

**SAMPLE DRAFT  
OF  
TEACHER'S  
HANDBOOK  
ON  
LEARNING  
OUTCOMES**

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# *TEACHER'S HANDBOOK*

*ON*

## *LEARNING OUTCOMES*

### *SUBJECT: ENGLISH*

#### *CLASS: 8*

#### *VENUE: RIE SEC 32, CHD.*

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**ASSESSMENT TOOLS/QUESTION BANK**

**BASED**

**ON**

**LEARNING-OUTCOMES**

**SUBJECT-ENGLISH**

**CLASS-8**

**VENUE : RIE- 32, CHANDIGARH**

## **FOREWORD**

A classroom consists of heterogeneous group of students in terms of learning proficiency. These students exhibit a wide variety of abilities. However, the assessment procedure many times is ignored at the school level. The results of assessment therefore, are not a true representation of level of students. As a result of such negative washback effect of assessment, the learning process slows down. The assessment tool produced at RIE aims at assessing different levels of learners. It measures various learning outcomes of English language (Classes I-8.) very systematically assessing each focused outcome at a time and other outcomes also. Assessment should explore ways of making the students active contributors with an independent expression that allows individualization in a classroom and assessment should enable students to consistently reflect their true abilities in English language learning using the language holistically in real life situation. Assessment must be continuous and unstressful. It needs to be carried out continuously over a period of time with emphasis on understanding the cultural dimensions of English language learning and teaching for exploring their proficiency in English, its vocabulary and its grammar which are the fundamental features that give children their space and time in learning in their individual ways.

# Subject : English

## About the document :

The document includes unit wise plans of assessing learners as per learning outcomes prepared by NCERT for classes 1 to 8. in English along with the open ended questions, group activities, individual tasks and paper pencil test.

## Assessment in Language

- One does not need special test for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- The types of questions that are set for assessment need not be restricted to those found in the **text** book.
- Questions that are open ended and challenging could also be used.
- Grading and correction has to be carried out in the presence of the students and feedback has to be provided on their answers regarding their correct and wrong responses with justified reasons.
- Not only learning outcome but also **learning experiences** themselves must be evaluated. Exercises, both individual and collective can be designed to enable the learner to reflect on and assess their learning experiences.
- Self assessment may be encouraged. Every classroom interaction with children requires the review of their own work and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not.
- Idea of this document is **NOT** to give the teacher a finite inventory of items on the basis of which she/he can evaluate a child. The idea is to empower to create a large inventory of his/her own, as a **teacher's portfolio** which is constantly enriched and enlarged by experience.
- Assessment should be part of teaching learning process rather than a onetime activity.
- Every unit taught and assessed must integrate all the skills.
- Learning outcomes are best achieved when language skills are integrated for a holistic development of language.

Director  
Regional Institute of English  
Chandigarh

**PREPARATION OF SUBJECT WISE ASSESSMENT TOOLS/SAMPLE QUESTION BANK IN ENGLISH FOR PRIMARY AND UPPER PRIMARY CLASSES**

**(VENUE – REGIONAL INSTITUTE OF ENGLISH, SECTOR-32C, CHANDIGARH)**

**10.09.2018 TO 19.09.2018**

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# **CLASS-8**

# **ENGLISH**

## Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment</li> <li>• speak about objects / events in the class / school environment and outside surroundings.</li> <li>• participate in grammar games and kinaesthetic activities for language learning.</li> <li>• use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.</li> <li>• watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.</li> <li>• interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on.</li> <li>• use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills</li> <li>• participate in individual activities such as introducing personalities/ guests during school programmes.</li> <li>• learn vocabulary associated with various professions and use them in different situations.</li> <li>• read stories / plays (from different books/ newspapers in education (NIE) / children’s section in magazines in English / Braille) and narrate them.</li> <li>• locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.</li> <li>• use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.</li> <li>• interpret quotations, sayings and proverbs.</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.</li> <li>• introduces guests in English, interviews people by asking questions based on the work they do.</li> <li>• engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.</li> <li>• uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.</li> <li>• speaks short prepared speech in morning assembly.</li> <li>• speaks about objects / events in the class / school environment and outside surroundings.</li> <li>• participates in grammar games and kinaesthetic activities for language learning.</li> <li>• reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.</li> <li>• 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)</li> <li>• 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;</li> <li>• narrates stories (real or imaginary) and real life experiences in English.</li> <li>• interprets quotations, sayings and proverbs.</li> <li>• reads textual/non-textual materials in English/Braille with comprehension.</li> <li>• identifies details, characters, main idea and sequence of ideas and events while reading.</li> <li>• reads, compares, contrasts, thinks critically and relates ideas to life.</li> </ul>

- 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 encyclopedia 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.

- infers the meaning of unfamiliar words by reading them in context.
- 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)
- refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
- 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. )
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- 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 email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
- develops a skit (dialogues from a story) and story from dialogues.
- visits a language laboratory.
- writes a Book Review.

## Contents

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**PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION  
(TEACHER'S LOG BOOK/ PORTFOLIO) CLASS 8.**

MONTH	CHAPTER/UNIT/THEME	PROCESSES TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (All skills are integrated)  The Learner
As per DEO bifurcation	Chapter 1 THE BEST CHRISTMAS IN THE WORLD: VALUES OF LOVE PEACE & IMPORTANCE OF FAMILY.	Review of Previous Outcomes  All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Introduces guest in English (E 8. 2)</li> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• Debate on “If wars are the only ways to resolve conflict” (E 8. 10)</li> <li>• Reads textual and non textual material (from other subjects)/ infers meanings of unfamiliar words using dictionary (E 8. 13)</li> <li>• Writes answers to textual/ non textual questions using appropriate vocabulary. (E 8. 23)</li> <li>• Writes non formal letters (E 8. 24)</li> <li>• Uses polite expressions to communicate (E 8. 4)</li> <li>• Language arts -Uses synonyms/ antonyms through grammar games/noun/ adjectives/determiners (E 8. 20)</li> </ul>
As per DEO bifurcation	THE ANT AND THE CRICKET: IMPORTANCE OF HARD WORK	Review of Previous Outcomes  All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• <b>Reads and recites for pleasure (E 8. 17)</b></li> <li>• <b>Vocabulary in context (E 8. 16 )</b></li> <li>• <b>Attempts exercises and tasks related to the poem.</b></li> <li>• <b>Draws out the central idea. (E 8. 14)</b></li> </ul>

As per DEO bifurcation	Chapter 2 THE TSUNAMI THEME : NATURAL DISASTER	Review of Previous Outcome  All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• <b>Announcement on Natural Disaster (E 8. 1)</b></li> <li>• Engages in conversation with survivors/Interviews(E 8. 3)</li> <li>• <b>Speaks about the incident (E 8. 6)</b></li> <li>• Reads textual and non textual material (from other subjects)/ infers meanings of unfamiliar words using dictionary (E 8. 13)</li> <li>• Writes answers to textual/ non textual questions using appropriate vocabulary. (E 8. 23)</li> <li>• <b>Writes emails/ report writing (E 8. 24)</b></li> <li>• Language arts -Uses synonyms/ antonyms/noun/tenses (E 8. 20)</li> </ul>
As per DEO bifurcation	GEOGRAPHY LESSON (POEM 2): HUMANITY	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• <b>Reads and recites for pleasure (E 8. 17)</b></li> <li>• <b>Vocabulary in context (E 8. 16)</b></li> <li>• <b>Attempts exercises and tasks related to the poem.</b></li> <li>• <b>Critically thinks about the theme (E 8. 14)</b></li> </ul>
As per DEO bifurcation	Chapter 3 GLIMPSES OF THE PAST : PATRIOTISM	Review of Previous Outcomes  All processes will be task based and in accordance with learning outcomes provided by NCERT.	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation with different characters using appropriate vocabulary (E 8. 3)</li> <li>• <b>Reads and writes dialogue, develops skit. (E 8. 25)</b></li> <li>• <b>Narrates stories of freedom fighters. (E 8. 11)</b></li> <li>• <b>Interprets sayings and quotation of freedom fighter. (E 8. 12)</b></li> <li>• Speaks about the incident (E 8. 6)</li> <li>• <b>Searches Information about historic events (E 8. 19)</b></li> <li>• Reads textual and non textual material (E 8. 13)</li> <li>• <b>Writes notices (E 8. 24)</b></li> <li>• Writes answers to textual/ non textual questions. (E 8. 23)</li> <li>• <b>Language arts –Reported speech/ clauses/Punctuation/modals (E 8. 20)</b></li> </ul>

