

Annual Syllabus: Session : 2024-25

Class: VIII

Subject : English

<u>HONEY DEW</u> <u>Lesson/poem</u>	<u>THEME</u>	<u>SUGGESTED ACTIVITIES</u>	<u>GRAMMAR And WRITING SKILLS</u>	<u>LEARNING OUTCOMES</u>	<u>WORKSHEET NUMBERS</u> <u>(Suggestive/For reference)</u>
POEM 1 – THE ANT AND THE CRICKET	<p>1. Importance of hard work.</p> <p>2. Reading and appreciating a Fable(A poem with birds and animals as characters)</p>	<p>1. Class discussion on the importance of the truth -- ‘Well begun is half done’.</p> <p>2. Talk about a Fable which is a poem with birds and animals as characters .Ends with a moral.</p> <p>3. Speaking Activity : Group Discussion on Value of hard work and planning for future. E.g. Reflections of children about the ant/cricket.</p> <p>4. Writing the Central idea of the poem. Eg : Importance of hard work, Saving for the rainy day/adversity, One should help each other etc.</p>	<p>Topics from previous classes:</p> <p>CLASS V:</p> <ul style="list-style-type: none"> *Example of three forms of verbs. *Intro. To Present perfect & past perfect tense, Present continuous tense *Informal/formal Letter writing <p>CLASS VI:</p> <ul style="list-style-type: none"> *Three forms of Verbs *Tenses *Poetic Devices – Introduction *Informal/formal Letter writing <p>CLASS VII:</p> <ul style="list-style-type: none"> *Three forms of Verbs *Tenses *Informal/formal Letter writing <p>CLASS VIII:</p> <ol style="list-style-type: none"> 1. Tenses—All forms of Past Tense 2. Forms of verb 3. Rhyming Words 	<p>1. Participates in small conversations based on familiar context</p> <p>2. Recites simple poem with intonation and expression</p> <p>3. Refers to the dictionary to find meanings of unfamiliar words .</p>	<p>THE ANT AND THE CRICKET WS No. 1,2,9,10,11,12,</p> <p>TENSES: WS No. 2526,27,28,</p> <p>VERB: WS No. 22,</p>

			<p>4. Letter Writing (Formal)- e.g. 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.</p>		
<p>Lesson 2 - THE TSUNAMI</p>	<p>1. Natural disasters and disaster management.</p> <p>2. Relief Camps</p> <p>3. Social Work</p> <p>4. Saving lives of humans and animals</p> <p>5. Focus on values of courage, care and compassion.</p>	<p>1. Discussion on different types of disasters both manmade and natural.</p> <p>2. How can manmade disasters be avoided</p> <p>3. Talking about the proactive approach and the reactive approach. e.g. saving yourself and helping others when disaster strikes.</p> <p>4. Role Play/Story writing on the theme :It is better to prevent and prepare rather than to repent and repair.</p>	<p>Topics from previous classes:</p> <p>CLASS V: *Intro. To Present perfect & past perfect tense, Present continuous tense *Modals-Use of would *Conjunction *Short Paragraph writing</p> <p>CLASS VI: *Tenses * Modals *Short Paragraph writing</p> <p>CLASS VII: *Tenses *Short Paragraph writing</p> <p>CLASS VIII: 1. Tense –Past continuous and future continuous</p> <p>2. Modals – can , could ,may , might ,will , would , shall , should , must , ought to , need to , used to , has to , have to ,dare to .</p> <p>3. Conjunctions –Joining two</p>	<p>1. Refers to dictionary to find meanings of unfamiliar words .</p> <p>2. Responds to recall and comprehension questions from a short text .</p> <p>3. Use newly learnt vocabulary while speaking and writing correct words.</p> <p>4. Detects errors in sentences.</p> <p>5. Replaces errors with correct words</p>	<p>CHAPTER 2 - THE TSUNAMI WS No. 3,4,13,14,15,16,17, 18,19,</p> <p>MODALS: WS No. 24,</p> <p>CONJUNCTIONS : WS No. 29,</p>

			<p>sentences with the help of joining words like-- and , but , till , until , as , if , as well as , so –that , such that etc .</p> <p>4.Error Correction practice on the basis of all structures done so far.</p> <p><u>WRITING SKILLS</u></p> <p>5.Paragraph Writing- e.g -On ‘Disaster Management : Need/Causes), Mock Drill in My School.</p> <p>6.Notice Writing – e.g. 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>	
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The following Lessons from Supplementary Reader ‘ It so Happened ‘ are not meant for Evaluation/ Assessment purpose and should be done for learning enrichment only. Read only for pleasure.

Lesson 1 : How the Camel Got his Hump

Lesson 2: Children At Work

Lesson 3 : The Selfish Giant

Note:

- ❖ **Above mentioned Syllabus is to be completed by 13th September 2024.**
- ❖ **Revision of syllabus for Mid Term Examination.**
- ❖ **The above said syllabus is for the assessment purpose and remaining topics/ chapters may be taught as Subject Learning Enrichment.**

MID TERM EXAMINATION

<u>HONEYDEW</u> <u>Lesson/Poem</u>	<u>THEME</u>	<u>SUGGESTED</u> <u>ACTIVITIES</u>	<u>GRAMMAR And WRITING</u> <u>SKILLS</u>	<u>LEARNING</u> <u>OUTCOMES</u>	<u>WORKSHEET</u> <u>NUMBERS</u> <u>(Suggestive/For</u> <u>reference)</u>
POEM 2 – GEOGRAPHY LESSON	<p>1.The Earth and its geological features.</p> <p>2.Man’s existence in relation to nature.</p> <p>3.Peaceful co existence of man and the other beings on Earth</p>	<p>1.Making a map of a place/home/school/metro station</p> <p>2.Discussion on stanzas of poems and very short and short answer questions based on them. E.g. How does the ground look when the jet goes up? What do you understand by the logic of Geography? Etc.</p> <p>3.Poster making/Slogan Writing on Earth Day</p>	<p>Topics from previous classes: CLASS V: *Use of is/are + in form of verb *Informal/formal Letter writing CLASS VI: *Auxiliary Verb *Informal/formal Letter writing CLASS VII: *Informal/formal Letter writing</p> <p>CLASS VIII: 1.Auxiliary verbs Is, am, are, was, were</p> <p>2.Letter Writing(Informal) – e.g.Write a letter to your friend telling him/her about the celebration of Earth Day in your school.</p>	<p>1.Participates in small conversations based on familiar context. E.g. City life, unity in diversity etc.</p> <p>2.Recites simple poem with intonation and expression.</p> <p>3.Refers to the dictionary to find the meanings of difficult words.</p> <p>4.Responds to recall and comprehension questions from a short text. (Seen and unseen)</p>	POEM 2 – GEOGRAPHY LESSON WS No. 20,21,
POEM :4 THE LAST BARGAIN	Power , money or beautiful things cannot win happiness it is only achieved with simplicity	<p>1.Take stanzas from the poem and distribute them to groups of four for discussion.</p> <p>2. Ask students to form</p>	<p>Topics from previous classes: CLASS VII: *Articles *Determiners</p> <p>CLASS VIII:</p>	<p>i.Recites simple poem with intonation and expression</p> <p>ii. Refers to the dictionary to find</p>	POEM 4: THE LAST BARGAIN: WS No. 34,35 ARTICLES : WS

	and innocence.	questions on each stanza and discuss the answers within group and among other groups for synthesis.	<p>1.The use of Articles and determiners .</p> <p>2.Omissions - Finding the structure which is missing from a sentence and supplying the same from the correct structure learnt so far.</p> <p>3.Diary Entry-e.g. Write a diary page about the message you got from the poem read in class about freedom (Refer to the poem – The Last Bargain.) OR You met an old friend from your previous school, Write a diary entry about how the interaction was.</p> <p>4.Basic Analytical Paragraph Writing on a given data/graph etc. E.g. Percentage of commuters using various public transport, Data on Various Causes of Pollution etc.</p>	meanings of unfamiliar words . E.g. Naught, Pondered, Chariot etc.	No.1,2,32 DETERMINERS: WS No. 30,31,33,
LESSON – 6 THIS IS JODY’S FAWN	<p>1.Importance of separation ,regret/feeling sorry and love .</p> <p>2.Importance of values like compassion, love towards animals and birds and</p>	<p>1.Web chart/ Concept Map of references from story. E.g. How did doe save Penny’s life?</p> <p>2.Mind map of characters in the story.</p> <p>3.Role play for some situations. E.g. Mill-Wheel</p>	<p>Topics from previous classes: CLASS V: *Prepositions - to, at, off, on, in, into, with * Short Paragraph writing. CLASS VI: *Auxiliary Verb *Preposition *Short Paragraph writing. CLASS VII: *Short and Long paragraph</p>	<p>1.Describes familiar surroundings in four to five short sentences orally and in writing and vice versa</p> <p>2.Participates in small conversations based on familiar contexts</p>	LESSON – 6 THIS IS JODY’S FAWN WS No. 36,37,38,39,40,41,42

	empathy	and Jody going back to find the fawn. Etc.	<p>writing *Story writing on given input.</p> <p>CLASS VIII:</p> <p>1.Use of prepositions—in , into , among , between , to , towards , by , with , for , from , of , beyond , below , behind in front of , around.</p> <p>2.Transitive and intransitive verbs.</p> <p>3.Practice of Error correction and filling the omitted words.</p> <p>4. Story Writing on given guidelines - e.g. on saving an injured animal/bird – while on a morning walk – giving water to the bird- resting it at a safe place.</p> <p>5.Paragraph Writing e.g. On Taking care of animals, Animals in Danger, Animals are Our Friend etc</p>	3.Recites simple poems with intonation and expression .	
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Lesson 4 : The Treasure Within

Note:

- ❖ **Above mentioned Syllabus is to be completed by 31st January 2025.**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in the Annual Examination.**
- ❖ **The above said syllabus is for assessment purpose and remaining topics/ chapters may be taught as subject Learning Enrichment.**

ANNUAL EXAMINATION

- 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.
- The Writing Section Topics must be done in class using both Verbal and Visual input.