

الأهداف والدروس المطلوبة لامتحانات الرسمية  
في مادة اللغة الإنكليزية و آدابها  
للعام الدراسي 2025-2026

- المرجع:**
- التعميم الصادر عن معالي وزيرة التربية والتعليم العالي رقم 60/م/2025 تاريخ 2025/12/5، المتعلق بتحديد المنهج التعليمي المقترح للعام الدراسي 2025-2026، والذي يبيّن المواضيع / الكفايات / الأهداف لجميع المواد التعليمية
  - المرسوم رقم 10227 تاريخ 1997/5/8 (مناهج التعليم العام وأهدافها)
  - الكتاب المدرسي الوطني الصادر عن المركز التربوي للبحوث والإنماء

الصفحة	
2	الثالث الثانوي - فرع الآداب والإنسانيات .....
9	الثالث الثانوي - فرع الاجتماع والاقتصاد .....
18	الثالث الثانوي - فرعا علوم الحياة و العلوم العامة .....

الأهداف/الدروس المطلوبة لامتحانات الرسمية  
في مادة اللغة الإنكليزية  
الصف الثالث الثانوي- فرع الآداب والإنسانيات

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Section:</b> Literature and Humanities	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>					
ملاحظة: يأخذ هذا المستند بعين الاعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Discriminate between persuasive, argumentative, informative types, etc.	<b>Demonstrate critical understanding of spoken discourse.</b>			
			Core in relation to skills as it develops students' ability to understand different types of discourse; a skill that they need at the university level	39 periods	

	Relate tone, stress and intonation to the purpose of what is said.		Core in relation to behavior as it develops students' ability to get the message properly; a skill that they need at the university level	
	Infer, predict, and draw logical conclusions.		Core in relation to skills as it develops students' ability to use common sense as they think about the outcomes; a skill that they need at the university level	
	Recognize multiple points of view.		Core in relation to skills as it develops students' ability to see the same issue from different perspectives; a skill that they need at the university level	
<b>Analyze the linguistic features of extended spoken discourse.</b>				
	List expressions that denote turning points (enumeration, transitionals, special expressions, etc.).		Core in relation to skills as it develops students' ability to organize ideas and make connections; a skill that they need at the university level	
	Classify referential and figurative language.		Core in relation to skills as it develops students' ability to understand different ways of conveying meaning; a skill that they need at the university level	
<b>Demonstrate basic understanding of different spoken discourses.</b>				
	Distinguish between main ideas and supporting details.		Core in relation to skills as it develops students' ability to illustrate ideas briefly and in detail; a skill that they need at the university level	
<b>Demonstrate awareness of the organization of extended spoken discourse.</b>				

	Identify the method of development (classification, process, definition, etc.).		Core in relation to skills as it develops students' ability to be familiar with different patterns; a skill that they need at the university level	
	Identify key terms.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Indicate the manner in which the theme is developed (examples, illustrations, facts, etc.).		Core in relation to skills as it develops students' ability to be familiar with different modes; a skill that they need at the university level	
Reading	<b>Demonstrate ability to analyze linguistic features of texts.</b>			
	Identify and explain figurative language in a text.		Core in relation to attitude as it develops students' ability to draw mental images and reflect on emotions; a skill that they need at the university level	39 periods
	<b>Demonstrate critical understanding of the content of texts.</b>			
	Explain tone, mood, and attitude.		Core in relation to attitude as it develops students' ability to describe feelings and convey messages properly; a skill that they need at the university level	
	Identify implied meaning in a text.		Core in relation to skills as it develops students' ability to infer messages that are not directly expressed; a skill that they need at the university level	
Extract themes and concepts from written texts.				

