

Subject : English  
Grade : VIII  
Year : 2019-20

Text book used: NCERT (Honeydew/ Supplementary Reader)

Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
March/ April (15)	<p>The Best Christmas Present in the World</p> <p><b>T Book</b> <i>The Ant and the Cricket</i> (Poem)</p> <p><b>S Reader</b> How the Camel got its Hump</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Diary entry</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To discuss the nature of events in history and its consequences</li> <li>• To inculcate the value of importance of peace and being away from the feeling of hatred and rivalry</li> <li>• Appreciate a famous literary work</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand and use the taught concept correctly</li> <li>• Students are able to complete various writing tasks based on Past Perfect Tense and modifiers</li> <li>• To enjoy and appreciate the poem               <ul style="list-style-type: none"> <li>• Encourage students to read fable</li> </ul> </li> <li>• Learn the importance of <b>preparing for the future.</b></li> <li>• To reinforce poetic device- Rhyming Scheme</li> <li>• To develop reading and comprehension skills</li> <li>• Infer the importance of being responsible</li> <li>• To identify the point of view of different characters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>- Write a diary page of a war veteran.</li> <li>- Group discussion (pg. 19)</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>- Enact (Role-play)</li> </ul> </li> <li>• Find out adjectives associated with summer and spring.</li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>- Collect descriptive words/ Write a poem on the various seasons. (creative writing)</li> </ul> </li> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>Class discussion on 'unique features of animals'.</li> </ul> </li> </ul>	Worksheet-1

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<p><b>June</b> <b>(16)</b></p>	<p><b>SR</b> - Children at Work</p> <p><b>T .Book</b> - The Tsunami</p> <p>- <i>Geography Lesson (Poem)</i></p> <p><b>Dialogue</b> Unit : 1 &amp; 2</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Past perfect</li> <li>• Modifiers /adjectives</li> <li>• Phrases and Idioms</li> </ul> <p><b>Writing</b> Story writing Paragraph Writing</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To develop reading and comprehension skills.</li> <li>• To make the students understand the condition of underprivileged children. – ‘Child Labour’.</li> <li>• To develop concern in children about the natural disasters and its consequence.</li> <li>• To develop reading and comprehension skills.</li> <li>• Learn to identify and comprehend the meanings of new words.</li> <li>• To identify the main idea and supporting details of the lesson.</li> <li>• To learn sequencing and organizing details</li> </ul> <ul style="list-style-type: none"> <li>• Enable students to understand the concept and basic terms in the poem.</li> <li>• To comprehend the use of figurative language</li> <li>• To distinguish between the intrinsic and superficial theme of the poem.</li> <li>• To comprehend the main theme of ‘One Human Race’ and ‘Man-Made Borders’</li> </ul> <p><b>Story writing/ Paragraph Writing(1P)</b></p> <ul style="list-style-type: none"> <li>• Students learn the elements of a story and paragraph writing</li> <li>• To develop creativity and enhance their writing skills</li> </ul>	<p><b>Speaking</b> Discussion on Natural Disasters’</p>	<p><b>Worksheet-2</b></p> <p><b>Slip test 1</b></p>

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<p><b>July (24)</b></p>	<p><b>T Book</b>            -Macavity:            - <i>The Mystery Cat</i></p> <p><b>Text Book</b>            Bepin Choudhury' s            Lapse of Memory</p> <p><i>The Last Bargain (poem)</i></p> <p><b>S Reader</b>            -The selfish giant</p> <p><b>Dialogue</b>            Unit : 3 &amp; 4</p>	<p><b>Grammar</b> Active &amp; Passive</p> <p><b>Writing</b> Letter Writing</p>	<p><b>Active &amp; Passive</b></p> <ul style="list-style-type: none"> <li>To learn the use of Active and Passive Voice.</li> <li>To learn the importance of AV &amp; PV in daily use and to change AV into PV</li> </ul> <p><b>Reading and Listening</b></p> <ul style="list-style-type: none"> <li>To enjoy and appreciate the poem.</li> <li>Use of figurative language and connotative meanings, analyzing the impact of word choice on meaning and tone in the poem.</li> </ul> <ul style="list-style-type: none"> <li>To develop reading and comprehension skills.</li> <li>To make the students understand-‘Kindness and Goodness can strengthen anybody’s soul.’</li> </ul> <p><b>Reported Speech</b></p> <ul style="list-style-type: none"> <li>To recognize and understand the use of direct and indirect speech.</li> <li>To comprehend the rules and apply in written and spoken English. .</li> </ul> <p><b>Letter Writing</b></p> <ul style="list-style-type: none"> <li>To write fluently and confidently for a variety of purposes and audiences, employing appropriate formats.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speak on a funny incident in their (student’s) life.</li> </ul>	<p><b>Worksheets-3 &amp; 4</b>  <b>Slip Test 2</b>  <b>Periodic Test - 1</b></p>

