



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Level 4.1

Grade 7 General

Grade 6 Advanced

Term 1

2023 – 2024





Reading, maze and writing Revision



مؤسسة الإمارات
للتعليم المدرسي
EMIRATES SCHOOLS
ESTABLISHMENT

Objectives :

- 1- To review for the final reading part.
- 2- To review for the final Maze part
- 3- To review the writing topics for the final exam .



Exam will be

Tuesday 28th November 2023



*From 9:00 to 10:30 (paper part
1: writing)
* From 10:30 to 11:30(online part
2 : reading & maze)



Two hour and half



Swift Assess+ paper

مواصفات الاختبار النهائي لمادة اللغة الإنجليزية

الصف السادس متقدم – سادس عام

| | | | |
|--|---|--|--|
|  الاختبار الورقي (الكتابة) | Part 1 | Part 2 | Part 3 |
| | الإجابة على الأسئلة المتعلقة بالموضوع وذلك عن طريق عمل مخطط تخطيط للكتابة | كتابة موضوع موسع من المخطط والإجابة على ثلاثة نقاط متعلقة بموضوع الكتابة | قراءة فقرة والاجابة على الأسئلة بجمل كاملة وصحيحة |
|  الاختبار الإلكتروني (القراءة) | Part 4 | Part 5 | Part 6\7\8 |
| | ترتيب كلمات مبعثرة لتكوين جملة صحيحة | فقرة ومن ضمنها أسئلة اختيار من متعدد. اختيار الإجابة الصحيحة (التركيز على القواعد) | قراءة فقرة والاجابة على الأسئلة (اختيار من متعدد) |



Term 1 Assessment Coverage



| ECFE Alignment: Level 4.1 | | | Term Weighting: 60% | Domain: Reading |
|---------------------------|---|--|---|---|
| Sections | Question Type and Instruction | Outcomes Assessed | Number of Questions and Question Description | Constructs |
| Part 4 | <p>Ordering words in a sentence</p> <p>Select the correct words from the dropdown menus to make a sentence.</p> | <p>ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.</p> | <p>5 questions</p> <p>Single sentences that are reordered to test students' knowledge of basic grammar and sentence construction.</p> | <p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> |
| Part 5 | <p>MAZE task</p> <p>multiple-choice questions</p> <p>Read the text and answer a, b or c.</p> | <p>ENG.04.2.2.XX.010 Recognise key features of text organisation.</p> | <p>10 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p> | <p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> - simple - familiar and concrete topics - informative <p>Text length: 200 words</p> |
| Part 6 | <p>Multiple-choice questions</p> <p>_____</p> <p>Read the text and answer a, b or c.</p> | <p>LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.</p> | <p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p> | <p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> - simple - informative <p>Text length: 170 words</p> |

السؤال ١ (قواعد): أعيدي
ترتيب الكلمات لتكوين جملة

السؤال ٢ (قواعد MAZE):
اختاري الإجابة الصحيحة
لاستكمال القطعة

السؤال ٣ (قراءة): اقرئي الفقرة
واختاري الإجابة الصحيحة

امتحان القراءة والقواعد (الكتروني)

السؤال (قراءة) ٤: اقرئي الفقرة
واختاري الإجابة الصحيحة

السؤال (قراءة) ٥: اقرئي الفقرة
واختاري الإجابة الصحيحة

| | | | | |
|--------|---|--|---|--|
| Part 7 | <p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p> | <p>ENG.04.2.3.XX.007 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.04.2.3.XX.008 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.04.2.3.XX.013 Read and understand some details in short texts on familiar and concrete topics.</p> | <p>10 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p> | <p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none">- simple- familiar and concrete topics- narrative <p>Text length: 240 words</p> |
| Part 8 | <p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p> | <p>ENG.04.2.3.XX.010 Read and identify the main points of simple texts on familiar and concrete topics.</p> | <p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p> | <p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none">- simple- familiar and concrete topics- narrative <p>Text length: 240 words</p> |



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English Language Coverage, Grammar and Functional Language Teaching Resource

Level 4.1

Term 1

2023 - 2024

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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 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 and links given to further resources. Next is 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 point followed by an explanation of how the particular are used. In the associated grammar section, language points that comprise the structure or can be used to in conjunction with the language point to express the stipulated function are detailed.



Term 1 Assessment Coverage



Topic(s): Free time, people, community.

| ECFE Grammar | Prerequisite Grammar | GSE Grammar | Functional Language |
|---|--|--|---|
| Modals: present modals (permission and requests - can, could, can't, would) | Can ask 'yes/no' questions using present simple (26) Can use 'I'd like.../I want...' to express wants and wishes (29) | Can give, deny or ask about permission in the present and near future with 'can'. (33) Can make basic polite requests with 'could'. (33) Can use 'can't' to decline offers and invitations. (33) Can make requests and offers with 'would like' + nouns and noun phrases. (33) Can make requests and offers with 'would like to' + verbs in the infinitive. (35) | Asking and giving directions Making arrangements Describing hopes and plans |
| Future time: simple future (will and shall) | Can ask a range of wh- questions. (29) | Can use 'will' to ask questions about the future. (35) | |
| Adverbs: movement and direction | Can use basic prepositions of place nouns and noun phrases (26) | Can use a range of common adverbs of movement and direction. (35) | |
| Future time: future time (going to) | Can use the present continuous to refer to events at the time of speaking. (30) | Can express personal plans and intentions for the future using 'going to'. (35) | |

Term 1 preparation: Grammar



Can I play basketball after school?

No, you can't play basketball.

<https://www.mauthor.com/present/4929550974320640>

| | |
|-----------------------|--|
| Meaning | The speaker is asking if they are allowed to play a sport. |
| Grammatical structure | <u>Present modals</u> (can / can't) subject + can / can't + verb + object Question form: Can + subject + verb? Can + subject + verb + (object)? |
| Usage | We use present modals to ask for permission (can) and make requests. We can also use present modals to decline offers and invitations (can't). |
| Other examples | <u>Can</u> I go outside to play with my friends? What <u>can</u> we do for fun? I <u>can't</u> come to your house to play video games. |

Could you help me?

Could I go to your house after school?

<https://www.mauthor.com/present/4929550974320640>

| | |
|-----------------------|--|
| Meaning | The speaker asking politely for help. He is asking to visit his friend's house after school. |
| Grammatical structure | <u>Present modals</u> 'could' + subject + main verb |
| Usage | We can use the modals to make polite requests. We form polite questions with 'could' in the front position followed by the subject, then the main verb. 'Could' asks politely about the ability of the person to do something. |
| Other examples | <u>Could I ride my bicycle to school because the weather is nice?</u> <u>Could you carry this bag for me?</u> <u>Could you help me with my homework?</u> |

I would like to go shopping for new shoes.

I would like some juice, please.

Would you like something to eat?

<https://www.mauthor.com/present/4929550974320640>

| | |
|-----------------------|--|
| Meaning | The speaker wants to go shopping for new shoes. The speaker is requesting to have a juice. Someone asks the speaker if he would like something to eat. |
| Grammatical structure | <u>Modals: present modals</u> subject + 'would like' + object (polite request) subject + 'would like to' + infinitive (wish or intention) 'would' + subject + 'like' + noun phrase (offer or request) |
| Usage | We use modal verbs with 'like' and the infinitive of the verb with 'to' to indicate something we want to do. We also use modal verbs with 'would + subject + like + noun phrase' to make polite requests. |
| Other examples | <u>Would you like</u> to go out for lunch? <u>Would she like</u> an ice cream? He <u>would like</u> to read this book. |

