



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Pacing Guide for Teachers

ENGLISH

Grade XII

Number of weeks: 28

Number of periods per week: 3

Key Textbook: Cambridge International AS and A level English Language by Mike Gould and Marilyn Rankin

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	Listening and Speaking skills utilizing expressive/reflective, persuasive/argumentative and analytical texts.	4.1.1	3
Listening	Intonation and Register, Formality/Informality	Listening and Speaking skills utilizing expressive/reflective, persuasive/argumentative and analytical texts.	4.1.2, 4.1.3, 4.1.4	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 Resources

<https://wordwall.net/resource/22675745/accents>

<https://pediaa.com/difference-between-accent-and-dialect/#:~:text=Definition,a%20particular%20group%20of%20people.>

<https://en.islcollective.com/english-esl-worksheets/general-topic/tourism/airport-announcement-listening-b2c1/141761>

<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/a-student-discussion>

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

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

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

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

Suggested Activities and/or Formative

Assessment

Activity 1

- Students can be asked to spin the wheel and find accents on the internet to listen to the difference in speech.
- Students can be taught the worksheet with the given resources of image and audio to identify specific accents.

Activity 1

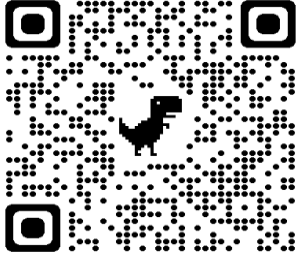
Students can be taught the difference of formal and informal tone and how they are for specific situations and occasions, and how formality of tone is created through Jargons and Registers

<https://usefulelenglish.ru/phonetics/practice-intonation-rhythm>

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)
Listening	Conversations, Polite Tone, Request, Negotiation and Advertisement, Propaganda (visual and language)	Listening and Speaking skills utilizing expressive/reflective, persuasive/argumentative and analytical texts.	4.2.1, 4.2.2, 4.2.3, 4.2.6 & 4.2.11	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

Asking for information <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/a-phone-call-from-a-customer>

Polite /request <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/arriving-late-to-class>

Negotiation: <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/making-a-decision>

Media (interview) <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance>

Representation/ visual aid/ Language media (news) <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/business-news>

Propaganda/ rumors <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/talking-about-rumours>

Stereotypes <https://www.listenaminute.com/s/stereotypes.html>

Suggested Activities and/or Formative

Assessment

Activity 1

Students can be taught the clubbed SLOs through the given links. Each link includes listening passages, resources, online activities and also worksheets.

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/ Topic	Scope	Subskill	Range of SLOs	Periods (40 mins)
Listening	Persuasion and Argument	Listening and Speaking skills utilizing expressive/ reflective, persuasive/ argumentative and analytical texts	4.1.5, 4.2.1, 4.2.2, 4.2.3, a-d), 4.2.4, 4.2.6, 4.2.8, 4.2.9, 4.2.10	4
Listening	Analytical	Listening and Speaking skills utilizing expressive/ reflective, persuasive/ argumentative and analytical texts	4.2.1, 4.2.2, 4.2.4, 4.2.7, 4.2.8, 4.2.9, 4.2.10	4

Learning Resources

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>



Web Resources

https://ed.ted.com/best_of_web/fz9CEx5T

https://ed.ted.com/best_of_web/fz9CEx5T/review_open#question-1

Suggested Activities and/or Formative Assessment

Activity 1

Students can be taught the skill of Listening through different Pre, While and Post listening activities through the videos in the given links.

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/ Topic	Scope	Subskill	Range of SLOs	Periods (40 mins)
Reading	Topic Sentence and Thesis Statement	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1,5.1.2	5
Reading	Argumentative Texts	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1, 5.1.2, 5.1.3, 5.1.5, 5.1.6,5.1.9, 5.1.10, 5.1.11,5.1.14	6

Learning Resources

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>



Web Resources

<https://manoa.hawaii.edu/undergrad/learning/wp-content/uploads/2014/03/MAIN-IDEAS-AND-SUPPORTING.pdf>

https://www.eslprintables.com/writing_worksheets/writing_essays/argumentative_essay/Exam_Video_games_Reading_com_518226/

Suggested Activities and/or Formative

Assessment

Activity 1

Following the given guided discussion in the link below and relevant open discussion activities to cater the SLOs.

https://www.townsendpress.com/sites/default/files/tinymce/writing%20and%20motvn/RWC_chapter4.pdf

Activity 2

You can encourage students to either work in pairs or individually by assisting them with relevant activities with reference to the given link.

