# الدليل الإرشادي للقواعد المقررة في الامتحان النهائي المستوى 7.1

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# التواصل الاجتماعي بحسب الصف العاشر

## روابط مواد الصف العاشر على تلغرام

| التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات |
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# المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الأول

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# English Language

# Coverage, Grammar and Functional Language Teaching Resource

**Level 7.1**

**Term 1**

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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 it is used. In the associated grammar section, language points that comprise the structure or can be used in conjunction with the language point to express the stipulated function are detailed.

# Term 1 Assessment Coverage

**Topic(s):** Looking back, places, jobs.

| ECFE Grammar | Prerequisite Grammar | GSE Grammar | Functional Language |
|---|---|---|---|
| Passive: present continuous passive | Can use the present simple passive. (48) | Can use the present continuous passive. (55) | Making predictions and hypothesising<br><br>Expressing opinion<br><br>Describing habits, routines, tasks, and jobs |
| Conditionals: first and 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 'unless'. (55) | |
| Adjectives: superlatives | Can form the superlative of regular adjectives with '-est'. (36) | Can use 'one of / some of / among' in phrases with superlative adjectives. (55) | |
| Clauses: defining relative clauses | Can use 'who/that/which' in basic defining (restrictive) relative clauses. (48) | Can construct "reduced" defining (restrictive) relative clauses with verb +ing. (56)<br><br>Can construct defining (restrictive) relative clauses with 'to' + infinitive verb phrases. (56) | |
| Conjunctions: subordinating | Can use 'but' to link clauses and sentences. (28) | Can use 'despite / in spite of' with noun phrases to express concession. (56)<br><br>Can use 'though' and 'although' as conjunctions to express concession. (56) | |
| Reported speech: reporting | Can report current and future plans and | Can make tense changes (present to | |

# Term 1 preparation:
## Grammar

**The PowerPoint is being displayed on the screen.**

| | |
|---|---|
| Meaning | The speaker is saying that he / she is showing a PowerPoint on a screen, so everyone can see it. |
| Grammatical structure | Passive: present continuous passive<br>object + is / are + being + past participle |
| Usage | We use present continuous for actions that are in progress right now. We use the passive form when we want to focus on the object or thing the action is happening to and not who/what is doing the action. |
| Other examples | My novel is being published.<br>The internet problem is being fixed.<br>Fatima's painting is being shipped to France. |

| | **Unless you're hungry, I'll take the last slice of banana bread.** |
|---|---|
| Meaning | The speaker is saying he will have the last slice of banana bread if the other person doesn't want it. |
| Grammatical structure | Conditionals: first and second conditional<br>unless + first / second conditional |
| Usage | We use 'unless' in first or second conditional sentences to say that 'this is the only situation in which the stated result in the will / would clause won't happen'. |
| Other examples | Salem will not go to sleep unless you read him a story.<br>Unless you eat healthy and exercise daily, you will never lose weight.<br>Unless I were really hungry, I wouldn't eat that kind of food. |

**Teaching is <u>one of the best jobs</u> in the world.**

| | |
|---|---|
| Meaning | The speaker says that there is more than one 'best job' in the world but teaching is one of them. |
| Grammatical structure | Adjectives: superlatives<br>Subject + verb + one of / some of / among the + superlative phrase |
| Usage | We use superlative adjectives to compare nouns. We use superlatives with one of / some of / among the to soften the superlative. We are not talking about one thing that is at the absolute top, rather it is amongst the top of these things. |
| Other examples | China is <u>among the wealthiest</u> countries.<br>Egypt produces <u>some of the finest cotton</u> in the world.<br>Crows are considered <u>one of the most intelligent</u> birds.<br><u>Some of the best</u> teachers attended the meeting.<br>He has written <u>one of the most</u> tragic stories I've ever read. |

| **The man <u>working in the shop</u> gave me my change.** | |
|---|---|
| Meaning | The speaker is specifying the exact person they are talking about. |
| Grammatical structure | Clauses: defining relative clauses<br>1. reduced relative clauses with verb + '-ing'<br>2. defining infinitive clauses (NP + 'to' + VP1inf + VP2inf) |
| Usage | A defining relative clause gives us essential information about a noun within the sentence without which the sentence is not clear. A defining relative clause can be reduced if it modifies the subject of the sentence. One way to reduce it is by the use of verb '-ing'. A 'to' infinitive can replace a defining relative clause after ordinal numbers, superlatives and 'next,' 'last' and 'only.' |
| Other examples | He was <u>the first racer to win</u> the grand prize last year.<br>Amal was <u>the last person to leave</u> the house.<br>I wasn't <u>the only one to finish</u> the homework on time.<br><u>The first Emirati to go into space</u> was Hazza Al Mansouri.<br>Ahmed is always the first person <u>to read in class</u>.<br>The students <u>playing football</u> missed the bus.<br>I didn't see the woman <u>crossing</u> the road.<br>The trainer is the person <u>giving</u> instructions. |

| | **Even though** the coat looks great on you, it's too expensive to buy! |
|---|---|
| Meaning | This person looks lovely in the coat but, in contrast to that, it costs too much so they aren't going to buy it. |
| Grammatical structure | Prepositions: Conjunctions: subordinating<br>although / even though + noun, gerund (-ing form of a verb) or a pronoun<br>in spite of / despite + noun, gerund (-ing form of a verb) or a pronoun |
| Usage | The subordinating conjunctions 'although' and 'even though' and the prepositions 'in spite of' and 'despite' are all used to link two ideas and highlight that the contrasting idea doesn't change the main fact. They can be used at the beginning or in the middle of the sentence. |
| Other examples | Despite being sick, she managed to get her homework done on time.<br>He didn't get the job, in spite of having 10 years of experience.<br>I enjoyed your yoga class, although I would've liked more balance poses. |

| | **My doctor said that my arm was healing.** | | |
|---|---|---|---|
| Meaning | According to the doctor, the person's arm is getting better. The direct speech would be – "Your arm is healing." | | |
| Grammatical structure | Reported speech: reporting verbs<br>reporting verbs + 'that' + complement clause | | |
| Usage | Reported speech is when we tell someone what another person said. To do this, we 'backshift' the tense so, for example, present simple tense becomes past simple tense, and past simple becomes past perfect simple. | | |
| Other examples | She said that she had injured both her knees.<br>They told me that they're going to the movies next week.<br>Aisha told me that she was planning to get her car washed today. | | |

# Term 2 preparation:
## Functional language

**To be honest, I'd much rather exercise indoors.**

**I strongly believe that exercising every day relieves stress and anxiety.**

**As far as I'm concerned, the guy who lives on the third floor is the culprit.**

| Functional language point | Expressing opinion |
| --- | --- |
| Associated grammar | Pronouns, prepositional phrases, adverbs |

**I reckon working four days a week gives you time to manage your life.**

**Do you think Khalid will attend the meeting tomorrow?**

**In the next five years, I can see myself living in the countryside.**

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|---|---|
| Functional language point | Making predictions and hypothesising |
| Associated grammar | Adverbial phrases, prepositional phrases, future tenses, present tenses |

**I hardly ever go cycling after 7pm.**

**I check my personal email regularly.**

**Hamad usually goes running during weekends.**

| | |
|---|---|
| Functional language point | Describing habits, routines, tasks and jobs |
| Associated grammar | Adverbs, present simple, pronouns, gerunds. |

Thank you