



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language Assessment Coverage

Level 8.1

Grade 12 General

Grade 12 Applied

Term 3 2022 - 2023

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How to use this 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 followed by 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 3 Assessment Coverage

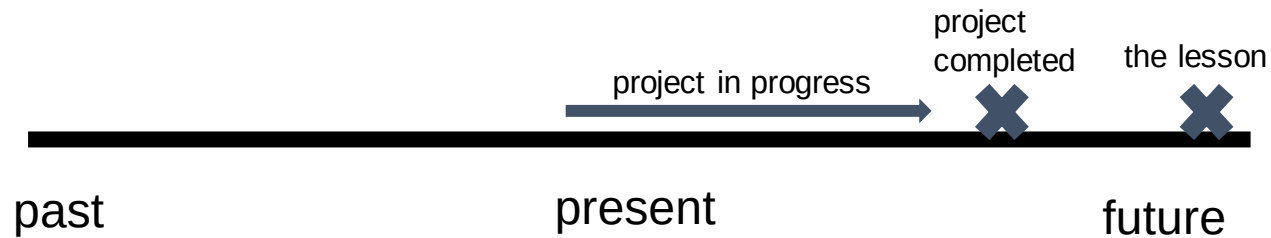
Term 3 Assessment Coverage

Topic(s): Environment, science, looking back		
ECFE Grammar	GSE Grammar	Functional Language
Future perfect	Can use the future perfect with reference to actions to be completed by a specific time in the future.	Expressing preference Comparing and contrasting Describing past experiences and events Describing causes and consequences
Conjunctions: coordinating	Can make complex comparisons between clauses.	
Adjectives: comparatives	Other suitably complex comparatives.	
First conditional	Can use 'as if/as though' with the present simple to refer to what appears to be the case.	
Modals: past modals	Can express regrets and preferences with 'would rather/it's time' with past tense clauses.	
Past perfect passive	Can use the past perfect passive.	



Term 3:

Preparation – Grammar



<u>Will you have finished</u> your science project by tomorrow? Yes, I <u>will have done</u> it all by the time the lesson starts.	
Meaning	Someone asks the speaker about his project. The speaker responds by explaining that his project will be finished before the lesson starts.
Grammatical structure	Future perfect subject + will / won't + have + past participle + complement Future Perfect Lessons
Usage	We use the future perfect tense to show that an action will take place or be completed before a specific time in the future. We can use it with phrases with 'by' – 'by the end' to say 'at some point before' and phrases with 'in' – 'in a week's time' to say 'at the end of this time period'.
Other examples	I <u>will have already eaten</u> by the time they arrive. We <u>will have travelled</u> 20,000 kilometres in two month's time. Many animals <u>won't have survived</u> the next major heat wave.

Many people are more focused on improving their own lifestyles than on saving the planet.

Meaning	People think about themselves and what they are doing. They don't think about the environment and what is going on in the world.
Grammatical structure	<u>Co-ordinating conjunctions</u> : complex comparisons clause 1 + comparative adjective + 'than' + clause 2
Usage	We use adjectives to compare things and people. Comparative adjectives (more + adjective) plus 'than' join together two ideas about a topic.
Other examples	Maitha was <u>more excited</u> to buy a solar panel <u>than</u> to travel to Europe. The protesters were <u>more concerned</u> with animal welfare <u>than</u> with people's jobs. I am <u>more interested</u> in your actions <u>than</u> in what you say you will do.

There are more people recycling now than there were 10 years ago.

Meaning	The speaker is saying that there has been an increase in the number of people who recycle now compared to 10 years ago.
Grammatical structure	Comparative adjectives clause 1 + <i>comparative</i> adjective + 'than' + clause 2 Comparative Adjectives
Usage	We use comparative adjectives to show change or to make a comparison between two things. Comparative adjectives are often used together with 'than' in order to connect the two things we are comparing.
Other examples	There's <u>more work</u> to do <u>than</u> we have time for. There's <u>no better way</u> to end the year <u>than</u> by rescuing wild animals in Africa. An electric car is much <u>more expensive</u> <u>than</u> you think it is.

It seems as though nature always suffers because of people's actions.

Meaning	The things that people do seem bad for the animals and plants.
Grammatical structure	First conditional It + (sense verb) 'as if / as though' + complement clause (present)
Usage	We use 'as if / though' with present tense to talk about how something seems or appears to be to us.
Other examples	It looks <u>as though</u> they're not coming. Wow! Look at those dark clouds. It looks <u>as if</u> it's going to rain Looking at all this pollution, it feels <u>as if</u> nobody knows about global warming.

I'd rather factories didn't throw waste into the sea.

Meaning	The speaker is showing regret about a situation. They don't want factories to put their waste into the sea. They would prefer the seas to be clean.
Grammatical structure	<u>Modals</u> (past) 'would rather/it's (high) time' + VP (past) subject + would rather + object + past tense
Usage	We use modals to express certainty, ability, willingness, necessity, permission, obligation, advice, and possibility. Would rather + past clause is used when we talk about what we want someone else to do. It's (high) time + past clause is used used to say it is time to do something that should have been done a long time ago.
Other examples	Aisha <u>would rather you drove</u> slower. <u>It's time people did</u> more to protect wildlife. <u>It's high time companies stopped</u> polluting the oceans.

The animals had been saved from the fire by the time the fire engine arrived.

Meaning	The speaker is describing a fire where someone (we don't know who) rescued animals before the fire engine got to the fire.
Grammatical structure	Past perfect passive: Affirmative form: Object + had + been + past participle Question form: Had + object + been + past participle? Past Perfect Lessons
Usage	We use the past perfect to look back on two past events. In the above example, the past events are the animals being saved and the fire engine arriving. We use the past perfect to denote the event that happened first. The passive voice is used when the 'object' that the action is done to is more important than the 'subject' doing the action so the subject is moved from first position.
Other examples	I was hoping for new information, but it <u>had all been said</u> before. The window <u>had been broken</u> by the little girl a week ago. <u>Had</u> the work <u>been completed</u> before the office closed?

Term 3:

Preparation – Functional Language



Which do you prefer, the city or the countryside?

The countryside is quiet and peaceful. It's more my kind of thing.

Given the choice, I'd rather travel by train as it is more environmentally friendly.

Functional language point	<u>Expressing preference</u>
Associated grammar	Pronouns, prepositional phrases, noun phrases

What's the difference between conservation and environmental protection?

People are more interested in saving cute animals than in protecting dangerous ones.

On the one hand, I want to preserve nature. On the other hand, it is important to provide jobs for people.

Functional language point	<u>Comparing and contrasting</u>
Associated grammar	Adjectives, nouns, comparatives, superlatives, coordinating conjunctions

I began working as a scientist fifty years ago. At that time, we didn't have the technology to perform complex experiments.

You weren't at the meeting yesterday. What happened?

A long time ago, people didn't know about global warming.

Functional language point	<u>Describing past experiences and events</u>
Associated grammar	Present perfect, past perfect, adjectives, time phrases

Due to unforeseen circumstances, the shop is closed.

The cause of the damage was a fire in the forest.

The marine life was destroyed as a consequence of pollution in the rivers.

Functional language point	<u>Describing causes and consequences</u>
Associated grammar	Noun and verb forms, preposition (of, by), subordinating conjunction

Thank you