



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Coverage, Grammar and Functional Language Teaching Resource

Level 8.1 - 8.2

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:

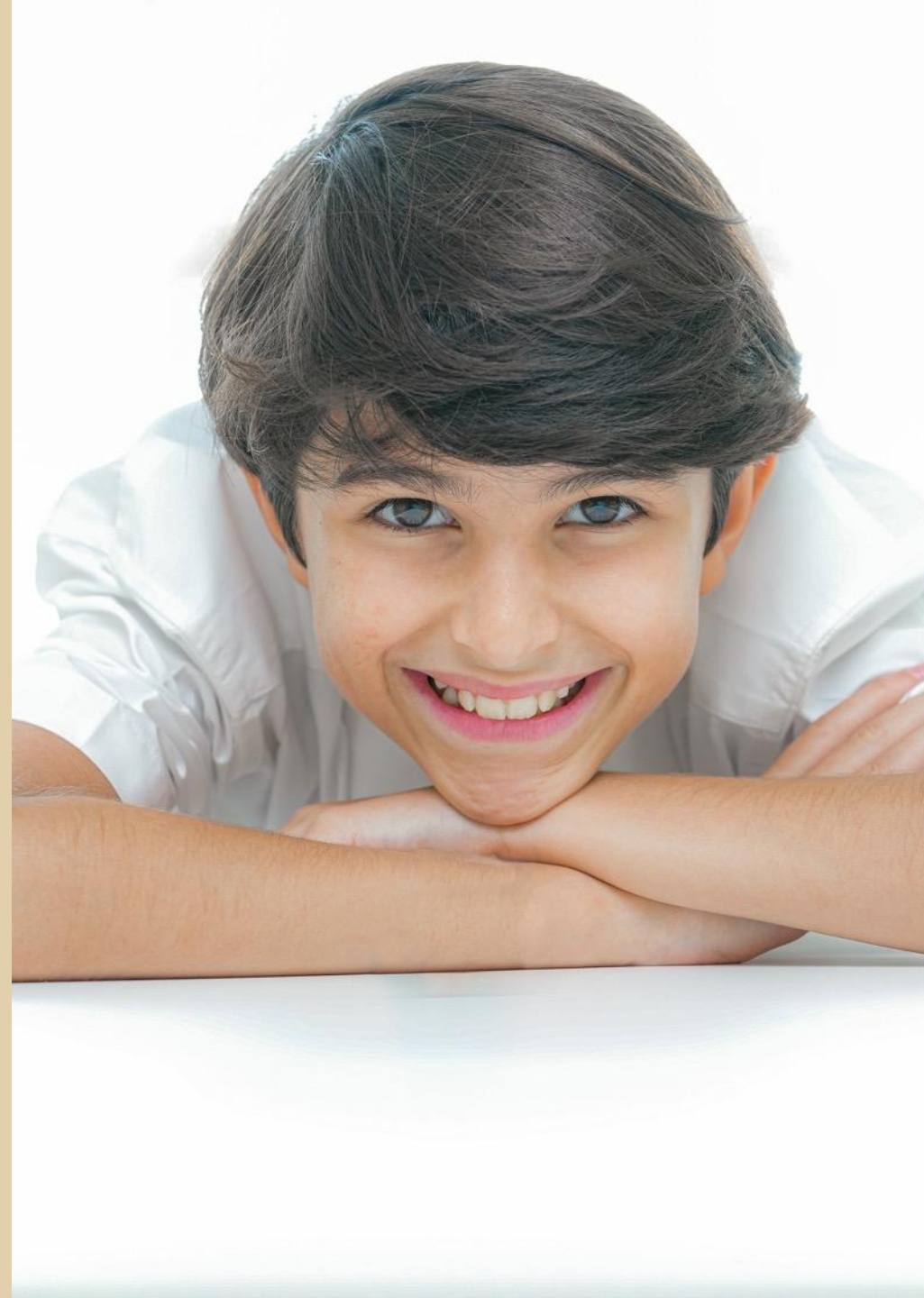
- the coverage for this term.
- the lexis families that assessments will contain.
- particular grammatical and functional language points that will be tested in the exams.

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): Health and fitness, environment, feelings and emotions.			
ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Reported speech: reported statements	report current and future plans and intentions (42)	a wide range of reporting verbs, especially in academic contexts, including ‘demonstrate’, ‘illustrate’ (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	'who/that/which' in basic defining (restrictive) relative clauses (48)	relative clauses to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason (See English Grammar Profile)	
Conditionals: mixed conditionals	hypothetical (counterfactual) results of a current action or situation using the second conditional (48)	hypothetical current results of a past action or situation using 'would ...' with the third conditional (67)	
Adverbs: adverbial linkers	adverbials to express combinations and similarities between nouns and phrases (44)	<p>'on the point of' and related phrases to talk about imminent events in the present and past (71)</p> <p>adverbials such as 'however', 'on the other hand', and 'though' to express concession (61)</p>	
Conjunctions: subordinating	'when' to link clauses in the past simple and past continuous (46)	'while', 'whereas' and 'whilst' to contrast and compare actions and situations (60)	
Adjectives: superlatives	superlatives of longer regular adjectives with 'most' (36)	superlative adjectives (+ noun) (+ 'that') followed by a clause to talk about something unique (see English Grammar Profiler)	

Term 3 preparation: Grammar



Experts demonstrate the importance of regular exercise to maintain health in later life.

