الدليل الإرشادي للقواعد المقررة في الامتحان النهائي المستوى 8.1

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التواصل الاجتماعي بحسب الصف الحادي عشر

روابط مواد الصف الحادي عشر على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الأول

English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 8.1

Term 1

2023 - 2024

INDEX

How to use this resource

The Coverage, Grammar and Functional Language Teaching Resource

The slides within this resource, although detailed, are designed to be used as a starting point for teachers to construct lessons around the language points that are explored here. The slides are intended to be used individually as a resource within a lesson and to be incorporated as part of instruction incrementally throughout the term to ensure that students have been exposed to all the language points in the coverage ahead of their end of term exam. Therefore, the PowerPoint should not be presented at a single event or in its entirety. Some functional language points may overlap with grammatical points in the coverage, and in that case, it is possible to combine slides. However, this resource should be considered to be a collection of individual slides that teachers can use to enhance students' learning.

Within this document, you will find information about the coverage for this term. The lexis family that assessments will contain is mentioned as well as the particular grammatical and functional language points that will be tested in the exams at the end of this term. In the preparation sections, you will find examples and explanations for the grammatical and functional language points that will be assessed this term.

The grammar preparation section has an example sentence that illustrates the grammatical point. It follows this with an explanation of the meaning of the example sentence. Next, the specific grammatical structure used within the example sentence is detailed and links given to further resources. Next is an explanation of the circumstances under which the particular structure is used. More example sentences using the structure are given at the end of the slide.

In the functional language preparation section, there are examples of the particular language point followed by an explanation of how it is used. In the associated grammar section, language points that comprise the structure or can be used in conjunction with the language point to express the stipulated function are detailed.

Term 1 Assessment Coverage

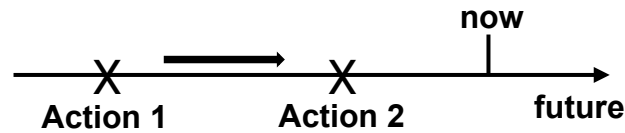| Topic(s): Looking back, technology, people.			
ECFE Grammar	**Prerequisite Grammar**	**GSE Grammar**	**Functional Language**
Conjunctions: subordinating	Can link clauses and sentences with a range of basic connectors. Can use first, second and third conditionals.	Can use a range of complex conjunctions in conditional statements (all three types). (64)	Expressing opinion Describing causes and consequences Describing past experiences and events
Verb forms: gerunds	Can use 'like/hate/love' with gerunds (the '-ing' forms of verbs).	Can use 'need' with verbs in the gerund to express necessity. (63) Can use gerunds in the passive form as complement. (64)	
Adverbs: adverbial linkers	Can use the present perfect with 'for/since' to talk about the duration of states and conditions.	Can use the past perfect with adverbial clauses of time. (63)	
Past time: past perfect simple	Can use past simple in a range of common situations.	Can use the past perfect simple to describe a change in situation. (see English Grammar Profiler)	
Passives: past perfect passive	Can make affirmative statements using common irregular past simple forms.	Can use the past perfect passive. (64)	
Clauses and phrases: defining and non-defining relative clauses	Can ask a range of wh- questions. Can form questions with prepositional verbs and final prepositions.	Can use defining relative clauses and non-defining relative clauses ending in a preposition, with 'who/which/that' as the complement of the preposition. (See English Grammar Profiler)	

Term 1 preparation:
Grammar

You will finish the work by the deadline, <u>provided that</u> you concentrate on each task.
You will get the job, <u>on the condition that</u> you will work on Saturday.
<u>As long as</u> my old TV works, I won't buy a new one.

Meaning	The employee will only complete his work if he focuses on it. (1st conditional) The person will get the job only if they will work at the weekend. (2nd conditional) The person will only buy a new TV if the one he has stops working. (3rd conditional)
Grammatical structure	**Conjunctions: subordinating** clause1 (action or event) + 'on condition that/as long as / providing that / provided that' + clause 2 (condition) G.5.1 Conditionals (Zero), G.5.2 Conditionals (First), G.5.3 Conditionals (Second) G.5.4 Conditionals (Third), New Grammar Lesson_Mixed Conditionals G.6.2 Conjunctions (subordinating)
Usage	We use conjunctions to join the two clauses of a conditional sentence. When placed at the beginning of the clause, these conjunctions describe the condition that needs to be met for something to happen.
Other examples	The dog won't bite, <u>as long as</u> you don't touch it. He might become famous, <u>providing that</u> lots of people buy his music. I would have gone to the event, <u>on the condition that</u> you had come with me.

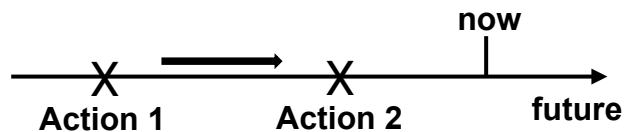|	
My computer <u>needs updating</u> because it works very slowly now. **The students <u>enjoy being given</u> difficult problems to solve.**	
Meaning	The computer is not working properly. It must be fixed and made better. The students like it when the teacher gives them difficult work.
Grammatical structure	**Verb forms: gerunds** noun phrase + needs + verb phrase gerund (passive) noun phrase + verb phrase + verb phrase gerund (passive) <u>G.19.2 Verb forms (verb + to + inf_verb + inf_verb + ing)</u> <u>New Grammar Lesson_Gerunds_Level 5.1 and above</u>, <u>New Grammar Lesson_Infinitives of Purpose_Level 5.1 and above</u>
Usage	We use 'need' with verbs in the gerund to express necessity. We use gerunds in the passive form to emphasise actions that are done *to* the subject noun rather than who is doing the action.
Other examples	The grass <u>needed cutting</u> because it was too long. The telephone <u>needs answering</u>. It might be important! We all <u>enjoy being praised</u> for our work.