<https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/131/501readingcomprehensionquestions4thedition.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	Subskill	Range of SLOs	Periods (40 mins)
Reading	Argumentative text	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.11, 5.1.4, 5.1.16, 5.1.17 & 5.1.18	3
Reading	Persuasive text	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1, 5.1.2, 5.1.3, 5.1.5, 5.1.6, 5.1.9, 5.1.10, 5.1.11, 5.1.14, 5.1.15	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://2.files.edl.io/iJSjC81c06sLzpGwLxh8ztiOX4kDmhfJac4WtgZtEuqmpsRT.pdf>

<https://www.bu.edu/teaching-writing/resources/essential-lesson-6/>

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.

Activity 2

With help of past papers of AKU-EB and relevant sources, engage students in discussing text and its theme, main idea, and author's point of view.

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	Persuasive text, Paired Passages, Scripted Speeches, Voice Overs and Debates	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.11, 5.1.4, 5.1.13, 5.1.15, 5.1.16, 5.1.17 & 5.1.18	4
Reading	Analytical Text	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.1, 5.1.2, 5.1.3, 5.1.5, 5.1.6, 5.1.8, 5.1.9, 5.1.15, 5.1.16	3

Learning Resources

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

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

For activities refer to the activities mentioned in the learning resources.

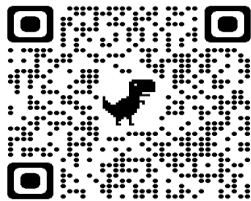
Activity 2

For activities refer to the activities mentioned in the learning resources.

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	Text Structure (text types) and Ideas, Values and Attributes	Persuasive/ argumentative, reflective, expository, and analytical texts	5.1.7, 5.1.17, 5.1.18	4
Writing	Audience/purpose and Content, Pre-Writing Strategies, Cohesive Devices	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.1, 6.1.2, 6.1.7	2

Learning Resource

- Writing Coach; writing and grammar for 21st century by Prentice Hall
- Writer's Choice: Grammar and Composition Grade 12 by Glencoe McGraw-Hill.

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://dpi.wi.gov/sites/default/files/imce/ela/images/Text%20Structures>.

<https://pressbooks.howardcc.edu/engl087/chapter/audience-purpose-context/>

<https://englishpost.org/types-cohesive-devices/>

Suggested Activities and/or Formative Assessment

Activity 1

For activities refer to the activities mentioned in the learning resources.

Activity 2

Students can be taught the basics of identified formal writing with the given sample formats (in the given links) and presentational skills.

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	Types of Formal Writing (Resume'/cover Letter, Personal Statement, Formatting and/or Presentation Skills	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.3, 6.1.5, 6.1.6, 6.1.15	5

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

Resume and cover letter: <https://hwpi.harvard.edu/files/ocs/files/hes-resume-cover-letter-guide.pdf>

Personal Statement: <https://www.wpi.edu/sites/default/files/docs/Offices/Career-Development-Center/Personal-statement.pdf>

Report writing: <https://www.toppr.com/guides/business-correspondence-and-reporting/report-writing/introduction-essential-elements/>

Presentation Skills for technical writings: https://www.e-buc.com/portades/9788498803488_L33_23.pdf

Suggested Activities and/or Formative

Assessment

Activity 1

Students can be taught the basics of identified formal writing with the given sample formats (in the given links) and presentational skills.

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	Reports/ Memos	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.1,6.1.2,6.1.3, 6.1.7,6.1.8	4
Writing	Resumes and Cover letters	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.1,6.1.2,6.1.3, 6.1.5,6.1.7,6.1.8	4

Learning Resources

- Oxford Advanced Learners' Dictionary: International edition.
- Writer's Choice: Grammar and Composition Grade 12 by Glencoe McGraw-Hill.

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

For activities refer to the activities mentioned in the learning resources.

Reported verbs, report writing format 10 details important for report and sample reports:

https://www.grammarly.com/blog/how-to-write-a-report/?gclid=EAlaIQobChMlrb-vZDU_QIV15BoCR13bANvEAAYASAAEgLGCFD_BwE&gclidsrc=aw.ds

https://emedia.rmit.edu.au/learninglab/sites/default/files/Reporting_verbs_2014_Accessible.pdf

Encourage students to opt for prompts given in AKU-EB past papers. It is also encouraged to provide students with newspapers talking about incidents and events. They can then be tasked to write a report using the appropriate writing conventions.

Activity 2

For activities refer to the activities mentioned in the learning resources.

Teachers can use job advertisements from websites and classified sections of newspapers.

