

Class 8

Section I
Pedagogical processes suggested by NCERT
The learner may be provided opportunities in pairs /groups / individually and encouraged to-
Participate in classroom activities / school programmes such as Morning Assembly / extempore /debate etc. By being exposed to input-rich environment
Speak about objects / events in the class / school environment and outside surroundings.
Participate in grammar games and kinaesthetic activities for language learning.
Use English news (newspaper, TV, Radio) as a resource to develop his /her listening and reading comprehension, note-taking, summarizing etc.
Watch / listen to English movies, serials, educational channels with sub-titles, audio-video / multi-media materials, for understanding and comprehension.
Interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on.
Use formulaic expressions / instructions such as 'Could I give you...' 'Shall we have a cup of tea?' to develop communication skills
Participate in individual activities such as introducing personalities / guests during school programmes.
Learn vocabulary associated with various professions and use them in different situations.
Read stories / plays (from different books / newspapers in education (NIE) / children's section in magazines in English / Braille) and narrate them.
Locate main idea, sequence of events and co- relate ideas, themes and issues in a variety of texts in English and other languages.
Use various sources from English and other languages to facilitate comprehension, co- relation and critical understanding of issues.
Interpret quotations, sayings and proverbs.
Interpret photographs /sketches, tables, charts, diagrams and maps and incorporate in writing.
Think critically, compare and contrast characters /events /ideas /themes and relate them to life and try to give opinions about issues.
Refer sources such as dictionary, thesaurus and encyclopaedia for meaning in context and understanding texts.
Use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc.
Notice punctuation marks in a variety of texts and appropriately use in editing his / her own writing.
Understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc.
Take dictation of a passage with specific attention to words pronounced, punctuation and spelling.
Attempt various types of writing: notice, letter, report, etc as well as personal / biographical experiences and extrapolative writings.

Use ICT (Net, mobile, website, YouTube, TED talks etc) to browse for information, for projects /PPT discussion, debate, class seminar etc.

Attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues.

Visit a language laboratory.

Write a Book Review.

Section II

Learning Outcomes of NCERT

Measuring the LOs

The learner-

Responds to instructions and announcements in school and public places viz. Railway station, market, airport, cinema hall, and act accordingly.

Understands and responds to instructions and announcements in English in school and public places viz. Railway station, market, airport, cinema hall, and act accordingly.

Introduces guests in English, interviews people by asking questions based on the work they do.

Introduces guests in English, interviews people by asking questions based on the work they do.

Engages in conversations in English with people from different professions such as bank staff, railway staff, etc. Using appropriate vocabulary.

Engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.

Listens and watches suggested English movies, serials, educational channels with sub-titles, audio-video /multi-media materials, and speaks /writes about it in order to demonstrate understanding, comprehension and reflection skills.

Uses formulaic /polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc.

Uses formulaic /polite expressions to communicate such as 'may I borrow your book?', 'I would like to differ' etc.

Speaks short prepared speech in morning assembly.

Speaks short prepared speech in morning assembly / class / presentations / extempore / debates.

Speaks about objects /events in the class /school environment and outside surroundings.

Speaks about objects /events in the class /school environment and outside surroundings in order to demonstrate communication and reflection skills.

Participates in grammar games and kinaesthetic activities for language learning.

Participates in grammar games and kinaesthetic activities of language learning in order to make meaningful connections with the subject and context.

Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.

Reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on tv, radio and expresses opinions about them in speech

	and writing in order to demonstrate critical thinking ability.
Asks questions in different contexts and situations (e.g. Based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
	Sees photographs /sketches, tables, charts, diagrams and maps and incorporates in writing, in order to demonstrate interpretation skills.
Narrates stories (real or imaginary) and real-life experiences in English.	Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
Interprets quotations, sayings and proverbs.	Interprets quotations, sayings and proverbs.
Reads textual /non-textual materials in English /Braille with comprehension.	Reads textual /non-textual materials in English /braille with comprehension.
Identifies details, characters, main idea and Sequence of ideas and events while reading.	Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.
Reads, compares, contrasts, thinks critically and relates ideas to life.	Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.
Infers the meaning of unfamiliar words by reading them in context.	Reads unfamiliar words in context and infers their meaning in order to demonstrate comprehension.
Reads 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)	Reads a variety of texts for pleasure e.g. Adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. in order to demonstrate ability to read extensively.
Refers dictionary, thesaurus and encyclopaedia as reference books for meaning and spelling while reading and writing.	Refers dictionary, thesaurus and encyclopaedia as reference books in order to find meaning and spelling while reading and writing.

Prepares a write up after seeking information in print / online, notice board, newspaper, etc.	Prepares a write up after seeking information in print /online, notice board, newspaper, etc.
Communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.	Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.
Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.	Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising in order to demonstrate critical thinking, creativity and editorial skills.
Writes short paragraphs coherently in English /Braille with a proper beginning, middle and end with appropriate punctuation marks.	Writes short paragraphs coherently in English /Braille with a proper beginning, middle and end with appropriate punctuation marks.
Writes answers to textual /non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
Writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal / biographical experiences etc.	Writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal / biographical experiences etc.
	Refers to suggested websites and uses all forms of ICT (such as, mobile, YouTube, ted talks, etc) to browse for information in order to prepare for projects /slides /discussions /etc.
Develops a skit (dialogues from a story) and story from dialogues.	Writes dialogues from a story and story from dialogues, poems, skits, comic strips, brochures, etc. in order to demonstrate creativity skills.
Visits a language laboratory.	Visits a language laboratory in order to polish speech and pronunciation and learn new words.
Writes a Book Review.	Writes a book review in order to learn to think critically and objectively about what he /she has read.

Section III**MAPPING OF GRADE 8 ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE: HONEY DEW**

Note: Overall Learning Outcome for the course: Understand and express English language in speaking and writing forms, communicate ideas creatively and construct grammatically correct sentences, apply their knowledge of the language in unfamiliar situations

Chapter 1	Topic	Learning Objectives -	Learning Outcome	
The Best Christmas Present in the World	The roll-top desk	locate the aesthetic and historical significance of antiques, co-relate to and give examples of more personalized and local experiences of collection of such items..	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)	
	A game of football	evaluate consequences of war (death and destruction), and describe the significance of peace and humanity even during war.		
	Meeting Connie	perform a role play on why it is necessary to be kind and loving to strangers.		
	Grammar		describe various nouns using different adjectives. improve their vocabulary through practice of exercises given in the text.	Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar
			demonstrate the proper use of verb forms and phrasal verbs, and apply it to the given exercises.	
			speak using grammatically correct forms on whether wars are a good way to end conflicts between countries.	

	Writing and Comprehension Check	write a diary entry and an informal letter to express feelings based on their reading of the story.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		design and write a story based on the outlines/ hints given in the text.	
		review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	

Poem 1	Topic	Learning Objectives –	Learning Outcome
The Ant and the Cricket	The Fable	recognize and classify the genre of a fable (short stories, usually with animals as characters, conveying a moral), recall and discuss familiar fables, and relate fables to real life experiences.	Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.
	The Cricket; The Ant	infer, deduce and analyse qualities of characters, such as the cricket as being too lazy to work for himself and then too scared of dying of hunger; the ant's attitude towards work and motto of never borrowing or lending.	
	The Ant and the Cricket as a Fable		
		categorize the poem as a fable and describe its entire theme and moral.	

Poetry Recitation	recite the poem with proper pronunciation and desired effect.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
Speaking	debate on whether it is correct to stick to one's principles even when someone's life depends on it	
Narrating	share some fables with others through narration of stories	Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
Understanding poetic devices	identify and classify poetic devices found in the poem like alliteration, anaphora, personification, antithesis, metaphor etc., and use them appropriately.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Chapter 2	Topic	Learning Objectives -	Learning Outcome
The Tsunami	Andaman and Nicobar Islands	study and assess the impact of natural calamities (destruction, loss of life and property). use the internet, library and other sources to gather information about the tsunami and its after effects.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Tilly Smith	evaluate qualities of a character - courage, care and compassion - and the theme of a story.	
	How the animals survived	determine how giant waves killed thousands of people and yet the animals survived.	
	Narrating	discuss and share similar stories of courage, survival and resilience; verbalize the importance and value of gratitude for the life we live.	Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
	Writing	use internet, library and other sources to understand better the concept of disaster management and relief work and share ideas on it.	Prepares a write up after seeking information in print /online, notice board, newspaper, etc.
research online and then write a diary entry as a volunteer for relief work, distributing food, water and medicine to the victims. pen down the thoughts and fortitude of the survivors in the form of a diary entry.			

	Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
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Poem 2	Topic	Learning Objectives –	Learning Outcome
Geography Lesson	Theme of the poem	read the poem and evaluate its central idea that the poet finds the earth as one, but the people living on this earth are divided for selfish reasons of their own.	Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.
	Seeing the city from a height	contrast and appraise how a city appears from different perspectives – how it looks planned when the jet is in the sky, and compare with how it appears unplanned from the ground.	
		understand the geographical importance of having cities near rivers	
	No Reason to hate or kill	locate/ conclude the message of one world, one people after reading and understanding the poem, and extrapolate on the importance of peace between countries	
Poetry Recitation and Speaking		memorize and recite the poem with proper pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other

		discuss the disastrous effects of wars.	such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
	Understanding poetic devices	identify and classify poetic devices like metaphor, alliteration found in the poem, and demonstrate ability to use them effectively in other contexts.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
	Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Chapter 3	Topic	Learning Objectives -	Learning Outcome
Glimpses of the Past	The Company's conquests and the British Rule	use internet, library and other resources to familiarise themselves with the theme of the chapter which is based on indian history. discuss and describe their research and share knowledge of history of british rule.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Ram Mohan Roy	analyse and summarize the role that blind beliefs and superstitions played in framing the history of india. contrast with beliefs and superstitions still prevalent	

		in india. recognize key figure like ram mohan roy and his contribution to indian society.	
	The Sparks, Revolt and The Fight for Freedom	locate the main idea, sequence of events and co- relate ideas, themes and issues. justify the value of freedom and the responsibility that comes with freedom	
	Oppression and Dissatisfaction	locate the main idea, sequence of events and co- relate ideas, themes and issues.	
	Speaking	speaking - present a speech on raja ram mohan roy, based on the events given in the text.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		speaking – play act the role of farmers who have grievances against the policies of the government.	
		speaking – engage in a group discussion on the significance of how history frames the background of the present using various examples from the past.	
	Writing	writing - compose and construct a dialogue by rewriting speech bubbles	Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising in order to demonstrate critical thinking, creativity and editorial skills.
		translate illustrative genre like a comic strip into dialogue form. demonstrate grasp of reported speech concepts by using them to frame dialogues using the comic strip of the text as reference.	

	Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
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Poem 3	Topic	Learning Objectives –	Learning Outcome
Macavity: The Mystery Cat	About the poem and the poet	identify the origin of the poem (that macavity is a character of the poet's book 'old possum's book of practical cats'; the poet, t.s. eliot's love for cats etc) and locate the poet's intention (to express his admiration for sherlock holmes).	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Macavity's Appearance	develop vocabulary, describe the character of macavity, and justify descriptive terms used for the cat like feline, highly domed head, feline, monster of depravity etc.	
	The Perfect Mystery Cat	assess and evaluate the quality of mystery given to the cat through terms like 'the hidden paw' and 'the master criminal' and how the cat manages to outwit anyone trying to catch him.	

