



Subject: English

Class: IX

Term: 1

Sl No.	Month	W D	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	2	Beehive ch1- The Fun They Had	<p>*Explore the contrast between future and traditional education.</p> <p>*Reflect on how technology can change human experiences, especially schooling.</p> <p>*Examine the thoughts and feelings of Margie and Tommy.</p> <p>*Compare the imagined future school system with your current school experience.</p> <p>*Identify key ideas, events, and setting from the story.</p> <p>*Answer questions based on inference, prediction, and summarization</p> <p>*Discuss the pros and cons of robotic teachers and computerized learning.</p> <p>* Reflect on why the children of the future thought "the fun they had" was something they missed.</p>	<p>"Margie's Diary Entry"</p> <p>Activity</p> <p>Description: Title: "A Day I'll Never Forget" or "What I Learned About Old Schools"</p> <p>Task: Students will write a diary entry from Margie's point of view after reading the old book and learning about schools from the past.</p>	<p>Communicative Language Teaching (CLT)</p> <p>Focus: Interaction and communication</p> <p>Role Play / Skit</p> <p>Task: Students act out a scene where Margie and Tommy discover a real classroom. Focus: Makes the story come alive and reinforces learning through performance.</p>	
2	April	13	13	2	Beehive ch 2. The Sound of Music - part 1-	<p>*Understand the biography and achievements of Evelyn Glennie.</p> <p>*Grasp the challenges she</p>	Write a comparative biography of Evelyn Glennie & Bismillah Khan, highlighting	<p>1. Collaborative Learning & Inquiry-Based Learning</p> <p>2. Think -pair & share and Encourage the</p>	

					Evelyn Glennie	<p>faced due to her hearing impairment.</p> <p>*Identify the main theme: determination, inclusivity, and the power of will.</p> <p>*Appreciate the values of: Perseverance, Self-confidence, overcoming adversity</p> <p>*Develop empathy for people with disabilities and understand their potential.</p>	<p>their struggles, achievements and contributions to music. (Task: Present it creatively as a newspaper article, a role play interview, or a podcast).</p>	<p>students to ask questions and explore answers correctly.</p> <p>3. Multisensory Approach: Engage multiple senses to reinforce learning: Use a combination of reading, listening, visual aids, movement, and touch - based experiences. Eg: Clap out rhythms for students to feel; compare how sound is heard vs. felt.</p>	
3	April	13	13	2	The Sound of Music- part 2 The Shehnai of Bismillah Khan	<p>*Understand the life, achievements, and contributions of Ustad Bismillah Khan.</p> <p>*Identify the central theme of the lesson: dedication to art, humility, and love for one's roots.</p> <p>*Identify the central theme of the lesson: dedication to art, humility, and love for one's roots.</p> <p>*Learn about the history of the shehnai and its evolution as a classical musical instrument.</p> <p>*Develop awareness about India's rich musical heritage and famous musicians.</p> <p>*Understand the role of music in cultural identity and national pride.</p>	<p>Instrument Legacy- Research the instruments used by both the musicians- Shehnai and Percussion Instruments - and create an infographic for powerpoint presentation (OR) Art Integration: Make posters or collage art illustrating Bismillah Khan's life or the importance of classical music in India.</p>	<p>Group Discussion & Reflection: Topics like: "Should tradition and modernity co-exist in art?", "What makes Bismillah Khan a true patriot?" Think-Pair-Share: "What can we learn from Bismillah Khan's life?"</p> <p>Storytelling Approach: Narrate the chapter like a story, emphasizing Bismillah Khan's simplicity, patriotism, and devotion to his art.</p>	
4	April	13	13	2	Moments supp-1. The Lost Child	<p>*Identify the central theme, main idea.</p> <p>*interpret the emotional journey of the protagonist and how it evolves throughout the</p>	<p>*Role play presentation: enact a short dialogue - based skit showing – the child entering</p>	<p>Storytelling with Expression Narrate the story with voice modulation, pauses, and gestures to</p>	

						<p>narrative.</p> <p>*analyze the contrast between material desires and emotional needs through the child’s changing reactions.</p> <p>*discuss how the author uses imagery and symbolism to convey deeper meaning, use of descriptive language, sensory details etc.</p> <p>*develop the universal emotions of attachment, love, and security of the family.</p>	<p>the fair- watching the things around and enjoying the same-the moment of getting lost, the stranger trying to help- the child’s refusal of toys and sweets etc.</p>	<p>capture emotions (especially when the child gets lost).</p> <p>Real-Life Connection</p> <p>Discussion Ask: “Have you ever been lost or felt scared in a crowd?”</p> <p>Let students share personal experiences (optional, safe space only)</p> <p>*Scaffolding & Guided Reading</p>	
5	April	13	13	2	<p>Grammar-Subject Verb Agreement : Gap Filling –Using tenses, finding errors and correction</p>	<p>*Identify the subject and verb in a sentence accurately.</p> <p>*Understand the basic rules of subject-verb agreement in present, past, and future tenses. *Apply correct subject-verb agreement in sentences with singular and plural subjects. * Construct grammatically correct sentences using proper subject-verb agreement</p>	<p>Title: “Grammar Detectives: Spot the Error!”</p> <p>1. Grammar Detective (Group Activity): Materials: Short stories or paragraphs with intentional subject-verb errors.</p>	<p>*Rule-Based Introduction</p> <p>* Real-Life Connection</p> <p>* Think -pair-share</p> <p>* Inductive method of teaching</p>	
6	April	13	13	1	<p>Letter Writing - Informal</p>	<p>*Identify the format and structure of an informal letter correctly.</p> <p>*Differentiate between formal and informal letters based on tone, structure, and purpose.</p> <p>*Write an informal letter using appropriate greetings, body, and closing in 120–150 words.</p> <p>*Express personal thoughts and emotions clearly and coherently in writing.</p> <p>*Use correct grammar, punctuation, and spelling in informal writing.</p> <p>*Organize content logically into introduction, main</p>	<p>1. Letter Puzzle Game: Provide jumbled parts of a letter and ask students to arrange them in correct order 2.Prompt-Based Writing: Give prompts like: “Write a letter to your cousin describing your school trip.” – students write letters individually.</p> <p>3. Letter Exchange: Students write letters to each</p>	<p>1. Model Writing – Show students a sample informal letter and analyze its parts (address, greeting, body, closing).</p> <p>2. Interactive Discussion – Discuss different situations where informal letters are written (to friends, cousins, grandparents).</p> <p>3. Guided Practice – Write a letter as a class with teacher’s help, then assign a similar topic for</p>	

