شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية





المواصفات الداعمة للامتحان النهائي المسار العام

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الثاني ← الملف

تاريخ نشر الملف على موقع المناهج: 03-03-2024 04:52:39

التواصل الاجتماعي بحسب الصف السابع









روابط مواد الصف السابع على تلغرام

التربية الاسلامية الغة العربية العربية الانجليزية الانجليزية الرياضيات

المزيد من الملفات بحسب الصف السابع والمادة لغة انجليزية في الفصل الثاني ملخص وشرح الهيكل الوزاري المستوى 4.1 مع تدريبات ملخص وشرح الهيكل الوزاري المستوى المع تدريبات اسئلة اختبار في درس قواعد الزمن الماضي المستمر ععرفة طريقة كتابة مقال المعالى المعا





Grade 7 General English Language Coverage, Grammar and Functional Language Teaching Resource

Term 2

2023 - 2024

INDEX

- 103 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



Term 2 Assessment Coverage



Topic(s): Places, health and fitness, entertainment **ECFE Grammar Prerequisite Grammar GSE Grammar Functional Language** Can place adjectives in the correct position Can make comparisons with 'more' + longer Adjectives: comparatives (before nouns) (31) adjectives. (36) Adverbs: frequency and Can use a range of common adverbs of Can use adverbs of frequency and manner in frequency. (33) the correct position. (36) manner Comparing and contrasting Asking for and giving advice

or suggestions. (36)

and noun phrases. (37)

Can use verbs in the imperative. (27)

Can use 'Let's..." for suggestions and

Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier. (32)

Can use 'some' as a quantifier with count and

invitations. (34)

mass nouns. (36)

Modals: present modals

Determiners: quantifiers

(obligation)

Can use 'must' to express obligation and

necessity in the present and near future. (37)

Can use 'should(n't)' to offer or ask for advice

Can use a range of basic quantifiers with 'of'

Describing places

Term 2 preparation: Grammar



Flying is <u>more expensive</u> than taking a train. There were <u>more exciting</u> places to visit in the city than in the desert.

Meaning	The sentence compares the amount of money people pay to fly and take a train. The next sentence compares places in the city and in the desert.
Grammatical structure	Adjectives: comparatives (more) subject + verb + comparative adjective + than + object
Usage	In this case, it is used to compare the same quality of two nouns in the sentence. For longer adjectives we use 'more' + adjective (more successful). Other examples: more difficult, more powerful, more expensive, more beautiful, more interesting, more exciting
Other examples	Flying is more comfortable than going on a cruise. I think the mountains are more interesting than the beach. Salem thinks that the sky is more peaceful to look at than the ocean.

We <u>occasionally</u> read at the library. He <u>sometimes</u> comes home late.	
Meaning	It is not our habit to read at the library but we read there 1/10 times, for example. The speaker returns home on time most of the time, but not all the time.
Grammatical structure	adverbs of indefinite frequency subject + adverb of frequency + main verb + object subject + auxiliary verb + adverb of frequency + main verb + object subject + 'to be' + adverb of frequency usually/frequently/generally/occasionally/sometimes, + main clause
Usage	An adverb of frequency describes how often an action happens. Common adverbs of indefinite frequency include always, usually, often, sometimes, occasionally, hardly ever and never. We can grade the frequency from most frequent (always) to least frequent (never). Adverbs of indefinite frequency usually come before the main verb, but between the auxiliary and the main verb, e.g. We must always tell the truth. If the sentence contains the verb 'to be', they come after it, e.g. I am often tired. 'Usually', 'frequently', 'generally', 'occasionally' and 'sometimes' can also come at the beginning of the sentence.
Other examples	How <u>often</u> do you go swimming? What do you do <u>each week? Every Thursday</u> , I go to the park. She goes to the dentist <u>every six months</u> .

He walked <u>slowly</u> up the road.		
She placed the cup on the table gently.		