	Identify main ideas and issues.		Core in relation to skills as it develops students' ability to improve comprehension; a skill that they need at the university level		
	<b>Demonstrate awareness of the effect of word choice on messages.</b>				
	Use correct synonyms or equivalent phrases.		Core in relation to skills as it develops students' ability to create vivid and intriguing images; a skill that they need at the university level		
<b>Oral Communication</b>	<b>Give oral presentations of varying lengths.</b>				
	Contribute to brainstorming activities.		Core in relation to skills as it develops students' ability to generate ideas about a certain topic; a skill that they need at the university level	39 periods	
	Practice giving speeches.		Core in relation to skills as it develops students' ability to build confidence in public speaking; a skill that they need at the university level		
	Practice advancing and defending a point of view on behalf of a group.				
	Report findings of a researched project on different subject matter areas.		Core in relation to skills as it develops students' ability to share evaluation results and develop recommendations; a skill that they need at the university level		
	React verbally to oral or written texts.		Core in relation to attitudes and values as it develops students' ability to take a stand or show empathy		
	<b>Contribute constructively to the development of the argument at hand.</b>				
	Engage in critical discussions.		Core in relation to skills and attitudes as it develops students' ability to		
Express ideas cogently.					

	Participate in and lead debates.		argue politely and to gain adherence from an audience; a skill that they need at the university level		
	Lead discussion groups.				
	Suggest alternatives and fill in information gaps.				
	<b>React critically to the content of works under study.</b>				
	Trace development of main ideas.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level		
	Comment on relevance of supporting details.				
	Discuss underlying values.		Core in relation to values as it develops students' ability to make deliberate and objective choices; a skill that they need at the university level		
	Identify and explain bias, tone, and intent.				
<b>Written Communication</b>	<b>Demonstrate ability to write communicatively effective prose.</b>				
	Produce different modes of writing.		Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they need at the university level	39 periods	
	Choose structures and word order appropriate for tasks and audiences.		Core in relation to skills as it develops students' ability to convey messages properly; a skill that they need at the university level		
	<b>Demonstrate command of extended writing.</b>				
	Make use of a wide range of grammatical constructions and of an extensive vocabulary, producing a suitable variety of sentence lengths.		Core in relation to skills as it develops students' ability to enrich their content and to communicate more effectively; a skill that they need at the university level		
	Sustain thematic unity.				

	Maintain coherence (logical sequencing, transitionals, key terms, etc.).		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Use proper organizational strategies.			
	Demonstrate ability to use different rhetorical strategies (narration, persuasion, exposition).		Core in relation to skills as it develops students' ability to use different types of discourse; a skill that they need at the university level	
<b>Thinking</b>	<b>Evaluate a variety of texts from different subject matter areas.</b>			
	Critique writer's/speaker's argument.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	Show ability to synthesize information gathered from different sources.		Core in relation to skills as it develops students' ability to collect enough data to convince others and support one's view point; a skill that they need at the university level	
	<b>Apply inductive and deductive reasoning.</b>			
	Analyze links between evidence and claim.		Core in relation to skills as it develops students' ability to support claims with evidence; a skill that they need at the university level	
	<b>Respond critically to an argument.</b>			
	Present well-grounded counterarguments.		Core in relation to skills as it develops students' ability to argue reasonably and respond to objections confidently; a skill that they need at the university level	
	Formulate refutations and rebuttals.			

Objectives	Skills	Themes	Figures of Speech	Writing Genres
All objectives listed in the 2025-2026 curriculum	All skills required in the official exam test specifications document	Literature and Fine Arts	Simile	Problem-solution Essay
		Psychology	Metaphor	Cause-effect Essay
		Sociology	Personification	Persuasive Essay
		History	Irony	
			Hyperbole	
			Alliteration	
			Repetition	

الأهداف/الدروس المطلوبة لامتحانات الرسمية  
في مادة اللغة الإنكليزية  
الصف الثالث الثانوي- فرع الاجتماع و الاقتصاد

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Section:</b> Sociology and Economics	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التخفيف الصادر ضمن التعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	Summarise lectures.	<b>Demonstrate basic understanding of academic lectures.</b>			
			Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	26 periods	

