English Language

Coverage, Grammar and Functional Language Teaching Resource

Level 8.1

Term 3

2024 - 2025

INDEX

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.

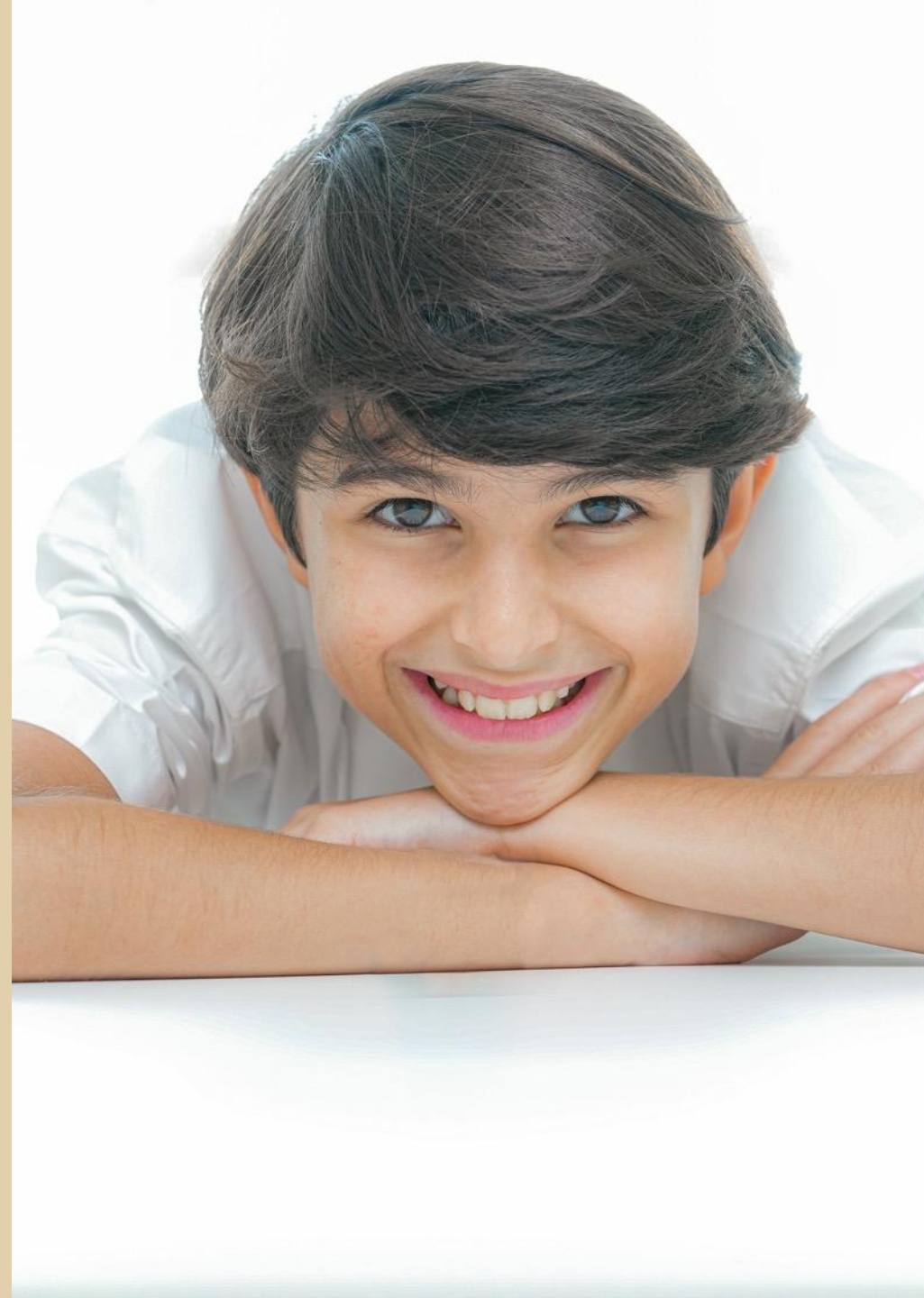Within this document, you will find information about:
- the coverage for this term.
- the lexis families that assessments will contain.
- particular grammatical and functional language points that will be tested in the exams.

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): Environment, animals, jobs.		
ECFE Grammar	**Prerequisite**	**GSE Grammar**	**Functional Language**
Clauses and phrases: cleft sentences	a range of wh- questions (27)	clauses with 'What ...' to emphasise the topic or main point (59)	
Conjunctions	clauses and sentences linked with a range of basic connectors (32)	a range of complex conjunctions in conditional statements (all three types) (64)	
Adjectives: comparatives	a range of nouns formed from adjectives and verbs with common suffixes (46)	complex comparisons between clauses (66)	Expressing agreement and disagreement
Conditionals: mixed conditional	hypothetical (counterfactual) results of a current action or situation with the second conditional (48)	hypothetical current results of a past action or situation that use 'would …' with the third conditional (67)	Describing hopes and plans Asking for and making suggestions and recommendations
Modals: past modals	'should(n't)' to offer or ask for advice or suggestions (36)	'should(n't) have …' to express regrets, wishes, or disapproval about the past (58)	
Clauses and phrases: defining and non-defining relative clauses	'who/that/which' in basic defining (restrictive) relative clauses (48)	defining (restrictive) and non-defining (non-restrictive) relative clauses (60)	

Term 3 preparation:
Grammar

What I enjoy most at work is being part of a team.