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<p><b>Aug. – (22)</b></p>	<p>-</p> <p><b>T Book</b> - The Summit Within</p> <p><b>S Reader</b> The treasure Within</p> <p><b>Dialogue</b> Unit : 5 &amp; 6</p> <p><b>T Book</b> <i>The School Boy (poem)</i></p>	<p><b>Grammar</b> Reported Speech</p>	<ul style="list-style-type: none"> <li>• To use direct and indirect speech with the correct punctuation marks and reporting verbs.</li> <li>• Spot the use of reporting verbs and the tenses in direct speech.</li> </ul> <p>Literary aptitude is developed.</p> <ul style="list-style-type: none"> <li>• To make the students understand- ‘determination leads to success.’</li> <li>• To make the students understand the difficult situations in their life and cope with them.</li> <li>• To enable the students to share their personal experiences. <b>(Speaking)</b></li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To develop reading and comprehension skills.</li> <li>• To enable the learners identify their strength &amp; weakness based on areas of their aptitude &amp; interest.</li> <li>• To help the learners in making decisions for the future, regarding their choice of subjects, courses and careers.</li> <li>• To sensitize the students to the feelings of an individual.</li> <li>• To enable them to use new words and phrases in their own language.</li> </ul>	<ul style="list-style-type: none"> <li>• Field trip- trekking</li> <li>• Write an article describing your visit to a place. <b>(Writing)</b></li> <li>• Bubble sheet on any great leader</li> <li>• Narrate an incident from the pre – independence era</li> <li>• Collage and presentation (Any one)</li> </ul>	<p><b>Worksheets 5 &amp; 6</b> <b>Slip tests 3 &amp; 4</b> <b>Subject Enrichment Assessment- 1</b></p>

Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
September (7)			<hr/> <b>Revision / Half-Yearly</b>		<b>Revision Worksheet -1 Half Yearly Exam ( PT2)</b>
Oct. (17)	<p><b>S Reader</b> - Princess September</p> <p><b>T Book</b> -This is Jody's Fawn</p> <p><i>The Duck and the Kangaroo</i></p> <p><b>Dialogue</b> Unit : 7&amp; 8</p>	<p><b>Grammar</b> Noun forms of Adjectives</p> <p><b>Writing</b> Descriptive Writing</p>	<ul style="list-style-type: none"> <li>• To keep promises.</li> <li>• To develop a sympathetic attitude towards animals.</li> <li>• To develop sharing spirit.</li> <li>• To develop their comprehension skill and to develop their vocabulary.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To help each other at the right time and right place.</li> </ul>	<ul style="list-style-type: none"> <li>• Textual activity (Pg. 56-57)</li> </ul>	<b>Worksheets 7 Slip test 5</b>
Nov (24)	<p><b>T Book</b> –</p> <p>A visit to Cambridge</p>	<p><b>Grammar</b></p> <p><b>Writing</b> Research and write about Stephen Hawkings Determiners (all/both) - gerund and participle</p>	<ul style="list-style-type: none"> <li>• To make the students aware that physical disability is not a hurdle in individual growth.</li> <li>• To create scientific thinking among the students.</li> <li>• To create awareness about their surroundings and having respect to all.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Students are to talk about a strange friend or an incident</li> </ul>	<b>Worksheets 8 &amp; 9 Slip Tests 6</b>

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	<p><i>-When I set out for Lyonesse (poem)</i></p> <p><b>S Reader</b> The fight</p> <p>Dialogue: Unit : 9 &amp; 10</p>		<ul style="list-style-type: none"> <li>• To create curiosity among the students - to get information about disabled people.</li> </ul> <p><b>Gerund and Participle</b></p> <ul style="list-style-type: none"> <li>• Distinguish between gerund and participle</li> <li>• Identify gerund and participle in sentences and use them correctly in sentences.</li> <li>• Appreciate and enjoy simple narrative</li> <li>• To understand that tolerance is accepting others and appreciating the difference.</li> </ul>		
<p><b>Dec. (20)</b></p>	<p><b>T Book</b> – <b>Dialogue</b></p> <p>A Short Monsoon diary</p> <p>- <i>On the Grasshopper and the Cricket</i></p> <p><b>S Reading</b> -The open Window Jalebis</p>	<p><b>Grammar</b> - Past tense - use of sure/enough</p>	<ul style="list-style-type: none"> <li>• To enable the learners comprehend the topic / poem locally and globally and enjoy the beauty of the poem.</li> <li>• To enable them to know about the significance of the symbolic title</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To develop reading and comprehension skills</li> <li>• Be inspired to read more stories</li> <li>• To train students to enjoy a story and develop reading skill.</li> </ul>	<p><b>Writing</b> -Describe weather conditions during May, August and December.</p> <p>Write a poem on weather/seasons</p>	<p><b>Worksheet -10</b></p>

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<b>Jan.</b> <b>( 20 )</b>	The Great stone face – I The Great stone face – II  <b>Dialogue</b> Unit : 11 & 12	<b>Grammar</b> - Noun forms by adding – ness/-ity	<b>Reading</b> <ul style="list-style-type: none"> <li>• To develop reading and comprehension skills</li> <li>To train students to enjoy a story and develop reading skill</li> <li>• Encourage them to have strong will power and determination.</li> </ul> <ul style="list-style-type: none"> <li>•To develop reading and comprehension skills</li> <li>•To help them think sensibly based on reasoning.</li> </ul>	-Rearrangement of sentences to understand the lesson better.  - Game to understand the noun forms better  - <b>Writing</b> <b>Story Writing</b>	<b>Worksheet- 11</b> <b>Periodic Test 3</b>  <b>Subject Enrichment Assessment 2</b>
<b>Feb. (16)</b>		<b>REVISION</b>	<b>REVISION</b>	<b>REVISION</b>	<b>Revision Worksheet-2</b> <b>Annual Exam</b>