

**Class : X**

Month	Monthly Syllabus with Objectives and Activities: English		
April	<p><b><u>Main Course</u></b> <b><u>Book</u></b> Lesson-1 The Happy Prince</p>	<ul style="list-style-type: none"> <li>• To be able to read for pleasure and comprehension.</li> <li>• To be able to use a dictionary and other materials available in the library.</li> <li>• To understand the values of life, like service of mankind, real happiness.</li> <li>• To build confidence and proficiency in oral and written communication.</li> <li>• Be able to ask textual questions and also answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask short questions from the book exercise.</li> <li>• Relate your views on the topic 'Service of Mankind is the Best Service'.</li> <li>• Use ideas and vocabulary from the lesson.</li> <li>• Speak/Write a few lines on the Swallow and the Happy Prince.</li> </ul>
	<p><b><u>Supplementary Reader</u></b> Lesson-1 A Vine on a House</p>	<ul style="list-style-type: none"> <li>• To read for pleasure.</li> <li>• To be able to appreciate and enjoy the literacy genre- ghost story.</li> <li>• Engage students in discussion.</li> <li>• Be able to jot down points on characters,</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussion on "do you believe in ghost stories?"</li> <li>• Relate any similar incident to the class.</li> <li>• Tell students to write their points regarding character/theme and support their points from</li> </ul>

		theme.	<p>the text.</p> <ul style="list-style-type: none"> <li>• Ask them to write the names of similar stories read by them in Hindi or Punjabi.</li> </ul>
	<p><b><u>Poem</u></b></p> <p>Sweet are the Uses of Adversity</p>	<ul style="list-style-type: none"> <li>• To appreciate and enjoy the literacy genre- poem.</li> <li>• To understand the greatest of English writers - Shakespeare.</li> <li>• To understand the rhyme scheme- if any?</li> <li>• Be able to use the dictionary for difficult words.</li> <li>• Be able to comprehend the Shakespearean language.</li> </ul>	<ul style="list-style-type: none"> <li>• Let them listen to a good piece of recording of this poem.</li> <li>• Try to imitate the recording.</li> <li>• Find the rhyme scheme.</li> <li>• Divide them in groups- hold a competition - make sentences of the difficult words from the poem.</li> <li>• Tell the students to explain each line by turn.</li> <li>• Ask them to write a few lines on the inspiration that they have derived from this poem.</li> </ul>
	<p><b><u>Reading Skills</u></b></p> <p>Comprehension of unseen paragraph (Prose/Poetry)</p>	<ul style="list-style-type: none"> <li>• To make them read well so that they understand the extract well.</li> <li>• Make them read more than once till it is totally clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them passages/poems to read carefully and silently from text sample 1, 2, 3, 4.</li> <li>• Let them guess the meanings of difficult</li> </ul>

		<ul style="list-style-type: none"> <li>• Be able to locate the answer to the questions.</li> <li>• Be able to write the answers briefly.</li> <li>• Be able to correct the mistakes.</li> </ul>	<p>words.</p> <ul style="list-style-type: none"> <li>• Divide them into groups and ask them to find answers. Give them marks accordingly. Declare the winners to motivate.</li> <li>• Give the rest of the sample 1-4 as home assignment.</li> </ul>
	<p><b><u>Vocabulary</u></b> Pairs of Words Generally Confused.</p>	<ul style="list-style-type: none"> <li>• To enrich their vocabulary.</li> <li>• To understand, appreciate and enjoy the beauty of language.</li> <li>• To remove confusion in the minds of the students regarding pair of words generally confused.</li> </ul>	<ul style="list-style-type: none"> <li>• Show them pictures (where possible) and clear the confusion.</li> <li>• Listen to the correct pronunciation of the words.</li> <li>• Ex: Accept, Except so that they can differentiate between the words and make them imitate pronunciation.</li> </ul>
	<p><b><u>Grammar</u></b> Use of Determiners and Preposition</p>	<ul style="list-style-type: none"> <li>• To develop production skills (fluency &amp; accuracy in speaking &amp; writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Divide them into groups working on both the items separately. Then give them a chance to present/ demonstrate how to use them with objects and ideas in the class.</li> </ul>

