

## Year 11 Cycle 1

### Theme 3: School

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

### Life at School

- Rules
- A day in school+differences between school life in England and in Urdu speaking countries
- Ideal School

### Post-16 Education

- Career paths
- Jobs

### Key words and structures

سنیے، پوچھے، پڑھیے، لکھیے، شناخت، معلوم، کتاب، حروف، لکیر، ترتیب، حساب، تسلی بخش، بہت اچھا، علم، تعلیم، تعلیمی نظام، تفریح، ابتدائی، تعلیمی معیار، ماحول، علیحدہ، انگریزی، اردو، پنسل، قلم، کرسی، میز، طالب علم، حاضری، بلیک بورڈ، ریاضی، سائنس، ریڑ، فٹ، کاپی

**FA1** SAE AE E BE SBE

TG=

### End of Cycle Assessment

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

### Speaking Mock

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

I can produce a complex sentence using 'when+ future tense'. <input style="width: 40px;" type="checkbox"/>	9
I can produce a paragraph about my plans using the future tense. <input style="width: 40px;" type="checkbox"/>	8
I can use modal verbs with all pronouns in the present tense. <input style="width: 40px;" type="checkbox"/>	
I can answer unexpected questions on Theme 3 on top of the ones covered in the booklet. <input style="width: 40px;" type="checkbox"/>	
I can use the future tense with key verbs. <input style="width: 40px;" type="checkbox"/>	
I can use adverbs such as 'too much' or 'quit' to give my opinion on school rules. <input style="width: 40px;" type="checkbox"/>	7
I can recognise the future tense. <input style="width: 40px;" type="checkbox"/>	6
I can use the immediate future to say what I am going to do. <input style="width: 40px;" type="checkbox"/>	
I can produce simple sentences about school rules and I can use the negative form. <input style="width: 40px;" type="checkbox"/>	
I can use modal verbs in the present tense with 'I'. <input style="width: 40px;" type="checkbox"/>	
I know the meaning of all the jobs seen at KS3 and the ones that are in the Edexcel content lists. <input style="width: 40px;" type="checkbox"/>	5
I can answer all the questions from the conversation booklet on theme 3. <input style="width: 40px;" type="checkbox"/>	4
I know all the key structures needed to describe a photograph. <input style="width: 40px;" type="checkbox"/>	

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

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

## Year 11 Cycle 2

### 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،

**FA1** SAE AE E BE SBE

### Mock Exam Grades

**TG=**

**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 style="width: 30px; height: 20px;" type="checkbox"/>	9
I know the imperfect endings for all pronouns. <input style="width: 30px; height: 20px;" type="checkbox"/>	8
I can use 'after + ing' /before+ ing' correctly in Urdu. <input style="width: 30px; height: 20px;" type="checkbox"/>	8
I can use 'there was', 'It was' and 'I was' to talk about a past holiday. <input style="width: 30px; height: 20px;" type="checkbox"/>	7
I can produce a paragraph in the present and perfect tense on holiday using at least 2 different pronouns. <input style="width: 30px; height: 20px;" type="checkbox"/>	7
I can recognise the imperfect tense and know what it stands for. <input style="width: 30px; height: 20px;" type="checkbox"/>	6
I can spontaneously describe a photocard on the topic of holidays. <input style="width: 30px; height: 20px;" type="checkbox"/>	6
I can produce simple sentences in the perfect tense about a past holiday (using 'I'). <input style="width: 30px; height: 20px;" type="checkbox"/>	5
I can answer simple questions about my holiday preferences and justify my opinion. <input style="width: 30px; height: 20px;" type="checkbox"/>	5
I can ask and answer simple questions in a roleplay on the topics of hotel and tourism office. <input style="width: 30px; height: 20px;" type="checkbox"/>	4