Checking questions	Does the person like being part of a team? How do we know they like being part of a team?
Grammatical structure	Clauses and phrases: cleft sentences
Usage	Cleft sentences are often used to emphasise a specific part of a sentence. For example, instead of saying, "I enjoy reading books," you can say, "What I enjoy most is reading fantasy books." This structure highlights the activity of reading fantasy books as the most important part of the sentence.
Other examples	What she loves most is travelling to new countries. What I need right now is a break from work. What they enjoyed most about the trip was the beautiful scenery.

We will approve the project, <u>providing that</u> all the necessary documents are submitted.

Checking questions	Is the project already approved? What must happen before the documents are approved?
Grammatical structure	A range of complex conjunctions in conditional statements
Usage	Complex conjunctions in conditional sentences allow speakers and writers to express conditions more precisely and with greater variety than using just "if." Phrases like "as long as," "provided that," mean "only if this is the case"
Other examples	We will consider your application <u>provided that</u> you meet all the requirements You can go to the party <u>on condition that</u> you finish your homework first. I will lend you the book <u>as long as</u> you return it by Friday.

Solar energy is <u>less harmful to the environment than</u> fossil fuels are.

Checking questions	Which is more harmful, solar energy or fossil fuels?
Grammatical structure	Adjectives: comparatives
Usage	Complex comparisons between clauses use comparative adjectives (like *better, more effective, less dangerous*) to compare two actions, ideas, or situations - not just two nouns. This structure helps express how one situation or action differs in degree or effect from another, often using *than* to link clauses.
Other examples	Switching to renewable energy is <u>more effective than</u> relying on temporary fixes. Raising awareness about endangered species is <u>easier than</u> changing laws to protect them. Finding a job that matches your skills is <u>more satisfying than</u> taking the first one that comes along.

If I had taken that job offer, I would be working in New York now.

Checking questions	Did she take the job offer? Is she working in New York now?
Grammatical structure	Conditionals: mixed conditional
Usage	We use this type of mixed conditional to talk about a situation where something did not happen in the past, and we imagine how things would be different now. It describes a past unreal condition (something that didn't happen) and a present unreal result (something that is not true now)
Other examples	If she had gone to bed earlier, she wouldn't be so tired now. If they had taken that earlier flight, they would be at the conference by now. If she had studied engineering, she would have a better job now.

They <u>should have</u> listened to the weather report before going on that hike.

Checking questions	Did they listen to the weather report? Was it a good idea or bad idea to listen to the weather report?
Grammatical structure	Modals: past modals
Usage	We use the past modal 'should' (or 'shouldn't') with 'have' to express regrets, wishes, or disapproval about the past. This implies that something was expected or advisable, but it didn't happen or wasn't done in the way it was expected.
Other examples	I <u>shouldn't have</u> spent so much money on clothes last month. She <u>shouldn't have</u> gone to the event if she was feeling sick. You <u>should have</u> told me you were running late. We <u>should have</u> called ahead to book a table

My colleague, <u>who works in marketing</u>, is great at organising events.

Checking questions	Is the clause "who works in marketing" necessary to understand the sentence? If it was removed, would the sentence still make sense?
Grammatical structure	Clauses and phrases: defining and non-defining relative clauses
Usage	Defining and non-defining relative clauses help us give more details in a sentence. A defining relative clause is important because it tells us exactly which person or thing we are talking about. E.g. The book <u>that I read</u> was interesting. A non-defining relative clause gives extra information that is not necessary to understand the main idea. E.g. My friend, <u>who lives in London</u>, is visiting next week.
Other examples	My sister, <u>who loves painting</u>, is coming to visit tomorrow. The book <u>that is on the table</u> is mine. The car <u>which I bought last year</u> is already having problems.

Term 3 preparation:

Functional language

<u>I totally agree with you</u> that improving public transportation is essential for reducing traffic congestion.

<u>Yes, I believe you're right.</u> Education is the key to solving many of the world's problems.

<u>I'm not sure I agree with that.</u> I think more needs to be done to protect wildlife.

<u>I don't think that's true.</u> In fact, I would argue that digital technology has improved education in many ways

Functional language point	
Associated grammar	Modals Adverbs Present tense

We <u>plan</u> to move to a new city by the end of this year.

They are <u>hoping</u> that the project will be finished on time.

I <u>was going to</u> apply for a new job in marketing, but I changed my mind.

Functional language point	<u>**Describing hopes and plans**</u>
Associated grammar	Modals Future forms Verb tenses

Do you have any ideas on how I could improve my writing?

What would you recommend I do to prepare for the exam?

Why don't we go for a walk and discuss the plan?

You should definitely take some time off if you're feeling stressed.

Functional language point	**Asking for and making suggestions and recommendations**
Associated grammar	Modal verbs Conditionals

Thank you