	<p><b><u>Writing Skills</u></b></p> <p>Personal Letters</p>	<ul style="list-style-type: none"> <li>• Be able to convey a message.</li> <li>• To use appropriate language and style for a letter.</li> <li>• To convey the ideas briefly.</li> <li>• To be able to use in daily life situations.</li> <li>• To use the different steps in letter writing e.g. salutation, address, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Write the key words on the black board.</li> <li>• Give them situation and write the body of the letter and make them read.</li> <li>• Let them jot down points /ideas of other students and rewrite.</li> <li>• Give them a draft of the personal letter and let them fill the subscription, salutation, etc. on their own one by one on the black board.</li> </ul>
	<p><b><u>Notices</u></b></p> <p>1 &amp; 2</p>	<ol style="list-style-type: none"> <li>1. To be able to write notices related to daily life/school.</li> <li>2. Understand the format.</li> <li>3. To deal with real life situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Watch Edusat CD on Notices/any other.</li> <li>2. Show them notices on the school notice board.</li> <li>3. Understand the format from a sample/chart/CD.</li> <li>4. Divide them in groups to write descriptions in 50 words on objects like pen, water bottle, watch and fill the notice.</li> <li>5. Provide/Discuss vocabulary/ inputs for the given topic.</li> <li>6. Finally write in</li> </ol>

			prescribed format.
	<b><u>Note Making</u></b> Solved 1, 2 and 3	<ul style="list-style-type: none"> <li>• To check their understanding of the reading material.</li> <li>• To jot down points.</li> <li>• To find out keywords.</li> <li>• To use abbreviations in the given extract.</li> <li>• To deal with real life situation.</li> <li>• To prepare notes on lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them an extract from the text book and ask them to underline/jot down main ideas of the given text. Ask them to use abbreviations where required.</li> <li>• Let there be grouping and tell them to find a good title. Appreciate the group with a better title.</li> </ul>
May	<b><u>Main Course Book</u></b> Lesson-2 Where is Science Taking us?	<ul style="list-style-type: none"> <li>• To be able to read for comprehension.</li> <li>• To be able to ask and answer textual questions.</li> <li>• To be able to use a dictionary and other materials available in the library.</li> <li>• To discuss the change that science has brought about.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask short questions from the book exercise.</li> <li>• Use ideas and vocabulary from the lesson to write a short paragraph on the title of the lesson.</li> <li>• Depict pictorially advantages and disadvantages of science and then debate on the topic.</li> <li>• Write a few lines on the idea of happiness.</li> </ul>
	<b><u>Supplementary Reading</u></b>	<ul style="list-style-type: none"> <li>• To read for pleasure.</li> <li>• To comprehend the</li> </ul>	<ul style="list-style-type: none"> <li>• Engage children in group discussion on the</li> </ul>

	Lesson-2 Bed No. 29	<p>lesson.</p> <ul style="list-style-type: none"> <li>• To be able to write a short story on their own.</li> <li>• To enhance life skills.</li> <li>• Be able to jot down points on characters, and theme.</li> </ul>	<p>characters of the story.</p> <ul style="list-style-type: none"> <li>• Ask them to write a short story on the theme 'Hope Sustains Life' of their own and relate to the class.</li> <li>• Divide the students into groups. Blindfold one student in each group for 5-10 minutes. Ask the students to ask him questions how he feels and jot down the views and then relate to the class.</li> <li>• Let the students jot down the points to be used in a rewriting work.</li> </ul>
	<p><b><u>Main Course Book</u></b></p> <p>Lesson-3 Secret of Happiness</p>	<ul style="list-style-type: none"> <li>• To be able to read for comprehension.</li> <li>• To be able to use a dictionary and other materials available in the library.</li> <li>• To understand the value of life like real happiness, self realization as a key to success.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in group discussion regarding positive thinking, values of life and self realization as a key to success.</li> <li>• Let the students jot down the points and make them read those points in the class.</li> <li>• To answer textual questions.</li> <li>• Ask them to create a short</li> </ul>

