

PROFESSIONAL DEVELOPMENT FOR QUALITY EDUCATION

ENGLISH

**Grade
IX - X**

Teachers' Guide



Directorate of Staff Development, Wahdat Colony, Lahore.

Preface

The Government of Punjab has a strong desire to improve the quality of teaching and learning in the classroom. Various initiatives have been undertaken for provision of quality education to students in the Province. Provision of quality education at secondary level is an important step towards building an education system meant to contribute meaningfully towards development of our society. To achieve the desired goal, activity oriented training for secondary school teachers based on modern teaching methodologies has been considered imperative and crucial.

Directorate of Staff Development (DSD) has been training in-service and pre-service public school teachers and developing educational material since its inception. Considering the quality work produced over the years, the task of development of the Teachers' Guides for secondary school teachers in the subjects of English, Physics, Chemistry, Biology and Mathematics was assigned to the Directorate of Staff Development by the Provincial Government.

DSD worked in collaboration with over three hundred professionals i.e. Teachers, Book Writers and Teacher Trainers from both public and private educational institutions in the subject of English, Physics, Chemistry, Biology and Mathematics who worked in groups to develop these comprehensive Teachers' Guides. These Teachers' Guides with textbooks are aimed to achieve Students' Learning Outcomes (SLOs) through the teaching materials and methodologies which suit varying teaching and learning contexts of Punjab. These Teachers' Guides will help secondary school teachers to deliver and further plan their content lessons, seek basic information on given concepts and topics, and assess students' understanding of the taught concepts.

The DSD team acknowledges the cooperation extended by various public & private, national and international organizations in the preparation of Teachers' Guides. DSD is especially grateful to German International Cooperation Agency (GIZ) for extending its full cooperation and support in conduction of workshops, development of material, quality management, layout and designing of these Guides. DSD recognizes the contribution made by all developers and reviewers belonging to following organizations including Institute of Education and Research (IER) Punjab University, Government Science College, International School of Choueifat, Crescent Model Higher Secondary School, Punjab Textbook Board, Lahore Grammar School, Himayat-e-Islam Degree College, SAHE, PEAS, NEEC, HELP Foundation, Ali Institute of Education, Beaconhouse School System, ALBBS, The Educators, Divisional Public School, The City School, AFAQ, Portal, LACAS, Children's Library Complex (CLC) and GICW Lahore, Govt. Higher Secondary Schools and Govt. Colleges for Elementary Teachers in Punjab.

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TOPIC

1

Paragraphs



Students' Learning Outcomes

- Analyze passages in the text to identify the them/general subject, key idea/central thought (a statement about the general subject), and supporting details
- Analyze paragraphs to identify words, phrases or sentences that support the main idea through
 - Examples/illustration
 - Cause and effect
 - Facts, analogies and anecdotes



Information for Teachers

1. A paragraph is a larger meaningful unit of expression representing unity of thought. Sentences are joined to make a paragraph and they make sense in relation to each other.
2. The main idea in a paragraph is carried in a sentence, called a 'topic sentence'. Other sentences in the paragraph support the topic sentence. They are called 'supporting details'.
3. Example' is the sentence which defines the

main idea in a paragraph.

4. Cause' is an event. An 'effect' is something that happens as a result of that event.
5. Analogy' is a likeness or similarity in some ways.
6. Anecdote' is a short entertaining account of an incident.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine resources, worksheet



Introduction

1. Explain example, cause and effect, analogy and anecdote to the students. (see information for teacher)
2. Write the following paragraph on the board and explain topic sentence (main idea), example, cause and effect to the students by highlighting them.

Mobile phones have risen rapidly in popularity as a means of interpersonal communication. This small, light, battery-powered portable phone has revolutionized the way individuals communicate and the way business people work and interact. The traditional land line telephone carries voice messages through the telephone wires, through a complicated series of relay stations, whereas the mobile phone has built-in receivers to send and receive signals to and from radio base stations.

(Step Ahead 3 by Heather Jones and Robyn Mann Page. 42)



Development

Activity 1

Divide the students in groups. Give the attached worksheet to each group. Ask the students to read the paragraphs carefully. Ask them to look for the following:

- An action or event that answers the question 'what happened?' this is an **effect**.
- An action or event that answers the question 'why did it happen?' this is the **cause**.
- Words that signal causes and effects such as because, as, as a result, consequently, led to, since, therefore, etc.
- Words/sentences showing **facts**.

