



The Camford International School

ANNUAL LESSON PLAN 2023-2024

GRADE: X

SUBJECT: ENGLISH LANG & LIT [184]

MONTH	CHAPTER NO. AND NAME	DETAIL CONCEPTS TO BE COVERED	PRACTICALS
FEBRUARY	U1- A Letter to God [FF] Dust of Snow-Poem [FF] Fire and Ice-Poem [FF] U2- A Tiger in The Zoo – Poem [FF]	<ul style="list-style-type: none"> • Importance of faith • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Human emotions and their effects • Dangers of deforestation and blessings of forestation • The responsibility of present generation in preserving the environment and earth. 	Interview 2 people of different age groups and draw conclusions of their faith in God. Conclude if this would serve as blind faith or a rational one against Lencho's faith. (MULTIPLE ASSESSMENT)

<p>MARCH</p>	<p>L 1- A Triumph of Surgery [FP]</p> <p>Writing - Letter to the Editor</p> <p>U2- Nelson Mandela [FF]</p> <p>U3- Two Stories about Flying [I &II] [FF]</p> <p>Writing - Letter of Enquiry</p> <p>GRAMMAR – Gap Filling - Worksheet</p>	<ul style="list-style-type: none"> • Analyze how and why individuals, events, or ideas develop and interact over the course of a text. • Demonstrate the ability to use appropriate, persuasive language and grammar in formal writing • Individuals can challenge unjust systems and create fairer societies by exploring Nelson Mandela's struggle against apartheid. • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. • Understanding the feeling of fear, hesitation, thrill and excitement • Getting acquainted with the activities of seagull and his family • Tenses, Modals, Subject Verb Concord, Determiners 	<p>-</p>
<p>APRIL</p>	<p>U3- The Ball Poem [Poem] [FF]</p> <p>L2- The Thief's Story [FP]</p> <p>U4- From the Diary of Anne Frank [FF]</p>	<ul style="list-style-type: none"> • Develop the ability to understand the difficult situations in their life • Not to grieve but to experience new things over the loss of something • Importance of education 	<p>ASL – Listening Task</p>

	Amanda [Poem] [FF]	<ul style="list-style-type: none"> • Techniques of writing a diary entry. • Identify specific textual references that reflect Anne Frank's experience in the annex • Analyze the tone and mood, syntax and figures of speech in the poem • Interpret figures of speech (e.g: personification, metaphor, etc) in context. 	
MAY	<p>U5 & 6- The Hundred Dresses I and II [FF]</p> <p>U3 – How to Tell Wild Animals [Poem] [FF]</p>	<ul style="list-style-type: none"> • Sensitize the students to the feelings of an individual • Develop healthy feelings towards their fellow - friends regardless of their socio-eco status • Analyze the tone and mood, syntax and figures of speech in the poem 	
JUNE	<p>Writing – Letter Placing an Order</p> <p>L3 – The Midnight Visitor [FP]</p> <p>L4 – A Question of Trust [FP]</p> <p>L5- Footprints without Feet [FP]</p>	<ul style="list-style-type: none"> • Demonstrate the ability to use appropriate, persuasive language and grammar in formal writing • To analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 	ASL - Speaking

	U7 - Glimpses of India [I, II & II][FF]	<ul style="list-style-type: none"> • Misuse of Science - delineate and evaluate the specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Distinguish among fact, opinion, and reasoned judgment in a descriptive text. 	
JULY	<p>U6 - Animals [Poem] [FF]</p> <p>U7 – The Trees [Poem] [FF]</p> <p>L6- The Making of a Scientist [FP]</p> <p>Grammar – Editing / Omission-Worksheet</p> <p>Writing – Letter of Complaint (Official)</p>	<ul style="list-style-type: none"> • Analyze literary devices such as grammar, rhythm, structure that aid a poet in creating poetry • Sensitizing readers to all forms of life • Importance of creating new knowledge, improving education, and increasing the quality of our lives drawing inspiration from achievers • Write and edit work so that it conforms to the guidelines in a style manual 	-
	<p>U8 – Mijbil the Otter [FF]</p> <p>Fog [Poem] [FF]</p> <p>U9- Madam rides the Bus [FF]</p>	<ul style="list-style-type: none"> • The exciting journal of an otter’s owner. Students learn to comment on the style and order of ideas for a journal. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 	<p>Pen a verse using any one of the rhyme schemes:</p> <ul style="list-style-type: none"> * aabbcc (Slow learners) * ababcc (Average) * abccba (Gifted) <p>Present the verse on an A4 chart. Make it decorative enough for the class</p>

<p>AUGUST</p>	<p>The Tale of Custard the Dragon [Poem] [FF]</p> <p>U10- The Sermon at Benaras [FF]</p> <p>L7- The Necklace [FP]</p> <p>Writing – Letter of Complaint (Business)</p>	<ul style="list-style-type: none"> • Create an understanding of the way of life with a touch of Buddhist theology. • Write and edit work so that it conforms to the guidelines in a style manual • Thematic approach to be content with what one has 	<p>board. (PORTFOLIO)</p>
<p>SEPTEMBER</p>	<p>L8- The Hack Driver [FP]</p> <p>L10 – For Anne Gregory – Poem [FF]</p> <p>L9- Bholi [FP]</p> <p>U11 – The Proposal [FF]</p> <p>L10 – The Book That Saved the Earth</p> <p>Writing – Analytical Writing Article Writing</p>	<ul style="list-style-type: none"> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. • Analyze the tone and mood, syntax and figures of speech in the poem • Importance of emotional security and family support for children. • The need of love, encouragement and education for the disabled to fight against their odds. • Gauging writing ability and the argument section to measure ability to dissect and present arguments / data. 	<p>-</p>