		<ul style="list-style-type: none"> <li>• To enhance life skills.</li> </ul>	<p>story on an incident of their own and relate their experience to the class.</p>
	<p><b><u>Poem</u></b></p> <p>Character of a Happy Man</p>	<ul style="list-style-type: none"> <li>• To read for pleasure.</li> <li>• To comprehend the poem.</li> <li>• To be able to read poems effectively (with proper rhythm and intonation)</li> <li>• To enrich their aesthetic life through different genres.</li> <li>• To make them understand the idea conveyed in the poem.</li> <li>• To be able to use dictionary for difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a good recording of the poem and imitate the pronunciation/stress and intonation.</li> <li>• Find/write down the rhyming words.</li> <li>• Work in groups and jot down points on 'Contentment'.</li> <li>• Make them write a letter/paragraph/article/speech conveying the idea of contentment.</li> <li>• Answer short textual questions.</li> </ul>
	<p><b><u>Reading Skills</u></b></p> <p>Comprehension: Prose/Poetry</p>	<ul style="list-style-type: none"> <li>• To make them read well so that they understand the extract well.</li> <li>• Make them read more than once till it is totally clear.</li> <li>• Be able to locate the answer to the questions.</li> <li>• Be able to write the</li> </ul>	<ul style="list-style-type: none"> <li>• Give them passages/poems to read carefully and silently from text exercises 5 &amp; 6.</li> <li>• Let them guess the meanings of difficult words.</li> <li>• Divide them into groups and find answers. Give them marks accordingly.</li> </ul>

		<p>answers briefly.</p> <ul style="list-style-type: none"> <li>• Be able to correct the mistakes.</li> </ul>	<p>Declare the winners to motivate.</p> <ul style="list-style-type: none"> <li>• Activity can begin then give the rest of the exercises 7-8 for home assignment.</li> </ul>
	<p><b><u>Vocabulary:</u></b> Idioms</p>	<p>To understand, enjoy &amp; appreciate the language.</p>	<ul style="list-style-type: none"> <li>• Completion of idioms through flash cards. (Completion of idioms, meaning may be explained through pictures)</li> <li>• Give them a paragraph &amp; encourage them to use the proper idioms.</li> <li>• Divide them into groups. Ask one group to give a situation or dramatise and let the other group guess the appropriate idiom for it.</li> </ul>
	<p><b><u>Grammar</u></b> Use of Modals and Sentence, Connectors</p>	<ul style="list-style-type: none"> <li>• To appreciate the creative use of language.</li> <li>• To develop production skills (fluency and accuracy in speaking and writing)</li> </ul>	<ul style="list-style-type: none"> <li>• In a given text, a cutting of newspaper let them find the connectors, modals and use them in sentences of their own.</li> <li>• Divide the class into groups working on both the items separately and</li> </ul>



			give them a chance to present/ demonstrate on how to use them with subjects and ideas in the class.
	<b><u>Writing Skills</u></b> Letters: Business letters	<ul style="list-style-type: none"> <li>• Be able to convey a message.</li> <li>• To be able to respond in writing to business letters.</li> <li>• To use appropriate language and style for a letter.</li> <li>• To convey the ideas briefly.</li> <li>• To use in daily life situations.</li> <li>• To use the different steps in letter writing e.g. salutation, address, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Write the key words on the black board.</li> <li>• Give them situation and ask to write the body of the letter and make them read.</li> <li>• Let them jot down points /ideas of other students and rewrite.</li> <li>• Give them a draft of the business letter and let them fill the subscription, salutation, etc. on their own one by one on the black board.</li> </ul>
July	<b><u>Main Course</u></b> <b><u>Book</u></b> Lesson-4 A Gift for Christmas	<ul style="list-style-type: none"> <li>• To enjoy the story.</li> <li>• To be able to read for comprehension.</li> <li>• To ask and answer questions.</li> <li>• Develop speaking and</li> </ul>	<ul style="list-style-type: none"> <li>• Do silent reading for comprehension by using dictionary, thesaurus, etc.</li> <li>• Ask text based questions.</li> <li>• Divide into groups and group leaders to speak about how they celebrate</li> </ul>

