

SMART SYLLABUS



SUBJECT: ENGLISH-8

ACADEMIC SESSION: 2025-26

The following 4 units out of 12 are deleted from compulsory English-8 to facilitate the students to prepare for the upcoming Board Examination of Grade-8.

Sr#	Unit No. and Title	Pages#
1	Unit# 2 A Great Virtue	9-20
2	Unit#3 The Twins	21-29
3	Unit#8 Setting the Quarrel	77-85
4	Unit# 9 Mountaineering	89-96

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Unit No.	Unit Title and SLOs	Page No.
1	Tolerance of the Rasoolullah ﷺ	1-8
	<ul style="list-style-type: none"> • Learning Outcomes: • After completing this unit, the students will be able to: • demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse. • ask and answer questions of personal relevance, information and variety of communicative purposes. • demonstrate understanding of familiar word patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode them, pronounce correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy. • guess the meaning of the word in the text. Compare with the dictionary meaning to understand the contextual meaning. • analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. • recognise features of an effective topic sentence using specific words and vivid verbs. • explain the meaning of words using dictionary to: choose appropriate word definition according to the context, identify pronunciation, identify syllable division and stress patterns and the part of speech of a word. • keep a record of words. • use knowledge of syllable patterns, roots to construct multi-syllabic words and pronounce the words with the correct stress. • follow the steps of the process approach to plan for writing a paragraph. • write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. • apply editing and proofreading skills to a range of different texts and contexts. • 	
4	Let's Make Our Roads Safer!	30-41

	<p>Learning Outcomes: After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> • demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. • apply knowledge from listening to, viewing and responding to texts for different purposes. • engage effectively in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. • read and view a variety of reading-age appropriate and high interest books and texts from print sources. • guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. • discuss and evaluate how authors use language considering the impact on the reader. • discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. • recognise and rectify faulty punctuation in given passages. • locate the difference between the two parts of a compound word and use knowledge of the meaning of individual words to predict the meaning of compound words. • identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. • apply the rules and correct usage of articles through reading, speech and writing. • identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing. • use types of tenses correctly in speech and writing. • write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. 	
	Review -1	42-46
	Note: Items of Units # 2& 3 will not be included in the examination from Review 1.	
5	Hazrat Umar (رضى الله تعالى عنه)	47-57
	<p>Learning Outcomes: After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> • demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. • speak confidently and fluently in a wide range of contexts to fulfil different purposes. • express preferences and opinions openly. • read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. • use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words. • guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. • apply strategies to comprehend questions by marking keywords, verbs and tenses. • determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text. • take dictation of paragraph/ text of grade level. • comprehend and use contemporary idioms and proverbs in the different texts and in their speech. • distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative. • use homographs and homophones in writing. • use types of tenses correctly in speech and writing. • use summary skills to write an objective summary of the given text. • write multiple paragraph essays using correct punctuation and spelling, grammar, grade level vocabulary by using the writing process approach. • follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience. 	
6	Sports and Sportsmanship	58-68
	<p>Learning Outcomes: After completing this lesson, the students will be able to:</p> <ul style="list-style-type: none"> • apply knowledge from listening to, viewing and responding to texts for different purposes. • ask and answer questions of personal relevance, information and variety of communicative purposes. • develop the ability to pose rhetorical questions for a range of audiences. 	

