

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



الدليل الإرشادي للقواعد المقررة في الامتحان النهائي المستوى 5.1

[موقع المناهج](#) ⇨ [المناهج الإماراتية](#) ⇨ [الصف الثامن](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الأول](#) ⇨ [الملف](#)

تاريخ نشر الملف على موقع المناهج: 07:38:11 2023-10-31

التواصل الاجتماعي بحسب الصف الثامن



روابط مواد الصف الثامن على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

[مراجعة قواعد Review Grammar](#)

1

[امتحان التقويم الأول](#)

2

[مواصفات الامتحان النهائي عام](#)

3

[مراجعة الوحدة الأولى unit1 Revision](#)

4

[أسئلة الاختبار التشخيصي](#)

5



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 5.1

Term 1

2023 - 2024

INDEX

- 03** [How to use this resource](#)
- 06** [Assessment Coverage](#)
- 08** [Preparation - Grammar](#)
- 15** [Preparation – Functional language](#)



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 1 Assessment Coverage



Topic(s): Education, looking back, places.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language	
Determiners: quantifiers	Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier. (32)	<p>Can express sufficiency and insufficiency with 'enough' and 'too'. (39)</p> <p>Can use 'no' as a quantifier to indicate the absence or lack of something. (39)</p>		
Present time: present perfect	Can make affirmative statements using common regular past simple forms. (30)	<p>Can use the present perfect to refer to personal experiences in the past. (41)</p> <p>Can form questions using the present perfect with 'ever'. (41)</p>		<p>Comparing and contrasting</p> <p>Describing past experiences and events</p>
Past time: past continuous	Can tell when to use the present simple and when to use the present continuous. (29)	Can distinguish between the past simple and past continuous. (40)		Expressing preference
Adverbs: degree	Can use adverbs of frequency and manner in the correct position. (36)	<p>Can qualify adverbs with 'really/quite/very'. (41)</p> <p>Can qualify adverbs with 'too/enough'. (45)</p>		

Term 1 preparation: Grammar



There is enough cake for the event.

Meaning	The speaker is saying that the amount of cake will be able to feed everyone at the event.
Grammatical structure	<u>Determiners</u> : quantifiers enough + noun too many / too much + noun
Usage	We use 'enough' and 'too many' or 'too much' to describe the amount of a noun. With 'too much / many' we are saying there is more than we want. We use 'many' for countable nouns and 'much' for uncountable nouns.
Other examples	Is there <u>enough</u> sugar to make the cake? There are <u>too many</u> people to feed. I don't have <u>enough</u> money to buy that book.

There is no milk for the tea.

Meaning	The speaker is saying that there isn't any milk to go in their cup of tea.
Grammatical structure	<u>Determiners</u> : quantifiers no + countable / uncountable noun
Usage	We can use 'no' before a countable or uncountable noun to show the lack of something.
Other examples	We have <u>no sugar</u> to make a cake. There is <u>no room</u> in the car. She has <u>no food</u> for lunch.

I have studied English.

He has missed the bus.

Meaning	The speaker has studied English at some point in the past. The man did not get on the bus in time.
Grammatical structure	<u>Present</u> perfect 'have / has' + past participle
Usage	We can use present perfect to describe a personal experience that occurred at an unspecified point in the past. We can also use it to refer to personal experiences from an unspecified point in the past up until the time of speaking e.g. I have tried kunafa.
Other examples	I <u>have eaten</u> lunch. She <u>has run away</u> . Have <u>you seen</u> this movie?

Have you ever played tennis?

Meaning	The speaker is asking if the person has played tennis in any point in the past.
Grammatical structure	Present perfect have / has + subject + ever + past participle
Usage	We use present perfect with 'ever' to ask if a person has done something at any time in the past up until the present moment.
Other examples	<u>Have you ever eaten</u> fruit salad? <u>Has she ever drunk</u> mango lassi? <u>Have you ever seen</u> this movie?

She was playing chess when her mother arrived.

She played chess, then her mother arrived.

Meaning	She was playing chess for some period of time in the past.
Grammatical structure	Past continuous: subject + was/were + verb-ing Past simple: subject + verb-ed + object
Usage	We use past continuous to describe a completed action that happened in the past and continued for a duration of time. We often use it to say that an action was in progress when another action interrupted it. The action that interrupts the past continuous action is in the past simple tense. We use simple past to describe an action that happened and was completed at one point in the past. In the first example above, with past continuous, the girl hasn't finished her game at the point that her mother arrives. In the second example, with past simple, the girl has finished her game before her mother arrives.
Other examples	They were riding their bikes when the accident happened. Ahmad read a book after he got home from school. Were you doing your homework when I called? Did you finish your homework before you watched TV?

The elephant is eating very slowly.

Meaning	That animal is slow when it eats.
Grammatical structure	Adverbs: degree 'really / very / quite' + adverbs
Usage	We can use 'really', 'very' or 'quite' to qualify adverbs and give more information about the degree of intensity. We use 'really' and 'very' to strengthen the adverb and say that the effect of it is great. We also use 'quite' to strengthen the adverb, but not as much as 'very' or 'really'. Someone who runs 'really' fast will run at a similar speed to someone who runs 'very' fast. Someone who runs 'quite' fast is still fast, but slower than people running 'really' and 'very' fast.
Other examples	My mother spoke <u>really</u> quietly. They played football <u>quite</u> dangerously. She walked <u>very</u> quickly.

The car is travelling too fast!

Meaning	The car is moving at a speed that is greater than necessary.
Grammatical structure	Adverbs: degree 'too' + adverbs of manner adverb of manner + 'enough'
Usage	We use 'too' to say something is more than we need. When we use 'too' before an adverb, it intensifies the adverb and says that it is more than necessary. It has a negative meaning. We use 'enough' when there is as much as necessary – just the right amount. When we use 'enough' after an adverb with a positive sentence, it has a positive meaning – I ran fast enough to win the race. When it is used in a negative sentence, it has a negative meaning - I didn't run fast enough to win the race.
Other examples	I could write <u>quickly enough</u> to finish the exam. The class were <u>too busy</u> talking to hear the bell. They played football <u>well enough</u> to get to the final.



Term 2 preparation: Functional language

**Her dress has spots, but yours has stripes.
He runs very quickly and so does his brother.
The night is much darker than the day.**

Functional
language point

Comparing and contrasting

Associated
grammar

adjectives, nouns, comparatives and superlatives

**She went to the museum.
She had a fantastic time.
I used to take photos with my camera.
What did you do last weekend?**

Functional
language point

Describing past experiences and events

Associated
grammar

wh-questions, past time, adverbs of time

**I would rather have eggs for breakfast than toast.
I would prefer to eat inside.
What would you rather do?**

Functional
language point

Expressing preference

Associated
grammar

nouns, verbs, adverbs, adjectives, comparatives

Thank you!