MONTH	CHAPTER/UNIT/ THEME	PROCESS TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (All skills are integrated)
As per DEO bifurcation	MACAVITY : THE MYSTERY CAT(POEM 3): MYSTERY	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT.	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• Reads and recites for pleasure (E 8. 17)</li> <li>• Vocabulary in context (E 8. 16)</li> <li>• Attempts exercises and tasks related to the poem.</li> <li>• <b>Identifies figure of speeches/literary devices</b></li> <li>• <b>Able to identify the rhyme scheme and rhyming words.</b></li> </ul>
As per DEO bifurcation	Chapter 4 BEPIN BABU'S LAPSE OF MEMORY : TO STAND BY THICK AND THIN TIMES OF YOUR FRIENDS	Review of Previous Outcomes All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation with different characters using appropriate vocabulary(E 8. 3)</li> <li>• Reads and writes dialogue, develops skit. (E 8. 25)</li> <li>• Narrates stories and real life experiences. (E 8. 11)</li> <li>• <b>Participates in Grammar Games.</b> (E 8. 7)</li> <li>• <b>Identifies the sequence of ideas.</b> (E 8. 14)</li> <li>• Speaks about the incident (E 8. 6)</li> <li>• <b>Reads, compares, contrasts and related ideas to life</b> (E 8. 15)</li> <li>• Reads textual and non textual material (E 8. 13)</li> <li>• Writes messages/ email (E 8. 24)</li> <li>• Writes answers to textual/ non textual questions. (E8. 23)</li> <li>• <b>Language arts –Punctuation/Uses synonyms/ antonyms/ active passive voice/jumbled</b> (E 8. 20)</li> <li>• <b>Writes short personal/ biographical experience/ diary entries</b> (E 8. 24)</li> </ul>

As per DEO bifurcation	THE LAST BARGAIN(POEM 4): SELFLESS LOVE IS INVALUABLE	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise</p>	<ul style="list-style-type: none"> <li>Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>Reads and recites for pleasure(E 8. 17)</li> <li>Vocabulary in context (E 8. 16)</li> <li>Attempts exercises and tasks related to the poem.</li> <li>Able to identify the rhyme scheme and rhyming words.</li> </ul>
As per DEO bifurcation	<p>Chapter 5</p> <p>THE SUMMIT WITHIN : ADVENTURE &amp; INROSPCTION</p>	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise</p>	<ul style="list-style-type: none"> <li>Engages in conversation with different characters using appropriate vocabulary (E 8. 3)</li> <li>Speaks about events/ expresses opinions(E 8. 6)</li> <li>Participates in debates/ speech (E 8. 5)</li> <li>Narrates stories of adventures (E 8. 11)</li> <li>Identifies main ideas and sequence of events (E 8. 14)</li> <li>Reads variety of text like adventure, travelogues etc. (E 8. 17)</li> <li>Reads textual and non textual material (E 8. 13)</li> <li>Writes notices (E 8. 24)</li> <li>Writes answers to textual/ non textual questions. (E 8. 23)</li> <li>Writes short personal/ biographical experience/ diary entries (E 8. 24)</li> <li>Language arts –Reported speech/ clauses/ /Uses synonyms/ antonyms/ time and tense/non finites (E 8. 20)</li> </ul>
As per DEO bifurcation	THE SCHOOL BOY(POEM 5): SCHOOL LIFE	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise</p>	<ul style="list-style-type: none"> <li>Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>Reads and recites for pleasure (E 8. 17)</li> <li>Vocabulary in context (E 8. 16)</li> <li>Attempts exercises and tasks related to the poem.</li> <li>Able to identify the rhyme scheme and rhyming words</li> </ul>
As per DEO bifurcation	<p>Chapter 6</p> <p>THIS IS JODY’S</p>	<p><b>Review of Previous Outcomes</b></p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards</p>	<ul style="list-style-type: none"> <li>Engages in conversation with different characters using appropriate vocabulary (E 8. 3)</li> <li>Reads and writes dialogue, conducts interviews</li> </ul>

	FAWN: SAVE ANIMALS	All processes will be task based and in accordance with the learning outcomes provided by NCERT	the end of the chapter/Portfolio/ Class exercise	<p>(E 8. 25)</p> <ul style="list-style-type: none"> <li>• Narrates stories from real life experiences and imaginative stories. (E 8. 11)</li> <li>• Participates in Grammar Games. (E 8. 7)</li> <li>• Identifies the sequence of ideas. (E 8. 14)</li> <li>• Speaks about the incident (E 8. 6)</li> <li>• Reads, compares, contrasts and related ideas to life (E 8. 15)</li> <li>• <b>Writes meaningful and coherent passage and paragraph (E 8. 22)</b></li> <li>• <b>Language arts –articles/Uses synonyms/ antonyms/ time and tense/ comparison of adjectives/connectors (E 8. 20)</b></li> </ul>
As per DEO bifurcation	THE DUCK AND THE KANGAROO (POEM 6): FRIENDSHIP	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• Reads and recites for pleasure (E 8. 17)</li> <li>• Vocabulary in context (E 8. 16)</li> <li>• Attempts exercises and tasks related to the poem.</li> <li>• Able to identify the rhyme scheme and rhyming words</li> </ul>
As per DEO bifurcation	Chapter 7 A VISIT TO CAMBRIDGE: SENSATIZATION TOWARDS DISABLED	<p><b>Review of Previous Outcomes</b></p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation with different characters using appropriate vocabulary (E 8. 3)</li> <li>• Reads and writes dialogue, conduct interviews (E 8. 25, 2)</li> <li>• Reads textual and non textual material/ infers meanings of unfamiliar words using dictionary (E 8. 13, 6)</li> <li>• Narrates stories from real life experiences and imaginative stories. (E 8. 11)</li> <li>• Participates in Grammar Games. (E 8. 7)</li> <li>• Identifies the sequence of ideas. (E 8. 14)</li> <li>• Speaks about the incident (E 8. 6)</li> <li>• Draws character sketch (E 8. 14)</li> <li>• Writes meaningful and coherent passage and paragraph</li> </ul>

				<p>(E 8. 22)</p> <ul style="list-style-type: none"> <li>Writes short personal/ biographical experience/ diary entries (E 8. 24)</li> <li>Language arts –Preposition/Voice/ time and tenses/editing/direct and indirect speech. (E 8. 20)</li> </ul>
As per DEO bifurcation	WHEN I SET FOR LYONNESSE (POEM 7) :RESTORATION	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise</p>	<ul style="list-style-type: none"> <li>Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>Reads and recites for pleasure (E 8. 17)</li> <li>Vocabulary in context (E 8. 16)</li> <li>Attempts exercises and tasks related to the poem.</li> <li>Able to identify the rhyme scheme and rhyming words</li> </ul>
As per DEO bifurcation	<p>Chapter 8</p> <p>THE SHORT MONSOON DIARY: TRAVEL AND NATURE LOVE</p>	<p>Review of Previous Outcomes</p> <p>All processes will be task based and in accordance with the learning outcomes provided by NCERT</p>	<p>Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise</p>	<ul style="list-style-type: none"> <li>Reads excerpts, poems and adventure stories and expresses opinions (E 8. 17)</li> <li>Narrates stories from real life experiences and also narrates imaginative stories. (E 8. 11)</li> <li>Participates in Debate based on the theme Superstition (E 8. 5)</li> <li>Reads a variety of text for pleasure. (E 8. 17)</li> <li>Reads textual and non textual material/ infers meanings of unfamiliar words using dictionary (E 8. 13, 16)</li> <li>Participates in Grammar Games. (E 8. 7)</li> <li>Identifies the sequence of ideas. (E 8. 14)</li> <li>Writes meaningful and coherent passage and paragraph (E 8. 22)</li> <li>Writes short personal/ biographical experience/ diary entries (E 8. 24)</li> <li>Language arts –phrases/time and tenses/editing (E 8. 20)</li> </ul>

As per DEO bifurcation	ON THE GRASSHOPPER AND CRICKET (POEM 8): CYCLIC PROCESS OF NATURE	<b>Review of Previous Outcomes</b>  All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation in English with people from different walks of life. (E 8. 3)</li> <li>• Reads and recites for pleasure (E 8. 17)</li> <li>• Vocabulary in context (E 8. 16)</li> <li>• Attempts exercises and tasks related to the poem.</li> <li>• Able to identify the rhyme scheme and rhyming words</li> </ul>
As per DEO bifurcation	Chapter 9  THE GREAT STONE FACE I – MELLOWNESS OF HUMANISM WITH MAGNIFICENCE OF ART	<b>Review of Previous Outcomes</b>  All processes will be task based and in accordance with the learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation with different characters using appropriate vocabulary(E 8. 3)</li> <li>• Reads textual and non textual material/ infers meanings of unfamiliar words using dictionary (E 8. 13)</li> <li>• <b>Delivers short speech in morning assembly</b> (E 8. 5)</li> <li>• Reads a variety of text for pleasure. (E 8. 17)</li> <li>• Asks question in different contents and situations (E 8. 9)</li> <li>• Reads, compares, contrasts and thinks critically and relates ideas to life. (E 8. 15)</li> <li>• <b>Prepares a write up after seeking information from different sources.</b> (E 8. 19)</li> <li>• Language arts –phrases/time and tenses/editing/ rearrange the sentences/ adjectives (E 8. 20 )</li> <li>• <b>Writes a chapter review: writing about characters, incidents, sequence of events.</b> (E 8. 26, 14)</li> </ul>

