



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Coverage Grammar and Functional Language Teaching Resource

Grade 6 Advanced

Term 3

2024 - 2025

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How to use this resource



The Coverage, Grammar, Lexis and Functional Language Teaching Resource

The slides within this resource, although detailed, are designed as a starting point for teachers. You can:

- construct lessons around the language points explored in them.
- use the slides individually as a resource within a lesson.
- incorporate them gradually in lessons throughout the term (rather than the whole PowerPoint at once).
- combine functional language and grammar slides which overlap.

Ensure that students have been exposed to all the language points in the coverage ahead of their end of term exam.

Within this document, you will find information about:

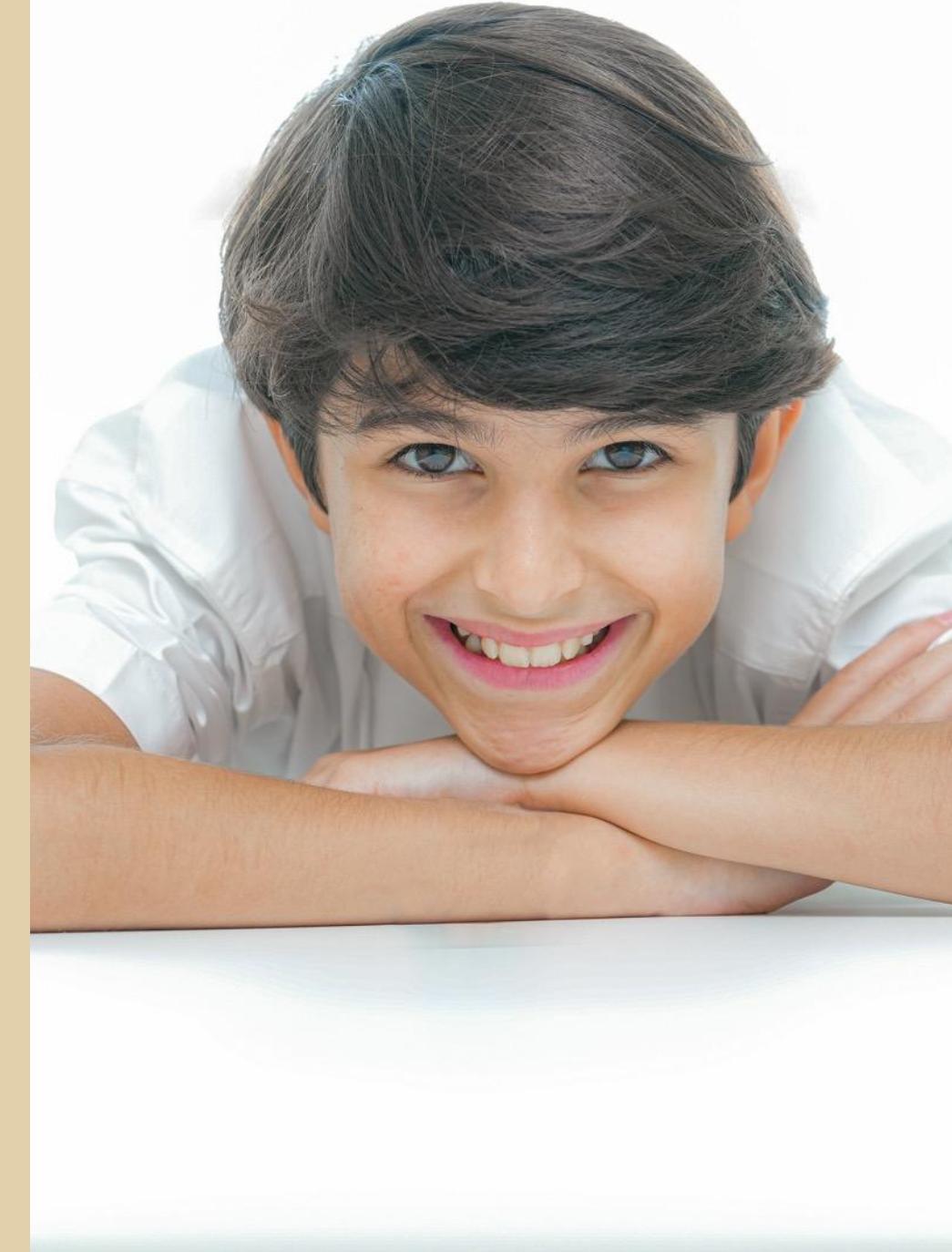
- the coverage for this term
- the lexis families that assessments will contain
- grammatical and functional language points that will be tested in the exams

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 sections contain:

- an example sentence
- sample concept-checking questions
- the specific grammatical structure used within the example sentence
- links to further resources, where available
- an explanation of when the structure is used
- more example sentences

In the functional language preparation section, there are example sentences and links to how the functional language is used, as well as relevant associated grammar points.



