

**Subject : English : VIII**  
**Grade : 2018-19**  
**Year**

**Year Planner**

**Text book used: NCERT (Honeydew/ Supplementary Reader)**

Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
March & April (19 days)	<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 • Encourage students to read fable</li> <li>• Learn the importance of <b>preparing for the future.</b></li> <li>• To reinforce poetic device- Rhyming Scheme</li> </ul> <p>•To develop reading and comprehension skills •Infer the importance of being responsible</p> <p>•To identify the point of view of different characters</p>	<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 own poetry about various seasons</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>	<p>Textual exercises and comprehension check</p> <p>Assess student’s ability to use appropriate vocabulary to answer textual questions</p> <p>The teacher does a comprehension check to recall what is learnt.</p> <p>Worksheet-1</p>

Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
June – (20 days)	<b>SR</b> - Children at Work  <b>T .Book</b> - The Tsunami  - <i>Geography Lesson (Poem)</i> <b>Dialogue</b> Unit : 1 & 2	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Past perfect</li> <li>• Modifiers /adjectives</li> <li>• Phrases and Idioms</li> </ul> <b>Writing</b> Story writing Paragraph Writing	<b>Reading</b> <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>• Students identify and comprehends the meaning of new words</li> </ul> Students identify main idea and supporting details of the lesson <ul style="list-style-type: none"> <li>• Students learn sequencing and organizing details</li> <li>• Enable students to understand concept and basic terms in the poem</li> <li>• Students comprehend the use of figurative language</li> <li>• Students are able to distinguish between the intrinsic and superficial theme of the poem</li> <li>• Students comprehend the main theme of ‘One Human Race’ and ‘Man- Made Borders’</li> </ul> <b>Story writing/ Paragraph Writing</b> <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>	<b>Speaking</b> Discussion on ‘Natural Disasters’	<ul style="list-style-type: none"> <li>• Textual exercises</li> <li>• Comprehension check</li> </ul> Work sheets-2& 3

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July – (24 days )	<p><b>T Book</b> -<i>Macavity:</i> - <i>The Mystery Cat</i></p> <p><b>Text Book</b> Bepin Choudhury' s Lapse of Memory</p> <p><i>The Last Bargain</i> (poem)</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</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> </ul> <p>Use of figurative language and connotative meanings, analyzing the impact of word choice on meaning and tone in the poem.</p> <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>Recognize and understand direct and indirect speech</li> <li>Change direct speech into indirect speech</li> </ul> <p><b>Letter Writing</b></p> <ul style="list-style-type: none"> <li>Students write fluently and confidently for a variety of purposes and audiences, employing appropriate formats</li> </ul>	<ul style="list-style-type: none"> <li>Bubble sheet on any great leader</li> <li>Narrate an incident from the pre – independence era</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speak on a funny incident in the student’s life.</li> </ul>	<p>Revision Worksheet -1</p> <p>Worksheet-4</p> <p><b>2 Slip tests to be completed</b></p> <p><b>Periodic Test -1</b></p>



Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
Oct. (14 days)	<b>S Reader</b> - Princess September  <b>T Book</b> -This is Jody's Fawn  <i>The Duck and the Kangaroo</i>	<b>Grammar</b> Noun forms of Adjectives  <b>Writing</b> Descriptive Writing	To keep promises <ul style="list-style-type: none"> <li>To develop a sympathetic attitude towards animals.</li> <li>To develop sharing spirit.</li> <li>To develop their comprehension skills and vocabulary.</li> </ul> <b>Reading</b> <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>	Assessment of vocabulary and fluency of writing  Worksheet-6
Nov (19 days)	<b>Text Book</b>  <b>Dialogue</b> Unit : 7& 8  A visit to Cambridge  <i>-When I set out for Lyonesse (poem)</i>  <b>S Reader</b> The fight	<b>Grammar</b>  <b>Writing</b> Research and write about Stephen Hawkings  Determiners (all/both) - gerund and participle (3p)	<ul style="list-style-type: none"> <li>To develop reading and comprehension skills.</li> <li>create awareness among the students that physical disability is not a hurdle in individual growth.</li> <li>To create scientific thinking among the students.</li> <li>Create awareness about their surroundings and having respect to all.</li> <li>To create curiosity among the students to get information about disabled people.</li> </ul> <b>Gerund and Participle</b> <ul style="list-style-type: none"> <li>Distinguish between gerund and participle</li> <li>Identify gerund and participle in sentences</li> <li>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>	<ul style="list-style-type: none"> <li>Students are to talk about a strange friend or an incident</li> </ul>	Worksheet-7 & 8

Month & No. of Teaching Days	Units	Sub- Units	Objectives	Activities Planned	Assessment / Recap
Dec. (22 days)	<p><b>T Book – Dialogue</b> Unit : 9 &amp; 10 A Short Monsoon diary</p> <p>- <i>On the Grasshopper and the Cricket</i></p> <p><b>S Reading</b> -The open Window</p> <p>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>	<ul style="list-style-type: none"> <li>• Textual exercises and comprehension Check</li> </ul> <p>Worksheet-9</p> <p>Revision Worksheet-3</p> <p><b>2 Slip tests to be completed</b></p>

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Jan. ( 19 days )	<p>The Great stone face – I The Great stone face – II</p> <p><b>Dialogue</b> Unit : 11 &amp; 12</p> <p><b>S Reader</b> The comet-I &amp;II</p>	<p><b>Grammar</b> - Noun forms by adding – ness/-ity</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• To develop reading and comprehension skills 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>	<p>-Rearrangement of sentences to understand the lesson better.</p> <p>- Game to understand the noun forms better</p> <p>- <b>Writing Story Writing</b></p> <p><b>Subject Enrichment –Role Play</b></p>	<p>Grammar concepts tested with the help of a worksheet</p> <p>Worksheet-10</p>
Feb.	<b>REVISION</b>				<p><b>Annual exam</b></p> <p>Revision worksheet -4</p>