



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: English

Class:X

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Units	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	2	F-1: A Letter to God	<p>Identify and explain the central theme.</p> <p>Summarize the main events and character actions.</p> <p>Understand and use key vocabulary (e.g., "ox of a man," "downpour," "locusts").</p> <p>Analyze the character of Lencho.</p> <p>Understand the role of the postmaster & other secondary characters.</p>	<p>Art Integration: Draw or paint Lencho's house on the hill, the storm, or the post office scene.</p> <p>*Write a diary entry from Lencho's point of view after he receives the letter.</p> <p>*Comprehension Quiz</p> <p>Vocabulary Match / Cloze Test</p>	<p>Think-Pair-Share Method: Pose a question like "<i>Why do you think Lencho trusted God so deeply?</i>"</p> <p>Strategy: Students think individually, then discuss with a partner, and finally share with the class.</p>	
2	April	13	13	1	P-1: Dust of Snow	<p>Comprehend and interpret the literal and symbolic meaning</p> <p>Identify and analyze literary devices used (e.g., symbolism, imagery, rhyme scheme).</p> <p>Reflect on the theme of how small incidents can have a big impact on our mood and perspective.</p> <p>Express personal responses and connect with the poem's theme.</p>	<p>Think-Pair-Share: Students discuss the symbolic meaning of the crow and the hemlock tree.</p> <p>Quick Write: "Describe a small moment that changed your day." Quiz: Multiple-choice or short-answer questions on theme, tone, and literary devices.</p>	<p>*Interactive Reading</p> <p>* Discussion-Based Learning.</p> <p>*Experiential Learning: Nature walk (if possible), Ask students to observe how their mood shifts with surroundings.</p>	

3	April	13	13	1	P-2: Fire and Ice	<p>Interpret the symbolic meaning of “fire” (desire) and “ice” (hatred).</p> <p>Understand abstract ideas like human emotions, destruction, and consequences.</p> <p>Identify and analyze literary devices.</p> <p>Develop personal response to philosophical and moral themes.</p> <p>Foster discussion on how emotions can lead to societal or personal downfall.</p>	<p>*Short answer questions on theme and symbolism.</p> <p>*MCQ quiz based on poetic devices and tone.</p> <p>*Class discussion: Which is more dangerous—desire or hatred? Justify.</p> <p>*Reflective paragraph: Relate the theme to a real-life incident or observation.</p>	<p>*Close reading and line-by-line analysis</p> <p>*Think-Pair-Share:</p> <p>*Debate format: Fire vs Ice—Which causes more destruction?</p> <p>* Mind map creation: Emotions linked with fire (desire) and ice (hatred).</p>	
4	April	13	13	3	G-1: Sub Verb Agreement	<p>Identify and apply correct subject-verb agreement in sentences.</p> <p>Recognize subject-verb agreement rules for singular/plural nouns and pronouns.</p> <p>Understand special cases (e.g., collective nouns, indefinite pronouns, either/or).</p> <p>Use correct verb forms in writing and speaking.</p> <p>Edit and correct grammatical errors.</p>	<p>Fill-in-the-blanks exercises with appropriate verb forms.</p> <p>Sentence correction tasks identifying and fixing subject-verb errors.</p> <p>Grammar quiz on rules and exceptions.</p> <p>Worksheet on tricky subject-verb pairings (e.g., each/every, either/neither).</p>	<p>Rule chart creation in class collaboratively (visual summary of rules).</p> <p>Sentence sorting activity: Students sort correct/incorrect sentences</p> <p>Pair work drills: Students complete worksheets in pairs and explain reasoning.</p>	
5	April	13	13	3	F-2:Nelson Mandela	<p>Understand the historical and political context of apartheid in South Africa.</p> <p>Identify autobiographical elements and appreciate the narrative voice.</p> <p>Analyze Mandela’s values such as courage, freedom, and forgiveness.</p> <p>Interpret the tone, mood, and message of the text.</p> <p>Develop empathy and</p>	<p>Diary entry as Nelson Mandela on the day of his inauguration.</p> <p>Freedom Tree activity: Students write what freedom means to them on leaves.</p> <p>Character collage: Create a visual board of Mandela’s traits using quotes/images.</p> <p>Speech writing: Compose a short speech on "The Importance of Equality."</p>	<p>Multimedia Integration: Show clips from Mandela's speeches or documentaries.</p> <p>Timeline creation: Students plot Mandela’s life and major events in South Africa.</p> <p>Jigsaw strategy: Groups study different aspects (e.g., Mandela’s</p>	

