

## Year 10 Cycle 1

### Theme 1: Identity and culture

- **Who am I?:** (relationships, interests, role models, when I was younger, friends and family)
- **Daily life:** ( food and drink + adverbs of frequency) How to ask questions the formal and informal way. Shopping, social media and technology (use, advantages and disadvantages) At the market(quantities) /At the restaurant (How to order food)
- **Cultural life:** celebrations and festivals, reading, music, sport, film and television.

### Key words and structures

خاندان، رشتہ دار، دوست، خریدوفروخت،  
ریسٹورانٹ، عید، فلم، موسیقی، ٹیلیوژن، کھیل،  
گھڑی، سوا، پونے، ساڑھے، ڈیڑھ،  
ڈھائی، عید، عید مبارک، کرسمس، ایسٹر، عید  
الفطر، عیدالحضی، قربانی، حج،

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**End of Cycle Assessment**

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I can write a paragraph describing my family's eating habits and show I can use the present tense with different pronouns, the negative form and I can write about other people's opinion. <input type="checkbox"/> I can write about food in 3 different tenses. <input type="checkbox"/> I know how to ask questions in 3 different ways using the formal and informal 'you'. <input type="checkbox"/>	9 8
I can use the 'tum' and 'Aap' form with key verbs when asking questions. <input type="checkbox"/> I know the position of adverbs of frequency in Urdu. <input type="checkbox"/> I can take part in a simple dialogue set in a market or a restaurant. <input type="checkbox"/> I can recognise a verb in the present, past and immediate future. <input type="checkbox"/>	7 6
I can ask tourism related questions using 'Is there?'/ 'Can I' / Where is' 'Have you got...?' <input type="checkbox"/> I know how to name quantities of food. <input type="checkbox"/> I can write about my eating habits and give my opinion on food using 'the' and 'some' when appropriate. <input type="checkbox"/> I can name at least 5 fruit, 5 vegetables and 5 other types of food. <input type="checkbox"/>	5 4

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

## Year 10 Cycle 2

### Theme 3: School

- **What school is like:** School types, School day, Subjects, Celebrating Success, rules and Pressures.
- **School Activities:** School trips, Events and Exchanges

### Key words and structures

سنیے، پوچھے، پڑھیے، لکھیے، شناخت،  
 معلوم، کتاب، حروف، لکیر، ترتیب، حساب،  
 تسلی بخش، بہت اچھا،  
 پنسل، قلم، کرسی، میز، طالب علم، حاضری،  
 بلیک بورڈ، ریاضی، سائنس، ریڑ، فٹ،  
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### End of Cycle Assessment

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Reading: \_\_\_\_\_ SAE AE E BE SBE

Listening: \_\_\_\_\_ SAE AE E BE SBE

I can use the 4 negative forms in the future tense. <input type="checkbox"/>	9
I can narrate events in the future tense using a variety of pronouns. <input type="checkbox"/>	8
I can narrate events in the past tense and use irregular verbs (went/stayed/arrived...) <input type="checkbox"/>	
I can use 'to have', 'to be', 'to go' and 'to do' in the future tense. <input type="checkbox"/>	7
I can use a variety of adverbs (a lot of / too much / enough...) to describe my school life. <input type="checkbox"/>	
I can produce sentences on school using must and should. <input type="checkbox"/>	6
I can use 'more' and 'less' correctly. <input type="checkbox"/>	
I can use the future tense with regular verbs and 'I'. <input type="checkbox"/>	5
I can use the past tense with 'I'. <input type="checkbox"/>	
I understand the main points in a text or passage on school. <input type="checkbox"/>	4
I remember the 3 modal verbs learnt in cycle 4. <input type="checkbox"/>	

Are you ready for your end of year assessment?

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

## Year 10 Cycle 3

### Theme 1: Identity and culture

- **Who am I?:** (relationships, interests, role models, when I was younger, friends and family)
- **Daily life:** ( food and drink + adverbs of frequency) How to ask questions the formal and informal way. Shopping, social media and technology (use, advantages and disadvantages) At the market(quantities) /At the restaurant (How to order food)
- **Cultural life:** celebrations and festivals, reading, music, sport, film and television.

