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## الدليل الإرشادي (الهيكل الوزاري) للقواعد المقررة في الامتحان النهائي المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← الامتحان النهائي ← الملف

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المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مذكرة كتابة المواضيع الامتحانية مع أمثلة - المسار المتقدم

1

مراجعة نهائية وفق الهيكل الوزاري متبوعة بالإجابات المسار العام

2

مراجعة عامة وفق الهيكل الوزاري متبوعة بالإجابات المسار المتقدم

3

مراجعة عامة وفق الهيكل الوزاري متبوعة بالإجابات المسار العام

4

مراجعة نهائية وفق الهيكل الوزاري متبوعة بالإجابات المسار المتقدم

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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

# English Language Coverage Grammar and Functional Language Teaching Resource

Level 8.2

Term 2

2024 - 2025

2025

2024



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2024





## How to use this resource





## The Coverage, Grammar, Lexis and Functional Language Teaching Resource

The slides within this resource, although detailed, are designed as a starting point for teachers. You can:

- construct lessons around the language points explored in them.
- use the slides individually as a resource within a lesson.
- incorporate them gradually in lessons throughout the term (rather than the whole PowerPoint at once).
- combine functional language and grammar slides which overlap.

Ensure that students have been exposed to all the language points in the coverage ahead of their end of term exam.

Within this document, you will find information about:

- the coverage for this term.
- the lexis families that assessments will contain.
- grammatical and functional language points that will be tested in the exams.

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 sections contain:

- an example sentence.
- sample concept checking questions.
- the specific grammatical structure used within the example sentence.
- links to further resources, where available.
- an explanation of when the structure is used.
- more example sentences.

In the functional language preparation section, there are example sentences and links to how the functional language is used, as well as relevant associated grammar points.



# Term 2 Assessment Coverage



Topics: Business, people, environment.

ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Passives: future perfect passive	Can use the present perfect passive. (52)	Can use the future perfect passive. (67)	
Clauses and phrases: clefting and fronting	Can use clauses with 'What ...' to emphasise the topic or main point. (59)	Can use initial 'No matter' with relative pronouns for emphatic statements about the present and near future. (68) Other complex clefts and fronts. (See English Grammar Profile)	
Reported speech: passive	Can use verbs of state change in the passive with object complements. (53)	Can express beliefs and opinions with 'is/are/was/were' + 'thought/believed to...' (69)	Expressing agreement and disagreement Expressing opinion
Past time: past perfect continuous	Can use the past continuous to refer to temporary or changing past states or situations. (51)	Can use past perfect continuous in relative clauses to give background information. (See English Grammar Profile)	Making predictions and hypothesising
Conjunctions: correlative	Can link clauses and sentences with a range of basic connectors.	Can add information using 'not only ... but also ...' (71)	
Past time: past perfect simple	Can use the past perfect in a range of common situations. (54)	Can use past perfect simple with an inverted subject and auxiliary verb after 'never (before)' to talk about a unique event, often in formal contexts. (68 in English Grammar Profile)	



## Term 2 preparation: Grammar



The business proposal will have been written by the 1<sup>st</sup> of September.

<b>Checking questions</b>	Is the document going to be ready before or after the 1 <sup>st</sup> September? Who will write it?
<b>Grammatical structure</b>	<b><u>Passives: future perfect passive</u></b> object + will + have been + past participle + complement (time phrase)
<b>Usage</b>	Future perfect passive is used to talk about actions or events that will be finished by a certain point in the future. A time phrase is used in the complement to indicate the specific time. We use the passive voice to emphasise the action, not the person doing the action, by moving the object of the sentence into the subject position.
<b>Other examples</b>	The order <u>will have been delivered</u> by the time he receives his invoice. A new sports arena <u>will have been built</u> by next year, creating many business opportunities. The accounts for the project <u>will have been completed</u> by next week.

**No matter what you say, I will still be attending the meeting.**

<b>Checking questions</b>	Will the speaker be at the meeting? Can anyone change the speaker's mind?
<b>Grammatical structure</b>	<b><u>Clauses and phrases: Clefting and fronting</u></b> 'No matter' + 'how / what / when / where / which / who' + rest of adverbial clause, + principal clause
<b>Usage</b>	We use 'no matter' with a relative pronoun ('how / what / when / where / which / who') to emphasise that something cannot be changed. The information given in the adverbial clause, with 'no matter', indicates an obstacle. The principal clause confirms that an action in the present or near future is unaffected by the obstacle and will continue regardless.
<b>Other examples</b>	<u>No matter how challenging the journey is</u> , we are capable of doing it. <u>No matter how hard you try</u> , you cannot change the past. <u>No matter where we go</u> , we will always stay in touch.

