



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

Grade 8 General English Language Coverage, Grammar and Functional Language Teaching Resource

Term 2

2023 - 2024

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How to use this resource



The Coverage, Grammar and Function 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 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 in its entirety. Some functional language points overlap with grammatical points in the coverage; 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 2 Assessment Coverage



:Topic(s)			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional
Adjectives: comparatives and superlatives	Can make comparisons with 'more' + longer adjectives (36) Can make comparisons with regular shorter adjectives + 'er.' (38)	Can use all forms of comparatives and superlatives of adjectives. (40)	
Present time: present perfect	Can use 'was' and 'were' with a range of complement phrases. (32) Can use 'before/after' as conjunctions with complement clauses. (42) Can use the past simple	Can use the present perfect with 'yet' and 'still'. (44) Can use the present perfect with 'for/since' to talk about the duration of states and conditions. (44) Can tell when to use the past simple and when to use the present perfect (BrE). (45)	E Describing
Reported speech: reporting statements	Can make statements and questions with 'know' + wh-clauses. (38)	Can report current and future plans and intentions. (42)	Expressing
Future time: will and 'going to'	Can use 'will' to ask questions. (35) Can use 'will' + infinitive for predictions about the future/spontaneous decisions (38) Can express personal plans and intentions for the future using 'going to' (35)	Can distinguish between the most common ways of expressing the future. (41) Can use 'going to' with reference to predicted future events and situations. (44)	

Term 2 preparation: Grammar



When you study do you like using websites *more than* books?

Yes, I think using websites to help my studies is *better* and they give *the best* examples.

Meaning	The question asks us to compare the use of websites to books and express a preference. tells us that the user feels the internet is higher in comparison – ‘better’ - and gives a superreference to describe it – ‘the best examples.’
Grammatical structure	<u>Adjectives</u> : comparatives - subject + verb + comparative adjective + <i>than</i> + object <u>superlatives</u> - subject + verb + <i>the</i> + superlative adjective + object
Usage	Comparatives : It is used to compare the same quality of two nouns in the sentence. We usually use –er for one or two syllable adjectives (taller) while ‘more’ is used for longer adjectives (more successful).) Superlatives are used to compare things in quantity (how many of something) and quality (how good something is). They are used to describe an object that is more than all the others (<i>the biggest, the smallest, the fastest, the highest</i>). We usually use -est when it’s a one or two syllable adjective. We use <i>most</i> with longer adjectives.
Other examples	Ahmed’s internet is <u>faster</u> than yours. Leila thinks that podcasts are <u>more</u> interesting than audiobooks Ahmed’s internet is <u>the fastest</u> . Leila thinks podcasts are <u>the most</u> interesting.



Have you ever been to the theatre?

Yes, we have been to the theatre many times and still go every year. We have seen a lot of plays.

Meaning	The question asks if the person's experience includes theatre trips. The reply confirms it do that they went to the theatre a few times to see many plays.
Grammatical structure	<u>Present perfect</u> tense for past experience Subject + have/ has + past participle + object
Usage	We use the present perfect to talk about an action that started in the past and possibly con the present. It shows past experience reflected in the present because the person describir the past still carries that experience with them.
Other examples	I have been an actor for ten years. I have worked in London before at top theatres. I have travelled all over the world in my acting career.

He said, “ I have posted a picture on social media and someone has commented on it.”
He told me that he had posted a picture on social media and someone had commented on it.

Meaning	He told a friend what he had done in the direct speech statement. His friend then reported it back to someone else.
Grammatical structure	Reported Speech .It is being used to report back on a direct spoken statement – telling another what was said Subject + reported verb + noun + object The verb goes back one tense when reported. Eg: perfect auxiliary form 'have' becomes 'had'
Usage	Reported speech is used to repeat what others have said/report back on. We can use various verbs. We go back one tense from the original direct speech used and switch pronouns.
Other examples	.I <u>enquired if she wanted</u> to come to the desert with us ("Do you want to come to the desert with us") .We <u>asked if they had</u> any more theatre tickets left ("Have you got any theatre tickets left")

**Are you going to be at school tomorrow?
No, I will be at home again because I am still sick.**

Meaning	The questioner is asking the person's personal plans/ intentions for tomorrow. (going to) The respondent uses definitive 'will' for decision to state her future plan.
Grammatical structure	Future time: <u>will</u> and ' <u>going to</u> ' Will: subject + will + infinitive + object + future time clause Going to: subject + auxilliary to be + going to + verb + object
Usage	Will is used for future predictions, spontaneous decisions made in the moment ref the future. Going to is used to express intentions and personal plans – what a person is thinking of doing in the future.
Other examples	I will take a course in AI next year. (decision) I will pass easily as I am great with new technology. (prediction) I am going to work in technology after I graduate. (intention)



**Term 2 preparation:
Functional language**

From my point of view, the weekends are for surfing the internet and catching up on podcasts.

I am certain that you will enjoy using the new laptop.

I strongly believe that computers make studying much easier.

In my opinion, you bought the right device.

Functional language point	<u>Expressing opinions</u>
Associated grammar	Pronouns, prepositional phrases

In my vacation I hope to visit some caves in the mountains and I want to go horse-riding in the desert. I would like to visit the capital city.

I dream of making unforgettable memories!

Functional language point	<u>Describing hopes and plans</u>
Associated grammar	Future time – hope to/want to/dream of doing/would like to do

I prefer watching movies in my room on my laptop because I don't like using the TV in my parent's lounge.

I like using my free time to listen to podcasts and catch up on my emails and messaging.

Functional language point	<u>Expressing likes and dislikes</u>
Associated grammar	Verb + verb – prefer to do/like/don't like doing

Thank you



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