



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

ENGLISH

Grade IX

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	1.1.1, 1.1.2	4

Learning Resources

AKU-EB Teaching and Learning Resource Guide:

<https://examinationboard.aku.edu/about-us/SyllabiList/RG22%20SSC1%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	2.1.1, 2.1.2, 2.1.3, 2.1.4	6

Learning Resources

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Suggested Activities and/or Formative Assessment

Activity 1

Three-Step Reading Journey

- Material Needed: A selected reading passage or book

Pre-Reading Task

- Provide students with the title and a brief introduction to the text.
- Encourage students to predict the content and purpose of the reading based on the title and introduction.
- Ask students to brainstorm any prior knowledge they have related to the topic.

While-Reading Task

- Have students read the assigned text individually or in small groups.
- Provide guiding questions or comprehension prompts related to the text to keep students focused while reading.
- Encourage students to underline key points, highlight unfamiliar words, or take notes to aid comprehension.

Post-Reading Task

- Initiate a class discussion to share students' interpretations of the text and their thoughts on the content.
- Ask students to summarise the main ideas or key points of the reading in their own words.
- Engage in follow-up activities like role-playing, debates, or creative writing tasks related to the text.

Activity 2

Learning Reflection Exit Tickets

Materials Needed: Index cards or small pieces of paper, writing utensils

Distribute the Exit Tickets:

- At the end of the lesson or class, hand out index cards or small pieces of paper to each student.
- Instruct students to write their names at the top of the paper.

Reflect on Learning:

- Pose a few reflective questions related to the lesson's objectives or key topics covered.

For example:

- What was the most important thing you learned today?
- What concept or idea was the most challenging for you?
- How do you plan to apply what you learned in your daily life?

Share Takeaways:

- Ask students to jot down their responses to the reflective questions on the exit tickets.
- Encourage them to be concise and focus on their main takeaways from the lesson.

Collect the Exit Tickets:

- Have students submit their completed exit tickets as they exit the classroom.

Review and Discussion:

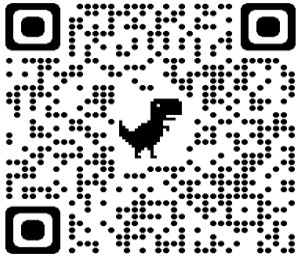
- Take some time to review the students' responses after the class.

- Use the insights from the exit tickets to understand what concepts resonated with the students and what areas may need further clarification or reinforcement.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	identification of Coherence and transitional devices	3.1.10 (e), 2, 1.11 (b)	5

Learning Resources

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Skill	Scope	Range of SLOs	Periods (40 mins)
Writing	Use of prewriting and planning strategies	3.1.1, 3.1.2	5

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Suggested Activities and/or Formative Assessment

Activity 1

Pre-writing: Teacher will provide a reading passage. In groups, students will discuss on the topic and also brainstorm on it individually. Teacher will discuss about general construction of a writing piece.

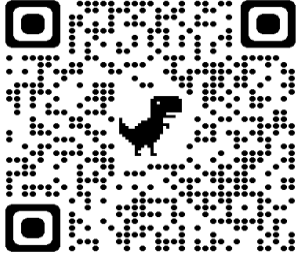
While-writing: Students will do free writing on the prompt provided by the teacher.

Post-writing: Teacher will lead a discussion on the process and formats of writing.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill/ Topic	Scope	Range of SLOs	Periods (40 mins)
Reading/Listening/Speaking	Facts and opinion	2.1.10, 1.2 .8, 1.2.7, 1.2.9	5

Learning Resources

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Suggested Activities and/or Formative Assessment

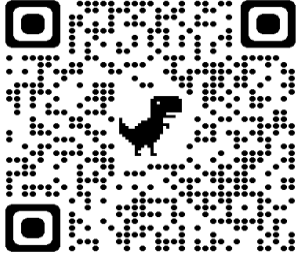
Activity 1

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/ Topic	Scope	Range of SLOs	Periods (40 mins)
Writing (Narrative)	Mechanises of narrative text	3.1.4, 3.1.5, 3.1.9, 2.1.7	5

