

**Class-X**  
**Subject-English**  
**Syllabus**

Month	Name of Books	Contents	Periods Allotted	Periods of Revision
April	First Flight	A Letter to God	5	4
		Dust of Snow(Poem)	2	
		Fire and Ice (Poem)	2	
	Footprints Without Feet	A Triumph of Surgery	4	
	Grammar	Punctuation [ Semicolon, Colon, Dash, Hyphen, Parenthesis, use of brackets and exclamation mark]	3	
	Composition	Skills in writing (business letters)	4	
May	First Flight	Nelson Mandela- Long Walk to Freedom	5	4
		A Tiger in the Zoo(Poem)	2	
	Footprints Without Feet	The Thief's Story	4	
			3	
	Grammar	Tenses (Present, past, future)	4	
		Articles (Definite, Indefinite)	1	
	Composition	Skills in writing (personal, official letters including letters on road safety)	4	
	Reading Skill	Unseen passages	2	
June	Vacation			
July	First Flight	The Stories About Flying	4	3
		His First Flight, Black Aeroplane		
		The Ball Poem (poems)		
	Footprints Without Feet	Footprints Without Feet	3	
		Reported Speech (Direct and Indirect speech)	3	
	Grammar	Writing skills (Description of Function/events/incidents/including road safety)	3	
	Composition			
August	First Flight	From the Diary of Anne Frank	5	4
		Amanda! (Poem)	2	
		Animals (Poem)	2	
	Footprints Without Feet	The Making of a Scientist	4	
	Grammar	Modals (shall, will, can, could, may might, must, should, would, ought to, need, dare, used to)	4	
	Composition	Writing Skills (Verbal and pictorial story writing)	4	
Sept	First Flight	The Hundred Dresses (Part I&II)	8	2
	Footprints Without Feet	The Necklace	4	
	Grammar	Clauses : Complex and Compound sentences [adjective clauses]	4	

	Composition	Interview (Dialogue completion)		
October	First Flight	Glimpses of India (I) A Baker from Goa (II) Coorg (III) Tea from Assam	2 6	4
	Footprints Without Feet	The Hack Driver	2	
	Grammar	Non finites (The Infinitives, Gerund and participles)	4 3	
	Composition	Reports (Present and past happening & functions)	3	
November	First Flight	Bholi	3	4
	Footprints Without Feet	Use of Idioms (Verbal & prepositional phrases)	2 4	
	Grammar	Simple Advertisement (Classified advertisement e.g. Situation vacant, job wanted for, sale & purchase, accommodation wanted, lost & found)	3	
	Composition		4	
December	First Flight	Madam Rides the Bus The Sermon at Benares The Tale of Custard the Dragon (Poem)	4 3 3	4
	Footprints Without Feet		3	
	Literary Terms	Figures of speech (Simile, metaphor, rhyme scheme)	2	
	Composition	Conversation & Discussion (Simple conversation on topics given by the teacher)	2	
January	First Flight	The Proposal	6 2	3
	Footprints Without Feet	Road Safety	3	
	Grammar	Revision (Tenses, reported speech, modals, and clauses)	2	
	Composition	Writing skills (Application, letters and stories) Reading skills (unseen passages poster making including Road Safety)	3	
February		Revision of the whole syllabus		
March		Exam		

### GRAMMAR PORTION TO BE DELETED

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



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**Guidelines for teachers**

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

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

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**Chapter wise Guidelines**

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

1. In chapters like A LETTER TO GOD and THE HUNDRED DRESSES teacher must explain ironical scenes and situations to the students in addition to the detailed study of phrases used in the chapter.
2. In chapters NELSON MANDELA: LONG WALK TO FREEDOM and FROM THE DAIRY OF ANNE FRANK autobiographical note and a good usage of vocabulary must be told to the students in detail making them follow their righteous deeds.
3. The moral values that reflect in the chapters THE HUNDRED DRESSES, THE THIEF'S STORY, THE NECKLACE and BHOLI should be discussed and explained purely to embellish students' moral and ethical instincts.
4. Students must be told to take inspiration from the chapters like NELSON MANDELA: LONG WALK TO FREEDOM, HIS FIRST FLIGHT, THE MAKING OF A SCIENTIST and BHOLI. Such chapters must be discussed once and again in the class to encourage the students.
5. The chapter GLIMPSES OF INDIA is a panorama of unity in diversity. This chapter should be discussed with the help of map (if necessary) making the students aware about cultural and regional diversity of India.
6. To arouse love, care and sympathy towards animals and nature the chapters/poems like MIJBIL THE OTTER, MADAM RIDES THE BUS, A TIGER IN THE ZOO and ANIMALS should be elaborated highlighting the role and importance of animals and nature in human life.
7. The difference between comedy and tragedy must be told to the students while discussing the chapters MADAM RIDES THE BUS, THE PROPOSAL, THE MIDNIGHT VISITOR, A QUESTION OF TRUST, THE BOOK THAT SAVED THE EARTH etc.
8. The poem and chapter THE TREES and BHOLI respectively reflect feministic approach and that must be enunciated to the students in detail.