

## CLASS VIII

### English (Class-VIII)

Learning Outcomes	Resources	Activities
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarising etc.</li> <li>watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available)</p> <p>Share some links with learners to watch English educational programmes on Saving our planet</p> <p>Use the QR code reader using a mobile.</p> <p>Use resources from creative commons</p>	<p><b>WEEK 1</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Teachers provide the learners with online links to listen to poems /songs/ stories etc. and ask them to record their comments and ideas.</li> <li>Teachers may ask learners to listen to the news/a talk show on the environment and summarise the main points.</li> </ul>
<ul style="list-style-type: none"> <li>infer the meaning of unfamiliar words by reading them in context.</li> <li>refer to dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>	<p>On line dictionaries</p> <p><a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p> <p>The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, <a href="http://dictionary.cambridge.org/dictionary">dictionary.cambridge.org</a>, <a href="http://dictionary.org">dictionary.org</a></p>	<p><b>WEEK 2</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>showing a picture/object/ illustration</li> <li>word web</li> <li>cross word</li> <li>word ladder</li> <li>giving synonyms</li> <li>giving antonyms</li> <li>explaining through context</li> <li>using dictionaries</li> <li>Learning vocabulary is the key to language learning. It is important to develop vocabulary as it helps in understanding spoken as well as written texts. It is important for the teacher to understand how</li> </ul>

	<p>QR codes of the textbook have a few additional activities.</p> <p>These could be used by all learners.</p>	<p>vocabulary is learned and the factors that play a role in vocabulary development.</p> <ul style="list-style-type: none"> <li>➤ It is useful for the teacher to be aware of the variety of methods that can be used to enhance vocabulary because it helps develop reading comprehension and expression.</li> <li>➤ Give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> </ul>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• read textual/non-textual materials in English/Braille with comprehension.</li> <li>• identify details, characters, main idea and sequence of ideas and events while reading.</li> <li>• read, compare, contrast, think critically and relate ideas to life</li> <li>• infer the meaning of unfamiliar words by reading them in context.</li> <li>• read a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p>	<p><b>WEEK 3</b></p> <p><b>While reading activity:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Depending on the length of the text divide it into parts and while reading the text check the learners' comprehension for each part.</li> <li>• Comprehension check can be conducted by using <ul style="list-style-type: none"> <li>• true/false,</li> <li>• matching,</li> <li>• multiple choices,</li> <li>• short answer,</li> <li>• gap filling,</li> <li>• completion type,</li> <li>• word attack</li> <li>• questions and answer</li> <li>• table completion type questions etc.</li> </ul> </li> <li>• Having listened to the story / text / poem, ask the learners to read the text on their own.</li> <li>• Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.</li> <li>• End of the text questions can be attempted by the learners</li> </ul>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• prepare a write up after seeking information in print /</li> </ul>	<p>QR codes of the textbook have some additional activities.</p>	<p><b>WEEK 4</b></p> <p><b>Grammar and Writing</b></p> <ul style="list-style-type: none"> <li>• Give learners examples of the grammar item and then ask them to</li> </ul>

<p>online, notice board, newspaper, etc.</p> <ul style="list-style-type: none"> <li>• communicate accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.</li> <li>• write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.</li> <li>• write short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</li> <li>• write answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.</li> <li>• write emails, messages, notices, formal letters, descriptions/ narratives, personal diaries, reports, short personal/ biographical experiences etc.</li> <li>• develop a skit (dialogues from a story) and story from dialogues.</li> <li>• write a book review</li> </ul>	<p>These could be used by all learners.</p> <p>Writing activities should be related to the immediate environment of the learner.</p> <p>For example you can ask them to write an article on the topic –“Recycle, Reduce, Reuse”</p>	<p>underline grammar items in the text.</p> <ul style="list-style-type: none"> <li>• Share the steps with the learners about the Process Approach to Writing <ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> jotting down many ideas that may come to an individual’s mind or through discussions, pair work, group work</li> <li>• <b>Outlining:</b> organising the ideas into a logical sequence</li> <li>• <b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</li> <li>• <b>Revisions:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised through</li> <li>• <b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</li> <li>• <b>Final draft:</b> Write the final draft</li> </ul> </li> <li>• <b>Project:</b> Learners can be asked to collect 5 stories and 5 poems related to the Environment and make a compendium. They can also illustrate them with drawings, collages, paintings, etc. OR They can be asked to create illustrated mini biographies of environment saviours such as Greta Thunberg.</li> </ul>
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