						awareness of global human rights movements.		childhood, prison years, presidency) and share.	
6	April	13	13	1	Wr-1: Informal Letter Writing	<p>Understand the structure and format of an informal letter.</p> <p>Develop the ability to express thoughts</p> <p>Use appropriate tone and language</p> <p>Organize ideas logically in paragraphs (opening, body, and conclusion).</p> <p>Apply correct grammar, punctuation, and spelling.</p>	<p>Write an informal letter on a given topic (e.g., to a friend about a school trip).</p> <p>Peer review activity with checklists for format, tone, and grammar.</p> <p>Rubric-based assessment on structure, coherence, tone, and creativity.</p>	<p>Model writing: Display and analyse a sample letter with the class.</p> <p>Gallery walk: Display letters around the class for peer feedback and appreciation.</p>	
7	April	13	13	1	Wr-2 : Formal Letter Writing	<p>Understand the format and structure of a formal letter</p> <p>Learn to express concerns, requests, or ideas in a formal, polite, and clear manner.</p> <p>Practice writing formal letters for various purposes</p> <p>Develop coherence in the organization of ideas</p> <p>Apply correct grammar, spelling, punctuation, and formatting.</p>	<p>Write a formal letter on a given topic</p> <p>Peer review:</p> <p>Role play: Write a letter to a company</p> <p>Format and grammar quiz:</p> <p>Letter editing: Students receive a letter with errors to correct based on a checklist.</p> <p>Rubric-based assessment:</p>	<p>Real-life application: Use a scenario (e.g., writing to a company for an internship or scholarship) to make the lesson relatable.</p> <p>Letter analysis: Identify formal language and structure in letters from newspapers, official documents, or real-world examples.</p>	
8	April	13	13	1	Wr-3 : Diary Entry	<p>Understand the structure and format of a diary entry</p> <p>Express personal thoughts, emotions</p> <p>Develop an engaging narrative with a clear beginning, middle, and conclusion.</p> <p>Use appropriate language and tone suited to a personal diary.</p> <p>Practice writing about real or imagined events</p>	<p>*Write a diary entry on a given topic</p> <p>*Peer review: Exchange diary entries and provide constructive feedback</p> <p>Diary writing prompt: Students respond to a prompt</p> <p>Rubric-based assessment</p>	<p>Model writing: Provide a sample diary entry and analyze the tone, structure, and language used.</p> <p>Brainstorming: Generate ideas for possible diary entry topics through class discussion.</p> <p>Think-Pair-Share: Students write a quick entry and then discuss with a partner</p>	

9	June	20	20	4	Gr-2: Tenses	<p>Identify the different types of tenses (present, past, future).</p> <p>Differentiate between simple, continuous, perfect, and perfect continuous tenses.</p> <p>Form correct sentences using appropriate tenses.</p> <p>Apply the correct tense in given contexts, both in written and spoken forms.</p> <p>Correct tense errors in given texts.</p>	<p>Formative (during lessons)</p> <ul style="list-style-type: none"> - MCQs on tense usage - Fill-in-the-blanks - Sentence correction - Verb tense sorting activity <p>Summative (after unit)</p> <p>Written test with mixed exercises</p> <p>Paragraph writing using various tense</p> <p>Oral presentation using target tenses</p> <p>Tense Transformation Activity: Give a sentence in one tense and ask students to rewrite it in another.</p>	<p>Inductive Grammar Teaching Method: Instead of directly teaching the rules, present several examples and guide students to <i>discover</i> the rules themselves.</p> <p>Error Analysis Method: Give students a passage filled with tense mistakes. Let them identify and correct the errors.</p> <p>Direct method & Grammar Translation Method</p>	<p>13 June 2025</p> <p>2nd WEEKLY TEST:</p> <p>F-1: A Letter to God</p> <p>P-1: Dust of Snow</p> <p>P-2: Fire & Ice</p> <p>F-2 : Nelson Mandela</p> <p>Reading Comprehension:</p> <p>Unseen passage</p> <p>Gr: Subject-Verb Agreement</p>
10	June	20	20	2	P-3: A Tiger in the Zoo	<p>Comprehend and interpret the poem's content and central theme.</p> <p>Analyze the contrast between the tiger in the wild and the tiger in the zoo.</p> <p>Identify and appreciate poetic devices.</p> <p>Develop empathy towards animals and understand the importance of wildlife conservation.</p>	<p>Assignment: Animals in Captivity (For Zoo: Roles of Zoo-conservation , research, education and recreation/ Against Zoo.</p> <p>Poster-making on Wildlife Conservation or Free the Wild.</p>	<p>Blended Learning- Use an online tool (like Padlet or Jamboard)</p> <p>Graphic Organizers :Use T-charts or Venn diagrams.</p> <p>Art Integration (Visual Learning) Activity: Ask students to draw two halves of a tiger — one in the zoo and the other in the wild.</p>	
11	June	20	20	2	S-1: A Triumph of Surgery	<p>Comprehend the storyline, characters, and moral of the story.</p> <p>Analyze the character traits of Tricki, Mrs. Pumphrey, and Dr. Herriot.</p> <p>Understand the theme of responsible pet ownership</p>	<p>MCQs/Short Answer Questions to check comprehension. True or False Statements (e.g., Tricki was taken to the hospital for surgery – T/F?)</p> <p>Match the Character Trait to the Character. Character Sketch: Creative Writing: diary entry Role Play</p>	<p>Storytelling Approach Narrate the story with voice modulation, pausing to explain humorous and dramatic moments. Discussion Method Hold a discussion on: "Was surgery actually performed?" "Is overfeeding a form of</p>	

