

**First Term Curriculum**  
**Subject – English**  
**Class – VIII**  
**Session 2026-27**

**Books:**

1. **Communicate with Cambridge English Course book (Revised Edition)**
2. **Grammar Gear (Revised Edition)**

| Month | Content  | Learning outcomes   | Communication Skills<br><br>Cognitive skills<br><br>Social and Emotional Skills<br><br>Life Skills<br><br>Cultural Awareness   | Vocabulary  | Writing Skill                    | Grammar                               | Competency based Activity/<br>Experiential Learning Activity  |
|-------|--|---|--|---|----------------------------------|---------------------------------------|---|
| April | <b>UNIT-I</b><br>-Why Madge Changed Her Mind<br><br>-Children of India<br><br>-Nature- the Gentlest Mother is (Poem) | <b>Students will be able :</b><br>read a variety of texts in English and identify main ideas, characters, sequence of ideas and events and relate with his / her personal experiences.(Story)<br><br>compare, contrast, think critically and relate ideas to life.(Story)<br><br>discuss the thought and imagination contained in the poem.<br>(Poem) | analyzing texts and forming opinions<br><br>Appreciation of poetry<br><br>Listening for specific and general information<br><br>Public Speaking and Presentation<br><br>discussions by using audio-video support | Difficult words<br><br>Antonyms<br><br>Synonyms<br><br>Simile<br><br>Dictation<br><br>Imagery, Personification. | Descriptive Essay                | Modals<br><br>Parts of Speech         | Collect information about the textile industry of India and how it impacts the economy.<br><br>(Integration with Social Science)<br><br>Speaking Activity: My contributions towards nature. |
| May   | <b>UNIT II</b><br>-Ada's Violin<br><br>-One Man, One Movement<br><br>-The Recycling Rap (Poem)                       | <b>Students will be able to:</b><br>-skim the reading text to identify the main ideas by reading titles, introductions and topic sentences.(Story)<br><br>-identify the central theme and message explained in the text.<br>(Story)<br><br>-read aloud and recite poems/prose with proper stress, pause, tone, and intonation.(Poem)                  | resolve conflicts in dialogues, and persuasive writing.<br><br>Making a group Presentation<br><br>Appreciation of poetry<br><br>Narrate the story/ incident depicted pictorially or in any non-verbal mode       | Dictionary work<br><br>Onomatopoeia<br><br>Antonym<br><br>Synonyms<br><br>Prefix Suffix<br><br>Alliteration     | Procedure<br><br>Informal Letter | Tense<br><br>Active and Passive Voice | Health (Art Integration Project)<br><br>Persuasive Writing. (Critical thinking)<br><br>(Integration with Music, Dance and Science)<br><br><b>Art Integrated Project- Health</b>             |

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| <b>June</b>   | <b>UNIT III</b><br>-A Hero<br><br>-The Last Class<br><br>-Invictus (Poem)                              | <b>Students will be able to:</b><br>-read a variety of texts in English and identify main ideas,characters, sequence of Idea and event and relate with his / her personal experiences.(For Story)<br><br>-write formal letters based on visual or verbal clues, textual inputs, etc.(For Story)<br><br>-compare, contrast, think critically and relate ideas to life.(For Poem)                                       | Group discussion<br><br>Narrate the story/ incident depicted pictorially or in any non-verbal mode<br><br>enhance vocabulary,pronunciation, fluency and confidence in verbal expression. | Phrasal verbs<br><br>Rhyming words<br><br>Anaphora  | Report Writing<br><br>Advertisement | Subject-verb agreement<br><br>Determiners | The Last Class (Integration with History)<br><br>Speaking Activity: What, according to you, is the meaning of courage? (Critical thinking) |
| <b>July</b>   | <b>UNIT IV</b><br>-Selekana and the River Goddess<br><br>-Waiting for the Rain<br><br>-Her Head (Poem) | <b>Students will be able to:</b><br>-comprehend the text and follow a sequence of ideas and events.(For Story)<br><br>-participate in activities in English like role play, group discussion,debate etc(For Story)<br><br>-use grammar items in context, such as, verbs, prefixes and suffixes etc. (For Story))<br><br>-read aloud and recite poems/prose with proper stress, pause, tone, and intonation.(For Poem) | Group discussion<br><br>Video Presentation<br><br>Group discussion<br><br>Public Speaking and Presentation<br><br>develop sensitivity to emotions through literature and communication   | Acronyms<br><br>Oxymoron<br><br>Imagery<br>Alliteration<br><br>Rhyming words<br><br>Collocation | Formal letter                       | Voice<br><br>Conjunction                  | Debate- Human activity is primarily responsible for global warming changes.<br><br>Waiting for the Rain (Integration Music with Dance)     |
| <b>Assessment:</b> <ul style="list-style-type: none"> <li>● Reading, Writing, Speaking, Listening Activities</li> <li>● Notebook Maintenance.</li> <li>● Periodic Test/Class Test.</li> </ul> |  |   |  |   |                                     |   |  |



