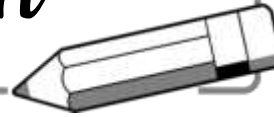


English



Learning Outcomes

<u>Suggested Pedagogical Processes</u>	<u>Learning Outcomes</u>
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • participate in classroom activities/ school programmers’ 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 kinesthetic 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. 	<p>ENG801: responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.</p> <p>ENG802: introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>ENG803: engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.</p> <p>ENG804: uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.</p> <p>ENG805: speaks short prepared speech in morning assembly.</p> <p>ENG806: speaks about objects / events in the class / school environment and outside surroundings.</p> <p>ENG807: participates in grammar games and kinesthetic activities for language learning.</p> <p>ENG808: reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.</p> <p>ENG809: 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)</p> <p>ENG810: participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</p> <p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG812: interprets quotations, sayings and proverbs.</p> <p>ENG813: reads textual/non-textual materials in English/Braille with comprehension.</p>

- 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 correlate 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, correlation and critical understanding of issues.
- interpret quotations, sayings and proverbs.

ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.

ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.

ENG816: infers the meaning of unfamiliar words by reading them in context.

ENG817: reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, also nonfiction articles, narratives, travelogues, biographies, etc. (extensive reading)

ENG818: refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.

ENG819: prepares a write up after seeking information in print / online, notice board, newspaper, etc.

ENG820: communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)

ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.

ENG823: writes answers to textual/non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

ENG824: writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.

ENG825: develops a skit (dialogues from a story) and story from dialogues.

ENG826: visits a language laboratory.

ENG827: writes a Book Review

ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, alliteration, imageries etc.

Time line	Topic	LO/ Part of LO	Key Competencies	Suggestive Activities
Week 01 & 02	1. How Teachers Learn	ENG802: Introduces guests in English ENG809: 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) ENG813: Reads textual materials in English / Braille with comprehension ENG823: Writes answers to textual/non-textual questions after comprehension /inference	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills • Vocabulary • Writing for purpose 	<ul style="list-style-type: none"> • The teacher will act as guest in the class and will ask the learners to introduce themselves one by one (first in Home Language than in Target Language). • The teacher will introduce the topic by doing any suitable activity. • The teacher will narrate the events of the lesson to the learners and write difficult words on board for word drill. • The teacher will ask the learners to read the lesson (or a specific portion) using any reading strategy. • The learners will be asked to sit in groups and relate the content with the teacher's narration. • The learners will be asked to answer certain questions both orally and in writing related to the topic. • The learners will also be asked to write a message about any situation using a particular format.
Week 03	2. Life	ENG803: engages in conversations in English ENG809: asks questions in different contexts and situations . ENG815: reads, compares, contrasts, thinks critically and relates ideas to life ENG825: develop a skit ENG824: writes a dialogue.	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Decision making abilities • Self-awareness 	<ul style="list-style-type: none"> • Divide class into groups and ask them to have discussion about various stages of life. • A role-play to be organized in the class for better understanding of the given lesson. • Project about day-to-day experiences. • Develop a skit to understand the main ideas of the lesson.

Week 04	3. Global Warming	<p>ENG805: speaks short prepared speech in morning assembly.</p> <p>ENG806: speaks about objects / events in the class / school environment and outside.</p> <p>ENG812: interprets quotations, sayings and proverbs.</p> <p>ENG816: infers the meaning of unfamiliar words by reading them in context.</p> <p>ENG824: writes formal letters.</p>	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Social Awareness 	<ul style="list-style-type: none"> • Roleplay on Global Warming. • Group discussion about the various environmental issues. • Assign a project on quotations and proverbs related to environment. • Debates on causes of Global warming given in the text. • Discuss the format of formal letters in the class and ask them to write a formal letter.
Week 05	4. For God's Sake, Hold Thy Tongue	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG815: reads, compares & thinks critically and relates ideas to life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference</p> <p>ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Listening & Speaking skill • Vocabulary development • Writing for purpose • Truthfulness 	<ul style="list-style-type: none"> • Ask students to listen stories from grandparents / elders on the importance of values and narrate them in the classroom. • After silent reading, divide the students into groups to have a discussion on backbiting and why we should avoid it. • After discussing the acronym CODER for paragraph writing, ask the students to write a paragraph on any social evil.

