



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

ENGLISH

Grade XI

Number of weeks: 28

Number of periods per week: 3

Key Textbook: Amberina M. K. and Farida F. (2009). English Skills for XI

Teacher Developer(s): Saba Soleha Zia and Hiba Zehra

Institution(s): Aga Khan Higher Secondary School, Karachi and Habib Girls' Higher Secondary School, Karachi

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Listening	Accents and Dialects, Culture and Geography	Narrative & Communicative	1.1.1, 1.1.2, 1.1.3, 1.1.4	1
Listening	Themes, Ideas, Accents and Short story and Folk tales genre	(Narrative) Communication Skills	1.1.1, 1.1.5	2

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%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 Resource

<https://www.youtube.com/watch?v=xiXKycfJr1Q>

Suggested Activities and/or Formative Assessment

Activity 1

Individual and/ or group work: Identification of accents by students along with formal assessment of the accents through MCQs designed by teachers with the help of relevant sources.

Activity 2

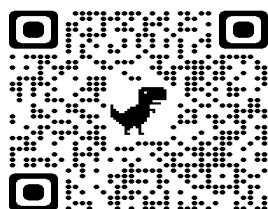
For Pre-listening, organise a brainstorming session about the theme or topic on which the listening activity will be based on. Have students understand the strategies of predicting events or further textual details while listening to texts. During listening, allow students to read questions on the text in the form of note taking.

As part of post-listening activity, a formative assessment on the activity can be developed in the form of MCQs and/ or subjective questions to gauge the student's familiarity and in-depth understanding of the topic presented.

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	Subskill	Range of SLOs	Periods (40 mins)
Reading	Outlining and summarising	Expository	2.1.1 (a-c), 2.1.2, 2.1.3, 2.1.4, 2.1.5	1
Reading	Theme, Topic Sentence, Thesis Statement, Supporting Details	Expository, Narrative,	2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6	2

Learning Resources

- Mitchell. H.Q. and Scott. J. (2002). Channel Your Pg no 82 & 83 English – Upper Intermediate. MM Publications.

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

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Web Resource

<https://www.ereadingworksheets.com/worksheets/reading/main-idea/main-idea-worksheet-05/>

Suggested Activities and/or Formative Assessment

Activity 1

Pair/ Group Work:

Have students match the list of jumbled main ideas with their respective paragraphs.

Students can also be assigned different themes/ sub-themes that can be matched with their respective passages along with justifications about their choice.

Activity 2

Write, Pair, Share

Have students work on passages by identifying main ideas/ theme/ motivation/ message and supporting details.

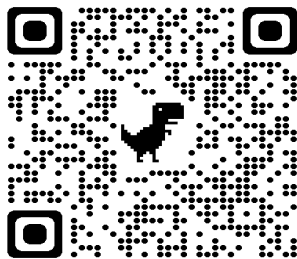
Power Minutes

Students will be asked to solve each passage within 10 minutes by identifying the relevant features.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Brain Storming	Expository	3.1.1, 3.1.2, 3.1.5, 3.1.7, 3.1.14	2
Writing	Forms and Questionnaires		3.1.2, 3.1.3, 3.1.4, 3.1.5	1

Learning Resources

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Suggested Activities and/ or Formative Assessment

Activity 1

Group Work & Brain storming:

Have students work in group. Every member of the group participates, contributing to at least one idea during the brainstorming session on the given topic i.e., expository

Writing. Task students to write at least a 100-word passage that includes all the features of an expository essay. Relevant source materials by the teachers can be utilised for this activity.

Activity 2

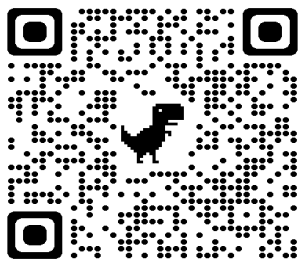
Individual Work

Chapter 8 (refer to title pg for book): In the marketplace's activity 1 of choosing the right career, have students identify the topic's purpose and audience.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Listening	Understand Text Type, Analyse Text by Comparing Ideas, Issues after Listening to Main Idea and Tone	Expository	1.2.2,1.2.3, 1.2.4 & 1.2.5	1
Listening	Identifying Narrative Features, Text Type, Main Idea, Tone and Pitch	Narrative & Communicative	1.2.1,1.1.2 & 1.1.3, 1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10	2

Learning Resources

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AKU-EB English Guide for Teachers:

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Web Resource

<https://www.esl-lab.com/intermediate/tv-guide/>

Suggested Activities and/or Formative Assessment

Activity 1

Pre-Listening: Engage students in a picture discussion. While listening, encourage students to reading questions and take notes for relevant information.