**It's the performance at Dubai Opera we are attending, not Zabeel Theatre! What we need to do is travel across the city, quick!**

<b>Checking questions</b>	What is the most important part of the first sentence? What is the focus of the second sentence?
<b>Grammatical structure</b>	<p><b><u>Cleft sentences in the past, present and future tense</u></b></p> <p>It- cleft sentences: It + be + noun + that/who relative clause Wh- cleft sentences: Wh- clause + be + emphasised word / phrase</p>
<b>Usage</b>	<p>We use cleft sentences to emphasise new information.</p> <p><u>It-cleft sentences</u>: The information that comes after <i>it</i> is emphasised. We use <i>that</i> to begin the clause that contains information that is already understood.</p> <p><i>It's the Louvre (emphasised information) <u>that</u> houses the Mona Lisa (information that is already understood)!</i></p> <p><u>Wh-cleft sentences</u>: Usually with <i>what</i>, but we can also use <i>why</i>, <i>where</i>, <i>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:</p> <p><i><u>What we need to do is</u> (it is understood that they need to do something) go to Paris (this is the new information and is the focus of the cleft sentence).</i></p>
<b>Other examples</b>	<p><u>It wasn't until he learnt how to control his anger that</u> he felt happier.</p> <p><u>What she said was</u> she's been wanting to see the film, not that she's seen it.</p> <p><u>How I feel about this demonstrates</u> that it is very important to me.</p>

The new owner is thought to be a highly-skilled programmer.

<b>Checking questions</b>	Who is being discussed in this sentence? Is it certain that the person is an expert in programming?
<b>Grammatical structure</b>	<u>Passive reporting statements</u> Noun phrase + 'be' + 'thought / considered / believed / reported / etc. to' + infinitive + rest of sentence
<b>Usage</b>	Passives are used with reporting verbs such as 'thought, believed, considered, reported,' etc. to express opinions, assumptions, claims or reports, in a formal or impersonal way. The focus is on the information that is being reported, not the people who are reporting it. This is achieved by changing the active version of the sentence 'People think that the new owner of the company is a highly-skilled programmer' to the passive structure above.
<b>Other examples</b>	<u>They are reported to be</u> the most talented chefs in town. (Report) <u>Everyone was believed to</u> have passed the exam. (Assumption) <u>This mountain range is thought to be</u> the most beautiful in the world. (Claim)

The scientists, who had been monitoring air pollution levels for a decade, published their findings in a journal.

<b>Checking questions</b>	How long were the scientists checking pollution levels? Did they publish the results before or after they finished checking?
<b>Grammatical structure</b>	<b><u>Past time: past perfect continuous</u></b> subject + relative pronoun (who, which, that) + had + been + verb -ing + main clause
<b>Usage</b>	The past perfect continuous can be used in relative clauses to describe ongoing actions in the past that happened before another event in the past. The main clause 'The scientists published their findings' is an event that happened in the past while the relative clause 'who had been monitoring air pollution levels' describes the ongoing action that occurred prior to the main event.
<b>Other examples</b>	The forest, which had been recovering slowly from years of deforestation, showed signs of new growth. The company that had been struggling to increase its market share finally launched a successful product.

Desert animals not only endure extreme heat, but also adapt to a lack of food and water.

<b>Checking questions</b>	Which part of the sentence is the most important?
<b>Grammatical structure</b>	<b><u>Conjunctions: correlative</u></b> not only _____ (,) but (_____) also _____.
<b>Usage</b>	We use the correlative conjunctive structure 'not only ....but also' to connect two nouns or clauses which hold equal value. In this example, both pieces of information (enduring extreme heat and adapting to a lack of food and water) are equally important. 'But' and 'also' can be split with a subject and verb in between. When 'not only' is used at the beginning of a sentence, invert the subject and the verb.
<b>Other examples</b>	Skiing is <u>not only</u> an exciting sport to do, <u>but also</u> an enjoyable one to watch. Establishing a business is <u>not only</u> tiring, <u>but</u> it is <u>also</u> time consuming. <u>Not only</u> will we attend the entrepreneurial conference, <u>but</u> we'll <u>also</u> visit the shopping mall afterwards.