		<p>listening skills.</p> <ul style="list-style-type: none"> <li>• Develop positive attitude.</li> <li>• To motivate them to use dictionary and other audio/video sources.</li> </ul>	<p>festivals like the Diwali, Christmas, etc.</p> <ul style="list-style-type: none"> <li>• Ask them to complete an imaginary dialogue between Jim and Della.</li> <li>• Divide them into groups to perform a role-play.</li> </ul>
	<p><b><u>Supplementary Reading</u></b> Lesson-3 Half a Rupee Worth</p>	<ul style="list-style-type: none"> <li>• To be able to appreciate and enjoy the story.</li> <li>• To be able to read for comprehension/locate detail.</li> <li>• To develop confidence to ask and answer questions regarding theme/characters.</li> <li>• Introduce the students to the great Indian writer R.K. Narayan.</li> </ul>	<ul style="list-style-type: none"> <li>• Do silent reading for comprehension by using dictionary, thesaurus, etc.</li> <li>• Ask text based questions.</li> <li>• Divide the students into groups and ask them to speak on 'Greed can Ruin a Man'.</li> <li>• Speak for and against the statement 'Only the dishonest can prosper'.</li> <li>• Ask them to read short stories written by R.K. Narayan and narrate them in the class.</li> </ul>
	<p><b><u>Supplementary Reader</u></b> Lesson-4 One Thousand Dollars</p>	<ul style="list-style-type: none"> <li>• To develop taste for reading with discernment and delight.</li> <li>• To be able to read and comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>• Do silent reading for comprehension by using dictionary, thesaurus, etc.</li> <li>• Ask text based questions.</li> <li>• Ask them to read more</li> </ul>

		<ul style="list-style-type: none"> <li>• To develop confidence to ask and answer questions regarding theme/characters.</li> <li>• Introduce them to great writer 'O. Henry'.</li> </ul>	<p>stories written by O. Henry and narrate them in the class.</p> <ul style="list-style-type: none"> <li>• Ask them to write/speak a few sentences on 'How would you spend money given by your parents or relatives on special occasions?'</li> </ul>
	<p><b><u>Poem</u></b> Death the Leveller</p>	<ul style="list-style-type: none"> <li>• To be able to read poem effectively (with proper rhythm and intonation).</li> <li>• To find the rhyme scheme in the poem.</li> <li>• To develop familiarity with the poetic uses of language.</li> <li>• To be able to understand the central ideal of the poem.</li> <li>• Introduce to the great writer James Shirley.</li> </ul>	<ul style="list-style-type: none"> <li>• Show them Edusat CD.</li> <li>• Listen to a good recording and ask them to imitate pronunciation.</li> <li>• Divide them into groups and ask them to find different figures of speech like personification, metonymy, etc.</li> <li>• Find symbolism in the poem.</li> <li>• Tell them to write a few lines on "Only the actions of the just, Smell sweet and blossom in their dust."</li> <li>• Tell the children to read silently for comprehension and make</li> </ul>

			a gist of each stanza.
	<b><u>Vocabulary</u></b> One Word for many	<ul style="list-style-type: none"> <li>• To use in writing and speaking for better effect.</li> <li>• To develop production skills (fluency and accuracy in speaking and writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Divide the students in groups and let them discuss 'One word for many' from book and explain to the class group wise. For example: a child can show a letter without name- so it is anonymous</li> <li>• Later let them use these words in sentences of their own.</li> </ul>
	<b><u>Grammar</u></b> Use and Kinds of Non-finites	<ul style="list-style-type: none"> <li>• To develop productive skills (fluency and accuracy in speaking and writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Give them a piece of text to find non-finite verbs and classify them.</li> <li>• Write a few simple sentences on the black board and ask students to rewrite the sentences with different non-finite verbs.</li> </ul>
	<b><u>Writing Skills</u></b> Official Letters	<ul style="list-style-type: none"> <li>• To build communication competence in various registers.</li> <li>• Be able to convey a message in writing.</li> <li>• To use appropriate language and style for a</li> </ul>	<ul style="list-style-type: none"> <li>• Write the key words on the black board.</li> <li>• Divide the students into groups. Give them sentences to indicate whether the underlined verb is finite or non-finite. Reward the winner</li> </ul>

		<p>letter.</p> <ul style="list-style-type: none"> <li>• To convey the ideas briefly.</li> <li>• To use in daily life situations.</li> <li>• To use the different steps in letter writing e.g. salutation, address, etc.</li> </ul>	<p>group.</p> <ul style="list-style-type: none"> <li>• Give them situation and ask them to write the body of the letter and make them read.</li> <li>• Let them jot down points /ideas of other students and rewrite.</li> <li>• Give them a draft of the official letter and let them fill the subscription, salutation, etc. on their own one by one on the black board.</li> </ul>
	<p><b><u>Note Making</u></b> 4, 5 and Unsolved 1, 2 and 3</p>	<ul style="list-style-type: none"> <li>• To check their understanding of the reading material.</li> <li>• To jot down points.</li> <li>• To find out keywords.</li> <li>• To use abbreviations in the given extract.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them an extract from the text book and ask them to underline/jot down main ideas of the given text. Ask them to use abbreviations where required.</li> <li>• Let there be grouping and tell them to find a good title. Appreciate the group with a better title.</li> </ul>
August	<p><b><u>Main Course Book</u></b> Lesson-5 The War of Troy</p>	<ul style="list-style-type: none"> <li>• To understand, enjoy and appreciate the genre.</li> <li>• To introduce them to the</li> </ul>	<ul style="list-style-type: none"> <li>• Show them Edusat CD.</li> <li>• Ask text based questions.</li> <li>• Divide the class into</li> </ul>