Activity 2

Pair Work:

Have students look at a list of TV programs. Make pairs and guide them to discuss which shows interests them and why. After this, the students should be able to discuss their answers with their partners on the various types of programmes on nature, documentaries, news, game shows, home improvement, reality, cartoon, fitness or exercise, soap opera or drama, talk, sitcom, cooking shows, etc.

While Listening to their partnered pairs, encourage students to take notes and ask follow up questions such as:

- If you were having a party at your house with some friends, what TV programs would you watch?
- What do you like and dislike about the following shows?

Tip: Develop relevant questions to help in scaffolding of students.

Facilitate students during their justification to answers to understand the questions' purposes and intent.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Comparative Text, Themes, Different Point of View, Type of Text	Narrative; Paired Passage	2.1.3, 2.1.4, 2.1.7, 2.1.8, 2.1.16	3

Learning Resource

- Redford, R. (2010) English: An International Approach 4. Oxford University Press Chapter 2 First Impression 22-27

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Expressive Essay	Expressive	3.1.1, 3.1.7, 3.1.8, 3.1.9, 3.1.10, 3.1.11, 3.1.12, 3.1.13, 3.1.15	3

Learning Resources

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AKU-EB English Guide for Teachers:

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Web Resource

<https://learnenglish.britishcouncil.org/skills/writing/b1-writing/reflective-writing>

Suggested Activities and/or Formative Assessment

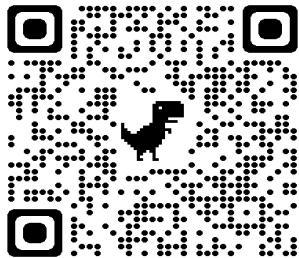
Activity 1

Engage students in a matching vocabulary game. This will include certain aspects of reflective writing which the students should be able to accomplish by completing the tasks given.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Listening	Point of View, Tone, Authors Views and Purpose, Link to Themes, Sub-Themes	Expository	1.2.6, 1.2.7, 1.2.8, 1.2.9	1
	Understand Main Idea, Details. Speaker's Purpose, Facts		1.2.1, 1.1.5, 1.2.3, 1.2.6, 1.2.8	2

Learning Resources

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AKU-EB English Guide for Teachers:

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Suggested Activities and/or Formative Assessment

Activity 1

In pre-listening, engage students in a picture discussion on the topic of Galapagos Island and its features. Encourage note taking of key points during the activity.

Activity 2

In another pre-listening, students can debate on the type of water that is best, tap water or bottled water with relevant justifications. Encourage note taking of key points during the activity. Link this activity with the previous one for relevance.

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	Subskill	Range of SLOs	Periods (40 mins)
Reading	Narrative Text, Inferences, Implied and Explicit Information, Lexical Meaning and Style	Narrative	2.1.11, 2.1.6 2.1.7, 2.1.8	6

Learning Resource

- "The Lottery Ticket" | By Anton Chekhov (ereadingworksheets.com)

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



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Web Resources

<https://www.ereadingworksheets.com/worksheets/reading/short-stories/the-lottery-ticket/>

Suggested Activities and/or Formative Assessment

Activity 1

Pair Work: Have students draw the story arch, understand characterisation, identify theme and understand vocabulary.

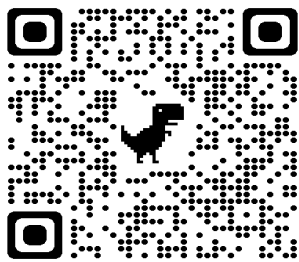
<https://dmtalkies.com/six-most-popular-story>

https://www.youtube.com/watch?v=OY2zPFQsKSI&ab_channel=LearnEasyEnglish

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Personal statement	Expressive	3.1.1,3.1.3, 3.1.11,3.1.12 3.1.13	3

Learning Resources

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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://cdn2.assets-servd.host/oklahomacity-university/production/students/career-services/docs/personal-statements.pdf>

<https://www.reed.co.uk/career-advice/personal-statements-for-university/#:~:text=As%20a%20hardworking%20student%20with,would%20be%20a%20perfect%20fit.>

Suggested Activities and/or Formative Assessment

Activity 1

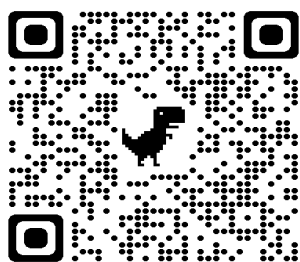
Students will be given samples of personal statements related to university admission and asked to write a personal statement on the given prompt.