Never before had the team won a championship in such a dramatic way.

<b>Checking questions</b>	Is this the first time the team won an event? Was the way they won usual or special?
<b>Grammatical structure</b>	<b><u>Past time: past perfect simple</u></b> Never (before) + auxiliary verb (had) + subject + main verb + clause
<b>Usage</b>	This structure is used to emphasise an experience or action that is being described as unique. It highlights the fact that this action (winning in such a dramatic way) did not occur before that specific moment. It often appears in formal or literary contexts to stress the rarity or significance of the event. The auxiliary verb 'had' and the subject are inverted after 'never (before)'.
<b>Other examples</b>	<u>Never</u> had I seen such a beautiful sunset. <u>Never before</u> had she felt so confident about her future. <u>Never</u> had he visited such an interesting place, with magnificent forests, leaving him in awe of the scenery.





Term 2 preparation:

Functional language



I couldn't have put it better myself.

I see what you're saying, but I think there's more to it.

That's a valid point, and I think you're right.

I'm sorry, but I just don't agree with that.

I think we might be looking at this in very different ways.

I can understand your perspective, but I think there's an alternative.



<b>Functional language point</b>	<b><u>FL.32 Expressing agreement and disagreement</u></b>
<b>Associated grammar</b>	modal verbs, present simple, adverbs of degree, conjunctions

There's no question in my mind that we are heading in the right direction.

There's no denying that some plans could have been better executed.

I tend to think that there's more to life than the accumulation of finances.

I've always believed that education plays a crucial role in shaping society.

As far as I'm concerned, travelling is one of the best ways to learn about different cultures.

Functional  
language point

FL.16 Expressing opinion

Associated  
grammar

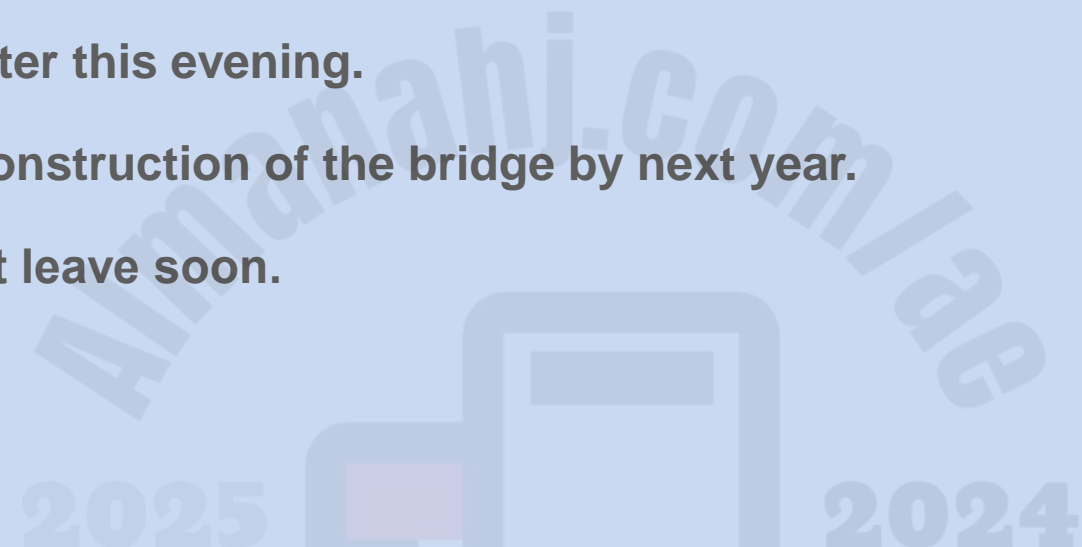
modals of deduction, present perfect, verb phrases

The economy will improve by next year.

The weather might get worse later this evening.

They will have completed the construction of the bridge by next year.

You'll miss the train if you don't leave soon.



**Functional language point**

**FL.35 Making predictions and hypothesising**

**Associated grammar**

modals of prediction, future perfect, first conditional



Thank you