

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



الدليل الإرشادي للقواعد المقررة في الامتحان النهائي المستوى 9.1

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التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 9.1

Term 1

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 each 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): Technology, people, education.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Clauses and phrases: participle clauses.	Can use the past perfect with adverbial clauses of time. (63)	Can order a sequence of events using an appended clause with present participle or 'having' + past participle. (71)	<p>Describing causes and consequences</p> <p>Describing past experiences and events</p> <p>Making predictions and hypothesising</p>
Conditionals: second conditional	Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional. (48)	Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances. (71)	
Conditionals: first and second with inversion	Can describe present or future outcomes of a hypothetical situation using 'even if'. (54)	Can describe present or future outcomes of a hypothetical situation using initial 'only if' with inversion of subject and object. (71)	
Verb forms: gerund and infinitives	Can use some verbs connected with the senses + direct object + an '-ing' form, to give emphasis to an ongoing activity.	Can use some verbs connected with the senses + direct object + infinitive without 'to' emphasising a complete action. (See English Grammar Profiler)	
Conjunctions: subordinating conjunctions	Can use conjunctions such as 'when' and 'before' with the present simple, with future reference. (48)	Can use 'since ...' to talk about reasons, causes and explanations. (72)	
Verb forms: gerunds	Can use verb + '-ing' forms as the complement of a sentence. (37)	Can use 'on the point of' to talk about imminent events in the present and past. (71)	

Term 1 preparation: Grammar



Having studied at Khalifa University, he earned a master's degree in network engineering.

Meaning	In this example, the subject had gone to Khalifa university at some point in the past and has now earned a master's degree at the moment of speaking.
Grammatical structure	Participle clauses perfect participle (having + past participle) reduced clause, main clause present participle (verb -ing) reduced clause, main clause
Usage	We use participle clauses to say information in a more economical way or for literary style. They are formed using the present participle (standing, knowing, being, etc.) or the perfect participle (having seen, having bought, having been, etc.). A participle clause using a present participle can be used to express reason. A perfect participle clause (having + past participle) can be used to talk about two actions that happen one after the other. You use the perfect participle for the first action. <i>Having finished their training (first action), they are now looking for jobs (second action).</i>
Other examples	<u>Having completed</u> all my tasks, I assisted my classmates with completing scholarship applications. <u>Being a teacher</u> , he facilitates educational programs for adolescent students. <u>Standing in the queue</u> , I realised that my gadgets would not link to the store's wi-fi.

It was as though my classmate didn't recognise me.

Meaning	'As though' as it is used in this example illustrates an assumption made about the speaker's friend that cannot be true (counterfactual).
Grammatical structure	Conditionals: second conditional: Conditionals: (Second) Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances. 'as if / as though' + subordinate clause in past simple (equivalent to second conditional)
Usage	We use 'as if / as though' with past simple to refer to something appearing to be the case, but where it actually is not.
Other examples	The student hesitated <u>as though</u> he was unsure of the question that the teacher asked. The professor's lecture was amazing. It is <u>as if</u> she knew the thoughts of everyone in her audience. Molly acts <u>as if</u> social networking were more important than physical interaction.

Only if you work hard, will you study at a top university.

Meaning	The person might be able to get admission to one of the best universities, but they must work hard first. This sentence uses the first conditional because it speaks about a present condition and a future result.
Grammatical structure	Conditionals: first and second with inversion Can describe present or future outcomes of a hypothetical situation using initial 'only if' with inversion of subject and object. Conditionals (First) Conditionals (Second) Only if + first conditional / second conditional (with inversion)
Usage	We use 'only if' with either first or second conditional to talk about a strong condition. There is only one condition under which the circumstances can be met. The condition (success in education) is emphasised by putting it first in the sentence. The use of 'Only if' strengthens the condition. 'Will' (first conditional) or 'would' (second conditional) and the subject are inverted.
Other examples	<u>Only if</u> we leave soon, will we be on time for class. (first conditional) <u>Only if</u> I won a million dirhams, would I donate to many charities. (second conditional) <u>Only if</u> you do well in your exams, will we buy you a new laptop. (first conditional)

Since our electric scooter wasn't charged, we rode bicycles instead.

Meaning	The speaker is explaining the reason why they rode bikes instead of electric scooters.
Grammatical structure	Conjunctions: subordinating conjunctions <u>Conjunctions (subordinating)</u> 'since' + subordinate clause
Usage	In this context, 'since' is used to talk about reasons, causes and explanations. It can be used with past, present and future tenses and can be positioned either at the beginning of a sentence or in the middle of the sentence between the result and the cause or reason.
Other examples	<u>Since</u> you don't need your graphing calculator today, can I borrow it? I assumed that the school was closed <u>since</u> the lights were off. The students won't attend the museum trip <u>since</u> they have an exam that day.

She is on the point of losing her scholarship because her grades are so poor.

Meaning

The subject of the sentence is close to losing the funding for her education.

Grammatical
structure

Verb forms: gerunds

past / present tense verb + on the point of + gerund verb phrase

Usage

We use 'on the point of' with a gerund to talk about imminent events in the present and past.

Other examples

We were on the point of leaving our desks when the fire alarm rang.

The team is on the point of developing a new streaming app for the business.

I am on the point of disconnecting my wi-fi because someone keeps hacking into my connection.

He saw her drive her new electric car out of the garage.

Meaning

The speaker witnessed the woman drive away in the car.

Grammatical structure

Verb forms: gerund and infinitives

Can use verbs connected with the senses + direct object + infinitive without 'to', emphasising a complete action.

Sensory word (see, hear, watch, notice) + direct object + infinitive without 'to'

Usage

We use sense verbs with a direct object and an infinitive without 'to' to emphasise the whole event. In the example above, the speaker observes the whole event of the woman driving her car out of the garage.

Other examples

I watched the young students treat the old woman with courtesy and thoughtfulness.

Did you hear him say that he can navigate the website on his own?

She saw her sister comment in a forum about the ethics of consumers streaming music and films.



Term 2 preparation: Functional language

This morning, I was watching a documentary with my little brother when our steaming app broke. Trying to fix it, we ended up breaking the laptop too! We'd only got it back from the computer shop last week, so we were very worried. We'd already asked our mother to take us to town later, when she would be home from work, so we asked her to take us back to the IT shop. Seeing we were back for the second time in two weeks, the engineer kindly fixed our laptop for half price. We promised our mother we would take more care of it in future.

Functional language point	Describing past experiences and events
Associated grammar	Past tenses

**I predict a sharp rise in students going to university in the near future.
In the next few months, I can imagine myself teaching college courses.
My prediction is that we'll see more examples of artificial intelligence in our daily lives.
I think we will see more robots and less human workers.**

Functional language point	Making predictions and hypothesizing
Associated grammar	Adverbial phrases of time, present simple, future simple

The company's hard drive has been corrupted. Consequently, we've been unable to complete the digital section of the project.

As a result of the difficulties in importing the latest products from China, students were not were not issued with new laptops this year.

Because the technology is new to our company this year, we would like further training in the special features it has.

Functional language point	Describing causes and consequences
Associated grammar	Subordinating conjunctions

Thank you