MODAL VERBS



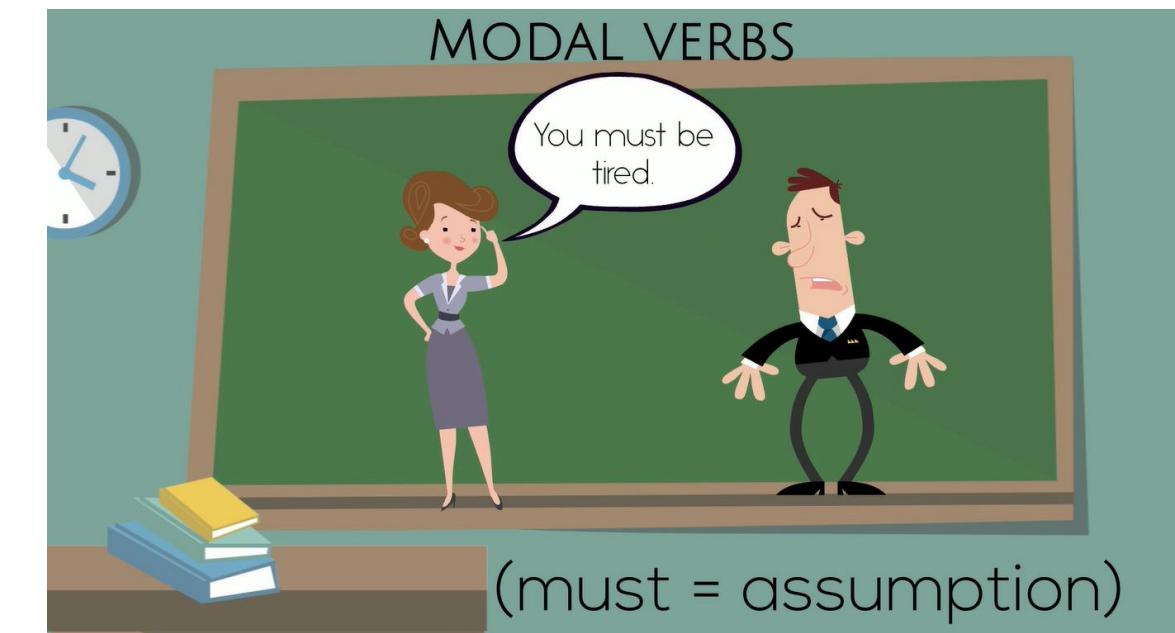
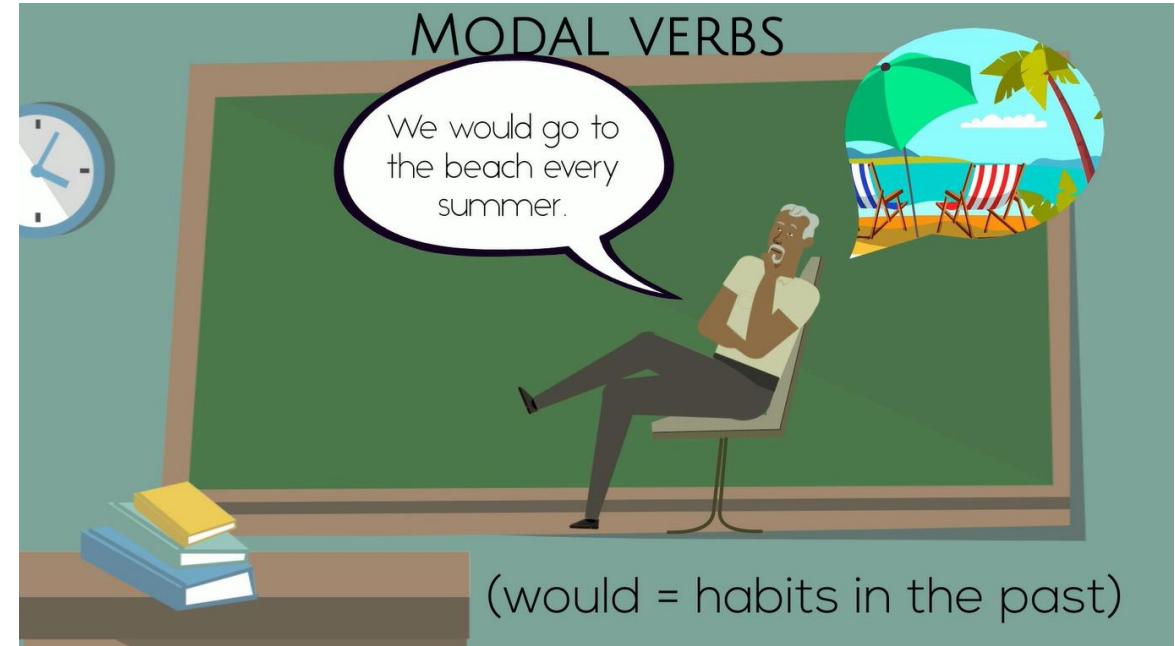
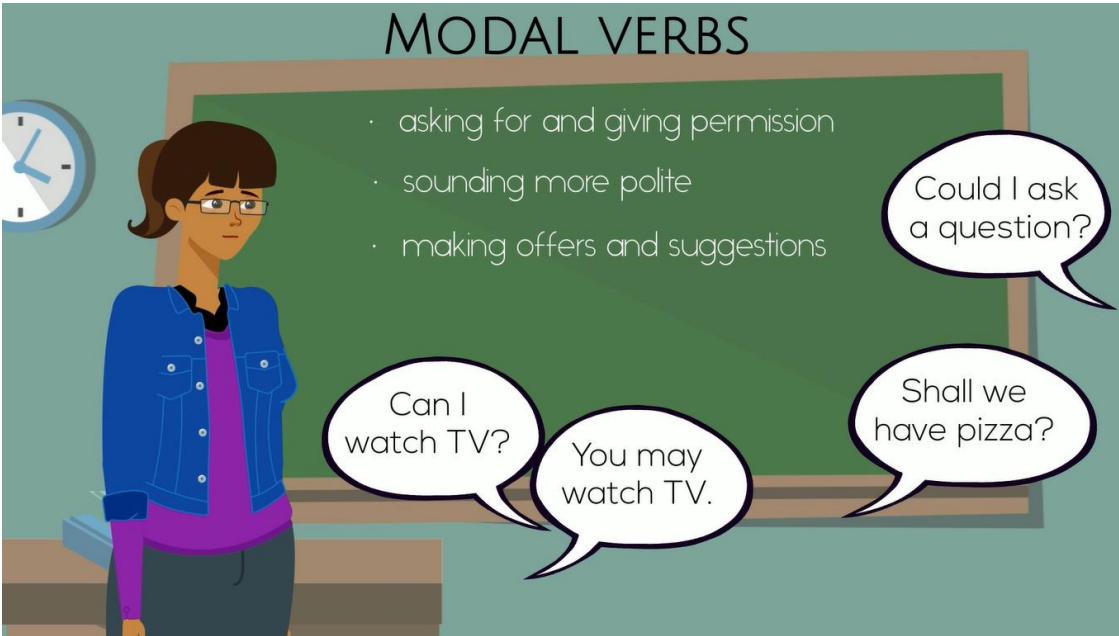
I **can** play the piano.

Would you like a cup of tea?

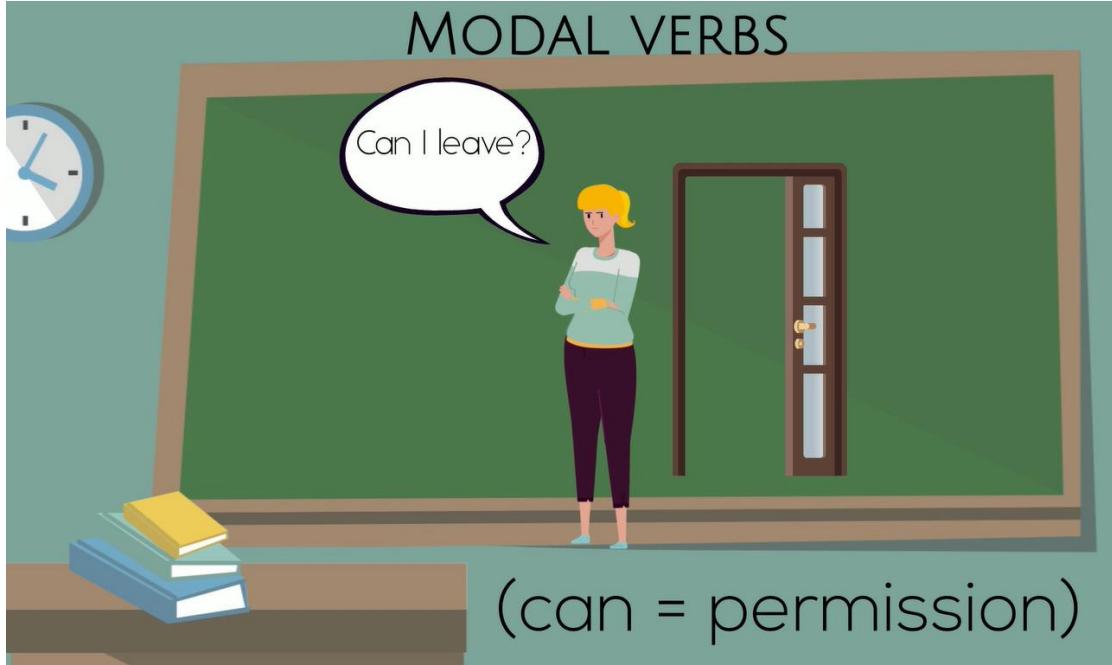
You **must** not drop litter.

If it is sunny, we **will** have a picnic.

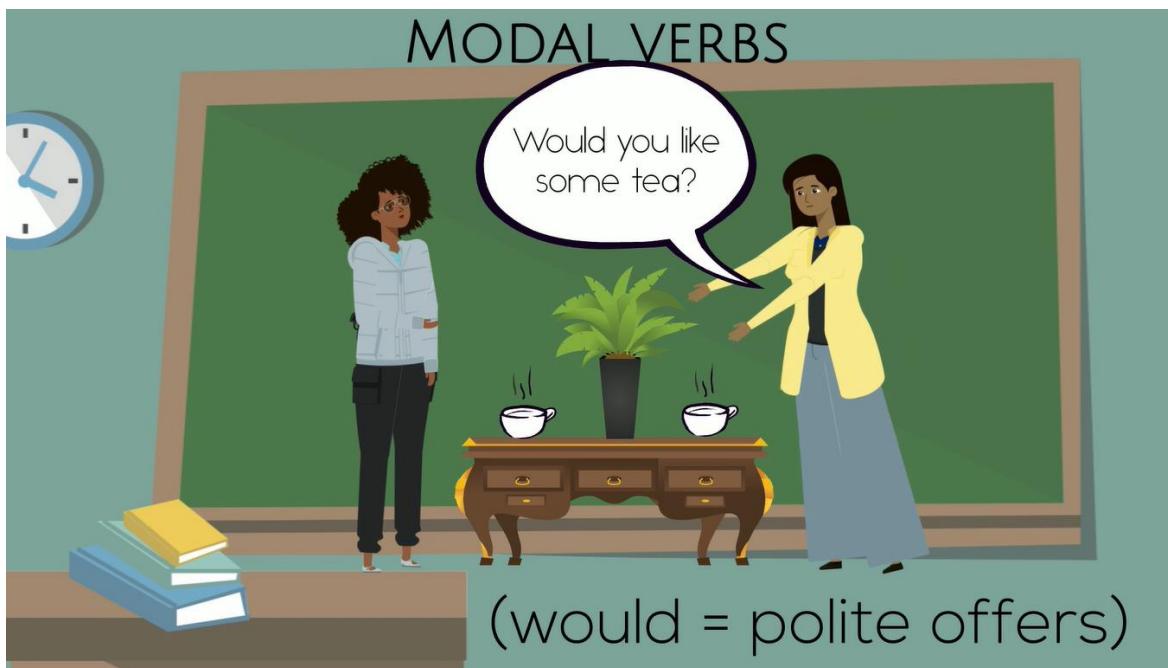
Modal verbs can be used to express a wide variety of functions such :



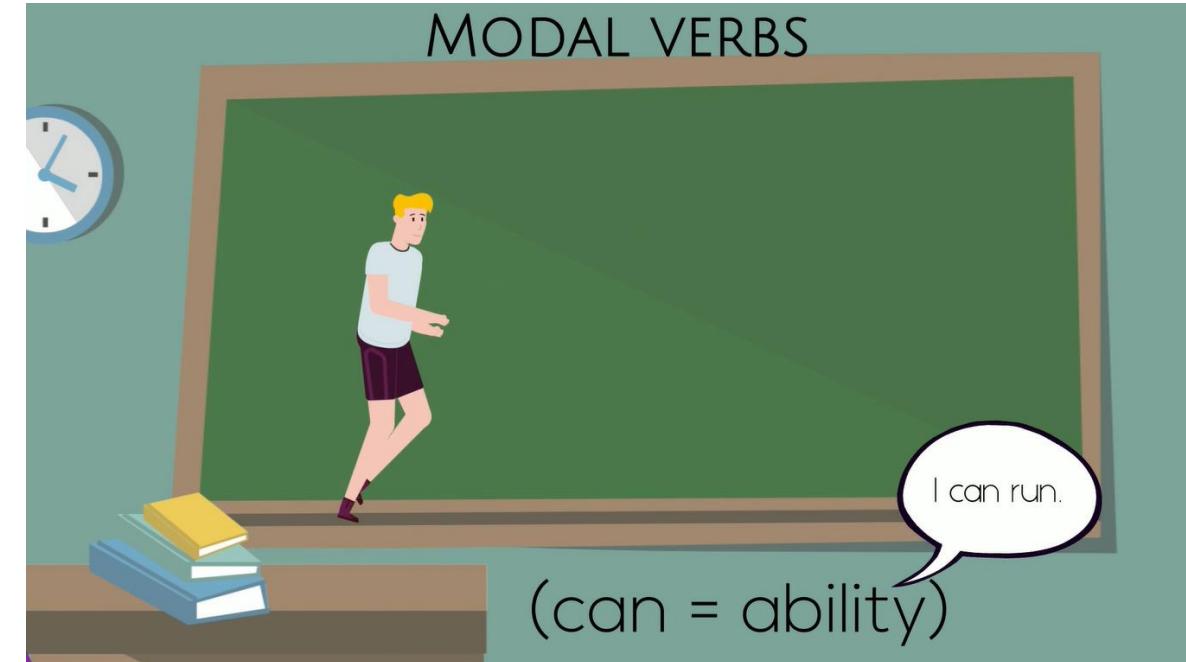
MODAL VERBS



MODAL VERBS



MODAL VERBS



| Modal verb | Function | Example |
|------------|----------------------------------|---|
| can | ability | I can run. |
| | permission | Can I use the car, please? |
| | possibility | Eating too much sugar can cause health problems. |
| could | ability in the past | When I was younger, I could run fast. |
| | polite permission | Could I ask you a question, please? |
| | possibility | It could rain tomorrow. |
| may | permission | May I leave the table, please? |
| | possibility / probability | There's a chance it may rain later. |
| might | polite permission | Might I suggest we do something slightly different? |
| | possibility / probability | We might run into some problems. |
| shall | offers / suggestions | Shall I cook dinner, tonight? |
| | express formal obligations | All documents shall be presented on time. |
| | make promises | I shall not be late! |
| | describe the future formally | All roads shall be closed until further notice. |
| | 50% obligation | I should finish my homework. |
| should | advice | You should practice more if you want to improve. |
| | logical conclusion | They left hours ago; they should be here by now. |
| | descriptive | Next year will be a wonderful year! |
| will | make predictions | The red car will finish the race first. |
| | decision at the time of speaking | Ah, I forgot my wallet; I'll just go back for it. |
| | make a request | Will you help me choose? |
| | make promises and offers | I'll drive you to the airport, no problem. |
| | consequences of an action | If it is sunny, we will have a picnic! |
| | polite requests | Would you help me with the shopping? |
| | hypothetical consequences | If I had more money, I would buy a new car. |
| would | habitual actions in the past | We would meet every Thursday and have a coffee. |
| | future in the past | When I was young, I thought I would be rich! |
| | being less direct | I would suggest trying again. |
| | strong obligation | You must wear your seat belt at all times. |
| must | logical conclusion | You must be hungry if you haven't eaten all day. |
| | strong obligation | You must be here at 8 o'clock. |

MODAL VERBS

| | |
|--|-----------|
| <i>I must go.</i> | correct |
| <i>I must to go.</i> | incorrect |
| <i>We can stay here.</i> | correct |
| <i>We can to stay here.</i> | incorrect |
| <i>My friend should study.</i> | correct |
| <i>My friend should to study.</i> | incorrect |

MODAL VERBS

| | |
|---|-----------|
| <i>He can run.</i> | correct |
| <i>He cans run.</i> | incorrect |
| <i>We should try.</i> | correct |
| <i>We shouldded tried.</i> | incorrect |
| <i>They must go home.</i> | correct |
| <i>They musting go home.</i> | incorrect |

A cartoon illustration of a teacher with black hair and glasses, wearing a light blue jacket over a green dress. She is pointing her right index finger upwards while holding a yellow book in her left hand. The background is a solid teal color.

Can

Affirmative (+)

I can

You can

He can

She can

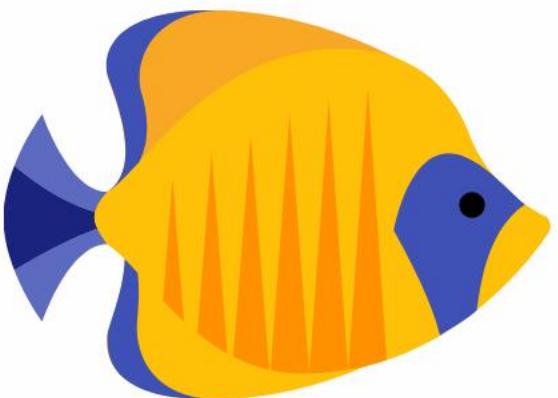
We can

They can

It can



Kangaroos **can** jump.



Fish **can** swim.



Camels **can** survive without water for days.

Negative (-)

I **can't** (cannot)

You **can't**

He **can't**

She **can't**

We **can't**

They **can't**

It **can't**

Can't

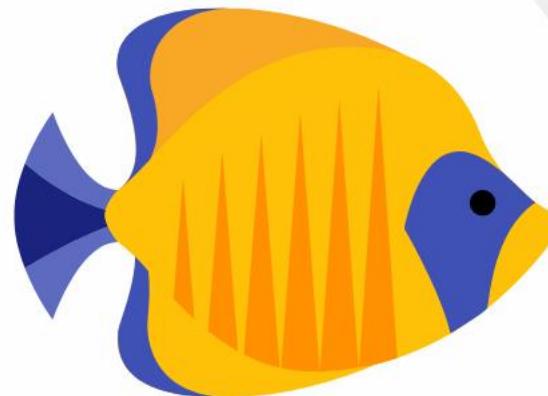




Kangaroos **can't** walk
backwards



Elephant **can't** jump.



Fish **can't** talk.

••• MODAL VERBS •••

ABILITY

(present)

I can speak
four languages.

English Study Page

OFFER

Can I help you ?

POSSIBILITY

(present)

Smoking
can cause cancer.

English Study Page
www.englishstudypage.com

English Study Page

REQUEST

Can you hand
me the pen?

English Study Page

CAN NOT

(not allowed)
You can't smoke
here

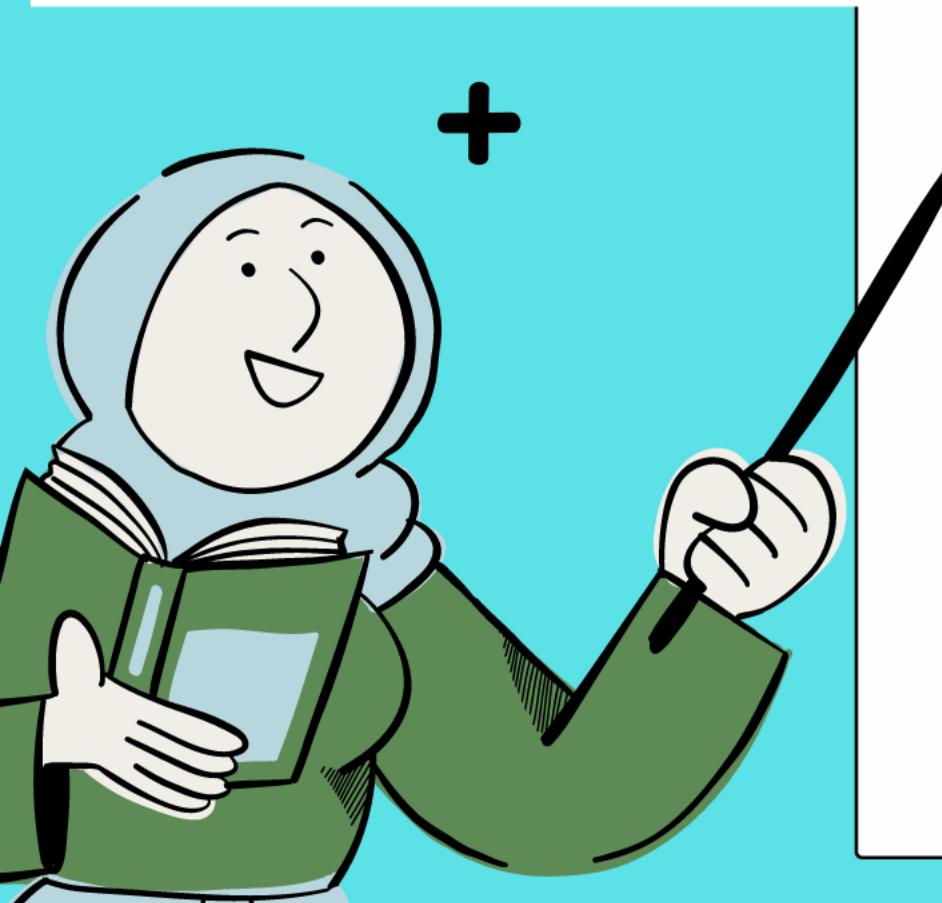
PERMISSION

(informal)

Can I use your book,
please?

