

## شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## المواصفات الداعمة لامتحان النهائي المسار المتقدم

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السابع](#) ← [لغة انجليزية](#) ← [الفصل الثاني](#) ← [الملف](#)

تاريخ نشر الملف على موقع المناهج: 05:18:04 2024-03-05

## التواصل الاجتماعي بحسب الصف السابع



## روابط مواد الصف السابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني

<a href="#">المواصفات الداعمة لامتحان النهائي المسار العام</a>	1
<a href="#">ملخص وشرح الهيكل الوزاري المستوى 4.1 مع تدريبات</a>	2
<a href="#">أسئلة اختبار في درس قواعد الزمن الماضي المستمر</a>	3
<a href="#">معرفة طريقة كتابة مقال Essay</a>	4
<a href="#">مفردات الوحدة السابعة Unit 7: Health and food exercise</a>	5



مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT



# English Language Coverage, Grammar and Functional Language Teaching Resource

**Grade 7 Advanced**

**Term 2**

2023 - 2024

# INDEX

---

- 03** [How to use this resource](#)
- 06** [Assessment Coverage](#)
- 08** [Preparation - Grammar](#)
- 15** [Preparation – Functional language](#)



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 2 Assessment Coverage

---



**Topic(s):** Community, home and household items, people.

<b>ECFE Grammar</b>	<b>Prerequisite Grammar</b>	<b>GSE Grammar</b>	<b>Functional Language</b>
Passives: present simple passive	Can make affirmation statements using the present simple without time reference (26)	Can use the present simple passive. (48)	Describing past experiences and events  Describing people  Asking for and giving advice
Clauses and phrases: defining relative clauses	Can use 'when' and 'where' in relative clauses (48)	Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48)	
Passives: past simple passive	Can use 'was' and 'were' with a range of compliment phrases (32)	Can use the past simple passive. (48)	
Conjunctions: subordinating	Can use 'before / after' as conjunctions with compliment clauses (40)	Can use conjunctions such as 'when' and 'before' with the present simple, with future reference. (48)	
Reported speech: reported questions	Can ask wh - questions about the subject (38)	Can ask indirect questions using 'would like to know' with wh-pronouns. (50)  Can report past wh- questions. (50)	



## Term 2 preparation: Grammar

---



## It is only sold in store.

Meaning	The product can only be bought in shops.
Grammatical structure	Passives: present simple passive Tense: present simple Object + to <i>be</i> (am / is / are) + past participle Am / Is / Are + Object + past participle?
Usage	The present simple passive is used when we are talking about something that is done regularly. We use it when we prefer not to say who or what does the action or if the doer of the action is not important. We use passive structures to emphasise the object of the action, not the doer of the action by moving it into the front position in the sentence.
Other examples	The cakes are made without sugar. Who are books sold by? His train is cancelled.

**He's the man who travels to Europe for work.**

Meaning

The speaker is talking about a specific man and identifies who he is talking about by mentioning travelling for work.

Grammatical structure

Clauses and phrases: defining (restrictive) relative clauses  
Noun phrase + (who/that/which) + rest of sentence

Usage

Defining (restrictive) relative clauses are used to give us essential information about the person or thing being mentioned in the sentence. Without it, there is not enough information and we don't know who or what is being spoken about. We use relative pronouns (who / that) to talk about people and (which / that) to talk about things.

Other examples

She's the girl who runs to school.  
That's the handbag that I want to buy.  
That's the college which I will go to after school.

**My home was built six years ago.**

Meaning

The speaker is giving information about when his house was built, but not mentioning who built his house.

Grammatical  
structure

Passives: past simple passive  
Tense: past simple  
Object + *be* (was/were) + past participle

Usage

We use past simple passive when we are talking about an action in the past and when we prefer not to say who or what has done the action or where the doer of the action is not important. We emphasise the object of the sentence by moving it to the first position.

Other examples

The book was written by the young boy.  
His personal items were lost.  
My new car was stolen from outside my home.

**I'll explain the story to her when I see her.**

Meaning

The speaker is planning to give information to someone when they meet in the future.

Grammatical structure

Conjunction; subordinating  
Future reference (action) + subordinating conjunction (when / before / as soon as) + future reference (action)

Usage

A subordinating conjunction is a word used to combine an independent clause and a dependent clause in a sentence. They help us to form complex sentences. Subordinating conjunctions (when / before / as soon as) are used when connecting two actions that will take place in the future.

Other examples

I will speak to the principal when she arrives.  
I will leave as soon as the movie is over.  
I'll take the laundry from the washing machine before I go to the cinema.

**Would you like to know how much it costs?  
Yes! I'd also like to know where you bought it.**

Meaning	The first speaker is asking if the second speaker wants information about the cost of the item and the second speaker asks to get information about where the item was bought.
Grammatical structure	Reported speech: reported questions (indirect questions using 'would like to know' with wh - pronouns Noun phrase + 'would like to know' + wh pronouns (where / when / who / what / why) + verb phrase
Usage	Indirect questions are a more polite way to ask for information about something or make requests. They are often used in a professional or formal setting when we don't know the person very well.
Other examples	Would you like to see my new shoes? I'd like to know where I can buy some household items. I'd like to know more about what you did in Oman.

**He asked me where the bank is.**

Meaning	A man asked the speaker for directions to the bank.
Grammatical structure	Reported speech: reported questions (report past wh- questions). reported past tense questions with 'wh-' clauses
Usage	We use reported questions when we tell someone what another person asked. We can report wh-questions (who / what / when / where / why / how) by using a reporting verb (asked). Because it is an indirect question, we do not use a question mark, instead a full stop is used as the question is being 'reported'.
Other examples	She asked me how long the journey was. He wondered where his car keys were. They asked me what my favourite book was.



## Term 2 preparation: Functional language



**What should I do?**

**You should visit Japan in October.**

**If I were you, I'd go by car because it is much quicker than the bus.**

Functional language point	Asking for and giving advice.
Associated grammar	Modals, present simple, prepositions

**Ali studies very hard. He always gets high grades.**

**Alia is tall. She has brown hair and green eyes.**

**Ahmed is from Dubai. He is 12 years old and has two sisters.**

Functional language point	Describing people
Associated grammar	Adjectives, gerunds, verb phrases, noun phrases, preposition phrases

**When I was a child, my teacher would read to us every day.**

**When my sister arrived home from university, I was watching TV.**

**I finished school in 2020, the year the pandemic began.**

Functional language point	Describing past experiences and events
Associated grammar	Adverbial phrases of time, past simple and past continuous

Thank you