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

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

## Year 11 Cycle 3

### 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، ملوث، بجلی  
 بین الاقوامی، دھواں، سائنس، مسائل، نتائج،  
 وجوہات، ذمہ دار، موسیقی، فلمیں، ٹیکنالوجی،  
 معاشی مسائل، فیشن، میڈیا، کھیل، کمپیوٹر، ٹی  
 وی، مزاحیہ، طنزیہ، مشترک، فرق، آمدورفت،  
 موضوعات، میچ، مقابلہ، ٹیم، درجہ حرارت،  
 صنعتی آلودگی، کیمرہ، موبائل فون، سپورٹس،  
 کارٹون، جنگلات، فوٹو، فنکشن، ٹیلیویژن،

**FA1** SAE AE E BE SBE

TG=

### End of Cycle Assessment

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

### Mock Exam Grades

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

I can use key verbs in the subjunctive tense and know when to use them. <input style="width: 50px;" type="text"/> I can write a complex paragraph explaining the drawbacks and benefits of modern technology (including for example :the negative form, reflexive verbs,, comparatives or superlatives, present participles and different tenses) <input style="width: 50px;" type="text"/> I can use a variety of structures to say what we could or should do about global and social issues and I can also use the present participles of relevant verbs. <input style="width: 50px;" type="text"/>	9 8
I can spontaneously use different structures to express positive and negative effects of modern technology. <input style="width: 50px;" type="text"/> I can also use 'could' in the context of global and social issues. <input style="width: 50px;" type="text"/> I can produce simple sentences about what one should or should not do to help people in need. <input style="width: 50px;" type="text"/> I can write simple sentences about the advantages and dangers of the internet and social networks.	7 6
I can produce simple sentences about what one should or should not do to protect the environment. <input style="width: 50px;" type="text"/> I know a bank of phrases that I can use to speak or write about modern technologies. <input style="width: 50px;" type="text"/> I know the vocabulary related to 'charity and Voluntary work' and can understand the main points in a longer passage dealing with these topics. <input style="width: 50px;" type="text"/>	5 4

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

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

## Year 11 Cycle 4

### 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،  
 تنخواہ، اجرت، تجارت، معقول، کاریگر،  
 منتخب، دلچسب، بیروزگاری، خصوصیات

FA1 SAE AE E BE SBE

**TG=**

End of Cycle Assessment

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

Mock Exam Grades

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

I can write a longer paragraph on Technology and Healthy Living that includes 3 tenses, and different complex structures (comparatives, different negative forms ...) <input type="checkbox"/>	9
I can cope with 'follow up' questions that might come up in the conversation part of the speaking exam. <input type="checkbox"/>	8
I have a bank of sentences and phrases for the topic of future aspirations that I can use in the writing exam. <input type="checkbox"/>	7 6
I know the vocabulary related to 'Theme 4' and can understand the main points in a longer passage dealing with this topic. <input type="checkbox"/>	
I have made notes of vocabulary that I need to know for the Theme 4. <input type="checkbox"/>	
I know the structures needed to describe a photograph. <input type="checkbox"/>	5 4
I can use different adverbs of quantity in the context of careers and professions. <input type="checkbox"/>	
I can produce simple sentences about my further study. <input type="checkbox"/>	

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

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

## Year 11 Cycle 5

### Content

- Preparation for Speaking Exam
- Revision of Theme 1,2,3,4 & 5 (Writing/Reading/Listening)

I am able to use the 3 main tenses with different pronouns and I can use the imperfect and conditional tense with at least 2 pronouns.

9  
8

I can write a longer paragraph on all the topics covered in Theme 1-5.

I can cope with 'follow up' questions that might come up in the conversation part of the speaking exam.

7  
6

I have a bank of sentences and phrases for every topic in Theme 1-5 that I can use in the writing exam.

I have made notes of vocabulary that I need to know for every topic in the 1-5 themes.

I can answer all the questions from Theme 1-5.

5  
4

I can produce simple sentences about what one should or should not do to be healthy

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

Next Step: What do I need to focus on in the next 5 weeks of revision?

\_\_\_\_\_

\_\_\_\_\_

**FA1** SAE AE E BE SBE

TG=

### Practice papers

Listening 1    Mark:            Grade:

Listening 2    Mark:            Grade:

Reading 1     Mark:            Grade:

Reading 2     Mark:            Grade:

Writing 1      Mark:            Grade:

Writing 2      Mark:            Grade: