

Term Wise Syllabus
Session : 2019-20
Class: VIII
Subject : English

Term 1 - From April to September 2019

HONEY DEW – LESSON 1	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR And WRITING SKILLS</u>	<u>LEARNING OUTCOMES</u>
THE BEST CHRISTMAS PRESENT IN THE WORLD	War story against the backdrop of Christmas. Celebration of a festival with family. Traditions like the exchange of gifts with relatives on festivals . War is a menace and causes much loss to life . It results in severe emotional set back also .	<ul style="list-style-type: none"> i. Discuss war as a menace It is an evil which has a serious impact on the common man. While it is the countries which make war, the common man is the worst sufferer. ii. What kind of presents do we like ? iii. Discussion about the tradition of wishing friends by sending greeting cards. iv. Making Greeting cards in class . v. Discussion of the title. vi. Quotations given in the box on page 20 	<ul style="list-style-type: none"> i. Noun – Common Proper Collective Abstract ii. Adjectives. iii. Forms of Verbs iv. Tenses- All forms of Present Tense Past Tense v. Use of Articles a, an ,the vi. Punctuation marks –The use of comma ,full stop and question marks . vii. WRITING SKILLS –Write a short paragraph on’ Celebrating festivals with friends and neighbours’ . viii. ‘Sports can help build relations ‘. ix. Diary Entry – The day you received a wonderful gift . 	<ul style="list-style-type: none"> i. Refers to dictionary. ii. Responds to recall. iii. Answers very short questions and short questions . iv. Understands the topics done under grammar.

HONEY DEW POEM – 1	THEME	SUGGESTED ACTIVITIES	GRAMMAR And WRITING SKILLS	LEARNING OUTCOMES
THE ANT AND THE CRICKET	Importance of hard work . Reading and appreciating a Fable..(A poem with birds and animals as characters)	i. Class discussion on the importance of the truth -- ‘Well begun is half done’ . ii. Talk about a Fable which is a poem with birds and animals as characters .Ends with a moral . iii. Value of hard work and planning for future . iv. Writing the central idea of the poem .	i. Tense—All forms of Past Tense ii. Forms of verb iii. Rhyming Words . iv. Write a letter to the principal of your school seeking permission to present a skit about the ‘ Importance of hard work’ in the morning assembly on Labour Day	i. Participates in small conversations based on familiar context ii. Recites simple poem with intonation and expression iii. Refers to the dictionary to find meanings of unfamiliar words .
HONEY DEW – POEM 2 – GEOGRAPHY LESSON	THEME The Earth and its geological features. Mans existence in relation to nature Peaceful co existence of man and the other beings on Earth	SUGGESTED ACTIVITIES i. Making a map of a place/home/school/metro station, ii. Discussion on stanzas of poems and very short and short answer questions based on them iii. Poster making on Earth Day.	GRAMMAR And WRITING SKILLS i. Auxiliary verbs Is, am, are, was, were ii. WRITING SKILLS – Letter Writing –Write a letter to your friend telling him about the celebration of Earth Day in your school . iii. Notice Writing – Write a notice for the notice board of your school informing about ‘ Delhi darshan trip .Include all necessary details	LEARNING OUTCOMES i. Participates in small conversations based on familiar context. ii. Recites simple poem with intonation and expression . iii. Refers to the dictionary to find the meanings of difficult words . iv. Responds to recall and comprehension questions from a short text .

