

**Grade-8**  
**Subject-English**  
**Section-1**

**Marks (1×40)**

**Question No.1: Identify the word having a 'Silent Letter'.**

- |              |               |
|--------------|---------------|
| (a) Luggage  | (b) Glossary  |
| (c) Wrapping | (d) Advantage |

**Question No.2: Choose the correct 'Syllabic Division' of the word 'Photographer'.**

- |                     |                     |
|---------------------|---------------------|
| (a) Pho-to-gra-pher | (b) Pho-tog-ra-pher |
| (c) Ph-oto-graph-er | (d) P-ho-togr-apher |

**Question No.3: Identify the word with the correct 'Spelling'.**

- |                |                |
|----------------|----------------|
| (a) Afilieted  | (b) Afflieted  |
| (c) Afflliated | (d) Affiliated |

**Question No.4: Complete the following 'Proverb' with the correct option.**

**'Every dark cloud has a \_\_\_\_\_ lining.'**

- |            |          |
|------------|----------|
| (a) golden | (b) long |
| (c) silver | (d) thin |

**Question No.5: Identify the 'Adjective' of the word 'Create'.**

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|----------------|--------------|
| (a) Creatively | (b) Creative |
| (c) Creates    | (d) Creator  |

**Question No.6: Identify the 'Figure of Speech' in the following sentence.**

**'My brother is a walking encyclopedia.'**

- |                     |               |
|---------------------|---------------|
| (a) Personification | (b) Simile    |
| (c) Metaphor        | (d) Hyperbole |

**Question No.7: What is the 'Connotative Meaning' of the word 'Blue' in the following sentence?**

**'She has been feeling blue ever since her best friend moved away.'**

- (a) She is feeling unhappy.
- (b) She is wearing blue clothes.
- (c) She painted her room blue.
- (d) She is travelling with her friends.

**Question No.8: Complete the base word 'Soft' with the correct option to make a 'Compound Word'.**

- |          |            |
|----------|------------|
| (a) ware | (b) system |
| (c) talk | (d) house  |

**Question No.9: Identify the word containing a 'Suffix'.**

- |               |              |
|---------------|--------------|
| (a) Incorrect | (b) Improper |
| (c) Happiness | (d) Disagree |

**Question No.10: Choose the word that is the correct 'Antonym' of 'Appreciate'.**

- |               |             |
|---------------|-------------|
| (a) Criticise | (b) Respect |
| (c) Admire    | (d) Cherish |

**Question No.11: Choose the sentence written in 'Past Perfect Tense'.**

- (a) She has played her role as a responsible doctor in the hospital.
- (b) She was playing her role as a responsible doctor in the hospital.
- (c) She is playing her role as a responsible doctor in the hospital.
- (d) She had played her role as a responsible doctor in the hospital.

**Question No.12: Complete the sentence with the correct option.**

**'The school has improved significantly \_\_\_\_\_ last year.'**

- |         |           |
|---------|-----------|
| (a) for | (b) as    |
| (c) to  | (d) since |

**Question No.13: Identify the 'Type' of the following sentence.**

**'Alas! We have lost the match.'**

- |                 |                   |
|-----------------|-------------------|
| (a) Imperative  | (b) Declarative   |
| (c) Exclamatory | (d) Interrogative |

**Question No.14: Complete the sentence with the correct option.**

**'He speaks English \_\_\_\_\_ than his classmates.'**

- |          |            |
|----------|------------|
| (a) good | (b) better |
| (c) best | (d) well   |

**Question No.15: Complete the given sentence with the correct 'Conjunction'.**

**'Not only is she talented \_\_\_\_\_ hardworking.'**

- |              |                |
|--------------|----------------|
| (a) but also | (b) as well as |
| (c) whether  | (d) both       |

**Question No.16: Identify the 'Tense' in the following sentence.**

**'The students were participating actively in the English debate competition.'**

- |                                   |                           |
|-----------------------------------|---------------------------|
| (a) Past Perfect Tense            | (b) Past Indefinite Tense |
| (c) Past Perfect Continuous Tense | (d) Past Continuous Tense |

**Question No.17: Fill in the blank with the appropriate 'Article'.**

**'I saw a lion in the forest. \_\_\_\_\_ lion was chasing a deer.'**

- |         |         |
|---------|---------|
| (a) Any | (b) A   |
| (c) An  | (d) The |

**Question No.18: Identify a 'Verb' from the following sentence.**

**'Sana got up early in the morning for school.'**

- |             |            |
|-------------|------------|
| (a) Schooll | (b) Got up |
| (c) Morning | (d) Early  |

**Question No.19: Identify the sentence having a 'Superlative Degree' of an 'Adjective'.**

- (a) Bullet trains travel fast in Beijing, China.
- (b) Everest is the highest peak in the world.
- (c) We must not reach there later than 7 O'clock.
- (d) The last remark was the more clearly stated.