Questions and Short answers

Can (Affirmative)



Can I?
Can you?
Can he?
Can she?
Can we?
Can they?
Can it?

Yes, you can.
Yes, I can.
Yes, he can.
Yes, she can.
Yes, we can
Yes, they can.
Yes, it can.

Questions and Short answers

Can I ?
Can you ?
Can he?
Can she?
Can we?
Can they?
Can it?

No, you **can't**.
No, I **can't**.
No, he **can't**.
No, she **can't**.
No, we **can't**.
No, they **can't**.
No, it **can't**.

Can't (Negative)



Let's Read These :

- 1 Can **you** climb a tree? Yes, **I can.** / No, **I can't.**

- 2 Can **a monkey** climb a tree? Yes, **it can.**

- 3 Can **elephants** climb a tree? No, **they can't.**

- 4 Can **parrots** talk? Yes, **they can.**

1

Can a cheetah run fast?

2

Can kangaroos jump high?

3

Can you fly in the sky?

4

Can a giraffe talk?

5

Can eagles swim in the ocean?

6

Can an owl see better in daytime?

Modal verbs – Present simple

Can (poder/ser capaz de/saber • pedir autorização informal)

Affirmative

Negative

Interrogative

Full forms

Short forms

I **can**

You **can**

He

She

It

We

You

They

I **can not**

You **can not**

He

She

It

We

You

They

I **can't**

You **can't**

He

She

It

We

You

They

Can I?

Can you?

Can he?

Can she?

Can it?

Can we?

Can you?

Can they?

Useful links:

[**FL.17 Asking for and giving permission**](#)

[**FL.19 Talking about ability \(past / present\)**](#)

[**FL.20 Expressing necessity and obligation \(past/present\)**](#)

[**FL.22 Expressing prohibition**](#)

[**FL.23 Making offers and requests**](#)

[**FL.24 Asking for and giving advice**](#)

[**FL.28 Asking for and making suggestions and recommendations**](#)

[**FL.33 Expressing certainty, probability, and doubt**](#)

[**FL.35 Making predictions and hypothesising**](#)

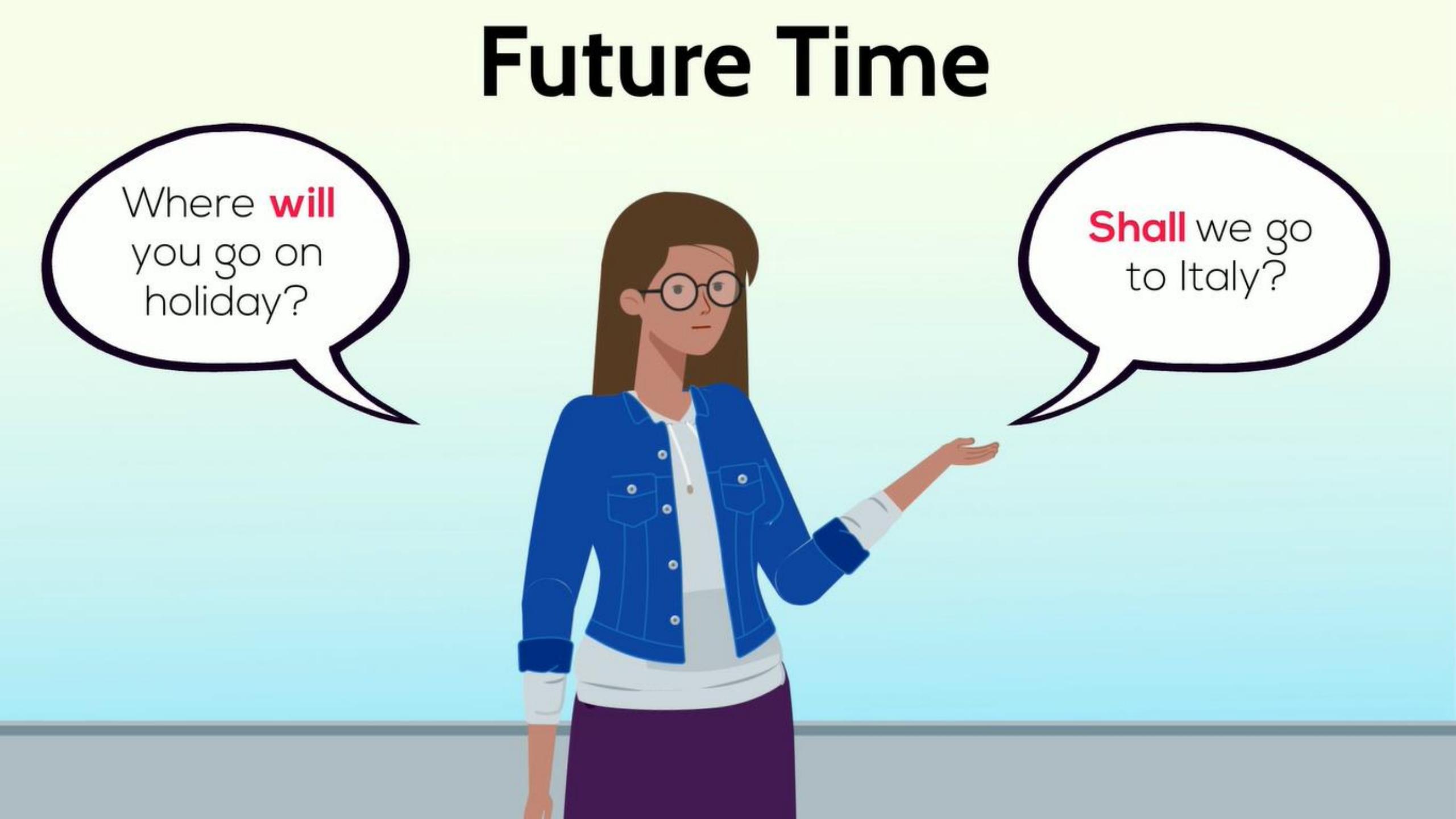
[**FL.39 Speculating and making deductions**](#)

Will you visit me next week?

<https://www.mauthor.com/present/4838841265029120>

| | |
|-----------------------|---|
| Meaning | The speaker wants to know if his friend wants to visit him. The speaker wants to go see a film with his friend. |
| Grammatical structure | <u>Future time</u> : simple future (will and shall) Will + subject + verb phrase |
| Usage | We can use 'will' before a subject and verb phrase to ask questions about possible future events. |
| Other examples | <u>Will</u> you come to the pool tomorrow? <u>Will</u> we go home before the game starts? <u>Will</u> they finish their project tomorrow? |

Future Time



Where **will**
you go on
holiday?

Shall we go
to Italy?

'Will' can be used to:

Future Time



make predictions

The red car **will** finish the race first!

unplanned decision

Ah, I forgot my wallet. **I'll** just go back for it.

make a request

Will you help me with this bag?

make a promise or offer

I'll drive you to the airport, no problem.

describe consequences

If it is sunny, we **will** have a picnic!

Shall can be in questions:

Future Time



Shall I open
the door for
you?

Shall we go
to that nice
restaurant?

Where shall
we go?

What shall I
do?