Activity 2

Ask the students to find causes and effects and facts from the paragraphs given in the worksheet.

Activity 3

- Explain to the students what is an anecdote?
- Then ask them to think about an event a picnic, visit to a place, birthday party or any memorable occasion.
- After they have done it ask some volunteers and one of the shy students to share their feelings and joy about that particular event.



Conclusion/Sum up

Sum up the lesson by repeating all components of a paragraph like the main idea, supporting details, example, cause, effect, fact, etc.



Assessment

- Ask the students to imagine you themselves as game warden.
- Then ask them to work in groups to share their ideas and to express their sentiments about how people break the law and continue to hunt and kill endangered animals for personal pleasure/gain.
- Once they have jot down the points ask one of the spokesperson to share them with the class.



Follow-up

Instruct the students to search the following from internet/library/newspaper/magazine ect.:

1. Difference between endangered and extinct species.
2. Enlist some endangered and extinct species; some pictures could also be included for better understanding.



Answer Key

Introductory Activity 1

The first sentence of the given paragraph is the topic sentence (main idea). The second one is its example and the third one is having cause and effect.

Introductory Activity 2

Cause 1 Since the hunters wanted the biggest tusks they could find.	Effect 1 They killed the biggest elephants.
Cause 2 Because the numbers were so low.	Effect 2 Between 1979 and 1989, the African elephant population was nearly cut in half.
Cause 3 In 1989, a law was passed that put an end to international ivory trade.	Effect 3 The number of African elephant began to increase.

Facts

1. In the 1970s, the demand for ivory greatly increased.
2. Between 1979 and 1989, the African elephant population was nearly cut in half.
3. In 1989, a law was passed that put an end to international ivory trade.

Worksheet

Class: _____

Paragraphs

Date: _____

1. Read the following paragraphs:**African Elephants at Risk**

For hundreds of years, African elephants have been killed for their ivory tusks. However in the 1970s, the demand for ivory greatly increased. In addition, since the hunters wanted the biggest tusks they could find, they killed the biggest elephants. Not surprisingly, many of the largest elephants have vanished. Today, tusks are only about half the size they were a hundred years ago.



Between 1979 and 1989, the African elephant population was nearly cut in half. Because the numbers were so low, the African elephant was placed on the endangered species list. Finally, in 1989, a law was passed that put an end to international ivory trade. Consequently, the number of African elephant began to increase. Some African countries, however, objected to the law. These countries depend on the ivory trade. Their objections led to a slight loosening of the law in 1997. Today, some people fear that great numbers of elephants will be killed again.

2. After reading the given paragraphs write causes and effects in the given spaces.

- underline the three effects that occurred because hunters wanted the biggest tusks they could find.
- Circle words in the passage that signal cause and effects (e.g. as a result).
- Use the causes and effects in the second paragraph to complete the following diagram:

Cause: Effect: Cause: Effect: Cause: Effect: **3. Write any three facts from the given paragraphs.**

Fact 1: _____

Fact 2: _____

Fact 3: _____

TOPIC

2

Transitional Words

**Students' Learning Outcomes**

- analyze the order of arranging paragraphs:
 - chronological or spatial
- recognize and use appropriate transitional words within and beyond paragraph for better coherence and cohesion

**Information for Teachers**

- paragraphs are always arranged in an order so that they reflect the same concern/idea.
- For coherence and cohesion within paragraphs transitional words are used. Transitional words are words that show the flow of ideas to help readers along through a text.
- Transitional devices/words are used for comparison, sequence, result, etc. first, firstly, then, (sequence) likewise, similarly, (comparison) accordingly, therefore, (result) etc. are some examples of transitional words.
- Events are told or written in a sequence. It is called 'chronological order'.
- Each paragraph in an essay, process, procedure or event has a main idea. All



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources, two worksheets (attached)



Introduction

- Explain transitional words and how they are used. (see information for teacher).
- Tell the students that information can be expressed/analyzed through a flow chart or diagram to describe procedures and processes, make comparisons and show cause and effect relationship.
- Also explain that it is important to understand the sequence or order of events while reading a text as it helps understanding what happens and why.
- Write the following steps for making pasta on the board but in wrong order.
- Then ask the students to read the steps and tell the correct order.
- Also instruct them to add a transitional word for each step. Write the word bank of transitional words to them to choose.

