



آغا خان یونیورسٹی ایگزامینیشن بورڈ  
AGA KHAN UNIVERSITY EXAMINATION BOARD

## Pacing Guide for Teachers

# ENGLISH

Grade X

Number of weeks: 28

Number of periods per week: 3

Teacher Developer(s) Shahnaz Asghar Ali and Nighat Sultana

Institution(s): The Mama Parsi Girls Secondary School, Karachi  
and Sultan Mahomed Shah Aga Khan School, Karachi

Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/Speaking	Comprehend a variety of accents and meaning	4.1.1, 4.1.2,	3

## Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/RG22%20SSC2%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

<https://examinationboard.aku.edu/about-us/SyllabiList/English%20Guide%20For%20Teachers%20of%20SSC%20and%20HSSC.pdf>



## Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to Learn Smart Classroom by Knowledge Platform:

<https://akueb.knowledgeplatform.com/login>



Skill	Scope	Range of SLOs	Periods (40 mins)
Reading	Reading-Strategies, overall gist, main and sub-ideas	5.1.2, 5.1.3, 5.1.4	4

## Learning Resources

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## Web Resource

<https://literacyideas.com/getting-the-main-idea/>

## Suggested Activities and/or Formative

### Assessment

#### Activity 1

Reading comprehension with given text and Get the Gist – Longer Texts (How to write main idea/predict before reading)

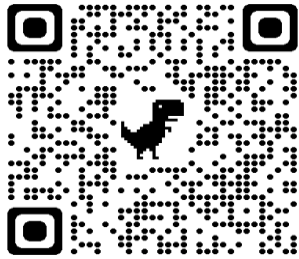
## Activity 2

How to find main idea using graphic organizer?

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar/Reading	identification of Coherence and transitional devices	6.1.11 (e), 5.1.12	4

## Learning Resources

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AKU-EB English Guide for Teachers:

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## Web Resources

<https://slideplayer.com/slide/14359299/>

<https://slideplayer.com/slide/14604073/>

# Suggested Activities and/or Formative Assessment

## Activity 1

A PowerPoint presentation can serve as a visual aid during a discussion. In this case, a teacher can utilise a hands-on approach by involving students in creating a paper chain to illustrate the concept of coherence in text. This practical activity helps students understand how to make a piece of writing coherent. Following this, the teacher can showcase a PowerPoint presentation and initiate a discussion around its content.

Afterward, the teacher can provide students with a worksheet containing a short text with blanks. The objective is for students to identify and insert appropriate transitional devices into these blanks to enhance the text's coherence. Additionally, the teacher can offer another worksheet listing various transitional devices for reference and assistance during the activity.

## Activity 2

Reading comprehension for identification of transitional devices with its purpose.

## Further Resources

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Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Formal letter)	Use of prewriting and planning strategies for formal letters	6.1.1-6.1.2, 6.1.4, 6.1.12	4

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## Suggested Activities and/or Formative Assessment

### Activity 1

By eliciting question trigger their previous knowledge. Teachers may use KWL chart as well for triggering their previous knowledge. Then they may discuss format of informal letter and difference between formal and informal language.

### Activity 2

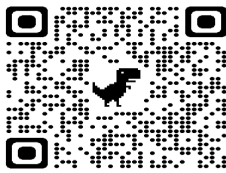
## Matching Activity

Jumbled strips of letter should be provided to students including formal and informal letters both. And then they will be asked to separate formal and informal email strips. This will help us assess their understanding about formal and informal letters and informal letter format as well because while separating formal informal, they will arrange the content of formal letter as well.

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS



Skill	Scope	Range of SLOs	Periods (40 mins)
Reading/Listening/speaking	Facts and opinion with identification of text type	4.2.8, 5.1.8 (a)	4

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## Suggested Activities and/or Formative Assessment

### Activity 1

Teachers can prepare and use flash cards for identification of facts and opinions, reading worksheet with exercises, and classroom discussion to understand and justify the facts and opinion.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Expressive/Reflective)	Writing mechanics of Expressive/Reflective writing	6.1.5, 6.1.6, 6.1.10	5

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## Suggested Activities and/or Formative Assessment

### Activity 1

1) Eliciting question:

What do learners understand by the words "Reflective" and "Expressive"?