### Key words and structures

خاندان، رشتہ دار، دوست، عمر، قد، خرید و فروخت، ریسٹورانٹ، عید، فلم، موسیقی، ٹیلیوژن، کھیل، گھڑی، شہریت، سوا، پونے، ساڑھے، ڈیڑھ، ڈھائی، چاول، دال، مرغی، گوشت، آلو، سبزی، ہاکی، فٹبال، کرکٹ، گالف، والی بال، ٹکٹ

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### End of Cycle Assessment

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I can produce a paragraph about my free time that includes subordinate clauses, negatives and a variety of pronouns. <input style="width: 30px; height: 20px;" type="text"/>	9
I can use correctly in different contexts: sport, place, quantity... <input style="width: 30px; height: 20px;" type="text"/>	8
I can use 4 different negative forms in the present tense with all pronouns. <input style="width: 30px; height: 20px;" type="text"/>	
I know when to use 'is /this/that/those'. <input style="width: 30px; height: 20px;" type="text"/>	
I know how to use 'I do/I like' + sports and activities. <input style="width: 30px; height: 20px;" type="text"/>	7
I can spontaneously describe a photocard on the topic of sports and hobbies. <input style="width: 30px; height: 20px;" type="text"/>	6
I can produce sentences about my free time with adverbs of frequency and I can use subordinate clauses starting with 'if' and 'when'. <input style="width: 30px; height: 20px;" type="text"/>	
I can give my opinion about food and different types of restaurants. <input style="width: 30px; height: 20px;" type="text"/>	
I can produce a simple sentence about an extreme sport I would like to try. <input style="width: 30px; height: 20px;" type="text"/>	5
I am familiar with the pronoun and know what it stands for. <input style="width: 30px; height: 20px;" type="text"/>	4

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

## Year 10 Cycle 4

### Theme 2: Local area, holiday and travel

- **Holidays:** Countries and languages Holiday routine (present tense)- Where/ How? / Who with / How long? - Activities Last holiday (past tense) experiences.
- **Travel and tourist transactions:** asking for help, dealing with problems, directions, eating out shopping.
- **Town, region and country:** weather, places to see, things to do.

### Key words and structures

طرف، دائیں، بائیں، سیدھا، الٹا، قریب، مقابل،  
 اندر، ساتھ، موسم، خوشگوار، تحفے، خواہش،  
 ہوٹل، خوبصورت، چھٹیاں، ہوائی جہاز، کار،  
 ریل گاڑی، تانگہ، قیام، عمارت، راستہ پوچھنا،  
 مدد، بارش، برف باری، گرمی، سردی،

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### Mock Exam Grades

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**Reading:** \_\_\_\_\_ SAE AE E BE SBE

**Writing:** \_\_\_\_\_ SAE AE E BE SBE

I can produce a paragraph about holidays using the present, perfect and imperfect tense correctly. <input type="checkbox"/>	9
I know the imperfect endings for all pronouns. <input type="checkbox"/>	8
I can use 'after + ing' /before+ ing' correctly in Urdu. <input type="checkbox"/>	
I can use 'there was', 'It was' and 'I was' to talk about a past holiday. <input type="checkbox"/>	
I can produce a paragraph in the present and perfect tense on holiday using at least 2 different pronouns. <input type="checkbox"/>	7
I can recognise the imperfect tense and know what it stands for. <input type="checkbox"/>	6
I can spontaneously describe a photocard on the topic of holidays. <input type="checkbox"/>	
I can produce simple sentences in the perfect tense about a past holiday (using 'I'). <input type="checkbox"/>	5
I can answer simple questions about my holiday preferences and justify my opinion. <input type="checkbox"/>	4
I can ask and answer simple questions in a roleplay on the topics of hotel and tourism office. <input type="checkbox"/>	

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

## Year 10 Cycle 5

### Theme 4: Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships, travel, employment
- **Ambitions:** further study, volunteering, training
- **Work:** jobs, careers and professions