Word Bank

likewise	after that
firstly	accordingly
therefore	finally
secondly	then

Steps for Making Pasta

1. Bring the water to a boil in a large saucepan.
2. Add the spaghetti and cook until it is done, but still firm when a strand is placed between your teeth.
3. To serve, place spaghetti on each plate, top with sauce and sprinkle grated parmesan over the sauce. Place a small bowl of the parmesan on the table for those who wish to help themselves to more of it.
4. Drain the spaghetti in a colander and stir the butter through to coat the strands.
5. Add salt and a little vegetable oil.



Development

Activity 1

Divide the students in groups. Provide a worksheet, one in each group 'A butterfly gets its wings' (attached at the end). Instruct them to read the process carefully. After they finish reading the process, ask them to:

- a) Notice how stages/steps are organized in a process
- b) Underline all transitional words
- c) Underline each of the four main stages of the life of a butterfly given in paragraph one.

Activity 2

- Draw a flow chart of a butterfly's life cycle on the board.
- Call one or two students from each group to add the required information on the correct steps.
- Instruct them to use transitional words for each step.
- Try to involve most of the students in the activity.

library/read a magazine, book and find a process or procedure. Also notice the usage of transitional words for coherence and cohesion.

**Conclusion/Sum up**

- Conclude the lesson by repeating the usage of transitional words for comparison, sequence and result.
- Encourage the students to tell what is chronological/spatial order.
- Remind them that transitional words are used within and beyond paragraphs for coherence and cohesion.

**Assessment**

- Draw the pictures given in worksheet 2 on the board. Also write on the board the required items' given in the worksheet.
- Instruct the students to write the procedure of making a snowman. Remind them to use transitional words for each step. They can write the procedure in their notebooks.

**Follow-up**

- Instruct the students to find some paragraphs with chronological order in the textbook and notice how paragraphs are arranged according to the events take place.
- Encourage the students to visit the school

Worksheet 1

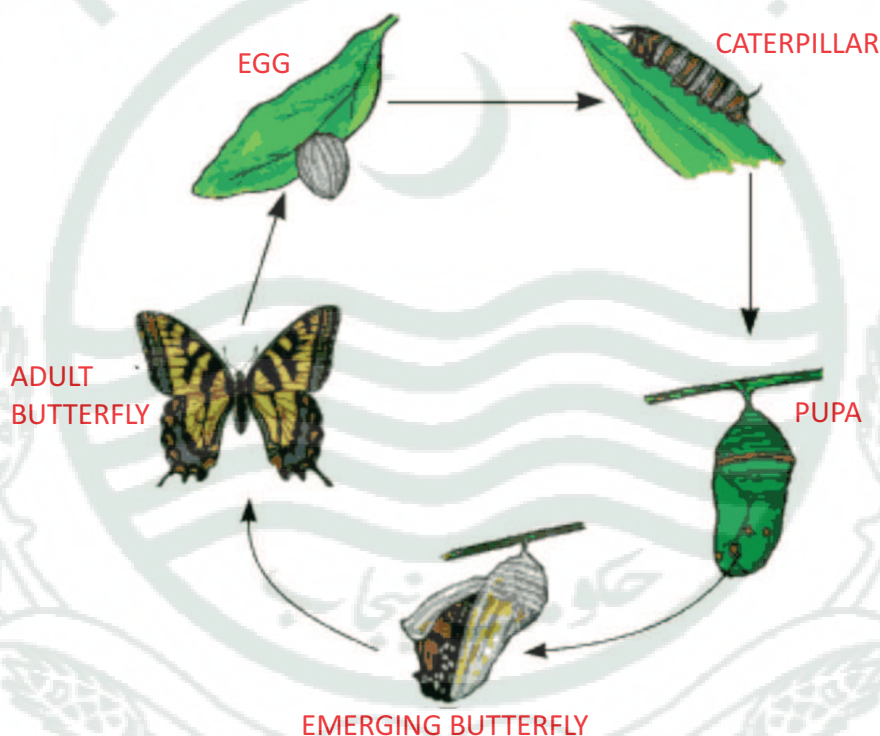
A Butterfly Gets Its Wings

Class: _____

Date: _____

At first, the butterfly is a single slimy egg, no larger than a fingertip. (Imagine its baby pictures!) The baby insect grows within the egg until it is ready to hatch. For most types of butterflies, this first stage lasts about 10 days. When the egg cracks open, a caterpillar crawls out.