		<p>great writer 'Homer' and Greek culture.</p> <ul style="list-style-type: none"> <li>• To be able to read for comprehension.</li> <li>• To be able to use dictionary and other materials available in the library.</li> <li>• To be able to review organize and edit their own work and work done by the peers.</li> </ul>	<p>groups and ask them to write different incidents narrated in the text in their own language and relate in the class.\In groups ask them to write different story elements like characters, setting, problems, etc.</p> <ul style="list-style-type: none"> <li>• Write 1-2 lines on each character of the story.</li> <li>• Divide the students into groups. Give them a list of words related to the text and ask them to look for meanings and make their own sentences.</li> <li>• Summarize in sequence all the main characters of the story 'The War of Troy'.</li> </ul>
	<p><b><u>Main Course Book</u></b></p> <p>Lesson-6</p> <p>Some Glimpse of Ancient Indian Thought and Practices.</p>	<ul style="list-style-type: none"> <li>• To be able to read for comprehension.</li> <li>• To be able to use a dictionary and other materials available in the library.</li> <li>• To understand the values of life.\to be able</li> </ul>	<ul style="list-style-type: none"> <li>• Show them different pictures related to the chapter and ask them to write/speak a few lines on it.</li> <li>• Ask questions related to the pictures and jot down different views.</li> </ul>

		<p>to develop life skills.</p> <ul style="list-style-type: none"> <li>• To be able to write a short story or an anecdote on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to rearrange their views to form a paragraph and relate it with the class.</li> </ul>
	<p><b><u>Supplementary Reader</u></b></p> <p>Lesson-5</p> <p>The Dying Detective</p>	<ul style="list-style-type: none"> <li>• To read for pleasure and comprehension.</li> <li>• Be able to use dictionary/ thesaurus and technology to understand the lesson.</li> <li>• To build confidence and proficiency in oral and written communication.</li> <li>• To introduce them to the famous writer 'Arthur Conan Doyle'.</li> <li>• To develop reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Show them Edusat CD.</li> <li>• Ask short questions from the book exercise.</li> <li>• Use given list of words from the lesson in their own sentences.</li> <li>• Ask them to write detective's short story on their own and relate in the class.</li> <li>• Ask them read other stories written by Arthur Conan Doyle on Sherlock Holmes.</li> </ul>
	<p><b><u>Main Course Book</u></b></p> <p>Lesson-7</p> <p>The Home Coming</p>	<ul style="list-style-type: none"> <li>• To understand, enjoy and appreciate the genre.</li> <li>• To be able to read for comprehension.</li> <li>• To be able to use dictionary and other materials available in the</li> </ul>	<ul style="list-style-type: none"> <li>• Write a few lines on the main character of the story.</li> <li>• Narrate an incident of your childhood in the class.</li> <li>• Recollect ideas from other stories written by</li> </ul>

		<p>library.</p> <ul style="list-style-type: none"> <li>• To introduce them to the famous writer 'Rabindra Nath Tagore'.</li> <li>• To be able to ask questions and to articulate their point of views.</li> </ul>	<p>R.N. Tagore like The Postmaster, The Cabulwallah, The Child's Return and find out the similarity between these stories.</p> <ul style="list-style-type: none"> <li>• Discuss the psychology of the working of the mind of a boy at the age of 14 in the class.</li> <li>• Jot down your views and vies of your peers and speak in the class.</li> </ul>
	<p><b><u>Vocabulary</u></b> Common Errors</p>	<ul style="list-style-type: none"> <li>• To remove confusion in the minds of the students regarding parts of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Give them sentences to find out errors (clue can be given whether there is error of article, preposition, etc.)</li> <li>• In groups give them sentences to find out errors and ask them to give reason also.</li> </ul>
	<p><b><u>Grammar</u></b> Use of tenses.</p>	<ul style="list-style-type: none"> <li>• To develop production skills (fluency and accuracy in speaking and writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Write on slips different sentences on different tenses. Ask students to pick one slip each and look for the student with the same tense.</li> <li>• Divide students into</li> </ul>