Individual Work: Task students to write a personal statement on any of the prompts given in the classroom.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Listening	Understand Text Type, Analyse Text by Comparing Ideas, Issues After Listening to Main Idea and Tone	Interpersonal communication	1.1.3,1.2.1, 1.2.2,1.2.5	1
Reading	Tone and Mood	Narrative and Expository	2.1.1, 2.1.2, 2.1.5,2.1.6	2

Learning Resources

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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://www.inetteacher.com/upload1/102670/docs/tone-mood%20worksheet.pdf>

<https://www.esl-lab.com/intermediate/parenting/>

Suggested Activities and/or Formative Assessment

Activity 1

Pre-Listening Activity: Facilitate students in asking opinion on various issues such as the greatest challenges that parents face when raising children in today's world, specific challenges or issues dealing with child rearing that are unique to your culture or part of the world (e.g., education, freedom, religion, dress, discipline, etc.)?

Encourage students to maintain decorum and appreciate varying opinions during this activity. Have them take notes during the questions and ask counter-questions to develop a holistic understanding of the other's opinion. The topic of parenting is an example. Other topics can also be discussed such as the pros and cons of artificial intelligence, the need for a sustainable Earth, among others.

Activity 2

THINK PAIR & SHARE

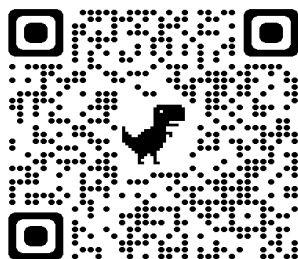
Have students work on the relevant passages given in the classroom by identifying the tone and mood.

Power Minutes: Students will be asked to solve each passage within 10 minutes by identifying tone and mood. This will test their efficiency and prepare them for attempting relevant questions in the examination within the allotted time.

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	Subskill	Range of SLOs	Periods (40 mins)
Writing	Formal letters	Interpersonal communication	3.1.1, 3.1.4, 3.1.5, 3.1.11, 3.1.13	6

Learning Resource

- Channel your English, Upper Intermediate Students Book

AKU-EB Teaching and Learning Resource Guide:

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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

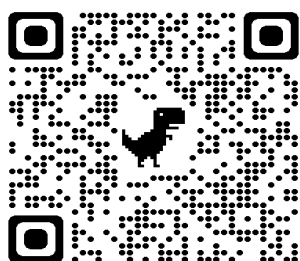
Individual Work: Students can be given the task of composing letters in various formal contexts like complaint, request, apology, persuade, order, etc.

Formative Assessment: Have students work individually. Refer to writing activities in the mentioned book's chapters 11, 12 and 15 on writing sample letters. Please also refer to Oxford Dictionary's section WT22-25 on writing formal letters.

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>



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing Cloze Passage	Missing Words, Appropriate Vocabulary, Substituting Words.	Expository and Narrative	3.1.11, 3.1.12, 3.1.13	6

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%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

http://www.englishdaily626.com/cloze_passages.php?001

https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12_L.VAU_Cloze_Passage.pdf

Suggested Activities and/or Formative Assessment

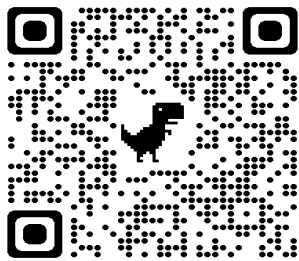
Activity 1

Utilise the 'Cloze Passage Section'; of AKU-EB's past papers for this activity and take help from the given links or sources that assess the students' grammatical skills.

Further Resources

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



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Identify and Understand Literary Genre	Narrative	2.1.8, 2.1.9, 2.1.10, 2.1.11, 2.1.12, 2.1.14, 2.1.16	3

Learning Resource

- Cambridge International AS and A Level English Language by Mike Gould and Marilyn Rankin (Unit 1: Reading non-fiction, pg. 7-9, 40- 43, activity 1.5 while identifying the author's language, style, tone and belief)

AKU-EB Teaching and Learning Resource Guide:

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Web Resource

<https://www.youtube.com/watch?v=oarGRayak5o>

Suggested Activities and/or Formative Assessment

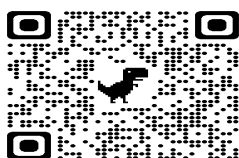
Activity 1

- Have students see the given video: Watch & Learn:
<https://www.youtube.com/watch?v=oarGRayak5o>
- Outline key points in the video for the students and utilise concept mapping for further clarity.
- <https://www.ereadingworksheets.com/genre-worksheets/genre-worksheet-01/preview/genre-worksheet-01-01.jpg>.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Understanding narrator's point of view		2.1.11	2