As per DEO bifurcation	Chapter 10  THE GREAT STONE FACE II– MELLOWNESS OF HUMANISM WITH MAGNIFICENCE OF ART	Review of Previous Outcomes  All processes will be task based and in accordance with learning outcomes provided by NCERT	Group Work/ Oral Presentation/Paper Pencil Test towards the end of the chapter/Portfolio/ Class exercise	<ul style="list-style-type: none"> <li>• Engages in conversation with different characters using appropriate vocabulary (E 8. 3)</li> <li>• Reads textual and non textual material/ infers meanings of unfamiliar words using dictionary (E 8. 13, 16)</li> <li>• Delivers short speech in morning assembly(E 8. 5)</li> <li>• Reads a variety of text for pleasure. (E 8. 17)</li> <li>• Asks question in different contents and situations (E 8. 9)</li> <li>• Reads, compares, contrasts and thinks critically and relates ideas to life. (E 8. 15)</li> <li>• Prepares a write up after seeking information from different sources. (E 8. 19)</li> <li>• Language arts –phrases/time and tenses/editing/ rearrange the sentences/ adjectives (E 8. 20)</li> <li>• Writes a chapter review: writing about characters, incidents, sequence of events. (E 8. 26)</li> </ul>
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### NOTES:

- Monthly bifurcation of the content to be done as per the plans sent by DEO
- One unit consists of one prose and one poem **along with exercises give at the back of the text book**
- The teacher can customize the aforesaid plan as per the classroom requirement and needs of the learner.
- The teacher must use the teacher’s handbook prescribed by the NCERT.





**Note for the Teacher :**

**Teacher can use any grading system or can devise any ranking system in order to identify the level of learner corresponding to each learning outcome.**

The teacher will add the month as per the DEO bifurcation

The teacher can assess the learning outcomes as per his/ her convenience.

March, September, February, June are not included (examination and review time and summer vacation month)

<b>Needs lot of support</b>	
<b>Able to do with support</b>	
<b>Age appropriate</b>	
<b>Beyond expected level</b>	

**Teacher can also write Lowest Performing Learning Outcomes towards the end of quarter out of her targeted outcomes for that quarter (Teacher will plan her learning process in the next quarter as per her lowest learning outcomes)**

For example:

Lowest Performing Outcomes towards the end of April

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of May

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of July

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of August

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of October

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of November

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of December

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of January

- \_\_\_\_\_
- \_\_\_\_\_

Lowest Performing Learning Outcomes towards the end of **Session**

- \_\_\_\_\_
- \_\_\_\_\_

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## Question Bank 1 / Assessment Tool

Name of the Student \_\_\_\_\_

Class - 8.

Section \_\_\_\_\_

Name of the School \_\_\_\_\_

### Instructions for the Students

1. Write your Name, Section and Name of your School in the space provided on the top of the page.
2. This paper consists of 24 Questions- pertaining to English Language. Each question carries one (1) mark and question no 25 and 26 consist of writing section and carry 4 and 8 marks respectively.
3. All questions are compulsory.
4. Each question has four options marked (a, b, c, d). Write the **letter** of the option in the given space as shown below.

#### Example:

**Q. Choose the correct answer to fill in the blank.**

The kite is flying \_\_\_\_\_ the sky.

- (a) on
- (b) in
- (c) of
- (d) under

b

Here (b) is the correct option.

5. Read the instructions carefully before selecting the correct option.
6. Do not write anything on any part of the paper except for the space given  for the answers.
7. Return the booklet to the teachers at the end of the examination.

**Learning outcomes:**

**The learner**

- reads textual material in English
- answers the textual questions
- infers meaning of the unfamiliar words
- language arts -uses synonyms/ antonyms

- I. Read the paragraph given below and choose the correct answer from the options given.  
*Seen passage ( Pre Basic Level)*

I spotted it in a junk shop in Bridport, a roll- top desk. The man said it was early nineteenth century, and oak. I had wanted one, but they were far too expensive. This one was in a bad condition, the roll-top in several pieces, one leg clumsily mended, scorch marks all down one side. It was going for very little money. I thought I could restore it. It would be a risk, a challenge, but I had to have it. I paid the man and brought it back to my workroom at the back of the garage. I began work on it on Christmas Eve.

I removed the roll- top completely and pulled out the drawers. The veneer had lifted almost everywhere – it looked like water damage to me. Both fire and water had clearly taken their toll on this desk. The last drawer was stuck fast. I tried all I could to ease it out gently. In the end I used brute force. I struck it sharply with the side of my fist and the drawer flew open to reveal a shallow space underneath, a secret drawer. There was something in there. I reached in and took out a small black tin box. Sello- taped to the top of it was a piece of lined notepaper and written on it in shaky handwriting: “ Jim’s last letter, received January 25, 1915. To be buried with me when the time comes.” I knew as I did it that it was wrong of me to open the box, but curiosity got better of my scruples. It usually does.

Inside the box there was an envelope. The address read: “Mrs. Jim Macpherson, 12 Copper Beeches, Bridport Dorset.” I took out the letter and unfolded it. It was written in pencil and dated at the top- “December 26, 1914.”

1. The author found \_\_\_\_\_ in a junk shop

- (a) a clock
- (b) a roll-top desk
- (c) a tape recorder
- (d) an old photo frame.

2. His workroom was located \_\_\_\_\_

- (a) at the backyard.
- (b) near the garden.
- (c) in the junk shop
- (d) at the back of the garage.

3. The author opened the last drawer and found \_\_\_\_\_ inside it.

- (a) a small red box
- (b) a small pouch of coins
- (c) a small black tin box
- (d) a tin box.

4. The letter was addressed to \_\_\_\_\_

- (a) Mr. Jim Macpherson
- (b) Mr. Hans Wolf
- (c) Mrs. Jim Macpherson
- (d) the author

5. The word 'Spotted' means:

- (a) burnt
- (b) destroyed
- (c) lost
- (d) found

6. The antonym of 'ease' is

- (a) comfort
- (b) difficulty
- (c) strength
- (d) luxury

7. Rearrange the given words into a meaningful sentence.

**last /drawer/stuck/was/the/fast.**

- (a) stuck fast was the drawer last..
- (b) drawer was stuck fast the last
- (c) last stuck fast was the drawer
- (d) The last drawer was stuck fast.

8. The words associated with the word 'Envelope' are:

- (a) cover, packet, wrapper, covering.
- (b) sheet, base, holder, anchor
- (c) free, unfold, loosen, open
- (d) secret, sharp, shallow, shaky.

**Learning outcomes:**

**The learner**

- prepares a write up after seeking info from notice board
- understands the task of editing and drafting
- writes notices

**Notice Writing**

**You are Ram / Rani of Govt. Model High School Sec- 1, Karnal. Write a notice to be put up on the school notice board regarding the upcoming Annual Day Celebration in your school.**

Govt. Model High School, Sec- 1  
Karnal  
Notice  
August 17,2018

**Annual Day celebration 2018**

This is to inform all the students that Annual Day 2018(i).....  
on (ii) .....from 5pm to 8pm at the (iii)..... with  
various (iv) .....Mr. Bala Krishnan, IAS will grace the occasion  
as(v) .....Students who would like participate should contact their  
respective class teachers latest by August 20,2018.

(vi).....  
(Event in charge)

**9. Draft your notice by filling (i) the gap with the suitable option given below:**

- (a) will be celebrated
- (b) was celebrated
- (c) had celebrated
- (d) has been celebrating

**10. Draft your notice by filling (ii) the gap with the suitable option given below:**

- (a) 17<sup>th</sup> August, 2018
- (b) 2<sup>nd</sup> September,2018
- (c) 11<sup>th</sup> December,2017
- (d) 30<sup>th</sup> April, 2016

**11. Draft your notice by filling (iii) the gap with the suitable option given below:**

- (a) General Hospital
- (b) City Library
- (c) School Auditorium
- (d) Public Garden

**12. Draft your notice by filling (iv) the gap with the suitable option given below:**

- (a) Cultural Programmes
- (b) Sports Events
- (c) quiz contests
- (d) debate competition

**13. Draft your notice by filling (v) the gap with the suitable option given below:**

- (a) the Chief Guest
- (b) the host
- (c) the manager
- (d) the organizer

**14. Draft your notice by filling (vi) the gap with the suitable option given below:**

- (a) Ram/ Rani
- (b) Class incharge
- (c) XYZ
- (d) Counsellor

**Learning outcomes:**

**The learner**

- **interprets meaning of sayings and proverbs**
- **reads, compares, thinks critically and relates ideas to life**

**15. The meaning of the proverb “Practice makes man perfect” is**

- (a) the more you do something, the better you will become at it.
- (b) avoid doing any practice
- (c) just be hopeful in all situations
- (d) try to achieve the best

**16. The meaning of the proverb “Honesty is the best policy” is**

- (a) only honest people can make good policies.
- (b) it is always better to tell the truth than it is to lie.
- (c) don't expect a positive result before you can see it.
- (d) honesty brings no results.