	Poetry Recitation	read, memorize and recite the poem with correct pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
	Understanding poetic devices	identify and classify poetic devices like personification, metaphor, hyperbole, etc., explain their usage (e.g. – how the actions of cat are personified etc), and use such devices in other contexts.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
	Comprehension Check	review and analyse the text to infer answers to questions based on the text frame and write answers on their own based on discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Chapter 4		Learning Objectives -	Learning Outcome
Bepin Choudhury's Lapse of Memory	A shock for Bepin Choudhury	Discuss the chain of events leading to the realisation that Bepin Babu has forgotten some part of his past	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using
		Share similar stories of lapses in memory and relate to the chapter	

	Chunilal - a friend or a foe?	Identify and assess Chunilal's role in the story and how he persuades Bepin Babu to visit Ranchi.	appropriate vocabulary and accurate sentences)
	Realising the truth	Deduce and analyse the theme of the lesson - always help a friend in need.	
	Comprehending facts through reading and inference	Compare, think critically and relate the idea of not being able to recall someone or something in real life situations	Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.
		Start framing the sequence of events and identify the main idea of where the lapse of memory began	
		Draw out the sequence leading to the final conclusion.	
Comprehension Check		Writing - write a letter of contrition for not having helped at the time of need.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on discussions and reading of the text.	

Poem 4	Topic	Learning Objectives -	Learning Outcome
The Last Bargain	About the poem and the poet	read the poem. analyse the title of the poem (how a child offering nothing can be the bargain that makes the speaker a free man).	Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.
	Meeting the king, the old man and the fair maid	locate and identify the sequence of events which lead the speaker to the child in the end	

	Meeting the child	evaluate theme/ message of the poem that power, money and beautiful things cannot win us happiness; justify how innocence and simplicity is the key to happiness.	
	Speaking and Poetry Recitation	read, memorize and recite the poem with correct pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		assess, review, verbalize in the form of a debate whether the speaker should have taken up the offer made by the king, the old man and the fair maid	
	Comprehension Check	evaluate the poem's central idea and discuss the value of freedom and why it is important	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on discussions and reading of the text.	

Chapter 5	Topic	Learning Objectives -	Learning Outcome
The Summit Within	Climbing Mount Everest	Use internet, library and other sources to read up information and determine the reasons for climbing mountains and climbing Mount Everest in particular.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using
	Reaching the peak	Describe the odds faced while climbing the mountain. Compare with	

	Conquering the Internal Summit	Assess and justify the title. Construct sequence of events (realise that there is another summit to be reached, which is higher and more difficult to achieve - the internal summit)	appropriate vocabulary and accurate sentences)
		Locate the central idea of the story - to face life's ordeals with determination	
	Speaking	Talk about Major Ahluwalia and discuss the strategies to be successful in life.	Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.
		Extrapolate from the text and communicate through group discussion / speech the feelings of humility, sadness, gratitude on reaching the peak and the delight faced on overcoming the obstacles during the climb.	
	Comprehension Check	Grammar - Label, give examples of, classify noun forms and phrases. Attempt and solve exercises related to phrases and noun forms	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		Write a composition describing a visit to any beautiful and inspiring place.	
		Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.	

Poem 5	Topic	Learning Objectives -	Learning Outcome
The School Boy	About the poem and the poet	use internet, library and other resources to collect information about the poet, william blake. recognize voice and perspective in the poem (blake has written	Reads, compares, contrasts, gives opinions and relates ideas to life in

		from the perspective of a young boy who doesn't like school).	order to demonstrate critical thinking skills.
School in summer	recognize and categorize the boy's feelings while going to school. justify his feelings (he feels sorrowful as he wants to enjoy summer).		
	critique and assess the way schools impart education (for the boy, school is like a prison which does not allow his creativity to flourish). refer and provide examples from the poem. relate to and contrast with personal life and experience.		
Speaking	read, memorize and recite the poem with correct pronunciation and intonation. paraphrase the ideas of the poem.		Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
	discuss in a group about the best part of school for students		
	prepare a speech and speak on why the student has compared himself to a caged bird or a bud that is nipped before it can grow.		