Learning Resources

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Suggested Activities and/or Formative Assessment

Activity 1

Using magic mirror activity as warm up. Students will be asked to answer a few questions about their past (e.g. Think of the best gift you have received during your childhood. Why gave it to you? Describe your emotional attachment with it. Is it still with you? Why?). Students will write a narrative text based on the information they have noted down. Some students will be asked to read out their narrative texts in class, followed by characteristics of narrative texts.

Then students will watch a small interactive video with hands on practice.

<https://www.learner.org/interactives/story/cinderella> (For interactive video lesson)

The teacher may also share a list of vocabulary for writing narrative texts/ story.

Activity 2

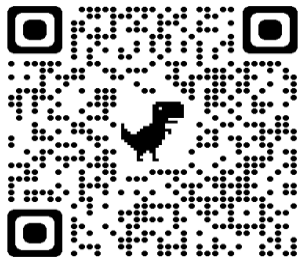
Writing Break

Stop in the middle of class and give students two minutes to write about the given lesson or topic. Students can discuss in pairs, share and write comments, and/ or read a few aloud.

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Skill/ Topic	Scope	Range of SLOs	Periods (40 mins)
Writing (Descriptive)	Mechanics of descriptive text	2.1.13, 2.1.8, 3.1.6, 3.1.9 3.1.12	6

Learning Resources

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Web Resource

<https://www.youtube.com/watch?v=dIvodkN0BvM>

Suggested Activities and/or Formative Assessment

Activity 1

Show! don't tell (warm up)

It can be spicy if you add jalapenos or choose to spread some red peppers over it. It's hot, and succulent at the same time. It's truly a wonderful taste when you take that first bite, and all the flavours of the sauce, cheese, and seasoning go rushing towards your taste buds, the sound it makes. That crunchy sound you hear when

biting into that delicious, seasoned crust. It's like heaven on earth. Another thing that is great about it is how it feels. It has a smooth exterior if done properly. It can also be gooey, and the bread is nice and crusty, it makes my mouth water is of course the toppings and cheese.

Guess what this is?

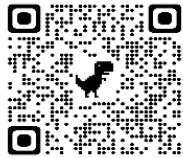
Video watching for description (to understand the process of descriptive writing)

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

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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	3.1.10 (a, b, d, g), 3.1.11	5

Learning Resources

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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

The teacher can present students with a short paragraph to read, intentionally lacking proper punctuation, making it nonsensical or confusing. Afterward, the teacher can provide the same passage with appropriate punctuation marks and ask the students to read it again, emphasising whether the paragraph now makes sense. This activity helps students understand the importance of punctuation in creating coherence and clarity in writing.

Activity 2

Sentence Snake (Practice)

An effective method to reinforce new vocabulary and reinforce punctuation rules is by providing students with a series of sentences written in a spiral or snake shape, without any punctuation or spaces between the words. Subsequently, the students are tasked with rewriting the sentences, inserting appropriate spaces and punctuation marks, demonstrating their understanding of the vocabulary and punctuation concepts. This engaging activity helps students practice their language skills while honing their ability to structure coherent and well-punctuated sentences.

Activity 3

Slap the Board

Display the complete range of punctuation marks on the board. Present a sentence on the screen/ board with a gap where a punctuation mark should be inserted. Observe as students enthusiastically compete to identify the appropriate punctuation mark by slapping its corresponding picture (digital or physical picture). The first student to touch the correct punctuation mark earns a point for their team. This interactive activity not only reinforces punctuation skills but also fosters a fun and engaging learning environment.