Then, the caterpillar spends most of its time eating and growing (just like a teenager). As the caterpillar becomes bigger, it sheds its spiky or fuzzy skin. This process is called moulting. Once the caterpillar has shed its skin for the last time, it becomes a pupa.



After that, the pupa immediately grows a hard shell call a chrysalis. **Then**, inside the chrysalis, the pupa goes through the changes that will make it a butterfly. The pupa's hormones turn its body into wings, antennas and other body parts. After all the changes are complete, the shell splits open. A butterfly is ready to make its entrance.

Finally, the adult butterfly breaks from the chrysalis. Its body however, doesn't look quite right. It's all soft and wrinkly. As air and blood are pumped through the butterfly's body, it starts to look more like its usual self. In a short time, the butterfly is ready to try out its new wings. With a few flutters, it's off and away!

Worksheet 2

Procedure of Making a Snowman

Class: _____

Date: _____

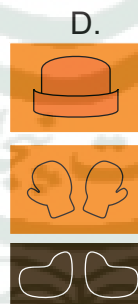
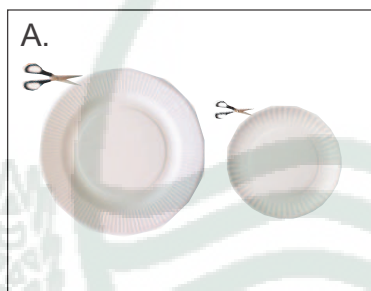
Worksheet 3

Name: _____ Class: _____ Date: _____

Write the procedure of making a snowman. Use the sequence markers and then transfer the information to a flow chart.

Required Items:

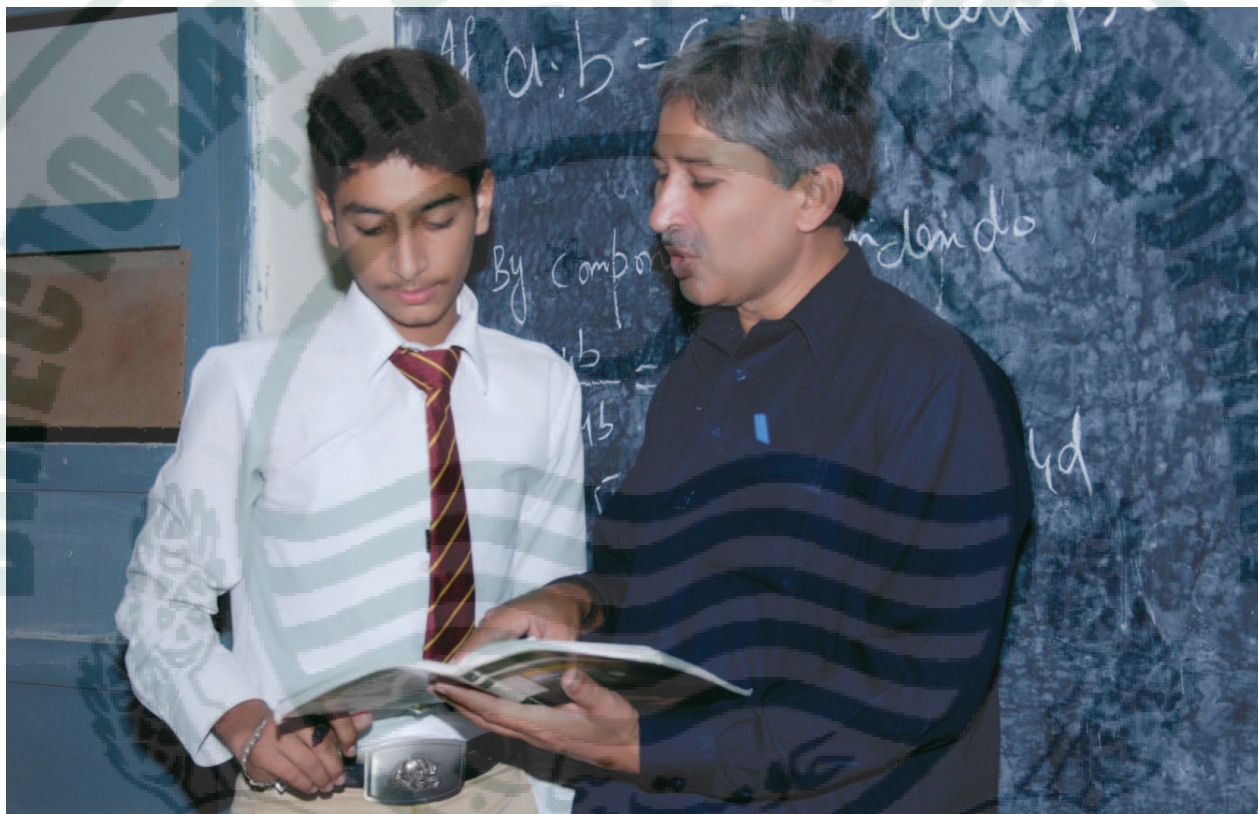
White paper plates; black card for the hat and boots; red card for mittens; a ribbon to tie the plates; hole punch, scissors and glue; markers or crayons to draw the nose and the mouth; large buttons for eyes and for decoration.