	Take notes.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level	
	Make relevant comments.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify speaker, context, and audience.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the context and the audience	
	Identify main ideas.		Core in relation to skills as it develops students' ability to focus on main points; a skill that they need at the university level	
<b>Demonstrate critical understanding of spoken discourse.</b>				
	Identify speaker's purpose, role, and tone.		Core in relation to attitude as it develops students' ability to set a clear purpose and to establish an appropriate attitude with a proper tone of voice	
<b>Demonstrate awareness of linguistic and organizational structure of text.</b>				
	Identify features of style and register.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the context	

	Identify key terms stressed in text.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
	Identify transitionals.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify methods of development of ideas.		Core in relation to skills as it develops students' ability to follow a logical sequence; a skill that they need at the university level	
	<b>Demonstrate understanding of specialized texts (History, Geography, Economics).</b>			
<b>Reading</b>	Recognize, identify, and define related concepts and terminology.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	26 periods
	Identify main ideas and details.		Core in relation to skills as it develops students' ability to focus on main points; ; a skill that they need at the university level	
	Identify and explain implied meanings and attitudes.		Core in relation to attitudes as it develops students' ability to adopt certain attitudes based on the situation	

	Identify and explain bias, false analogies, faulty deductions, incomplete statistics, and insignificant differences.		Core in relation to skills as it develops students' ability to make objective claims; ; a skill that they need at the university level	
<b>Read and analyse texts to identify and explain organizational patterns.</b>				
	Identify thesis statement, topic sentence, supporting details, and conclusion.		Core in relation to skills as it develops students' ability to organize and structure their thoughts; a skill that they need at the university level	
	Identify elements of cohesion in a text (opening and closing statements, key terms, transitionals, parallelism, and the like).		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Identify different writing styles and explain how they change according to topic, writer, and context.		Core in relation to skills as it develops students' ability to vary style according to context; a skill that they need at the university level	
<b>Demonstrate ability to cope with assigned readings in specialized publications.</b>				
	Make summaries and abstracts.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	
	Make notes for research.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level	

	<b>Identify and manipulate technical jargon.</b>			
	Identify and explain stylistic features of read materials.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
<b>Oral Communication</b>	<b>Demonstrate advanced oral skills in responding to oral or written input.</b>			
	Identify strengths and weaknesses of presentations.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	26 periods
	Summarize main ideas fluently and accurately.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	
	React to other's views in critical discussions.		Core in relation to values as it develops students' ability to show empathy	
	<b>Show advanced command of oral presentations of researched topics.</b>			
	Develop main ideas fully maintaining unity of theme.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	
	Maintain audience interest by asking questions, varying intonation, and using graphic illustrations.			

	Support presentations with a variety of data (statistics, facts, audio-visual aids, etc.)			
	Make timed presentations on pre-assigned topics.			
	<b>Participate in problem solving activities.</b>			
	Participate in and lead debates.		Core in relation to skills as it develops students' ability to communicate properly; a skill that they need at the university level	
	Ask for repetition and clarification.		Core in relation to skills and values as it develops students' ability to make polite requests; a skill that they need at the university level	
	<b>Demonstrate practical knowledge of the rules of spoken discourse.</b>			
	Join conversations at appropriate transition points.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	Speak coherently and clearly with proper enunciation and intonation.		Core in relation to skills as it develops students' ability to communicate and present ideas properly; a skill that they need at the university level	
<b>Written Communication</b>	<b>Demonstrate advanced writing skills in responding to input.</b>			
	Comment on or critique what is heard or read.		Core in relation to skills as it develops students' ability to develop critical thinking; a skill that they need at the university level	26 periods
	<b>Demonstrate ability to reinterpret texts.</b>			

