

**Annual Syllabus: Session : 2025-26**

**Class: VIII**

**Subject : English**

<b><u>HONEY DEW</u></b> <b><u>Lesson/poem</u></b>	<b><u>THEME</u></b>	<b><u>SUGGESTED ACTIVITIES</u></b>	<b><u>GRAMMAR &amp; WRITING SKILLS</u></b>	<b><u>LEARNING OUTCOMES</u></b>	<b><u>WORKSHEET NUMBERS *</u></b>
<b>Lesson 1 - The Best Christmas Present in the World</b>	<ul style="list-style-type: none"><li>❖ A war story against the backdrop of Christmas .</li><li>❖ Festival marked by family reunion, exchange of presents and universal bonhomie .</li></ul>	<ol style="list-style-type: none"><li>1. <b>Class discussion</b> about the dates and events given under ‘Before you read’</li><li>2. Allow children to express their own views.</li><li>3. <b>Speaking Activity:</b> Discuss with your partner: What kind of presents do you like and why? What are the things you keep in mind when you buy presents for others?</li></ol>	<ol style="list-style-type: none"><li>1. <b>Story Writing :</b> Construct the story using the given outline.(context can be taken from story itself)</li><li>2. <b>Adjectives: Degrees of adjectives:</b> Exercises based on use of adjectives.</li><li>3. <b>Use of prepositions</b>—in, into, among, between, to, towards, by, with, for, from, of, beyond, below, behind in front of, around.</li></ol>	<ul style="list-style-type: none"><li>❖ Participates in small discussions about the importance of universal brotherhood.</li><li>❖ Uses newly learnt vocabulary while speaking and writing correct words.</li><li>❖ Understands the importance of family reunions.</li></ul>	

<b>Poem 1 – The Ant and The Cricket</b>	<ul style="list-style-type: none"> <li>❖ Importance of hard work.</li> <li>❖ Reading &amp; appreciating a Fable(A poem with birds &amp; animals as characters )</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Class discussion</b> on the importance of truth -- ‘Well begun is half done’.</li> <li>2. Talk about a Fable which is a poem with birds and animals as characters and ends with a moral.</li> <li>3. <b>Speaking Activity :</b> Group Discussion on Value of hard work and planning for future. E.g. Reflections of children about the ant/cricket.</li> <li>4. <b>Writing about the Central idea of the poem.</b> E.g. : Importance of hard work, Saving for the rainy day/adversity, One should help each other etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Tenses</b>—All forms of Past Tense</li> <li>2. <b>Forms of verb</b></li> <li>3. <b>Conjunctions</b> – Joining two sentences with the help of joining words like-- and , but , till , until , as , if , as well as , so – that , such that etc .</li> <li>4. Rhyming Words</li> <li>5. <b>Letter Writing (Formal)</b>- e.g. Write a letter to the principal seeking permission to present a skit about the ‘Importance of hard work’ in the morning assembly on Labour Day.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Engages in conversations based on familiar context</li> <li>❖ Recites poems with appropriate pause, intonation and pronunciation</li> <li>❖ Refers dictionary to find meanings of unfamiliar words.</li> </ul>	<b>THE ANT AND THE CRICKET</b>  WS No. 1,2,9,10,11,12,  <b>TENSES:</b> WS No. 2526,27,28,  <b>VERB:</b> WS No. 22,
---	--	--	--	---	--

<b>Lesson 2 - The Tsunami</b>	<ul style="list-style-type: none"> <li>❖ Natural disasters and disaster management.</li> <li>❖ Relief Camps, Social Work</li> <li>❖ Saving lives of humans and animals</li> <li>❖ Focus on values of courage, care and compassion.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Class Discussion</b> on different types of disasters both manmade and natural.</li> <li>2. How can manmade disasters be avoided.</li> <li>3. Talking about the proactive approach and the reactive approach. e.g. saving yourself and helping others when disaster strikes.</li> <li>4. <b>Role Play/Story writing</b> on the theme: It is better to prevent and prepare rather than to repent and repair.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Tenses</b> –Past continuous and future continuous</li> <li>2. <b>Modals</b> – can, could, may, might, will, would, shall, should , must, ought to, need to, used to, has to, have to, dare to etc.</li> <li>3. <b>Paragraph Writing-</b> e.g. - On ‘Disaster Management: Need/Causes), Mock Drill in My School.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Refers dictionary to find meanings of unfamiliar words.</li> <li>❖ Responds to recall and comprehension questions from a short text.</li> <li>❖ Uses newly learnt vocabulary while speaking and writing.</li> <li>❖ Detects errors in sentences.</li> <li>❖ Replaces errors with correct words</li> </ul>	<b>CHAPTER 2 - THE TSUNAMI</b>  WS No. 3,4,13,14,15,16,17,18,19,  <b>MODALS:</b> WS No. 24,  <b>CONJUNCTIONS:</b> WS No. 29,
<b>Poem 2 – Geography Lesson</b>	<ul style="list-style-type: none"> <li>❖ The Earth and its geological features.</li> <li>❖ Man’s existence</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Drawing a map</b> of a place/ home / school / metro station</li> <li>2. <b>Class Discussion</b> on stanzas of poems and very short and short</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Auxiliary verbs</b> - Is, am, are, was, were</li> <li>2. <b>Letter Writing (Informal)</b> – e.g. Write a letter</li> </ol>	<ul style="list-style-type: none"> <li>❖ Participates in small conversations based on familiar context. E.g. City life, unity</li> </ul>	<b>POEM 2 – GEOGRAPHY LESSON</b> WS No. 20,21,