TOPIC

3

Reading and Thinking Skills - I

**Students' Learning Outcomes**

- apply critical thinking to interact with the text and use intensive reading strategies(while reading) to
 - scan to answer short questions
 - make simple inferences using context of the text and prior knowledge
 - distinguish between what is clearly stated and what is implied
 - deduce meanings of difficult words from context
- comprehend text by applying critical thinking
- enhance and use appropriate vocabulary and correct spelling in speech and writing
 - illustrate the use of dictionary for finding appropriate meaning and correct spelling
 - deduce the meaning of unfamiliar words from the context using contextual clues



Information for Teachers

1. **Scanning** is a type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text.
2. **Inference** is the reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation.
3. A **clearly stated** piece of information is the one that is stated directly or explicitly.
4. **Implied meaning** is the information that is stated indirectly or implicitly.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources, 2 worksheets (attached)



Introduction

1. Read the text given in worksheet 1 to the students.
2. Ask short while-reading questions to them. (scanning short answers)
3. Encourage them to guess the meanings of unknown and unfamiliar words using contextual clues.
4. Instruct them to confirm the meanings of words in a dictionary.



Development

Activity 1

1. Divide students in groups. Provide worksheet 2 one in each group.
2. Ask the following questions to students to ensure scanning on the part of the students:
 - a. What is an advertisement?
 - b. What advertisements rely on?
 - c. Are there advertisements only for products?

Activity 2

- Explain to the students what is clearly stated and what is implied meaning (See information for teacher)
- Ask the students to read advertisement (in worksheet 2), while sitting in the group and find what is clearly stated and what is implied meaning in them.
- Also instruct the students to find the meaning of the difficult words in a dictionary.



Conclusion/Sum up

1. Revise and repeat to the students how to find short answers from the given text.
2. Tell them how contextual clues help understand and guess the meaning of difficult words in the text.
3. Instruct them to always consult a dictionary to find the meaning of unfamiliar words.



Assessment

1. Select text from the textbook and ask short while-reading questions from the students.
2. Ask them to guess the meaning of difficult words keeping the context in mind.



Follow-up

Ask the students to look up the following words in a dictionary and use them in sentences of their own:

- | | |
|------------------|------------------|
| I. connect | IV. invaded |
| II. travelled | V. walled |
| III. trade route | VI. Steep cliffs |

Worksheet 1

Reading Skills

Class: _____

Date: _____

On the whole the Prophet (pbuh) was ornamented with peerless attributes of perfection. No wonder to be like that for he was brought up, educated and taught (the Quran) by Allah. He was even praised by Allah.

"And verily, you {O Muhammad (pbuh)} are on an exalted standard of character." (Al-Quran 68:4)

Those were the attributes and qualities that the Prophet (pbuh) enjoyed which made the hearts of souls of the people close to him, draw near to him and love him. Those traits made him so popular that the restraint and enmity of his people grew less and they started to embrace Islam in large crowds.

While Reading

Guess the meanings of the following words keeping the context in mind:

- restraint
- enmity
- attributes

Worksheet 2

Reading Skills

Class: _____

Date: _____

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