### Key words and structures

دکاندار، نرس، وکیل، عدالت، کالج، کسان،  
 پولیس مین، اداکار، صحافی، پیشہ، ہسپتال،  
 استاد، یونیورسٹی، دفتر، استقبالیہ، منیجر،  
 نوکری، مستقبل، منصوبہ، مستقل، عارضی،  
 جج، حقوق، مذہبی رہنما، پائیلٹ، انجینیر

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### End of Cycle Assessment

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### nd of Cycle Assessment:

\_\_\_\_\_ SAE AE E BE SBE

I can use modal verbs with different pronouns. <input style="width: 40px;" type="checkbox"/>	9
I can use 'by + ING' (present participle) with simple verbs. <input style="width: 40px;" type="checkbox"/>	8
I can produce a paragraph on my future plans using the structures and vocabulary learnt so far <input style="width: 40px;" type="checkbox"/>	
I can use the 4 negative forms confidently and in different contexts. <input style="width: 40px;" type="checkbox"/>	
I know when to use 'de/d'' (any) with the negative form. <input style="width: 40px;" type="checkbox"/>	
I can spontaneously answer simple questions about my future plans using modal verbs. <input style="width: 40px;" type="checkbox"/>	7
I remember the prepositions(cycle 4) that should be used in front of cities and countries <input style="width: 40px;" type="checkbox"/>	6
I can produce simple sentences about pocket money including negative ones. <input style="width: 40px;" type="checkbox"/>	
I know the vocabulary related to Pocket Money and Future Plans and can answer more precise questions on longer paragraphs dealing with these 2 topics. <input style="width: 40px;" type="checkbox"/>	5
I can produce simple sentences about my future plans using 'I'm going to'. <input style="width: 40px;" type="checkbox"/>	4
I can use 3 modal verbs with 'I'. <input style="width: 40px;" type="checkbox"/>	

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

## Year 10 Cycle 6

### Theme 5: International and global dimension

- **Bringing the world together:** Sports event, music events, campaigns and good causes
- **Environmental issues:** Being 'Green' access to natural resources

### Key words and structures

معاشی مسائل، موسم، ماحولیات، توانائی، آب ہوا،  
 ماحولیاتی آلودگی، آلودگی، بین الاقوامی، بجلی،  
 دھواں، سائنس، مسائل، نتائج، وجوہات، ذمہ دار،

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### Practice papers

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Listening 1    Mark:            Grade:

Reading 1     Mark:            Grade:

Writing 1     Mark:            Grade:

I can use 'I don't think that' + subjunctive with 2 or 3 verbs. <input style="width: 30px; height: 15px;" type="text"/> I know the subjunctive of 2 or 3 verbs and can use it after 'He/She wants me to'. <input style="width: 30px; height: 15px;" type="text"/> I can spontaneously answer questions about my school, the subjects I study and my teachers. <input style="width: 30px; height: 15px;" type="text"/> I can use 'to have to' and 'to be able to' with all pronouns. <input style="width: 30px; height: 15px;" type="text"/>	9 8
I can use a direct pronoun to give my opinion about different aspects of school. <input style="width: 30px; height: 15px;" type="text"/> (canteen, uniform, teachers...) I can spontaneously describe a photo card on the topic of school. <input style="width: 30px; height: 15px;" type="text"/> I can say why I like a subject or not using a variety of structures. <input style="width: 30px; height: 15px;" type="text"/> ( because it is/ I find it/I think it is...)	7 6
I can compare 2 subjects. <input style="width: 30px; height: 15px;" type="text"/> I can describe my school and give my opinion about it. <input style="width: 30px; height: 15px;" type="text"/> I can use modal verbs to talk about my future plans (college/Uni / jobs). <input style="width: 30px; height: 15px;" type="text"/> I can name the rooms and facilities in my school. <input style="width: 30px; height: 15px;" type="text"/> I can describe my uniform and spell colours correctly according to gender. <input style="width: 30px; height: 15px;" type="text"/>	5 4

What went well this year? Next step for next year?

WWW: \_\_\_\_\_

Next Step: \_\_\_\_\_

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