English Language

Coverage, Grammar and Functional Language Teaching Resource

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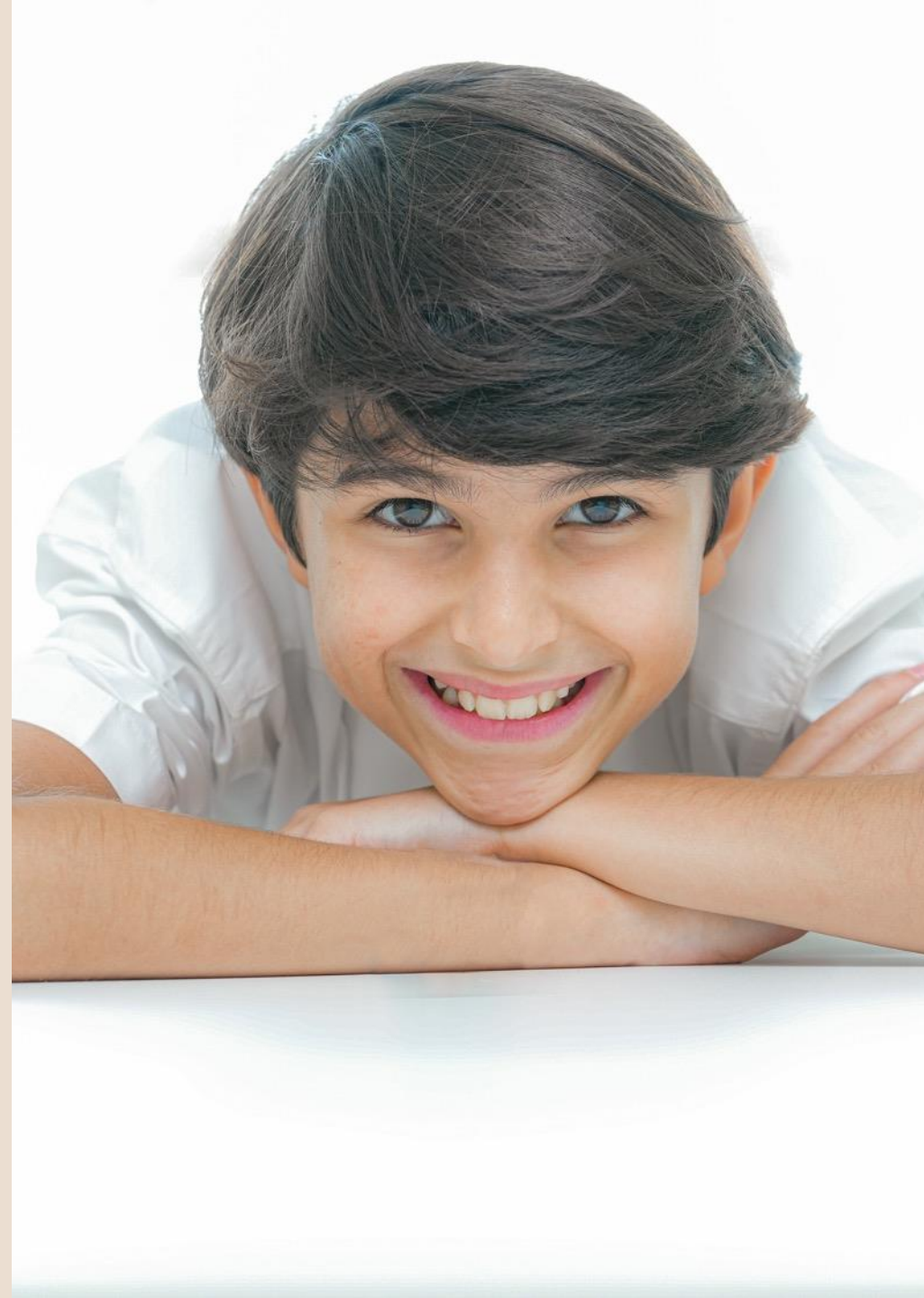
How to use this resource

