

**Standard : VIII****SKILL : LISTENING**

<b>Sr. No.</b>	<b>Objectives</b>	<b>Learning Activities</b>	<b>Examples</b>	<b>Expected Learning Outcome</b>	<b>Innovation/ Extension</b>
	<b>To enable learners to</b>	<b>The teacher</b>		<b>The learners are able to</b>	
1.	appreciate poems.	- reads / recites / plays poems.	- Various types of poems.	- understand and enjoy poems.	- Learners listen to new poems and present them in the classroom for other learners.
2.	comprehend various (spoken) materials provided.	- reads or plays given materials for learners to comprehend.	- Descriptions, narrations, information.	- listen attentively to various materials provided and comprehend them.	- Learners classify the material heard earlier.
3.	- understand the sequence of events.	- presents different events, incidents and daily routine.	- Events related to games, social service, cultural activities, competitions, etc.	- listen to and understand the sequence of events.	- The teacher narrates a story and learners listen to it, remember it and provide an outline in proper sequence.
4.	- identify relevant points of an event.	- presents a particular event and asks learners to find out relevant points.	- Events such as drawing competitions, field trips, study tours, etc.	- listen to events and understand, identify and tell relevant points.	- The teacher presents mixed up (jumbled) points of two different events and asks learners to classify them properly.

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5.	- understand information presented in news items.	- reads or narrates or plays on a CD player a news item.	- News items.	<b>learners are able to</b> - understand different types of news.	- Learners listen to news items presented by their classmates.
6.	- guess the meanings of unknown words.	- presents a text and asks learners to guess the meanings of new words.	- Various texts.	- guess meanings of new words and phrases.	- Learners listen to texts and find out synonyms or antonyms, from the passages.
7.	- learn note-taking.	- dictates short notes, events etc.	- Short-notes, description of events.	- listen to notes and descriptions and take notes correctly.	—
8.	- enjoy listening to radio, TV and other audio-visual sources.	- provides opportunities to enjoy listening to radio, TV and audio-visual sources.	- Songs, jokes, riddles, playlets or skits, etc.	- enjoy listening to radio, TV and other audio-visual sources.	- Learners listen to radio and watch TV at home and share with others, what they have heard or watched.

**Standard : VIII****SKILL : SPEAKING**

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	<b>To enable learners to</b>	<b>The teacher</b>		<b>Learners are able to</b>	
1.	- describe events/incidents from his/her own experience.	- asks learners to describe events/incidents they have experienced/seen.	- Events, - Incidents, - Own experiences.	- describe events/incidents they have seen/experienced.	—
2.	- debate on current issues.	- arranges a debate on current issues.	- Topics for debate, e.g. - Mobile : a boon or curse? - Are exams and uniforms necessary?	- take part in debates and express their ideas, views feelings, opinions, etc.	- Learners make a list of main points on a debatable topic.
3.	- discuss problems and offer suggestions.	- provides problems and asks learners to discuss them and offer suggestions.	- Problems like not doing home assignments or submitting incomplete home assignments and coming late to class.	- discuss problems and offer suitable suggestions/solutions.	- The teacher asks learners to make a list of problems and suggest solutions.
4.	- present a poem effectively.	- demonstrates how to recite a poem.	- Different types of poems.	- recite/present a poem / song effectively.	- Recitation/Songs Competitions.

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5.	- compere a programme	- gives topics and asks learners to discuss how to compere any programme. - explains and discusses the process if necessary.	- Topics- - Quiz competition, singing competition, dance competition and elocution competition.	- note down points useful for compering programmes. - compere programmes.	- Learners compere school programmes.
6.	- prepare and give welcome speeches and propose a vote of thanks.	- gives useful tips for preparing and presenting welcome speeches and vote of thanks.	- Events - birth/death anniversaries and other important days.	- give welcome speeches and vote of thanks.	- The learners welcome visitors in the class and for the school programme. - give vote of thanks to visitors.

**Standard : VIII****Skill : READING**

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	<b>To enable learners to</b>	<b>The teacher</b>		<b>Learners are able to</b>	
1.	- read the textbook fluently.	- presents an ideal reading of a text.	- Poems and prose passages from the textbook.	- read familiar texts effectively.	- Learners try to read unfamiliar passages.
2.	- read silently with understanding.	- asks learners to read silently so as to understand passages in the text book. - asks some objective type questions based on passages.	- Passages	- read the passages in the textbook. silently, with understanding.	—
3.	- understand the shades of meaning.	- presents passages which contains words having more than one meaning. - asks students to find different shades of meaning of a few words in the text.	- Passages with words having more than one meaning.	- understand different shades of meaning, in seen passages.	—
4.	- read with increasing speed.	- demonstrates how to read with increasing speed.	- Texts	- read with reasonable increase in the speed.	- The teacher provides proper guidance to differently abled students.