Checking questions	Who is speaking? Who is showing that exercise is good? Why is the sentence in the present tense, not the past tense?
Grammatical structure	Reported statements (for academic use) Subject + reporting verb (demonstrate, illustrate) (+ that) + reported clause
Usage	In academic writing, we often use the present tense for reported statements. Academic work is about ideas and facts that are still considered true and relevant now. → If the information is still true or important, use the present tense. → If it's about a finished event, use the past tense.
Other examples	Scientists <u>illustrate</u> the impact of global warming in their reports. Dr. Jane Goodall <u>explains that</u> protecting wildlife is essential for maintaining the planet's health. In his book, David Attenborough <u>states that</u> reducing plastic waste is critical for the survival of ocean life. <u>It was announced that</u> the the unique habitat was going to be protected.

Exercise is an important part of her new routine for getting fit, which is understandable.

Checking questions	What is the subject of the sentence? What is the main part of the sentence? What does the speaker think about exercise?
Grammatical structure	Subject + relative clause + main clause Subject + main clause + relative clause
Usage	A relative clause is a part of the sentence that adds extra information about a noun. The extra information expresses an opinion about the subject / situation, or evaluates / gives a reason for it.
Other examples	My father has decided to improve his eating habits, <u>which is reassuring</u> . Yoga has become very popular worldwide, <u>which proves the point that</u> people want to be healthy. Psychologists say social media needs to be used carefully, <u>which supports the idea that it causes anxiety and depression</u> . Recycling programs are being introduced in many cities, <u>which is a great step towards helping the environment</u> .

If she had exercised more, she <u>would</u> be feeling healthier now.	
Checking questions	Did she exercise enough? Which part of the sentence is the consequence? How could she have become healthier?
Grammatical structure	Mixed Conditionals: ‘would’ + If + past perfect, would + infinitive
Usage	We use this structure when we imagine how the present would be different if something happened differently in the past. It mixes a past unreal action with a present unreal result.
Other examples	If we had planted more trees, the air <u>would</u> be cleaner today. If I’d gone to the gym, I’d be fitter now. He <u>wouldn’t</u> be so tired at work today, if he’d slept better last night. The river <u>would</u> be much safer now, if they’d reduced pollution earlier.

The company is on the point of announcing their new wellbeing plan, but need to do some final checks first.
The fitness plan is strict. However, it gives excellent results.

Checking questions	Has the company started the wellbeing plan? When will the company starts the plan? Does the speaker think the fitness plan is good?
Grammatical structure	Subject + be + ‘on the point of’ + verb-ing however / on the other hand / though + contrasting statement.
Usage	‘On the point of’ is used to talk about something that is imminent — about to happen very soon, either in the present or in the past. We can use ‘however, ‘on the other hand’ and ‘though’ to show a contrast or a result that contradicts the first situation.
Other examples	She is <u>on the point of starting</u> her new fitness program. Recycling is simple. <u>On the other hand</u> , it can be difficult to get public support to ensure its success. <u>Though he</u> felt tired after the workout, he was pleased with his progress. She dislikes running. <u>However</u> , she enjoys swimming.

I enjoy hiking, <u>while</u> my brother prefers cycling.	
Checking questions	What does the speaker like doing? Does his brother also like doing this? What is being compared in the sentence?
Grammatical structure	Clause 1 + 'while/whereas/whilst' + clause 2
Usage	We use 'while,' 'whereas,' and 'whilst' to introduce a contrast between two actions, ideas, or situations.
Other examples	She eats healthily, <u>whereas</u> he eats a lot of fast food. Some cities are very green, <u>whilst</u> others have very few parks. The North has a cold climate, <u>while</u> the South is much warmer. He likes quiet workouts at home, <u>whereas</u> she loves crowded gyms.

It was <u>the most polluted</u> river <u>that</u> the scientists had studied.	
Checking questions	Is this the first time the team won an event? Was the way they won usual or special?
Grammatical structure	‘the’ + superlative adjective + noun + ‘that’ + subject + perfect verb
Usage	We use superlative adjectives (+ noun) followed by that + and a present or past perfect clause to stress how it was a completely unique or best experience in life.
Other examples	This is <u>the best</u> fitness app <u>that</u> I have ever used. She gave <u>the most inspiring</u> speech <u>that</u> we had heard all year. This is <u>the healthiest</u> diet <u>that</u> I have tried. It was <u>the most exciting</u> environmental project <u>that</u> the company had launched.



Term 3 preparation:
Functional language

The widespread use of fitness apps has changed the way we monitor our health and made exercise plans more accessible.

Climate change is rapidly affecting the lives of animals, resulting in increased challenges for ecosystems but decreased quality of life for many species.

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

Functional language point	
Associated grammar	Subordinating conjunctions, noun phrases

During our trip to the mountains, we saw a beautiful forest that had been carefully protected for years.

When I visited a polluted beach last summer, I felt very sad about the damage caused to nature.

What happened to you when you were young, to make you the way you are now?

Until a few years ago, I had wanted to be an engineer, but now I am interested in studying healthcare instead.

My grandfather would always say, confidence and creativity were his best qualities.

Functional language point	
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 and coughing.

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	
Associated grammar	Present simple, present continuous, wh - questions

Thank you