	<p>in relation to nature.</p> <ul style="list-style-type: none"> <li>❖ Peaceful co existence of man and the other beings on Earth</li> </ul>	<p>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. <b>Poster making/Slogan Writing</b> on Earth Day etc.</p>	<p>to your friend telling him/her about the celebration of Earth Day in your school.</p> <p>3. <b>Notice Writing</b> – 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>	<p>in diversity etc.</p> <ul style="list-style-type: none"> <li>❖ Recites poems with appropriate pause, intonation and pronunciation.</li> <li>❖ Refers dictionary to find the meanings of difficult words.</li> <li>❖ Responds to recall and comprehension questions from a short text. (Seen and unseen)</li> </ul>	
<p><b>Lesson 3 – Glimpses of the Past</b></p>	<ul style="list-style-type: none"> <li>❖ ‘Glimpses’ of the history of our country to be understood through pictures with strips of text.</li> <li>❖ Explanatio</li> </ul>	<p>1. Asking students in group to Playact the role of farmers who have grievances against the policies of the government and Rewrite their ‘speech bubbles’ in dialogue form.</p> <p>2. <b>Class Discussion</b> in the class about “What</p>	<p>1. <b>Direct – Indirect speech exercises</b></p> <p>2. <b>Paragraph Writing:</b> e.g. The Freedom Struggle</p> <p>3. <b>Diary Writing:</b> e.g. A day in Museum of Natural History</p>	<ul style="list-style-type: none"> <li>❖ Participates in small conversations based on familiar context. E.g. India’s freedom movement</li> <li>❖ Refers dictionary to find the</li> </ul>	

	n about Conditions that led to the event known as the First War of Independen ce in 1857.	role does history play?”		meanings of difficult words. ❖ Responds to recall and comprehension questions from a short text. (Seen and unseen)	
<b>Lesson -4 Bepin Choudhury’s Lapse of Memory</b>	❖ The concept of identity and the impact of memory loss on one's sense of self  ❖ Future consequenc es are inevitably shaped by one’s present actions.	1. <b>Role play</b> for some situations from the lesson.  2. <b>Writing task-</b> Ask students in groups to create a short story on similar context.	1. <b>Informal Letter Writing based on the chapter: e.g.</b> Imagine you are Bepin Choudhury, write a letter to Chunilal promising to help him soon.  2. Error Correction practice on the basis of all structures done so far.  3. Jumbled Sentences	❖ Identifies characters, main idea and sequence of events after listening and reading a simple short story. ❖ Refers dictionary to find the meanings of difficult words. ❖ Responds to recall and comprehension questions from a short text. (Seen and unseen)	
<b>The following Lessons from Supplementary Reader ‘It so Happened’ are not meant for Evaluation/</b>					

**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: \*For Concept Clarity**

❖ Above mentioned Syllabus is to be completed by 6<sup>th</sup> September 2025

❖ Revision of syllabus for Mid Term Examination.

