



مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT



# English Language Coverage, Grammar and Functional Language Teaching Resource

Level 9.1

Term 2

2023 - 2024

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## How to use this resource

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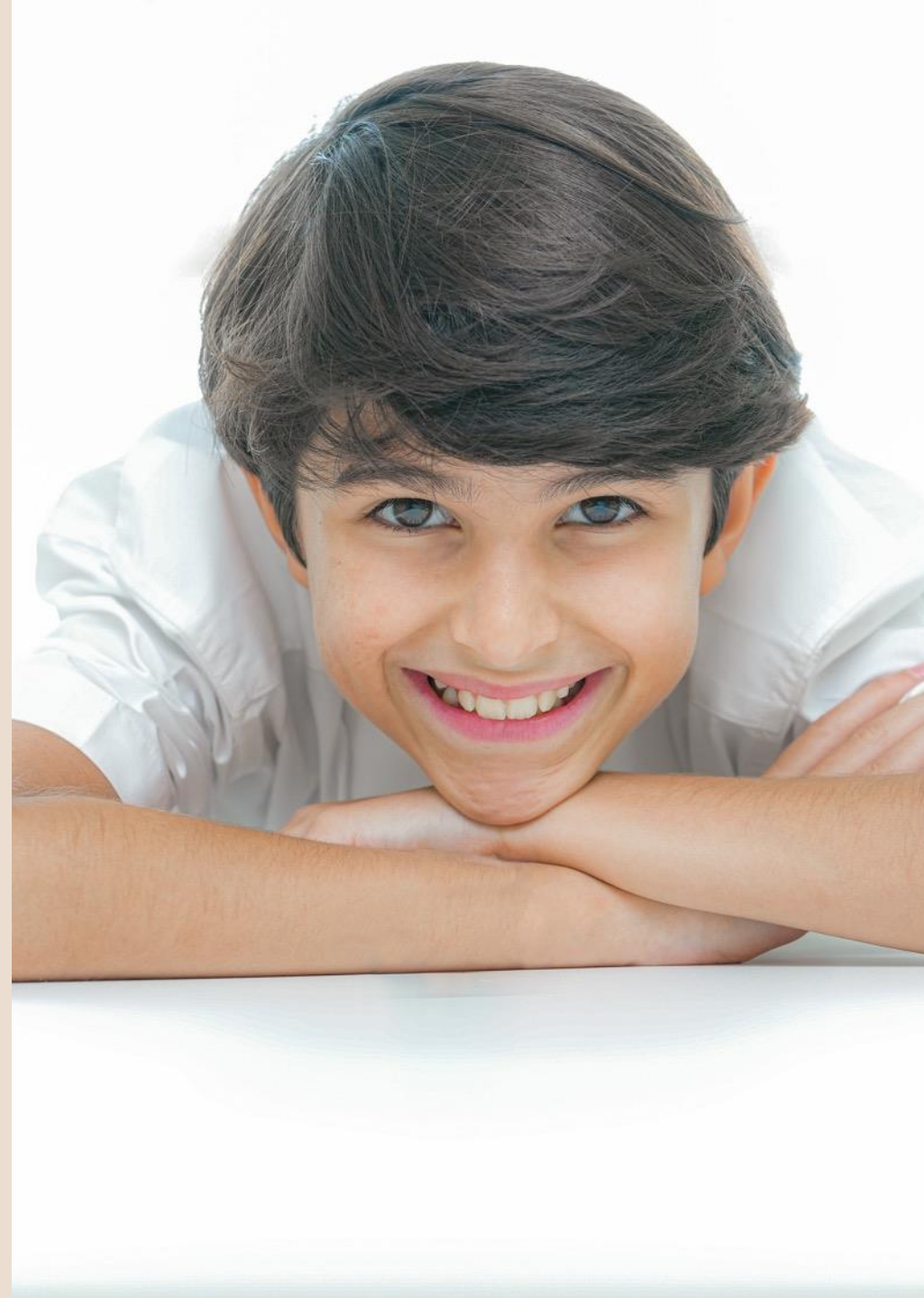
## The Coverage, Grammar and Functional Language Teaching Resource

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

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Topic(s): Business, people, feelings and emotions			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Past time: past perfect	Can use the present perfect to refer to personal experiences in the past. (41)	Can use 'as if/as though' with the past perfect to refer to hypothetical (counterfactual) circumstances in the past. (71)	Asking about and describing feelings and emotions  Speculating and making deductions  Expressing opinion
Modals	Can refer to general truths and frequent occurrences using 'could'. (52)	Can use 'could have' + '-ed' to speculate about the past. (See English Grammar Profiler)  Can use 'could have' + '-ed' to talk about regrets. (See English Grammar Profiler)  Can used affirmative 'could' have + '-ed' to talk about past possibility. (See English Grammar Profiler)  Can use 'could have' + '-ed' form to express disapproval or criticism. (See English Grammar Profiler)	
Conjunctions: coordinating	Can use 'both ... and ...' to connect two words or phrases. (48)	Can add information using 'not only ... but also ...' (71)	
Clauses and phrases: cleft sentences	Can use clauses with 'What ...' to emphasise the topic or main point. (59)	Can use a range of cleft sentences in the present, past and future. (71)	
Passive: present simple	Can use the present simple passive. (48)	Can express impersonal belief and opinion using 'thought/believed to ...' (73)	
Adverbs: inversion	Can use the present perfect continuous with present reference plus 'recently/lately'. (47)	Can invert subject and verb after initial complex adverbials. (74)	

## Term 2 preparation: Grammar

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**When I read the article about the best way to market products, it was as if I had written it myself.**

Meaning

The speaker agreed so much with the advice given in the article that, if they were asked to write an article on the same topic, they would have written the same ideas.