						content, and conclusion. *Respond appropriately to a given prompt or situation with a suitable tone and language.	other pretending to be friends living in different cities.	individual writing.	
7	April	13	13	1	Letter Writing - Formal	<p>*Identify the correct format of a formal letter including sender's address, date, receiver's address, subject, salutation, body, and closing.</p> <p>*Differentiate between formal and informal letters in terms of tone, structure, and language.</p> <p>*Write a formal letter on a given topic within the prescribed word limit (120–150 words).</p> <p>*Use formal and polite language appropriately for different purposes (complaint, inquiry, application, etc.).</p> <p>*Organize ideas logically into introduction, main content, and conclusion.</p> <p>*Revise and edit their own letters for clarity, grammar, and relevance.</p>	<p>1. Letter Writing Prompts: Example: “Write a letter to the municipal commissioner about poor sanitation in your locality.”</p> <p>2. Real World Connection: Ask students to bring examples of formal letters from home (e.g., school circulars, appointment letters) to analyze structure.</p>	<p>1. Direct Instruction – Teach the parts of a formal letter and demonstrate how to structure one on the board or screen.</p> <p>2. Model Writing – Analyze a sample formal letter together, discussing each component.</p> <p>5. Peer Review – Students review each other’s letters using a checklist/rubric.</p>	
8	APRIL	13	13	1	Wr- Diary Entry	<p>*Recognize the structure of a diary entry (date, salutation, body, closing).</p> <p>*Write a personal diary entry that reflects their emotions, experiences, and daily events in a clear and organized manner.</p> <p>*Express emotions and personal reflections effectively through writing, making the entry more authentic and meaningful.</p>	<p>Diary Entry Sharing Circle: After writing their diary entries, students can share excerpts from their diaries in small groups (if comfortable).</p>	Task-Based Language Teaching (TBLT), * Communicative Language Teaching (CLT):	
9	June	20	20	4	Grammar-Tenses, Gap Filling –	*Identify different types of tenses (present, past, future; simple, continuous, perfect,	Gap-Filling Exercises: Fill in	Concept Mapping /	

					<p>Using tenses, finding errors and correction</p>	<p>perfect continuous). *Apply the correct tense forms in gap-filling exercises. *Detect and correct tense-related errors in sentences or short paragraphs. *Differentiate between similar tense forms (e.g., past simple vs. present perfect). *Construct grammatically accurate sentences using appropriate tenses for context.</p>	<p>the blanks using the correct form of the verbs in brackets. Example: “She (<i>go</i>) to the market every Saturday.” → goes Error Correction Task: Identify and correct the errors in a paragraph or set of sentences. Example: “He <i>was go</i> to school when it <i>rains</i>.” → was going, rained Tense Conversion Exercise Rewrite sentences in a different tense. Example: Convert to past perfect: <i>She finishes the work.</i> → She had finished the work. Multiple Choice Quiz: Choose the correct verb tense to complete a sentence.</p>	<p>Tense Chart Visual aids showing: Verb forms Signal words Usage examples Helps clarify the function of each tense. Real-Life Conversations / Role Play Practice tenses through dialogues: Booking a ticket (future) Talking about last holiday (past) Describing a friend (present) Inductive Method :Instead of explaining the rules first, give examples and ask students to observe and <i>figure out</i> the tense rules on their own. Example: Give a few sentences in the present continuous tense. (Short Paragraph Writing: Prompt: “Describe your daily routine” (for Present Simple), or “What did you do last weekend?” (for Past Simple).)</p>	
10	JUNE	20	20	2	<p>Beehive Poem-1. The Road Not Taken</p>	<p>*Understand the literal and metaphorical meanings of the poem. *Analyze the theme of choices and their consequences in life. *Identify poetic devices like metaphor, symbolism, rhyme</p>	<p>Poetic Device Hunt Task: Students re-read the poem and identify poetic devices such as: Metaphor, Imagery, Rhyme Scheme</p>	<p>*Experiential Learning *open-ended, probing questions *Reflective Learning Technology Integration: Use tools like: Kahoot/Quizizz for</p>	<p>3rd weekly test on 20th June 2025 Portion: Beehive ch1- The Fun They</p>

						scheme, and imagery. *Relate the poem's message to real-life decision-making situations.	(ABAAB)Output: Present findings in a creative chart or poster with examples and explanations.	poetic device quizzes. Google Slides/Canva for visual presentations on symbolism and theme. Padlet or Jamboard for collaborative interpretations or "thought walls."	Had Moments Ch-1 The Lost Child Gr: Subject Verb Agreement Wr: Letter to the Principal
11	JUNE	20	20	3	Beehive ch3. The Little Girl	*Understand the emotional growth of a child and the shift in her perception of her father. *Explore themes such as fear, love, misunderstanding, and realization. *Identify traits of Kezia, her father, and other supporting characters. *Reflect on the importance of understanding and communication in relationships.	Role Play / Dramatization: Group Discussion: Topic: "Do strict parents always lack love?" or "Misunderstandings between parents and children."	Poster Making: Topic: "Expressing Love Without Words" – Show different ways parents express love through actions. Parent-Child Interview: Students interview their parents on how they expressed love when they were young and share insights in class.	
12	JUNE	20	20	3	Beehive ch 4. A Truly Beautiful Mind	*Recall important events and facts from Albert Einstein's life. *Identify Einstein's contributions to science, particularly his theory of relativity. *Understand the challenges Einstein faced during his early life and career. *Comprehend the significance of Einstein's work in shaping modern science. *Analyze how Einstein's personality and character traits contributed to his success. *Evaluate the impact of his work on the world and society. *Reflect on the qualities of a "beautiful mind," such as	*Multiple Assessment 1: MCQ'S/Short answer test based on factual details from the lesson "A truly Beautiful Mind". *Develop an infographic on Einstein's scientific contributions and humanitarian efforts. *Integrated grammar exercises Editing based on modals Sentence Reordering Assessment tools – speaking and listening skill	Inquiry-Based Learning: Pose open-ended questions like: "What does it mean to have a 'beautiful mind'?" and "How did Einstein's attitude toward learning differ from others?" Research Project approach : Ask students to research Einstein's life outside the classroom (e.g., his political views, humanitarian work, etc.) and present it to the class. Collaborative Learning: Group Activity: Break students into small groups and ask them to create a presentation on	