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|-----------|--|--|--|--|--------------------------------------|----------------------|---|
| August    | <b>UNIT V</b><br>-The Future of Wellbeing<br><br>-Influenza<br><br>-This is Going to Hurt Just a Little bit (Poem) | <b>Students will be able to:</b><br>-read a variety of texts in English and identify main ideas, characters, sequence of ideas and events.(For Story)<br><br>-use grammar items in context, such as Tenses and Conjunctions. (For Poem)  | Narrate the story/ incident depicted pictorially or in any non-verbal mode<br><br>Reference to context<br><br>Appreciation of story    | Dictionary work<br>Rearranging<br><br>Dictation<br><br>Difficult words | Note Making<br><br>Biography         | Tense                | <i>Poster Making</i> (Wellness and care)<br><br>(Integration with Arts and Science)<br><br>Field Trip to Primary Health  Center                       |
| September | <b>UNIT VI</b><br>-The Diary of a Young Girl<br><br>-I Keep My Tryst with Everest<br><br>-Skater (Poem)            | <b>Students will be able to:</b><br>-read aloud and recite poems/prose with proper stress, pause, tone, and intonation.<br>read for factual, inferential, evaluative and extrapolative comprehension.(For Story)<br><br>-compare, contrast, think critically and relate ideas to life.(For Poem) | Listening for specific information<br><br>Group activities like role-play, reading circles and dialogues<br><br>Appreciation of Poetry | Idioms<br><br>Describing words   | Informal Email<br><br>Notice Writing | Conditionals 0,1,2,3 | I Keep my Tryst with Everest (Integration with Geography and Physical Education)<br><br>Write a Biography of any one mountaineer of Himachal Pradesh. |

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| <b>October/<br/>November</b>   | <b>Cambridge<br/>(Course book)</b><br><br><b>UNIT VII</b><br>-Marley's<br>Ghost<br><br>-My Date with<br>Greybeard | <b>Students will be able<br/>to:</b><br><br>-read, infer and interpret<br>the text,use grammar<br>items in context, such as,<br>Reported Speech,<br>Homophones<br>appreciation for<br>poetry.(For Story)   | Listening for<br>discrepancies<br>between<br>transcript and<br>supporting<br>picture<br><br>prepare<br>students for<br>global<br>citizenship in<br>a multilingual,<br>multicultural<br>world.<br>Story<br>Prompts<br>Public<br>Speaking and<br>Presentation | Idioms<br><br>Homo-<br>phones<br><br>Connotations | Story<br>writing | Reported<br>Speech                 | Creative<br>writing:<br><br>Self composed<br>Poem/<br>Slogan<br>Writing<br>(Theme-<br>Horror)      |
| <b>December/<br/>January</b>   | UNIT VII<br><br>-Young Poets<br>(Poem)  | <b>Students will be able<br/>to:</b><br><br>-read a variety of texts in<br>English and identify<br>main ideas, characters,<br>sequence of Idea and<br>event and relate with his<br>/ her personal<br>experiences.<br>express the thoughts and<br>imagination contained in<br>the poem.<br>(For Poem)<br><br>-compose paragraphs or<br>essays based on visual or<br>verbal clues, textual<br>inputs, etc.(For Poem) | Listening to a<br>conversation<br>and<br>summarizing<br><br>Public<br>Speaking and<br>Presentation<br><br>Reference to<br>context   | Symbolism<br><br>Poetic<br>license                | Essay<br>writing | Reported<br>Speech<br><br>Revision | Simple Life<br>Strategies:<br>Keys to<br>Making a<br>Good<br>Decision<br><br>(Creative<br>Writing) |
| <b>Assessment:</b> <ul style="list-style-type: none"> <li>● <b>Reading, Writing, Speaking, Listening Activities</b></li> <li>● <b>Notebook Maintenance.</b></li> <li>● <b>Periodic Test/Class Test.</b></li> </ul> |   |  |   |   |                  |                                    |  |