English Language

Coverage, Grammar and Functional Language Teaching Resource

Grade 5 Advanced

Grade 6 General

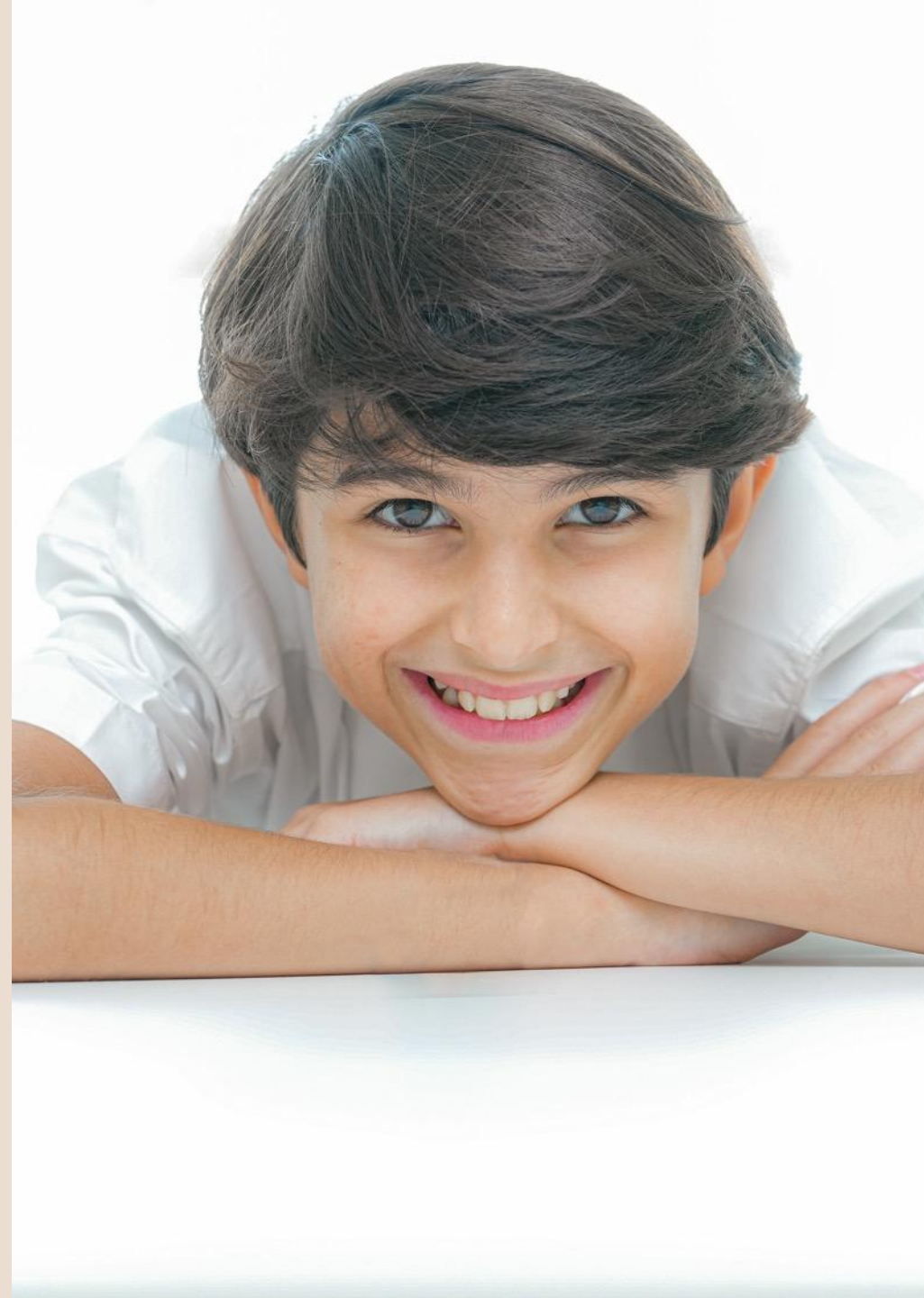Term 3

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.
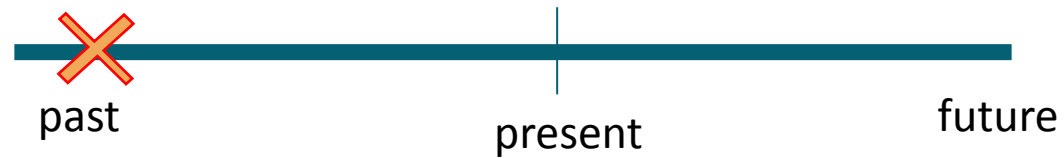
Term 3 Assessment Coverage

		Topic(s): Places, environment, science.	
ECFE Grammar	**Prerequisite Grammar**	**GSE Grammar**	**Functional Language**
Past tenses: past simple	Can make affirmative statements using the present simple without time reference. (26)	Can make affirmative statements using common regular past simple forms. (30) Can make affirmative statements using common irregular past simple forms. (30) Can use 'was' and 'were' with a range of complement phrases. (32)	Describing places Expressing opinion Describing habits, routines, tasks, and jobs
Adjectives: position	Can use the verb 'be' in the simple present with adjectives. (25)	Can place adjectives in the correct position (before nouns). (31)	
Conjunctions: coordinating	Can use 'and' to link nouns and noun phrases. (25)	Can link clauses and sentences with a range of basic connectors. (32)	

Term 3 preparation:
Grammar

past ✕ ———————————|——————————— future

present

Huda worked at the library on Saturday.	
Meaning	It is last Saturday. Huda is at her job. This is an action in the past that happened and finished in the past.
Grammatical structure	Past simple subject + verb + object
Usage	We use the past simple tense when we are talking about something which happened and finished in the past. Create the past tense form of a verb by using regular (walked, talked, jumped) or irregular verbs (took, saw, did, went). We can also use was / were in the complement of the sentence.
Other examples	I walked to school at 8 am. We were at home last night. It took a long time to cook dinner.

There was a big, blue car in the car park.

Meaning	The speaker is describing a car.
