



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT



English Language Coverage, Grammar and Functional Language Teaching Resource

Grade 9 Advanced

Grade 10 General

Grade 10 Applied

Term 3

2023 - 2024

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How to use this resource



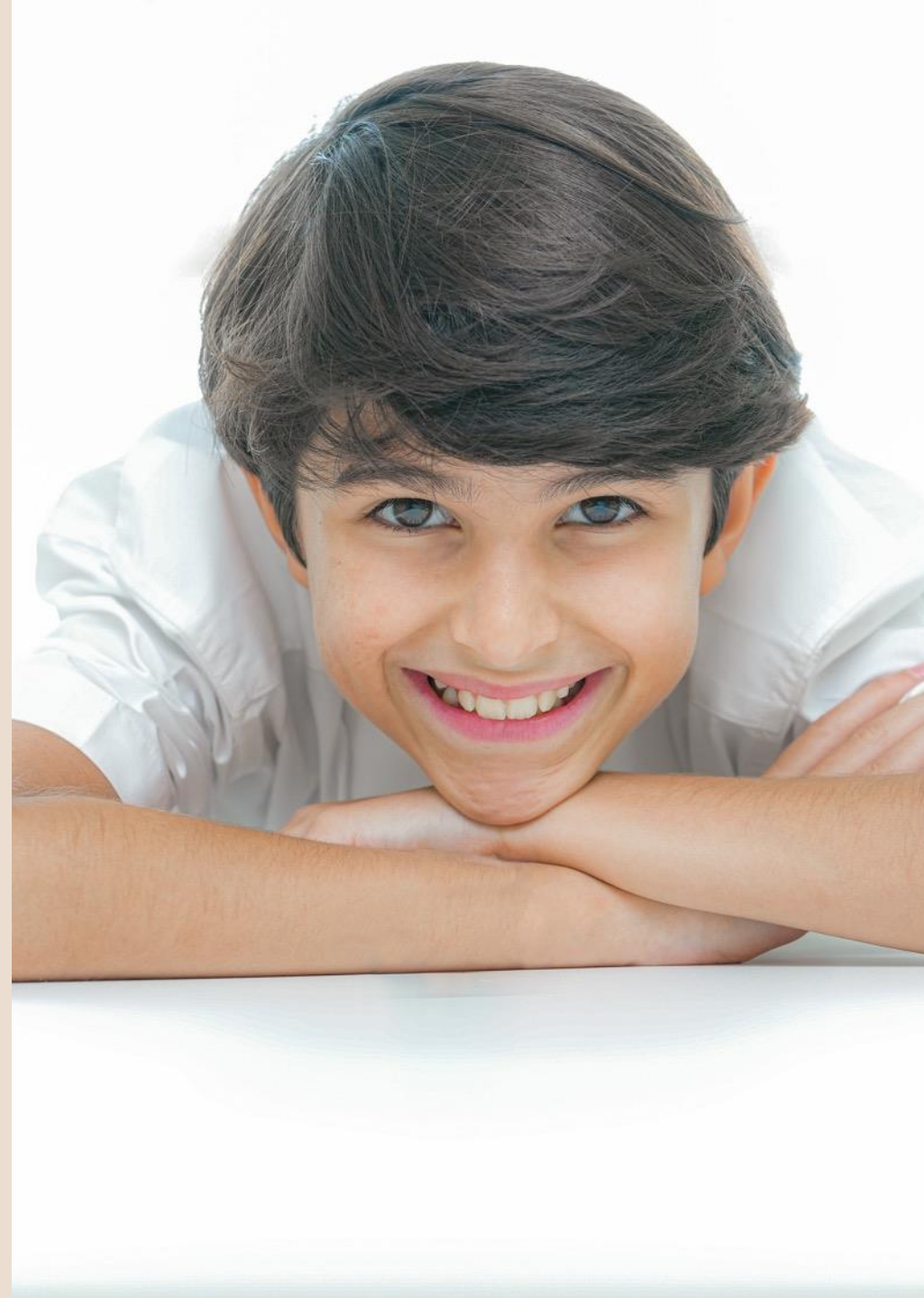
The Coverage, Grammar and Functional Language Teaching Resource

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.