**17. The meaning of the idiomatic expression ‘beat about the bush’ is**

- (a) discuss a matter without coming to the point.
- (b) to beat the bush to obtain grain.
- (c) to go for harvesting.
- (d) to say something directly.

**18. The meaning of the idiomatic expression ‘to pay attention’ is**

- (a) to avoid doing something.
- (b) to keep secret.
- (c) to make payment
- (d) to listen or watch something carefully.

**Learning outcomes :**

**The learner**

- responds to instructions and announcements in school and public places
- identifies details and sequence of events
- speaks about environment and surroundings

## **LISTENING TEXT**

***Directions for the field Investigator:***

1. *Read out the text very slowly. It should take around 60 seconds.*
2. *Pause for 2-3 seconds after each sentence.*
3. *Read the text twice.*

***Directions for the students :***

Listen to the following passage and circle the correct answers.

You will hear an announcement of a theatre performance. Read the question in your worksheet, then listen to the announcement and choose the correct option. You will hear the recording twice.

***(The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.)***

Ladies and gentlemen, welcome to the theatre performance of the famous play ‘The Merchant of Venice’ to mark 400 years since the death of Shakespeare. There will be four acts, with a 20-minute break. During the show, we ask you to remain seated on the chairs, and please keep children behind the VIP row in the front of the stage. The Canteen is on the top floor and the restrooms are located in the garden area to the right of the stage. The parking gate will be opened from the east side after the show is over. When the play begins, please turn off your cell phones. Thank you for coming, and we hope you enjoy it!

Answer the following questions:

**19. The name of the play is:**

- (a) Robin Hood
- (b) The Merchant of Venice
- (c) King Lear
- (d) Alice in Wonderland

**20. There will be break of \_\_\_\_\_ during the play.**

- (a) 10 minutes
- (b) 15 minutes
- (c) 20 minutes
- (d) 30 minutes

---

**21. The canteen is located on the \_\_\_\_\_**

- (a) first floor
- (b) ground floor
- (c) top floor
- (d) second floor

**22. The parking gates will be opened from the \_\_\_\_\_ side after the show is over.**

- (a) east
- (b) north
- (c) south
- (d) west

**23. Keep your \_\_\_\_\_ behind the VIP row.**

- (a) mobiles
- (b) bags
- (c) cameras
- (d) children

**24. All are requested \_\_\_\_\_ your mobile phones.**

- (a) to vibrate
- (b) to switch off
- (c) to block
- (d) to use

**Discussion and narration of real life experiences (Speaking Task):**

Based on the above task the student will be asked to share his personal experience about his visit to a theatre/ movie or play.

**Learning outcomes**

**The learner**

- writes notices
- writes a coherent and meaningful paragraph through process of editing, drafting and revising.
- writes meaningful sentences in English with proper punctuation
- prepares a write up after seeking info from notice board

**25. You are Supriya / Suraj of DAV Public School, Ambala, the Student Coordinator of the Green Drive initiated by your school to mark the occasion of the World Wildlife Day on 3rd March, draft a notice urging the students to preserve the forests and wildlife.**

**Learning outcomes**

**The learner**

- writes formal letters
- writes a coherent and meaningful paragraph through process of editing, drafting and revising.
- writes meaningful sentences in English with proper punctuation
- uses polite expressions

**26. Writing Task – FORMAL LETTER WRITING**

(The learner should be able write a formal letter in a prscribed format and using appropraite language.)  
You are Rohit/ Rohini, monitor of class 8. of Blue Bells Public School, Delhi. Write a letter to your Principal asking him to arrange special coaching in Science. Give reasons why you need this.

**To**

\_\_\_\_\_ School

\_\_\_\_\_ 2018

**Respected Madam**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Yours sincerely**

\_\_\_\_\_

**QB – 1 ANSWER KEY**  
**CLASS - 8.**  
**English**

<b>Question No.</b>	<b>Answer</b>
1	b
2	d
3	c
4	c
5	d
6	b
7	d
8	a
9	a
10	b
11	c
12	a
13	a
14	a
15	a
16	b
17	a
18	d
19	b
20	c
21	c
22	a
23	d
24	b

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## Question Bank 2 / Assessment Tool

Name of the Student \_\_\_\_\_

Class - 8.

Section \_\_\_\_\_

Name of the School \_\_\_\_\_

### Instructions for the Students

1. Write your Name, Section and Name of your School in the space provided on the top of the page.
2. This paper consists of 24 Questions- Pertaining to English Language, each question carries one (1) mark and question no. 25 and 26 are writing task.
3. All questions are compulsory.
4. Each question has four options marked (a, b, c, d). Write the **letter** of the option in the given space as shown below.

#### Example:

**Q. Choose the correct answer to fill in the blank.**

The kite is flying \_\_\_\_ the sky.

- (e) on
- (f) in
- (g) of
- (h) under

b

Here (b) is the correct option.

5. Read the instructions carefully before selecting the correct option.
6. Do not write anything on any part of the paper except for the space given  for the answers.
7. Return the booklet to the teachers at the end of the examination.

**Learning outcomes:**

**The learner**

- reads variety of non - textual material English
- answers the non-textual questions
- infers meaning of the unfamiliar words and refers dictionary for meaning and spelling.
- language arts -uses synonyms/ antonyms
- makes accurate sentences

**I. Read the paragraph given below and choose the correct answer from the options given.  
(Basic Level)**

Students tend to lose their pencils, break them without thinking, and find all sorts of non-writing uses for them. The pencil in your hand is one of the most remarkable and useful tools in the world. A man named Friedrich Staedtler invented the modern “lead” pencil in about 1622 in Germany.

He was the first person to produce them on such a large scale. Staedtler did not use lead, and there is no lead in your pencil. However, some pencils did use lead until the early twentieth century. Lead will make a mark, but it is toxic and not safe to use either in the hands or around the face and mouth where many pencils sometimes stray.

Staedtler used black graphite, a soft form of carbon. Graphite is still used today. It is mixed with clay and wax and heated to high temperatures. The modern pencil is a superb piece of technology. The pencil is less messy than ink, can be easily erased, and makes clear, dark, smooth, and smudge-free lines. The modern pencil can produce a continuous line twenty-two miles long. That’s a distance of 116,160 foot-long rulers laid end to end. Enjoy your pencil. For a few rupees each, it is a remarkable bargain.

**1. \_\_\_\_\_ is the most remarkable tool in your hand.**

- a) Mobile phone
- b) Pencil
- c) Paint brush
- d) Sword

**2. The modern lead pencil was invented in \_\_\_\_\_**

- a) Germany
- b) Paris
- c) England
- d) China

**3. Staedtler used \_\_\_\_\_, a soft form of carbon.**

- a) lead
- b) coal
- c) charcoal
- d) black graphite

4. The word 'toxin' means \_\_\_\_\_

- a) healthy
- b) pure
- c) poisonous
- d) clean

5. The antonym of the word 'modern' is \_\_\_\_\_

- a) ancient
- b) current
- c) fresh
- d) present

6. Rearrange the given words into a meaningful sentence  
modern/a/superb/the/piece/of/pencil/technology/is

- (a) Superb piece is a pencil the modern of technology.
- (b) The modern pencil is a superb piece of technology.
- (c) A superb pencil is the piece of modern technology.
- (d) A superb technology is the piece of modern pencil.

7. Choose the correct spelling from the given options:

- a) tventieth
- b) twentyth
- c) twentieth
- d) twenteeth

8. Choose the correct spelling from the given options:

- a) continuous
- b) continuos
- c) continuas
- d) continuuous

9. The work done with pencil can be \_\_\_\_\_

- a) messy
- b) untidy
- c) unclear
- d) erased

**Learning outcomes :**

**The learner**

- responds to instructions and announcements in school and public places
- identifies details and sequence of events
- speaks about objects and events

**LISTENING TEXT (announcement)**

(Q. 10-14). Listen to the following passage and circle the correct answers.

**Directions for the field Investigator:**

4. Read out the text very slowly. It should take around 60 seconds.
5. Pause for 2-3 seconds after each sentence.
6. Read the text twice.

*(The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.)*

**Directions for the field Investigator:**

Listen to the announcement and choose the correct answer from the given options:

**News reporter:** Here is the weather.

**Weather reporter:** Welcome to the weather forecast.

Now, let's see what the weather is like today. In the north of the country it's very windy and cold. There is a chance of some rain too, so don't leave home without your umbrella! The temperature is around 10° centigrade. In the east it's rainy all day today, I'm afraid. There may be a thunderstorm in the afternoon. The temperature is a bit higher, at around 13°. In the west and middle of the country the weather is dry, but cloudy. So no rain for you, but it is quite windy and the temperature is just 10°. The south of the country has the best weather today. It's cloudy most of the time but sunny this afternoon. The temperature is around 15°.