	He noticed he had left his laptop charger at home after he arrived at the airport.
Meaning	The person is going to the airport. He gets to the airport first. Then he finds out that he has left something at home.
Grammatical structure	**Adverbs: adverbial linkers** past perfect + adverbial clause of time G.2.5 Adverbs (adverbial linkers) Past Perfect (Level 5.1 or higher)
Usage	An adverbial clause of time is a subordinate clause used to show when something happens. It uses conjunctions like **when, before, after, as, by the time, while, until, as soon as, till, since, no sooner than, as long as** to add information to the main clause. We can use adverbial clauses of time with past perfect to show the order of two past events. The past perfect clause is the action that happened first.
Other examples	She had finished her work before the computer broke down. When the scientists announced their discovery, they had already checked all the data. By the time the smartphone was invented, people had already started texting.

I <u>had planned</u> to stay in the hotel all month, <u>but</u> unfortunately, I have to leave sooner than expected.	
Meaning	The subject of the sentence is staying in a hotel. The plan was to stay one month. Something has made them change their plan and leave the hotel early.
Grammatical structure	**Past time: past perfect simple** had + past participle + to + infinitive verb + but (to mark change in situation) + additional information <u>Past Perfect (Level 5.1 or higher)</u>
Usage	We often use the past perfect to refer to situations which have changed. Past perfect is used to describe the previous plan. In speaking, the word 'had' is often stressed: Are you going anywhere today? I **had** planned to go to the beach, but look at the rain! (had is stressed; the meaning is 'I have now changed my mind').
Other examples	She <u>had decided</u> to walk to work, <u>but</u> in the end, she took the car. Maryam <u>had wanted</u> to get the latest smartphone. <u>However,</u> she felt she couldn't really afford it. I'm very happy working as an engineer, <u>but</u> I <u>had wanted</u> to be an actor when I was younger.

now

Action 1   Action 2   future

The computer <u>had been broken</u> in class last week, so we couldn't use it.	
Meaning	Someone or something had broken the computer before they tried to use it. They couldn't use it because it was broken.
Grammatical structure	**past perfect passive** object + had been + V3 (past participle) + rest of sentence Past Perfect (Level 5.1 or higher)
Usage	We use the past perfect for actions that start and finish in the past. It is used to make it clear that one event happened before another in the past. We use the passive form to describe the actions that have been done *to* an object in the past when the action is more important than the doer of the action.
Other examples	The school I am attending <u>had been built</u> three years ago. She said the smartphone I lost <u>had been found</u> and given to the police. The house <u>had been lived in</u> by an important businessman for many years before I bought it.

	I found a phone yesterday. Someone must know <u>who it belongs to</u>.
Meaning	The speaker is stating that they found a phone. They are also making a deduction about the information available about the owner.
Grammatical structure	**Clauses and phrases: defining and non-defining relative clauses** object + who / which / that + rest of clause + preposition. <u>G.4.1 Clauses and phrases (defining relative clauses)</u> <u>G.4.2 Clauses and phrases (non-defining relative clauses)</u> <u>Relative Pronouns (Level_5.1 and higher)</u>
Usage	We use relative clauses to add more information to the subject or object in a sentence. In informal English, we can end the relative clause with a stranded preposition (a preposition that is not followed by its complement – here the complement precedes the preposition). The most common prepositions that end relative clauses are 'with', 'for', 'to' and 'of'.
Other examples	Saqr Park, <u>which we frequently go to</u>, is in Ras al Khaimah. That's the best way of doing it <u>that I know of</u>. Our neighbour's garden, <u>which we often play in</u>, is very beautiful. I have some great friends <u>who I like to play with</u>.

Term 2 preparation:

Functional language

I can't help thinking that online shopping is dangerous and addictive!

The way I see it, life changed for everyone when the internet was invented.

From my perspective, it seems as though technology has made life easier for most people.

Functional language point	Expressing opinion
Associated grammar	Pronouns, present modals, prepositional phrases

Due to unforeseen circumstances, the shop is closed.

The cause of the damage was water in the computer keyboard.

The production was delayed as a consequence of a fault detected in the design.

Functional language point	Describing causes and consequences
Associated grammar	Noun and verb forms, preposition (of, by), subordinating conjunction

I had begun working as a scientist fifty years ago, before the invention of the internet. At that time, we didn't have the technology to perform complex experiments.

You weren't at the meeting yesterday. What happened?

A long time ago, people didn't have personal computers or smartphones.

Functional language point	Describing past experiences and events
Associated grammar	Adverbial phrases of time, past simple and past continuous , past perfect, adjectives

Thank you