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Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/Speaking	Listening, reading and speaking about narratives	1.1.3,1.2.1 (a, b),1.2.2, 1.2.5	3
Reading	Listening, reading and speaking about narratives	1.2.7, 2.1.6, 2.1.7, 2.1.10	5

Learning Resources

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Web Resource

<https://www.youtube.com/watch?v=8bBmL2O6jzY>

Suggested Activities and/or Formative Assessment

Activity 1

Activate Prior Knowledge

In the classroom, exhibit various types of texts such as a textbook, novel, book review, cartoon, recipe, and magazine advertisement. Challenge students to determine the purpose of each example. Afterwards, the teacher will distribute worksheets to the students, where they will identify the type of text for each given example. This activity aims to enhance students' understanding of different text types and their respective purposes in written communication.

Activity 2

Typhoon

Explain to students that this game is named after the strong wind that blows everything away. It can be played with a class as small as three, but it also works with large classes. It's great for reviewing speaking topics.

1. On the board draw a grid of boxes—a 6 x 6 grid works well and can take about 45 minutes to complete, but you may vary this once you've played a few times. You'll just want to choose the size depending on how much time you have. Mark one axis with numbers, the other with letters. (Or use vocabulary words like adjectives on one and nouns on the other.)

2. On a piece of paper or in a notebook (out of sight) draw the same grid. On your grid, fill in scores in all of the boxes. Most of them should be numbers, and others will be letters. It doesn't matter which number you choose, but it's fun to have some small ones (1, 2, 3, etc.) and some very big ones (500, 1000, etc.). About one in four boxes should have the letter "T" for "Typhoon."

3. Put the students into teams—at least three teams—and mark a place on the board to record each team's score.

4. Ask questions or give speaking tasks to each team in turn. If they answer correctly, they then "choose a box" using the grid labels. The teacher checks the secret grid and writes the score into the grid on the board. This score also goes into the team's score box.

5. If the chosen box contains a number, the scores simply add up. But if the box contains a "T," the team then chooses which another team's score they want to "blow away" back to zero.

Notes on Typhoon:

If you run out of time but the game isn't finished, declare a "no questions, just choose" period to fill the rest of the grid and find out who wins. Students love this game, so you can spice it up by adding different symbols in some of the boxes.

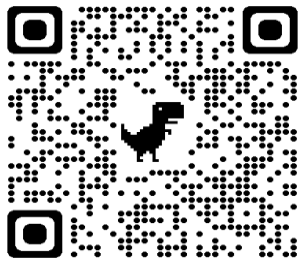
Use: Swap: They must swap their score with another team's score, even if they're winning.

S: Steal. They can steal a score instead of just blowing it away. D: Double. They double their own score. After a couple of times playing this game, students can easily run it themselves. This provides even more opportunities to speak. One student (or a pair) could handle the grid, another could handle the scoreboard, others can make or choose questions or tasks, and someone can be Game Presenter.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Reading	Summary writing	2.1.12, 2.1.10	4

Learning Resources

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Web Resources

<https://grammar.yourdictionary.com/writing/lesson-plans-on-summary-writing-skills>

Suggested Activities and/or Formative

Assessment

Activity 1

1) Somebody, wants to, but, so, then: An introductory activity to engage students in reading/listening and writing summary of given text (Narrative). Teacher will provide students a narrative text. Students will read text. After reading, they will solve the Graphic Organiser (Somebody, wanted to, but, so, then) with the help of the teacher. Then they will write Graphic Organiser (GO) in paragraph format which serves as Summary of narrative text.

Somebody	• Character
Wanted to	• Rising action
But	• Conflict
So	• Falling Action
Then	• Resultant

2) Another GO to summarise any other type of text with the help of skimming and scanning technique.

Activity 2

Index Card/ Summaries/ Questions:

This can be integrated with any other subjects (like Biology, Economics or Civics). After any unit is taught in a class of that subject, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a question for further understanding.

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Skill	Scope	Range of SLOs	Periods (40 mins)
Grammar	Mechanism of sentence structure such as Subject-Verb Agreement (SVA), Sentence construction	3.1.10 (b,c,d), 3.1.11	4

Learning Resources

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Suggested Activities and/or Formative Assessment

Activity 1

Discussion method/lecture: With examples, students will be discussed about SVA and its rules.