Meaning	The boy takes a lot of time going up the road. The speaker put the cup down in a careful way.	
Grammatical structure	adverbs of manner subject + adverb of manner + main verb (intransitive verbs) subject + main verb + object + adverb of manner (transitive verbs) subject + auxiliary verb + adverb of manner + main verb (transitive verbs)	
Usage	We add –ly to adjectives to form adverbs of manner, e.g. slow - slowly. If the adjective ends in –y, we change the –y to –i and add –ly, e.g. easy – easily. There are also irregular forms, e.g. good – well, hard – hard, fast – fast. We use adverbs of manner to describe how the action is done. They are usually positioned at the end of the clause after the object (or between the auxiliary and main verb) for transitive verbs and after the main verb for intransitive verbs (verbs that do not take an object). They can never be positioned between the main verb and the object of the sentence. If the speaker wants to emphasise the way the action is done in the sentence, adverbs of manner with –ly forms can come before the main verb.	
Other examples	She <u>quickly</u> closed the door. I watched the match <u>closely</u> . He is <u>quietly</u> singing to himself.	

I <u>must</u> do my homework. We <u>must not</u> walk in the road. It is very dangerous

Timust do my nomework. We <u>must not</u> walk in the road. It is very dangerous	
Meaning	I have no choice about doing my homework. I have to walk next to the road because walking in the road is not safe. These are both rules.
Grammatical structure	Modals: present modals subject + modal + verb (infinitive)
Usage	A modal adds meaning to the main verb in a sentence. In this case, it is a modal of obligation that expresses a firm obligation. The action is a rule and there is no other choice.
Other examples	You <u>must</u> stop when the traffic lights are red. You <u>must not</u> forget to take a water bottle to the desert. <u>Must</u> you wake up at 8am? Yes, I <u>must</u> be on time to get to the metro station

Should I go to Canada to work? You shouldn't because you can get the same job in Dubai.

Meaning	The speaker is asking for advice about going to Canada to work. The friend tells them not to go as the same work is available in Dubai.
Grammatical structure	Modals: present modals subject + modal + verb (infinitive)
Usage	A modal adds meaning to the main verb in a sentence. 'Should' is a modal used to ask for and give advice. It is also used for suggestions. In a sentence, it goes before the main verb that it modifies.
Other examples	You <u>should</u> go home to have dinner with your family. You <u>shouldn't</u> skip breakfast in the morning. <u>Should</u> my cousin take the bus to work? No, he <u>shouldn't</u> . I will drive him.

A <u>lot of people exercise everyday.</u>
I lost some of my bags at the airport.

Meaning	Many people play sports or keep fit everyday. A few bags I took on holiday went missing at the airport.	
Grammatical structure	Determiners: <u>quantifiers</u> basic quantifiers: 'lots/some/a bit/a lot' + 'of' + Noun Phrase	
Usage	Quantifiers give the amount of a given noun. 'How many" for countable nouns. 'A few bags' and 'How much' for non countable nouns. 'A bit of money'. Many quantifiers that end in 'of' are followed by an article (a/an/the) or a demonstrative (these, those) or a possessive (my, your).	
Other examples	He found the <u>bit of</u> work he needed for class. Where is <u>lots of</u> this plastic coming from?	



Term 2 preparation:

Functional language

The airport workers in Dubai were more helpful than in Paris.

Driving too fast on the highway is the most dangerous thing to do.

Mirdif shopping mall is bigger than Ajman shopping mall. But it is not the biggest shopping mall.

Functional language point	Comparing and contrasting
Associated grammar	Comparatives, superlatives

When should I go to the metro station?

You <u>must</u> get there before 3:00pm to take your train.

On Saturday you should be studying for the exam.

Functional language point	Asking for and giving advice
Associated grammar	Modals, present tenses

The new building is made of plastic!

The roundabout is found in the centre of the city.

What is Dubai famous for?

Functional language point	Describing places
Associated grammar	Adjectives, noun phrases, prepositions

Thank you