**Question No.20: Identify the sentence with the correct use of 'Semicolon'.**

- (a) My favorite desserts are: chocolate cake; ice cream; and apple pie.
- (b) He wanted to go to the park; however, it was closed for renovations.
- (c) We can go to the bookstore then, we can pick; up some dinner.
- (d) The experiment was a failure because; the measurements were inconsistent.

**Question No.21: Which of the following pair refers to 'Capitonym' correctly?**

- (a) Turkey, turkey
- (b) Door, door
- (c) Table, table
- (d) Job, job

**Question No.22: Choose the correct 'Abbreviation' of the word 'February'.**

- (a) Feb.
- (b) Feby.
- (c) Ferb.
- (d) Febr.

**Question No.23: Identify the correct 'Indirect Speech' of the following sentence.**

**She said, "I will cook dinner for my family."**

- (a) She said that she would cook dinner for her family.
- (b) She said that she will cook dinner for her family.
- (c) She said that I would cook dinner for her family.
- (d) She said that she cooked dinner for her family.

**Question No.24: Fill in the blank with the correct 'Modal Verb'.**

**'We \_\_\_\_\_ abide by the traffic rules as it is every citizen's moral duty as well.'**

- (a) may
- (b) could
- (c) would
- (d) must

**Question No.25: Identify the word that means ‘lack of food and grains’.**

- (a) Climate
- (b) Famine
- (c) Storm
- (d) Flood

**Question No.26: Choose an 'Adverbial Phrase' that correctly completes the sentence meaningfully.**

**‘Ali completed his homework \_\_\_\_\_ so that he could go out to play.’**

- (a) in a rush
- (c) a red pen
- (b) on the roof
- (d) very tired

**Question No.27: ‘You should finish your work immediately.’**

**If we change the above sentence to a command/ order, what will it be?**

- (a) Finish your work immediately.
- (b) Will you finish your work immediately?
- (c) You can finish your work immediately.
- (d) Please finish your work immediately.

**Question No.28: Identify the ‘Homophones’ in the following sentence.**

**‘The hare is running here and there.’**

- (a) Hare and there
- (b) Hare and here
- (c) The and here
- (d) Here and there

**Question No.29: Identify the sentence in ‘Future Continuous Tense’.**

- (a) She is writing a letter today.
- (b) She wrote a letter yesterday.
- (c) She will be writing a letter tomorrow.
- (d) She has written a letter in the morning.

**Question No.30: Identify the ‘Figure of Speech’ used in the given sentence.**

**‘After completing their work, they slept like a log.’**

- (a) Simile
- (b) Personification
- (c) Metaphor
- (d) Hyperbole

**Question No.31: Identify the sentence with the correct use of the ‘Apostrophe’.**

- (a) The childrens’ toys are scattered.
- (b) The car’s were parked outside the building.
- (c) The teacher checked the students’ homework.
- (d) She loves to read story’books every night.

**Question No.32: Which pair of words is ‘Homograph’?**

- (a) Lead, Lead
- (b) Buy, Bye
- (c) Right, Write
- (d) Two, Too

**Question No.33: Select the correct meaning of the idiom ‘Spill the Beans’.**

- (a) Reveal a secret
- (b) Spread the beans
- (c) Prepare a meal
- (d) Tell the truth

**Question No.34: Identify the ‘Type’ of the given sentence.**

**‘Go and get me some tea and biscuits.’**

- (a) Declarative
- (b) Interrogative
- (c) Imperative
- (d) Exclamatory

**Question No.35: Identify the sentence in which 'Remain' is used as a 'Linking Verb.'**

- (a) The plane remained on the ground.
- (b) He always remains positive about the future.
- (c) Five minutes remaining in the period.
- (d) They remained in Lahore until June.