**Check your understanding: matching**

Attempt this exercise while you listen to the teacher. Match the correct answer for question number 10 – 14.

- |   |                     |                          |
|---|---------------------|--------------------------|
| <b>10. The weather in the north is mostly</b> | a. rainy            | <input type="checkbox"/> |
| <b>11. The weather in the east is mostly</b>  | b. cloudy and sunny | <input type="checkbox"/> |
| <b>12. The weather in the west is mostly</b>  | c. dry and cloudy   | <input type="checkbox"/> |
| <b>13. The weather in the south is mostly</b> | d. windy            | <input type="checkbox"/> |

**Check your understanding:**

Do this exercise while you listen. Write the correct word to fill the gap.

**14. Welcome to the weather forecast. Now, let's see what the weather is \_\_\_\_\_ today.**

- a) like
- b) appears
- c) now
- d) seen

**15. In the north of the country it's very windy and cold. There is a \_\_\_\_\_ of some rain, too.**

- a) possibility
- b) chance
- c) hope
- d) kind

**16. The temperature is around 10 \_\_\_\_\_ centigrade.**

- a) kilometer
- b) meter
- c) degrees
- d) point

**17. In the east it's rainy all day, I'm afraid. There may be a thunderstorm in the afternoon. The \_\_\_\_\_ is a bit higher, at around 13 degrees**

- a) atmosphere
- b) hydrosphere
- c) system
- d) temperature

**18. In the west and middle of the country the weather is dry \_\_\_\_\_ cloudy.**

- a) but
- b) also
- c) yet
- d) or

**19. The south of the country has the \_\_\_\_\_ weather today. It's cloudy most of the time but sunny this afternoon.**

- a) best
- b) most
- c) super
- d) outstanding



**Speaking Task: Making an announcement**

Based on the above listening task the learner will be asked to speak few lines/ to make an announcement about the weather condition of his/her town.

**Learning outcomes :**

**The learner**

- identifies characters
- identifies proper sequence of events.

**20. Arrange the following sentences in a proper sequence to draw out a short story:**

- i) They lived in a castle surrounded by a large forest.
- ii) Once upon a time, far, far away, there lived a king.
- iii) He had a beautiful daughter who was a princess.
- iv) In the middle of the forest there was a very big pond and the ball fell in the pond
- v) For her birthday one year, the king gave her a golden ball as a present.
- vi) It was her favorite toy.

- a) ii,iii, i, v, vi, iv
- b) iv, ii, iii, i, v
- c) iii, i, v, iv, ii
- d) i, ii, iii, iv, v



**Learning outcomes :**

**The learner**

- engages in conversation
- learns about dialogues
- narrates stories and real life experiences

**Read the following conversation between two friends, Neeta and Meenu and answer the questions based on your understanding:**

Neeta : Hello! How do you do?

Meenu : Fine, thank you. Why are you looking so tense?

Neeta :Actually I'm worried about my final exams. What about your preparation for the examination?

Meenu: Well, I'm doing well in all subjects except English. You know I am weak in English.

Neeta :Why don't you take help from any special book?

Meenu :Yes, I think, it's a great idea.

**21. Neeta was tensed because**

- a) her final exams were approaching.
- b) she lost her notebook.
- c) she was unable to read
- d) she was unwell.

**22. Meenu was good in all subjects except**

- a) Mathematics
- b) English
- c) History
- d) none of the above.

**23. In order to do well in English subject Neeta advised her to**

- a) join coaching classes
- b) make notes
- c) to take help from special book
- d) revise her home work.

**24. The two friends are talking about**

- a) importance of studies
- b) preparation for the examination
- c) challenges of student life.
- d) value of time table.

**24(1) Speaking Task: To engage in conversation and narrate personal experiences.**

Based on the above conversation the learners will be asked to discuss their problems and challenges while preparing for exams with their partners.



**Learning outcomes:**

**The learner**

- writes messages
- writes short and meaningful paragraph
- uses appropriate grammatical forms (time and tenses) and punctuation

**26. Writing task: Message Writing**

**(5mks)**

**Puneet, receive a phone call from your father's office in his absence and have the following conversation with speaker. Write a message for your father as you have to go for your tuitions. Put the message in a box.**

**Mr. Gupta:** Hello, is this 5003525?

**Puneet:** Yes, May I know who's calling?

**Mr. Gupta:** I am Suresh Gupta. Can I talk to Mr. Mahajan?

**Puneet:** I am afraid Daddy is not at home. Do you have any message for him?

**Mr. Gupta:** Yes, Please tell him that the meeting fixed for tomorrow i.e. 15<sup>th</sup> June has been cancelled.

**Puneet:** Ok, Anything else.

**Mr. Gupta:** Please tell him that we shall let him know as and when the next date for the meeting is fixed.

**Puneet :** Ok uncle, I shall tell Daddy when he comes back.

MESSAGE

**ANSWER KEY QB FINAL (II)**  
**CLASS - 8.**  
**English**

<b>Question No.</b>	<b>Answer</b>
1	b
2	a
3	d
4	c
5	a
6	b
7	c
8	a
9	d
10	d
11	a
12	c
13	b
14	a
15	b
16	c
17	d
18	a
19	a
20	a
21	a
22	b
23	c
24	b

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<http://ncerthelp.com/text.php?ques=CBSE+Sample+papers+For+Class+8+Download+in+pdf>

## Question Bank3/ Assessment Tool

Name of the Student \_\_\_\_\_

Class - 8.

Section \_\_\_\_\_

Name of the School \_\_\_\_\_

### Instructions for the Students

1. Write your Name, Section and Name of your School in the space provided on the top of the page.
2. This paper consists of 24 Questions- Pertaining to English Language, Each question carries one (1) mark and question no 25 ,26 and 27are writing and speaking tasks and carry more than one marks.
3. All questions are compulsory.
4. Each question has four options marked (a, b, c, d). Write the **letter** of the option in the given space as shown below.

#### Example:

**Q. Choose the correct answer to fill in the blank.**

The kite is flying \_\_\_\_ the sky.

- (i) on
- (j) in
- (k) of
- (l) under

b

Here (b) is the correct option.

5. Read the instructions carefully before selecting the correct option.
6. Do not write anything on any part of the paper except for the space given  for the answers.
7. Return the booklet to the teachers at the end of the examination.

**Learning outcomes:**

*The learner*

- reads the text for pleasure and reads poems
- takes interest in poetry recitation
- identifies details and main idea

**I. Read the stanzas given below and choose the correct answer from the options given. (Proficient level)**

**“Democracy”**

Democracy will not come  
Today, this year  
Nor ever  
Through compromise and fear.

I have as much right  
As the other fellow has  
To stand  
On my two feet  
And own the land.

I tire so of hearing people say,  
Let things take their course.  
Tomorrow is another day.  
I do not need my freedom when I'm dead.  
I cannot live on tomorrow's bread.

Freedom  
Is a strong seed  
Planted  
In a great need.  
I live here, too.  
I want freedom  
Just as you.

Langston Hughes

**1. According to the poet, Democracy cannot be attained by**

- (a) power
- (b) wealth
- (c) compromise and fear
- (d) actions



**2. In the second stanza the poet speaks about**

- (a) right
- (b) duty
- (c) aim
- (d) none of the above.

**3. The poet says that freedom .....planted in time of great need**

- (a) is a seed
- (b) is a branch
- (c) is a flower
- (d) is a tree

**4. The antonym of the word “Freedom” is**

- (a) independence
- (b) slavery
- (c) Liberty
- (d) equality

**5. The line “To stand on my own feet” means**

- (a) to stand with full strength
- (b) to stand stright on our feet
- (c) to have a sense of independence
- (d) to stand without any support

**Learning outcomes :**

**The learner**

- responds to instructions and announcements in school and public places
- identifies details and sequence of events
- speaks about events and objects

**LISTENING TEXT (announcement)**

(Q.). Listen to the following passage and circle the correct answers.

***Directions for the field Investigator:***

1. Read out the text very slowly. It should take around 90 seconds.
2. Pause for 2-3 seconds after each sentence.
3. Read the text twice.

***The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.***

**Directions for the learners**

You will hear a girl talking to a boy about a sports person. Read the statements below, then listen to the conversation and choose the correct answer from the given options.

**Boy:** Hi what are you searching on the internet?

**Girl:** I'm.... looking for ....

**Boy:** Hey, I know this person in the pic ...that is Vishwanathan Anand!

**Girl:** Oh really. Is that him?

**Boy:** Yes. He's the most humble person I've ever heard of despite him being the five time winner of the World Chess Championship. You know, he won the title of International Master when he was just 15 years old and became the youngest Indian to do so.