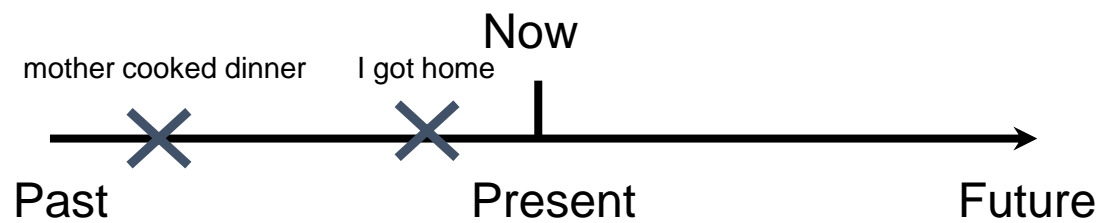
Term 3 Assessment Coverage



Topic(s): Food and drink, entertainment, looking back.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Past time: past perfect	Can make affirmative statements using common regular past simple forms. (30)	Can use the past perfect in a range of common situations. (54)	Expressing opinion Expressing agreement and disagreement Speculating and making deductions
Conditionals: I wish/if only	Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional. (48)	Can use 'I wish/if only' to express wishes related to the present or future. (54)	
Conditionals: first / second conditional	Can describe possible future outcomes of a present action or situation using the first conditional. (46)	Can describe present or future outcomes of a hypothetical situation using 'even if'. (54)	
Passives	Can use the present simple passive. (48)	Can use 'get' with the passive in informal speech to express unexpected or dramatic change. (54)	
Modals: present modals (deduction)	Can use 'must' to express obligation and necessity in the present and near future. (37)	Can use 'must have ...' to express inferences and assumptions about the past. (53)	

Term 3 preparation: Grammar





By the time I got home, my mother had already cooked dinner.

Meaning

The sentence describes two actions that happened in the past. Cooking dinner was finished before getting home.

Grammatical structure

Past time: past perfect
had + past participle

Usage

We can use the past perfect when we want to talk about two completed past actions. We use the past perfect when an action happens before another past action. We can also use it when we want to say an action was done up to a certain time in the past. In the example below, the man was a teacher for 10 years then changed his job.

Other examples

He had worked as a teacher for 10 years before he became a principal.
She hadn't been to the hotel before she began working there.
I had fallen asleep before the end of the documentary.

I wish you cooked traditional food more often.

Meaning

The speaker wished that the cook prepared more food like the food that used to be eaten in the past.

Grammatical structure

Conditionals (second): I wish/if only
'wish/if only' + VP (past simple)

Usage

We can use 'wish' and 'if only' with past simple to talk about something we regret and would like to change. 'If only' is usually a bit stronger than 'I wish'.

Other examples

I wish I found healthy food as enjoyable as fast food.
If only she knew how unhealthy pizza was!
If only I made lugaimat like my mother makes it.

Even if I practise very hard, I will not cook as well as my mother.

Meaning

The second clause is talking about a likely outcome. Whether the person works hard or not, they will still not be better than their mother.

Grammatical structure

Conditionals ([first](#) / [second](#))
'even if' + first/second conditional

Usage

We can use 'even if' with a conditional to say that if the condition happens or not, the outcome will be the same. When we want to talk about an outcome that is real and possible, we use first conditional. Second conditional is used to describe a situation that is unlikely.

Other examples

Even if you take a taxi, you'll still be late.
Even if they have very little money, the family will always eat well.
I would still go to university, even if I had no money.

She got upset when she heard that she'd failed the exam.

Meaning	The speaker suddenly had a dramatic change as soon as she heard her exam result.
Grammatical structure	Passives subject + get / got + verb
Usage	Get / got can be used to with a verb to show a sudden or unexpected change of state. The passive voice is used as the focus is on the action being described rather than on who or what is performing the action. To use the passive voice, the object of the active sentence is moved into the subject position. A range of tenses can be used.
Other examples	He <u>got caught</u> cheating in the test. You'll <u>get sick</u> if you don't take better care of yourself. She <u>got told</u> to finish her work quickly.

The plate is empty. My brother must have eaten all the cake.

Meaning

When he sees an empty plate, the speaker deduces that his brother ate the cake.

Grammatical
structure

Modals: present modals (deduction)
subject + modal ('must have') + perfect participle for inferences about the past

Usage

The modal 'must' combined with 'have' can be used to make conclusions or observations about events in the past. We use the information given to us at the moment of speaking to make guesses about past events.

Other examples

That's not right! She must have made a mistake.
He's very good at running. He must have trained hard.
It must have rained last night. The roads are wet.



Term 2 preparation: Functional language

From my point of view, using more fresh ingredients when you cook is better.

In my opinion, having a good education will give you more job opportunities.

I'm certain that the population of the country will continue to increase.

According to some experts, having a good diet is just as important as exercising.

Functional
language point

[Expressing opinion](#)

Associated
grammar

Pronouns, comparatives, intensifiers, modals

I completely agree that technology has changed the way we live.

Absolutely! It's much easier to stay in touch with friends now than it used to be.

That's a good point, but I think it's sad that many people prefer talking to friends through messages rather than in person.

I disagree with you. All of my friends prefer meeting each other face to face.

Functional language point	<u>Expressing agreement and disagreement</u>
Associated grammar	Adverbs of degree

Can you guess what the main industry of the UAE was in the past? (Speculating)

It's difficult to say, but I think it was either trading in spices or pearl diving. (Speculating)

She should have left earlier. Now she's going to be late for the movie! (Making deductions)

They might not have heard you because the music is so loud. (Making deductions)

Functional language point	<u>Speculating and making deductions</u>
Associated grammar	Modals (deduction)

Thank you