### Paragraph Instruction

**\*Read the following stanzas carefully and answer the questions by choosing the correct options.**

Water is a lovely thing:  
Dark and ripply in a spring;  
Dark and quiet in a pool,  
In a puddle brown and cool;

In the river blue and gay,  
In a raindrop silver-grey;  
In a fountain flashing white,  
In a dewdrop crystal-bright;



**Question No.36: In the line "Dark and ripply in a spring," what does "rippy" describe about the water?**

- (a) The water's temperature
- (b) The water's movement
- (c) The water's colour
- (d) The water's taste

**Question No.37: How does the poet try to show that water is a lovely thing?**

- (a) Used difficult words and phrase
- (b) Added various figures of speech
- (c) Mentioned different colours of water
- (d) Identifying its presence everywhere

**Question No. 38: In which line is a joyful tone expressed?**

- (a) In a raindrop, silver-grey
- (b) In the dewdrop, crystal-bright
- (c) In a fountain flashing white
- (d) In the river, blue and gay

**Question No.39: What is the effect of the water being "dark and quiet in a pool"?**

- (a) It creates a feeling of excitement.
- (b) It suggests that the water is frozen.
- (c) It shows the water is in motion.
- (d) It suggests a sense of stillness or calmness.

**Question No.40: In what types of settings do the first two stanzas mainly focus on water?**

- (a) Large bodies of water like oceans
- (b) Man-made structures and resources
- (c) Small, natural, and contained sources
- (d) Weather-related phenomena

## Section-2

Marks (30)

**Question No. 41: Read the paragraph carefully and answer the questions. Use correct grammar, punctuation and spelling.**

Marks (16)

In a jungle, on a big oak tree, there lived a flock of geese and a wise old gander. One day, the gander saw a tiny vine at the bottom of the tree. It looked pretty, but the gander was not happy to see it. He feared that the vine would grow and soon reach the top of the tree. Then, it could help a person climb up and lay a trap for them. He warned the geese to cut it while it was small. The geese did not heed his advice and forgot it. Meanwhile, the vine grew bigger and reached the top of the tree. One day, while the geese had gone out for food, a hunter came and laid a trap for them. On returning, the geese were caught. Tearfully, the geese apologized to the wise old gander and asked him to help. The kind gander forgave them. He told them to lie still and pretend to be dead when the hunter came in the morning. He considered them dead geese and freed them from the trap. Then they could all fly away. From now on, the geese always followed his advice.



### Questions:

**Set 1: Attempt any three from the following questions. Marks (6)**

1. Where did the flock of geese and the wise old gander live?
2. What did the gander see at the bottom of the oak tree?
3. Who laid a trap for the geese?
4. What did the geese do when the gander first warned them about the vine?

**Set 2: Attempt any two from the following questions. Marks (6)**

1. How did the geese get caught in the trap?
2. What plan did the gander suggest to save the geese from the hunter?
3. Why did the geese apologize to the gander after they were caught?

**Set 3: Attempt any one from the following questions. Marks (4)**

1. How can listening to elders' advice help us in our daily lives?
2. If a dangerous situation grows slowly (like the vine), what should we do to prevent trouble later?

### Answers:

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**Question No.42: Below is a paragraph full of mistakes. Rewrite the paragraph after correction.**

**Marks (14)**

One morning in a quiet vilage, children gathered near the river to play. The tree beside the water had a tallest branches where birds built nests. The children was laughing and running around happily? Among them was Amina, who shouted, “Me will race everyone to the water!” She jumped careless into the shallow stream. Her brother saw this and shouted loudly, “Be careful, Amina” At that moment, their father come quickly to stop them. “ali, you must help your sister,” he said firmly.

**Answer:**

### Section-3

Marks (3×10)

**Question No. 43: Write a dialogue of ten sentences between a student and a teacher about road safety.**

**Use correct grammar, punctuation and spelling.**

**Marks (10)**

OR



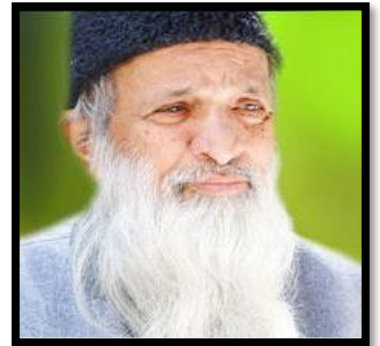
**Read the paragraph given below. Summarize 1/3 of the given paragraph.**

**Marks (10)**

**Instructions:**

- Your summary must describe all the key ideas from the paragraph.
- DO NOT include opinions or personal information in the summary.
- Use correct grammar, punctuation and spelling.

