

Class-9<sup>th</sup>  
Subject-English  
Syllabus

Month	Name of Books	Contents	Period allotted	Revision period
April				
May	Beehive :-  Moments:- Grammar:-  Composition:-	The Fun They Had The Sound of Music (Evelyn Glennie, Bismillah Khan.) The Road Not Taken(Poem) The Lost Child Punctuation (Semi colon, colon, Dash, Hyphen, use of brackets and exclamation marks. Applications, Business letter/ job application.	4 6  2 4 2  4	4
June	Summer Vacation			
July	Beehive :  Moments:-  Grammar:-  Composition:-	The Little Girl A Truly Beautiful Mind Wind (Poem) Rain on the Roof (Poem) The Adventures of Toto  Articles (Indefinite and definite) Tenses( Present and past) Description of events/incidents(day to day events, past events, functions, eye witnessed incidents and accidents)	3 3 2 2 2 2 3 2 2 3	3
August	Beehive :-  Moments:- Grammar:- Composition:-	A Legend of Northland.(Poem) In the Kingdom of Fools Reported Speech Paragraph/article writing on current affairs, persons, visits, common social issues and problems)	3 2 2 3 4 4	3
Sept.	Beehive :-  Moments:-  Grammar:-  Composition:-	My Childhood No Men Are Foreign (Poem)  The Happy Prince Weathering the storm in Ersama, Voice(Tense wise , imperative , Double objects, who-words and miscellaneous) Conjunctions (Not only, but also , since, because, as , while, when, that , till, until, unless)	4 2 2 3 3 3  3	4
Oct.	Beehive :-  Moments:-	Packing Reach for the Top On Killing a Tree (Poem) The Last Leaf	5 5 2 3	5

	Grammar	A House Is Not a Home	2	
	Composition:-	Report writing (Present and past happenings and functions)	3	
	Reading skills	Unseen passages for comprehension	2	
			3	
Nov.	Beehive	The Bond of Love The Snake Trying (Poem)	4	4
	Grammar	Modals (Shall, will, can, may should, would, could, might)	2	
	Composition:-	suffixes, correct spellings Messages (personal and professional) Advertisement (Situation vacant, Job wanted for, lost & found, sale & purchase, accommodation wanted)	4	
			2	
			4	
December	Beehive	If I Were You	4	3
	Moments		3	
	Grammar	The Beggar Subject verb agreement (based on tenses, modals, verbs and conjunctions)	3	
	Composition	Notice (related to school/office/public)	3	
January	Moments	Road Safety	3	3
	Composition	Paragraph Writing, Poster Making (including road safety)	4	
	Grammar	Transformation of sentences, simple, compounds and complex sentences, Dialogue writing (between two persons)	4	
			2	
		Report writing	3	
February		Revision		
March		Examinations		

Note: Project work must be given to the students as per the convenience of the teacher. (preferably in the month of December)

GRAMMAR Portion to be deleted.

- 1 Use of Passive Voice
- 2 Clauses (Noun, Adverb clauses of condition and time, Relative)

Class-IX  
Subject: English  
Annual

Guidelines for teachers

A teacher is supposed to take the following points in consideration while teaching prose/poetry:

- 1 Teacher should correlate the contents of the chapter with the examples of day to day life to make the students understand the text well.
- 2 Teacher must stress the vocabulary given in a particular chapter to enrich the word power of students, to enhance their understanding pronunciation and stress while reading aloud in classroom.
- 3 Stress must be given on correct pronunciation while reading the text aloud and letting the children read the text.
- 4 The style of a writer enunciating his experiences or writing about historical events and places, must be explained to the students i.e. whether it is narrative, persuasive, expressionistic or impressionistic style.
- 5 A critical appreciation of the poem must be given to the students; while teaching poems the teacher must explain used vocabulary, style, diction, use of figures of speech etc in the text.
- 6 Prose/play must be taught on the basis of activities such as group discussion, role playing, debate, declamation etc. (developing similar topics as given in the chapters.)
- 7 Grammar already used in the text of a chapter must be related to the topics of grammar taught in the class i.e. parts of speech, prepositions, conjunctions etc. used in the sentences of text.
- 8 To enhance the correct usage of English, teacher must encourage the students to go on the pattern used in the text of the chapter.
- 9 Students must be encouraged for a comparative study of the text giving references and allusions from other chapters if there is any relation in the text i.e. ideas, style, lexical and grammatical usage.
- 10 For improving the communicative skills of students, teacher must encourage the students to participate in different types of activities to be done in classroom such as; Newspaper cuttings, preparing charts based on grammar, flow charts based on story or paragraph, developing paragraph by speaking in front of class and organizing debate and discussions based on chapters and related issues.



Class-IX  
Subject: English  
Annual  
Chapter wise Guidelines

A teacher is supposed to take the following points in consideration while teaching prose/poetry:

- 1 A critical appreciation of the poem must be given to the students explaining and simplifying the used vocabulary, style, diction and figures of speech.
- 2 Teacher must introduce the latest teaching aids like that of robotic teachers in the chapter THE FUN THEY HAD. In the same chapter a comparison and contrast of emotions can be observed between machine and man. In the story THE LOST CHILD also the touchy difference between man and material should be discussed in the classroom.
- 3 In chapters THE ADVENTURES OF TOTO and THE BOND OF LOVE a teacher must highlight the characteristic features which separate human beings from animals.
- 4 In chapters MY CHILDHOOD and PACKING, autobiographical incidents and used vocabulary must be observed and discussed with the students encouraging them to follow the path shown by them.
- 5 Chapters THE HAPPY PRINCE, THE LAST LEAF and THE BEGGAR carry the moral values that must be inculcated into the students to transform them into good citizens. Similarly a humanitarian approach in chapter WEATHERING THE STORM IN ERSAMA should be assessed and discussed with the students.
- 6 Chapter like REACH FOR THE TOP, full of motivational incidents should be discussed in the class to the true meaning of the word.
- 7 A symbolic aspect of patience and impatience of Buddha and Pashupati Nath has been highlighted respectively in the chapter KATHMANDU which must be discussed in detail with the students while dealing with the chapter.
- 8 To evoke the feelings of love and concern for nature, the poems RAIN ON THE ROOF, THE LAKE ISLE OF INNISFREE and THE SNAKE TRYING should be explained intensely; whereas the poem THE ROAD NOT TAKEN should be explained highlighting the human dilemma .