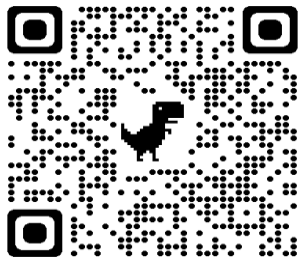
2) Differences between both in detail (TTT)

- 3) With the help of sample Content would be analyzed and students will try to understand the structure,
- 4) Teacher will describe the structure in detail. Finally, prompt will be given to write on

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	Punctuation, spelling, sentence construction, conditional clauses	6.1.11 (a, b, d, g), 6.1.13	5

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## Web Resources

<https://www.cambridge.org/elt/blog/2019/01/18/teaching-punctuation/>

<https://www.eenglishgrammar.com/2020/08/punctuation-marks-worksheet.html>

<https://www.teachstarter.com/us/blog/26-fun-punctuation-resources-and-activities/>

# Suggested Activities and/or Formative Assessment

## Activity 1

Explore how punctuation impacts meaning:

Teacher can give students a short paragraph to read which should be without punctuation (Making no sense or confusing). Then the teacher provides the same passage with proper punctuation marks to read. then ask students that now if paragraph is making a sense. Sentence Snake (Practice)

This is an excellent way to review new vocabulary while reminding students of punctuation. Write out a few sentences (ideally in a spiral or snake shape) with no punctuation and no spaces between the words. The students write out those sentences with spaces and punctuation marks etc.

## Activity 2

Slap the Board

Put the full range of punctuation marks on the board. Project a sentence with a gap where a punctuation mark should be. Watch as students rush to slap the picture of the punctuation mark. Whoever touches the correct punctuation mark first wins a point for their team.

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Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/Speaking	Comprehend the heard text	4.1.3, 4.2.1 (a), 4.2.2, 4.2.6	3

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## Suggested Activities and/or Formative Assessment

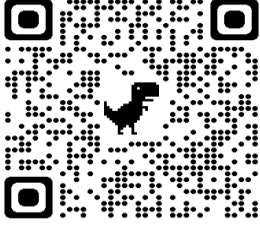
### Activity 1

Listen and analyse to infer (Any audio and worksheet for practice and discussion)

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FOR ACADEMIC YEAR 2023 AND ONWARDS



Skill	Scope	Range of SLOs	Periods (40 mins)
Reading (Expressive/Reflective)	Understanding of reflective/expressive experience	5.1.8 (b), 5.1.9	5

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## Web Resource

<https://www.alld.org/useful-resources/literacy-resources/during-reading-strategies/>

## Suggested Activities and/or Formative

### Assessment

#### Activity 1

Using SQ3R strategy for reading comprehension. Students can identify and comprehend the given text or using 'Three Minute Pause Summarization'.

The 3-Minute Pause helps students process information by providing a short break during which they summarize new content, connect new content to prior knowledge, and are free to ask clarifying questions.

## Activity 2

One-minute summary or tweeter board formative assessment

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Formal Email)	Use of pre-writing and planning strategies for formal Emails	6.1.2, 4.1.4, 6.1.12	4

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### Activity 1

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### Activity 2

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	Mechanism of sentence construction such as SVA, Sentence construction	6.1.11 (b,c,d), 6.1.13	5

## Learning Resources

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## Web Resources

<https://literacyideas.com/a-guide-to-sentence-structure/>

<https://pressbooks.bccampus.ca/technicalwriting/chapter/appendix-sentencestructure/>

# **Suggested Activities and/or Formative Assessment**

## **Activity 1**

### **Day 1**

#### **Discussion method/lecture**

With examples students will be giving information about SVA and its rules.

### **Day 2**

#### **Build a Sentence Card Game**

Students will try to be the first to build three grammatically correct sentences in this fun card game. Each player should pick up one card on each turn and place it on the table in front of them. They will continue to take turns picking cards until they have made three logical sentences. Based on these sentences teacher can start introduction of the topic, sentence types and its construction.

## **Activity 2**

#### **Relay Race for Subject-Verb Agreement**

Choose several different worksheets on subject-verb agreement errors, enough to have one per team of 4-8 students. Tape each worksheet to the wall or board at a distance from the other. Players for each team take turns coming up to the board, choosing a sentence to redo, and writing in on the board. Once they are finished, award one point per correct sentence, and perhaps a bonus point for the team that finishes first.