						curiosity, persistence, and kindness. *Appreciate the connection between passion, intelligence, and human connection in Einstein's life.		a specific aspect of Einstein's life (e.g., his childhood, his career in science, his legacy).	
13	JUNE	20	20	2	Beehive poem 2. Wind	<p>*explore the theme of nature, focusing on wind and its symbolic representation in the poem.</p> <p>*understand how the poem conveys the power and subtlety of wind.</p> <p>*analyze literary devices</p> <p>*critically examine how the wind is depicted as a force of both destruction and creation</p> <p>*express their interpretation of the poem's deeper meanings and relate it to their personal experiences.</p>	<p>Identifying Poetic Devices (15 minutes): On the board or chart paper, write down examples of poetic devices that appear in the poem. For example: Metaphor, Personification & Alliteration.</p> <p>*Activity Title: "Wind as a Force: Science and Poetry Combined.</p>	<p>1. Communicative Language Teaching (CLT) Use discussion, opinion sharing, and group interaction to interpret the poem's meaning.</p> <p>2. Lexical Approach Focus on key vocabulary (e.g., crumbling, rage, shutters) and collocations used in the poem.</p> <p>3. Literary Device Hunt In pairs, students identify and explain the effects of literary devices.</p>	
14	JUNE	20	20	2	Beehive poem 3. The Rain on the Roof	<p>*reflect on how nature, such as rain, impacts their own emotions and memories.</p> <p>* Make connections between the poem and personal experiences.</p> <p>*Identify and discuss the use of sound devices, such as alliteration, rhyme, and onomatopoeia, and their role in enhancing the poem's mood.</p> <p>*Explore themes of memory, solace, and the natural world's ability to influence human emotions.</p> <p>*Discuss how the poem links nature with personal reflection.</p>	<p>Create a visual representation (drawing, collage, digital artwork, etc.) of the emotions and imagery from "The Rain on the Roof." This could be a scene that you think best captures the feeling of nostalgia and comfort the poem conveys.</p>	<p>1.Communicative Language Teaching (CLT) Encourage sharing personal connections with rain, feelings it evokes, and related experiences.</p> <p>2.Integrated Skills Approach Combine reading (text), listening (rain sounds or poem audio), speaking (group discussions), and writing (summary/reflection).</p> <p>3. Lexical Approach Focus on poetic and sensory vocabulary (e.g., tinkle, patter, shingles, melancholy) with contextual use.</p>	

15	JUNE	20	20	2	Moments Supp- 2 The Adventures of the Toto *Understand the plot, characters, and setting of "The Adventures of Toto." *Examine Toto's character traits, such as his playful and mischievous nature. *Discuss the role of the narrator (the boy) and his relationship with Toto. *Explore the impact of Toto's actions on his environment and the people around him. *Understand how Ruskin Bond uses humor to convey the story's themes *Reflect on the relationship between humans and animals, *Explore themes of freedom and mischief, as seen through Toto's actions.	Vocabulary and Language Use – Vocabulary Quiz : These questions test students' understanding and use of new vocabulary words introduced in the story. Task: Match the following words from the story with their meanings. Worksheets on the lesson	Guided Reading: Read the story in parts with pauses for discussion and clarification of difficult vocabulary. Annotation Activity: Encourage students to highlight descriptive language or humorous parts of the story. Jigsaw Reading (Cooperative Learning):Divide the story into sections. Students read in groups and explain their section to peers. *The Direct Method: *Inductive Grammar Teaching.	
16	JUNE	20	20	2	Moments Supp- 3. Ishwaran the Story Teller *Comprehend and Analyze the story, its theme, and characters, with an emphasis on Ishwaran's storytelling abilities. *Appreciate the character of Ishwaran, his personality traits, and his role as a storyteller. *Write their own short story or recount a personal experience using narration skills similar to Ishwaran's. *Discuss the role of exaggeration and humor in storytelling and its impact on the listener.	Character Sketch: Have students write a brief character sketch of Ishwaran, focusing on his personality, skills, and his role in the story. This can help them understand characterization.	Jigsaw Reading (Collaborative Learning): Divide the story into sections. Each group reads a part and presents the summary. Guided Reading with Comprehension Checks: Ask:“Why is Ishwaran called a storyteller?” “How does he create suspense?” Contextual Vocabulary Activities: Use graphic organizers for words like dramatic, spine-chilling, convincing.	8th WEEKLY TEST on 28 July 2025 Beehive ch: 4 &5 Poems: 2 & 3 Moments: ch 3& 4 Reading Comprehension : Unseen passage Gr: Modals
17	July	25	20		Gr- Modal verbs *Identify and define modal verbs (can, could, may, might,	Warm-up Quiz: Multiple-choice or	*Focus on Form (FoF), *Inductive Teaching:	