			<p>groups and ask them to speak for minimum 30 seconds on a given topic in Present or Past or Future tense.</p> <ul style="list-style-type: none"> <li>Say four things in Present or Pas about- What do you do in a park, in school, etc.</li> </ul>
	<b><u>Writing Skills</u></b>	Revision of Letters	

October	<p>M.C.B.</p> <p>Poem-4</p> <p>The Tables Turned.</p>	<p>(1)To appreciate and enjoy the literary genre-poem.</p> <p>(2)rhyming scheme</p> <p>(3)Introduce Wordsworth, the nature poet.</p> <p>(4)To understand Nature as a teacher.</p>	<p>(1)Debate on 'Is Nature a better teacher than books?'</p> <p>(2)Jot down the points and make them write a letter/para/article/speech guiding towards nature/ learning through nature.</p> <p>(3)To write down rhyming words.</p>
	<p>Vocabulary :</p> <p>Common Proverbs</p>	<p>To understand, enjoy &amp; appreciate the language.</p>	<p>(1)Completion of proverbs through flash cards. (Completion of full proverb, meaning may be explained through pictures)</p> <p>(2)Give them a paragraph &amp; encourage them to use the proper proverbs.</p>
	<p>Grammar:</p> <p>Voice</p>	<p>To develop production skills (fluency &amp; accuracy in speaking &amp; writing)</p>	<p>Divide in groups. Let one groups say active and the other passive.</p>

	M.C.B. – Lesson-8  The Making of the Earth	(1)To be able to read for comprehension.  (2)To be able to use a dictionary & other materials available in the library.  (3)To understand the difference between planets, stars, etc....  (4)Gain scientific knowledge.	(1)Ask short questions from the book exercises.  (2)Read more extracts from Discovery of India/ A Letter to a Daughter.....  (3)Based on previous scientific knowledge- write a few lines on an astronaut or the moon.
	Supplementary Reader:  Lesson-6  The Stolen Bacillus.	(1)To be able to understand vocabulary & create a scientific register.  (2)To create awareness about uses and abuses of science.	(1)List scientific terms with meanings (Group work).  (2)How according to a particular group is science a boon or a bane? like, electricity- electrocution, short-circuit....
	Advertisements (All)	To be able to write ads on their own giving specifications  (1)What are these?	(1)Collect/listen to ads and paste some on their notebooks.  (2)In groups they can be asked to write ads after watching a few ads.
November	Messages  1-6	To develop productive skills (fluency & accuracy in speaking & writing)	(2)Make them write short mobile messages to each other on given topics like:  - information regarding extra class  - home work  - Some event  - Greetings on festivals occasions etc.
	M.C.B. Lesson-9	(1)To be able to read	(1)Example: Page 112, Para-

	<p>The Rule of the Road</p>	<p>and comprehend.</p> <p>(2)To identify the central/ main point and supporting details.</p> <p>(3)To engage in independent reflection.</p> <p>(4)To develop civic sense.</p>	<p>I got..... social conduct".</p> <p>In a given para, ask them to find new words and make sentences of their own. Find phrasal verbs.</p> <p>(2)Slogan writing/Poster Making on this topic or based on day to day life i.e., littering around, shouting, throwing chewing gums.</p>
	<p>Supplementary Reader:</p> <p>Lesson-7</p> <p>How Much Land Does a Man Need.</p>	<p>(1)To read for pleasure.</p> <p>(2)To identify the central idea.</p> <p>(3)To understand the truths of life.</p> <p>(4)Introduce Leo Tolstoy.</p>	<p>(1)Divide students in groups and tell them to write stories related to the topic and share them.</p> <p>(2)Read more stories of Leo Tolstoy and narrate in the class.</p>
	<p>M.C.B.</p> <p>Poem</p> <p>A Ballad of Sir Pertab Singh</p>	<p>(1)To develop listening skills.</p> <p>(2)To be able to appreciate and enjoy the literary genre- the poem – a ballad.</p> <p>(3)Introduce to the patriotic poet Sir Henry Bolt</p> <p>(4)To find the rhyme scheme in the poem.</p> <p>(5)Understand the central ideal of the poem.</p> <p>(6)Be able to write the story. Stanza by stanza.</p> <p>(7)To develop listening</p>	<p>(1) Tell them to find the pictures related to the poet, history and some other poems of valor written by him or other poets.</p> <p>(2) Tell the children to read silently for comprehension and make a gist of every stanza.</p> <p>(3) Discuss in groups and finalize.</p> <p>(4) Use a recording and ask simple questions.</p> <p>(5)Show them Edusat CD.</p>

