APPENDIX - M

REVISED SYLLABUS IN ENGLISH FOR CLASSES VIII TO X

PREPARED BY THE REGIONAL INSTITUTE OF
ENGLISH, BANGALORE, APPROVED.

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ENGLISH SYLLABUS VIII-X

The Syllabus for Classes VIII-X is a continuation of the syllabus now in use for Class V-VII and the principles of language teaching outlined in that syllabus are continued with modifications suited to High School pupils. It aims at helping textbook writers and teachers to develop sentence-patterns and vocabulary in the English of their pupils. The teaching items listed separately will be found in the textbooks prescribed for each class and teachers are expected to regard this material as central. The order in which the teaching items are set out in the syllabus need not be rigidly followed by textbook writers. Illustrative sentences given for the items are only examples and they need not necessarily be incorporated in the textbooks. But the nature of language-acquisition is such that there ought always to be much revision of all items taught so far, and there may also be some teaching of items not formally listed.
This revised syllabus assumes that children will have one period of English per day, a reasonable amount of homework, and plenty of extra reading outside the classroom, through all three years. In Classes VIII, IX and X an additional 500 words per year (300 for active use, 200 for passive recognition) will be introduced. In choosing words authors will be guided by the requirements of the situation, the environment of the children, and word frequency based on lists such as the General Service Word List, the Nagpur List and the Madras List (1957).

The main body of language items is expected to have been taught by the end of Standard IX. No structural syllabus is suggested for Standard X but it is expected that the Standard X Reader will help pupils consolidate language items presented in the earlier classes. The Reader for each class provides material arranged and planned for language study. The lessons in the Reader will enable teachers to help their pupils consolidate language already learnt and acquire new language. Listening and Speaking will continue to be practised but Reading and Writing will be given increasingly more attention.
SUPPLEMENTARY READERS.

There are two Supplementary Readers for each class. They are designed primarily to develop the reading habit in our children and secondly to offer some interesting practice of the language they have learnt. These books will be examined. One will be an abridged classic, the other will be a collection of short pieces—adventive stories, popular science, travel or biographical sketches.

EXTENSIVE READING.

Pupils should be encouraged to read a large number of books besides their general and Supplementary Readers. These books should be carefully selected to suit the level of vocabulary and structure of the respective classes. There should be some follow-up work on extensive reading. The School and Class libraries should be stocked with suitable books for it.

POETRY.

There will be 8-10 poems in each Reader. The choice of poems will be governed by the principles that they should be organically related to the language-learning process, provide delight to the pupil, and be easily understood.
WRITTEN WORK.

Written exercises included in the Reader are designed to test pupils' response to the printed word and give them an opportunity to master specific language and vocabulary items introduced in each lesson. These may include topics for composition related to be given sufficient practice in Writing.

i) simple descriptions,
ii) narratives,
iii) letters—personal and official,
iv) summarising, and
v) note taking.

GRAMMAR.

As the Readers are expected to illustrate all the important points of usage no separated grammar book is required. However pupils should be helped to acquire inductively the elements of correct grammatical usage. Grammar should be used (with the minimum essential terminology) when it is helpful in remedial teaching and also in helping pupils to systematise the grammatical features they have already acquired.
### TEACHING ITEMS

#### STANDARD VIII

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<tr>
<td><strong>1. Present-Perfect Continuous</strong></td>
<td><strong>1.</strong> The boys have been playing football for an hour.</td>
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<td><strong>2. Relative clauses (defining)</strong></td>
<td><strong>1.</strong> The girl who won the first prize is Geeta.</td>
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<td><strong>2.</strong> The man whose daughter he is going to marry is very rich.</td>
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<td><strong>3. Impersonal uses of 'It'</strong></td>
<td><strong>3.</strong> The house where he lives is in Poojapura.</td>
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<td><strong>1.</strong> It's raining now.</td>
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<td><strong>2.</strong> It's warm today.</td>
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<td></td>
<td><strong>3.</strong> It's late.</td>
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<td><strong>4. Must (obligation)</strong></td>
<td><strong>1.</strong> It's late. We must go.</td>
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<td></td>
<td><strong>afraid of; fond of; late for; ready for; worried about; happy about; angry with; pleased with;</strong></td>
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<td><strong>5. Some Adjective phrases.</strong></td>
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<td><strong>6. Adverbs of frequency</strong></td>
<td><strong>never, sometimes, often, always, etc.</strong></td>
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<td><strong>7. Verb Infinitive</strong></td>
<td><strong>1.</strong> Try to do your next exercise better.</td>
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<td></td>
<td><strong>2.</strong> He is going to Delhi to meet his brother.</td>
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8. Gerunds as subjects.  
   Gerunds as objects.  
   1. Walking is good exercise.  
   2. I like reading books.  
   3. I am fond of playing chess.

   1. French is easy to learn.  
   2. It's dangerous to walk in the middle of the road.  
   3. Is this lesson easy to learn?

   1. There's a man standing at the door.  
   2. Shall we go fishing?  
   3. You can see Rajan painting.  
   4. I heard someone shouting.

11. Adjectives derived from verbs.  
   1. The glass is broken. A broken glass.  
   2. The house is deserted. A deserted house.

12. 'If' clauses (II type)  
    1. If I dropped it, it would break.