						and overindulgence. Appreciate the author's humorous style and narrative techniques. Identify literary elements.		love or carelessness?"	
12	June	20	20	2	S-2: The Thief's Story	<p>Comprehend the storyline, setting, and character dynamics. Analyze the transformation of the narrator (the young thief).</p> <p>Interpret the theme of trust, kindness, and the possibility of change.</p> <p>*Identify literary elements such as first-person narration, conflict, and irony.</p> <p>*Express opinions on morality and the power of forgiveness.</p> <p>*Enhance language skills like vocabulary, sentence construction, and critical writing.</p>	<p>Short Answer Questions: Based on plot and character traits.</p> <p>Vocabulary Matching: Words like <i>flattery</i>, <i>modestly</i>, <i>temptation</i>.</p> <p>*Fill in the Blanks / True or False Statements for comprehension check.</p> <p>Character Sketch: Write a descriptive paragraph on Anil or the thief.</p> <p>Diary Entry: From the thief's point of view the night he decided not to rob Anil.</p>	<p>Narrative Retelling & Story Mapping Use a story map (beginning – middle – climax – resolution) to visually chart the sequence.</p> <p>Think-Pair-Share Question: "What would you do if you were in the thief's position?"</p> <p>Blended Learning Use multimedia (short animations, Ruskin Bond interviews) to deepen context. Use online tools like Jamboard, Padlet, or Google Slides for group collaboration.</p>	
13	June	20	20	2	S-3: The Midnight Visitor	<p>Comprehend the plot, setting, and characters in <i>The Midnight Visitor</i>.</p> <p>Analyze the traits and actions of the protagonist Ausable and compare him with Fowler.</p> <p>Understand the use of irony and surprise in the story.</p> <p>Interpret the theme of intelligence over physical strength.</p>	<p>Comprehension Check (Formative): Short-answer questions (e.g., Why was Fowler disappointed when he met Ausable?). True or False / Fill in the blanks.</p> <p>Creative Writing: Rewrite the story from Fowler's or Max's point of view.</p>	<p>Storytelling & Narration: Teacher narrates the story with voice modulation and dramatic pauses.</p> <p>Think-Pair-Share: For students to reflect on why Ausable didn't match Fowler's expectations.</p>	
14	June	20	20	2	F-3(I): Two Stories	Understand and compare the themes of courage, fear, and the unknown in	Assignment: Collect stories about through famous personalities Timeline	Think-Pair-Share "What was the biggest challenge faced by each	

					about Flying(His first flight)	both stories. Analyze the emotional journey and character development Identify and interpret literary devices Draw parallels between fictional scenarios and real-life experiences of fear and bravery.	Activity: Arrange events from each story in order. Diary Entry: From the perspective of the young seagull From the perspective of the narrator.	character?" Literary Device Hunt & Value-Based Teaching Discuss real-life situations of overcoming fear	
15	June	20	20	2	F-3(II) Black Aero plane	Summarize the story and sequence key events. Identify the main theme(s): mystery, decision-making, and courage. Interpret the symbolic meaning of the "Black Aeroplane." Analyze the protagonist's emotional journey and decisions. Explore character development and the story's climax.	MCQs/Short Answer Questions: Based on plot, characters, and vocabulary. Written Assignment: Paragraph on the theme of mystery or an alternate ending. Group quiz competitions or crossword puzzles	Story Reconstruction: Scramble events and let students re-order them logically. Collaborative Learning & Jigsaw reading: Different groups focus on different paragraphs and summarize to the class.	
16	June	20	20	2	P-4-How to tell wild animals	Identify and describe various wild animals mentioned in the poem using clues from the text. Interpret literary devices (like humor, rhyme, and personification) used in the poem. Analyze the theme of the poem and the poet's use of irony and exaggeration. Develop vocabulary related to animals and poetic language. (Cross-Curricular Approach Science Link: Discuss real-life facts about the animals	Oral Q&A / Class Discussion: Identify animals and justify the identification based on poem descriptions. Worksheet / Quiz: Match animals to their descriptions. Multiple choice questions on figures of speech, rhyme scheme, tone, etc. Group Presentation: Students work in groups to research one animal from the poem and present interesting facts alongside the poet's humorous take.	Art Integration Drawing & Illustration: Ask students to draw the animals based on the humorous descriptions in the poem. Poster-Making: Create a "Wild Animals Warning Poster" Environmental Education: Briefly touch on wildlife conservation and why it's important to protect these animals.	