The rule

Future Time

will + bare infinitive



....will is.... X

....will be.... ✓

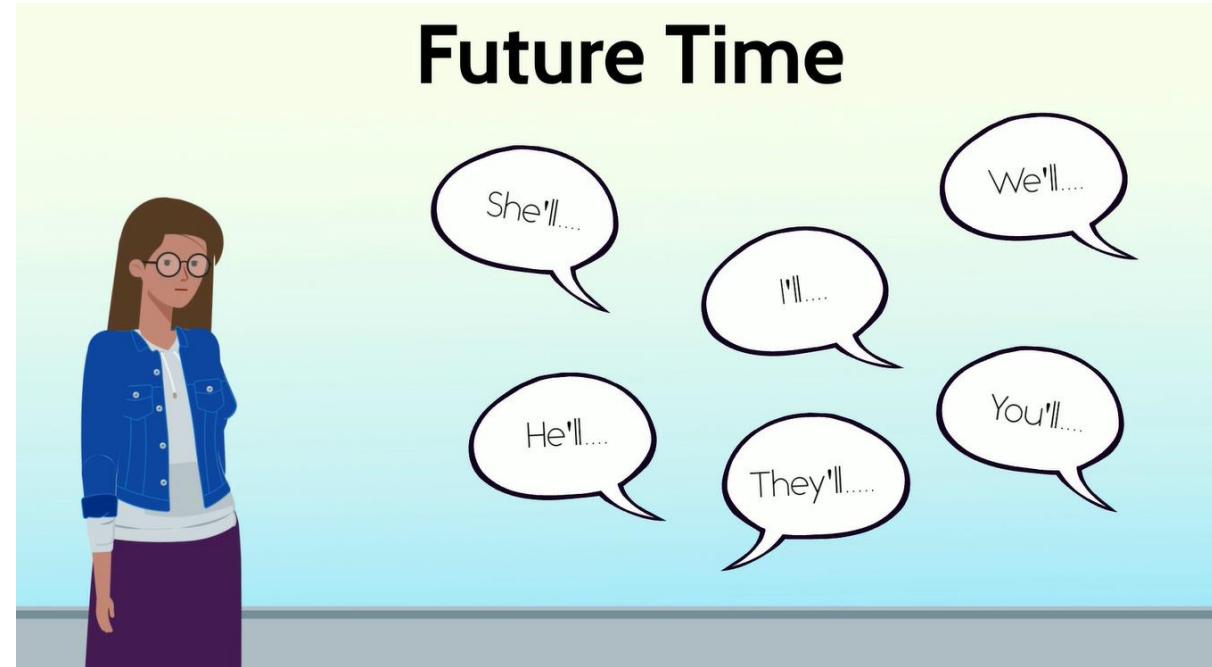
....will went.... X

....will go.... ✓

....will having.... X

....will have.... ✓

The rule



Future Time

Future Time

Will
Won't + subject + bare infinitive



Forming question

Future Time

Will
Won't + subject + bare infinitive

Will you support
me?



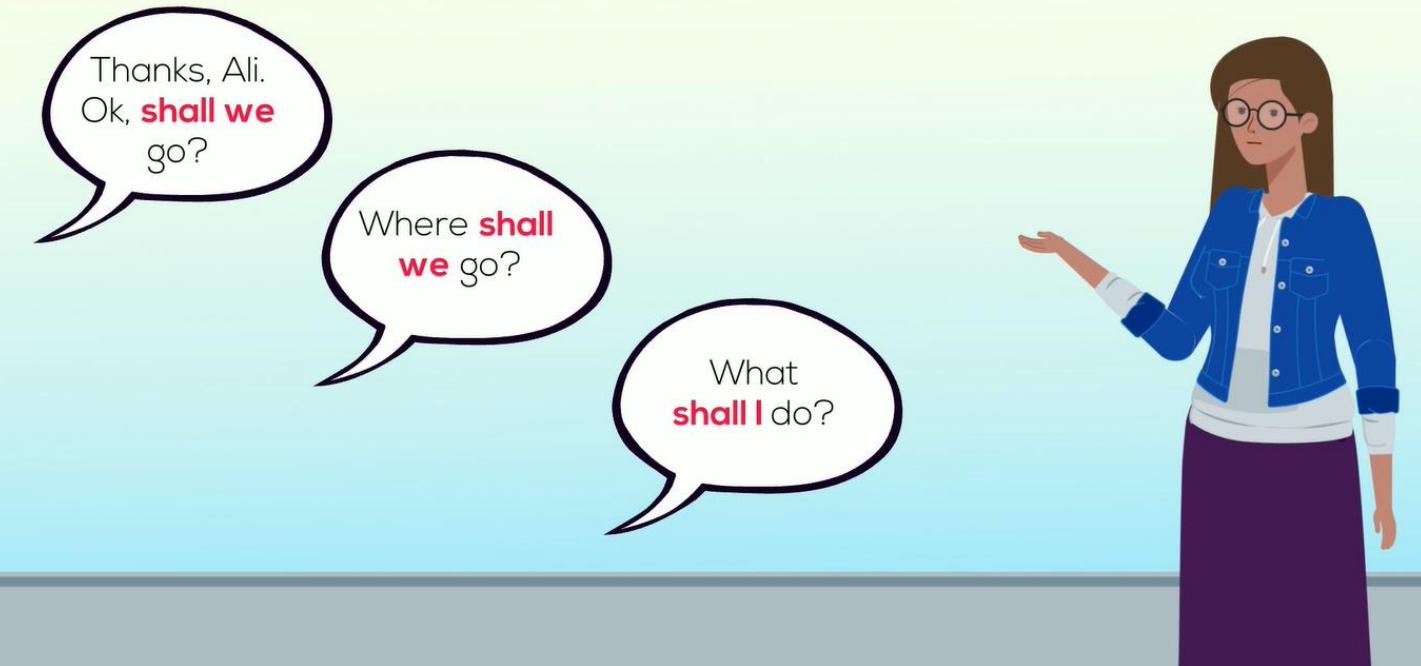
will + not = won't



...won't is... X
...won't went... X

...won't be... ✓
...won't go... ✓

Future Time



Future Time

Next year will a wonderful year.

- a) be
- b) is
- c) are



Future Time



1. Shall / Will I call a taxi for you?
2. Shall / Will it rain tomorrow?

Meaning

We can use 'will' to refer to the future.

| PAST | PRESENT | FUTURE |
|------------------------------------|----------------------------|--------------------------------------|
| <i>I went to school yesterday.</i> | <i>I am at school now.</i> | <i>I will go to school tomorrow.</i> |

Form

| Positive (subject + will) | Negative (subject + will not / won't) | Question (Will / Won't* + subject) |
|---|--|---|
| <i>I will start tomorrow</i> | <i>I will not / won't start tomorrow.</i> | <i>Will/Won't I start tomorrow?</i> |
| <i>You/We/They will start tomorrow</i> | <i>You/We/They will not / won't start tomorrow.</i> | <i>Will/ Won't you/we/they start tomorrow?</i> |
| <i>He/She/It will start tomorrow.</i> | <i>He/She/It will not / won't start tomorrow.</i> | <i>Will/ Won't he/she/it start tomorrow?</i> |

*A negative question is always formed with the contraction, 'won't'.

| | |
|-----------------------------|-----------|
| Will not it start tomorrow? | incorrect |
| Won't it start tomorrow? | correct |

Uses:

'Will' can be used to:

| Function | Example |
|--|--|
| describe the future | <i>Next year will be a wonderful year!</i> |
| make predictions | <i>The red car will finish the race first.</i> |
| express a decision at the time of speaking | <i>Ah, I forgot my wallet; I'll just go back for it.</i> |
| make a request | <i>Will you help me?</i> |
| make promises and offers | <i>I'll drive you to the airport, no problem.</i> |
| describe the consequences of an action | <i>If it is sunny, we will have a picnic!</i> |

Shall

'Shall' has a very similar meaning to 'will' but is used mostly to ask for and make offers and suggestions. It is used mainly with 'I' and 'we'.

Shall I drive you to the airport?

*Where **shall** we go?*

*What **shall** we do?*

*I **shall** help you with the project tomorrow.*

Useful links:

[G.8.1 Modals \(present\)](#)

[G.15.2 Future Time \(going to\)](#)

[FL.23 Making offers and requests](#)

[FL.28 Asking for and making suggestions and recommendations](#)

[FL.30 Making arrangements](#)

[FL.33 Expressing certainty, probability, and doubt](#)

[FL.35 Making predictions and hypothesising](#)

[FL.36 Describing hopes and plans](#)

She turned left at the hospital.
I am going back home.

| | |
|-----------------------|--|
| Meaning | The speaker is describing the direction a woman went in. The speaker is moving to their house. |
| Grammatical structure | <u>Adverbs</u> : movement and direction subject + verb + adverb / adverbial |
| Usage | These adverbial phrases add more information about the direction the subject is moving - where they are going. |
| Other examples | They walked <u>away</u> from the classroom. Do you want to go <u>inside</u> the house? She is coming <u>down</u> the stairs. He's going <u>there</u> now. |

Meaning

An adverb of manner tells us how something happens.

Form

Adverbs are formed from adjectives.

| Rule | Example | Adverb |
|--|----------|----------------|
| Add <u>-ly</u> to most adjectives to create an adverb. | loud | loudly |
| Replace the <u>-y</u> with <u>-ily</u> for adjectives ending in <u>-y</u> . | happy | <u>happily</u> |
| Replace the <u>-le</u> with <u>-ly</u> for adjectives ending in <u>-le</u> . | terrible | terribly |

There are also irregular adverbs. Here are some common ones.

| Adjective | Adverb |
|-----------|--------|
| good | well |
| fast | fast |
| late | late |
| early | early |
| hard | hard |

- He drives fastly. **[incorrect]**
- He drives fast. **[correct]**
- She works hardly*. **[incorrect]**
- She works hard. **[correct]**
- He arrives lately* to work. **[incorrect]**
- He arrives late to work. **[correct]**

Adverbs of manner normally come after the main verb or after the object.

| Adverb | After the main verb | After the object |
|--------|---------------------|---------------------------|
| loudly | He spoke loudly. | They played music loudly. |

Regular adverbs of manner cannot be put between a verb and its direct object. Therefore, the adverb must be put either before the verb or at the end of the clause.

- He ate **greedily** the entire pizza. **[incorrect]**
- He ate the entire pizza **greedily**. **[correct]**
- He **greedily** ate the entire pizza. **[correct]**

Irregular adverbs of manner can come after the verb (if there is no object) or after the object.

- He **well** played the piano. **[incorrect]**
- He played **well**. **[correct]**
- He played the piano **well**. **[correct]**

Other forms

If an adjective already ends in **-ly**, we use the phrase **in a way** to express manner:

For example:

The teacher spoke **in a friendly way**.

The children were behaving **in a silly way**.

The rule:

Change some spelling

Adverbs of Manner

For most adjectives, we add **-ly** to make the adverb.