Abdul Sattar Edhi is one of Pakistan's great personalities, known for his tireless work in the welfare of human beings. He was born in 1928 in Gujrat, India, and died in 2016 in Karachi, Pakistan. He began his charitable work in 1957, during a pandemic (Asian Flu) that originated in China and spread worldwide. He was a great humanitarian who laid the foundation of Edhi centers, orphanage homes, and rehabilitation centers throughout Pakistan. The foundation worked and expanded itself with the support of people and private donations. He led a simple life that was far away from the luxuries and comforts. He worked for more than 55 years of his life for the sake of humanity. His wife, Bilqees Edhi, also stood by him in his work. He was the chairperson of Edhi Foundation. This organisation is running the world's largest volunteer ambulance service under its name. He was rightly called 'The Richest Poor Man' and 'Angel of Mercy'. After his death, his son Faisal Edhi took charge of his father's welfare and charity work.



**Answer:**

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**Question No. 44: You are living in a hostel. Write a letter to your father and inform him about your preparation for the upcoming examination. Use correct grammar, punctuation and spelling.**

**Marks (10)**

**OR**

**Your best friend has moved to another city. Write a letter to him/her and ask about his/her well-being. Use correct grammar, punctuation and spelling.**

**Marks (10)**

**Answer:**

**Write a paragraph of ten sentences on ‘Importance of Discipline. Use correct grammar, punctuation and spelling. Marks (10)**

An illustration of eight children standing in a line, demonstrating various types of backpacks and their use. From left to right: a girl in a blue shirt and dark skirt with a blue backpack; a girl in a yellow shirt and dark skirt with a yellow backpack; a boy in a blue shirt and dark pants with a blue backpack; a girl in a blue shirt and dark skirt with a blue backpack; a girl in a yellow shirt and dark skirt with a yellow backpack; a boy in a green shirt and dark pants with a green backpack; a boy in a blue shirt and dark pants with a blue backpack; and a boy in a red shirt and dark pants with a red backpack.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## SMART SYLLABUS

### SUBJECT: ENGLISH-8

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

### English 8-Examination 2026

Unit No.	Unit Title and SLOs	Page No.
1	Tolerance of the Rasoolullah ﷺ	1-8
	<ul style="list-style-type: none"> <li><b>Learning Outcomes:</b></li> <li>After completing this unit, the students will be able to:</li> <li>demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.</li> <li>ask and answer questions of personal relevance, information and variety of communicative purposes.</li> <li>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.</li> <li>guess the meaning of the word in the text. Compare with the dictionary meaning to understand the contextual meaning.</li> <li>analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.</li> <li>recognise features of an effective topic sentence using specific words and vivid verbs.</li> <li>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.</li> <li>keep a record of words.</li> <li>use knowledge of syllable patterns, roots to construct multi-syllabic words and pronounce the words with the correct stress.</li> <li>follow the steps of the process approach to plan for writing a paragraph.</li> <li>write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</li> <li>apply editing and proofreading skills to a range of different texts and contexts.</li> </ul>	

4	Let's Make Our Roads Safer!	30-41
	<p><b>Learning Outcomes:</b></p> <p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.</li> <li>• apply knowledge from listening to, viewing and responding to texts for different purposes.</li> <li>• 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.</li> <li>• read and view a variety of reading-age appropriate and high interest books and texts from print sources.</li> <li>• guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.</li> <li>• discuss and evaluate how authors use language considering the impact on the reader.</li> <li>• 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.</li> <li>• recognise and rectify faulty punctuation in given passages.</li> <li>• 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.</li> <li>• identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs.</li> <li>• apply the rules and correct usage of articles through reading, speech and writing.</li> <li>• identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing.</li> <li>• use types of tenses correctly in speech and writing.</li> <li>• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.</li> </ul>	

