

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



المواصفات الداعمة للامتحان النهائي المسار المتقدم

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف التاسع ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ الملف

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التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 6.2

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): Science, jobs, sport

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Adjectives: comparatives	<p>Can make comparisons with 'more' + longer adjectives. (36)</p> <p>Can make comparisons with regular shorter adjectives + '-er'. (38)</p>	<p>Can use a repeated comparative to emphasise the rate or amount of change. (53)</p> <p>Can use parallel comparatives ('the' + comparative1, 'the' + comparative2). (53)</p>	Comparing and contrasting Describing hopes and plans Expressing opinions
Passives	Can use the present simple passive. (48)	Can use verbs of change of state in the passive with object complements. (53)	
Reported speech: reporting verbs	Can make statements and ask questions with 'know (that)' + complement clauses. (48)	Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes. (53)	
Clauses and phrases: defining relative clauses	Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48)	<p>Can use object relative clauses with relative pronouns to specify or define. (51)</p> <p>Can use embedded defining (restrictive) relative clauses. (51)</p>	
Present time: present simple and present continuous	Can express personal plans and intentions for the future using 'going to'. (35)	Can use 'plan'/'intend'/'mean' + 'to' + infinitive to talk about present and future plans and intentions. (52)	

Term 2 preparation: Grammar



Ahmed ran faster and faster towards the end of the race.

Meaning	The example explains that the boy's speed increased as he got closer to the finish of the race.
Grammatical structure	Comparative adjectives comparative adjective-er + and + comparative adjective-er
Usage	We can use repeated comparative adjectives to highlight the rate of or amount of change in something. This can be something that is increasing or decreasing.
Other examples	He's eating too much fast food and not exercising. He's getting <u>heavier and heavier!</u> The number of people who work in IT is getting <u>larger and larger.</u> University entry exams are becoming <u>harder and harder</u> to pass.

The harder you practise playing tennis, the better you'll be.

Meaning	The example explains that if you work hard at something such as tennis, you will improve at it.
Grammatical structure	Comparative adjectives 'the' + <i>comparative</i> adjective + clause 1 + 'the' + <i>comparative</i> adjective + clause 2
Usage	We can use comparative adjectives with 'the' to show how one thing depends on another. They describe how if a person or thing gains more of a particular quality, this causes an increase of another quality. Comparative adjectives of words with one (or two when the word ends in y) syllables are formed by adding the suffix –er. Comparatives of longer adjectives are formed by adding 'more' or 'less' before the adjective.
Other examples	<u>The faster</u> you work, <u>the sooner</u> you'll finish your project. <u>The longer</u> you study for your degree, <u>the more</u> challenging it will become. <u>The more</u> waste we recycle, <u>the better</u> it will be for the planet

A new football team is chosen to compete every few months.

Meaning	Every so often, someone selects a different football team to take part in a competition.
Grammatical structure	Passives object + 'to be' + past participle + time phrase (present simple passive) object + will / going to + be + past participle + time phrase (future simple passive) object + was / were + past participle + time phrase (past simple passive)
Usage	Factitive verbs such as 'appoint, build, paint, make, choose, think and find' can be used to show a change of state. They are used in the passive voice as the focus is on the action being described rather than on who or what is performing the action. To use the passive voice, the object of the active sentence is moved into the subject position. A range of tenses can be used.
Other examples	The sports stadium <u>will be finished</u> in three years. (future simple passive) The recycling plant <u>was built</u> over three years ago. (past simple passive) Are they <u>going to be invited</u> to the careers open day next week? (future simple passive)

She reminded me that it is important to recycle plastic bottles to protect the environment.

Meaning	The speaker is referring to a past conversation when they were advised about ways to create less harmful waste.
Grammatical structure	Reported speech: reporting verbs reporting verbs + 'that' + complement clause
Usage	We can use reported statements to repeat what someone had previously said or to report facts.
Other examples	He <u>told me that</u> he'd report me to the manager. She <u>said that</u> we should come back later. I <u>confirmed that</u> I'd already finished my work.

This is the friend whose sister is studying to be a doctor.

Meaning	The speaker is talking about a specific friend and using a description of what her friend's sister does.
Grammatical structure	Clauses and phrases: defining relative clauses noun + (relative pronoun) + rest of clause
Usage	A defining relative clause gives us essential information about a noun (either the subject or the object) within the sentence. Defining relative clauses are often introduced with relative pronouns 'that', 'which', 'who', 'whose', 'whom'. We can also use 'when' and 'where' if the clause is connected to the pronoun by a preposition.
Other examples	The office <u>where Aisha works</u> is in Ras al Khaimah. The man <u>who you were hoping to speak to</u> has just left. This is the project <u>that I presented</u> .

I'm planning to join the new gym when it opens.

Meaning	The subject is talking about a future plan in the present continuous tense.
Grammatical structure	Present time: present simple or present continuous 'mean / intend / plan to' + verb phrase (infinitive)
Usage	The present simple or present continuous tenses can be used with 'mean / intend / plan to' with a verb phrase and infinitive to express future plans or intentions.
Other examples	Do you <u>intend to</u> apply for the teaching position? (present simple) I <u>mean to</u> finish the remaining work as soon as possible. (present simple) They are <u>intending to</u> go to the park later. (present continuous)



Term 2 preparation: Functional language

The city is noisy and busy, but the desert is quiet and peaceful.

He completed his work faster than the others.

Running downhill is much easier than running uphill.

Ahmed is the fastest boy in the team.

Functional language point	Comparing and contrasting
Associated grammar	Adjectives, noun phrases, comparatives, superlatives

I'm planning to go to university after the summer. (plan)

I've always wanted to work in information technology. (hope)

What I'd like to do is join the new running club. (hope)

I intend to work as an engineer after university. (plan)

Functional language point	Describing hopes and plans
Associated grammar	Present continuous, present perfect continuous, future tenses

From my point of view, using more clean energy will have great benefits for the environment.

In my opinion, having a good education will give you more job opportunities.

I'm certain that I will enjoy my career choice.

According to some experts, weightlifting is better for you than running.

Functional language point	Expressing opinion
Associated grammar	Pronouns, comparatives, intensifiers, modals

Thank you