		skills.	
	Grammar:  Simple, Compound and Complex sentences	(1)To be able to use them in writing and speaking accurately.	(1)In a given text let them find the connectors and different types of sentences and what they convey.  (2) Tell them to find finite verbs in all kinds of sentences.  (2)Make them write different types of sentences of their own in groups and speak in the class.
	Writing Skills  Paragraph  1-8 Practice Exercise	To be able to write 100-150 words on their own.	Write paragraphs on topics connected to daily life. They can be divided into groups and the group leader can jot down the points, which can be later put in sequences. Spellings and sentence formation should be checked too.
	M.C.B.  Lesson No. 10  The Merchant of Venice – a play	(1)To introduce them the literary genre  - a play. Listening Activity.  - The greatest of writers – Shakespeare  - Show them the play on Edusat CD to give them the feeling of the play.  -To understand the basic idea/theme of the play.  -To be introduced to an alien culture.	(1)Assign the roles of the different characters to diff. students and make them play a few incidents. (to enhance listening and speaking abilities in the social context.)  (2)Prepare and deliver a speech on victory of goodness over evil.  (3)Speak a few lines on the Duke, Portia, Shylock, Basemine and Antonio.

		<p>-Jews, Christians, Italy.</p> <p>-To develops listening and speaking skills (in the courtroom context) terminology used.</p>	
December	<p>M.C.B.</p> <p>Lesson No.11</p> <p>The Grief</p>	<p>(1)Introduce the students to the universal writer – Chekhov.</p> <p>(2)The Russian culture/ Reading for comprehension.</p> <p>(3)to understand the basic idea behind the story- sympathy, loneliness, grief, sharing etc.</p> <p>(4)Develop positive attitude.</p>	<p>(1)Silent Reading for comprehension.</p> <p>(2)Summarize in sequence all the people Iona met.</p> <p>(3)Letter writing on the message of the lesson.</p> <p>(4)Read some poems and stories as suggested in Section-E of the Exercise.</p> <p>(5) Write a paragraph:- The Importance of Sympathy in life: Animals can be human too.</p>
	<p>M.C.B.</p> <p>Poem</p> <p>Razia,</p> <p>The Tigress</p>	<p>(1)To enjoy the poem and appreciate the beauty of language, imagination.</p> <p>(2)To be able to understand by listening and reading- the basic idea of depletion of wild animals and resources.</p> <p>(3)To be able to find the rhyming words.</p> <p>(4)Be able to recite the poem after listening</p> <p>(5)Express the idea of the poem in English.</p>	<p>(1)Listen to the poem- with a good pronunciation on mobile etc.</p> <p>(2)Write the rhyming words from the last two stanza.</p> <p>(3) Imagine yourself as Razia and her partner develop dialogues about the threats to life.</p> <p>- (Creative writing/ speaking)</p> <p>(4)Write the gist of each stanza in one sentence to summarize it. (Understanding)</p>
	Supplementary	(1)To enjoy the story, understand the central	(1)Reading for comprehension using

	<p>Reader:</p> <p>Lesson No.8</p> <p>Return to Air</p>	<p>idea of the story, by interacting with the text and each other.</p> <p>(2)Develop speaking and listening skills.</p> <p>(3)To develop confidence to speak in front of audience.</p>	<p>dictionary and thesauruses.</p> <p>(2)Write a speech on 'My maiden attempt at swimming' to be delivered in the class/morning assembly.</p> <p>(3)Discuss/Debate 'Swimming is better than jogging'.</p>
	<p>Supplementary Reader:</p> <p>Lesson No.9</p> <p>Terry's Tree</p>	<p>(1)To enjoy and appreciate the story.</p> <p>(2)Understand the different culture.</p> <p>(3)To understand the main idea, locate details in the text. (comprehension)</p> <p>(4)To understand the form and function of grammar in context.</p> <p>(5)To motivate them to use dictionary and others audio/video other sources.</p> <p>(6)To be able to speak about their surroundings/beyond.</p> <p>(7)Be able to write a composition in their own words related to text/beyond the text.</p>	<p>(1)Do silent reading for comprehension by using dictionary, thesaurus, etc.</p> <p>(2)Ask text based questions.</p> <p>(3)Find all kinds of Present Tense.</p> <p>(4)Divide into groups and group leaders to speak about how they decorate their houses on Diwali.</p> <p>(5)Show them a Christmas tree and write a description on 100 words.</p>
	<p>Grammar:</p> <p>Reported Speech</p>	<p>To develop productive skills (fluency and accuracy in speaking and writing)</p>	<p>(1)Use text to find non-finites</p> <p>(2)Use text to find and understand indirect speech.</p> <p>(3)Let students practice</p>