Grammatical  
structure

‘as if / though’ with the past perfect (equivalent to third conditional)  
as if / though + subject + compliment clause in past perfect (had + past participle)

Usage

We use ‘as if / though’ with the past perfect to talk about hypothetical or counterfactual circumstances in the past. The speaker has not actually written the article, they are just imagining that they are.

Other examples

She was acting as though she hadn’t met me before.  
I felt as if I had broken my arm, but the x-ray showed it was fine.  
One of the houses on my street looked as though no one had tidied the yard for generations.

**I could have arrived earlier, but I had to make a phone call before I left.**

Meaning

It was possible for the speaker to have gotten to their destination sooner, but they decided to talk on the phone, which delayed their arrival.

Grammatical  
structure

could have + -ed verb

Usage

We use 'could have + -ed' verb to express regrets and disapprovals, to discuss past possibilities or to speculate about the past. Since the construction of each is the same, the context of the sentence will dictate which function that 'could have + ed' is communicating.

Other examples

They could have scored more goals, but they didn't try hard enough. (past possibility)  
He could have forgotten that we were meeting today. (speculate about past)  
I should have saved more money for the trip. (regret)  
You should have listened to your teacher while he was giving instructions. (express criticism)

Steve Jobs was not only the greatest inventor of his generation, but also a very successful businessperson.

Meaning

Steve Jobs was good at inventing various technologies and doing business. Both these facts are equally important.

Grammatical  
structure

Correlative conjunction  
not only \_\_\_\_\_(,) but (\_\_\_\_\_) also \_\_\_\_\_.

Usage

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 (greatest inventor and successful businessperson) are equally important. 'But' and 'also' can be split. When 'not only' is used at the beginning of a sentence for emphasis, invert the subject and the verb.

Other examples

Knitting is not only a relaxing solo hobby, but also an enjoyable one to do with friends.  
Establishing a business is not only tiring, but it is also time consuming.  
Not only will we attend the entrepreneurial conference, but we'll also go to lunch afterwards.

**It's the Gulf Print and Pack Exhibition that we are attending, not the Dubai International Project Management Forum! What we need to do is go to Dubai if we want to attend it.**

Meaning	The speaker is emphasising that there has been a mistake. Prior to this statement, someone has incorrectly assumed that they are going to a management forum when they are actually going to an exhibition. The speaker then emphasises that the only way to attend the exhibition is to go to Dubai.
Grammatical structure	Cleft sentences in the past, present and future tense <i>It</i> -cleft sentences: It + be + noun + that/who relative clause <i>Wh</i> - cleft sentences: Wh- clause + be + emphasised word / phrase
Usage	We use cleft sentences to emphasise new information. <u><i>It</i>-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. <i>It's the Louvre (emphasised information) <u>that</u> houses the Mona Lisa (information that is already understood)!</i> <u><i>Wh</i>-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: <u><i>What we need to do is</i> (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).</u>
Other examples	<u>It wasn't until he learnt how to express himself effectively that</u> he felt happier. <u>What she said was</u> she's been <i>wanting</i> to see the film, not that she's seen it. <u>Where we'll meet is</u> outside the restaurant, rather than at the table.

**Apple is considered to be one of the most profitable companies in the world.**

Meaning

Many people think that Apple has made the most money of all existing companies.

Grammatical  
structure

Present simple passive to report opinions and speculations  
subject + is / are + thought / believed / considered etc. to + be + noun phrase / gerund /  
passive phrase

Usage

This is a formal/academic expression to indicate a general viewpoint or speculation – in other words, there is room for discussion about what is said. When those doing the ‘thinking’, ‘believing’, etc. are unspecified, then the passive form is used.

Other examples

Artificial Intelligence is believed to have a significant influence on businesses.  
Nour is thought to be one of the top English students in the country.  
Being mortified is considered to be more extreme than being embarrassed.



**In no way am I impressed with the service that I received at the barbershop.**

Meaning

The speaker is not happy with the assistance that he received at the men's salon.

Grammatical  
structure

Inversion with adverbials.  
adverbial + verb + subject

Usage

We use inversion after adverbial phrases to add drama or emphasis. '*I have never seen anything so beautiful*' can be changed to '*Never before have I seen anything so beautiful*' to give further emphasis to the adverb. When adding a negative adverbial to the beginning of the sentence, the word order also changes - the subject and the verb swap positions.

Other examples

Never before had I heard such emotional speech. It moved me to tears.  
Only after waiting for an hour did the manager open up the store.  
Under no circumstances would I ever attempt to sell products again. I'm no good at it.



## Term 2 preparation: Functional language

**What's the matter?**

**I'm feeling quite under the weather today, actually. I'm experiencing severe flu symptoms.**

**I'm a little shaken up after the car accident I witnessed on Sheikh Zayed Road today.**

**He appeared distant and did not respond to enquiries about his health. He seemed to be suffering from a deep depression that was making him feel detached from his surroundings.**

Functional  
language point

Asking about and describing feelings and emotions

Associated  
grammar

Present simple, present continuous, wh - questions

**I think the business world is likely to become more technologically advanced over the next ten years.**

**We expect that the market will support both traditional workers and those who use artificial intelligence to make products.**

**She must have been busy as she wasn't answering her phone.**

**He responded with such deep insight it was as if he already knew what was about to happen.**

Functional language point	Speculating and making deductions
Associated grammar	Verb phrase + to + infinitive, modals, as if / as though

**I'm absolutely certain that this new wave of entrepreneurs will change many industries.**

**I'm of the opinion that having good friends and a supportive family is more valuable than being wealthy.**

**As far as I am concerned, young people tend to more innovative than people of older generations.**

Functional language point	Expressing opinion
Associated grammar	Pronouns, present modals, prepositional phrases



Thank you