#### **Wildcard Option**

Students can use their turn to change an error another student on the same team made. Another option would be to have a stack of task cards at the front of the room for students to choose from and complete.

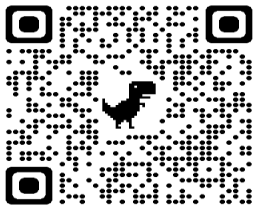
#### **Story by Sentences**

This activity will help students form compound sentences and work on writing complete thoughts. Depending on your students, you can do it orally, or have students write sentences that make sense. Start with providing a sentence starter, such as "The children were getting ready for lunch." Then, students should add a conjunction to the sentence to form a compound sentence, such as "The children were getting ready for lunch, and they wanted to eat pizza." Next, the end of the first sentence should be used to start the next sentence. "The children wanted to eat pizza, so they asked their mom if they could make their own personal pizzas." The game continues in this fashion, with the end of one sentence being used to create the next new sentence.

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/speaking/reading	Elaborate the main idea of heard text supported by details	4.2.2-4.2.4,	2

## Learning Resources

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## Web Resource

<https://www.teachingexpertise.com/classroom-ideas/fun-main-idea-activities-for-middle-school/>



# Suggested Activities and/or Formative Assessment

## Activity 1

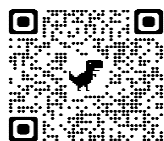
### Jigsaw Reading

Students will be divided into groups/pairs according to the number of paragraphs in the given reading text. Each group/pair will read the given paragraph and the rest of the class will jot down the gist's. In the end all these points will be gathered and based on notes, they can extract the main idea of text with the help of teacher. Points noted down will serve as supportive details. Three main details can be used with the main idea. This will serve as summary of the passage when paraphrased in own words.

### Further Resources

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Skill	Scope	Range of SLOs	Periods (40 mins)
Reading and Writing (Persuasive/Argumentative writing)	Writing mechanics of Persuasive or Argumentative writing	4.2.1(b), 5.1.10, 6.1.7, 4.1.4, 4.1.5, 4.2.5	5

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## Web Resource

<https://www.turito.com/blog/sat/argumentative-essay-examples-types-and-tips>

# Suggested Activities and/or Formative Assessment

## Activity 1

### Warm up

Ask students to each take out a piece of paper and make a list of all the things that bother them at school. After students have completed this task, record some of their answers on the board. Ask students, "How can we help to solve some of these problems?" Listen to some of their answers and discuss them as a class.

### Introduce the word "persuasion."

Explain to students that persuasion is the act of making someone believe something. Today, the students are going to learn how to write a persuasive writing to ask for something to change. Present the ppt for persuasive writing and its techniques. After all the explanation, the teacher will share the structure of persuade/argumentative essay with samples. The differences between persuasive and argumentative essays must also be shared.

## Further Resources

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Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/Speaking/ Reading	Identify and use appropriate vocabulary and sequence as per text's requirement after listening.	4.2.7, 4.2.9, 6.1.10	3

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## Suggested Activities and/or Formative Assessment

Day 1 Vocabulary preview: Teacher will introduce vocabulary words that are likely to be encountered in the selected text. And then ask students to identify the text type. Then teacher can play any type of text and ask students to identify the text type. Right those words on board and ask students to read aloud after you.

Day 2: Distribute the selected text to students or display it on screen. Ask students to read the text individually/pairs. Mark unfamiliar words and find meaning with contextual clues. Day 3: Presentation : Give students a few topic and ask them to speak in front of class on the topic and use specific topic appropriate vocabulary.

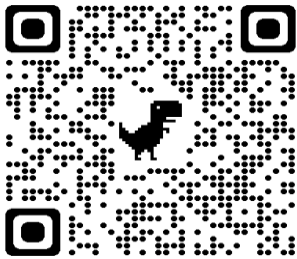
### Activity 2

write a short paragraph with appropriate vocabulary.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Reading (Analytical Reading)	Identify and comprehend analytical reading text by applying reading strategies	5.1.1, 5.1.5, 5.1.11, 4.2.1 (c)	4

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Web Resources

<https://www.britannica.com/place/Pakistan>

<https://www.britannica.com/topic/history-of-Pakistan>

# Suggested Activities and/or Formative Assessment

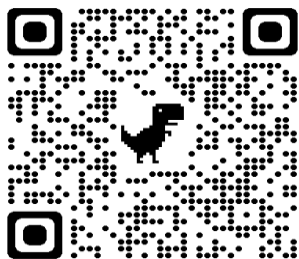
## Activity 1

Read the given passage to find out underlying issue and discuss the author's stance on it. Also find the reasons to author's stance. Brainstorming the ideas can be done to collect the idea. Then teachers can discuss everything related to analytical text and strategies to identify and organise analytical text.

