

الأهداف والدروس المطلوبة لامتحانات النهائية للصف التاسع الأساسي
في مادة اللغة الإنكليزية وآدابها
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

الأهداف المطلوبة لامتحان النهائي للصف التاسع الأساسي في مادة اللغة الإنكليزية وآدابها للعام الدراسي 2025-2026				
Subject Matter: English Language and Literature		Grade: Nine		Cycle 3 of Basic Education
References: Decree No. 10227 of 8/5/1997 Details of the curriculum content of English Language and Literature				
Details of the Curriculum Content				
ملاحظة: يأخذ هذا المُستند بعين الإعتبار التّخفيف الصادر ضمن التعميم رقم 2018/م/28 تاريخ 2018/5/21 المبني على التّخفيف 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 each as core		Allocated Periods
		Prerequisites with Identification	Core in terms of knowledge, skills, attitudes, and / or values	
Listening	Demonstrate understanding of increasingly complex and varied audio input.			
	Paraphrase the main idea.	Prerequisite from Grade 9 to First Secondary and subsequent classes		39 periods
	Make inferences based on prior knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Dramatize a whole situation/event described.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Present jumbled events in chronological order.		Core in relation to skills as it develops students' ability to analyze and synthesize as they recombine things in a logical manner	
Recognize and discriminate aspects of spoken discourse.				
	Discuss setting and topic.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Identify correct register/accnt/type of language used.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Draw a topic outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Use cloze procedure to focus on specific discourse markers.		Core in relation to skills as it develops students' ability to utilize language components	
	Paraphrase events and points of view presented.		Core in relation to skills as it develops students' ability to utilize language components and to organize ideas and restructure them	
Demonstrate critical understanding of spoken discourse.				
	Criticize speaker's opinions and attitude.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Compare/contrast two versions of the same piece of news.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Analyze emotional impact of audio input.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Propose an alternative to a viewpoint/solution.		Core in relation to skills as it develops students' ability to solve problems	
	Explain speaker's purpose, tone and attitude.		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	
	Distinguish facts from opinions.		Core in relation to skills as it develops students' ability to be objective	
	Comprehend written/ printed discourse using text-related clue.			
Reading	Fill in a cloze passage with appropriate transitional and idiomatic expressions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		39 periods
	Review the use of synonyms/antonyms/definitions/ phrasal verbs/idiomatic expressions for underlined vocabulary words in the passage.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select the appropriate collocate or given word.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Reinforce the use of prefixes and suffixes found in a text and give further examples of words which can be formed of these.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
Demonstrate critical understanding of a text.				
	Provide an alternative outcome or conclusion and justify it.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Paraphrase cause-effect events.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Complete the missing part of a text.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Justify your choice of a title for an extract/story/poem or article.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Make a topic or sentence outline.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Compare/contrast two short stories you have read.		Core in relation to skills as it develops students' ability to balance things	
	Identify context of an extract.		Core in relation to skills as it develops students' ability to understand and draw conclusions	

	Interpret graphs, charts, tables, etc.		Core in relation to skills as it develops students' ability to analyze and transform data into discourse	
	Analyze attitude in the text.		Core in relation to attitude as it develops students' ability to establish an appropriate attitude	
Develop basic comprehension of appropriate literature.				
	Analyze main characters, setting, theme, and plot.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Discuss how the following elements developed: theme, character, plot, setting.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Rate author's use of figures of speech.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Analyze main characters, setting, theme, and plot.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.		Core in relation to skills as it develops students' ability to utilize reading strategies	
	Create your own verse by using a poem as a model of style.		Core in relation to skills as it develops students' creativity	
Seek and/or provide information.				

Oral Communication	Explain why certain cause/effect relationships in science occur.	Prerequisite from Grade 9 to First Secondary and subsequent classes		39 periods	
	Compare two methods of doing something.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Communicate and/or justify intellectual / emotional / moral issues and positions.				
	Deny an accusation and defend a position.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Evaluate two possible solutions to a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Express your attitude towards a problem /issue.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Give oral presentations on assigned topics.	Prerequisite from Grade 9 to First Secondary and subsequent classes			
	Describe the way a person must have felt when own friends abandoned him/her.		Core in relation to values as it develops students' ability to show sympathy		
	Initiate /sustain and conclude a variety of practical /social and professional conversation acts.				
	Summarize the highlights of a debate and conclude it.	Prerequisite from Grade 9 to First Secondary and subsequent classes			

	Debate the advisability of a certain profession.		Core in relation to skills as it develops students' transferable and professional abilities	
	Give an oral report on a breakthrough in medicine, science, technology, etc.		Core in relation to attitude as it develops students' ability to reflect on advances in different domains	
	Discuss and take a stand on issues from subject areas.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
	Give and receive feedback on an oral presentation.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
Written Communication	Develop and enhance writing skills through semi-guided activities.			
	State why topic/concluding sentences are irrelevant, banal, or repetitious.	Prerequisite from Grade 9 to First Secondary and subsequent classes		39 periods
	Generate concluding paragraphs for incomplete essays.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Develop a four-paragraph essay from an outline and notes.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Reconstruct a scrambled text.		Core in relation to skills as it develops students' ability to analyse and synthesize as they recombine things in a logical manner	
Produce expressive, transactional, and creative writing.				
	Write a formal/informal letter and/or petitions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Design simple questionnaires.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Fill out a questionnaire.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Write an open-ended dialogue about a conflict.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Rewrite a story.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Write a response to a problem published in a magazine.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Write short reports on a visit, film, book, etc.		Core in relation to skills as it develops students' ability to state opinions objectively	