						<p>shall, should, will, would, must, ought to).</p> <p>*Recognize the correct usage of modal verbs in various contexts (expressing ability, permission, advice, obligation, possibility, etc.).</p> <p>*Distinguish between modal verbs that express necessity, possibility, permission, and ability.</p> <p>*Use modal verbs while framing sentences.</p>	<p>matching exercises to identify modal verbs and their meanings.</p> <p>Fill-in-the-blanks: Use the correct modal verb in given contexts. Matching Exercise</p> <p>Written Task: Short paragraph writing using at least five modal verbs.</p>	<p>*Contextualized Learning: Introduce modal verbs through real-life contexts such as making requests, giving advice, or asking for permission.</p> <p>Direct Instruction: Teacher introduces modal verbs using examples and categorizes their use</p>	
18	July	25	20	2	Story Writing	<p>*Understand the essential elements of a story (setting, characters, plot, conflict, resolution).</p> <p>*Develop original and coherent storylines with a clear beginning, middle, and end.</p> <p>*Use descriptive language to create vivid imagery and evoke emotions.</p> <p>*Apply proper grammar, punctuation, and sentence structure in their writing.</p> <p>*Edit and revise their drafts for improvement.</p> <p>*Express creativity, imagination, and empathy through storytelling.</p>	<p>Story Planning Template: Assess students' ability to brainstorm and organize ideas.</p> <p>Story Starters: Short prompts to evaluate their imagination and structure.</p> <p>Peer Review: Students exchange drafts and provide feedback on structure, content, and language.</p>	<p>a.Brainstorming and Graphic Organizers: Use story maps, character profiles, and plot diagrams to help organize thoughts before writing. organize thoughts</p> <p>B. Modeling and Guided Writing:Teacher models a story on the board, thinking aloud to demonstrate structure and writing techniques.</p> <p>C. Reading and Analysis: Analyze short stories or fairy tales to understand narrative elements and styles.</p>	
19	JULY	25	20	3	Beehive ch- The Snake & the Mirror	<p>*Analyze the character of the doctor, his traits, and his role in the story.</p> <p>*Understand how the author builds suspense and uses humor to engage readers.</p> <p>*Identify and discuss key themes such as fear, courage,</p>	<p>Multiple-Choice Questions (MCQs) & Character Sketch.</p> <p>Pause for discussion: Narrative Technique Analysis:</p>	<p>While-Reading Stage (Input and Comprehension Building)</p> <p>ELT Focus: Scaffolded reading, vocabulary in context, interactive learning</p>	<p>Periodic Test 1- Beehive ch: 1 - 4 Moments ch: 1-3 Poem: 1-3 Gr: Subject Verb Agreement Modal Verbs & Tenses</p>

						and irony in the story. Analyze Character Traits *Understand the narrator's personality: vain, imaginative, comical, and eventually humble.	Students identify features like: *First-person narration *Use of humor and suspense *Dialogue	Activities: Chunked Reading with Comprehension Questions: Read the text in parts.	Wr: Letter Writing, Diary Entry Reading: Unseen Passage
20	JULY	25		2	Poem: Lake Isle of Innisfree	*Understand and interpret the central theme of peace and escapism in the poem. *Identify and explain the use of literary devices such as imagery, alliteration, and personification. *Analyze the poet's expression of a personal desire for solitude and harmony with nature. *Connect the poet's longing for Innisfree to their own ideas of peace and tranquility. *Recite the poem with proper intonation and rhythm. *Appreciate the aesthetic use of nature in poetry.	Activity: "Peace Jar" – Finding Personal Peace 1. Give each student a small slip of paper. 2. Ask them to write down one thing, place, or activity that brings them peace or calm (e.g., sitting by a window, listening to music, playing with a pet). 3. Collect the slips in a jar or box labeled "Our Innisfree". 5. Wrap up with a brief discussion: "Why do we all need an 'Innisfree' in our lives?"	*Multiple Intelligences Approach: Visual learners: Draw or create a mood board of Innisfree. Musical learners: Listen to a musical version of the poem and discuss mood/tone. Intrapersonal learners: Reflective writing in their own peaceful place. Interpersonal learners: Group activities like peer interviews about calming experiences. 2. Task-Based Learning (TBL): Method: Assign a task like designing a travel brochure for Innisfree or writing a letter from the poet's perspective.	
21	JULY	25	20	2	Beehive poem- A legend of the Northland	*Relate the theme to real-life values such as kindness and sharing. *Identify the poetic devices used (e.g., rhyme, alliteration). *Interpret the moral of the poem and its relevance in today's world. *Express opinions about the characters and moral lessons & summarize the central idea of the poem.	Activity 1: Role Play Students enact the scene between Saint Peter and the woman. Home Assignment: Write a diary entry from the woman's point of view after turning into a bird. (100–120 words) Enhances creative	Integrated Skills Approach: Focus: Teaching all four language skills (Reading, Writing, Speaking, Listening) together. Application: Reading: Annotate the poem and identify key ideas. Writing: Compose a diary entry from the	

							writing and empathy.	perspective of the woman or Saint Peter.	
22	JULY	25	20	3	Moments-Supp 4. In the Kingdom of Fools	<p>*Identify key events, characters, and the satirical elements in the story.</p> <p>*Understand the moral/message of the story.</p> <p>*Relate the story's events to real-world logic and consequences.</p> <p>*Examine the behavior of the king, ministers, and guru-disciple duo.</p> <p>*Analyze the use of irony and absurdity.</p> <p>Creative Writing Task: "Write an alternative ending to the story where the disciple doesn't listen to the guru."</p>	<p>Activity 1: Irony Hunt: Identify ironic situations in the story.</p> <p>Vocabulary Activity: Activity: Word Cards</p> <p>Each student gets a card with a difficult word.</p> <p>They find synonyms, antonyms, and use it in a sentence.</p> <p>Helps reinforce context-based vocabulary.</p>	<p>1. Communicative Language Teaching (CLT) Goal: Improve real-life communication</p> <p>Activity: Role-play the trial scene – Assign roles (king, minister, guru, disciple, thief, etc.). Students improvise dialogue in English, encouraging spontaneous speaking.</p> <p>*Storytelling and Narration Goal: Enhance fluency and vocabulary Activity.</p>	
23	JULY	25	20	3	Gr-Reported Speech – commands, requests, statements, questions.	<p>*Identify and convert direct speech into reported speech for commands, requests, statements, and questions.</p> <p>*Understand the changes in pronouns, tenses, word order, and reporting verbs.</p> <p>*Apply reported speech rules in written and spoken forms.</p> <p>*Differentiate between the types of sentences and their transformation rules.</p>	<p>1. Warm-Up (5–7 mins): Start with a short dialogue and ask students to report what the characters said.</p> <p>2. Concept Explanation with Examples (15–20 mins): Use a PPT or board to present rules and examples for: Statements Commands/Requests.</p>	<p>Inductive Grammar Teaching Goal: Let students discover grammar rules through examples</p> <p>Activities: Provide students with examples of direct and reported speech. Guide them to figure out the rules for tense changes, pronouns, and time expressions. Example: "I am happy," becomes "He said he was happy."</p> <p>2. Technology-Enhanced Learning</p>	
24	JULY	25	20	2	Wr-Biographic al sketch/	*Understand the structure and key components of a biographical	Biography Jigsaw Reading Procedure:	1. Communicative Language Teaching (CLT): Focus: Fluency	

