

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



المواصفات الداعمة للامتحان النهائي المسار العام

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الحادي عشر ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ الملف

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التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language Coverage, Grammar and Functional Language Teaching Resource

Level 7.1

Term 2

2023 - 2024

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How to use this resource



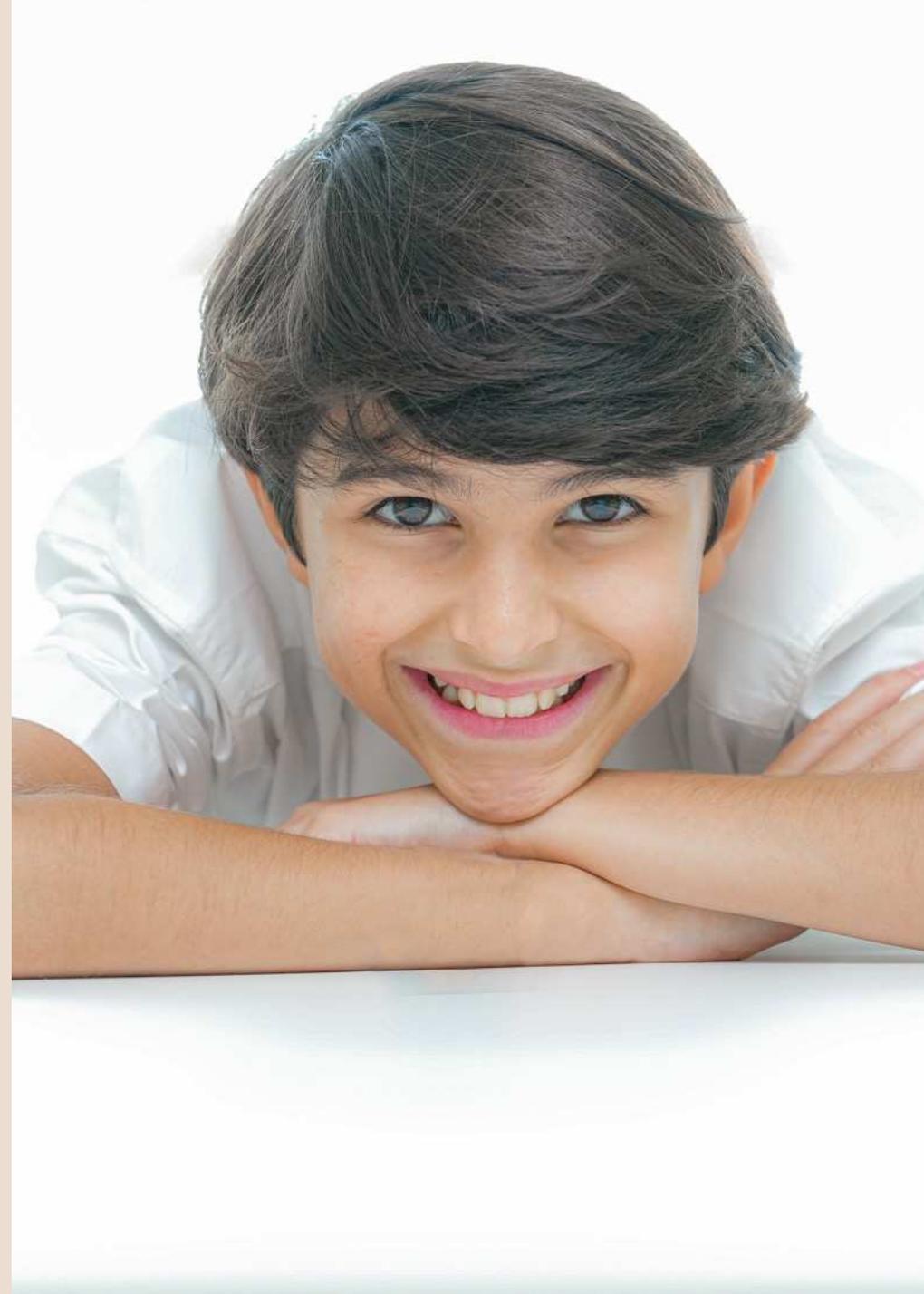
The Coverage, Grammar and Functional Language Teaching Resource

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 the particular are used. In the associated grammar section, language points that comprise the structure or can be used to in conjunction with the language point to express the stipulated function are detailed.