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 others. 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.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Letter writing)	Informal letter writing strategies	3.1.1, 3.1.3, 3.1.4, 3.1.5 (a)	5

Learning Resources

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Web Resource

<https://keydifferences.com/difference-between-formal-and-informal-letter.html>

Suggested Activities and/or Formative

Assessment

Activity 1

By eliciting questions, trigger student's 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.

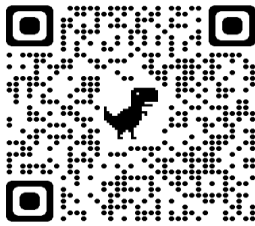
Activity 2

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 letter 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 informal letter as well.

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/Speaking/ Reading	Use of appropriate vocabulary according to text type	1.1.4, 1.1.5, 1.2.3, 2.1.6	4

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Skill	Scope	Range of SLOs	Periods (40 mins)
Reading	Mechanics of expository text (Organising the expository text)	2.1.9, 1.2.7	5

Learning Resources

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Web Resource

https://archive.nytimes.com/www.nytimes.com/learning/issues_in_depth/10WritingSkillsIdeas.html

Suggested Activities and/or Formative

Assessment

Activity 1

Pecha Kucha Presentation: Teacher can make a power point presentation of 20 slides. Presentation may contain pictures of common issues we are facing these days like garbage dump, pollution, over population etc. And randomly call students to speak for it for twenty seconds only. At the end of activity then teacher will reveal

that we have exposed some facts about the given pictures, hence, the expository writing. After that teacher will start describing the organization, format and other concepts about expository writing. Teacher can give some text as sample or to perform any other activity of their own choice.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Writing (Exposition)	Construction of expository writing and presentational devices	1.2.1 (c), 3.1.7, 3.1.8	5

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Suggested Activities and/or Formative Assessment

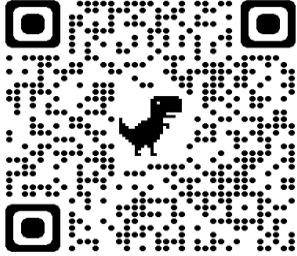
Activity 1

Teacher will start with the review of previous lessons about reading expository texts. Then, the class will brainstorm on a given topic to write Introductory paragraph, writing the first draft. Then same method will be followed for the rest of the paragraphs as well. Sample essay may also be provided.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Listening/speaking	Identify the authors purpose to describe the impact vivid words on senses	1.2.4, 1.2.7,	3

Learning Resources

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Web Resource

<https://www.education.com/lesson-plan/el-support-lesson-identifying-the-authors-purpose/>

Suggested Activities and/or Formative

Assessment

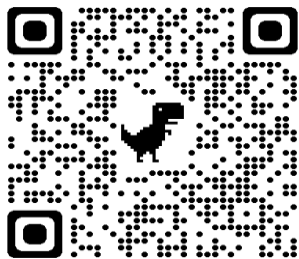
Activity 1

Get to the heart: Often when authors write, they're trying to get readers to feel a certain way. Perhaps the author of an article about whale conservation wants readers to feel sad about the plight of whales. Or the author of a letter may want to make the recipient feel better about a situation. Provide students a text to read. After students have read it, ask: How do you feel? And how did the author get you to feel this way?

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Range of SLOs	Periods (40 mins)
Reading/Vocabulary	Use of Figurative language	2.1.5, 3.1.9	5

Learning Resources

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Web Resources

<https://meritnotes.com/general-english/synonyms-antonyms-worksheet/1-79413/>
<https://www.weareteachers.com/funny-short-stories/>

Suggested Activities and/or Formative

Assessment

Activity 1

Hang man sort of vocabulary game, fun with synonym and antonyms or any other activity that can help students to understand the importance of figurative language.

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>



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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