<p>Week 06</p>	<p>5. Polo- The King of Games</p>	<p>ENG805: speaks short prepared speech in morning assembly about different sports. ENG816: infers the meaning of unfamiliar words by reading them in context. ENG823: writes answers to textual/non-textual questions after comprehension /inference</p>	<ul style="list-style-type: none"> • Reading Comprehension • Listening & Speaking skill • Understands the importance of sports • Team sprit 	<ul style="list-style-type: none"> • Ask students to prepare speeches on their favourite sports for presentation. • Ask the students to list the different sports being played in and outside their localities and share it with your peers for better understanding. • Quiz competition to be conducted on various adventure games. 												
<p>Week 07</p>	<p>6. Julius Caesar</p>	<p>ENG810: participates in different events such as role play, skit, drama, debate, speech etc. organized by school. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG817: reads a variety of texts for pleasure e.g., adventure stories ENG820: using appropriate grammatical forms (e.g., Nouns, Adjectives, and Adverb clauses,) ENG823: writes character sketch.</p>	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Self-confidence • Correct usage of clauses in a context. • Concept of ICT 	<ul style="list-style-type: none"> • Dramatization of different characters of the story. • Debate/skit on the main ideas of the story. • Take the class in to the ICT room or use your cell phone and play the movie Julius Caesar for better comprehension of the story. • Ask the students to identify the different clauses and put them in appropriate given boxes. <table border="1" data-bbox="1279 938 1982 1134"> <thead> <tr> <th data-bbox="1279 938 1467 1013">Noun clause</th> <th data-bbox="1467 938 1749 1013">Adjective clause</th> <th data-bbox="1749 938 1982 1013">Adverbial clause</th> </tr> </thead> <tbody> <tr> <td data-bbox="1279 1013 1467 1050"></td> <td data-bbox="1467 1013 1749 1050"></td> <td data-bbox="1749 1013 1982 1050"></td> </tr> <tr> <td data-bbox="1279 1050 1467 1086"></td> <td data-bbox="1467 1050 1749 1086"></td> <td data-bbox="1749 1050 1982 1086"></td> </tr> <tr> <td data-bbox="1279 1086 1467 1134"></td> <td data-bbox="1467 1086 1749 1134"></td> <td data-bbox="1749 1086 1982 1134"></td> </tr> </tbody> </table>	Noun clause	Adjective clause	Adverbial clause									
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<p>Week 08</p>	<p>7. Polythene: A Disaster</p>	<p>ENG805: speaks short prepared speech in morning assembly about Polythene a Disaster. ENG806: speaks about class / school environment and outside surroundings. ENG810: participates in different events such as skit, drama, debate, quiz, etc., organized by school and other such organizations. ENG812: interprets quotations, sayings and proverbs. ENG825: develops a skit (dialogues from a story)</p>	<ul style="list-style-type: none"> • Communication skill. • Reading skill • Social awareness • Self confidence • Responsibility 	<ul style="list-style-type: none"> • Organize a rally with placards displaying the consequences of polyethene. • Assign a project on quotations and proverbs related to hazards of polyethene • Conduct a cleanness drive in and around the school to save the environment. • A quiz to be organized in the school on various issues related to environment problems. • A skit on the hazards of polythene to be conducted in the morning assembly for better understanding of ill effects of polythene.
<p>Week 09</p>	<p>8. A Nation's Strength</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG815: reads, compares, contrasts, thinks critically and relates ideas of the poem. ENG827: Identifies poetic devices like rhyme words, rhyme scheme etc.</p>	<ul style="list-style-type: none"> • Fluency • Creative writer • Listening & speaking • Appreciation • Enrichment of vocabulary 	<ul style="list-style-type: none"> • Group discussion on different modes or feelings expressed in the poem. • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate them in day today life. • Students in different groups to be asked to identify the rhyming words of the poem and understand the rhyme scheme of the poem.

Week 10	9. Porus and His Elephant	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and draws conclusion.</p> <p>ENG828: Identifies poetic devices like rhyme scheme.</p> <p>ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</p>	<ul style="list-style-type: none"> • comprehension • Analysis • Listening & speaking • Writing • Loyalty 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate them in day today life • Students in different groups to be asked to identify the rhyming words of the poem so as to understand the rhyme scheme of the poem.
Week 11	10. The Bangle-Sellers	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas towards different stages of life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference</p> <p>ENG828: Identifies poetic devices like, simile, metaphor, imagery etc.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Critical Appreciation • Enrichment of vocabulary • Self-realization 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relating them in day today life • An outing to be organized and the students be asked to interact with people of different ages about their choices and preferences. After the interaction as them to prepare a write up and present it in their class. • Divide the class in three groups. Ask one group to encircle the simile and other two groups to underline and colour metaphors and imagery respectively given in the poem.

