



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

# English Language Coverage, Grammar and Functional Language Teaching Resource

Level 2.1

Bridge to Success Book 3

Term 1

2024 - 2025

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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 as a starting point for teachers. You can:

- construct lessons around the language points explored in them.
- use the slides individually as a resource within a lesson.
- incorporate them gradually in lessons throughout the term (rather than the whole PowerPoint at once).
- combine functional language and grammar slides which overlap.

Ensure that students have been exposed to all the language points in the coverage ahead of their end of term exam.

# Term 1 Assessment Coverage and Core Lexis

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## Topic(s): Animals, community, places

ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Adjectives: position	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	Can use the verb 'be' in the simple present with adjectives. (25)	
Prepositions: place	Can use 'and' to link nouns and noun phrases. (25)	Can use basic prepositions of place with nouns and noun phrases. (26)	Describing places Describing objects Asking for and giving directions
Present time: present simple	Can make basic statements with subject + verb + object. (24)	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	

# Core Lexis

Animals	Community	Places
bird	city	zoo
camel	town	supermarket
rabbit	house	shop
frog	farm	park
bear		school

## Term 1 Preparation: Grammar

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There is a small town.

There are big bears at the zoo.

It is a little, green frog.

Grammatical structure	
Usage	<p>We use <u>adjectives</u> to describe a person, place or thing:</p> <p>before a noun (adjective + noun)</p> <p>after a noun (noun + 'to be' + adjective)</p>
Other examples	<p>The house is <u>big</u>.</p> <p>Many camels are <u>slow</u>.</p> <p>The supermarket is <u>closed</u>.</p>

**There are a lot of people at my house.**

**I live in Dubai.**

**The bird sat on the table.**

<b>Grammatical structure</b>	subject + main verb + preposition of place + object
<b>Usage</b>	We use prepositions of place to show where something or someone is.
<b>Other examples</b>	The bus stop is <u>between</u> the supermarket and the school. The dog is <u>under</u> a tree. Her house is <u>opposite</u> a farm.

I am fine.

She is tall.

They are kind.

Grammatical structure	subject pronoun + 'am / is / are' + adjective
Usage	<p>We use present simple to talk about habits, routines and things that are generally true. When we use present simple to talk about ourselves, or other people, we need to make sure we use the right form of the verb 'to be.'</p> <p>I – am she, he, it - is you, they - are</p>
Other examples	<p>I <u>am</u> hungry but I <u>'m</u> not tired. It's Sunday. It's <u>not</u> very hot. She <u>is</u> a teacher.</p>



# Term 1 preparation: Functional language

## Describing Places

Lexis	there is, there are, opposite, next to, between, beautiful, tall, old, new, etc.
Examples	There is a big garden. There are two schools and a mosque. My town is old.

## Describing objects

Lexis	big, small, black, white, hard, nice, fast, slow, etc.
Examples	The desks are small. My room is big. The rabbit is fast.

## Asking for and giving directions

Lexis	right, left, straight, go, turn, etc.
Examples	Where is the zoo? Turn right at the shop. Go past the park. Take a left at the end of the street.

# Term 1 Assessment Coverage and Core Lexis



## Part 1 A

<b>Question Type</b>	Matching high frequency words to pictures.						
<b>Outcome Assessed</b>	Students are expected to read and identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.						
<b>Difficulty Level</b>	Below level						
<b>Bloom's Taxonomy</b>	Remember and Understand						
<b>Number of Items</b>	6 lexis and 6 pictures (2 marks each)						
<b>Sample Question</b>	<p>Students are asked to draw a line from each word to the correct picture.</p> <table><tbody><tr><td>plane</td><td></td></tr><tr><td>cake</td><td></td></tr><tr><td>teacher</td><td></td></tr></tbody></table>	plane		cake		teacher	
plane							
cake							
teacher							
<b>Useful Information</b>	This activity can help teachers determine which high-frequency words students know well and which ones they struggle with. Teachers can pinpoint vocabulary gaps and tailor future lessons accordingly.						

## Part 1 B

<b>Question Type</b>	MAZE (grammar and functional language)
<b>Outcome Assessed</b>	Students read and identify familiar words and set phrases in short, simple texts on familiar topics.
<b>Difficulty Level</b>	At level
<b>Bloom's Taxonomy</b>	Remember and Understand
<b>Number of Items</b>	6 gaps (2 marks each)
<b>Sample Question</b>	<p>Students are asked to read a text and choose the correct word(s) to complete the sentences.</p> <p>Last month, Mariam fell and 1 _____ her arm. She stopped 2 _____ tennis. She couldn't write notes in class.</p> <p>1. breaking breaks <b>broke</b></p> <p>2. plays <b>playing</b> played</p>
<b>Useful Information</b>	This activity can help teachers identify which assessed language items students have mastered and which ones they struggle with. Teachers can then plan future instruction, review, and consolidate learning as needed.