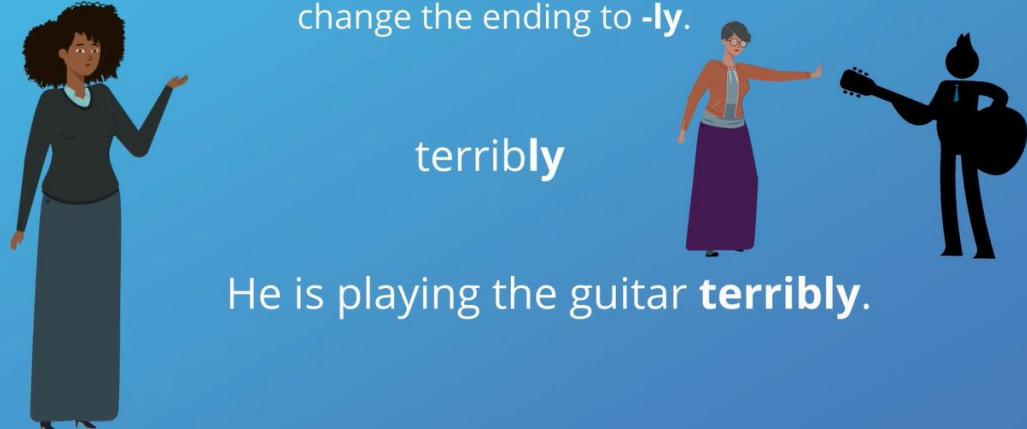
loudly



They are playing music **loudly**.

Adverbs of Manner

For adjectives that end in **-le**,
change the ending to **-ly**.



terribly

He is playing the guitar **terribly**.

Adverbs of Manner

For adjectives that end in **y**,
replace **y** with **-ily**



happily



They are playing **happily** in the park.

The rule:
Irregular Adverbs:

Adverbs of Manner

Irregular Adverbs



good → **well**



She plays the piano **well**.

Adverbs of Manner

Some irregular adverbs have the same spelling and pronunciation as the adjective.



The car is fast. (adjective)

The driver is driving **fast**. (adverb)

Adverbs of manner describe an **action** not an object.

Adverbs of Manner

Adverbs of manner normally come after the main verb or after the object in a sentence.



He speaks **loudly**.

She plays music **loudly**.

Adverbs of Manner

Regular adverbs of manner cannot be put between a verb and its direct object.



He ate the pizza **greedily**.

He **greedily** ate the pizza.

He ate ~~greedily~~ the pizza.



Useful links

- [FL.5 Describing people](#)
- [FL.19 Talking about ability \(past / present\)](#)
- [FL.31 Describing past experiences and events](#)

What are you going to do this weekend?
I am going to visit my friend in Dubai.

<https://www.mauthor.com/present/4935030010413056>

| | |
|-----------------------|---|
| Meaning | The speaker wants to know what his friend plans to do at the weekend. The speaker plans to visit his friend in Dubai. |
| Grammatical structure | <u>Future time (going to)</u> (Wh) + subject + going to + infinitive? subject + to be + going to + infinitive |
| Usage | We use 'going to' to talk about a future plan or intention. |
| Other examples | What are you <u>going to</u> do tonight? We are <u>going to</u> go shopping next week. They are <u>going to</u> meet us tomorrow. |

Meaning

‘Going to’ is used to talk about plans and intentions.



Form

| | subject | to be | going | infinitive with 'to' |
|-----------------|------------------------|------------|--------------|----------------------|
| Positive | <i>I</i> | <i>am</i> | | |
| | <i>He / She / It</i> | <i>is</i> | | |
| | <i>You / We / They</i> | <i>are</i> | <i>going</i> | <i>to study.</i> |

| | subject | to be | going | infinitive with 'to' |
|-----------------|--|---|--------------|----------------------|
| Negative | <i>I</i> <i>He / She / It</i> <i>You / We / They</i> | <i>am not</i> <i>is not / isn't</i> <i>are not / aren't</i> | <i>going</i> | <i>to study.</i> |

| | to be | subject | going | infinitive with 'to' |
|----------|-------|-----------------|-------|----------------------|
| Question | Am | I | | |
| | Is | He / She / It | | |
| | Are | You / We / They | going | to study? |

Uses:

'Going to' can be used to talk about future plans and intentions:

*I am **going to go** on holiday this winter.*

*What are you **going to do** after the meeting?*

It can also be used to make predictions or conclusions, usually based on present evidence:

*Look at the sky; I think it's **going to rain**.*

*Is that poster **going to fall down**? It looks dangerous!*

'Going to' and 'will' are used for similar purposes and can be confusing for learners. Here are some important differences:

| Will | Going to |
|--|---|
| A decision at the moment of speaking: <i>"Oh, there's no milk. I'll go to the shop and buy some."</i> | A decision before the moment of speaking: <i>"I noticed we have run out of milk. I'm going to go and get some more after I finish my homework."</i> |
| A prediction based on opinion: <i>"I think Barcelona will win the cup."</i> | A prediction based on present evidence: <i>"I think Barcelona are going to win. They are winning by two goals and there are only five minutes left."</i> |

FUTURE TIME (GOING TO)



Plans &
Intentions

Predictions &
Conclusions

I'm **going to**
buy some
food after
work.

Look at the
traffic! I'm **going**
to be late!

FUTURE TIME (GOING TO)

'to be'

I **am** going to....

He / She **is** going to...

We / You / They **are** going to...

negative form - 'not'

I am **not** going to...

He / She **is not** going to...

We / You / They **are not** going to...

FUTURE TIME (GOING TO)

contracted forms

She **isn't** going to...

They **aren't** going to...



FUTURE TIME (GOING TO)

question forms

'to be' + subject + 'going to'

Am I going to....

Are you going to...

Is she going to...



negative questions

Aren't we going to....

Isn't he going to...

Correct the mistakes

FUTURE TIME (GOING TO)

I are going to stay at home.

Are we going buy some food?

They are going to visiting their friends.

Am he going to come to the party?

You are go to break that!

Useful links:

[G.15.1 Future Time \(simple future \(will and shall\)\)](#)

[FL.30 Making arrangements](#)

[FL.33 Expressing certainty, probability, and doubt](#)

[FL.35 Making predictions and hypothesising](#)

[FL.36 Describing hopes and plans](#)



Term 2 preparation: Functional language

How do I get to the train station?

Turn right when you reach gym, then keep going until you see the sign.

Walk to the end of the road. After that, turn right.

| | |
|---------------------------|---|
| Functional language point | <u>Asking and giving directions</u> |
| Associated grammar | Prepositions of movement, adverbs of movement, present continuous |

Thursday would be a good day to meet everyone.

Let's meet next week to talk about the game.

Are you free at 12pm?

I am sorry, I can't make it at that time. I'm going to go to Sharjah then.

| | |
|---------------------------|--|
| Functional language point | <u>Making arrangements</u> |
| Associated grammar | Wh questions, future time, present modals |

It would be great to become a teacher when I'm older.
I hope to visit Italy someday.
I am going to visit the museum next week.

| | |
|---------------------------|---|
| Functional language point | <u>Describing hopes and plans</u> |
| Associated grammar | Present modals (would, can), future time (will) |

Term 1 preparation: Reading القراءة



المفردات

Core Lexis

| Free time | People | Community |
|-----------------|-------------|-----------|
| adventure | sister | bridge |
| races | grandmother | city |
| airport | funny | map |
| mountain biking | uncle | view |
| beach | worried | colourful |
| exciting | | path |
| journey | | special |
| nature | | |



Reading practice

تمارين على القراءة



مؤسسة الإمارات
للتعليم المدرسي
EMIRATES SCHOOLS
ESTABLISHMENT

Let's do some Reading practice :



1

<https://www.liveworksheets.com/w/en/english-language/1684211>

2

<https://www.liveworksheets.com/w/en/reading/1789193>

3

<https://www.liveworksheets.com/w/en/english-second-language-eslesp/2293321>

4

<https://www.liveworksheets.com/w/en/english-second-language-esl/1829021>

5

<https://www.liveworksheets.com/w/en/english-second-language-esl/208416>

6

<https://www.liveworksheets.com/w/en/english-language/1070713>

Read this email from Mariam to Fatima. For questions 1-5, choose the correct answer (A, B or C).

Dear Fatima,

I am so happy to tell you that my Mum says yes! She wants you to know that you are always welcome in our home. It's a holiday weekend - three full days of fun together.

This is what we usually do on a long holiday weekend. Wednesday night, we usually do our homework. Then we stay awake late watching television.

On Thursday morning, Mum lets us sleep as late as we want. When we wake up, we eat breakfast. After that, we choose an activity we all want to do, like go to the cinema or the mall.

We usually go to sleep early on Thursday nights, because we have to wake up early the next day to go to my grand parents' house. Grandmother lets us have fun while she makes biryani for us.

The next day, we are usually back at our house, and sometimes, Mum lets my sister Amna and me make a sweet! Three-day weekends are always fun, but this one will be more special because I will be with you!

Your friend,
Mariam

1. When does Mariam usually sleep late on a holiday weekend?

- A** Thursday morning
- B** Friday morning
- C** Saturday morning

2. Which day does Mariam usually spend at home?

- A** Thursday
- B** Friday
- C** Saturday

3. When do they usually eat biryani?

- A** Thursday
- B** Friday
- C** Saturday

4. Who makes sweets?

- A** Mariam and Amna
- B** Mariam and her mother
- C** Her mother and grandmother

5. Why did Mariam write this email?

- A** to tell Fatima how she usually spends a holiday weekend
- B** to tell Fatima how she will spend the holiday weekend
- C** to tell Fatima how to make sweets

Reading Answer Key

- 1. A
- 2. C
- 3. B
- 4. A
- 5. A

Read this email from Alia to Mariam. For questions 1-5, choose the correct answer (A-C).