THE TSUNAMI	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR And WRITING SKILLS</u>	<u>LEARNING OUTCOMES</u>
	<p>Natural disasters and disaster management.</p> <p>Relief Camps</p> <p>Social Work</p> <p>Saving lives of humans and animals</p>	<p>i. Discussion on different types of disasters both manmade and natural</p> <p>ii. How can man made disasters be avoided</p> <p>iii. Talking about the proactive approach and the reactive approach .</p> <p>iv. It is better to prevent and prepare rather than to repent and repair.</p>	<p>i. Tense –Past continuous and future continuous</p> <p>ii. Modals – can , could ,may , might ,will , would , shall , should , must , ought to , need to , used to , has to , have to ,dare to .</p> <p>iii. Conjunctions –Joining two sentences with the help of joining words like-- and , but , till , until , as , if , as well as , so –that , such that etc .</p> <p>iv. Error Correction practice on the basis of all structures done so far.</p> <p>WRITING SKILLS</p> <p>v. Paragraph Writing On ‘Disaster Management.’</p> <p>vi. Notice Writing – Write a notice for the notice board asking the students of your school to donate in kind for the victims of a recent natural disaster .</p>	<p>i. Refers to dictionary to find meanings of unfamiliar words .</p> <p>ii. Responds to recall and comprehension questions from a short text .</p> <p>iii. Use newly learnt vocabulary while speaking and writing correct words ..</p> <p>iv. Detects errors in sentences</p> <p>v. Replaces errors with correct words</p>

TERM- 2 (OCTOBER 2019 –MARCH 2020)

<u>POEM</u>	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR AND WRITING SKILLS</u>	<u>LEARNING OUTCOMES</u>
<p>MACAVITY:THE MYSTERY CAT</p>	<p>A lyrical poem by T.S Eliot A Satire on the corrupt judicial system</p>	<p>I. Stanzas for comprehension</p> <p>ii Reading of the poem as a fun activity</p>	<p>i. Auxiliaries ii. Verbs iii. Rhyming words. iv. Notice Writing Write a notice for your school notice board about the ' Story Writing competition' which is going to be organised for classes 6 to 8 .Give all the necessary details.</p>	<p>i. Recites simple poem with intonation and expression . ii. Refers to dictionary to find meanings</p>
<p>LESSON 4: BEPIN CHOUDHRY'S LAPSE OF MEMORY</p>	<p><u>THEME</u></p> <p>Satyajit Roy's story with a surprise ending . Element of mystery. Reading a story for fun.</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>i. Discussion about writing of a character sketch. Dividing it into three parts - such as – Writing all about the character . The character in relation to other characters . What is the character's role or significance in the story. Students can use this sequence to write character sketches.</p> <p>ii. A web chart or a mind mapping may be done on the basis of the same divisions .</p>	<p><u>GRAMMAR AND WRITING SKILLS</u></p> <p>i. Correct form of the verb ii. The use of Prefix and Suffix iii. Simple past and present perfect iv. Rearrange a group of words to form meaningful sentences . v. Error Correction on the basis of grammatical structures done so far. WRITING SKILLS. vi. Story Writing about a chance meeting with a friend . vii. Story about an interesting episode .(use verbal input ,visual input , and a beginning as an input used as guided writing)</p>	<p><u>LEARNING OUTCOMES</u></p> <p>i. Refers to dictionary to find the meanings of difficult words` ii. Responds to recall and comprehension questions from a short text . iii. Uses newly learnt vocabulary while speaking and writing .</p>

