



مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT



# English Language Coverage, Grammar and Functional Language Teaching Resource

Level 8.1

Term 2

2023 - 2024

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## How to use this resource

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## **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

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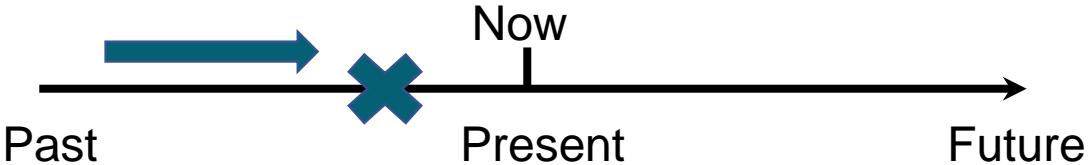
**Topic(s):** Business, environment, money.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Past perfect continuous	Can use the past perfect in a range of common situations.	Can use the past perfect continuous in a range of common situations. (see English Grammar Profiler)	
Past perfect simple	Can use past simple in a range of common situations.  Can use the present perfect with 'for/since' to talk about the duration of states and conditions.	Can use the past perfect with adverbial clauses of time. (63)	
Nominalisation	Can form a range of nouns from adjectives and verbs with common suffixes.	Can use noun phrases in place of verb phrases in formal written language. (64)	Describing functions
Verb tense: imperative	Can use verbs in the imperative.  Can use 'I'll+ infinitive for spontaneous decisions and offers.	Can use 'will' + infinitive for orders and instructions. (65)	Describing past experiences and events
Conjunctions: subordinating	Can link clauses and sentences with a range of basic connectors.  Can use first, second and third conditionals.	Can express purpose using 'so as to' with infinitive clauses. (66)	Expressing certainty, probability and doubt
Clefting and fronting	Can use a range of common linking words to sequence events or	Can use adverbial phrases to make	

## Term 2 preparation: Grammar

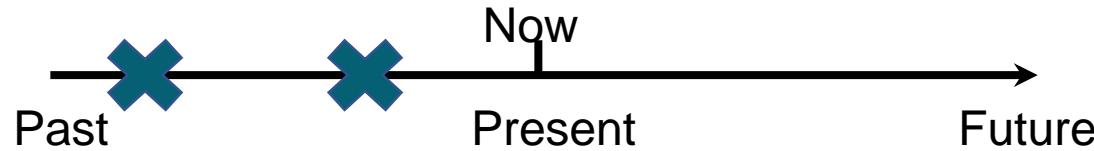
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**I had been working at the company for five years before I got the promotion.**

Meaning	The speaker started working at the company some time in the past. After five years working there, he secured a promotion. This is at an unknown time in the past.
Grammatical structure	Past time: Past perfect continuous <i>subject + had + been + verb -ing</i>
Usage	The past perfect continuous tense shows that an action that started in the past continued up to and potentially after another action happened in the past. It is often used to say how long the first action took place before the second one. The past perfect continuous can also be used to describe something that had been happening over a long period of time in the past.
Other examples	The tornado <u>had only been moving</u> slowly but it still caused lots of damage. Unfortunately, it <u>had been snowing</u> all night so I couldn't drive to work that morning. How long <u>had you been saving</u> before you had enough money for your new car?



**I decided to start my own business after I had left university.**

Meaning	The subject of the sentence wanted to save all the money he earns this month. Instead, he has used it all and has none left now.
Grammatical structure	<p>Past time: past perfect simple</p> <p>Adverbial clauses of time (used with past perfect)</p> <p>adverbial clause of time + past perfect clause</p> <p>main clause + adverbial clause (in the past perfect)</p> <p><a href="#"><u>Past Perfect (Level 5.1 or higher)</u></a></p>
Usage	Adverbial clauses function as adverbs in that they can modify a verb, adjective or another adverb. They are introduced by adverbs of time (as soon as, just as, when, before, after, while, by the time). In this case, the adverbial clause has been used with the past perfect to show that one past action happens before another past action (the use of the past perfect indicates that that action happened first).
Other examples	<p>I realised I was late for the meeting <u>just as</u> I'd entered the office.</p> <p><u>By the time</u> Maryam saved enough money to buy the house, it <u>had been sold</u>.</p> <p>I bought a brand new car <u>as soon as</u> I had learned to drive.</p>