Week 12	11. Prayer for Strength	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference</p> <p>ENG828: Identifies poetic devices like repetition.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Humbleness • Emotional development • Social service 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate in day today life. • Home Assignment to be given to students regarding different kinds of prayers being offered by the people belonging to different faiths. • Ask the students to identify the words repeatedly used in the poem.
Week 13	12. The Brook	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG810: participates in different events such as, poetry recitation</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference.</p> <p>ENG828: Identifies poetic devices like onomatopoeia, metaphor, alliteration, imagery.</p>	<ul style="list-style-type: none"> • comprehension • Listening & speaking • Interpret the main idea • Analysis • Love for nature 	<ul style="list-style-type: none"> • Choral and individual recitation. • Group discussion to be held on various stages of the Journey of the Brook and relate it to the mortal life. • Ask students to discuss the beauties of nature and share with other groups. • Ask students to prepare a list of animal sounds so as to understand the concept of onomatopoeia.
Week 14	13. Mercy	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference.</p> <p>ENG828: Identifies poetic devices, simile, metaphor.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpret the main idea • Compare and contrast • Love for humanity 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem and relate them in day today life. • Roleplay to be organized on love for humanity. • Divide the class in groups and ask each group to encircle the similes & underline metaphors given in the poem.

<p>Week 15</p>	<p>14. Wrinkles</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices, metaphor, imagery.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpret the main idea • Analysis • Responsibility 	<ul style="list-style-type: none"> • A debate to be organized on the theme “Paradise Lies Beneath the Feet of the mother.” • Group discussion to be held on various ideas present in the poem. • Roleplay to be organized on duties and responsibilities of children towards their parents. 															
<p>Week 16</p>	<p>15. Meetings Poets</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices like metaphor, symbols</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpretation • Analysis • Sensitivity towards appearances. • Enrichment of vocabulary development. 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem. • Divide class into groups and ask them to write the connotative & denotative meaning of the words from the poem like, <table border="1" data-bbox="1223 735 2013 967"> <thead> <tr> <th>Words</th> <th>denotative</th> <th>Connotative</th> </tr> </thead> <tbody> <tr> <td>Colour</td> <td>appearance</td> <td>Disorderliness</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Words	denotative	Connotative	Colour	appearance	Disorderliness									
Words	denotative	Connotative																	
Colour	appearance	Disorderliness																	
<p>Week 17</p>	<p>16. Stars Speak to Man</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG817: reads a variety of texts for pleasure. ENG828: Identifies poetic devices like simile, metaphor.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Analysis • Love & affection • Unity & kindness 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem. • A debate on diversity of religions depicting respect for humanity to be conducted in the school. • Divide the class in groups and ask each group to encircle the similes & underline metaphors given in the poem 															

Week 18	17. Summer And Winter	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. /Inference.</p> <p>ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, imagery.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Critical Appreciation • Self-realization 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem • Divide the students into four groups and name them spring, summer, autumn and winter respectively. Ask them to prepare the list of things found in different seasons and share with one another.
Week 19 and 20	18. The Unthankful Man	<p>ENG806: speaks about different events of the story.</p> <p>ENG820: using appropriate grammatical forms (e.g., tense, reported speech etc.)</p> <p>ENG823: writes answers after comprehension /inference; draws character sketch.</p> <p>ENG825: develops a skit (dialogues from a story) and story from dialogues.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Writing • Decision making abilities 	<ul style="list-style-type: none"> • Students be divided into groups and asked to discuss the main ideas of the story and present them in the class. • Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. • Students be divided into groups and asked to write the character sketches of the main characters present in the story.