						after reading each stanza. Geography Link: Mark the native regions of each animal on a map.)			
17	June	20	20	2	P-5: The Ball Poem	<p>Understand the theme of loss, growing up, and accepting reality. Analyze poetic devices</p> <p>such as imagery, symbolism, and tone. Identify the mood and emotional progression of the speaker. Relate the poem's message to real-life experiences of loss and maturity. Interpret the symbolism of the ball and how it represents deeper emotional ideas.</p>	<p>Short Answer Questions: Literary Device Hunt: Find examples of imagery, metaphor, or</p> <p>personification in the poem. MCQ/Quiz: Vocabulary and poetic devices from the poem.</p> <p>Creative Expression: Create a drawing or poem that shows the theme of loss and acceptance.</p>	<p>1. Guided Reading & Annotation 2. Role Play / Dramatic Monologue</p> <p>Think-Pair-Share Think: What does losing a ball teach us about life? Pair: Discuss with a partner. Share: Share insights with the class. Multimedia Approach Play a short video or animation depicts a child losing something meaningful.</p>	
18	July	25	20	2	F-4: From the Diary of Anne Frank	<p>Understand the historical and emotional context of Anne Frank's life and her diary entries. Appreciate the power of personal writing in expressing thoughts, emotions, and experiences. Identify key themes such as war, fear, hope, loneliness, and the importance of friendship. Analyze the tone and style of Anne's writing. Reflect on the value of freedom, peace, and resilience in difficult times.</p>	<p>Comprehension Questions Diary Entry Activity: Character Sketch: Write a short paragraph about Anne Frank's personality based on the chapter. MCQ / Vocabulary Quiz Timeline Visualization detailed timeline of events from Anne's life using visuals and quotes from her diary</p>	<p>Multimedia Integration Show a short documentary clip or animation about Anne Frank (age-appropriate). Show real images of the Anne Frank House in Amsterdam Inquiry-Based Learning (IBL)</p>	<p>Periodic Test 1: (7 July to 14 July 2025) Portion: F-1: A Letter to God F-2 : Nelson Mandela F-3(I): Two Stories about Flying(His first flight) P-1: Dust of Snow P-2: Fire & Ice P-3: A Tiger in the Zoo</p>
19	July	25	20	2	S-4-A Question of Trust	<p>Understand and summarize the plot, its central conflict. Identify and analyze the character traits of Horace</p>	<p>Short Answer Questions / Worksheet Character Analysis Group Discussion / Debate "Did Horace deserve to be caught?"</p>	<p>Story Mapping / Plot Diagram Use a visual organizer to break the story into exposition, rising action, climax,</p>	<p>S-1: A Triumph of Surgery S-2: The Thief's Story G-1: Sub Verb</p>

						Danby and the lady thief. Appreciate the author's use of irony and humor. Create a "WANTED" poster for Horace Danby with descriptions and charges.	"Was the lady thief worse than Horace? Vocabulary Quiz	falling action, and resolution. Art Integration Students illustrate a scene from the story.	Agreement G-2: Tenses P-3: A Tiger in the Zoo Wr-1: Letter to the Editor
20	July	25	20	2	Wr-4 Letter of complaint (official) Letter of complaint (business)	Differentiate between official and business complaint letters. Understand the structure and format of formal letter writing. Use formal tone and vocabulary appropriate for complaint letters. Express grievances clearly and respectfully. Apply logical reasoning and maintain clarity	Written Tasks Task 1 (Official Letter): Write a complaint to the Municipal Commissioner about garbage mismanagement in your area. Task 2 (Business Letter): Write a complaint to a company	Guided Writing Write the first letter together as a class (model writing). Gradually give students write independently Digital Integration Use email templates to practice Teach netiquette (email tone, subject line, etc.).	
21	July	25	20	5	F-5- Glimpses Of India- i. A Baker from Goa, ii. Coorg iii. Tea from Assam	Understand the cultural diversity and heritage of India Identify and describe the main ideas, themes, and settings. Practice critical thinking by analyzing the different perspectives of people from various parts of India. Appreciate the significance of unity in diversity within India. Prepare an Itinerary of your visit to a heritage site of India you visited as a part of Field Trip /Family Tour(Trip/Visit)	Comprehension Questions Summary Writing Task Debate / Discussion Topic: "Unity in diversity is India's strength." Assignment: Collect information/ Pictures and write about any three unique and important monuments /tourist places/ festivals of India and one local monument/ tourist place /festival.	Reciprocal Teaching Method: In this strategy, students take turns playing the role of the teacher. After reading a section of the text, one student summarises it, asks questions, and helps peers with clarifications. Gamification / Quiz-Based Learning Method: Use of Multimedia (Videos/Podcasts)	
22	July	25	20	3	F-6-Mijbil the Otter	Explore the emotional connection between Gavin Maxwell and Mijbil. Identify the key themes of the story	Write a short paragraph on Mijbil the Otter and the narrator. Creative Writing Role Play: students, act as the	*Think-Pair-Share reflect on the narrator's feelings and Mijbil's behavior. *Close Reading	