## Further Resources

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Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Analytical writing)	Writing mechanics of Analytical writing	6.1.8, 6.1.9	5

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Web Resource

<https://www.youtube.com/watch?v=52AhEuY-nW0&t=81s>

## Suggested Activities and/or Formative

### Assessment

#### Activity 1

With the help of discussion done during the previous lessons of analytical test, teacher can introduce that they are now going to start analytical writing. Then they watch videos regarding the topic.



<https://www.youtube.com/watch?v=ck4-yln5TD8&t=48s>

<https://www.youtube.com/watch?v=H9A068A2Mm0&t=114s>

Now teacher will describe essay structure with the help of essay prompt and brain storming.

Prompt: How to survive the increasing selfie madness?

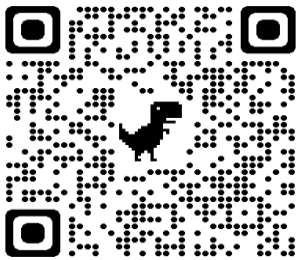
Writing Prompt: 1) Analyse the connection between one's personality and his/her upbringing 2) Is music an effective way to treat mental illness?

Analyse and give your stance with reasoning.

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Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	Adverbial and subjective clauses	6.1.11 (f), 6.1.13	5

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## Web Resources

<https://www.grammarly.com/blog/adverbial-clause>

<https://www.englishclub.com/grammar/subjunctive.php>

## Suggested Activities and/or Formative

## Assessment

### Activity 1

Short text for rectification of grammatical errors as the review of previous lesson on subject verb agreement, punctuation, transitional devices etc. Then with the help of

review of all the parts of speech, narrow down the topic to bring the students to the concept of adverbial and subjunctive clauses.

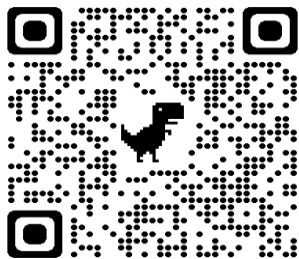
### **Activity 2**

Sort it: Use paired adverbial and subjunctive clauses, ask students to separate out both these in pair.

### **Further Resources**

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Report)	Use of prewriting and planning strategies for formal report	6.1.1, 6.1.3,	5

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## Suggested Activities and/or Formative Assessment

### Activity 1

"Decode the Incident"

Instructions: Divide the class into pairs or small groups.

Distribute copies of a fictional incident report (you can create one or find a suitable example online). Explain that their task is to decode and analyze the incident report. Provide a list of questions or prompts for discussion, such as: What is the purpose of this incident report? Who is the intended audience for this report? What essential information is included in the report? Are there any sections that could be improved or clarified? How effectively does the report communicate the incident?

What language or tone is used in the report, and does it impact the overall message?

Are there any inconsistencies or missing details? Allow sufficient time for group discussion and analysis. Bring the class back together for a whole-group discussion, where each group shares their observations and insights. Discussion and Reflection: After the activity, engage the class in a reflection and discussion session. Explore the following points: What did you notice about the incident report during the analysis?

What elements are essential to include in an incident report? How can the quality of an incident report impact organizational communication and decision-making?

What challenges or common pitfalls should be avoided when writing incident reports? What strategies can be employed to ensure clear, concise, and accurate incident reporting?