Week 21	19. Achilles	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG813: reads textual/non-textual materials in English/Braille with comprehension.</p> <p>ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.</p> <p>ENG816: infers the meaning of unfamiliar words by reading them in context.</p> <p>ENG817: reads a variety of texts for pleasure e.g., adventure stories</p> <p>ENG820: using appropriate grammatical forms (e.g., Countable & uncountable nouns, anagrams etc.</p> <p>ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Love for animal world. • Writing skill • Narrate stories • Critical thinking 	<ul style="list-style-type: none"> • Ask students to listen imaginary cum real stories from your parents/grandparents/ elders and narrate the same in front of your classmates. • An activity to be done by dividing students into groups and asked to write the answers of the questions given in the text • Students be divided into groups and asked to draw the sketches of the main characters present in the story • A guided activity to be done by dividing students into groups and asked to use dictionaries or to browse different online sources to search the meanings of unfamiliar words. • Students be divided into groups asked to complete the worksheets on count /uncountable nouns and anagrams • Divide the class into four groups and ask students to write a paragraph on their favorite animals.
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<p>Week 22 and 23</p>	<p>20. Colours of Rainbow</p>	<p>ENG804: uses polite expressions to communicate. ENG806: speaks about events in the school environment and outside surroundings. ENG820: using appropriate grammatical forms (e.g., Question Tags, idioms) ENG823: writes answers after comprehension /inference; draws character sketch. ENG825: develops a skit (dialogues from a story) and story from dialogues.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Narrates the story • Vocabulary development 	<ul style="list-style-type: none"> • Play memory games. You can write down ten new words from the lesson on the whiteboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased. • Divide the students into groups and ask each group to write ten polite expressions being used in day-to-day conversations and present them in the class. • After forming the groups each group be provided tag question work sheets and asked to fill them up in a given time. • Students be divided into groups and asked to write the character sketches of the main characters present in the story. • After the formation of groups each group be asked to underline a few dialogues to form stories out of it.
<p>Week 24 & 25</p>	<p>21. Rustam & Sohrab</p>	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG820: using appropriate grammatical forms (e.g., reported speech) ENG824: writes email, messages, formal letters.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Empathy 	<ul style="list-style-type: none"> • Ask students to listen imaginary cum real stories from your parents/grandparents and narrate the same in front of your classmates. • Divide the students into groups and ask them to discuss the tragic events of the story. • Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. • Divide students into four groups and ask each group to write letters/messages to one another.

<p>Week 26-28</p>	<p>22. A strange Trial</p>	<p>ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG820: using appropriate grammatical forms (e.g., compound and complex sentences) ENG824: writes posters, informal letters.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills 	<ul style="list-style-type: none"> • Divide the students in groups and ask them to discuss the play "A strange play" as a dream • A skit on the main characters of the play to be performed. • A guided activity to be done with the help of worksheets on contractions, simple and compound sentences • Discuss the format and requisites of poster writing and ask students to design posters on given themes.
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Selected Learning Outcomes for Summative Assessment Class—VIII

The learner–

ENG808: reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.

ENG809: 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)

ENG811: narrates stories (real or imaginary) and real-life experiences in English.

ENG812: interprets quotations, sayings and proverbs.

ENG813: reads textual/non-textual materials in English/Braille with comprehension.

ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.

ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.

ENG816: infers the meaning of unfamiliar words by reading them in context.

ENG819: prepares a write up after seeking information in print / online, notice board, newspaper, etc.

ENG820: communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.).

ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.

ENG823: writes answers to textual/non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

ENG824: writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.

ENG825: develops a skit (dialogues from a story) and story from dialogues.

ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, alliteration, imageries etc.

Design of Assessment for Class-VIII

Section A

Reading Comprehension

15 Marks

1) One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open ended question and one fill up, based on comprehension, literary devices, inference, etc.

1 × 5 = 5 Marks

2) One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution, vocabulary, inference, analysis, etc

1 × 5 = 5 Marks

3) One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4 MCQs and one open ended question based on inference, analysis, evaluation, etc.

1 × 5 = 5 Marks

Section (B) Grammar 8 Marks

- Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements, Questions)
- Punctuation marks

4) One passage with blank spaces to be filled by using appropriate parts of speech, articles, auxiliaries etc.

2½ Marks

5) One passage given in direct/indirect speech to be converted into vice-versa.

2½ Marks

6) One contextualized passage/ story/ paragraph to be edited testing the use of tenses, punctuation and the appropriate spelling etc.

3 Marks

Section (C) Writing Skills 12 Marks

7) One question to be attempted on story/dialogue writing on the given situation with the help of hints.

3 Marks

8) One question to be attempted on message/email writing on the given situation (50words).

2 Marks

9) One question to be attempted on letter writing out of two letters with some given situations. (formal/informal).

3 Marks

10) One question to be attempted on report writing on incidents, events, situations etc out of the two with the given hints, visual clues. (80 -120 words)

4 Marks

Section (D) Literature 15 Marks

11) Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook.

3 × 2=6 Marks

12) Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension.

2 × 2=4 Marks

13) One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony etc. from the short stories and the play.

1 × 5=5 Marks