## Part 2 A

<b>Question Type</b>	Match short, simple texts to the correct titles.		
<b>Outcome Assessed</b>	Students are expected to read and understand the overall meaning of very short, simple texts.		
<b>Difficulty Level</b>	Below level		
<b>Bloom's Taxonomy</b>	Apply and Analyse		
<b>Number of Items</b>	4 texts and 6 titles (including 2 distractors) (3 marks each)		
<b>Sample Question</b>	<p>Students are asked to read the text and choose the title that matches the text.</p> <p>1. One day, I want to be like Miss Layla. In class, she teaches me how to read and write. Everyday, we sing and count. (d)</p> <p>2. Last week, I did not feel well. I went to the hospital. They checked my heart. They told me to eat more vegetables. (b)</p>		
<b>Useful Information</b>	This activity can help teachers identify if students can determine the overall meaning of a text.		

## Part 2 B

<b>Question Type</b>	Complete sentences about a short text by using words from a word bank.
<b>Outcome Assessed</b>	Students are expected to read and identify familiar words and set phrases in short, simple texts on familiar topics.
<b>Difficulty Level</b>	At level
<b>Bloom's Taxonomy</b>	Apply and Analyse
<b>Number of Items</b>	4 questions (3 marks each) 6 key lexis including 2 distractors
<b>Sample Question</b>	<p>Students are asked to complete sentences about a short text by choosing words from a word bank.</p> <p>Hi, I'm Ali. Everyday, I eat breakfast at 7am. I have three eggs and a banana. I don't like apples. I have one cup of tea with no milk. After breakfast, I run past my dad's car to get to the bus stop. I don't want to be late for school.</p>
<b>Useful Information</b>	<p>Ali eats ____ fruit. (yellow)</p> <p>Ali drinks _____. (tea)</p> <p>Ali goes to school by _____. (bus)</p> <p>This activity can help teachers identify if students can read and comprehend texts at an A1 level and demonstrate students' ability to locate information in a text.</p>

### Part 3

<b>Question Type</b>	Multiple choice questions about two paragraph-level texts presented together.
<b>Outcomes Assessed</b>	Compare and contrast information within or across simple texts. Consider how information from simple texts can be used after reading. Read and understand the overall meaning of short, simple texts on familiar topics.
<b>Difficulty Level</b>	Above level
<b>Bloom's Taxonomy</b>	Evaluate and Create
<b>Number of Items</b>	4 questions (3 marks each)
<b>Sample Question</b>	<p>Students are asked to answer 4 multiple choice questions.</p> <p>Text 1. My name is Leila. I take the bus to school every day. It picks me up outside my house. The bus ride is fun. I like seeing the busy streets with lots of cars.</p> <p>Text 2. My name is Ali. Last summer, my family drove to the mountains for our holiday. The road trip was exciting. I loved seeing the trees and mountains before we got to our hotel.</p> <p>Leila and Ali both _____. a. take the bus to school b. go on holiday with family c. enjoy their time travelling</p> <p>You can use both texts to _____. a. draw a picture of what they see b. plan a day out with your family c. tell someone how to get to school</p>
<b>Useful Information</b>	This activity can help teachers determine whether students can make simple connections between two texts.

## Writing

<b>Question Type</b>	Answering questions with full sentences using vocabulary from a word bank.
<b>Outcome Assessed</b>	<p>Write short, simple texts on familiar topics.</p> <p>Write sentences using correct punctuation.</p> <p>Apply spelling rules and conventions when writing.</p>
<b>Difficulty Level</b>	At level
<b>Bloom's Taxonomy</b>	<p>Remember and Understand</p> <p>Apply and Analyse</p> <p>Evaluate and create</p>
<b>Number of Items</b>	5 questions marked using a rubric (40 marks)
<b>Sample Question</b>	<p>Students are asked to look at a picture and use the words in the box to help them answer all the questions by writing complete sentences.</p> <p>rainy cloudy play games sunny draw pictures gloves</p>  <ol style="list-style-type: none"><li>1. What is the weather like today?</li><li>2. What do you do when it is hot outside?</li><li>3. What do you wear when its cold?</li></ol>
<b>Useful Information</b>	This activity can help teachers determine whether students can write short sentences with punctuation and correctly spelled words.

Thank you