						<p>Describe the character of Mijbil and the narrator</p> <p>Discuss the importance of empathy.</p> <p>Identify how vivid descriptions bring characters and events to life.</p> <p>Reflect on how both the author and the otter adapt to new environments and experiences.</p> <p>Recognize the adventurous spirit in bringing and raising an exotic animal.</p>	<p>narrator, and the other as Mijbil.</p> <p>Fill in the Blanks(Example sentences from the story with key words missing.</p> <p>Think and Reflect Discussion or Written Reflection</p>	<p>students analyse specific sections.</p> <p>*Storytelling Approach Cross-Curricular Connections</p> <p>*Science: Talk about animal behavior, habitat, and species conservation</p> <p>*Geography: Trace the journey from Iraq to London on a map.</p> <p>*Moral Science: Discuss kindness to animals and responsibility as pet owners.</p>	
23	July	25	20	2	S-5: Footprints Without Feet	<p>Understand the plot and sequence of events in the story of the invisible man.</p> <p>Analyze the character of Griffin.</p> <p>Explore themes such as misuse of science, invisibility, and consequences of immoral behavior.</p> <p>Improve vocabulary using new words from the text in context.</p> <p>Express personal opinions on ethical aspects of scientific discoveries.</p>	<p>Comprehension Questions</p> <p>Character Sketch Task: Write a short character analysis of Griffin, citing evidence from the text.</p> <p>Story Map / Flowchart Map the sequence of events in the story</p> <p>Creative Writing Write a diary entry from Griffin's point of view OR a police report about the strange events in the town.</p>	<p>Bloom's Taxonomy-Based Questioning CLIL (Content and Language Integrated Learning) Integrate science concepts (e.g., invisibility, optics, or the ethics of experimentation)</p> <p>RAFT Writing Strategy</p> <p>Role – Audience – Format – Topic</p> <p>Role: Griffin Audience: A group of young scientists Format: Speech Topic: "Why I chose invisibility – My regrets and lessons learned."</p>	
24	July	25	20	2	S-6-The Making of a Scientist	<p>Grasp the journey of Richard Ebright and the factors contributed to his success.</p> <p>Identify the role of curiosity, perseverance, and guidance in shaping a</p>	<p>Mix of MCQs, short answers, and long-form questions Match-the-column, fill-in-the-blanks, and sentence formation using key words from the story.</p>	<p>Interactive Reading, Real-Life Connection , Inquiry-Based Learning & Inspiration</p> <p>Board: Display a board with quotes, images, and names of famous</p>	

						<p>scientist. Reflect on the importance of nurturing curiosity and dedication. Discuss the role of mentorship and self-motivation</p>	<p>Create a timeline of Richard Ebright's journey from childhood to becoming a scientist.</p>	<p>scientists and their traits. (Create a poster on "Qualities of a Successful Scientist.")</p>	
25	July	25	20	2	P-6- Amanda	<p>Understand the contrasting voices in the poem — the adult's constant instructions and Identify the central theme of childhood freedom vs. parental control. Recognize and explain poetic devices Reflect on the emotional needs of children and how excessive control affects their mental state. Discuss the balance between guidance and freedom in parenting.</p>	<p>Poetry:Comprehension Worksheet: MCQs, reference-to-context questions, and short answer questions. Identify and label poetic devices</p> <p>Interactive Poll:A students: <i>"Have you ever felt like Amanda? What did you do?"</i> Use the results for reflection and class discussion.</p>	<p>Read-Aloud & Dramatic Reading: Role Play / Skit: Enact a short skit where Amanda expresses her thoughts vs. the adult's commands. Mind Mapping: Create a visual map of Amanda's thoughts and the adult's instructions. Discussion Circles: groups to discuss their own experiences with discipline.</p>	
26	August	20	20	2	Gr-3: Modals	<p>Identify and define modal verbs (can, could, may, might, shall, should, will, would, must, ought to). Recognize the correct usage of modal verbs in various contexts Distinguish between modal verbs that express necessity, possibility, permission, and ability.</p>	<p>Warm-up Quiz: Multiple-choice or matching exercises Fill-in-the-blanks: Use the correct modal verb in given contexts. Matching Exercise: Match modal verbs with their appropriate meanings or uses.</p>	<p>Focus on Form (FoF), Inductive Teaching: Contextualized Learning: Introduce modal verbs through real-life contexts such as making requests, giving advice, or asking for permission. Direct Method</p>	<p>WEEKLY TEST 9 on 1 August 2025 Portion F-4: From the Diary of Anne Frank P-4-How to tell wild animals S-4-A Question of Trust</p>
27	August	20	20	2	F-7-Madam rides the bus	<p>Understand the main storyline about Valli, an eight-year-old girl's first solo bus journey. Identify themes such as curiosity, independence, innocence, and the transition from childhood to maturity.</p>	<p>MCQs and short-answer questions from the text. Long answer questions. Vocabulary Worksheet: Fill-in-the-blanks, match-the-following, or use-in-a-sentence activities. Character Sketch: Write a short character description</p>	<p>Storytelling Method Hot-Seating Activity: A student plays Valli, while classmates ask her questions about her journey, emotions, and what she learned. Mind Mapping: Create a mind map of Valli's</p>	<p>Wr-4 Letter of complaint Comprehension Reading : Unseen Passage Gr-2: Tenses</p>