13. Reported Speech:  
    Statements (Present Tense).  
    He said, "I am reading".  
    He said that he was reading.
14. Reported Speech:
WE-(as subject) Questions:
A asked B, "Who is making noise?"
A asked B who was making noise

15. The Passive:
1) without by
1. The results will be announced in about ten days.
2. The man was killed during the night.
3. He hasn't been invited to the party tonight.

ii) with by
1. He was bitten by a snake.
2. 'Sakuntala' was written by Kalidasa.

16. Patterns for know with how, where, when, why, what, which.
Do you know where the teacher lives?

17. be able to
(with Future and Past tenses)
1. He wasn't able to see the cat. It was under the table.
2. I will be able to see him this afternoon.

18. Most (countable and uncountable)
least (uncountable)
fewest (countable)
1. Rajendra has the most pencils and the most paper.
2. David has the least paper.
3. Sumitra has the fewest pencils.
19. although; since
20. each other
21. either...or
neither...nor
22. the same as
different from
23. except like
24. Seem
25. Comparisons (adverbs)
26. May for possibility
27. Such as
28. Present Tense after
temporal
conjunctions

1. You may write either with
a pen or with a pencil.
2. Neither Krishna nor Rama
has ever seen the Lalbagh.

His shirt is the same as
mine
The two sisters are different
from each other.

Everybody came except John.
He runs like a deer.
He swims like a fish.
He looks like a wrestler.

The king seems (to be) angry.

Stay as long as you like.
Run as fast as you can.

It may rain.

Countries such as Norway
and Sweden are cold in
winter.

I'll write to you when I
reach Delhi.
Would you mind cleaning the blackboard?
Could you lend me five rupees, please?
May I go now, please?
Can I bring my brother?
Let's go for a walk!
Let's go for a swim!
Have you seen my book anywhere?
It's nowhere in this room.
It's somewhere in the house.

TEACHING ITEMS
STANDARD IX

1. Future Continuous Tense
   They will be going there tomorrow.
2. Infinitive with noun/pronoun
   I want someone to read.
3. For+Noun+Infinitive
   I bought a book for him to read.
4. Infinitive without to
   We made him work hard.
   I heard someone knock at the door.
5. Infinitive after Noun/Pronoun
   I want something to eat.
6. Must (certainty) ought to should
   They must be in the office.
   Everybody ought to work hard.
   We should listen carefully in class.
7. Conditional
   (a) unless
   Unless you work hard you won't pass the examination.
   You'll miss the bus unless you hurry.
   (b) as long as
   I don't mind how you do it as long as you do it quickly.

8. Reported Speech
   i) Inverted questions
   "Are you working?"
   He asked me I was working.
   ii) Question words
   which, what, when, where, why, how.
   A asked me when (why) I went to Delhi.

9. Passive Voice
   You may be punished if you don't bring your homework.
   may/can/must/ought to
   This can be done.
   This must be done.
   This ought to be done.

TEACHING ITEMS

10. S+V+O+Noun
    Adjective (Object Complement).
    1. They elected him captain.
    2. He painted the door red.

11. Have/get(causeative)
    1. He had his hair cut yesterday.
    2. He'll get his house white-washed before Sankranti.
12. Verbs indicating a change of condition like-get, become, turn, grow, go
subject complement
He is going bald.
The eggs have gone bad.

13. as if/as though
You look as if you've seen a ghost.

14. Introductory 'it'
It's sure to happen.
It's certain to take place.
It's likely to rain.

15. For
Ram is tall for his age.
It's cool for April.

16. So...that
He is so fast that he can catch a deer.
He is so strong that he can bend an iron bar.

17. Conditional (Type III) If I had known, I would have gone.

18. May be | +V-ing
She isn't in the house. She may be working in the garden.

Must be | +V-ing
She must be sowing the new seeds.

19. The Past Perfect Tense
When he reached the station the train had already left.
with when, after, before.
20. Infinitive of purpose with in order to/so as to.

21. Contrast of Gerund and Infinitive

22. It is/was...+Noun Clause

23. Some Adjective Patterns with Noun clauses.

Reported Speech

24. i) Reporting permission with modification of person and verb.

ii) Inverted questions requiring modification of structures with 'if' or 'whether'.

You should sit in front so as to see the blackboard clearly.

Do you want to bathe?

No, I don't enjoy swimming.

It is good that you have come.

It is a pity you didn't attend the lecture.

It is certain/sure/likely that he will come.

I am glad that you have come back to work.

I am sorry that you have not been very well.

(How are you now?)

"You can use my pen if you haven't yours". He said I could use his pen if I hadn't brought mine.

"Have you finished your work? He asked me if/whether I had finished my work.
iii) with adverbial changes: place: 

Time:

"I saw Sunder here on Tuesday", said Suresh.
Suresh said that he had seen him there on Tuesday.
"I saw him yesterday," said Suresh to me a few days ago.
Suresh said to me a few days ago that he had seen him the day before.

Additional material:

"What a .......".

because of, on account of, instead of, inspite of,
whether or, or whether

What a nice days!
What a nice day (it is).
He hasn't come to school because of his illness.
Tell me whether you come to school at eight o'clock or at (nine).
I wonder whether she will come here or whether she will telephone.

had better

I had better go home now.
Its late.
You had better take on umbrella.
It might rain.

It's time

It's time we went home.
If I were you I'd hurry.
If I were you, I'd work hard.
If I were you, I'd tell the truth.

R.T. KRISHNAN,
Deputy Secretary to Government,
Education Department.