**Girl:** Yes, I've heard that. He indeed gave us a reason to feel proud of.

**Boy:** And I recently heard that a small planet has been named after him, Vishvanand by the Minor Planet Center and there's something about it on NASA website too.

**Girl:** Oh really! A Star on Earth and a Planet in the sky!

**Boy:** He's given India a global recognition in Chess. Indian government has awarded him with the first ever Rajiv Gandhi KhelRatna Award. He has also been awarded with the Padma Vibhushan, the first ever sports person in India to receive this award.

**Girl:** Yes I remember Anand has won the Chess Oscar 6 times.

**6. The person seen on the internet is**

- (a) Vishwanathan Anand
- (b) Marry Kom
- (c) Mahender Singh Dhoni
- (d) Sania Mirza

**7. He is associated with.....**

- (a) tennis
- (b) badminton
- (c) hockey
- (d) chess

**8. He won the title of International Master at the age of**

- (a) 11
- (b) 9
- (c) 15
- (d) 13

**9. He has been five times champion of**

- (a) World Chess Championship
- (b) Asian Games
- (c) Common Wealth Games
- (d) Federation Games

**10. He has been awarded with**

- (a) Padam Shree Award
- (b) Dronacharya Award
- (c) Arjuna Award
- (d) Rajeev KhelRatan

• **Sharing of personal experiences (Speaking Task)**

Based on the above task the learner will share his views about his favorite sports and favorite sports person.

**Learning outcomes:**

**The learner**

- understands the use of voice
- understands the reported speech
- understands time and tenses.
- makes use of polite expression

**11. He teaches English. / English ..... by him.**

- (a) is taught
- (b) was taught
- (c) was being taught
- (d) has taught

**12. Mohan was writing a story.**

- (a) A story was being written by Mohan
- (b) Mahon was being written a story.
- (c) A story is being written by Mohan
- (d) A story has been written by the Mohan.

**13. She has completed her work.**

- (a) Work was completed by her.
- (b) Her work is being completed by her.
- (c) Her work has been completed by her.
- (d) Her work is completed.

**14. Rani said, "I am going to Delhi tomorrow."**

- (a) Rani said that she was going to Delhi the following day.
- (b) Rani said that she will go to Delhi.
- (c) Rani says that she is going to Delhi tomorrow.
- (d) Rani said that she had gone to Delhi.

**15. The manager said to the customer, “where have you come from?”**

- (a) The manager told the customer that where he have come from.
- (b) the manager said to the customer that where had come from.
- (c) The manager said to the customer that where he had come from
- (d)The manager asked the customer where he had come from.

**16. “Take your seats.”, said the teacher.**

- (a) The teacher instructed the students to take their seat.
- (b) The teacher asked the students that take your seat.
- (c)The teacher said to the students to take seats.
- (d)The teacher says to take your seat.

**17. Choose the correct spellings out of the given words.**

- (a)exictement.
- (b) excitement
- (c) excetiment.
- (d) axcitment

**18. Choose the correct spellings out of the given words.**

- (a) necessary
- (b)necessary
- (c) neseary
- (d)neccessary

**19. Choose the correct spellings out of the given words.**

- (a) immedately
- (b) imidiately
- (c)immediately
- (d)immidately

**Fill in the gap with suitable Modal.**

**20 . ..... I take your pen?**

- (a) Shall
- (b) Will
- (c) May
- (d) should

**21..... you pass me a glass of water?**

- (a) May
- (b) would
- (c) shall
- (d) could

Choose the correct form of verb from the given options

**22. She often \_\_\_ shopping on the weekend.**

- (a) go
- (b) is going
- (c) goes
- (d) has gone

**23. She \_\_\_ living here for 2 years.**

- (a) has been
- (b) had been
- (c) have been
- (d) is been

**24. I \_\_\_ football after work**

- (a) have play
- (b) play
- (c) to play
- (d) playing

Learning outcomes pertaining to the below given writing task are:

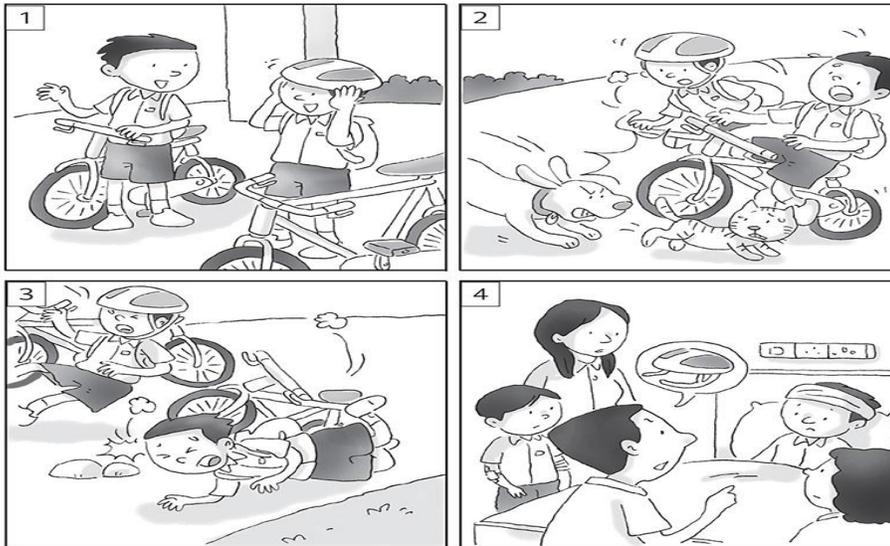
The learner

- narrates and develops a story
- writes meaningful and coherent paragraph using appropriated vocabulary and punctuation
- writes a story using picture composition.

25. Given below is a picture, carefully see the picture and write a short stories using the words given in the box. (8 mks)

Theme: At school

### Safe cycling



helmet	uncomfortable	avoid	injured
hospital	dash out	not serious	cycle

**Learning outcomes:**

**The learner**

- speaks about events in the school environment and outside
- speaks short prepared speech in the morning assembly
- participates in different events such as declamation, debate.
- uses appropriate vocabulary

**26 ‘Children should not be allowed to have their own cell phones’** is the topic of an inter-house debate that you are taking part in. You are speaking **against** the motion. You can take help of following clues(5mks)

- cell phones help children to let their parents know where they are
- parents can contact their children easily
- a lot of tension is eased because of easy communication
- young people can stay in touch with their friends

**Learning outcomes:**

**The learner**

- writes an email
- writes short paragraphs coherently using appropriate punctuation and grammar forms.

**27. Writing task: Your Reena/ Rohit, your uncle gifted a camera on your 13<sup>th</sup> birthday. Write an email expressing your thanks for this wonderful gift. (5marks)**

From

To

Date

Subject

Content

Regards.

Name

**ANSWER KEY**  
**QB (Final) III CLASS - 8.**  
**English**

Question No.	Answer
1	c
2	a
3	a
4	b
5	c
6	a
7	d
8	c
9	a
10	d
11	a
12	a
13	c
14	a
15	d
16	a
17	b
18	b
19	c
20	c
21	d
22	c
23	a
24	b

**References :**

**NCERT learning outcomes handbook**

<https://www.englishgrammar.org/active-passive-voice-exercise-8/>

[http://wps.pearsoned.com/wps/media/objects/6524/6681325/Debate\\_writing.pdf](http://wps.pearsoned.com/wps/media/objects/6524/6681325/Debate_writing.pdf)

<https://www.helpteaching.com/questions/121844/read-the-following-poem-by-langston-hughesdemocracy-democrac>

## Question Bank 4/ Assessment Tool

Name of the Student \_\_\_\_\_

Class - 8.

Section \_\_\_\_\_

Name of the School \_\_\_\_\_

### Instructions for the Students

1. Write your Name, Section and Name of your School in the space provided on the top of the page.
2. This paper consists of 31 Questions- pertaining to English Language; each question carries one (1) mark and question no 32 is a writing task.
3. All questions are compulsory.
4. Each question has four options marked (a, b, c, d). Write the **letter** of the option in the given space as shown below.

#### Example:

**Q. Choose the correct answer to fill in the blank.**

The kite is flying \_\_\_\_\_ the sky.

- (a) on
- (b) in
- (c) of
- (d) under

b

Here (b) is the correct option.

8. Read the instructions carefully before selecting the correct option.
9. Do not write anything on any part of the paper except for the space given  for the answers.
10. Return the booklet to the teachers at the end of the examination.

**Learning outcomes :**

**The learner**

- reads variety of texts like nonfiction article, narratives.
- reads excerpts and expresses opinions about them
- reads, compares, contrasts, think critically and relates ideas to life
- writes non textual answer

**Read the paragraph given below and choose the correct answer from the options given.  
(Advanced Level)**

When a big storm comes, most people buy extra food, close their windows, and stay at home. When a strong hurricane comes, many people leave their homes. They go to a safe place far away from the storm.

