



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language Assessment Coverage

Grade 11 Advanced

Grade 11 Elite

Term 3 2023 - 2024

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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 points followed by an explanation of how they are used. In the associated grammar section, language points that comprise the structure or can be used in conjunction with the functional language point to express the stipulated function, are detailed.





Term 3 Assessment Coverage

Topic(s): Health and fitness, environment, feelings and emotions

ECFE Grammar	Prerequisite Grammar	EGP Grammar	Functional Language
Clauses and phrases: participle clauses	Can use the present perfect passive. (52)	Can use a non-finite subordinate clause with 'after' + 'having/being' + '-ed' form, before a main clause, to refer to past time. (See English Grammar Profile)	<p>Describing causes and consequences</p> <p>Describing past experiences and events</p> <p>Asking about and describing feelings and emotions</p>
Clauses and phrases: relative clauses	Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48)	<p>Can use past perfect continuous in relative clauses to give background information. (See English Grammar Profile)</p> <p>Can use a relative clause to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason. (See English Grammar Profile)</p>	
Reported speech	Can report current and future plans and intentions. (42)	Can use a wide range of reporting verbs, especially in academic contexts, including 'demonstrate', 'illustrate'. (See English Grammar Profile)	
Passives	Can use verbs of state change in the passive with object complements. (53)	Can use the passive infinitive affirmative and negative forms after an increasing range of main verbs, modal verbs, adjectives and nouns, in impersonal constructions. (See English Grammar Profile)	
Future perfect continuous	Can use the past perfect in a range of common situations. (54)	<p>Can use the affirmative form of future perfect continuous with 'will'. (See English Grammar Profile)</p> <p>Can use the future perfect continuous to look back to the past from a point in the future and to emphasise the duration of an activity or event. (See English Grammar Profile)</p>	
Conjunctions: subordinating conjunctions	Can use conjunctions such as 'when' and 'before' with the present simple, with future reference. (48)	Can use a finite subordinate clause, before or after a main clause, with conjunctions to introduce conditions. (See English Grammar Profile)	



Term 3: Preparation – Grammar

After being selected for the UAE cycling team, Ali trained hard every day.

Meaning	Ali put extra effort because he has been chosen to represent his country in a sports team.
Grammatical structure	<u>Participle Clauses:</u> (a non-finite subordinate clause) <u>after + having / being + past participle</u> (ed form) + main clause, using the past tenses.
Usage	Perfect participle clauses (prefixing “having” with the verb + ed) can be used to emphasise the completion of an action before another action in the past or highlight a cause-and-effect relationship between 2 actions. For example: Being selected to be part of the UAE cyclists (cause), was the reason Ali put extra effort (effect).
Other examples	Feeling motivated <u>after having completed</u> a year-long fitness program, Sarah decided to run her first marathon. <u>After being forced</u> to work overtime, I decided to quit my job. <u>After having witnessed</u> the devastation, the company decided to implement green practices.

The athlete, who had been training for months, won the gold medal.

Noticing a recent pattern of overall fatigue and loss of appetite, which has significantly affected my mood, I decided to see a doctor.

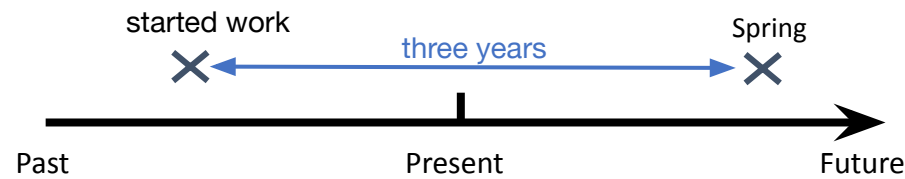
Meaning	The athlete's commitment to months of training was crucial in preparing him for the competition and contributing to his success. In the clause "which has significantly affected my mood", the speaker evaluates his situation and consequently decides to see a doctor.
Grammatical structure	<u>Relative Clauses:</u> <u>Using the past perfect continuous:</u> Subject of the main clause + (relative clause using had been + verb 'ing') + main clause completion (predicate). <u>Referring to a whole idea (phrase, clause or sentence):</u> relative pronoun (which, who or that) + clause adding information to the main sentence
Usage	Relative clauses are used to add detail and context to sentences by providing additional information about nouns, pronouns, or even entire ideas. Use the <u>past perfect continuous</u> in relative clauses to give background information. Use <u>a relative clause to refer to a whole clause or sentence</u> , often to add an opinion, an evaluation or give a reason.
Other examples	The student <u>who had been researching</u> sustainable water management solutions, was offered a scholarship to study in the Netherlands. Many employees are feeling increasingly burnt out, <u>which is a worrying sign</u> considering the current shortage of manpower.