	<ul style="list-style-type: none"> perform a role play through deliberate choice of dialogues gestures and movements. ask and answer simple and higher-order questions to guide/assess reading. guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience. use dictionary/thesaurus to locate synonyms/ antonyms according to the context and use in writing. read and view a variety of reading-age appropriate and high interest books and texts from non-print sources. use abbreviations and acronyms correctly. keep a record of words. use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing. use all types of tenses correctly in speech and writing. write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. write a short dialogue between two people, use vocabulary, tone and style appropriate to context and relationship between addresser and addressee. 	
7	The Earth Speaks	69-76
	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. determine a theme or central idea of a text and analyse its development over the course of the text. understand the difference between Capitonym words. distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts. examine and interpret the use of conjunctions and transitional devices in speech and writing to create an effect. recognise and use subordinating conjunctions to connect independent clause/s to dependent clause. recognise and use correlative conjunctions. use types of tenses (simple future tense, future continuous tense) correctly in speech and writing. use modals correctly in speech and writing to create an effect and impact on the reader. use summary skills to write an objective summary of the given text and poems. write a poem narrating an event or a story. 	
	Review - 2	86-88
	Note: Items of Units # 8&9 will not be included in the examination from Review 1.	
10	Dignity of Labour	97-104
	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). speak confidently and fluently in a wide range of contexts to fulfil different purposes. read and view a variety of reading-age appropriate and high interest books and texts from print and non-print sources: Procedures (e.g., recipes, directions, instruction). explain the meaning of words from how they are used in different contexts. use thesaurus to locate antonyms. distinguish and use action verbs, linking verbs, and helping verbs. change tense in indirect speech in speech and writing. write informal letters to people in extended social and academic environments for various purposes. write multiple paragraph essays/stories and add adequate supporting detail to the topic sentence to develop the main idea. 	
11	Give to Your Country	105-113
	<p>Learning Outcomes: After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> apply knowledge from listening to, viewing and responding to texts for different purposes 	

	<ul style="list-style-type: none"> ask and answer questions of personal relevance, information and variety of communicative purposes read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. use common punctuation cues to aid comprehension when reading. ask and answer simple and higher-order questions to guide/assess reading. guess the meaning of the word and phrases in the text. identify and use adjectival phrases and clause in speech and writing. use transitive and intransitive verbs in speech and writing. change tense in indirect speech in speech and writing. apply editing and proofreading skills to a range of different texts and contexts. write the final draft after complete editing and proofreading. use summary skills to write an objective summary of the given text and poems. write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. 	
12	Trees Plantation	114-122
	<p>Learning Outcomes: After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse. engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation. read and view a variety of reading-age appropriate and high interest texts from print and non-print sources: Interpersonal texts. analyse and construct sentences using the sentence patterns and structures. change tense in indirect speech in speech and writing. compare and write informal and formal letters to people in extended social and academic environments for various purposes. write a formal letter/email letters using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. write the final draft after completing editing and proofreading, ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought. 	
	Review - 3	123-126

Paring Scheme for English 8

The English paper for Grade 8 will consist of 100 marks. The time allocated for the paper will be 3 hours. The following 03 parts of this paper:

Part A: Multiple Choice Questions (40 marks)

- **Question 1:** 40 MCQs (1 mark for each MCQ) from the entire textual material of ALP Units of English as per the given Table of Specification.

Part B: Short Answer Questions are added as per the following specifications:

- Question No. 41: (Comprehension questions: solve 6 out of 9, Marks=16)
- Question No. 42: (Proofreading/ editing/ correction Marks=14)

Part C: Constructed Response Questions are added as per the following specifications:

- Question No. 43: (Dialogue Writing/Summarization Marks=10)
- Question No. 44: (Letter Writing Marks=10)
- Question No. 45: (Paragraph Writing Marks=10)

Content Breakup:

Part A: MCQs:	Total Questions: 40 Total Marks: 40	These questions will be given form the following units: 1: Tolerance of the Rasoolullah (ﷺ) 4: Let's Make Our Roads Safer! 5: Hazrat Umar (رضى الله تعالى عنه) 6: Sports and Sportsmanship 10: Dignity of Labour 11: Give to Your Country 12: Tree Plantation
Part B: SRQs	A: Total Marks: 16 B: Total Marks: 14	Comprehension questions Proof reading & Editing
Part C: CRQs	Total Marks: 30	Q#1: Dialogue Writing/ Summarize (Marks: 10) Q#2: Letter Writing (Marks: 10) Q#3: Attempt one paragraph out of 2 (Marks: 10)
Total Marks: 100		

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