

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



الدليل الإرشادي للقواعد المقررة في الامتحان النهائي المستوى 6.1

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تاريخ نشر الملف على موقع المناهج: 07:40:07 2023-10-31

التواصل الاجتماعي بحسب الصف التاسع



روابط مواد الصف التاسع على تلغرام

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

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 6.1

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 it 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, places, daily routine.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Verb forms: gerunds	Can use 'like/hate/love' with the '-ing' forms of verbs. (31)	<p>Can form and use phrases with prepositions + verbs (+'-ing'). (47)</p> <p>Can use 'by' with verbs and verb phrases to express the means or way of doing something. (48)</p>	<p>Describing habits, routines, tasks, and jobs</p> <p>Comparing and contrasting</p> <p>Expressing opinion</p>
Reported speech: reported statements	Can make statements and questions with 'know' + wh-clauses. (38)	<p>Can make statements and ask questions with 'know (that)' + complement clauses. (48)</p> <p>Can report past orders and requests with 'tell / ask'. (49)</p>	
Adverbs: comparatives	Can make comparisons with 'more' + longer adjectives. (36)	Can make comparisons with 'more' + longer adverbs. (47)	
Present time: present perfect continuous	Can use the present perfect to refer to personal experiences in the past. (41)	<p>Can use the present perfect continuous with 'for/since' and time expressions. (47)</p> <p>Can use the present perfect continuous to refer to ongoing states and conditions. (48)</p>	
Present time: present perfect simple	Can use the present perfect with present reference. (42)	Can distinguish between present perfect simple and continuous. (47)	

Term 1 preparation: Grammar



After leaving school, Ali became a policeman.

Meaning

Ali left school and then worked as a policeman.

Grammatical
structure

Verb forms: gerunds
preposition + verb (-ing) clause

Usage

When we use prepositions with gerunds, they can act like adverbs. They can help sequence events and describe nouns.

Other examples

I'm excited about starting my new school.
On reaching the bus stop, Ahmed greeted his friends.
It's a book for learning English.

I learned about different animals by watching movies about nature.

Meaning

The sentence describes the way that this person was able to learn about animals.

Grammatical structure

Verb forms: gerunds
by / for + *-ing* form of a verb

Usage

A gerund is the *-ing* form of a verb that behaves like a noun. They can be the subject as well as the object in the sentence. Using 'by' with a gerund can describe the way something is done. 'For' with a gerund can be used to express purpose.

Other examples

Biryani is made by mixing rice, spices and vegetables together.
I use water and soap for washing the car.
I will use the money for buying new books.

He knew that he would be able to finish his project tomorrow.

Meaning

The subject thinks that they will definitely finish their work the next day.

Grammatical
structure

Reported speech: reported statements
know + that + rest of sentence

Usage

This construction is used to report a person's ideas about a topic. In the example above, the speaker's thoughts about their ability to complete their work are being reported.

Other examples

Did they know that they had to take the exam today?
I didn't know that I had to be at work by 8 o'clock each morning.
Do you know that Russia is bigger than China?

I asked Maryam to finish her homework before meeting her friends.

Meaning

The subject of the sentence is reporting what she told Maryam to do before seeing her friends.

Grammatical structure

Reported speech: reported statements
asked / told + person + to + verb phrase (infinitive)

Usage

We can use 'asked / told' with a verb in the infinitive to report past orders or requests without using direct speech.

Other examples

My teacher told me to stop talking during lessons.
Did you ask your sister to help you?
We asked the driver to take us to Al Ain.

He asked more politely than she did.

Meaning

The example is comparing how two people asked for something.

Grammatical
structure

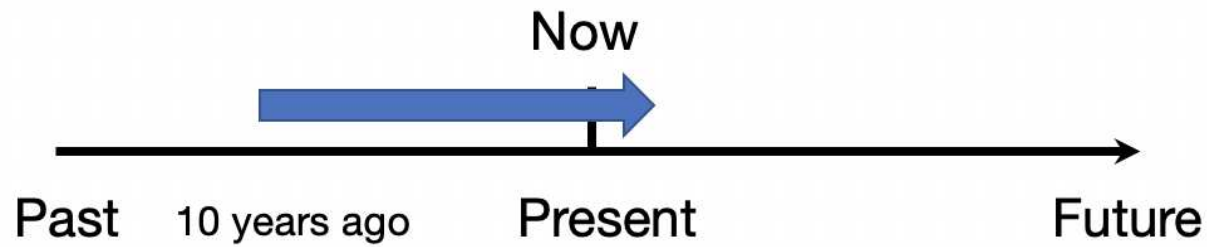
Adverbs: comparatives
subject + more + adverb + than + object

Usage

The examples make comparisons of two things using 'more' and an adverb with 'than'.

Other examples

He reads factual books more quickly than fiction.
She completes her homework more carefully than her sister.
Omar can learn new things more easily than his friends.



I have been working as an engineer for ten years.

Meaning	The person is talking about the time spent working in their current job until now.
Grammatical structure	<u>Present time: present perfect continuous</u> have / has + been + verb (-ing) + for / since + time expression
Usage	This example is describing an action that started in the past. The action is continuing in the present and is likely to continue in the future. We use for / since to state the action's current length of time.
Other examples	They <u>have been studying</u> <u>since</u> this morning. She <u>has been reading</u> <u>for</u> a long time. He <u>has been building</u> the house <u>for</u> three years.

I have walked to school every day this week. vs. I have been walking to school this year.

Meaning

The first example (present perfect simple) shows that the subject walked to school over the past week. The second example (present perfect continuous) shows how long the subject has walked school, but not the number of times they walked.

Grammatical structure

Present perfect simple

has / have + past participle

Present perfect continuous

has / have been + -ing verb

Usage

We use the present perfect simple to talk about how many times something has happened. However, we use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as 'all day' and 'recently' in these sentences.

Other examples

I have listened to the podcast a few times. vs. I have been listening to the podcast all week.

She has purchased a new laptop. vs. She has been using a new laptop recently.



Term 2 preparation: Functional language

What is your job?

I'm a doctor. My job involves looking after other people.

Where do you work?

I work at the International Hospital.

How often do you go to work?

I go to work between five and six times a week.

Functional language point	Describing habits, routines, tasks and jobs
Associated grammar	Wh- questions, adverbs of time and place, determiners (indefinite / definite article)

The city is loud and crowded, but the desert is quiet and peaceful.

He learned to speak Spanish faster than his classmates.

Travelling in a plane is much easier than travelling by bus.

Functional language point	Comparing and contrasting
Associated grammar	Comparative adjectives, comparative adverbs

In my opinion, Paris is more beautiful than New York.

From my point of view, the journey was too long.

I'm certain that you will enjoy your new job.

I strongly believe that computers make studying easier.

Functional
language point

Expressing opinion

Associated
grammar

Pronouns, comparatives, intensifiers, modals, prepositional phrases

Thank you