Dear Mariam,

Two weeks ago, my family moved from Khorfakkan, near Fujairah, to Dubai. We stayed in a hotel when we first got there. During the first week, I was feeling terrible. But the second week was much better.

In the first week, we didn't do anything I wanted to do. We didn't go on the metro. We didn't

go to the zoo, so we didn't see any animals. We didn't visit any museums at all. We did go to the shopping mall, but I didn't buy anything.

The whole week I had to go to school alone, by taxi. My school is an interesting place. It is on a very busy road called Sheikh Zayed Road. It is behind a cinema and next to a post office.

My taxi stops in front of the police station and I have to walk from there to school.

The second week was much better because we did many nice things. We walked to the metro

station and took the metro. We went to Dubai Museum and the zoo. We went to the library to pick up some books. We even had a tour with a city guide.

I really think you should visit us very soon. Our home has a beautiful view of the main road.

Hope to see you soon.

Your friend,

Alia

1. Which city did Alia's family move to?

- A Khorfakkan
- B Fujairah
- C Dubai

2. In her first week, Alia went to _____.

- A a zoo
- B a museum
- C a shopping mall

3. Alia's new school is _____.

- A next to a post office
- B in front of the police station
- C behind Sheikh Zayed Road

4. Alia said that her second week was much better because _____.

- A she visited the museum
- B she did things she wanted to do
- C she was happy with the city tour

5. Why did Alia write this email?

- A To tell Mariam to visit her.
- B To tell Mariam her new address.
- C To tell Mariam about her new school.

[Reading Answer Key](#)

- 1. C
- 2. C
- 3. A
- 4. B
- 5. A

Part 1

Read this email from a school principal to parents. For numbers 1 – 5, choose the correct answer A, B, or C. There is one EXAMPLE.

Dear Parents,

I am writing to tell you about the school trip to the desert. The activities are falconry, camel rides, and hiking.

On December 8, students receive t-shirts from their teachers. Your son must wear this t-shirt, trousers and trainers on the trip. If he wears sandals, he cannot go.

All students should have sunglasses and a bag. Students can wear a watch, but no other jewelry. This is a day trip, so students do not need sleeping bags or tents.

Students should not bring food. We give breakfast, lunch, dinner, and snacks.

Please bring your child to school at 5:00 a.m. on December 15. The bus leaves at 5:30. The bus returns to the school at 6:00 p.m.

This day in the desert is a learning activity. December 16 is quiz day.

Sincerely,

Mr. Mohamad
Principal, Salam School

1. Why is the principal writing this email?

- A To talk about camels
- B To talk about clothes
- C To talk about a trip

2. What are the activities?

- A Falconry, camel rides, and hiking
- B Falconry, tent-making, and camel rides.
- C Camel rides, hiking, and tent-making.

3. What do students receive from teachers?

- A trainers
- B sandals
- C t-shirts

4. What must students wear?

- A t-shirt, trousers, and sandals
- B t-shirt, trousers, and trainers
- C t-shirt, trousers, and jewelry

5. When does the bus leave?

- A at 5:30 on December 15
- B at 5:00 on December 15
- C at 5:30 on December 16

Reading Part 1

- 1. C
- 2. A
- 3. C
- 4. B
- 5. A

Part 2

Read about Three Great Races in Dubai. For questions 6 – 10, choose the correct answer (A, B, or C). There is one EXAMPLE.

Three Great Races

It's time to run! On January 17, every person in your family should come to run.

Dubai Marathon is a 42-kilometre race for people over the age of 18. It starts at 7:00 a.m.

The 10-kilometre Road Race is for ages 15 and older. It starts at 9:00 a.m.

Grade 7 students are too young for the Marathon and the Road Race. They can run in the 4-kilometre Fun Run. It is a race for children ages 5 – 13. It starts at 11:00 a.m.

The Marathon and Road Race starts on Umm Suqeim Road, near Madinat Jumeirah. The Fun Run starts on Umm Suqeim Road near Al Sifouh. All three races end at the Dubai Police Academy.

Bring your friends and family. There are gifts for all runners.

6. What time does Dubai Marathon start?

- A 7:00
- B 9:00
- C 11:00

7. How long is the Road Race?

- A 42 kilometres
- B 10 kilometres
- C 4 kilometres

8. Which race can a Grade 7 student run in?

- A The Marathon
- B The Road Race
- C The Fun Run

9. Which races start near Madinat Jumeirah?

- A The Marathon and the Road Race
- B The Marathon and the Fun Run
- C The Road Race and the Fun Run

10. Where does the Fun Run end?

- A near Madinat Jumairah
- B at the Dubai Police Academy
- C near Al Sufouh

Reading Part 2

- 6. A
- 7. B
- 8. C
- 9. A
- 10. B

Part 3

Read about the different personalities in one family. For questions 11 – 15, choose the correct answer (A, B, or C). There is one EXAMPLE.

“One Family – Many Personalities”

My name is Nasir. I have an interesting family. Come to my house in the morning because this is the best time to see each personality.

Mum gets up first. She checks our homework and organises our backpacks, because she wants us to be good students. She is organised and helpful. My father gets up next. He is a quiet and positive person. My sister Amna gets up next. She is very funny, but sometimes annoying. My brother Hassan likes to sleep, but Amna is always trying to get him out of bed early. Hassan is angry when Amna is noisy.

We eat breakfast. My father says kind and positive things before he goes to work. Mum talks about what we should do in the evening. Amna plays. Hassan doesn't talk in the morning. He is more friendly in the afternoon.

11. When is the best time to see the different personalities in Nasir's family?

- A in the morning
- B in the afternoon
- C in the evening

12. Why does Nasir's mother organise their bags for school?

- A so they can sleep
- B so they won't be hungry
- C so they will be good students

13. How does Nasir describe Amna?

- A quiet, but sometimes funny
- B funny, but sometimes annoying
- C angry, but sometimes funny

14. Who says kind and positive things?

- A Nasir's father
- B Nasir's mother
- C Nasir's brother

15. When is Hassan friendly?

- A in the morning
- B in the afternoon
- C in the evening

Reading Part 3

- 11. A
- 12. C
- 13. B
- 14. A
- 15. B



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[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Reading comprehension/4%C2%B0_104_me973002qy](https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Reading comprehension/4%C2%B0_104_me973002qy)

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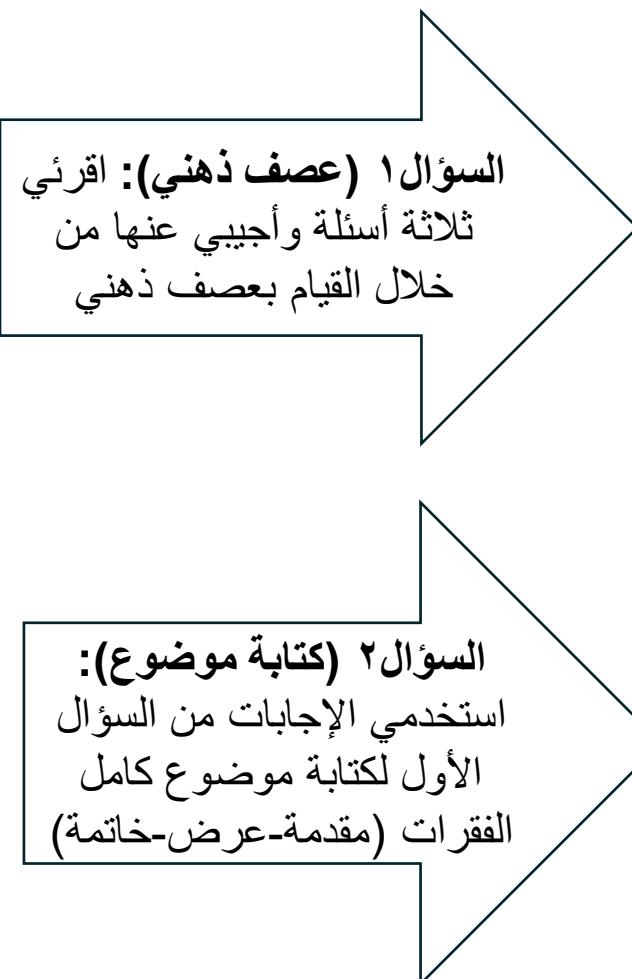
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Reading Topics

Term 1 preparation: Writing الكتابة



Writing topics : Free time, people, community.



| ECFE Alignment: Level 4.1 | | | Term Weighting: 40% | Domain: Reading and Writing |
|---------------------------|---|--|---|--|
| Sections | Question Type and Instruction | Outcomes Assessed | Number of Questions and Question Description | Constructs |
| Part 1 | <p>Writing task</p> <hr/> <p>Free-response plan</p> | <p>ENG.04.4.3.XX.006 Plan and develop ideas before writing.</p> <p>ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing.</p> <p>ENG.04.4.3.XX.014 Use basic language structures in writing.</p> <p>ENG.04.4.2.XX.005 Write simple texts on familiar topics.</p> | <p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency</p> <p>B: Grade-level mastery</p> <p>C: Advanced application</p> <p>Phase 3</p> <p>A2 - A2+</p> |
| Part 2 | <p>Writing Task</p> <hr/> <p>Extended response</p> | <p>ENG.04.4.2.XX.013 Apply spelling rules and conventions when writing.</p> <p>ENG.04.4.3.XX.014 Use basic language structures in writing.</p> <p>ENG.04.4.2.XX.005 Write simple texts on familiar topics.</p> | <p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency</p> <p>B: Grade-level mastery</p> <p>C: Advanced application</p> <p>Topics: Free time, people, community.</p> <p>Expected text length: 50 words</p> |