					Descriptive paragraph (about a person) sketch/descriptive paragraph. * Use appropriate vocabulary and sentence structures to describe a person’s appearance, personality, and achievements. *Organize ideas logically in a coherent paragraph. *Identify and apply correct tense forms (especially past tense). *Enhance descriptive writing skills using figurative language (e.g., similes, metaphors).	Divide a biography into 4 parts (early life, education, achievements, personal traits). Timeline to Paragraph Procedure: Give students a timeline of a famous personality. They convert the timeline into biographical sketch.	and real-life communication. 2. Task-Based Learning (TBL): Focus: Completing real-world tasks using language. 3. Blended Learning Combines traditional classroom teaching with online tools. Grammar-Translation Method Focus: Reading and writing. Direct Method Focus: Speaking and listening.	
25	JULY	25	20	2	Unseen passage (Reading skills) Enhance the ability to identify the main idea and key details in a passage. Interpret and analyze information, themes, and arguments presented. Expand understanding of unfamiliar words using context clues. Develop the skill to infer meanings, draw conclusions, and make predictions based on textual evidence. Identify the author's tone, purpose, and perspective. Apply prior knowledge to understand and relate to new information in the text.	1. Vocabulary Building: Conduct a “Context Clues Challenge,” where learners highlight and decode unfamiliar words in the passage using surrounding text. 2. Worksheet of unseen passages would be provided. 3. Match the following activity would be given to find out the opposite words	1. Skimming and Scanning Techniques: Teach students to skim for the main idea and scan for specific information. Practice this regularly with varied passages (narrative, factual, descriptive, etc.). *Jigsaw Reading: Divide the class into groups; each group reads a part of the passage and explains it to others. Encourages collaboration and deeper understanding.	
26	JULY	25	20	3	Moments Supp 5. The Happy Prince *identify and explain the traits of the main characters—The Happy Prince and the Swallow—with evidence from the text. *write a short paragraph expressing their opinion on whether the Prince and the Swallow made the right choices, with reasons.	1. Character Role Play: Students enact the roles of the Happy Prince, the Swallow, and townspeople to explore motivations and feelings. 2. Value Chart: Create a two-	During Reading Activities Methodology: Interactive Reading/ Guided Reading Strategies: Read-Aloud with Role Play: Assign roles (Happy Prince, Swallow, Narrator). Pause &	

						<p>*Analyze the author's purpose and tone and how they influence the reader's perception.</p> <p>*Develop empathy and relate the story to real-life situations. Understand the central theme of compassion and selflessness.</p>	<p>column chart: Character Values Displayed E.g., Happy Prince Compassion, Generosity</p> <p>3. Creative Writing: "Imagine you are the Swallow. Write a letter to a fellow bird about your experience helping the Happy Prince."</p>	<p>Question: Stop at key points and ask inferential and reflective questions. Assessment Strategies Methodology:</p> <p>Character Sketch: Write about the character of the Happy Prince or the Swallow.</p> <p>Theme-Based Essay: How does the story reflect the importance of compassion in society?</p>	
27	AUGUST	20	20	2	Beehive Poem: No Men are Foreign	<p>Identify and explain the central theme of universal brotherhood and peace.</p> <p>Interpret the poet's message about equality, unity, and the futility of war.</p> <p>Analyze literary devices used in the poem (e.g., metaphor, repetition, imagery).</p> <p>Relate the poem's message to real-world examples of discrimination or conflict.</p>	<p>1. Art Integration Create a "Peace Tree" where each leaf represents a country, showing unity and shared humanity.</p> <p>2. Poster or Collage Making Topic: "We Are One World" – using images, words, and symbols that reflect global unity.</p>	<p>Methodology: Constructivist / Inquiry-Based Learning Strategies:</p> <p>Think-Pair-Share: Ask students: What does the phrase "No Men Are Foreign" suggest to you?</p> <p>Quote Discussion: Use quotes about unity, peace, or global brotherhood for class discussion.</p>	
28	AUGUST	20	20	3	Beehive ch-My Childhood	<p>*Identify key facts about Dr. Kalam's early life, family, and background.</p> <p>*Explain how childhood experiences shaped Dr. Kalam's values and beliefs.</p> <p>*Interpret and discuss themes such as tolerance, communal harmony, and perseverance.</p> <p>*Analyze the influence of family and society on an individual's character using textual references</p> <p>*Express opinions about discrimination and social unity</p>	<p>1. Timeline Creation Students create a visual timeline of key events in Dr. Kalam's childhood</p> <p>2. Formative and Summative Assessment MCQs / Short Answer Tests</p> <p>3. Poster Making / Role Play: Depicting an incident from Kalam's life.</p>	<p>Methodology: Guided Reading / Critical Pedagogy Strategies:</p> <p>Paragraph-wise Reading with Pause and Reflect: Guide students through each section, stopping to ask questions. Assessment Strategies</p> <p>Reflective Essay: How Kalam's childhood inspires students today.</p>	

29	AUGUST	20	20	3	Beehive Ch- Reach for the Top -part 1	<p>Identify key facts about Santosh Yadav's early life, education, and achievements.</p> <p>Analyze Santosh's character traits such as determination, courage, and independence with textual evidence.</p> <p>Explain the significance of her achievements, especially as a woman climber from a traditional society.</p> <p>Draw inspiration and relate her journey to their own goals and ambitions.</p> <p>Summarize the chapter highlighting the challenges she faced and how she overcame them.</p>	<p>Role Play/Mock Interview One student plays a journalist, another Santosh Yadav- simulates an interview about her life and mountaineering experience.</p> <p>Open book test worksheets would be provided post reading session</p>	<p>1. Storytelling & Narrative Method How: Narrate Santosh Yadav's life in a storytelling format to engage students. Why: Makes the biographical content more relatable and memorable.</p> <p>Think-Pair-Share Prompt: "What challenges did Santosh face and how did she overcome them?"</p>	
30	AUGUST	20	20	3	Beehive Ch- Reach for the Top -part 2	<p>*Comprehend the biographical narrative of Maria Sharapova's rise in tennis. *Analyze the character traits that contributed to her success.</p> <p>*Appreciate the values of determination, theme of hard work, resilience, and overcoming adversity.</p> <p>*Comprehend the key events and struggles in Maria Sharapova's journey to success.</p> <p>*Identify and discuss the personal qualities that helped Maria achieve her goals (e.g., determination, mental toughness, ambition).</p>	<p>Group Discussion: Topic – "Success demands sacrifice – Do you agree?"</p> <p>Role Play: One student plays a reporter and another as Maria Sharapova. Conduct a mock interview.</p> <p>Diary Entry: Imagine you are Maria writing in your diary the day you win your first Wimbledon title.</p>	<p>*Narrative Method: Use storytelling to present both biographies in a compelling manner.</p> <p>Link the chapters with subjects like geography (Mt. Everest), sports (tennis), or life skills (goal setting). (Encourages interdisciplinary understanding.)</p> <p>*Visual & Multimedia Learning Show videos or slideshows about mountaineering, tennis, or interviews of the two personalities.</p>	
31	AUGUST	20	20	2	Moments Supp- 6. The Last Leaf	<p>Identify and describe the main characters: Sue, Johnsy, and Behrman, using textual evidence.</p> <p>Analyze the theme of hope,</p>	<p>Role Play Enact the scene where Sue talks to Behrman or when Johnsy realizes the</p>	<p>*Methodology: Guided Reading / Collaborative Learning Strategies: Paragraph-wise Reading:</p>	