Learning Resource

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Web Resource

<https://www.ereadingworksheets.com/point-of-view/>

Suggested Activities and/or Formative Assessment

Activity 1

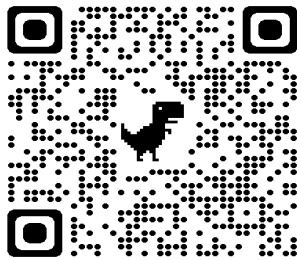
Point of View Flip:

Help students understand how point of view changes a story. First, read or tell the traditional story of The Three Little Pigs or any relevant story that is suited for the classroom. Discuss with the students how the story would change if it were being told in first person by one of the pigs or the wolf, rather than being told in third person.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Essay type- Narrative	Narrative	3.1.8 (a-e), 3.1.7 & 3.1.11	6

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Web Resources

<https://www.teachstarter.com/us/blog/32-tips-for-teaching-narrative-writing-us/>

<https://www.studiobinder.com/blog/narrative-essay-topics/>

<https://www.weareteachers.com/personal-narrative-ideas/>

Suggested Activities and/or Formative Assessment

Activity 1

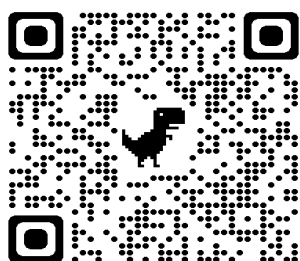
Narrative Sentence Starter Cards:

Use the Narrative Sentence Starter Cards to encourage your students to write something imaginative and interesting. You can also use the given links for essay ideas. Facilitate students in understanding the inclusion of literary devices as part of their essay writing to enhance their writing skills.

Further Resources

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



Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Structure, Language Ideas in Expository Texts,	Expository	2.1.1, 2.1.5, 2.1.6, 2.1.7, 2.1.13, 2.1.14, 2.1.15	2

Learning Resources

- Redford, R. (2010) English: An International Approach 4. Oxford University Press Chapter 4 Reaching out pg. no 69-73

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Web Resources

<https://www.mometrix.com/academy/fact-or-opinion/>

<https://keydifferences.com/difference-between-fact-and-opinion.html>

Suggested Activities and/or Formative Assessment

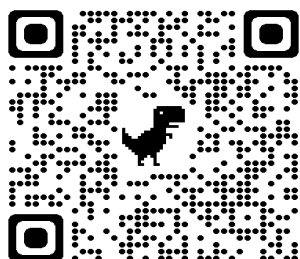
Activity 1

Pair Work: Have students understand and differentiate between facts and opinions with the help of the given links. You are encouraged to share any other relevant examples that can benefit students in understanding the differentiation.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Topic Sentences, Thesis Statement and Paragraphing essay	Expository	3.1.1,3.1.5, 3.1.7, 3.1.8,	1

Learning Resource

- Complete Paragraph book by Fitzpatriz Ruscica

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%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

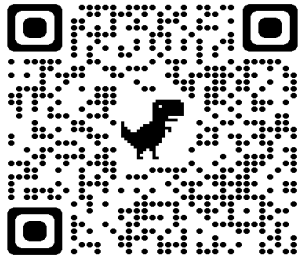
Creating topic sentence activities from the given book (pgs 62-81) that aim to help students understand the requirement of the topic sentences. Take assistance from Chapter 9 from the given book for the activity.

Utilise reading passages from AKU-EB's past papers and encourage students to find topic sentences.

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>



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Understanding Text Structure in Reading Exposition	Expository	2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.13	1
Reading	Text Type and Its Purpose and Feature	Expository	2.1.10	2

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

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AKU-EB English Guide for Teachers:

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Web Resources

<https://www.ereadingworksheets.com/text-structure/>

<https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf>

<https://literacyideas.com/different-text-types/>

Suggested Activities and/or Formative Assessment

Activity 1

Reading Techniques:

In this activity, facilitate students to read short paragraphs and use the answers to solve the activities in the given links. While students complete this activity, you can ask them to annotate/ circle/ underline lines from the passages to justify their choices.