						<p>Reflect on the emotional growth of a child when exposed to real-life experiences.</p> <p>Discuss the impact of seemingly small adventures on personal development.</p>	<p>of Valli.</p> <p>Diary entry: “Valli’s Thoughts at the End of the Day.</p>	<p>traits, motivations, challenges, and realizations.</p> <p>Think-Pair-Share: reflect on a time they felt independent & share with a partner, and then with the class.</p> <p>Role Play method</p>	
28	August	20	20	2	P-7-Trees	<p>Understand the central idea of the poem. Identify the speaker's tone and the contrast between the confined indoor space and the natural outdoor world.</p> <p>Reflect on the importance of trees Understand the metaphor of trees as a representation of freedom, resistance, and the power of nature.</p>	<p>Write a paragraph or poem about the role of trees in one’s life.</p> <p>Draft a letter to a local official urging tree preservation or urban green spaces. MCQs and short-answer questions</p> <p>PosterMaking: Theme: “Save Trees, Save Life”</p>	<p>Think-Pair-Share, Digital Integration (Padlet/Google Jamboard)</p> <p>Create a virtual board where students post: “What does this line mean to me?” “How does this poem relate to modern environmental issues?”</p>	
29	August	20	20	3	S-7: The Necklace	<p>Understand the plot, setting, and characters, especially the transformation of Madame Loisel. Identify the twist ending and its irony. Grasp the theme of vanity, pride, class disparity, and the consequences of choices.</p> <p>Reflect on materialism vs. contentment. Evaluate the role of honesty, communication, and self-perception in real life.</p>	<p>Comprehension Worksheet MCQs, short and long answer questions focusing on plot, character, and theme. Character Sketch Write a character sketch of Mme. Loisel or M. Loisel</p> <p>Diary Entry From Mme. Loisel’s perspective.</p>	<p>Art Integration: Students draw Mme. Loisel before and after her transformation</p> <p>Real-Life Connection: Fishbowl Discussion</p> <p>Inner circle discusses: “<i>Was the necklace worth ten years of misery?</i>”</p> <p>Outer circle observes, takes notes, and then switches roles.</p>	
30	August	20	20	2	G-4-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>1. Concept Explanation with Examples (15–20 mins):</p> <p>Correct the Mistake incorrect reported speech sentences.</p> <p>Students identify and</p>	<p>Inductive Method (Learning by Discovery)</p> <p>Story Conversion</p> <p>Take a short story or a scene from a textbook (like <i>Mijbil the Otter</i>).</p> <p>News Report Activity</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>correct the mistakes. Example: She said she <i>is</i> happy ✗ → She said she <i>was</i> happy</p>	<p>Turn students into “journalists.” Ask them to report on a school event, imaginary incident, or fairy tale using reported speech.</p>	
31	August	20	20	2	F-8-The Sermon at Benaras	<p>Recall the context of Gautama Buddha’s first sermon and its significance.</p> <p>Understand the universal truth of death and suffering.</p> <p>Develop empathy, resilience, and a philosophical outlook towards life.</p> <p>Analyze Buddha’s response to suffering and its relevance in today’s world.</p> <p>Compare the reactions of ordinary people to loss versus the spiritual perspective.</p> <p>Relate Buddha’s teachings to real-life situations involving grief and acceptance.</p>	<p>Short answer/MCQs to test.</p> <p>Reflective Paragraph Writing</p> <p>Role Play / Dramatization</p> <p>Enact the dialogue between Buddha and Kisa Gotami to internalize themes. Poster-making on the Four Noble Truths.</p> <p>diary entry from Kisa Gotami’s perspective.</p>	<p>*Storytelling / Narrative Methodology</p> <p>*Discussion-Based Learning</p> <p>*Think-Pair-Share</p> <p>*Visual Aids & Multimedia</p> <p>Text Annotation</p> <p>Highlighting key phrases and noting interpretations in margins.</p>	
32	August	20	20	2	P-8-Fog	<p>Understand the central idea and theme of the poem.</p> <p>Recognize poetic devices like metaphor, imagery, and personification.</p> <p>Identify the structure and style of free verse poetry.</p> <p>Appreciate the poem’s subtlety, simplicity, and deeper meanings.</p> <p>Interpret the symbolic comparison of fog to a cat.</p> <p>Analyze how nature is depicted.</p>	<p>*Comprehension Questions</p> <p>*Poetic Device Identification</p> <p>Visual Interpretation</p> <p>*Draw or describe what the “cat-like” fog might look like sitting on the city.</p>	<p>Experiential Learning</p> <p>Guided Discussion Use open-ended questions like: Why do you think the poet compares fog to a cat? What mood does the poem create?</p>	