Term 2 Assessment Coverage

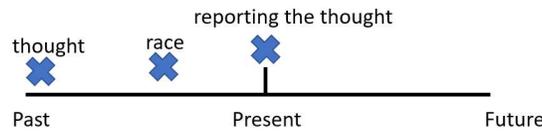


Topic(s): Places, health and fitness, art

| ECFE Grammar | Prerequisite Grammar | GSE Grammar | Functional Language |
|-----------------------------|---|--|---|
| Reported speech | Can report past wh- questions. (50) | <p>Can use 'thought' to express past expectations, with appropriate tense changes. (57)</p> <p>Can talk about past beliefs and intentions in the passive. (57)</p> <p>Can report orders, requests and advice with infinitive clauses. (60)</p> | <p>Describing past experiences and events</p> <p>Expressing regret</p> <p>Comparing and contrasting</p> |
| Third conditional | Can make offers using the first conditional. (46) | Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional. (58) | |
| Past continuous | Can make affirmative statements using common regular past simple forms. (30) | Can use a range of verbs in the past continuous to refer to past plans and intentions. (58) | |
| Cleft sentences | Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48) | <p>Can use clauses with 'What ...' to emphasise the topic or main point. (59)</p> <p>Can use clauses with 'It' + 'be' ... to emphasise the topic or main point. (59)</p> | |
| Conjunctions: subordinating | Can use 'but' to link clauses and sentences. (28) | Can use 'while', 'whereas' and 'whilst' (Br Eng) to contrast and compare actions and situations. (60) | |
| Adjectives: comparatives | Can place adjectives in the correct position (before nouns). (31) | Can make complex comparisons between verb/noun phrases. (62) | |

Term 2 preparation: Grammar





I thought that I would win the race.

| | |
|------------------------------|---|
| <p>Meaning</p> | <p>The speaker is telling us what they expected would happen in the competition. The direct thought was, "I will win this race." However, they did not win.</p> |
| <p>Grammatical structure</p> | <p>Reported thought subject + thought + that clause (that + subject + backshifted verb + object)</p> |
| <p>Usage</p> | <p>We can use reported thoughts to repeat what someone's expectations had been about an event that has now taken place. When we use reported thoughts, the implication is that the results are different to how the speaker expected them to be. When we report, we are talking about a thought that has taken place in the past. We therefore backshift the verb from the direct thought by moving it one step into the past, for example, 'will' in the direct thought becomes 'would' in the indirect thought.</p> |
| <p>Other examples</p> | <p>My mum <u>thought that</u> she was going to pick me up from school, but she couldn't in the end. They <u>thought that</u> they were taking the exam next week, but it was cancelled. Mariam <u>thought that</u> she was going to fail the exam, but she actually passed.</p> |

I told you he would be given the job.

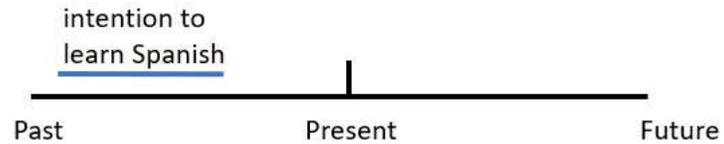
| | |
|-----------------------|--|
| Meaning | The speaker is reporting what they have previously said about someone getting a job. The passive is used because the emphasis is on the action (getting a job) rather than who has decided to appoint them. The direct speech was, "They'll give him the job." |
| Grammatical structure | Reported speech: passive Past clause of belief/reporting + 'would'/'was/were going to' + 'be' + past participle |
| Usage | We can use a reporting clause with passive infinitives to report what somebody has said or thought about a subject in the past. The first clause in the sentence is reported speech and is formed with a reporting verb in the past tense. The emphasis of the sentence is on the previous speech. The second clause is the passive infinitive and is used because the emphasis is on the action rather than the doer of the action. |
| Other examples | We <u>thought the rat wasn't going to be caught</u> , but finally, the cat got it. He <u>said that they were going to be driven</u> to the mall soon. They always <u>believed that he would be appointed</u> to his dream job one day. |

They warned us not to go there.

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| Meaning | The speaker is reporting some advice a group of people have given to them about an action they were considering in the past. The direct speech was, "Don't go there." |
| Grammatical structure | Reported speech reported orders/requests/advice with 'to' + infinitive verb |
| Usage | We can use a reporting verb with 'to' and an infinitive verb to talk about an order, request or piece of advice someone has said directly to us in the past. Reported speech is formed with a reporting verb (e.g. warned) and the infinitive of the verb (e.g. go) is used instead of backshifting as the direct statement is either an imperative or a piece of advice with 'should'. |
| Other examples | He <u>told me not to be late</u> . She <u>begged me to take</u> her book back to the library. I <u>encouraged him to learn</u> Mandarin. |

I could have stayed in an expensive hotel, if I'd saved more money.

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| Meaning | The speaker didn't save enough money and therefore couldn't stay in an expensive hotel. They are imagining the situation being different. |
| Grammatical structure | Third conditional: 'if' + past perfect, hypothetical with 'would/wouldn't/could' + have + past participle 'would/wouldn't/could' + have + past participle + 'if' + past perfect |
| Usage | We use the third conditional to describe a hypothetical past action and to imagine the results of that action. It is often used to express regret. The past action is in the past perfect and the imagined result is in a clause with the past participle. |
| Other examples | Salem wouldn't have failed if he'd studied harder. If we'd left earlier, we wouldn't have missed our flight. They would have been on time if they hadn't dropped their friend off. |



Amal was intending to learn Spanish.

| | |
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| Meaning | At an undefined period of time in the past, Amal wanted to study a particular new language, but she doesn't want to now. |
| Grammatical structure | Past continuous noun phrase + 'was/were intending/planning/hoping' + 'to' + verb phrase infinitive |
| Usage | The past continuous is used to describe an action that was taking place for an undefined period of time in the past. The verbs <i>intending</i> / <i>planning</i> / <i>hoping</i> are referring to past plans and intentions. They are used in past continuous to talk about intentions, plans and hopes that the speaker no longer has. |
| Other examples | They <u>were hoping</u> to travel to Europe this summer. I <u>wasn't planning</u> to start yoga, but I changed my mind. She <u>was intending</u> to climb Jais mountain. |

What we all want is for our team to win.