	Provide captions for cartoon strips/pictures.		Core in relation to attitude as it develops students' ability to reflect on different forms of art	
	Write research papers.		Core in relation to skills as it develops students' professional and transferable abilities	
Apply process writing skills.				
	Organize ideas into outlines, loops, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Compare/contrast timelines and clusters.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select and narrow a topic.		Core in relation to skills as it develops students' ability to make appropriate choices	
	Take notes from audio-visual input.		Core in relation to skills as it develops students' ability to take notes from various modes	
	Interview a source and take notes.		Core in relation to skills as it develops students' ability to take notes	
	Identify the purpose of a writing task.		Core in relation to attitude as it develops students' ability to set a clear purpose	

	Identify audience: self, peers, teacher, other.		Core in relation to attitude as it develops students' ability to vary style and level of formality depending on the audience
	Write multiple drafts.		Core in relation to skills as it develops students' ability to edit and proofread
	Delete words/phrases/irrelevances.		Core in relation to skills as it develops students' ability to make appropriate choices
	Add words/phrases/sentences.		
	Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.		Core in relation to attitude as it develops students' ability to describe and convey feelings
	Add supporting details.		Core in relation to skills as it develops students' ability to be more credible
	Rewrite vague sentences.		Core in relation to skills as it develops students' communication strategies
	Supply suggestions for an improved beginning/end.		Core in relation to values as it develops students' self confidence
	Conduct a structured interview with peers to elicit feedback on language and content.		Core in relation to skills as it develops students' communication strategies

	Share writing through oral reading.		Core in relation to values as it develops students' self confidence	
	Post writing on bulletin board.		Core in relation to values as it develops students' self confidence and self actualization	
	Design a poster for own writing.		Core in relation to values as it develops students' ability to self express themselves and boost their creativity	
	Submit writing to the school magazine.		Core in relation to values as it develops students' self confidence	
Thinking	Develop thinking strategies in problem-solving, decision-making and conceptualizing.			
	Evaluate appropriate graphic organizers.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Execute the plan by outlining course of action.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate a goal for self or group.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Assess options for attaining a goal by relating to personal experience.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Judge the plan against a set of personal criteria.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Formulate complex clarification questions.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Develop and apply learned mnemonic strategies to solve learning problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Discuss a problem presented in a text.		Core in relation to skills as it develops students' ability to deal with problems	
	Devise an appropriate solution/plan for a given problem.		Core in relation to skills as it develops students' ability to solve problems	
	Paraphrase, summarize and organize a text.		Core in relation to skills as it develops students' ability to organize ideas and restructure them	
	Classify, organize and categorize information.			
Develop critical thinking skills.				
	Examine flow of ideas/logic of argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Generate questions of advanced complexity.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Distinguish between relevant and irrelevant information.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Recognize logical fallacies/inconsistencies in an argument.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Verify given conclusion.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate other conclusions against a set of criteria.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Reflect on patterns of deductive, inductive and logical reasoning.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Give and receive feedback.		Core in relation to attitudes as it develops students' ability to criticize and accept criticism respectfully	
Transfer information from one context to another.				
	Relate knowledge from one subject-matter area to another.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Analyze data introduced in charts, graphs, maps, etc.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Relate logical inferences based on the text to background knowledge.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Relate knowledge from one subject-matter area to another.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Select and use learned strategies to solve new problems.	Prerequisite from Grade 9 to First Secondary and subsequent classes		

	Reconstruct elements of text into new whole.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Synthesize ideas from sources to produce arguments and mini-research projects.	Prerequisite from Grade 9 to First Secondary and subsequent classes		
	Evaluate information extracted from the text.		Core in relation to skills as it develops students' ability to give objective judgements	

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Objectives	Skills	Themes	Grammar	Writing Genres
All objectives listed in the 2025-2026 curriculum	All skills required in the official exam test specifications document	Global Warming	Word Order: Natural/ Inverted	Problem-solution Essay
		The Generation Gap	Sentence Structures: Simple/ Compound/ Complex	Cause-effect Essay
		Disasters	Sentence Types: (Declarative/ Interrogative/ Exclamatory/ Imperative)	Narrative Essay
		Mysteries	Nouns: (Singular and Plural/Count and Non-Count/Common and Proper/Possessives (Singular and Plural)/ Collective /Appositives/Gerunds/ Abstract and Concrete/ Infinitives as Noun Clauses/ Noun Phrases and Clauses)	
		The Supernatural	Pronouns: Subject/Object/Possessive/Indefinite/ Personal/Demonstrative/ Interrogative/ Reflexive/ Relative/ Pronoun Antecedent	
		Building Self Confidence	Verbs: <ul style="list-style-type: none"> • Conditional Sentences (First Conditional- Second Conditional/Third Conditional) • Active and Passive • Reported Speech 	
		Valuing the Planet Earth	Tenses: <ul style="list-style-type: none"> • Present Simple/Present Progressive/ Present Perfect/ Present Perfect Progressive/Past Simple/ Past Progressive/Past perfect/ Past Perfect Progressive • Future Simple/ Be going to 	
		Tolerance	Conjunctions: Coordinating/Subordinating/ Correlative	
			Usage: <ul style="list-style-type: none"> • Subject-Verb Agreement • Run-ons/Fragments • Adverbs vs. Adjectives 	
		Modal Verbs		