### MID TERM EXAMINATION

<u>HONEYDEW</u> <u>Lesson/Poem</u>	<u>THEME</u>	<u>SUGGESTED</u> <u>ACTIVITIES</u>	<u>GRAMMAR &amp;</u> <u>WRITING SKILLS</u>	<u>LEARNING</u> <u>OUTCOMES</u>	<u>WORKSHEET</u> <u>NUMBERS *</u>
<b>Poem :4 The Last Bargain</b>	❖ Power, money or beautiful things cannot win happiness; it is only achieved with simplicity and innocence.	<ol style="list-style-type: none"> <li>1. Take stanzas from the poem and distribute them to groups of four for discussion.</li> <li>2. Ask students to form questions on each stanza and discuss the answers within group and among other groups for synthesis.</li> </ol>	<ol style="list-style-type: none"> <li>1. The use of <b>Articles and determiners.</b></li> <li>2. All forms of <b>Tenses</b></li> <li>3. <b>Diary Entry</b>-e.g. diary page about the message you got from the poem (Refer to the poem – The Last Bargain) OR You met an old friend from your previous school, diary entry about how the interaction was.</li> </ol>	<p>❖ Recites poems with appropriate pause, intonation and pronunciation</p> <p>❖ Refers dictionary to find meanings of unfamiliar words . E.g. Naught, Pondered, Chariot etc.</p>	<p><b>POEM 4: THE LAST BARGAIN:</b> WS No. 34,35</p> <p><b>ARTICLES :</b> WS No.1,2,32</p> <p><b>DETERMINERS:</b> WS No. 30,31,33,</p>

<b>Lesson 5 – The Summit Within</b>	<ul style="list-style-type: none"> <li>❖ How to overcome the ‘internal summits’ and achieve success.</li> <li>❖ The text underscores the physical, emotional and spiritual aspects of the adventure in a single perspective.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Speaking Activity:</b> Students may be asked to speak about situations where they overcame their internal fears.</li> <li><b>2. Writing Activity:</b> Students can be asked to write on the topic: "<b>A Journey to Your Own Summit</b>": To encourage students to reflect on personal goals and the challenges they face in achieving them, drawing parallels with the author’s experience of climbing a mountain.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Omissions -</b> Finding the structure which is missing from a sentence and supplying the same from the correct structure learnt so far.</li> <li><b>2. Diary Entry-</b> e.g. Write a diary page about how you won through a difficult situation overcoming your fears within.</li> <li><b>3. Formal Letter Writing</b> on a given subject.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Participates in small conversations based on familiar context.</li> <li>❖ Refers dictionary to find the meanings of difficult words.</li> <li>❖ Responds to recall and comprehension questions from a short text. (Seen and unseen)</li> <li>❖ Writes formal letters in guided format.</li> </ul>	
<b>Poem 5 – The School Boy</b>	<ul style="list-style-type: none"> <li>❖ A different take on School life</li> <li>❖ A dramatic monologue by a schoolboy,</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Role play</b> by students based on the main character of the poem.</li> <li><b>2. Class Discussion</b> on different types of schools, supported by pictures from</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Conjunctions –</b> Joining two sentences with the help of joining words like-- and , but , till , until , as , if , as well as , so – that , such that etc</li> </ol>	<ul style="list-style-type: none"> <li>❖ Participates in small conversations based on familiar contexts</li> <li>❖ Recites poems with appropriate</li> </ul>	

	<p>who hates being cooped up in his classroom and would much rather play outside in the summer sun.</p>	<p>magazines /newspapers — a village school where children are sitting on the floor; another school where they are sitting at long desks; an outdoor lesson under a tree, etc</p>	<p>2. Exercises based on use of <b>Adjectives</b></p> <p>3. <b>Basic Analytical Paragraph Writing</b> on a given data/graph etc .E.g. Percentage of commuters using various public transport etc.</p>	<p>pause, intonation and pronunciation.</p> <ul style="list-style-type: none"> <li>❖ Refers dictionary to find the meanings of unfamiliar words.</li> <li>❖ Responds to recall and comprehension questions from a short text</li> </ul>	
<p><b>LESSON – 6</b> <b>This is Jody's Fawn</b></p>	<ul style="list-style-type: none"> <li>❖ Importance of separation, regret / feeling sorry and love.</li> <li>❖ Importance of values like compassion, love towards animals &amp;</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Web chart/ Concept Map</b> of references from story. E.g. How did doe save Penny's life?</li> <li>2. <b>Mind map</b> of characters in the story.</li> <li>3. <b>Role play</b> for some situations. E.g. Mill-Wheel and Jody going back to find the fawn. Etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Use of prepositions</b>—in, into, among, between, to, towards, by, with, for, from, of, beyond, below, behind in front of, around etc.</li> <li>2. <b>Modals</b> – can , could ,may , might ,will , would , shall , should , must , ought to , need to , used to , has to , have to ,dare to</li> </ol>	<ul style="list-style-type: none"> <li>❖ Describes familiar surroundings in four to five short sentences orally and in writing and vice versa</li> <li>❖ Participates in small conversations based on familiar contexts</li> <li>❖ Recites poems with appropriate</li> </ul>	<p><b>LESSON – 6</b> <b>THIS IS JODY'S FAWN</b> WS No. 36,37,38,39,40,41,42</p>