<p>POEM :4</p> <p>THE LAST BARGAIN</p>	<p><u>THEME</u></p> <p>Power , money or beautiful things can not win happiness it is only achieved with simplicity and innocence</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>i. Take stanzas from the poem and distribute them to groups of four .Ask students to form questions on each stanza .</p> <p>ii. Sharing the questions formed .Exchange the stanzas and ask to write answers .Discuss the answers .</p>	<p><u>GRAMMAR AND WRITING SKILLS</u></p> <p>i. The use of Articles and determiners .</p> <p>ii. Omissions - Finding the structure which is missing from a sentence and supplying the same from the correct structure learnt so far.</p> <p>iii. Diary Entry-Write a diary page about the message you got from the poem read in class about freedom (Refer to the poem – The Last Bargain.)</p>	<p><u>LEARNING OUTCOMES</u></p> <p>i. Recites simple poem with intonation and expression</p> <p>ii. Refers to the dictionary to find meanings of unfamiliar words .</p>
<p>LESSON – 6</p> <p>JODY’S FAWN</p>	<p><u>THEME</u></p> <p>Importance of separation ,guilt and love .</p> <p>Importance of values like compassion, love towards animals and birds and empathy</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>i. Web chart of characters and places of the story</p> <p>ii. Mind map of characters in the story.</p> <p>iii. Role play for some situations.</p>	<p><u>GRAMMAR AND WRITING SKILLS</u></p> <p>i. Use of prepositions—in , into , among , between , to , towards , by , with , for , from , of , beyond , below , behind in front of , around.</p> <p>ii. Transitive and intransitive verbs.</p> <p>iii. Practice of Error correction and filling the omitted words .</p> <p><u>WRITING SKILLS</u></p> <p>iv. Story Writing on saving an injured animal/bird.(use guidelines given)</p> <p>v. Paragraph on Taking care of animals .</p>	<p><u>LEARNING OUTCOMES</u></p> <p>i. Describes familiar surroundings in four to five short sentences orally and in writing and vice versa</p> <p>ii. Participates in small conversations based on familiar contexts</p> <p>iii. Recites simple poems with intonation and expression .</p>
<p>POEM :6</p> <p>THE DUCK AND THE KANGAROO</p>	<p><u>THEME</u></p> <p>Reading the poem from the angle of friendship .</p> <p>Fun reading</p> <p>All poetic devices</p>	<p><u>SUGGESTED ACTIVITIES</u></p> <p>i. Assigning roles of the duck and the kangaroo to students .</p> <p>ii. Reading of the poem by students assigned with roles.</p>	<p><u>GRAMMAR AND WRITING SKILLS</u></p> <p>i. Dialogue completion using the conversation between the duck and the kangaroo .</p> <p><u>WRITING SKILLS –Letter Writing-</u> Write a letter to your friend telling him about your experiences of ‘The Delhi</p>	<p><u>LEARNING OUTCOMES</u></p> <p>i. Recites a simple poem with intonation and expression</p> <p>ii. Refers to dictionary to find meanings of unfamiliar words.</p> <p>iii. Understands the</p>

	used .		Darshan trip from school ‘ ii. Paragraph Writing on’ Good friends are a blessing’ . iii. Notice Writing – Write a notice for the school notice board about your lost cycle keys (Lost and Found)	v. hidden meaning in a poem and its theme . Understands the different poetic devices like- alliteration ,rhyme scheme , similie , metaphors ,repetition ,imagery , symbolism etc.
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Read for Pleasure - It So Happened -	<u>Learning Outcomes for the Supplementary Reader</u>
Lesson 1 : How the Camel Got his Hump Lesson 2: Children At Work Lesson 3 : The Selfish Giant	<ul style="list-style-type: none"> ○ Identifies characters of the stories heard. ○ Recalls few characters from stories and can write the names of the characters with pictures. ○ Guesses meaning of unfamiliar words by reading them in context as well as by using dictionary. ○ Draws simple and specific information from a simple text available in surroundings. ○ Responds to recall and comprehension question from a short text.
Read for Pleasure - It So Happened -	<u>Learning Outcomes</u>
Lesson 4 : The Treasure Within Lesson 6 : The Fight Lesson 7 : The Open Window	<ul style="list-style-type: none"> ○Identifies characters of the stories heard. ○Recalls few characters from stories and can write the names of the characters with pictures. ○Guesses meaning of unfamiliar words by reading them in context as well as by using dictionary. ○Draws simple and specific information from a simple text available in surroundings. ○Responds to recall and comprehension question from a short text.

- Chapters from Supplementary Reader ‘ It so Happened ‘ are not meant for Evaluation/ Assessment purpose and should be done for learning enrichment.
Encourage loud reading of stories in class .Use the same to practice very short and short answer type questions
- Each Chapter/ Poem from the Text book- Honey Dew has a connecting theme . This will guide pedagogy and suggest topics for writing skills.
- Activities are only suggestive in Nature, meant to enhance teaching learning processes.
- Pragati 6 must be used in class regularly. Use the activities given in Pragati .
- The Writing Section Topics must be done in class using both Verbal and Visual input.