	Reorganize ideas in tables, graphs, charts, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Vary style to suit changing purpose, situation, and audience.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience	
	Modify parts of the text to change orientation, tone, or style.		Core in relation to skills as it develops students' ability to make necessary modifications	
<b>Show advanced skills in writing well-researched papers.</b>				
	Prepare research projects.		Core in relation to skills as it develops students' ability to develop research techniques; a skill that they need at the university level	
	Use wide variety of resources and references.			
	Follow proper documentation procedures.			
	Use different expository and argumentative methods of development.		Core in relation to skills as it develops students' ability to develop writing techniques; a skill that they need at the university level	
	Draft, re-draft, and proof-read.			
	Maintain thematic unity.			
	Write coherently employing logical sequencing, transitionals, and repetition of key terms.			
<b>Demonstrate ability to write for different interactive purposes.</b>				
	Fill in application forms.		Core in relation to skills as it develops students' ability apply for jobs, scholarships, etc.; a skill that they need at the university level	
<b>Thinking</b>	<b>Demonstrate critical interpretation and appreciation of written and spoken discourse.</b>			

	Take notes consistently and coherently.		Core in relation to skills as it develops students' ability to take notes; a skill that they need at the university level	
	Predict outcomes of events.		Core in relation to skills as it develops students' ability to make logical predictions; a skill that they need at the university level	
	Make valid evaluations, judgments, and inferences.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	Present critique of texts and of others' work.			
<b>Show the ability to evaluate different theories and strategies in fields of study.</b>				
	Explain a theory.		Core in relation to skills as it develops students' ability to reflect on different theories	
	Discuss the applicability of a theory to a specific context.			
	Compare between one theory and another.			

Objectives	Skills	Themes	Figures of Speech	Writing Genres
All objectives listed in the 2025-2026 curriculum	All skills required in the official exam test specifications document	Current Local and Global Issues in Social Sciences and Economics	Simile	Problem-solution Essay
		The Media	Metaphor	Cause-effect Essay
		Democracy	Personification	Persuasive Essay
		Human Rights	Irony	
		Waves of Emigration		
		The Ecological Environment		
		Pollution		
		Natural Phenomena, Wonders, and Disasters		
		The Family		
		Youth Problems and Interests		
		Gender Issues		
		Developed, Developing, and Under-developed Countries		
		Socio-economic Issues		

الأهداف/الدروس المطلوبة لامتحانات الرسمية  
في مادة اللغة الإنكليزية  
الصفّ الثالث الثانوي - فرعاً علوم الحياة و العلوم العامة

<b>Subject Matter:</b> English Language and Literature		<b>Grade:</b> Third Secondary		<b>Sections:</b> General Sciences & Life Sciences	
<b>References:</b> Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature					
<b>Details of the Curriculum Content</b>					
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصادر ضمن التّعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف الصادر ضمن التّعميم رقم 2016/م/21 تاريخ 2016/9/3 للحلقة الثالثة من التعليم الأساسي ومرحلة التعليم الثانوي.					
Skill	Core Objectives and Performance Tasks	Criterion for Classifying it as core		Allocated Periods	
		Prerequisites with Identification (There are no prerequisite objectives for this grade level since it is the final year in school)	Core in terms of knowledge, skills, attitudes, and/or values	Language skills are taught in an integrated way which engages students in various activities. This is why the time will be divided equally among the four main skills whereas thinking and grammar will be embedded into the context.	
Listening	<b>Sustain comprehension in extended scientific discourse</b>				
	Summarize arguments.		Core in relation to skills as it develops students' ability to organize ideas and restructure them; a skill that they need at the university level	13 periods	
	Paraphrase parts of information.				
<b>Demonstrate awareness of the special language used in scientific discourse.</b>					

	Identify special linguistic structures and explain how they deviate from normal discourse.		Core in relation to skills as it develops students' ability to derive the meaning of individual words and to understand semantic relations; a skill that they need at the university level	
	Identify the special terms used in the text.		Core in relation to skills as it develops students' ability to focus on relevant terminology; a skill that they need at the university level	
<b>Understand specific details and information from various scientific sources.</b>				
	Identify objectivity markers in scientific discourse.		Core in relation to skills as it develops students' ability to give objective judgements; a skill that they need at the university level	
	Recognize specific details as examples of general science topics.		Core in relation to skills as it develops students' ability to formulate the main idea when it is implied; a skill that they need at the university level	
	Understand lectures using scientific graphic conventions.		Core in relation to skills as it develops students' ability to analyze and interpret graphic data; a skill that they need at the university level	
<b>Reading</b>	<b>Read information given through language discourse pertaining to scientific and professional materials.</b>			
	Interpret tone.		Core in relation to attitude as it develops students' ability to understand feelings	13 periods
	Interpret point of view.			