Understanding poetic devices	identify, classify, and discuss the various poetic devices like alliteration, metaphor, personification, etc. explain how and why these poetic devices are used. use poetic devices in other contexts.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
Comprehension Check	review and analyse the text to infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Chapter 6	Topic	Learning Objectives –	Learning Outcome
This is Jody's Fawn	Saving Penny Baxter	Locate main ideas and sequence of events. Assess why it was necessary to save the fawn after killing the doe.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Mill Wheel and Jody	Locate main ideas and sequence of events. Evaluate that nothing in the world comes free of cost. Relate this idea to different contexts and experiences.	
	The fawn	Develop a sympathetic attitude towards animals, and express it through discussions.	
	Speaking	Share real incidents to understand the importance of freedom and its value in life. Debate on whether it is right to kill an animal to save a human life.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to

		Debate on whether Jody should have let Mill Wheel accompany him till he found the fawn or left him alone.	display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
	Writing	Gather and share information about Prevention of Cruelty to Animals Act	Prepares a write up after seeking information in print /online, notice board, newspaper, etc.
	Comprehension Check	Review and analyse the text to infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Poem 6	Topic	Learning Objectives -	Learning Outcome
The Duck and the Kangaroo	About the poem and the poet	recall and recognize the genre of a fable (short stories, usually with animals as characters, conveying a moral). recall and discuss familiar fables, including 'the cricket and the ant'. relate fables to real life experiences	Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.
	Convincing the Kangaroo	analyse and appraise the qualities of characters and their motivations, e.g. - the duck as being too bored in the pond and scared of never being able to know what is beyond the pond; the duck's willingness to adjust himself to the kangaroo in order to explore the world with him	
	Hopping away together	locate sequence of events such as how the kangaroo and the duck hop around the world.	

	Narrating	share some fables with others through narration of stories	Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
	Speaking and poetry recitation	recite the poem with correct pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		discuss some unusual activities that students want to do, like walking on the moon, etc.	
	Understanding poetic devices	name and classify poetic devices like personification, hyperbole, onomatopoeia, etc. explain how and why they are used. use devices in different contexts.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
	Comprehension Check	review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Chapter 7	Topic	Learning Objectives –	Learning Outcome
A Visit to Cambridge	Firdaus Kanga meets Stephen Hawking	locate main ideas and the theme of the chapter - have faith in yourself	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Hawking's advice for the disabled	assess and analyse why stephen hawking has proved to be an inspiration for people; evaluate his advice to concentrate on what one is good at.	
	Speaking	describe stephen hawking using proper vocabulary and comparisons. discuss the reason for the anguish felt by stephen hawking.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		use internet, library and other resources to gather information on paralympics, and share information. debate on whether disabled people should partake in olympics or not	
use nouns , adverbs and adjectives in their own sentences.			
Comprehension Check	review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.	

Poem 7	Topic	Learning Objectives –	Learning Outcome
When I set out for Lyonnesse	About the poem and the poet	use internet, library and other resources to gather information about the poet and the time the poem was written. evaluate that the poem has an open end, leaving the readers to understand what might have changed the life of the poet forever.	Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.
	Returning from Lyonnesse	locates sequence of events in the poem, and changing moods and perspectives of the speaker. identify and assess that something within the poet has changed and that change is visible to all around him when he returns.	
	Speaking and poetry recitation	read and recite the poem with correct pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		discuss a journey of their own, their excitement at going to some new place.	
		discuss and debate about what could have brought about the change in the poet.	
	Comprehending difficult words	develop vocabulary, including old english words like 'durst', 'bechance' etc used in the poem, and show ability to use it appropriately in other contexts, making their own sentences.	Reads unfamiliar words in context and infers their meaning in order to demonstrate comprehension.

	Comprehension Check	write a paragraph / diary entry describing a journey which brought about a change from something they learnt there	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.	

Chapter 8	Topic	Learning Objectives -	Learning Outcome
A Short Monsoon Diary	Monsoon begins	Use internet, library and other resources to gather information about the writer, Ruskin Bond. Share information about his works, his style of writing and his love for nature.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	The Real Monsoon	Locate main ideas and sequence of events. Observe and explain how Ruskin Bond portrays the silent miracles of nature and life's little joys and regrets	
	End of Monsoon	Critically evaluate the use of poetry in the middle of a prose chapter. Combine two types of writing.	
	Speaking	Discuss and share ideas on how monsoon can be enjoyed even while staying indoors	Reads, compares, contrasts, gives opinions and relates ideas to life in