السؤال ٣ (إجابة مفتوحة): اقرئي

الفقرة ثم اجيبي عن السؤالين :

السؤال ١: يعتمد على فهمك

لقطعة

السؤال ٢: لماذا كتبت هذه الإجابة

للسؤال ١

| | | | | |
|--------|--|---|--|--|
| Part 3 | <p>Free-response question</p> <p>Read the text and answer the question. Use full sentences.</p> | <p>LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.</p> | <p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's answer to the inference question.</p> | <p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 4</p> <p>B1 – B1+</p> <p>Text:</p> <ul style="list-style-type: none">- extended- concrete and abstract topics- informative <p>Text length: 300 words</p> |
|--------|--|---|--|--|



Writing practice

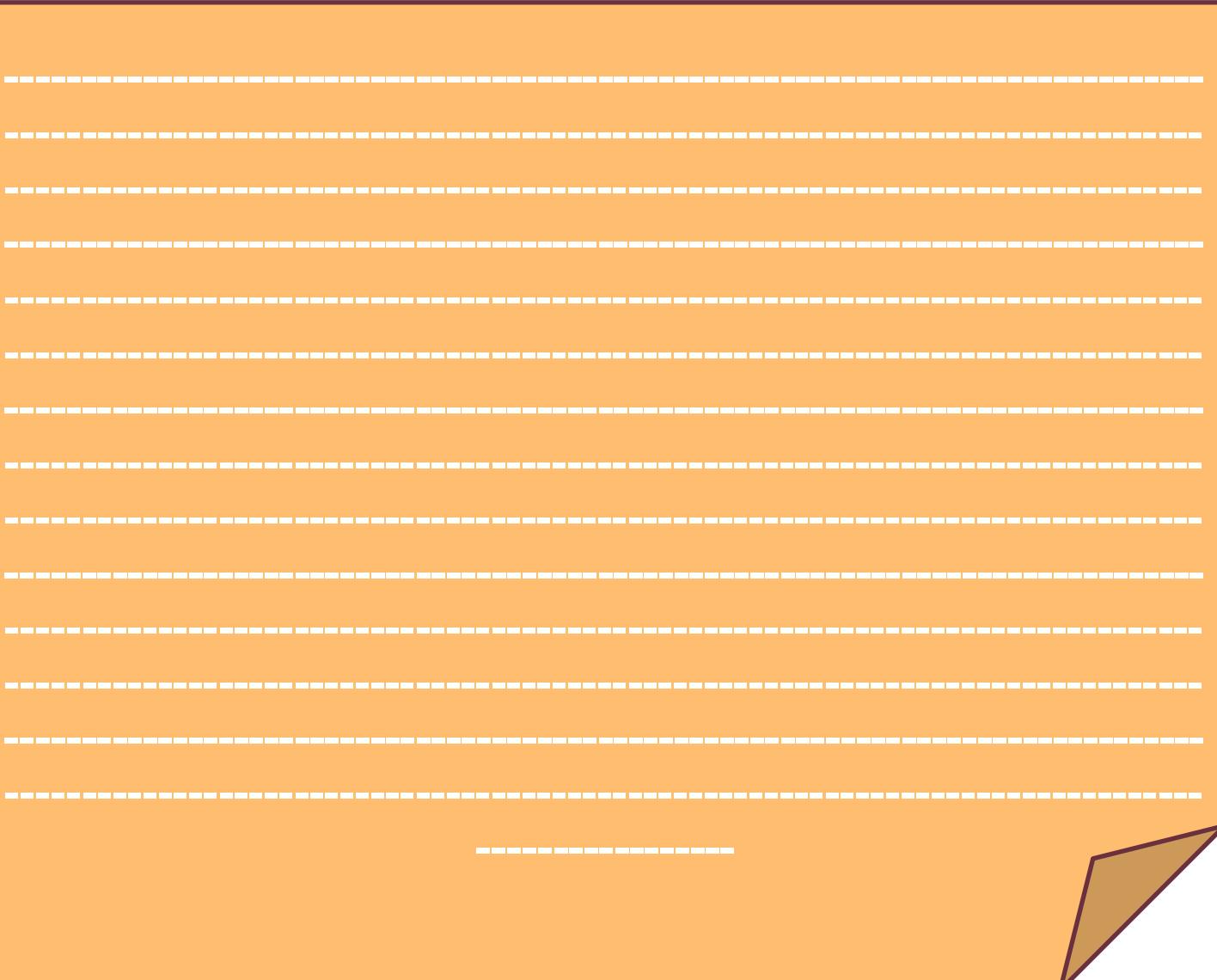
تمارين على الكتابة

Free Time

- 1- What do you do in your free time?
What hobbies do you have?**
- 2- Who do you spend your free time with?
Describe that person.**
- 3- Do you have enough free time?
Would you like to have more free time?**

Brainstorming (plan)

Write 100-120 words



100-120 words

Writing topic : Technology

Topic :People :

- 1- Describe a person who has significant impact on your life?
- 2- Why he or she is very important in your life?
- 3- What are the qualities and features that you admire in his/her personality?

brainstorming (plan)

Write 100-120 words

Community

Write a paragraph about your city:

- 1- Interesting places to visit.
- 2- Transportation or traffic.
- 3- Why do you like you city.

Brainstorming (plan)

Read the text and answer the question:



Last summer, I vacationed in a stunning coastal town with clear skies, pristine beaches, and delectable local food. The friendly locals, always eager to share their town's history, created a warm and welcoming atmosphere. One of the trip's highlights was a breathtaking boat tour to nearby islands with turquoise waters and lush greenery. Snorkeling among colorful fish and coral reefs was an unforgettable adventure.

The local cuisine was a gastronomic delight, offering fresh seafood, regional specialties, and mouthwatering desserts. Every meal felt like a culinary journey through the area's flavors and traditions. In summary, my vacation was fantastic making me eager to return next year.

Question:

Why did the author find their vacation to the coastal town fantastic? Give an example from the text to explain.

Justify your answer:



A Day in the Life: Sarah's Daily Routine

Sarah is a busy woman with a full schedule. Her daily routine is essential in helping her stay organized and manage her time effectively. Let's take a closer look at how she spends her day.

Morning Routine:

Sarah starts her day at 6:30 a.m. She begins with a quick shower and then gets dressed for work. She enjoys a cup of coffee and a light breakfast while checking her emails to see if anything important has come up overnight. By 8 a.m., she's ready to head to the office.

Work Day:

Sarah works as an office manager, and her days are filled with meetings, phone calls, and emails. She takes a short break at noon to have lunch with her coworkers. She prefers to bring a homemade sandwich or salad, as it's a healthier and more cost-effective option. After a busy day, she finishes work at 5:30 p.m.

Evening Routine:

Once she's home, Sarah likes to unwind. She usually goes for a 30-minute walk to relax and clear her mind. Afterward, she prepares dinner, often trying new recipes she finds online. By 8 p.m., it's time to catch up on her favorite TV shows or read a book. She tries to get a good night's sleep by going to bed at 10:30 p.m.

Weekends:

On weekends, Sarah's routine is more flexible. She enjoys sleeping in a bit, and her mornings usually start with a hearty brunch. She likes to do some gardening or take day trips to explore new places. Saturdays and Sundays provide her with a break from her busy workweek.

Reflection:

Sarah's daily routine helps her maintain a work-life balance, ensuring that she can manage her responsibilities while also finding time for herself and her interests.

Read the text carefully , then answer the questions

Q1. Based on the passage, why does Sarah check her emails while having breakfast in the morning?

Q2. Justify your answer:

**Read the text carefully,
then answer the questions**

The Impact of Technology on Our Lives

Technology has become an integral part of our daily lives. From smartphones to laptops, from smart home devices to wearable gadgets, technology has changed the way we work, communicate, and live. Let's explore some of the key areas where technology has made a significant impact.

Technology has revolutionized the way we communicate. Email, social media, and instant messaging have made it easier to stay in touch with friends and family, even if they are thousands of miles away. Video calls and virtual meetings have become the norm, allowing for face-to-face conversations from different corners of the world.

In the field of education, technology has opened up new opportunities for learning. Online courses and e-learning platforms have made education accessible to a broader audience. Students can now access information, resources, and lectures from the comfort of their homes.

Medical technology has advanced significantly. From telemedicine appointments to robotic surgeries, technology has improved patient care and made medical services more efficient. Wearable fitness devices and health apps help individuals monitor their well-being and make healthier choices.

The workplace has evolved with technology. Many jobs now require computer skills and the ability to navigate various software applications. Remote work, made possible by technology, has become more common, providing flexibility for employees.

Technology has transformed entertainment. Streaming services allow us to watch movies and TV shows at our convenience. Video games have become more immersive and interactive, offering exciting experiences for gamers.

While technology has brought about numerous benefits, it's important to be aware of its potential drawbacks. Issues related to privacy, cyberbullying, and screen time have emerged as concerns in this digital age. Therefore, it's essential to use technology responsibly and mindfully.

In conclusion, technology has shaped our lives in profound ways. It has improved our ability to connect with others, access information, and enhance our daily experiences. As technology continues to advance, it will undoubtedly bring more changes, both positive and challenging, to our lives.



Q1. According to the passage, what opportunities has technology created for people in terms of education?

Q2. Justify your answer:

Q3. Why is it important to use technology responsibly and mindfully, according to the passage?

Q4. Justify your answer:

Wish you all the best ☺

Thank you