Derive information from non-textual clues			
	Interpret charts, graphs, tables, etc.		Core in relation to skills as it develops students' ability to analyze and interpret graphic data and visual relationships; a skill that they need at the university level
Read specialized texts efficiently.			
	Derive relevant information from textbooks.		Core in relation to skills as it develops students' ability to obtain more detailed data; a skill that they need at the university level
	Derive relevant information from other sources.		Core in relation to skills as it develops students' ability to collect enough data to convince and support one's view point; a skill that they need at the university level
Demonstrate ability to interpret texts.			
	Organize ideas in the form of tables, charts, graphs, etc.		Core in relation to skills as it develops students' ability to illustrate data visually; a skill that they need at the university level
Understand and produce discourse using more advanced notions of science			
<b>Oral Communication</b>	Deliver cause/effect presentations.		Core in relation to skills as it develops students' ability to make connections; a skill that they need at the university level
			13 periods

	<b>Produce oral presentations on a variety of scientific situations.</b>			
	Substantiate scientific hypotheses.		Core in relation to skills as it develops students' ability to explain things by using evidence; a skill that they need at the university level	
	Present own observations using visuals.		Core in relation to skills as it develops students' ability to illustrate data visually; a skill that they need at the university level	
	<b>Use different speech strategies for specific situations.</b>			
	Participate in scientific defensive discourse.		Core in relation to skills as it develops students' ability to argue objectively; a skill that they need at the university level	
<b>Written Communication</b>	<b>Produce extended written forms.</b>			
	Develop scientific description.		Core in relation to skills as it develops students' ability to argue objectively; a skill that they need at the university level	13 periods
	<b>Understand and produce discourse using extended notions of science.</b>			
	Develop cause/effect discourse.		Core in relation to skills as it develops students' ability to make logical connections; a skill that they need at the university level	
	<b>Observe the rules of good writing.</b>			
	Write coherently, grammatically and clearly.		Core in relation to skills as it develops students' writing	

	Vary style and register according to topic and task.		strategies; a skill that they need at the university level	
	Select appropriate technical terminology.			
	<b>Utilize a wide range of vocabulary and grammar.</b>			
	Use extensive technical lexis for a variety of scientific situations.		Core in relation to skills as it develops students' ability to use wide concepts and expressions	
	Use a variety of grammatical components most pertinent to scientific discourse.		Core in relation to skills as it develops students' ability to use wide concepts and expressions to produce grammatically correct sentences that fit the context	
<b>Thinking Skills</b>	<b>Evaluate information given through extended scientific discourse.</b>			
	Assess logical relationships.		Core in relation to skills as it develops students' ability to make sound judgements by using evidence; a skill that they need at the university level	
	Determine whether a theory is warranted.			
	<b>Engage in problem-solving tasks.</b>			
	Identify research problems.		Core in relation to skills as it develops students' ability to conduct research; a skill that they need at the university level	
	Conduct an experiment.			
	Organize and analyse results.			
Compare findings to those reported in literature.				

Objectives	Skills	Themes	Figures of Speech	Writing Genres
All objectives listed in the 2025-2026 curriculum	All skills required in the official exam test specifications document	Current Issues	Simile	Problem-solution Essay
		The Ecological Environment	Metaphor	Cause-effect Essay
		Technology	Personification	Persuasive Essay
		The Teenager	Irony	
		Human Rights		
		Natural Phenomena		
		Human Values		