5	Hazrat Umar (رضى الله تعالى عنه)	47-57
	<p><b>Learning Outcomes:</b></p> <p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.</li> <li>• speak confidently and fluently in a wide range of contexts to fulfil different purposes.</li> <li>• express preferences and opinions openly.</li> <li>• 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.</li> <li>• use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.</li> <li>• guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.</li> <li>• apply strategies to comprehend questions by marking keywords, verbs and tenses.</li> <li>• 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.</li> <li>• take dictation of paragraph/ text of grade level.</li> <li>• comprehend and use contemporary idioms and proverbs in the different texts and in their speech.</li> <li>• distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.</li> <li>• use homographs and homophones in writing.</li> <li>• use types of tenses correctly in speech and writing.</li> <li>• use summary skills to write an objective summary of the given text.</li> <li>• write multiple paragraph essays using correct punctuation and spelling, grammar, grade level vocabulary by using the writing process approach.</li> <li>• follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.</li> </ul>	
6	Sports and Sportsmanship	58-68
	<p><b>Learning Outcomes:</b></p> <p>After completing this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• apply knowledge from listening to, viewing and responding to texts for different purposes.</li> <li>• ask and answer questions of personal relevance, information and variety of communicative purposes.</li> <li>• develop the ability to pose rhetorical questions for a range of audiences.</li> <li>• perform a role play through deliberate choice of dialogues gestures and movements.</li> <li>• ask and answer simple and higher-order questions to guide/assess reading.</li> <li>• guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.</li> <li>• skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience.</li> <li>• use dictionary/thesaurus to locate synonyms/ antonyms according to the context and use in writing.</li> <li>• read and view a variety of reading-age appropriate and high interest books and texts from non-print sources.</li> <li>• use abbreviations and acronyms correctly.</li> <li>• keep a record of words.</li> <li>• use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing.</li> <li>• use all types of tenses correctly in speech and writing.</li> <li>• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.</li> </ul>	

	<ul style="list-style-type: none"> <li>write a short dialogue between two people, use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.</li> </ul>	
<b>7</b>	<b>The Earth Speaks</b>	<b>69-76</b>
	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>determine a theme or central idea of a text and analyse its development over the course of the text.</li> <li>understand the difference between Capitonym words.</li> <li>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.</li> <li>examine and interpret the use of conjunctions and transitional devices in speech and writing to create an effect.</li> <li>recognise and use subordinating conjunctions to connect independent clause/s to dependent clause.</li> <li>recognise and use correlative conjunctions.</li> <li>use types of tenses (simple future tense, future continuous tense) correctly in speech and writing.</li> <li>use modals correctly in speech and writing to create an effect and impact on the reader.</li> <li>use summary skills to write an objective summary of the given text and poems.</li> <li>write a poem narrating an event or a story.</li> </ul>	
<b>10</b>	<b>Dignity of Labour</b>	<b>97-104</b>
	<p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).</li> <li>speak confidently and fluently in a wide range of contexts to fulfil different purposes.</li> <li>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).</li> <li>explain the meaning of words from how they are used in different contexts.</li> <li>use thesaurus to locate antonyms.</li> <li>distinguish and use action verbs, linking verbs, and helping verbs.</li> <li>change tense in indirect speech in speech and writing.</li> <li>write informal letters to people in extended social and academic environments for various purposes.</li> <li>write multiple paragraph essays/stories and add adequate supporting detail to the topic sentence to develop the main idea.</li> </ul>	
<b>11</b>	<b>Give to Your Country</b>	<b>105-113</b>
	<p><b>Learning Outcomes:</b></p> <p>After completing this unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>apply knowledge from listening to, viewing and responding to texts for different purposes</li> <li>ask and answer questions of personal relevance, information and variety of communicative purposes</li> <li>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.</li> <li>use common punctuation cues to aid comprehension when reading.</li> </ul>	



	<ul style="list-style-type: none"> <li>ask and answer simple and higher-order questions to guide/assess reading.</li> <li>guess the meaning of the word and phrases in the text.</li> <li>identify and use adjectival phrases and clause in speech and writing.</li> <li>use transitive and intransitive verbs in speech and writing.</li> <li>change tense in indirect speech in speech and writing.</li> <li>apply editing and proofreading skills to a range of different texts and contexts.</li> <li>write the final draft after complete editing and proofreading.</li> <li>use summary skills to write an objective summary of the given text and poems.</li> <li>write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.</li> </ul>	
<b>12</b>	<b>Trees Plantation</b>	<b>114-122</b>
	<p><b>Learning Outcomes:</b></p> <p><b>After completing this unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.</li> <li>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.</li> <li>guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.</li> <li>construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.</li> <li>read and view a variety of reading-age appropriate and high interest texts from print and non-print sources: Interpersonal texts.</li> <li>analyse and construct sentences using the sentence patterns and structures.</li> <li>change tense in indirect speech in speech and writing.</li> <li>compare and write informal and formal letters to people in extended social and academic environments for various purposes.</li> <li>write a formal letter/email letters using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.</li> <li>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.</li> </ul>	

### Pairing 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 are:

**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: seen and unseen text- solve 6 out of 9, Marks=16)
- Question No. 42: (Proofreading/ editing/ correction-seen and unseen text Marks=14)

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

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