1. Gather information promptly: Encourage individuals involved in or witnessing an incident to provide their accounts as soon as possible. Timely information collection helps capture accurate and detailed descriptions while the incident is fresh in their minds.
2. Stick to the facts: When documenting an incident, focus on objective information and avoid speculation or personal opinions. Stick to the facts and describe what was observed or reported without embellishment.
3. Provide clear and concise descriptions: Use clear and concise language to describe the incident, including relevant details such as time, location, people involved, actions taken, and any relevant objects or equipment. Use bullet points or short paragraphs to present information in a structured manner.
4. Include accurate timestamps: When possible, record the exact time of the incident and subsequent actions. Accurate timestamps help establish a chronological order of events and provide a more accurate account.
5. Use objective language and tone: Maintain a professional and objective tone throughout the incident report. Avoid subjective language or emotional statements that may bias the report.
6. Follow organizational protocols: Familiarize yourself with any specific reporting protocols or guidelines established by your organization. Adhere to these guidelines to ensure consistency and compliance with internal requirements.
7. Use a standardized incident reporting format: Develop a standardized template or format that includes all the necessary sections and fields to capture essential information consistently. This helps maintain clarity and consistency across all incident reports.

After this point now teacher can share the report format in detail with the help of video watching (attached) and whole class discussion. Finally, the prompt will be given.

## Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to Learn Smart Classroom by Knowledge Platform:

<https://akueb.knowledgeplatform.com/login>



Skill	Scope	Range of SLOs	Periods (40 mins)
Reading/Vocabulary (Figurative language)	Use of Figurative language	5.1.6, 5.1.7	3

## Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/RG22%20SSC2%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

<https://examinationboard.aku.edu/about-us/SyllabiList/English%20Guide%20For%20Teachers%20of%20SSC%20and%20HSSC.pdf>



## Web Resources

<https://meritnotes.com/general-english/synonyms-antonyms-worksheet/1-79413/>

<https://www.rd.com/article/100-word-stories/>

<https://www.weareteachers.com/funny-short-stories/>

Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/speaking/reading/Grammar	Display of ethical and moral values to participate in global society	4.2.10, 5.1.13, 6.1.11 (d)	2

## Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/RG22%20SSC2%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

<https://examinationboard.aku.edu/about-us/SyllabiList/English%20Guide%20For%20Teachers%20of%20SSC%20and%20HSSC.pdf>



## Suggested Activities and/or Formative Assessment

Activity 1

- Show students some pictures as flash card and ask them to identify what is going on in there.
- Now ask them a few questions about those situations like whether the activity shown in picture was good or not? Is it O.K. to accept those activities in our society? What would be the impact of these activities on society? And what will happen if we continue to follow these activities?
- Then the teacher will generate the discussion on the topic of moral and ethical values and its importance in our lives.

## Activity 2

### Assessment of speaking with Rubric

Sample essay may also be given to identify what ethical value/s the essay is talking about.

## Further Resources

For additional resources related to teaching, learning and formative assessments, please refer to **Learn Smart Classroom by Knowledge Platform**:

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Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	Mechanism of sentence structure such as SVA, Sentence construction, tenses, modal verbs	6.1.11 (c, f, h)	4

## Learning Resources

AKU-EB Teaching and Learning Resource Guide:

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AKU-EB English Guide for Teachers:

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## Suggested Activities and/or Formative Assessment

### Activity 1

Relay Race for Subject-Verb Agreement:

Choose several different worksheets on subject-verb agreement errors, enough to have one per team of 4-8 students. Tape each worksheet to the wall or board at a distance from the other. Players for each team take turns coming up to the board, choosing a sentence to redo, and writing in on the board. Once they are finished,

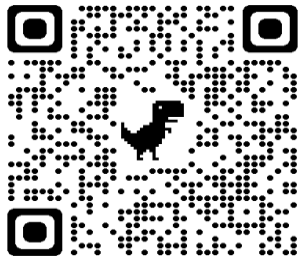
award one point per correct sentence, and perhaps a bonus point for the team that finishes first.

Wildcard option: students can use their turn to change an error another student on the same team made. Another option would be to have a stack of task cards at the front of the room for students to choose from and complete. Modal verb song

## Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

**Note:** This teacher-led pacing guide has been developed for AKU-EB affiliated schools to facilitate them by

- ensuring smooth transition of a school's academic year.
- ensuring curricular continuity in schools.
- predicting the time and pace of syllabi implementation.

This document also contains **suggested activities and/or formative assessments** that may enhance the learning experience. Please note that these activities are meant to serve as suggestions. As educators, you have the flexibility and autonomy to adapt and modify them to best suit the needs of your students and the dynamics of your classroom.

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