



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



Grade 7 General English Language Coverage, Grammar and Functional Language Teaching Resource

Term 2

2023 - 2024

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How to use this resource



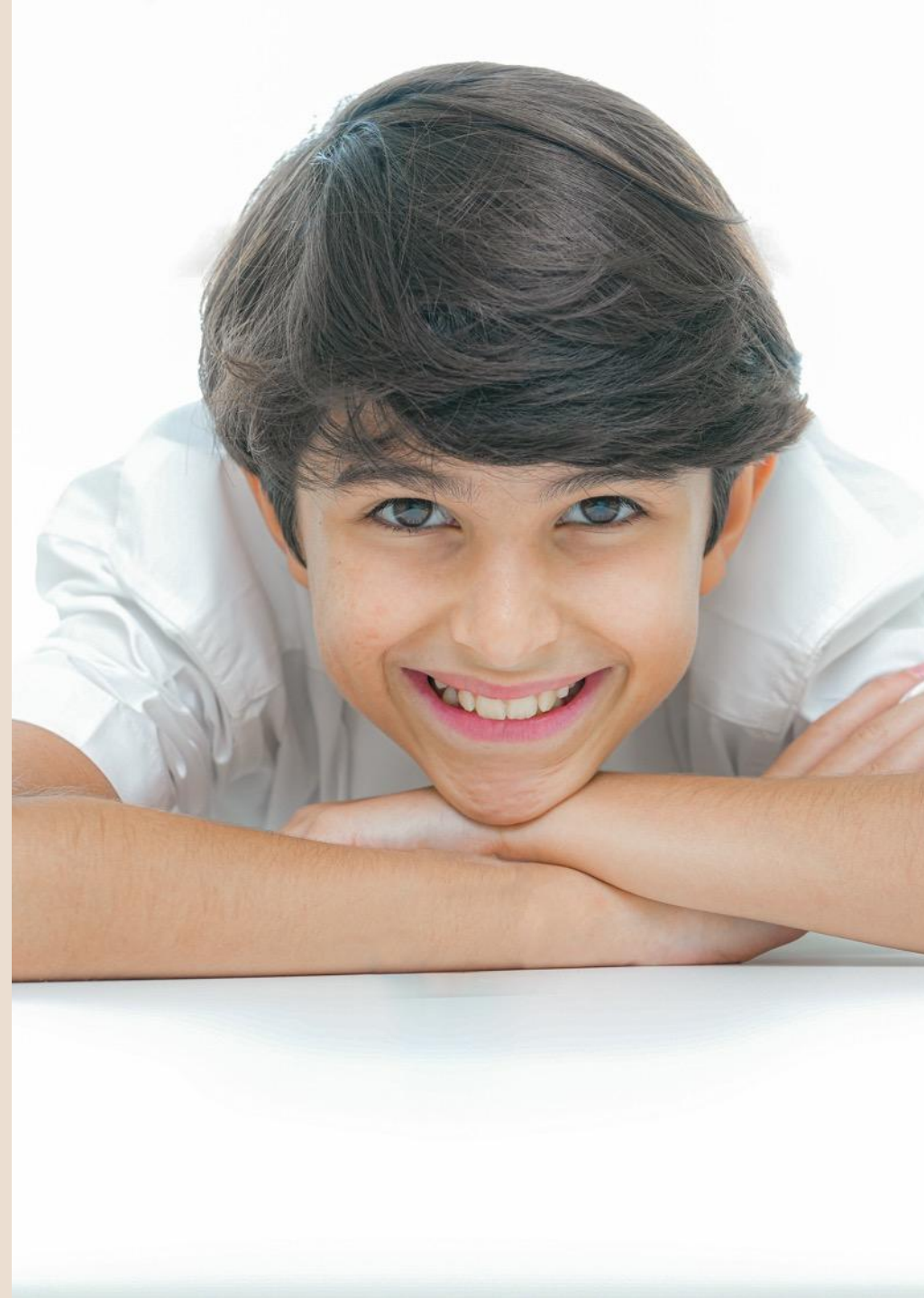
The Coverage, Grammar and Functional Language Teaching Resource

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 2 Assessment Coverage



Topic(s): Places, health and fitness, entertainment			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Adjectives: comparatives	Can place adjectives in the correct position (before nouns) (31)	Can make comparisons with 'more' + longer adjectives. (36)	<div>Comparing and contrasting</div> <div>Asking for and giving advice</div> <div>Describing places</div>
Adverbs: frequency and manner	Can use a range of common adverbs of frequency. (33)	Can use adverbs of frequency and manner in the correct position. (36)	
Modals: present modals (obligation)	Can use verbs in the imperative. (27) Can use ‘Let’s...” for suggestions and invitations. (34)	Can use 'must' to express obligation and necessity in the present and near future. (37) Can use 'should(n't)' to offer or ask for advice or suggestions. (36)	
Determiners: quantifiers	Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier. (32) Can use ‘some’ as a quantifier with count and mass nouns. (36)	Can use a range of basic quantifiers with 'of' and noun phrases. (37)	

Term 2 preparation: Grammar



Flying is more expensive than taking a train. There were more exciting places to visit in the city than in the desert.