33	August	20	20	3	S-8-Bholi	<p>Understand the plot, characters, and setting of the story.</p> <p>Learn about the social issues</p> <p>Analyze the use of characterization, contrast, and narrative techniques.</p> <p>Recognize the importance of education and self-respect.</p> <p>Appreciate the transformation of Bholi's character.</p> <p>Reflect on societal norms and injustices.</p> <p>Evaluate the role of education in empowering the underprivileged.</p>	<p>Character Sketch Write a detailed character sketch of Bholi, comparing her before and after her transformation.</p> <p>Role Play Enact the scene where Bholi refuses to marry Bishamber.</p> <p>Diary Entry Write a diary entry from Bholi's point of view after she rejects the proposal.</p>	<p>Storytelling & Dramatic Narration Narrate Bholi's life using expressive tone and pauses to highlight emotions and key moments.</p> <p>Audio-Visual Aids Show a short film or animated version of the story to enhance understanding.</p>	
34	August	20	20	2	G-5: Determiners	<p>Identify different types of determiners in sentences.</p> <p>Understand the function of determiners (articles, demonstratives, possessives, quantifiers, etc.).</p> <p>Differentiate between various types like <i>a/an, the, some, any, many, much, few, this, that, their</i>, etc.</p> <p>Use appropriate determiners in given contexts or to complete sentences.</p> <p>Avoid common errors in the use of determiners.</p>	<p>Fill in the Blanks Underline the Determiners</p> <p>Choose the Correct Option (MCQs) Multiple choice questions based on the correct use of determiners.</p> <p>Error Correction Provide sentences with incorrect determiners.</p> <p>Match determiners with their correct usage.</p>	<p>Real-Life Objects Activity Use classroom items for demonstratives: <i>This</i> pen, <i>that</i> bag, <i>these</i> books, <i>those</i> shoes.</p> <p>Context-Based Learning Show pictures and ask students to describe them using determiners: <i>There are some apples on that table.</i></p>	
35	September	20	12	3	P-9-The Tale of Custard the Dragon	<p>Comprehend the poem and retell the narrative in their own words.</p> <p>Identify the poetic devices used (e.g., rhyme, repetition, irony).</p>	<p>Oral Q&A based on stanzas</p> <ul style="list-style-type: none"> - MCQs or short-answer worksheet - Fill-in-the-blanks with rhyming words - Identify poetic devices 	<p>Narrative Approach: Use storytelling to break down the plot and help students visualize the sequence of events.</p>	<p>Term 1 Exams (10 September 2025-26 September 2025) & portions are First Flight (Chapter</p>

						<p>Analyze the characters and their behavior in the context of bravery and fear.</p> <p>Interpret the theme and message (real vs. perceived bravery). Appreciate humorous poetry and narrative style.</p> <p>Develop empathy and understand human emotions through the character of Custard.</p>	<p>-Written character sketch of Custard</p> <p>- Reference-to-context (RTC) based questions</p> <p>- Long-answer: What message does the poet convey through this humorous ballad?</p> <p>Create posters of the characters with their descriptions (e.g., "Brave but boastful" vs. "Timid but true").</p>	<p>Communicative Approach</p> <p>Task based Approach: Group tasks like making a bravery chart, acting out scenes, or creative writing.</p> <p>Integrated Skills Approach: Combine listening (recitation), reading (poem), speaking (role play), and diary entries).</p>	<p>1- 5 & Poems 1-5) Footprint Without Feet (Ch 1-5)</p> <p>Grammar:</p> <ol style="list-style-type: none"> 1. Subject verb agreement 2. Tenses 3. Modals 4. Reported Speech 5. Wr: Letter to the Editor & Complaint 6. Wr: Paragraph Writing 7. Diary Entry
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JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: English

Class: X

Term: II

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	4	F-9-The Proposal	<p>Comprehend the main plot, characters, and themes of the one-act play.</p> <p>Analyze the use of satire, irony, and humor to critique societal norms (e.g., marriage for convenience).</p> <p>Identify and explain character traits and development of Lomov, Natalya, and Chubukov.</p> <p>Compare and contrast the characters' perspectives and motives regarding marriage and land disputes.</p> <p>Interpret the social commentary embedded in the play—such as critique of materialism and ego in relationships.</p> <p>Distinguish between different tones (sarcastic, irritated, desperate, etc.) and how they affect the</p>	<p>MCQ Quiz: Test comprehension of plot, character actions, and sequence of events.</p> <p>Satire Identification: Ask students to spot instances of irony, exaggeration, and satire used in the text.</p> <p>Story board creation: Students break down the play into scenes and illustrate with captions—helps structure and recall</p>	<p>Interactive Reading Methodology: Read aloud in parts; pause for comprehension, tone interpretation, and discussion.</p> <p>Think- Pair & Share: Students reflect, discuss in pairs, and share insights on themes/characters.</p> <p>Jigsaw Reading Strategy: Divide the play into sections. Small groups become “experts” on one section, then teach it to others.</p>	<p>WEEKLY TEST 16 on 17 October 2025</p> <p>Portion: F-9-The Proposal Gr : Tenses, Reported Speech & Modals</p>