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): People, sports and leisure activities			
ECFE Grammar	**Prerequisite Grammar**	**GSE Grammar**	**Functional Language**
Modals: present modals	Can use 'can' to refer to ability in the present. (29)	Can express obligation and necessity in the present and near future with 'have to'. (37)	Expressing likes and dislikes Describing habits, routines, tasks and jobs Comparing and contrasting
Future time: simple future (will and shall)	Can tell when to use the present simple and when to use the present continuous. (29)	Can use 'will' + infinitive for predictions about the future. (38)	
Present time: present continuous	Can use subject pronouns with the correct form of the verb 'be' in the simple present.	Can use the present continuous to refer to temporary situations. (38)	
Adjectives and adverbs: superlatives	Can place adjectives in the correct position (before nouns) (31)	Can form the superlative of longer regular adjectives with 'most'. (36) Can form the superlative of regular adjectives with '-est'. (38) Can form irregular superlatives of adjectives and adverbs such as 'best', 'worst'. (38)	

Term 3 preparation:
Grammar

You got a red card – you <u>have to leave</u> the pitch.	
Meaning	This is the <u>rule</u> of the game. You have <u>no choice</u>. It is the <u>only possible thing</u> you can do. There will be trouble if you don't.
Grammatical structure	Modals: <u>present modals</u> subject + "have to" + verb (infinitive)
Usage	'have to + (verb)' is a modal of <u>obligation</u>. This means we use it to describe a rule, or to show that someone has no choice. Usually, the obligation is coming from outside the speaker.
Other examples	You <u>have to stop</u> when the traffic lights are red. That door is locked – you <u>have to use</u> the side door. Do we <u>have to go</u> to school today? Yes, you <u>have to sit</u> your exam!

	You are very fast Sara. I think <u>you will win</u> the prize!
Meaning	The speaker makes a <u>guess</u>. The speaker knows Sara is fast – so, the speaker knows the result of the race. The speaker is making <u>a prediction</u>.
Grammatical structure	<u>Future time</u>: simple future (will) **subject + will + verb (infinitive)** With predictions, this usually comes after "I think/believe/guess..."
Usage	We can use future simple ('will') to make <u>predictions</u> about the future.
Other examples	Yes, you can come tomorrow – I think <u>it will be</u> helpful to have more people. I believe that <u>she will make</u> a new world record. <u>Will it rain</u> tomorrow, do you think?

We <u>are staying</u> in a hotel at the moment. We have a problem with the water in our house. We <u>are waiting</u> for someone to fix it.	
Meaning	Right now, the speaker is in a hotel **but** this will change. Soon, they will go back to their house.
Grammatical structure	Present time: Present Continuous. Subject + (to be) + -ing verb often used with "at the moment" or "right now"
Usage	To describe a situation <u>now</u> that will change soon.
Other examples	We <u>are waiting</u> outside. I hope they will let us come in soon. He can't play right now. He <u>is practising</u> for his race tomorrow.

	Usain Bolt is the fastest runner in the world.
Meaning	From all the fast runners, Usain Bolt is the number one. Noone is faster than him.
Grammatical structure	Adjectives: superlatives (be) + the + (adjective + est) – (for one syllable adjectives, or some two syllable adjectives particularly those ending in –y; in which case, change the 'y' to 'i') (be) + the + most + adjective – (for most two and all three or more syllable adjectives) (be) + the + best/worst – the superlative forms of good/bad
Usage	We use superlatives to compare things – to say that X is the number one of this adjective/quality in the world, or in our context.
Other examples	Burj Khalifa is the tallest building in the world. What was the happiest day of your life? She is the most generous person I know. I think Abdullah was the best player in today's game.

Term 3 preparation:

Functional language

Zayed is faster than Saif, but Khalid is the fastest runner.

Dubai has more interesting buildings, but Ras al Khaimah has more beautiful nature.

If I have to choose, I think Ali is the best writer from everyone.

Functional language point	Comparing and contrasting
Associated grammar	Comparatives and superlatives

Every day, I get up at 6am. I have to get up early because of the traffic. I arrive at school at 7am. On Thursday, we have music and English. I usually watch films at the weekend.

Functional language point	Describing habits, routines, tasks and jobs
Associated grammar	Modals, present tenses, adverbs of frequency

I love going on holiday with my cousins!

I really like playing tennis at the weekends.

I hate walking to school alone.

What do you really like doing/hate doing?

Functional language point	Expressing likes and dislikes
Associated grammar	Range of verbs* + noun/verb+ing *like, dislike, don't like, hate, enjoy, love, etc.

Thank you