



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language

Coverage, Grammar and Functional Language Teaching Resource

Level **7**

Term 3

2024 - 2025

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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 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:

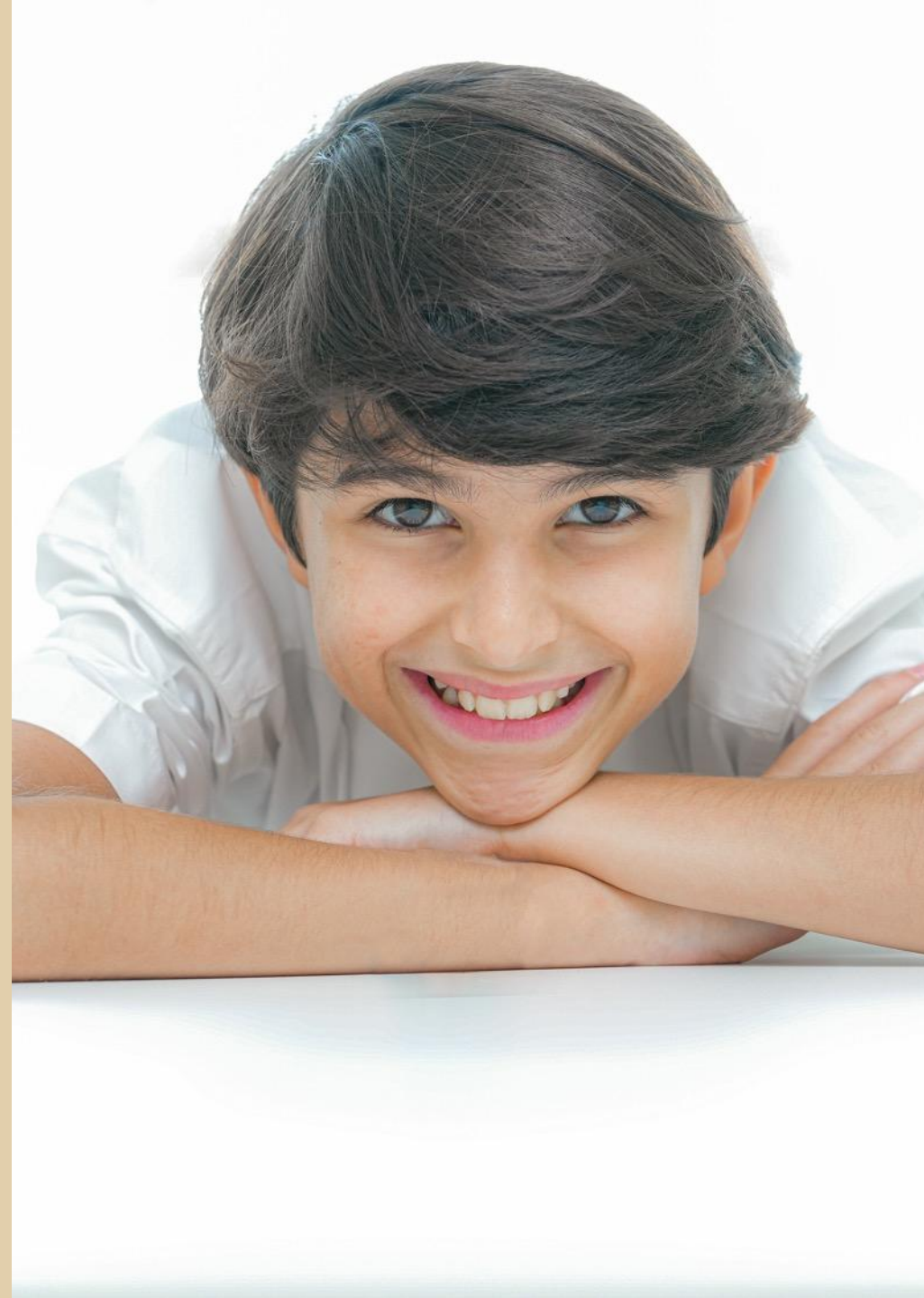
- the coverage for this term.
- the lexis families that assessments will contain.
- particular grammatical and functional language points that will be tested in the exams.

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.
- an explanation of the meaning of the example sentence.
- the specific grammatical structure used within the example sentence.
- links to further resources.
- an explanation of the circumstances under which the structure is used.
- more example sentences.