						<p>sacrifice, friendship, and the power of art.</p> <p>Interpret the symbolism of the last leaf and its impact on the characters.</p> <p>Recognize the story's irony and twist ending, explaining its effect on the reader.</p> <p>Express personal reflections on how the story's message relates to real-life challenges and inspiration.</p>	<p>leaf is still there.</p> <p>Creative Writing "If you were Sue, how would you have helped Johnsy cope with her illness?" – students write a diary entry. Worksheet consists of mcq's and question answers (2 sentences)</p>	<p>Pause to discuss characters, their emotions, and plot twists.</p> <p>Character Mapping: Track traits and development of Sue, Johnsy, and Behrman.</p> <p>In-text Questions: Art Integration: Draw or paint "The Last Leaf" on a window or wall scene.</p>	
32	AUGUST	20	20	2	Wr- Report Writing for a school Magazine	<p>*Understand the purpose and structure of a report.</p> <p>*Differentiate between factual reporting and personal narration.</p> <p>*Identify the key components of a school magazine report (headline, byline, introduction, body, conclusion).</p> <p>*Use appropriate language, tone, and tense (usually past tense, passive voice).</p> <p>*Draft a well-organized and coherent report on a given school event.</p>	<p>2. Sample Analysis: Provide 1-2 reports from past school magazines. Students identify headline, byline, structure, and tone.</p> <p>* Individual Task (Assessment): Students independently write a report on a mock or real school event.</p>	<p>1.Guided Writing: Teacher leads students through each stage of report writing with prompts.</p> <p>2. Presentation: Volunteers read their reports aloud for feedback.</p> <p>3. Experiential Learning: Rewriting an actual school event into a report format.</p>	
33	AUGUST	20	20	2	Gr- Determiners	<p>*Define and identify determiners in a sentence.</p> <p>*Differentiate between types of determiners (articles, demonstratives, possessives, quantifiers, etc.).</p> <p>*Use appropriate determiners in context to form grammatically correct sentences.</p> <p>*Recognize errors in the use of determiners and correct them.</p> <p>*Enhance clarity and precision in writing using determiners.</p>	<p>1. Warm-up: Determiner Sort Provide a mix of words; students sort them into categories (articles, demonstratives, etc.).</p> <p>2. Picture Description Show a picture and have students describe it using determiners (e.g., "This is a cat. That</p>	<p>3. Inductive Approach: Students discover rules through examples before formal instruction (e.g., noticing patterns in sentences). Differentiated Instruction: Activities tailored for various learner levels, with visuals and sentence frames for support.</p> <p>3. Gap-Fill Exercises Fill-in-the-blanks with</p>	

							is her toy.”).	appropriate determiners in short paragraphs.	
34	AUGUST	20	20	2	7. On Killing A Tree.	<p>*Understand the central idea and theme of the poem.</p> <p>*Interpret the figurative language, imagery, and tone used by the poet.</p> <p>*Analyze the structure, diction, and poetic devices (e.g., irony, personification).</p> <p>*Evaluate the poet’s attitude towards nature and human destruction.</p> <p>*Foster empathy towards nature and environment.</p> <p>*Develop appreciation for poetry and creative expression.</p>	<p>a) Formative Assessments:</p> <p>*Oral reading and recitation with attention to tone and emotion.</p> <p>*Class discussions on the theme, message, and tone.</p> <p>*Short reflective writing on "What does this poem teach us about our relationship with nature?"</p> <p>b) Summative Assessments: *Written comprehension questions (both objective & subjective).</p>	<p>a) Communicative Language Teaching (CLT): Role-play or debate on “Man vs Nature”.</p> <p>b) Task-Based Language Teaching (TBLT): Pre-task: Watch a video or show images related to deforestation. Task: Read the poem and identify poetic devices or summarize stanzas. Post-task: Write a group poem about saving nature.</p> <p>c) Lexical Approach: Focus on collocations like “bleeding bark”, “anchoring earth”. Word map creation for new vocabulary.</p>	
35	AUGUST	20	20	3	Moments Supp- A House is Not A Home	<p>*Understand the autobiographical narrative and identify the main events.</p> <p>*Analyze the emotional journey of the narrator (loss, transition, belonging).</p> <p>*Interpret the contrast between a ‘house’ and a ‘home’.</p> <p>*Explore the underlying themes of loss, adaptation, resilience, and emotional support.</p> <p>*Improve vocabulary from the context (e.g., “transition”, “trauma”, “adjustment”).</p> <p>*Promote empathy by connecting with the narrator’s</p>	<p>Think-Pair-Share: "What’s the difference between a house and a home?"</p> <p>Character sketch of the narrator with emotional traits.</p> <p>Vocabulary match or crossword puzzle based on key words.</p> <p>Story sequencing activity – arrange the events of the story in order.</p> <p>Summative Assessments:</p>	<p>Communicative Language Teaching (CLT): *Class discussions on moving to a new place or adjusting to change.</p> <p>*Peer interviews: “Have you ever had to start over? How did it feel?”</p> <p>*Task-Based Language Teaching (TBLT): *Pre-task: Show a short video on moving homes or a natural disaster. *Task: Read the story and map the emotional arc of the narrator. *Post-task: Group</p>	

