



MY ENGLISH BOOK EIGHT

STANDARD EIGHT



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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**Maharashtra State Bureau of Textbook Production and
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English Language Committee :

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Shri. Santosh Pawar, Member-Secretary

Cover and Illustrations :

Reshma Barve

Co-ordination :

Santosh J. Pawar
Assistant Special Officer, English

English Language Study Group :

Shri. Akhil Bhosale	Shri. Balkrishna Shinde
Dr Jyotimani Rocque	Shri. Bhuvnesh Kumbhar
Smt. Manjusha Sagrolikar	Dr Gajendra Mugale
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Shri. Anil Petkar	
Shri. Ashok Gaikwad	Invitee Expert :
Shri. Mohan Bapat	Smt. Samannaz Irani

Production :

Sachchitanand Aphale
Chief Production Officer
Vinod Gawde
Production Officer
Mitali Shitap
Assistant Production Officer

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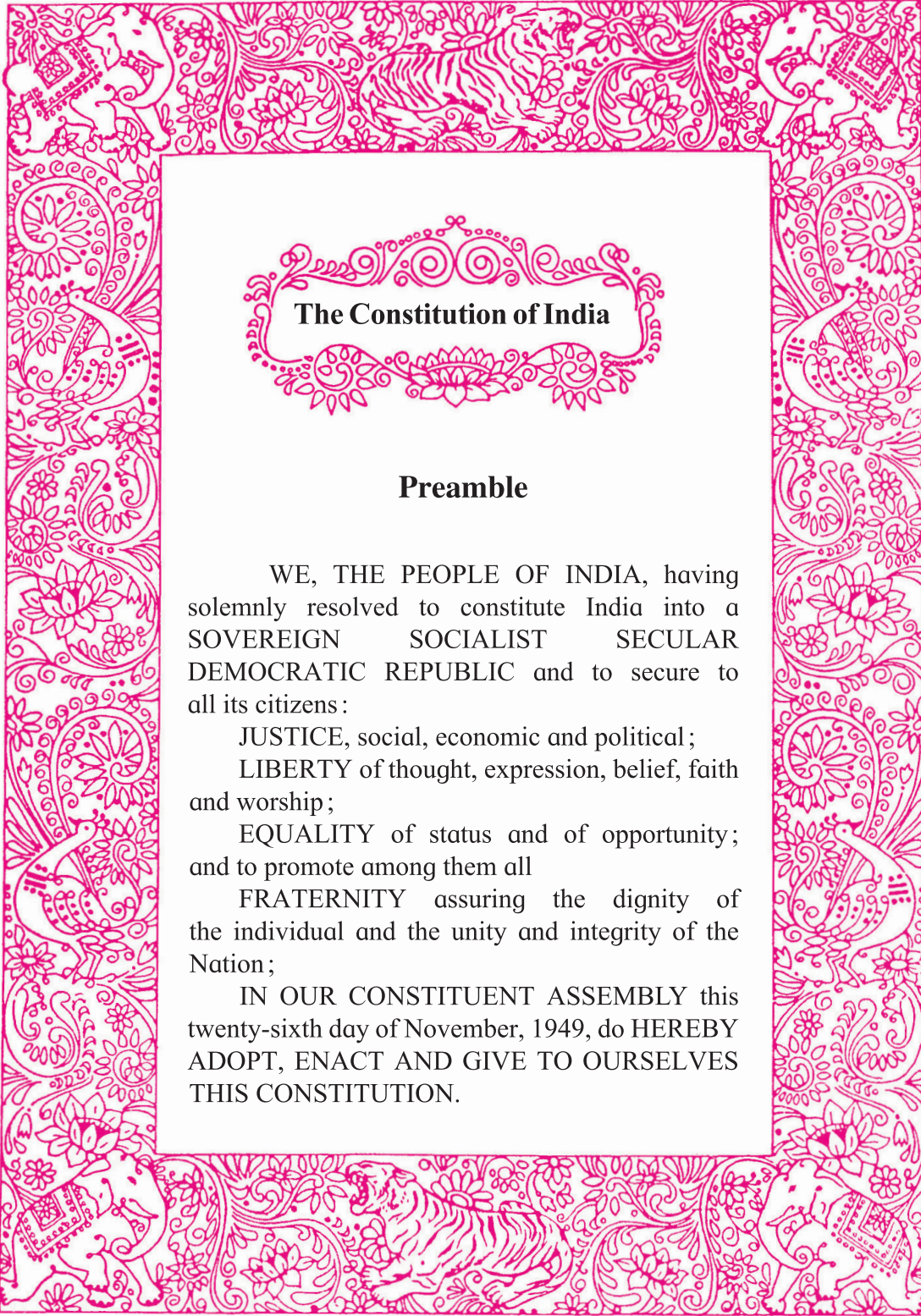
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

A most hearty welcome to Std VIII. We are happy to place this textbook '**My English Book Eight**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt many English songs and poems. You can read and understand the English seen and heard in your surroundings. You can use English to communicate precisely in everyday situations, in spoken, written, or ecommunication modes. You have enjoyed some interesting stories and passages in the previous textbooks and working out activities based on what you have learnt. Now that you are in Std VIII, you will do all this and also learn to use English both spoken and written with a better understanding of the language and the way it should be used. You will also get to enjoy reading works of some well-known writers.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we would like you to take part in all the activities and exercises in the 'Warm up' and 'English Workshop' sections, without any fear. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking, learning on your own, and to sharpen your skill in creative writing so that you can write on your own meaningful, systematically in different types of formats. The more you use the activities, the better you will learn.

Useful audio-video teaching-learning material given in each relevant lesson will be available through the Q. R. Code and through the medium of App for additional information. It will be definitely useful for your study.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!