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5.	- read to find answers to questions.	- asks learners to read a passage to seek information.	- Any informative passage	- read passages to seek information	- Learners read articles in news paper magazines, etc.
6.	- read for making notes.	- displays an informative passage. - asks learners to read and make notes capturing the main points.	- Informative Passages	- read, understand and shorten in the passage - make notes on relevant points.	—
7.	- read purely for fun.	- provides jokes, riddles and stories to read aloud in the class and have fun.	- Jokes, riddles, stories, comics, etc.	- read, understand and enjoy jokes, riddles, stories.	- Learners read and collect jokes, riddles, stories in English. - Learners read and share them with other classmates.
8.	- read different forms of writing.	- presents different forms of writing.	- Book reviews, science articles, etc.	- read and understand different forms of writing.	—

**Standard : VIII**

**Skill : WRITING**

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1.	To enable learners to - enrich their vocabulary.	The teacher - provides lead words and asks learners to write describing, naming, and action words. - asks them to add to the list.	1. Describing words e.g.- big. 2. Action words e.g. running 3. Time words e.g. now, tomorrow 4. Naming words e.g.- fan. 5. Words indicating position, direction, movement, etc.	Learners are able to - write examples - apply in making phrases, sentences and paragraphs - describe events, incidents and people.	- Learners describe an event or incident that took place at home or in their surroundings.
2.	- write a summary.	- provides passages and poems from the textbook. - asks them to read and write a summary.	- Passages and poems from the textbook.	- read, understand and write summaries.	- Learners write the summary of news from the news-paper. - write the summary of a story from a story book.
3.	- write an application.	- provides templates (formats) of various types of application - Such as - leave application, - bonafide certificate, - bus / train pass application,	- Various types of applications.	- write different types of application.	—

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4.	- write invitations, congratulatory and thank you letters.	- permission application - asks learners to write applications along the lines of formats/templates. - provides samples of the respective letters. - encourages learners to write letters inviting, congratulating and thanking friends and relatives.	- Samples of three types of letters.	- read, identify and write all three types of letters.	- Learners will write all three types of letters on post-cards and drop them into the class post-box.
5.	- write letters of complaints.	- provides samples of various types of complaint letters. - asks learners to draft complaint letters along the lines of formats/templates provided.	- Specimen 5 of complaint letters.	- prepares a complaint letter about topic not already done in class.	- The teacher provides a rude / impolite complaints and converts it into a polite one.



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6.	- write a report of Science experiments, project, study tours, field trips etc.	- provides a specimen report of a science experiment/project. - learners get to write reports of fields trips, study tours etc.	- Reports of the types mentioned.	- write reports of the types mentioned.	—
7.	- prepare a write up.	- presents a model write-up or a topic based on her personal view.	- Specimens of write-up on a topic such as- 'Teachers should also wear a uniform.'	- draft a write-up on the topic expressing their views.	The teacher provides one write-up and one report without naming them so, and asks learners to identify which is which and why.
8.	- develop a playlet.	- constructs a dialogue provides various situations divides class into two groups to select a situation and write a dialogue.	- Situations and dialogues.	- work in groups, discuss the situation, think of characters and frame and write a dialogue.	- The teacher encourages each group to enact their own dialogues in front of the class.

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9.	<ul style="list-style-type: none"> <li>- present information in a graphic form.</li> </ul>	<ul style="list-style-type: none"> <li>- provides a sample of transfer of information from verbal to graphic medium.</li> <li>- asks learners to transfer textual information to various graphic forms such as a table, tree diagram, flowchart, pie chart, bar, graphs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Textual information and graphic information.</li> </ul>	<ul style="list-style-type: none"> <li>- transfer textual information into pictorial information.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners transfer graphic information into a text.</li> </ul>
10.	<ul style="list-style-type: none"> <li>- use English in formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>- provides formal situations such as in a bank transaction, post office, school library, competing school functions, interview etc.</li> <li>- encourages learner to script for various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Situations, scripts, forms, applications, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- use English appropriately in formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners take part in club activities, mock interviews, mock school cabinet.</li> </ul>

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11.	<ul style="list-style-type: none"> <li>- write a composition.</li> </ul>	<ul style="list-style-type: none"> <li>- stimulates learners to brain storm on a topic.</li> <li>- learners come up with several ideas. The facilitator writes them on the board.</li> <li>- learners offer key- words and points. These pre-writing activities lead to writing, peer evaluation and revising, editing and redrafting.</li> </ul>	<ul style="list-style-type: none"> <li>- Stories, essays, poems, paragraph writing, etc.</li> <li>- Various drafts of the same compositions.</li> </ul>	<ul style="list-style-type: none"> <li>- write a composition accurately and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners write short advertisements, jingles, slogans, headlines, etc.</li> </ul>
12.	<ul style="list-style-type: none"> <li>- translate a given text.</li> </ul>	<ul style="list-style-type: none"> <li>- provides and explains samples.</li> <li>- literal translation of the same text.</li> <li>- learners do a literal translation and a free translation of another text.</li> </ul>	<ul style="list-style-type: none"> <li>- Various types of texts in English and mother-tongue for translation.</li> </ul>	<ul style="list-style-type: none"> <li>- translate texts from one language into another.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners collect parallel proverbs, idioms, quotations from English and mother tongue.</li> <li>- Learners display the collection through wall magazine.</li> </ul>