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| Meaning | The speaker is focusing on the desire to be part of the winning team. |
| Grammatical structure | Cleft sentences in the past, present and future tense <i>Wh- cleft sentences</i> : Wh- clause + be + emphasised word / phrase |
| Usage | We use cleft sentences to help us focus on a particular part of the sentence and to emphasise new information. <u>Wh- cleft sentences</u> : Usually with <i>what</i> , but we can also use <i>why, where, how</i> , etc. The information in the <i>wh-</i> clause is typically understood information, while the information in the following clause is new and emphasised. |
| Other examples | <u>What I need now is</u> a cup of hot cocoa! <u>What they need is</u> a long holiday in Europe. <u>What Ali said was</u> he doesn't need our help. |

It was Hamad who injured his knee.

| | |
|-----------------------|--|
| Meaning | The speaker is emphasising and focusing on the person that hurt his knee. |
| Grammatical structure | Cleft sentences in the past, present and future tense <i>It</i> cleft sentences: It + be + noun + that/who relative clause |
| Usage | We use cleft sentences to help us focus on a particular part of the sentence and to emphasise new information. <u>It cleft sentences</u> : The information that comes after <i>it</i> is emphasised for the listener. We use <i>that</i> or <i>who</i> to begin the clause that contains information that is already understood. <i>It was today (emphasised information) that I saw them (information that is already understood).</i> |
| Other examples | <u>It is</u> my parents <u>who</u> always support me. <u>It is</u> the team's spirit <u>that</u> will motivate me to do better. <u>It was</u> Nadia's attitude <u>that</u> helped her sister win the race. |

Sarah exercises three days a week, while Amal exercises every day.

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| Meaning | The speaker is saying that Amal works out more than Sarah does in a week. The two sentences (dependent and independent clauses) are linked by a subordinating conjunction 'while'. |
| Grammatical structure | Conjunctions: subordinating Independent clause + 'while / whilst / whereas' for contrast + dependent clause |
| Usage | A subordinating conjunction is a word or phrase that links a dependent clause to an independent clause. It indicates that the subordinating (dependent) clause has information to add to the sentence's main idea. This information often contrasts with the main idea. |
| Other examples | I enjoy long drives, <u>whereas</u> Hind finds them very boring. <u>While</u> I appreciate your job offer, I can't accept it. Hamad prefers outdoor activities, <u>while</u> Ali prefers to stay indoors. |

Growing vegetables at home is better than buying them from the store.

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| Meaning | The speaker believes that planting and eating home-grown vegetables is preferable to getting them from the market. |
| Grammatical structure | Adjectives: comparatives verb or noun phrase 1 + comparative adjective + 'than' + verb or noun phrase 2 |
| Usage | Comparative adjectives are used to compare two people or things. We use comparative adjectives to say that one person or thing demonstrates a high degree of a quality or is a better example of a quality than the other. To form the comparative, we add '-er' to the end of the adj or 'more' before the adj. |
| Other examples | Being fit and healthy is <u>more important than</u> losing weight. The loss of her house made a <u>bigger difference to her than</u> the loss of her job. Driving a car is <u>much easier than</u> driving a truck. |



Term 2 preparation: Functional language

**When I was a child, my teacher would read to us every day.
When my sister arrived home from university, I was watching TV.
I finished school in 2020, the year the pandemic began.
After studying for three years, I left university with a good degree in media studies.
I had heard that the UAE was making an action movie in Media City.
As soon as I graduated, I applied and got a job supporting the director.**

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

**In spite of his injury, Hamdan continued to run.
Even though I studied for hours, I wasn't able to get full marks.
Layla was very tired. Nevertheless, she was determined to finish her work.**

| | |
|---------------------------|---|
| Functional language point | Comparing and contrasting |
| Associated grammar | Adjectives, nouns, comparatives, superlatives , adverbs, subordinating conjunctions |

**If I'd been on time for the football match, I would have seen the full game rather than just the highlights.
I deeply regret not spending more time searching for employment before accepting my current job role.
If I had watched the documentary on plastic pollution, I would be more informed about how to reduce the use of harmful materials.
If only I had bought the new motorbike when it was displayed in the showroom.
If only I had more time to practise running. I would have won the race easily.
I deeply regret not thinking more creatively when painting the portrait.
I wish I had enough money to buy lots of horses.**

| | |
|---------------------------|---|
| Functional language point | Expressing regret |
| Associated grammar | Pronouns, third and mixed conditionals ,If only / wish conditional, past tenses, pronouns |

Thank you