Most people try to stay away from severe storms. Not Javed. Javed is a “storm chaser”. Storm chasers love extreme weather. They follow thunderstorms.

Every day, Javed studies the weather report. In fact, he often checks it three or four times a day! When he hears about a storm, he gets into his car and drives, sometimes for many hours. Once, he drove for ten hours because he wanted to see a storm, but he did not find one.

Javed takes lots of pictures and videos of storms. He really likes to take pictures of lightning. Later he posts them on internet and writes about the storm. Other storm chasers enjoy reading his ideas and reply back. Javed likes reading their comments.

Storm chasing can be dangerous. The weather is one possible danger, but it isn't the worst danger for storm chasers. The worst danger is driving. Storm chasers usually do many things while they drive. They look out of the window, check the weather report, make videos of the storm, and communicate with other storm chasers. They don't concentrate on the road, so they often have accidents.

If you see a picture or video of a big storm, you can thank Javed or some of his friends. They aren't afraid of extreme weather. Because of their work, you can watch exciting storms and stay safe at the same time!

**1. When a big storm comes, most people \_\_\_\_\_.**

- (a) open their windows
- (b) stay at home
- (c) eat more food
- (d) get in their cars

**2. Storm chasers like to \_\_\_\_\_.**

- (a) stay away from storms
- (b) see extreme weather
- (c) go outside on nice days
- (d) go to safe places in a storm

**3. Storm chasers sometimes \_\_\_\_.**

- (a) stay up all night
- (b) watch a lot of television
- (c) drive long distances to find storms
- (d) draw pictures of storms

**4. Javed likes to share his photos and videos \_\_\_\_.**

- (a) on the Internet
- (b) by post
- (c) on TV
- (d) in the newspaper

**5. The worst danger of storm chasing is \_\_\_\_.**

- (a) lightning
- (b) snowfall
- (c) heavy rain
- (d) accidents

**6. The word in para3 which means ‘topay attention’ is \_\_\_\_\_**

- (a) chasing
- (b) worst
- (c) dangerous
- (d) concentrate

**Speaking Task:**

The learner will be asked to express his opinions on Natural Disasters and role of disaster management teams.

**Learning outcomes :**

**The learner**

- responds to instructions and announcements in school and public places
- speaks about environment and surroundings
- engages in conversation

**LISTENING TEXT**

***Directions for the field Investigator:***

1. Read out the text very slowly. It should take around 90 seconds.
2. Pause for 2-3 seconds after each sentence.
3. Read the text twice.

***Directions for the learners***

Listen to the following passage and write the correct option. You will listen to a talk about why it is important to have a hobby

***(The text given below is to be read by the field Investigator from a separate paper. The text should not be printed in the booklet distributed to the students.)***

Speaker: Dear children, it's wonderful to be here with you on the occasion of the 'Craft Week' celebrations in your school. I am going to talk to you about the importance of hobbies.

A hobby is an activity you choose to do because you enjoy it. It can bring you endless hours of pleasure and relaxation and make you a better person. We all have creative energy in us and this should not be wasted. Research tells us that people who develop hobbies are less likely to suffer from anxieties, anger, depression and other negative feelings.

It's important to have a hobby for the following reasons:

A hobby is the easiest way to restore your balance whenever you are over-worked or stressed. It can be what they call a stress-buster. Secondly; it's a chance to connect with yourself. Perhaps one of the best ways to get in touch with your inner self is by doing what you like. You may like reading books, painting or even singing.

Thirdly, it can become an alternative career option. Many people have made a successful career out of their hobby. When you follow your passion it becomes not only a source of joy but brings money as well.

Hobbies can be a source of life-long pleasure. Most people think that the time to pursue their hobby is when they retire. But the fact is that by the time one retires one's ability to acquire a hobby is reduced. Lastly, I would like to say it also helps you meet people with similar interests. If we love reading, for instance, then there are these Reading Clubs where people meet once a week and share what they read during the week. There is so much of interaction and discussion that happens during these meetings and it is very motivating.

So it's time to develop a hobby if you don't have one!

**7. A hobby is an activity that**

- (a) brings you endless hours of pleasure and relaxation
- (b) brings you stress
- (c) brings you confidence
- (d) brings experience and knowledge.

**8. People who develop hobbies are less likely to suffer from**

- (a) risks in life
- (b) challenges in life
- (c) from anxieties, anger, depression and other negative feelings
- (d) positive feelings.

**9. Hobby can be called as**

- (a) pain killers
- (b) stress busters
- (c) stress boosters
- (d) none of the above

**10. A successful career can be made out of**

- (a) daily routine
- (b) extra work
- (c) hobby
- (d) training

**11. Hobbies can become**

- (a) a source of worry
- (b) a source of life long pleasure
- (c) a source of depression
- (d) a source of entertainment

**12. Hobby helps a person to**

- (a) To become active
- (b) To become social
- (c) To become skillful
- (d) To meet people with similar interests.

**Speaking Task:**Teacher can carry out a small speaking activity based on hobbies and can also ask learners to narrate stories of people who achieved success in career by adopting their hobbies as their career.

**Learning outcomes:**

**The learner**

- refers dictionary for spelling
- uses appropriate grammatical form such as time and tense, adjectives, determiners

**Choose the correct order of the following words in which they appear in a dictionary.**

**13. large, chaos, land, coast**

- (a) coast, chaos, land, large
- (b) chaos, coast, land, large
- (c) chaos, coast, large, land
- (d) large, land, coast, chaos

Choose the correct answer.

14. Rahul has not prepared well for the exam but he is \_\_\_\_\_ of passing the exam.

- (a) hope
- (b) hopeful
- (c) hopefully
- (d) hopes

15. Work hard \_\_\_\_\_ you will fail.

- (a) otherwise
- (b) but
- (c) still
- (d) and

Complete the statement from the options given below.

16. Raman looked at me without \_\_\_\_\_ anything.

- (a) said
- (b) say
- (c) saying
- (d) to say

**Learning outcomes**

**The learner**

- infers appropriate meaning of unfamiliar words and uses them
- uses appropriate grammatical form such as synonyms, editing, correcting
- writes a coherent sentence in proper sequences

Read the given sentences and choose the correct meaning of the underlined word.

17. The weather is severe on top of Mount Everest.

- (a) extreme
- (b) ugly
- (c) good
- (d) beautiful

18. Why do you **communicate** with people in another language?

- (a) to fight with someone
- (b) to share ideas with someone
- (c) to play with someone
- (d) to help someone

19. It is difficult to **concentrate** on your work during a loud storm.

- (a) to complete something
- (b) to get something
- (c) to pay attention to something
- (d) be able to do something

20. Identify the correct sentence.

- (a) Pilot's attention pay to the weather forecast.
- (b) Pilots have many ways to weather learn about.
- (c) Pilots get information can from the internet.
- (d) Pilots can read about weather in the newspaper.

21. Identify the correct sentence.

- (a) We drink should eight glasses of water a day.
- (b) Video games are fond of many people.
- (c) Please come with me to my exercise class.
- (d) Some can habits take a year to change.

Pick up the most appropriate word from the given options to fill in the blank.

22. Ravinder \_\_\_\_\_ four languages.

- (a) speak
- (b) speaks
- (c) spoken
- (d) were spoken

23. My parents \_\_\_\_\_ every evening.

- (a) exercise
- (b) exercises
- (c) is exercising
- (d) was exercising

**24. Raj is going \_\_\_\_\_ Delhi next month.**

- (a) at
- (b) in
- (c) to
- (d) along

**25. Sheela borrowed a pen \_\_\_\_\_ her friend.**

- (a) across
- (b) under
- (c) above
- (d) from

**The following sentences are in jumbled order. Identify the correct sentence.**

**26. slammed / held / BepinBabu / and / the receiver / his hands / down / his head / with**

- (a) BepinBabu slammed the receiver down and held his head with his hands.
- (b) BepinBabu down the receiver with his hands slammed down his head and held.
- (c) BepinBabu held the receiver with his head and his hands down slammed.
- (d) BepinBabu slammed and held the receiver his head and with his hands.

**27. extremely / exam / I / taking / difficult / am / an**

- (a) an difficult exam I am taking extremely.
- (b) I am taking an extremely difficult exam.
- (c) difficult exam I am taking extremely an.
- (d) I am taking extremely an difficult exam.

**Learning outcomes:**

**The learner**

- interviews people
- develops dialogues
- participates in role play

**A reporter is interviewing the Harish, a witness to a robbery. Complete the dialogues by using the most appropriate option.**

**Reporter:** So, Harish, you saw the robber snatch the bag from the old lady (28).....?

**Harish :** He ran towards the railway line. I saw him jumping into the carriage.

**Reporter:(29).....?**

**Harish :** No, it was not moving. I also jumped into it.

**Reporter: (30).....?**

**Harish :** No, I was not afraid. I have seen it happening in films many times.

**Reporter: (31).....? He could have hurt you.**

**28. Choose the correct option:**

- (a) What was the robber gone?
- (b) Which way did the robber go?
- (c) Which way did the robber went?
- (d) Where had the robber run?