Activity 2

Color by Number:

In the given links, there are many activities that can assist students in understanding text structure. You can share relevant examples with your students and ask them to pick colours and colour code the relevant paragraphs with reference to the order of the text. For example 5 colours for 5 paragraphs. Ask them to number the relevant paragraphs in order of information presented by colour coding them.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Expository essays	Expository	3.1.1, 3.1.5, 3.1.11, 3.1.12, 3.1.10, 3.1.13	6

Learning Resources

- The complete paragraph book by Fitpatriz Ruscica

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%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://myperfectwords.com/blog/expository-essay/expository-essay-examples>

<https://www.eapfoundation.com/writing/essays/candc/>

<https://myperfectwords.com/blog/expository-essay/expository-essay-examples>

Suggested Activities and/or Formative Assessment

Activity 1

Individual Work: Have students write essays on the given prompts. You can choose the essays with reference to the number of periods allotted for this section. You can also encourage students to write essays on any relevant pressing issue of today.

<https://www.misd.net/languageart/grammarinaction/501writingprompts.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>



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	paired passages: synthesise information from two texts based on the same theme	Expository: Paired Passage	2.1.4, 2.1.13, 2.1.15, 2.1.16	3

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

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Web Resource

<https://www.readworks.org/article/Rituals-for-Making-Tea/fbe1c3c8-9613-4550-a0f1-935e651309ad#!articleTab:content/contentSection:a920c036-b140-4469-948c-4941143e9fc9/>

Suggested Activities and/or Formative Assessment

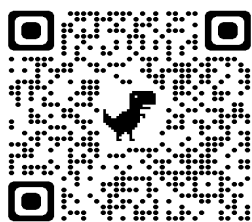
Activity 1

Assist students in comprehending various types of information in paired texts (of same or different topic/ theme to develop the ability to synthesis between two similar and dissimilar texts. Utilise any past paper reading passage and pair it with a similar/ dissimilar themed passage or infographic. Then ask them to draw similarities/ differences between the texts and any additional points of justification on the texts.

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>



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill/ Topic	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Letter to Editor	Interpersonal communication	3.1.4, 3.1.9, 3.1.11, 3.1.12, 3.1.13,	6

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

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Web Resources

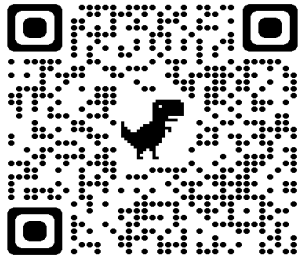
<https://www.readwritethink.org/classroom-resources/lesson-plans/persuading-audience-writing-effective#ResourceTabs3>

<https://www.kellogg.edu/upload/eng151/chapter/how-to-write-a-summary/index.html#:~:text=Summary%20Writing%20Format&text=A%20summary%20is%20written%20in,to%20defend%20the%20main%20point.>

Further Resources

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



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Summary Writing	Narrative Expository	3.1.1, 3.1.5, 3.1.6, 3.1.11, 3.1.12	3

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%20English%20Compulsory.pdf>



AKU-EB English Guide for Teachers:

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Suggested Activities and/or Formative Assessment

Activity 1

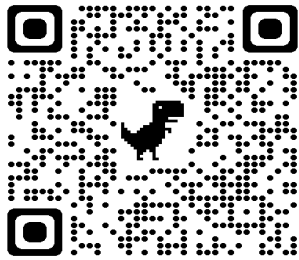
You can assess students by having them complete the exercises in the given link.

<https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/summarizing-worksheets-and-activities/>

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>



FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	analyse and add relevant information	narrative & expository	2.1.14	2
Writing	grammar accuracy	Error correction	3.1.13	2

Learning Resource

- Redford, R. (2010) English: An International Approach 4. Oxford University Press Chapter 05

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/Resources%20Guide%202022%20HSSC%20I%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 Resource

<https://englishforeveryone.org/Topics/Paragraph-Correction.html>

Suggested Activities and/or Formative Assessment

Activity 1

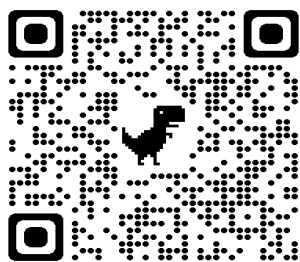
Have student's analyses and add relevant information from outside the text to the information.

Activity: Walk in someone else's shoes. Have students discuss a tv show/ novel/ film/ any other relevant source material and ask them to add their own opinion or perspective on that source material to either enhance its meaning or give it a new fresh view.

Further Resources

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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.

You are advised to use an ad-blocker while accessing the websites and web resources. In case any website is not functional for any reason, you may inform us at examination.board@aku.edu for an alternative or search material via any search engine.

FOR ACADEMIC YEAR 2023 AND ONWARDS