Grammatical structure	[Adjectives: position](#) adjective + noun noun + 'to be' + adjective
Usage	We use adjectives to describe people or things. Adjectives can go before a noun to describe it. They can also be placed after most measurement nouns and after some- , any- , no- words.
Other examples	Pass me the <u>red</u> book, please. Alia is the <u>tall</u> girl over there. She is 17 years <u>old</u>. It is 1 meter <u>long</u>. I want to eat something <u>sweet</u>.

	I watch a lot of TV in the living room, <u>but</u> I don't do my homework there.
Meaning	.He watches TV in the living room. He doesn't do homework in the living room
Grammatical structure	<u>Coordinating conjunctions</u> subject + verb + object, [coordinating conjunction] subject + verb + object.
Usage	Conjunctions are joining words that link together parts of a sentence. However, the parts need to make sense on their own. **and**: connects two sentences (addition) **but**: states either a condition or a contrast (contrast)
Other examples	Khalid reads the newspaper <u>and</u> watches television every Friday. I like science lessons, <u>but</u> I don't like history lessons.

Term 3 preparation:
Functional language

The class was crowded.

The beaches in RAK are beautiful.

The Burj Khalifa is tall.

Dubai is famous for its historical buildings.

Functional language point	Describing places
Associated grammar	Adjectives, noun phrases

I think Dubai is a beautiful city.

I believe that this is the correct answer.

What do you think?

Functional language point	<u>Expressing opinion</u>
Associated grammar	Adjectives, noun phrases

My brother goes to work at 8 o'clock.

I get the bus to school every day.

I always go swimming on Tuesdays.

What do you do at the weekend?

Functional language point	Describing habits, routines, tasks and jobs.
Associated grammar	Adjectives, noun phrases

Thank you