Meaning	The sentence compares the amount of money people pay to fly and take a train. The next sentence compares places in the city and in the desert
Grammatical structure	<u>Adjectives: comparatives</u> (more) subject + verb + comparative adjective + <i>than</i> + object
Usage	In this case, it is used to compare the same quality of two nouns in the sentence. For longer adjectives we use 'more' + adjective (more successful). Other examples: more difficult, more powerful, more expensive, more beautiful, more interesting, more exciting
Other examples	Flying is <u>more comfortable</u> than going on a cruise. I think the mountains are <u>more interesting</u> than the beach. Salem thinks that the sky is <u>more peaceful</u> to look at than the ocean.

We occasionally read at the library.
He sometimes comes home late.

Meaning	It is not our habit to read at the library but we read there 1/10 times, for example. The speaker returns home on time most of the time, but not all the time.
Grammatical structure	<u>adverbs of indefinite frequency</u> subject + adverb of frequency + main verb + object subject + auxiliary verb + adverb of frequency + main verb + object subject + 'to be' + adverb of frequency usually/frequently/generally/occasionally/sometimes, + main clause
Usage	An adverb of frequency describes how often an action happens. Common adverbs of indefinite frequency include always, usually, often, sometimes, occasionally, hardly ever and never. We can grade the frequency from most frequent (always) to least frequent (never). Adverbs of indefinite frequency usually come before the main verb, but between the auxiliary and the main verb, e.g. We must <u>always</u> tell the truth. If the sentence contains the verb 'to be', they come after it, e.g. I am <u>often</u> tired. 'Usually', 'frequently', 'generally', 'occasionally' and 'sometimes' can also come at the beginning of the sentence.
Other examples	How <u>often</u> do you go swimming? What do you do <u>each week</u> ? <u>Every Thursday</u> , I go to the park. She goes to the dentist <u>every six months</u> .

He walked slowly up the road.
She placed the cup on the table gently.

Meaning	The boy takes a lot of time going up the road. The speaker put the cup down in a careful way.
Grammatical structure	<u>adverbs of manner</u> subject + adverb of manner + main verb (intransitive verbs) subject + main verb + object + adverb of manner (transitive verbs) subject + auxiliary verb + adverb of manner + main verb (transitive verbs)
Usage	We add –ly to adjectives to form adverbs of manner, e.g. slow - slowly. If the adjective ends in –y, we change the –y to –i and add –ly, e.g. easy – easily. There are also irregular forms, e.g. good – well, hard – hard, fast – fast. We use adverbs of manner to describe how the action is done. They are usually positioned at the end of the clause after the object (or between the auxiliary and main verb) for transitive verbs and after the main verb for intransitive verbs (verbs that do not take an object). They can never be positioned between the main verb and the object of the sentence. If the speaker wants to emphasise the way the action is done in the sentence, adverbs of manner with –ly forms can come before the main verb.
Other examples	She <u>quickly</u> closed the door. I watched the match <u>closely</u> . He is <u>quietly</u> singing to himself.

I must do my homework. We must not walk in the road. It is very dangerous

Meaning

I have no choice about doing my homework. I have to walk next to the road because .walking in the road is not safe. These are both rules

Grammatical
structure

Modals: [present modals](#)
subject + modal + verb (infinitive)

Usage

A modal adds meaning to the main verb in a sentence. In this case, it is a modal of obligation that expresses a firm obligation. The action is a rule and there is no other .choice

Other examples

You must stop when the traffic lights are red.
You must not forget to take a water bottle to the desert.
Must you wake up at 8am? Yes, I must be on time to get to the metro station

Should I go to Canada to work? You shouldn't because you can get the same job in Dubai.

Meaning

The speaker is asking for advice about going to Canada to work. The friend tells them not to go as the same work is available in Dubai

Grammatical structure

Modals: present modals
subject + modal + verb (infinitive)

Usage

A modal adds meaning to the main verb in a sentence. 'Should' is a modal used to ask for and give advice. It is also used for suggestions. In a sentence, it goes before the main verb that it modifies

Other examples

You should go home to have dinner with your family.
You shouldn't skip breakfast in the morning.
Should my cousin take the bus to work? No, he shouldn't. I will drive him.

A lot of people exercise everyday.
I lost some of my bags at the airport.

Meaning

.Many people play sports or keep fit everyday
.A few bags I took on holiday went missing at the airport

Grammatical
structure

Determiners: [quantifiers](#)
basic quantifiers: 'lots/some/a bit/a lot' + 'of' + Noun Phrase

Usage

Quantifiers give the amount of a given noun. 'How many' for countable nouns. 'A few end bags' and 'How much' for non countable nouns. 'A bit of money'. Many quantifiers that in 'of' are followed by an article (a/an/the) or a demonstrative (these, those) or a .possessive (my, your)

Other examples

.He found the bit of work he needed for class
?Where is lots of this plastic coming from



Term 2 preparation: Functional language

The airport workers in Dubai were more helpful than in Paris.

Driving too fast on the highway is the most dangerous thing to do.

Mirdif shopping mall is bigger than Ajman shopping mall. But it is not the biggest shopping mall.

Functional language point	<u>Comparing and contrasting</u>
Associated grammar	Comparatives, superlatives

?When should I go to the metro station

.You must get there before 3:00pm to take your train

.On Saturday you should be studying for the exam

Functional
language point

Asking for and giving advice

Associated
grammar

Modals, present tenses

!The new building is made of plastic
.The roundabout is found in the centre of the city
?What is Dubai famous for

Functional language point	<u>Describing places</u>
Associated grammar	Adjectives, noun phrases, prepositions

Thank you