



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Coverage, Grammar and Functional Language Teaching Resource

Level 2.2

Access Book 5

Term 1

2024 - 2025

INDEX

- 03** How to use this resource
- 05** Assessment Coverage and Core Lexis
- 08** Preparation - Grammar
- 13** Preparation – Functional language
- 17** Preparation – Exam Question Types



How to use this resource



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



Topic(s): Animals, family, places.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Present time: present simple	Can make basic statements with subject + verb + object. (24)	Can use the present simple to refer to daily routines. (26)	Expressing likes and dislikes Describing people Describing habits, routines, tasks and jobs
Questions: wh- questions	Can ask basic questions using 'What's your ...?' (24)	Can form questions with 'what' and 'who' and answer them. (25)	
Present time: present continuous	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	Can tell when to use the present simple and when to use the present continuous. (29) Can use the present continuous to refer to events at the time of speaking. (30)	

Core Lexis

Animals	Family	Places
farm	children	town
horse	parents	park
zoo	daughter	beach
rabbit	son	school
elephant	breakfast	village

Term 1 Preparation: Grammar



I go to school every day.
She gets the bus.
They eat lunch at 12.

**Grammatical
structure**

subject + present simple verb + object

Usage

We use present simple to talk about habits, routines and things that are generally true.
When we use present simple to talk about habits and routines, we need to match the subject and the present simple verb.
I, you, we, they – uses the base form of the verb
she, he, it – add an 's'

Other examples

I am hungry but I'm not tired.
It's Sunday.
It's not very hot.
She is a teacher.

What do horses eat? Horses eat grass.

Who is that? He's my brother.

Grammatical structure	wh- + 'be / do / have' + subject + main verb
Usage	We use <u>wh-questions</u> to ask for information. We use " <u>what</u> " to ask for information in general. We use " <u>who</u> " to ask about people.
Other examples	<u>What</u> did you eat for breakfast today? <u>What</u> have you got in your bag? <u>Who</u> is in your family?

I am fine.
She is tall.
They are kind.

**Grammatical
structure**

subject pronoun + 'am / is / are' + adjective

Usage

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.'

I – am

she, he, it - is

you, we, they - are

Other examples

I am hungry but I'm not tired.

It's Sunday.

It's not very hot.

She is a teacher.

What are the children doing?

Mariam and Hana are having breakfast in the garden. Ali is playing with his rabbit.

**Grammatical
structure**

subject + am/is/are + verb +ing (+ object)

Usage

We can use present continuous to talk about actions in progress right now.

Other examples

I'm riding my horse now.
They are walking.
He is drawing a picture.
She isn't reading a book.



Term 1 preparation:
Functional language

Expressing likes and dislikes

Lexis

like, enjoy, love, don't like, don't enjoy, favourite

Examples

I like walking in the park.

He likes playing football.

I enjoy sports.

She enjoys shopping in big malls.

Describing People

Lexis

young, old, tall, short, big, small, loud, quiet, kind, black hair, big green eyes, tall, clever, funny, kind, young, friendly, old, beautiful, small, happy,

Examples

My mum is nice.
Her sister has green eyes.
Is your teacher tall?
He is tall. He has brown eyes and short black hair.
She is clever and she is always happy. She plays tennis.

Describing habits, routines, tasks and jobs

Lexis

always, often, sometimes, never, every day, in the morning, on the weekend, on Saturday, etc.




Examples

I play football every day.
What do you usually do at school?
In the morning, I always get up early and eat breakfast with my family.
On Saturday morning, I play tennis.
In the afternoon, I do my homework and watch TV.

Term 1 Assessment Coverage and Core Lexis



Part 1 A

Question Type	Matching high frequency words to pictures.	
Outcome Assessed	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.	
Difficulty Level	Below level	
Bloom's Taxonomy	Remember and Understand	
Number of Items	6 lexis and 6 pictures (2 marks each)	
Sample Question	Students are asked to draw a line from each word to the correct picture.	
	plane	
	cake	
	teacher	
Useful Information	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		
Question Type	MAZE (grammar and functional language)	
Outcome Assessed	Students read and identify familiar words and set phrases in short, simple texts on familiar topics.	
Difficulty Level	At level	
Bloom's Taxonomy	Remember and Understand	
Number of Items	6 gaps (2 marks each)	
Sample Question	Students are asked to read a text and choose the correct word(s) to complete the sentences.	
	Last month, Mariam fell and 1 _____ her arm. She stopped 2 _____ tennis. She couldn't write notes in class.	
	1. breaking breaks broke	2. plays playing played
Useful Information	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		
Question Type	Match short, simple texts to the correct titles.	
Outcome Assessed	Students are expected to read and understand the overall meaning of very short, simple texts.	
Difficulty Level	Below level	
Bloom's Taxonomy	Apply and Analyse	
Number of Items	4 texts and 6 titles (including 2 distractors) (3 marks each)	
Sample Question	Students are asked to read the text and choose the title that matches the text.	
	<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>	<p>a. My Mum and Dad</p> <p>b. My Visit to the Doctor</p> <p>c. My Best Friend</p> <p>d. My Favourite Teacher</p>
Useful Information	This activity can help teachers identify if students can determine the overall meaning of a text.	

Part 2 B	
Question Type	Complete sentences about a short text by using words from a word bank.
Outcome Assessed	Students are expected to read and identify familiar words and set phrases in short, simple texts on familiar topics.
Difficulty Level	At level
Bloom's Taxonomy	Apply and Analyse
Number of Items	4 questions (3 marks each) 6 key lexis including 2 distractors
Sample Question	Students are asked to complete sentences about a short text by choosing words from a word bank.
	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.
	Ali eats _____ fruit. (yellow) Ali drinks _____. (tea) Ali goes to school by _____. (bus)
Useful Information	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.

Part 3		
Question Type	Multiple choice questions about two paragraph-level texts presented together.	
Outcomes Assessed	<p>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.</p>	
Difficulty Level	Above level	
Bloom's Taxonomy	Evaluate and Create	
Number of Items	4 questions (3 marks each)	
Sample Question	Students are asked to answer 4 multiple choice questions.	
	<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>
Useful Information	This activity can help teachers determine whether students can make simple connections between two texts.	

Writing

Question Type

Answering questions with full sentences using vocabulary from a word bank.

Outcome Assessed

Write short, simple texts on familiar topics.
Write sentences using correct punctuation.
Apply spelling rules and conventions when writing.

Difficulty Level

At level

Bloom's Taxonomy

Remember and Understand
Apply and Analyse
Evaluate and create

Number of Items

5 questions marked using a rubric (40 marks)

Sample Question

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.

rainy
cloudy
play games
sunny
draw pictures
gloves



1. What is the weather like today?
2. What do you do when it is hot outside?
3. What do you wear when its cold?

Useful Information

This activity can help teachers determine whether students can write short sentences with punctuation and correctly spelled words.

Thank you

للمزيد من المواضيع التعليمية

منهاج الامارات العربية المتحدة

ابحث في

Google

عن



منشديات صقر الجنوب