	birds and empathy		<p>etc.</p> <p>3. <b>Story Writing on given cues</b> - 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>pause, intonation and pronunciation</p>	
<b>Lesson 7 – A Visit to Cambridge</b>	<ul style="list-style-type: none"> <li>❖ The exchange of views between two extraordinary people on what they thought about being ‘differently-abled’.</li> <li>❖ How to empathize with others, especially differently-</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Web chart/ Concept Map</b> of references from story.</li> <li>2. <b>Group Discussion on the topic “The Power of Perseverance”</b> - can be organized to foster teamwork and deeper understanding of perseverance. Allow children to express their own views.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Transitive and intransitive verbs.</b></li> <li>2. Practice of <b>Error correction</b> and filling the omitted words.</li> <li>3. <b>Paragraph Writing</b> e.g. A visit to blind/special school</li> <li>4. <b>Notice Writing:</b> e.g. Write a Notice for school notice board about lost/found articles.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Describes familiar surroundings in four to five short sentences orally and in writing and vice versa</li> <li>❖ Participates in small conversations based on familiar contexts</li> <li>❖ Refers dictionary to find the meanings of unfamiliar words.</li> </ul>	

	abled people.				
<b>Lesson -8 A Short Monsoon Diary</b>	<ul style="list-style-type: none"> <li>❖ <b>Nature's Beauty and Power:</b> Portrayal of the silent miracles of nature and life's little joys and regrets.</li> <li>❖ Monsoon as a Time for Reflection</li> <li>❖ The Joy of Simplicity and Observation</li> <li>❖ Transformation and Renewal</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask students to Work with their partner and write down three superstitious beliefs that they are familiar with. <b>Discuss in the class to break the myths attached.</b></li> <li>2. Ask students to <b>create a poem</b> of their own about the season of spring when trees are in full bloom.</li> <li>3. <b>Writing Activity :</b> To enhance observational skills and creativity, students can be asked to write a description of “ The Monsoon in Your Area”</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Auxiliary verbs</b> - Is, am, are, was, were</li> <li>2. <b>Paragraph Writing:</b> e.g. paragraph describing an incident that occurred during the rains which you can never forget.</li> <li>3. <b>Diary Writing:</b> e.g. School on a Rainy Day</li> <li>4. <b>Informal letter Writing</b> on a given subject.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Describes a picture /simple topic in four to five sentences orally.</li> <li>❖ Writes short paragraphs based on context in guided format.</li> <li>❖ Participates in small conversations based on familiar context.</li> <li>❖ Writes informal letters in guided format</li> </ul>	

<b>Poem 8- On The Grasshopper and Cricket</b>	<ul style="list-style-type: none"> <li>❖ A poem about nature where the grasshopper and cricket do not appear as characters in a story. Rather, they act as symbols, each suggesting something else.</li> <li>❖ How ‘the poetry of earth’ keeps on through summer and winter in a never ending song.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss how the poetry of earth continues round the year through a cycle of two seasons. Ask students to mention each with its representative voice.</li> <li>2. <b>To improve speaking, listening, and expression</b> skills, students can be asked to <b>recite the poem aloud</b>, paying special attention to the rhythm and tone of the poem. Encourage them to express the emotions conveyed by the poet, such as the energy and vibrancy of summer (the grasshopper) and the soothing, quiet warmth of winter (the cricket).</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Guided Story Writing</b> : e.g How I spent my summer vacation in my village/hometown .</li> <li>2. <b>Direct – Indirect speech exercises</b></li> </ol>	<ul style="list-style-type: none"> <li>❖ Describes a picture /simple topic in four to five sentences orally.</li> <li>❖ Refers dictionary to find the meanings of difficult words.</li> <li>❖ Uses newly learnt vocabulary while speaking and writing.</li> <li>❖ Draws simple and specific information from simple text available in surroundings.</li> <li>❖ Participates in small conversations based on familiar context</li> </ul>	
---	--	--	--	---	--

**The following Lessons from Supplementary Reader ‘ It so Happened ‘ are not meant for Evaluation/ Assessment purpose**

**and should be done for learning enrichment. Read only for pleasure.**

Lesson 4 : The Treasure Within

**Note: \* For Concept Clarity**

- ❖ **Above mentioned Syllabus is to be completed by 31<sup>st</sup> January 2026**
- ❖ **Revision of Syllabus for Annual Examination.**
- ❖ **Whole syllabus will be evaluated in the Annual Examination.**

#### **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.