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	Personal statement for Admission	Persuasive/ argumentative, reflective, expository and analytical texts	5.13, 6.1.1, 6.1.2, 6.1.6, 6.1.8, 6.1.13, 6.1.14,	3

Learning Resources

- Writer's Choice: Grammar and Composition Grade 12 by Glencoe McGraw-

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

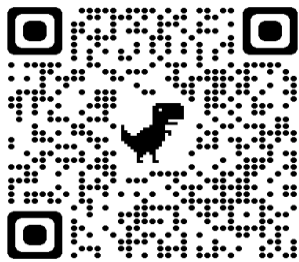
Activity 1

For activities refer to the activities mentioned in the learning resources.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Summary writing	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.4	2
Writing	Types of Writings/ Essays	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.8	3

Learning Resources

- Cambridge International AS and A level English Language by Mike Gould and Marilyn Rankin

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>



Web Resources

<https://www.deanza.edu/esl/documents/Summary%20Writing.pdf>

<https://generales.uprrp.edu/competencias-linguisticas/wp-content/uploads/sites/15/2020/12/Types-of-Essays.pdf>

https://www.smekenseducation.com/wp-content/uploads/archive/files/Op_v_Pers_v_Arg.pdf

Suggested Activities and/or Formative Assessment

Activity 1

Students can be given an idea of what summary is, identify what their prior knowledge is about summary writing.

https://edtechbooks.org/academic_a_writing/writing_a_summary

Activity 2

Students can be taught the difference of opinion/expressive, argumentative and persuasive essays. For activities refer to the activities mentioned in the learning resources.

Further Resources

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Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Autobiographies, Memoirs, personal experiences	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.9 (a-c),	3

Learning Resources

- Cambridge International AS and A level English Language by Mike Gould and Marilyn Rankin

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Suggested Activities and/or Formative Assessment

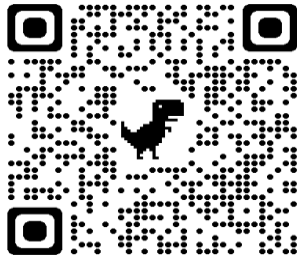
Activity 1

For activities refer to the activities mentioned in the learning resources.

Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	Persuasive and Argumentative essay/ text, Rhetoric devices	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.10 (a-f), 6.1.10 (d-e)	6

Learning Resources

- Writer's Choice: Grammar and Composition Grade 12 by Glencoe McGraw-Hill.
- Cambridge International AS and A level English Language by Mike Gould and Marilyn Rankin

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

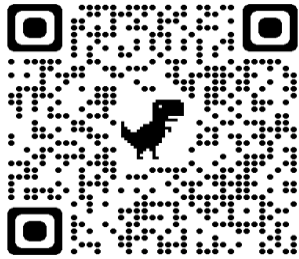
Activity 1

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Further Resources

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FOR ACADEMIC YEAR 2023 AND ONWARDS

Skill	Scope	Subskill	Range of SLOs	Periods (40 mins)
Writing	expository essay, Analysis/critical analysis	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.11, 6.1.12	4
Writing	figurative/literary/cohesive devices, connotations, jargons/registers, formal/informal meanings, grammar	Persuasive/ argumentative, reflective, expository and analytical texts	6.1.13, 6.1.14	4

Learning Resources

- Cambridge International AS and A level English Language by Mike Gould and Marilyn Rankin
- Prentice Hall: Writing Coach; Writing and Grammar for 21st Century.
- Writer's Choice: Grammar and Composition Grade 12 by Glencoe McGraw-Hill

AKU-EB Teaching and Learning Resource Guide:

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Web Resources

https://www.jcu.edu.au/_data/assets/pdf_file/0010/218629/Choosing_the_right_word.pdf

<https://www.mdc.edu/kendall/collegeprep/documents2/transitional%20words%20and%20phrasesrevised815.pdf>

<https://content.schoolinsites.com/api/documents/87ab7e9317424d6d8a72b517109ba76a.pdf>

Suggested Activities and/or Formative Assessment

Activity 1

For activities refer to the activities mentioned in the learning resources.

Activity 2

For activities refer to the activities mentioned in the learning resources.

Students can be assessed using the taught grammatical accuracy through cloze passages, or implementation in their writings or various websites can be used for classroom activities as per the teacher's requirements.

<https://www.teachstarter.com/us/blog/20-grammar-activities-to-use-in-the-classroom-us/>

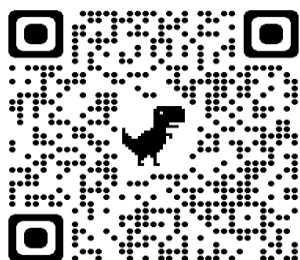
<https://www.teach-this.com/grammar-activities-worksheets>

<http://www.roadtogrammar.com/>

Further Resources

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<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.

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.