(Dr Sunil Magar)

Director

Pune

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Akshayya Trutiya

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Chaitra 28, 1940

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Production and Curriculum Research, Pune.

Compulsory English : Learning Outcomes : Standard VIII

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/ individually and encouraged to–

- participate in classroom activities/school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment.
- speak about objects / events in the class / school environment and outside surroundings.
- participate in grammar games and kinesthetic activities for language learning.
- use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.
- watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.
- interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers/drivers and so on.
- use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills.
- participate in individual activities such as introducing personalities/ guests during school programmes.
- learn vocabulary associated with various professions and use them in different situations.
- read stories/plays (from different books/ newspapers in education (NIE) / children’s section in magazines in English) and narrate them.
- locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.
- use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.
- interpret quotations, sayings and proverbs.
- interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing.
- think critically, compare and contrast characters/events/

Learning Outcomes

The learner –

- 08.17.01 Listens attentively to a variety of programmes.
- 08.17.02 Responds to instructions and announcements in school and public places such as railway stations, market, bus stands, air port, cinema hall, malls and acts accordingly.
- 08.17.03 Evaluates whether something (presented orally) is true or false, relevant/irrelevant, logical/illogical etc.
- 08.17.04 Forms his/her own opinion about what is presented. (acceptable, enjoyable, effective)
- 08.17.05 Narrates a joke, story/incident, makes an announcement.
- 08.17.06 Communicates one’s feelings/emotions appropriately in four or five lines.
- 08.17.07 Presents one’s thoughts, arguments in a logical, organized manner.
- 08.17.08 Speaks in English about events in the school environment and outside in the surroundings.
- 08.17.09 Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, quiz organized by school and other such organizations.
- 08.17.10 Uses idiomatic expressions appropriately with ease and confidence.
- 08.17.11 Engages in conversations in English with people from different professions using appropriate vocabulary.
- 08.17.12 Introduces guests in English, interviews people by asking questions based on their professions.
- 08.17.13 Reads excerpts dialogues, poems, commentaries of sports and games, speeches, news, debates on TV, radio and expresses opinions about them.
- 08.17.14 Understands/empathises with the points of view of the other people.
- 08.17.15 Learns new words, expressions and enriches his/her vocabulary through reading.
- 08.17.16 Identifies details, characters, main idea and sequence of ideas and events while reading.
- 08.17.17 Fills forms correctly.
- 08.17.18 Prepares posters on various themes.
- 08.17.19 Describes a process/the working of a device correctly.
- 08.17.20 Understands how reference materials such as different dictionaries, encyclopedias and thesaurus are organized and uses them effectively.
- 08.17.21 Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Suggested Pedagogical Processes

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.
- read/write a book review.

Learning Outcomes

- 08.17.22 Writes an essay.
- 08.17.23 Attempts creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.
- 08.17.24 Writes a book review.
- 08.17.25 Uses and interprets quotations, idiomatic expressions, sayings, proverbs etc. appropriately in writing.
- 08.17.26 Attempts using different techniques to make his/her writing more effective.
- 08.17.27 Prepares a write up after seeking information in print/online, notice board, newspapers etc.
- 08.17.28 Frames emails, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences etc.
- 08.17.29 Remembers and recalls necessary information (and the way it is organized) with the help of personal notes.

Learning Outcomes

- 08.17.30 Prepares questionnaires to interview people, to take a survey as part of a project.
- 08.17.31 When required, uses mother tongue words and expressions without distortion while speaking/writing English.
- 08.17.32 Uses digital dictionaries/standard dictionaries available on the internet.
- 08.17.33 Prepares graphics, word-art, graphs, pictograms, etc. on the computer.
- 08.17.34 Knows how to compile, edit, use the information or details available on the internet and not just 'copy-paste' them.
- 08.17.35 Takes care not to use copyright material without proper permission and/or acknowledgment.
- 08.17.36 Prepares a presentation with the help of a computer.
- 08.17.37 Participates in language games and activities for language learning.

Language Study

Be aware of the following concepts to understand how language is used.

The Alphabet :

- * Alphabetical order
- * Phonetic symbols

Parts of Speech :

- * Main-auxiliary modal verbs
- * Progressive and Perfect
- * Degrees of Comparison

Sentence Structure :

- * Phrase and Clause
- * Simple, compound and complex sentences
- * Coordination and subordination
- * Joining sentences
- * Reported Speech

Vocabulary and Word building :

- * Prefix and Suffix
- * Compound Words
- * Changing word class

Punctuation :

- * Capitalization and quotes

Speech :

- * Syllables

Figures of Speech :

- * Simile, metaphor, personification, hyperbole

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For the Teacher

- * Different types of comprehension questions and exercises have been included in the book, though each text carries only a few comprehension questions with it. Note and use these different types when you design your own questions.
- * Questions given in the margin are meant for oral work accompanying the reading of the text to ensure understanding of the contents. Please do not use them for written evaluation.
- * The preparatory activities aim to develop fluency of students in thinking as well as speaking in English. These activities are related to the text as also to the world outside the classroom. They acquaint the students with ways of understanding informative pieces and appreciating the literary ones.
- * Grammar terms given in the book should NOT be used for evaluation, but for explaining the rules and conventions of usage to the students.
- * Use a bilingual approach while dealing with thought-provoking activities. Students may use their mother tongue in the course of discussions. But make sure that you recapitulate the gist of the activities in English at the end, and get the students to do the same.
- * In the ‘Live English’ activities, students can experience the joy of using English in ‘lifelike’ situations. Ensure that all students get a chance to participate in these.
- * Encourage the students to read poems and some simple passages on their own, individually in silence or in turns in a group, aloud. Ask questions of your own to ascertain they understand the unit taught.
- * Also encourage students to find out new concepts on their own by use of dictionary, thesaurus etc.