						<p>feelings. *reflect on their own experiences of change and adaptation. *Develop an understanding of what truly makes a home.</p>	<p>Comprehension- based short and long answer questions. Diary entry from the narrator's point of view on the night after the fire.</p>	<p>activity – design a poster titled “What Makes a Home?” Thematic Approach: Connect the story with themes like resilience, loss, family, and belonging.</p>	
36	September	20	12	3	<p>Wr: Descriptive Paragraph writing</p>	<p>*Understand the purpose and structure of a descriptive paragraph. *Identify and use sensory details (sight, sound, smell, taste, touch). *Organize thoughts logically and coherently with appropriate transitions. *Apply figurative language (simile, metaphor, personification) to enrich writing. *Expand vocabulary for describing people, places, objects, and experiences. *Improve grammar and sentence variety in descriptive writing. *Practice punctuation and paragraph formatting. *Encourage creative expression and emotional connection to writing. *Build confidence in sharing personal observations and feelings.</p>	<p>Oral presentations of paragraphs (for speaking skill integration). Descriptive sentence expansion: Start with a simple sentence and elaborate. Home assignment: Descriptive Paragraph writing sample questions to answer</p>	<p>Guided Writing: Use prompts like "Describe a rainy day" or "Your dream room". Scaffold writing in steps: brainstorming → drafting → revising. Communicative Language Teaching (CLT): *Pair activity: Students describe an object without naming it; partner guesses. Group writing: Collaboratively describe a setting or a scene. Task-Based Learning (TBLT): Pre-task: Watch a short video or view a picture and note down sensory details. Task: Write a descriptive paragraph using those notes. Post-task: Share and revise based on peer feedback.</p>	<p>REVISION - TERM 1 Term1: Beehive ch-8 Poetry: 3-5 Moments: 1-8 Reading Comprehension: Unseen passage Gr: 1. Subject Verb Concord, 2. Determiners, 3. Modal Verbs 4. Reported Speech 5. Tenses Wr: Letter Writing, Diary Entry Story Writing Descriptive Writing</p>

Syllabus Bifurcation: 2025-26

Subject: English

Class: IX

Term: 2

Sl. No.	Month	WD	ID	No. of Periods	Chapter/ Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	October	19	19	3	Beehive ch 8- Kathmandu	*Understand the main ideas, setting, and tone of the narrative. *Identify and analyze the cultural elements, imagery, and contrasts presented. *Explore the author's experiences and emotions while visiting Kathmandu. *Recognize the use of descriptive language and its role in travel writing. *Cultivate appreciation for cultural diversity and travel experiences. *Encourage personal reflection on travel, exploration, and cultural heritage.	*Comprehension check questions after reading each paragraph. *Vocabulary building tasks: match-the-meaning, sentence making, crossword. *Map activity: Mark Kathmandu and surrounding places. *Long and short answer questions on theme, imagery, and author's experiences. *Character or narrator sketch based on inference. Creative writing: Compose a travel diary entry like the one in the chapter. Writing: A postcard from Kathmandu, diary entry, or descriptive piece.	Communicative Language Teaching (CLT): Group/pair discussions: "What makes a place memorable? Role-play: A tourist guide describing Kathmandu. Task-Based Learning (TBLT): Pre-task: Show images or videos of Kathmandu (temples, streets, local life). Task: Read the text and identify different sensory details (sight, sound, smell). Post-task: Write a short travel blog entry.	Weekly Test : 15 on 10 October 2025 ch: Reach For The Top, Kathmandu, Poem: On Killing A Tree Reading comprehension: Unseen Passage
2	October	19	19	4	Beehive ch 9- If I Were You	*Understand the plot, characters, and sequence of events in the play. *Analyze the tone, dialogue, and use of wit, irony, and suspense. *Identify the theme of intelligence vs crime and the importance of presence of mind. *Interpret character motivations and conflict	Short and long answer questions on the theme, character traits, and plot. Script-to-narrative transformation: Convert the play into a short story. Role-play performance of the play in pairs or	Communicative Language Teaching (CLT): Pair work to practice dialogues. Conduct a mock interview: "If you were Gerrard, what would you have done?" Task-Based Language Teaching (TBLT): Pre-task: Show a short clip or image	

						<p>resolution. *Practice dialogue writing and transformation of the play into narrative form. *Learn correct intonation and expression while performing a script. *Promote critical thinking and problem-solving through the character of Gerrard. *Encourage appreciation for humor, cleverness, and non-violence in conflict. *Inspire confidence and creativity in public speaking and drama.</p>	<p>small groups. Creative extension: Write an alternate ending or add a new character to the scene.</p>	<p>related to home invasion/suspense thrillers. Task: Read and discuss the cleverness of Gerrard's response. Post-task: Rewrite the dialogue with a twist (e.g., Gerrard actually being a spy).</p>	
3	October	19	19	3	Beehive poem 8- A Slumber Did My Spirit Seal	<p>*Understand the central idea and theme of the poem: death, loss, and transcendence. *Analyze the contrast between life and death as depicted by the poet. *Explore literary devices: metaphor, imagery, alliteration, and symbolism. *Interpret the philosophical undertones of the poem in the context of Romantic poetry. *Develop empathy and emotional sensitivity through the poem's theme of loss. *Encourage personal reflection on human life, nature, and mortality. *Inspire creative and expressive thinking through discussion and writing.</p>	<p>Formative Assessments: *Comprehension Q&A based on each stanza. *Identify poetic devices in the poem (e.g., underline and label alliteration or imagery). *Oral assessment: Recite the poem with correct tone, pause, and rhythm.</p> <p>Scaffolding Assessment *Break the poem into parts and explain unfamiliar vocabulary.</p>	<p>Personal Response Approach: *Begin with a silent moment of reflection and ask: "Have you ever lost something or someone important?" Task-Based Language Teaching (TBLT): Pre-task: Show an image of a peaceful forest or resting figure; ask for impressions. Task: Read the poem in groups and highlight emotional shifts.</p>	
4	October	19	19	3	Moments Supp 9 – The Beggar	<p>*Understand the plot, characters, and sequence of events in the story. *Analyze themes such as compassion, human dignity, reformation, and self-respect. *Interpret the motives and</p>	<p>Reading Comprehension Questions Short answer questions about key plot points and character motivations. Character</p>	<p>Guided Reading & Explanation Read the story aloud in parts. Pause to explain vocabulary and paraphrase complex sentences. Character Mapping</p>	