## The complexity of the new finance strategy led investors to reject the proposal.

Meaning	The people investing in the company did not accept the new economic strategy being proposed because it was not simple.
Grammatical structure	Noun phrases that are made from verbs (nominalisation). noun phrases to verb phrases (nominalisation).
Usage	We often form nouns from other parts of speech, most commonly from a verb or an adjective. We can then use the noun phrase instead of the verb or adjective to create a more formal style. We call this nominalisation. For example, 'The work was difficult, which made Maryam frustrated' becomes the nominalised, 'Maryam became frustrated with <u>the difficulty of the work.</u> '
Other examples	<u>The improvement</u> of the business delighted everyone. <u>The investigation</u> was thorough but did not uncover anything. The brand didn't appeal to the public, which led to <u>disappointment</u> .

**“He will finish all his work before he leaves the classroom,” the principal told the teacher.**

Meaning	The instruction from the principal to the teacher is that the student cannot leave the classroom until he finishes the work.
Grammatical structure	Verb tense: imperative 'he/you/they will' + VPinf for instructions
Usage	You can use the imperative form to give an order, to give a warning or advice, and make a request. We use will + imperatives to give instructions or commands. To make the imperative, use 'will' plus the infinitive of the verb without 'to'. Imperatives are commonly in the second person, directly addressing another person.
Other examples	You <u>will</u> do as you are told or you will be in trouble. The company <u>won't</u> make any changes to the strategy until they have talked to the investors. Everyone <u>will</u> listen carefully to the instructions before starting the test.

**The young entrepreneur is prepared to risk all his wealth on an advertising campaign so as to promote his new brand of clothing.**

Meaning	The young person thinks it is a good idea to spend a lot of money on advertising because they believe it will help sell their product.
Grammatical structure	Conjunctions: subordinating Main clause (action) + 'so as to' + infinitive clause (purpose)
Usage	So as to is a conjunction which connects an action and a purpose; it explains why someone is doing something. The phrase is always followed by the infinitive form of the verb, which does not show any tense. We can understand the time or tenses referred to from the context of the main clause. So as to can only be used when the subject of both clauses is the same.
Other examples	He went shopping during the Eid sales <u>so as to</u> find a bargain. <u>So as to</u> meet the monthly target, everyone worked very hard. A country must build its economy <u>so as not to</u> experience poverty.

## At the end of the day, I'll decide what is best for the business.

Meaning	You use this phrase after considering the relevant facts of a situation and forming a conclusion. Here, the person is recognising that, regardless of other people and events, they will make the final decisions for the company.
Grammatical structure	Clefting and fronting: adverbial phrase + subject + verb + rest of sentence
Usage	A fronted adverbial is a word or phrase that starts a sentence and occurs before the sentence subject. Fronted adverbials emphasise to other people that the speaker is making a comment and giving their opinion. The adverbial phrase is usually separated from the sentence by a comma. A cleft sentence helps us to focus on a particular part of the sentence. Using phrases like 'the fact is, the thing that, it was / wasn't' at the beginning of the sentence can help do that.
Other examples	<u>Practically speaking</u> , the risk of your economic strategy is too great for me to invest. <u>Taking the long view</u> , the company will be financially stronger next year. <u>Undoubtedly</u> , Dubai has many beautiful, but expensive, hotels.



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## Term 2 preparation: Functional language

I had begun my banking firm fifty years ago, before the invention of the internet. At that time, we didn't have the technology to generate online statements for customers.

You weren't at the meeting yesterday. What happened?

A long time ago, people didn't earn as much as they do nowadays.

Functional language point	Describing past experiences and events
Associated grammar	Adverbial phrases of time, past simple and past continuous, past perfect, adjectives

I'm sure we can finish this work today.

Of course we can!

Without a doubt, I will be happy when it is completed.

Certainly, it has taken a long time. This has possibly been the most difficult task I've ever had to do.

Functional language point	Expressing certainty, probability and doubt
Associated grammar	Adverbs, fronting, auxiliary verbs

Can you tell me what this is?

It is a counting machine.

What is it used for?

It is used to count money. We use it to check the amounts of money people put into accounts and take out of the bank.

It is very useful because it saves us a lot of time counting all the money.

Functional language point	Describing functions
Associated grammar	Modals, wh- questions, pronouns, verbs

Thank you