul style="list-style-type: none"> <li>Cooperation and participation</li> <li>Problem-solving</li> </ul>		<ul style="list-style-type: none"> <li>Searching for information to write a description of a country using a fact file and making a poster presenting that country.</li> </ul>
<p><b>Week 11</b> 14/11/2024</p>	<p><b>Module 4</b> <b>What happened?</b></p>	<p><b>13</b></p>	<ul style="list-style-type: none"> <li><b>Creative and critical thinking</b></li> <li>Inquiry &amp; research</li> <li><b>Communication</b></li> <li><b>Cooperation and participation</b></li> <li>Problem-solving</li> </ul>	<p>Respect and compassion Values education</p>	<ul style="list-style-type: none"> <li>Talking in pairs about unfortunate experiences sequencing the events chronologically.</li> <li>Communicating with peers to talk about bad news expressing sympathy.</li> <li>Composing a coherent story using visuals and employing the appropriate use of grammar and language.</li> </ul>
<p><b>Week 12</b> From 17/11 till 21/11/2024</p>					
<p><b>Week 13</b> From 24/11 till 28/11/2024</p>					
<p><b>Week 14</b> From 1/12 till 2/12/2024</p>					
<p><b>Week 14 &amp; week 15</b> From 3/12 till 8/12/2024</p>	<p><b>Revision</b></p>	<p><b>4</b></p>			
<p><b>Total number of blocks 62</b></p>					
<p><b>Week 15 &amp; Week 16</b> From 9/12 till 17/12/2024</p>	<p><b>End of first semester exams</b></p>				



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First Semester Overview -Academic Year 2024-2025

Grade (7)

18 Dec (National Day)

End of First Semester Holiday  
22/12/2024– 2/1/2025

## General Notes

- A diagnostic test 1 will be done during the 1st week as allocated in the overview.
- The teaching package components are full and extensive (refer to the introduction in the Teacher’s Book for more details). Teachers are requested to make use of the online resources; interactive CD, tests (for assignment & enrichment purposes), etc.
- Not all the exercises in the workbook can be covered in class, so teachers need to be flexible and careful about which exercises should form the focus of classroom study and which ones could be done as homework or quizzes.
- The writing section in the WB should be covered in class.
- Reading lessons to be covered in **one- two** blocks according to their type & complexity.
- Writing lessons to be covered in **two** blocks.
- The “Culture Pages”, “poems” and the “Tasks” can be exploited as enrichment material through which teachers can promote students’ reading and writing skills.
- It’s recommended to have a unit test after each module.
- The speaking and the grammar reference sections are essential parts in the textbook. Thus, teachers are requested to exploit them appropriately. ,



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- Values education has been taken into consideration in the design of the course. Through exposure to concepts and ideas, as well as to specific ways of carrying out activities, students are guided 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 corresponding rights and responsibilities.
- Key competencies are woven into the activities, and students should be acquiring and developing them. It must also be understood that aspects of several competencies may overlap. For example, problem solving may also involve other competencies such as creative and critical thinking, inquiry and research, communication, as well as cooperation and participation, depending on the type of activity.
- Although the activities students are involved in require them to activate the knowledge, skills and attitudes through which they develop specific competencies, the way teachers deal with the activities in class can help to maximise the benefit for students.
- The learning outcomes mentioned above are NOT the only outcomes of the modules. They are meant to be guidance on determining the end goals of each module. Outcomes should incorporate the appropriate match of competencies, values/cross-cutting issues along with the target skill.