						<p>actions of key characters (Sergei, Olga, and Lushkoff). *Draw inferences and make predictions based on character development. *Develop writing skills through narrative writing and diary entries. *Foster empathy and understanding of human struggles. *Encourage reflection on the impact of kindness and second chances. *Build moral reasoning and awareness of social issues.</p>	<p>er Sketch Assignment Write a paragraph on Lushkoff's transformation. *Moral Reflection Essay "What is the true meaning of kindness as shown in the story?" *Vocabulary Quiz</p>	<p>Create a character web on the board showing relationships and character development. Think-Pair-Share Prompt: "What do you think led to Lushkoff's change?"</p>	
5	October	19	19	2	Wr- Article Writing	<p>*Understand the purpose and format of an article (Title – Introduction – Body – Conclusion). *Organize ideas logically and cohesively using paragraphs. *Use appropriate tone and style based on the audience and topic. *Apply correct grammar, punctuation, and vocabulary in written expression. *Express opinions clearly and support arguments with relevant examples or evidence. *Revise and edit their writing for clarity and correctness.</p>	<p>Formative Assessment (During Learning): *Brainstorming chart or mind map of ideas before writing. *Headline creation activity – crafting catchy article titles. *Peer review using a checklist (structure, grammar, vocabulary). *Paragraph building *Summative Assessment</p>	<p>*Brainstorming Sessions Before writing, conduct a group brainstorm on the topic: What? Why? How? Solutions? *Model Writing *Show samples of well-written articles and analyze their structure: *Incorporating Multimedia Show videos or news reports and ask students to write an article based on them. *Discussion Method</p>	
6	October	19	19	2	Wr: Letter of Order	<p>Understand the purpose and format of a Letter of Order. Identify the essential components of a formal letter, including salutation, subject,</p>	<p>Formal Letter Writing Exercise: Students write their own Letter of Order to place an order for a product or service.</p>	<p>Direct Method: Focus on speaking and writing skills by avoiding translation. Students directly practice formal language through</p>	

					<p>order details, and closing remarks.</p> <p>Write a clear and concise Letter of Order to place an order for goods or services, following the correct format and tone. Apply appropriate language and vocabulary in the context of a business order.</p> <p>Demonstrate proper etiquette in formal letter writing, including polite requests, gratitude, and professionalism.</p> <p>Critique and revise a sample Letter of Order by identifying errors. Explain the importance of maintaining professional communication in business transactions.</p>	<p>Assesses writing skills, language usage, and format.</p> <p>Fill-in-the-Blanks Activity: Provide a partially filled-out Letter of Order, where students complete missing parts (e.g., product details, delivery instructions). Assesses knowledge of structure and vocabulary.</p> <p>Letter Analysis Worksheet: Students analyze a sample Letter of Order and identify errors.</p>	<p>role-play and writing exercises.</p> <p>Process Writing Approach: Focus on drafting, revising, and editing the Letter of Order. Allow students to go through multiple stages of writing and refine their letters.</p> <p>Inductive Teaching Method: Present a sample letter of order with missing parts and let students deduce the structure and language from the examples, rather than explicitly teaching it.</p>	
7	October	19	19	2	<p>Wr: Analytical paragraph writing</p> <p>Understand the concept of analytical writing and how to present a clear argument supported by evidence. Identify key components of an analytical paragraph: topic sentence, evidence, analysis, and conclusion. Construct a coherent analytical paragraph by analyzing a specific topic, providing relevant evidence, and explaining its significance. Use formal academic language appropriate for analytical writing, including linking words, cohesive devices, and subject-specific vocabulary. Analyze texts critically and formulate an argument based on textual evidence, demonstrating a deeper</p>	<p>Paragraph Writing Exercise: Students write an analytical paragraph on a given topic or text, demonstrating structure and reasoning. Assesses writing skills, coherence, and evidence-based analysis.</p> <p>Multiple Choice Quiz on Writing Concepts: A quiz testing understanding of analytical writing elements (e.g., topic sentence, evidence, interpretation). Assesses factual understanding of analytical writing</p>	<p>Task-Based Learning (TBLT): Students engage in tasks such as analyzing a text or argument, writing a paragraph based on their analysis, and revising their work. Process Writing Approach: Emphasize drafting, revising, and editing.</p> <p>Explicit Instruction: Provide direct instruction on the components of an analytical paragraph (e.g., topic sentence, evidence, analysis) before students begin writing.</p> <p>Genre-Based Approach</p>	

						understanding of the material. Revise and refine written work by identifying and correcting errors	structure		
8	Nov em ber	22	22	22	Revision	Revision	Revision for Annual Exams	Revision for Annual Exams	
9	Dec em ber	26	26	26	Revision	Revision for Annual Exams & Pre- Board Exams			22rd WEEKLY TEST on 12 December 2025 Portion : F-9-The Proposal P-10-Anne Gregory W-5- Analytical paragraph
10	Jan uar y	18	17	17	Revision	Revision & Pre- Board Exams			Periodic Test 2 from 5th January 2026 to 12th Beehive ch: 8 & 9 Poetry: 7 & 8 Moments Sup: 7-9 January 2026 Gr-3: Modals Gr-4: Reported Speech Wr: Letter of Order Wr: Analytical Paragraph Writing Reading Comprehension : Unseen Passage
11	Feb ruar y	22	22	22	Annual Exams				Annual Exams & portions are Beehive (Chapter 1- 9 & Poems 1-8) Moments (Ch 1-8) Grammar: 1. Subject verb agreement

									<div>2. Tenses</div> <div>3. Modals</div> <div>4. Reported Speech</div> <div>5. Determiners</div> <div>6. Wr: Letter to the Editor, Letter of Complaint, order etc</div> <div>7. Wr: Paragraph Writing, Analytical Paragraph Writing</div> <div>8. Article Writing</div> <div>9 Report Writing</div>
--	--	--	--	--	--	--	--	--	--