Term 3 Assessment Coverage



Topic(s): Science; People; Looking Back

ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Past time: present perfect	affirmative statements using common regular past simple forms (30)	present perfect with 'for/since' to talk about the duration of states and conditions (44)	
Future time: present continuous	present continuous to refer to events at the time of speaking (30)	present continuous with future reference (42)	Describing past experiences and events
Past time: past continuous	present continuous to refer to events at the time of speaking (30)	past simple and past continuous (40)	Expressing agreement and disagreement
Adjectives: comparatives	'be' in the simple present with adjectives (25)	comparisons with regular shorter adjectives + '-er' (38)	Making predictions and hypothesising

Term 3 preparation: Grammar



They've lived in Abu Dhabi since 2019. / They've lived in Abu Dhabi for six years.



Checking questions	Are they living in Abu Dhabi now? When did they start living there? How long have they lived there?
Grammatical structure	subject + 'have / has' + past participle + adverbial clauses with 'for / since'
Usage	The present perfect tense with 'for' or 'since' is used to talk about actions or situations that started in the past and continue to be relevant or true in the present. Use 'for' to show the duration of time (e.g. for six years). Use 'since' to show the starting point in time (e.g. since 2019).
Other examples	He's been here <u>for</u> a long time. Sara has worked at the company <u>since</u> 2023. I haven't seen them <u>for</u> three months. Have you been at this school <u>since</u> first Grade?

<p>The boys <u>are playing</u> basketball <u>tomorrow</u>.</p>	<p>Today (Monday)</p> 	<p>Tomorrow (Tuesday)</p>  The boys are playing basketball
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<p>Checking questions</p>	<p>Are the boys playing basketball now? When are they playing basketball? Is it a future plan?</p>
<p>Grammatical structure</p>	<p>subject + 'am / is / are' + verb -ing + a future time expression</p>
<p>Usage</p>	<p>We use the present continuous to talk about plans or arrangements in the near future. We use it when the plan is already decided, the time is already fixed or other people often know about it.</p>
<p>Other examples</p>	<p>What <u>are you doing</u> on Sunday? The sisters <u>are meeting</u> at 4 o'clock. She <u>is flying</u> to Paris next week.</p>

Faisal was cycling home when he crashed.



Start
of action

Faisal was
cycling home

He crashed

Now

Faisal was cycling home when he crashed.

Checking questions	<p>What was Faisal doing before the crash? Did he stop cycling when he crashed? Which action was in progress? Which action interrupted the other?</p>
Grammatical structure	<p>subject + 'was / were' + verb - ing + 'when' + subject + verb in the past simple</p>
Usage	<p>The past continuous + past simple structure is used to describe two past actions. It shows an ongoing action (past continuous) and a sudden event or action (past simple) that happens during the ongoing action – 'when' indicates the moment it happened. The past simple action interrupts the past continuous action.</p>
Other examples	<p>She <u>was reading</u> a book when the phone <u>rang</u>. They <u>were playing</u> football when it <u>started</u> to rain. I <u>was cooking</u> dinner when my friend <u>arrived</u>.</p>

The journey by train is quicker than by car.

Checking questions	Which is faster, the train or car?
Grammatical structure	short adjective + -er + (than)
Usage	The comparative form of short adjectives is used to compare two things or people, showing that one has more or less of a quality than the other.
Other examples	This book is <u>smaller</u> than that one. She is <u>taller</u> than her brother. My cousin can run <u>faster</u> than my uncle.



Term 3 preparation: Functional language

I agree.

Yes, you're right.

I disagree.

I don't agree.

No, that's not right.

Functional language point	
Associated grammar	present simple of 'be" and "do" in the affirmative and negative form, contractions, subject and verb agreement

I went to the park yesterday.

She visited the school last week.

I didn't like the movie.

We didn't go to school yesterday.

Functional language point	
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Associated grammar	past simple, past time expressions
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It will rain this afternoon.

It's going to be cold tomorrow.

If I study, I will pass the test.

I will go if I have time.

Functional language point	
Associated grammar	future with will and going to, first conditional

Thank you