			<p>sentences directly and indirectly.</p> <p>(4)And then write</p>
	<p>Writing Skills: Paragraphs 9-16 solved</p>	<p>To make them write paragraphs on different topics on their own.</p>	<p>(1)Provide verbal/non-verbal/technology based inputs.</p> <p>(2)Provide similar inputs on diff. topics as starters.</p> <p>(3)Group work- discuss and display.</p>
January	<p>M.C.B. Lesson No. 12 Fathers and Sons</p>	<p>(1)Read for comprehension.</p> <p>(2)Details to ask and answer questions.</p> <p>(3)Understand the main idea.</p> <p>(4)Be able to use dictionary and thesaurus.</p> <p>(5)Be able to read related material/stories.</p>	<p>(1)Prompt students to ask questions.</p> <p>(2)Ask questions to judge their (LS) ability to understand.</p> <p>(3)Ask tenses/ non-finites/vocabulary used in a particular paragraph.</p> <p>(4)Diary writing- (by the fathers/sons based on the text.</p>
	<p>M.C.B. Poem: Where the Mind is without fear</p>	<p>(1)To introduce to the greatest poet of India- Tagore.</p> <p>(2)To be able to enjoy the poem by listening.</p> <p>(2)To understand a diff. genre- the poem.</p> <p>(3)To be motivated to add/write a few lines.</p> <p>(4)To be able to use dictionary/technology to understand the poem.</p>	<p>(1)Listening to the poem through a device 3-4 times.</p> <p>(2)Find the rhyme scheme.</p> <p>(2)Discuss the title/Guess the theme.</p> <p>(3)Join a few lines/create new ones on the same topic.</p> <p>(4)Write a notice on 'Poem Recitation' Activity for all the sections of class-X.</p> <p>(5)Watch Edusat CDs on the poem.</p>

		<p>(5) To make them write poems.</p> <p>(6)To encourage to do poem recitation and learn them and encourage them to read more poems on the topic/or by the same poet.</p>	<p>(6)Find new words and their meaning from dictionary</p> <p>(7)Find about life and other poems by Tagore.</p> <p>(8)Write two lines replacing the original ones.</p>
	<p>Supplementary Reader:</p> <p>Lesson No.10</p> <p>The Unexpected</p>	<p>(1)To introduce to a different genre.</p> <p>(2)To read for pleasure.</p> <p>(3)To read for comprehension of the basic ideas, locate details.</p> <p>(4)To be able to speak in similar situations/ the text.</p>	<p>(1)Enjoy by acting out different situation.</p> <p>(2)To summarize the play in 100 words.</p> <p>(3)Letter writing- posing as one of the characters.</p> <p>(4)Going beyond the text. Develop a dialogue between two friends and let them act.</p>
	<p>Grammar:</p> <p>Punctuation</p>	<p>(1)To develop productive skills (fluency and accuracy in speaking and writing.)</p>	<p>(1)To read the texts already read and locate the usage of the punctuation marks.</p> <p>(2)Note down in notebooks and then use them while writing.</p>
	<p>Writing Skills</p> <p>Paragraphs (Practice Exercises)</p>	<p>To enable them to be write paragraphs on different topics.</p>	<p>(1)Write paragraphs with verbal- non-verbal clues.</p>



February	English main course book:	Revision of entire syllabus
	Supplementary Reader:	Revision of entire syllabus
	Poems:	Revision of entire syllabus
	Vocabulary:	Revision of entire syllabus
	Grammar:	Revision of entire syllabus
	Writing Skills:	Revision of entire syllabus
	Messages:	Revision of messages.
	Advertisements:	Revision of Advertisements.
<b>(Pre-Board Examination for 70 marks)</b>		