**29. Choose the correct option:**

- (a) Was the carriage moving?
- (b) Did the carriage move?
- (c) Was the carriage not moving ?
- (d) Was the carriage move?

**30. Choose the correct option:**

- (a) You afraid to jump into the carriage.
- (b) Were you afraid to jump into the carriage?
- (c) Did you afraid to jump into the carriage?
- (d) Should you be afraid to jump into carriage?

**31. Choose the correct option:**

- (a) Why you taken such a risk?
- (b) Why you take such as risk?
- (c) Why are you taking such a risk?
- (d) Why did you take such a risk?



**Learning outcomes:**

**The learner**

- reads variety of texts
- writes a chapter/ book review
- relates, compares, contrasts, thinks critically and relates ideas to life.
- develops a skit and a story from dialogues

**32. After reading the textbook chapter “The Stone Face-II”, give your reviews on (5mks)**

The Title of the story:

Characters of the story:

Background & Setting:

Strength of the chapter:

Any flaw:

My views:

Give a new ending to the existing story

Title of the book:

Name of The Publisher:

**ANSWER KEY**  
**English QB IV (Final) CLASS - 8**

Question	Answer
1	b
2	b
3	c
4	a
5	d
6	d
7	a
8	c
9	b
10	c
11	b
12	d
13	b
14	b
15	a
16	c
17	a
18	b
19	c
20	d

21	c
22	b
23	a
24	c
25	d
26	a
27	b
28	d
29	a
30	b
31	d

**References:**

NCERT handbook of Learning Outcomes

KVS paper class 8, Hyderabad Region

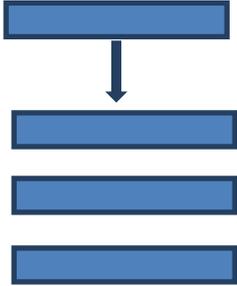
CBSE ASL material

**ASSESSMENT  
THROUGH  
GROUP  
ACTIVITIES  
AND  
TASKS**

**SUGGESTED EXAMPLES OF DIFFERENT ASSESSMENT TASKS AND TECHNIQUES  
THROUGH GROUP ACTIVITIES**

<u>CLASS</u> <u>VIII</u>	<u>Learning Outcomes based on</u> <u>Listening and Speaking</u> <u>The learner</u>	<u>Suggested Tasks for</u> <u>achieving the said</u> <u>outcomes</u>
	<ul style="list-style-type: none"> <li>• participates in different events in English like role play, drama, speech, debate, quiz etc.</li> <li>• engages in conversation in English with people from different professions.</li> </ul>	<p><b><u>Task</u></b> <b><u>Enactment/ Role Play</u></b> Students may be asked to enact any scene related to the chapter <b><u>For Example:</u></b> <b>Role of freedom fighters</b> from Glimpses of the past. Or May be given a certain situation, to enact, related to their day to day life. <b><u>For Example:</u></b> Inviting your friend to your birthday party. To make a call to our friend's mother requesting her to convince your parents, for allowing you to join your classmate for one day outing.</p>
	<ul style="list-style-type: none"> <li>• Responds to announcements and instructions made in class, school assembly, railway station and in other public places.</li> </ul>	<p><b><u>Task</u></b> <b><u>Announcements</u></b> The students can be made to hear certain announcements such as announcements at railway station, airport, theatre, etc. They can be asked questions related to the same. They can be divided into two groups such as announcer and responder. Teacher can assist the teams.</p>
		55

	<ul style="list-style-type: none"> <li>• reads poems, commentaries of sports and games speech,news, debates on TV, etc.</li> </ul>	<p><b>Task</b> <b>Sing – o --Sing!!!</b></p> <ul style="list-style-type: none"> <li>• Teacher can make them listen to some audios of English songs (as per the level of the students) and tell them to sing along. (e.g.: it's a beautiful day....)</li> <li>• They can be asked to recite the poem imparting musical effect to it.</li> <li>• They can be made to listen to certain commentaries and can be asked question based on it.</li> </ul>
	<ul style="list-style-type: none"> <li>• introduces guests in English, interviews people by asking questions based on what they do.</li> </ul>	<p><b><u>Task</u></b> <b><u>With the help of a song or chain sentences.</u></b></p> <p>They can be asked to introduce themselves using chain sentences in a group of 5-6 students, giving different words like to, love to, have, can, etc.</p> <p>For example: My name is Reena and I love to dance and you.....</p>

<u>CLASS VIII</u>	<u>Learning Outcomes based on Reading and writing</u> <i>The learner</i>	<u>Suggested Tasks for achieving the said outcomes</u>
	<ul style="list-style-type: none"> <li>reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences</li> </ul>	<p><b><u>Task</u></b> <b><u>Flowchart of Events</u></b> Students will be asked to arrange the sequence of events in correct order.</p> 
	<ul style="list-style-type: none"> <li>reads to seek information from notice board, newspaper, Internet and to prepare a write up after seeking information.</li> </ul>	<p><b><u>Task :</u></b> To read out the information displayed on the internet and to prepare a write up reading certain topic.</p> <p>To read out the weather info given in the newspaper and to write a weather prediction for the next day.</p>
	<ul style="list-style-type: none"> <li>responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> </ul>	<p><b><u>Task</u></b> <b><u>Identify the line conveying the said idea.</u></b> The student will be asked to read and find out the line conveying the same meaning. The teacher will be speaking the line having same meaning but worded differently. It will help to identify the level of reading with comprehension.</p>

	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• infers the meaning of unfamiliar words by reading them in context.</li> <li>• refers to dictionary to check meaning and spelling, and to suggested websites for</li> </ul>	<p><b><u>Task</u></b> <b><u>Word Square:</u></b> The Learners will be asked to read and find difficult words and teacher will write all those words on the board. The teacher will ask them to select any 15 words from the written words and they will write these words in a word square. The teacher will speak randomly and the learners will find the word and will cross it in the word square.</p> <table border="1" data-bbox="1016 800 1409 919"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> </table> <p>They can be asked to give antonyms and synonyms of the given words.</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	2	3	4	5													
6	7	8	9	10													
11	12	13	14	15													
	<ul style="list-style-type: none"> <li>• participates in grammar games and kinaesthetics activities for language learning.</li> </ul>	<p><b><u>Task</u></b> <b><u>A Wise Dice</u></b> In order to help them to frame simple sentences, the teacher can give them different prompts written on different faces of the dice and will ask them to use it in their own words (depending upon the level of the learners and part of speech to be covered). For Example: Face 1- I love to Face 2 – I have been to Face 3- In order to Face 4- He can Face 5- They want to Face 6- She has</p>															

		
	<p>Frames short paragraphs with the help of pictures or clues</p> <ul style="list-style-type: none"> <li>• develops a skit (dialogues from a story) and story from dialogues.</li> </ul>	<p><b><u>Task</u></b> <b><u>Picture Composition</u></b></p> <p>The learners will be shown a picture and will be asked to write few lines on it or frame a short paragraph. They can be shown a series of picture to frame a long composition, depending on the level of the learners.</p> <p> Picture Composition.mp4</p>
	<ul style="list-style-type: none"> <li>• writes coherently with focus on appropriate beginning, middle and end in English / Braille</li> </ul>	<p><b><u>Task</u></b> <b><u>Editing the given paragraph</u></b></p> <p>The students can be asked to edit and re write the given paragraph in order to make it grammatically correct and meaningful.</p>
	<ul style="list-style-type: none"> <li>• writes a coherent and meaningful paragraph through drafting, editing,,revising.</li> <li>• writes biographical experiences, descriptions, etc.</li> <li>• writes messages, notices, formal letters</li> <li>• writes answers to textual/non-textual questions after comprehension / inference; draws character sketch.</li> </ul>	<p><b><u>Task</u></b> <b><u>Did You Notice???</u></b></p> <p>The learner will be asked to describe any one of his friend or class mate by giving his description in writing. The description must include his physical appearance, his habits and his special traits noticeable by all. The others will guess that personality.</p> <p style="text-align: right;">59</p>

	<ul style="list-style-type: none"> <li>• writes a Book Review</li> </ul>	<p><b><u>Task</u></b>  <b><u>Budding Writer..!!!</u></b>  The learner can be asked to write the title of the book, author's name, main characters, story type (genre), year of publication and name of the publishing house.  (dependent upon the level of learners)</p>
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**Note: Teacher can assess the activity involving a group of learner on the basis of following parameters. Also she/he can devise her own parameters as per her/his need and level of the learner :**

Criteria	Excellent	Good	Satisfactory
Organization			
Fluency			
Pronunciation			
Language/Vocabulary			

# **EXEMPLARY LESSON PLAN FOR TEACHING**

**Note : The scanned copy of the exemplary lesson plan is available in PDF-2.**