In the functional language preparation section, there are examples and explanation of how the functional language is used, as well as relevant associated grammar points.



Term 3 Assessment Coverage



Topic(s): Sports and leisure activities, free time, travel.

ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Prepositions: various	basic prepositions of place with nouns and noun phrases (26)	means using 'by' with nouns and noun phrases (38)	<p>Expressing likes and dislikes.</p> <p>Describing habits, routines, tasks and jobs.</p> <p>Describing places.</p>
Determiners: quantifiers	quantities using 'how much/many' with count and uncountable nouns (30)	<p>'a lot of/lots of' to refer to quantities (36)</p> <p>basic quantifiers with 'of' and noun phrases (37)</p>	
Verb forms: verb + to + inf_verb + inf_verb + ing	'like/hate/love' with the '-ing' forms of verbs (31)	verb + '-ing' forms as the complement of a sentence (37)	
Reported speech: reporting statements	affirmative statements using common regular past simple forms (30)	report current and future plans and intentions (42)	

Term 3 preparation: Grammar



I go to school by bus.

Checking questions

Did I walk to school? How do I travel to school?

Grammatical structure

Prepositions

'by' + noun / noun phrase

Usage

We use "by" to say how something is done. 'By' tells us about the method, tool, or transport used. This shows the means of doing something.

Other examples

I sent the message by email.
They stay active by playing tennis.
He wrote the letter by hand.

There are lots of people on the plane.

Checking questions	Are there a small number or a big number of people on the plane?
Grammatical structure	<u>Quantifiers</u> 'a lot of / lots of' + noun
Usage	We use "a lot of" and "lots of" to talk about a large quantity of something. 'A lot of' and 'lots of' mean the same and can be used with countable or uncountable nouns. 'Lots of' is less formal than 'a lot of'.
Other examples	She has <u>lots of</u> friends. We have <u>a lot of</u> water. They gave me <u>lots of</u> information.

Some of the students were late.

Checking questions	Were all students late?
Grammatical structure	<u>Quantifiers</u> 'some / many / much / none / all' + 'of' + noun
Usage	We use quantifiers to say how much or how many of something we are talking about. These quantifiers are followed by 'of' + noun or noun phrase to show part or amount of a group.
Other examples	I didn't eat <u>much of</u> the cake. We met <u>many of</u> their friends. <u>None of</u> the answers were correct.

Her favourite activity is swimming.

Checking questions	Is 'swimming' a noun or a verb? Can 'swimming' be replaced by another action word?
Grammatical structure	<u>Gerunds</u> subject + be + verb-ing (gerund) subject + state verb + verb-ing + rest of complement
Usage	We can use a verb ending in -ing (the gerund) as the subject or complement of a sentence. A complement completes the meaning of a sentence by telling us more about the subject. When we use verb -ing as a complement, it describes an activity or action that someone does.
Other examples	One of her hobbies <u>is painting</u> . They love <u>watching football</u> . He likes <u>playing on the computer</u> .

They tell me that they will visit soon.

Checking questions	Do we know who is being spoken to?
Grammatical structure	<u>Reported speech</u> subject + 'says that' + reported clause subject + 'tells' + object + 'that' + reported clause
Usage	We use both "says" and "tells" to report what someone speaks. We use "says" when we do not mention who is being spoken to. We use "tells" when we say who is being spoken to.
Other examples	He <u>says that</u> he can do it. She <u>tells me that</u> she is happy. She <u>says that</u> she is going to start a new job.



Term 3 preparation: Functional language

I like pizza.

I like swimming.

She loves cooking.

We enjoy playing football.

He doesn't like doing homework.

I hate waiting for the metro.

Functional language point	
Associated grammar	nouns, gerunds, state verbs

I get up at 6 a.m. every day.

She usually goes to the gym.

I answer emails in the morning.

They go shopping on Saturdays.

I go to school by bus.

We don't watch TV during the week.

Functional language point	
Associated grammar	present simple, adverbs of frequency, time expressions

The hotel has got a big swimming pool.

You can walk along the beach.

It is near the mountains.

My town is small but beautiful.

The streets are quiet, and the people are friendly.

Functional language point	
Associated grammar	adjectives, nouns, modals, prepositions of place

Thank you