						scene's impact.			
2	October	19	19	3	P-10-Anne Gregory	<p>Understand the central theme of superficial vs. true love.</p> <p>Interpret the speaker's message using textual evidence.</p> <p>Analyze the use of contrast (physical beauty vs. inner qualities). Identify poetic devices Explore the context of the poem as a dialogue and reflect on gender roles.</p> <p>Express personal opinions about how physical appearance affects relationships. Relate the poem's message to contemporary society or personal experiences.</p>	<p>Short Comprehension Quiz: Checks recall and interpretation of the poem.</p> <p>Theme Reflection Paragraph Poetic Device Identification Task</p> <p>Line Scramble Activity: Provide scrambled lines of the poem; students rearrange and explain the order—tests sequencing and understanding.</p>	<p>Think-Pair-Share: Discuss the meaning of love presented in the poem, then share with class.</p> <p>Task-Based Language Teaching (TBLT) Lexical Approach: Focus on chunks of language (e.g., "true love," "yellow hair," "only love me for myself") and how they work together.</p> <p>Dictogloss Method: Read the poem aloud at normal speed; students reconstruct it in pairs using their memory and discussion.</p>	
3	October	19	19	4	S-9-The Book that saved the earth	<p>Recall the key characters (e.g., Think-Tank, Noodle, Captain Omega) and major events in the play.</p> <p>Identify and explain the use of irony and humor, especially in the Martians' misinterpretation of Earth's literature. Describe how the Martians' perception of Earth was shaped by a book of nursery rhymes. Analyze the satire in the play and how it criticizes assumptions, arrogance, and miscommunication.</p> <p>Infer the deeper message of the play regarding the power of knowledge,</p>	<p>MCQ/Comprehension Quiz/questionnaire</p> <p>Character Diary Entries: students write diary entries from the perspective of a character Have</p> <p>Martian Report Card: students write a "report card" for Earth as if they were Martian scientists, summarizing what they misunderstood about Earth.</p>	<p>Lexical Approach: Focus on vocabulary chunks and expressions from the play (e.g., "nursery rhymes," "misunderstanding," "satirical") and teach students to use these in their own writing or speaking.</p> <p>Task-Based Learning with Communicative Language Teaching and Project-Based Learning. For example, students can work in groups to create a book that might save Earth, develop characters, and role-play their scenario</p>	

						literature, and imagination. Compare the Martians' view of Earth with what Earth is actually like, highlighting misunderstandings.		in front of the class.	
4	October	19	19	4	W-4-Letter of an order & Complaint/ editor	<p>Understand the purpose and format of a Letter of Order. Identify the essential components of a formal letter, including salutation, subject, 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.</p> <p>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</p> <p>Explain the importance of maintaining professional communication in business transactions.</p>	<p>Formal Letter Writing Exercise: Students write their own Letter of Order to place an order for a product or service. 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>Direct Method: Focus on speaking and writing skills by avoiding translation. Students directly practice formal language through 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>	
5	October	19	19	4	W-5-Analytical paragraph	<p>Understand the concept of analytical writing and how to present a clear argument supported by evidence.</p> <p>Identify key components of an analytical paragraph: topic sentence, evidence,</p>	<p>Paragraph Writing Exercise: Students write an analytical paragraph on a given topic or text, demonstrating structure and reasoning. Assesses</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.</p>	

						<p>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 understanding of the material. Revise and refine written work by identifying and correcting errors</p>	<p>writing skills, coherence, and evidence-based analysis. 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 structure.</p>	<p>Process Writing Approach: Emphasize drafting, revising, and editing. Explicit Instruction: Provide direct instruction on the components of an analytical paragraph (e.g., topic sentence, evidence, analysis) before students begin writing. Genre-Based Approach</p>	
6	November	22	22	22	Revision	Revision for Board Exams			
7	December	26	26	26	Revision	Revision for Board Exams & Pre- Board Exams			23rd WEEKLY TEST 16 on 12 December 2025 Portion : F-9-The Proposal P-10-Anne Gregory W-5- Analytical paragraph
8	January /February	18	17	17	Revision	Revision & Pre- Board Exams			Periodic Test 2 from 5th January 2026 to 12th January 2026 F-9-The Proposal P-9-The Tale of Custard the Dragon P-10-Anne Gregory S-9-The Book that

									saved the earth Gr-3: Modals Gr-4: Reported Speech Wr: Letter of Order Wr: Analytical Paragraph Writing Reading Comprehension : Unseen Passage
9	February/March	22	22	22	Annual (Board Exams)				Annual Exams & portion: First Flight (Chapter 1-9 & Poems 1-10) Footprint Without Feet (Ch 1-9) Grammar: 1. Subject verb agreement 2. Tenses 3. Modals 4. Reported Speech 5. Determiners 6. Wr: Letter to the Editor, Letter of Complaint, order etc 7. Wr: Paragraph Writing, Analytical Paragraph Writing