		Gather, share and discuss information about a variety of animals, birds and insects which can be seen in the monsoon.	order to demonstrate critical thinking skills.
		Narrate the differences at the beginning and at the end of monsoon	
		Present arguments on why people have faith in blind beliefs and superstitions.	
	Comprehension Check	Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

Poem 8	Topic	Learning Objectives –	Learning Outcome
On the Grasshopper and the Cricket	About the poem and the poet	locate the main ideas of the poem. recognize and analyse the poet's observation on the beauty of earth during summer and winter.	Identifies details, characters, main idea and sequence of ideas and events while reading in order to demonstrate comprehension of the language and sequencing skills.
	The Grasshopper	work in groups of two or four and reflect on each line. identify and analyse what the grasshopper represents. appraise beauty of the summer .	
	The Cricket	work in groups of two or four and reflect on each line. identify and analyse what the cricket represents. appraise beauty of extremely cold freezing days.	
	Comprehending through reference	compare and contrast the beauty found on earth as represented by the grasshopper and by the cricket; interpret variations of beauty represented in nature.	Reads, compares, contrasts, gives opinions and relates ideas to life in order to demonstrate critical thinking skills.

		justify how 'beauty is in the eyes of the beholder'. paraphrase the poem.	
Speaking and poetry recitation		recite the poem with correct pronunciation and intonation.	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		narrate and share incidences of 'a cold winter evening'	
Understanding poetic devices		identify and classify poetic devices in the poem like personification, alliteration, refrain and repetition. explain how and why they are used. use them in different contexts.	Identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention /point of view, rhyme scheme, etc. in order to demonstrate understanding of their significance in literature and narratives.
Writing		write a diary entry on 'a hot summer day'	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
Comprehension Check		review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. frame and write answers on their own based on the discussions and reading of the text.	

Chapter 9	Topic	Learning Objectives –	Learning Outcome
The Great Stone Face - I	The Prophecy	Define a prophecy. Relate the belief in prophecies to personal or localized experiences, and share them. Describe the Great Stone Face and the luck that it brought to the people living in the village.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	Ernest, Gathergold and Blood-and-Thunder	Analyse the characters of Gathergold and Blood-and-Thunder. Analyse qualities of Ernest.	
		Locate main ideas and sequence of events, including why Gathergold and Blood-and-Thunder were not actually the Great Stone Face.	
	Narrating	Share stories and real-life experiences about prophecies.	Narrates stories (real or imaginary) and real-life experiences in English to demonstrate creative use of and fluency in the language and skills of public speaking.
	Using Grammar	Use verb forms and phrasal verbs properly, and apply them to the given exercises.	Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar
	Comprehension Check	Write a paragraph based on one of the characters of the chapter	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
		Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.	

Chapter 10	Topic	Learning Objectives –	Learning Outcome
The Great Stone Face - II	Ernest meets the poet	Draw connection with The Great Stone Face – I. Recall, develop and analyse Ernest’s character.	Asks questions in different contexts and situations (e.g. Based on the text /beyond the text /out of curiosity /while engaging in conversation using appropriate vocabulary and accurate sentences)
	The Poet	Delineate sequence of events. Identify qualities of characters such as the poet, and why the poet is not the Great Stone Face.	
	The prophecy comes true	Understand the sequence of all events, leading to the final conclusion. Review and interpret the prophecy.	
	Speaking	Debate on whether Ernest should have been declared the Great Stone Face or not	Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations, in order to display rational thinking, citizenship, manners, organization of thoughts, persuasion and public speaking skills.
		Narrate a story thinking of yourself as the poet and meeting Ernest for the first time.	
	Group discussion	Discuss the various good values that people have or should have.	Communicates using grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) in order to demonstrate accurate and appropriate use of grammar.
	Using Grammar	Use verb forms and phrases accurately, and apply them to the given exercises.	

	Comprehension Check	Review and analyse the text to recall, paraphrase, summarize and infer answers to questions based on the text. Frame and write answers on their own based on the discussions and reading of the text.	Writes answers to textual /non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.
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