A recent study by Al-Amri (2023) demonstrates that climate change is a major threat to biodiversity.

Meaning	The warming atmosphere is a danger to the variety of life on earth. This information is shown in a recent academic study.
Grammatical structure	<u>Reported Speech:</u> subject + appropriate reporting verb + that clause, an infinitive, a gerund or a prepositional phrase
Usage	Using a wider range of reporting verbs such as: <u>demonstrate, illustrate, indicate, reveal, emphasise, highlight, claim, propose, etc.</u> , you can enhance the clarity, variety, and impact of your academic writing when presenting or discussing the works of others.
Other examples	Some educators <u>claim that</u> a gap year spent volunteering can be beneficial for personal growth. The health department <u>proposed that</u> a series of workshops aimed at increasing awareness about mental health issues would be valuable. Residents <u>complained that</u> pollution from the nearby factory is harming their health.

It is important to be checked regularly by a healthcare professional.

Meaning	Going for an appointment with your doctor or nurse should be a priority in your life.
Grammatical structure	<u>Passives:</u> Passive infinitive affirmative: to be + past participle Passive infinitive negative: not to be + past participle
Usage	Passive infinitives, both affirmative and negative, are used after an increasing range of main verbs, modal verbs, adjectives and nouns to create a more formal and impersonal tone. It allows the speaker to focus on the action rather than the person performing it. For example: <i>The emphasis is on the action (getting checked) more than the person who does it (healthcare professional)</i>
Other examples	To protect the planet, measures such as reducing fossil fuel use, need <u>to be implemented</u> urgently. Plastic is <u>not to be disposed</u> of in the ocean. The law must <u>be followed</u> . It is important <u>to be informed</u> about your rights. Stressful thoughts are <u>not to be ignored</u> if one seeks to maintain a healthy body and mind.



This spring, I will have been working on the climate change project for three years.

<p>Meaning</p>	<p>The speaker is saying that they started working on this project almost three years ago and that in spring it will be three years.</p>
<p>Grammatical structure</p>	<p><u>Future perfect continuous</u> subject + will have been + present participle.</p>
<p>Usage</p>	<p>The future perfect continuous is used to project ourselves forward in time and to look back. It refers to events or actions that are currently unfinished but will be finished at some future time. It is most often used with a time expression.</p>
<p>Other examples</p>	<p>When I finish this course, I <u>will have been studying</u> the environment for a decade. By 2026, governments <u>will have been working</u> together and taking serious steps to combat climate change for several years. This August, Sameera <u>will have been waiting</u> for the outcome of her PHD studies for 6 months.</p>

Populations of endangered species, such as the Bengal Tiger, will increase provided that humans protect their habitat and stop hunting them.

Meaning	When people stop hunting tigers and protect their habitats (conditional or dependent clause), that's when the number of tigers increases in the wild (main or independent clause).
Grammatical structure	<u>Subordinating conjunctions</u> main clause + as long as / unless / provided that + conditional clause
Usage	<i>As long as, unless, provided that</i> can be used to connect a main and a conditional clause. In the example above, the first part of the sentence: Populations of endangered species will increase is the main/independent clause and 'provided that humans...hunting them' is the conditional/dependent clause.
Other examples	<u>As long as</u> she takes her medicine, her memory loss will get better. We can't work on our SMART goals <u>unless</u> everyone has done their homework. The team task will get less stressful and more rewarding <u>provided that</u> everyone exerts maximum effort.

Term 3:

Preparation – Functional Language



The widespread use of fossil fuel has led to excess greenhouse gases in our environment and as a result, accelerated climate change.

Ambitious young graduates work long hours, and as a consequence, they achieve their goals in their chosen areas of expertise.

Exhaustion and ill health are due to of a poor work-life balance.

Functional language point

[Describing causes and consequences](#)

Associated grammar

Subordinating conjunctions, noun phrases, adverbial linkers

When I first graduated, I wanted to study environmental studies, but after I began, I had a change of heart and decided on studying healthcare instead.

I finished school in 2020, which is a while ago now.

After studying for three years, I graduated with a degree in sustainable engineering.

As soon as I graduated, I applied to work for a new initiative – focusing on breeding endangered animals.

Functional language point	<u>Describing past experiences and events</u>
Associated grammar	Adverbial phrases of time, past simple and past continuous, relative clauses, past perfect, adjectives

What's the matter?

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

I've had a change of heart and am now going to pledge my time and resources to helping those whose businesses were ruined in the flood.

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

Thank you