

SUNBEAM ENGLISH READER - III

A Textbook for Class - VIII



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SUNBEAM ENGLISH READER - III

For Class - VIII



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Free textbook

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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Preface

Sunbeam English Reader-III is developed and formulated in line with the learning outcomes spelt out by NCERT. SCERT, Assam has been given the responsibility of preparing this textbook as a sequel to the new series of textbooks for the Upper Primary level of Education in Assam for implementation from the academic year 2020.

Learning a language means using it for a variety of purposes. Interaction, discussion and sharing of ideas provide opportunities for gathering information about events and experiences. This textbook aims to link the classroom experiences with life of the learners. The lessons are woven around various themes that would make learning for learners joyful and meaningful. This would develop their sensitivity while providing a holistic outlook towards life. The selection of lessons has been made and the language items have been developed keeping in mind the requirements of the present day learner and the world at large. Pre-reading activities at the beginning of each lesson will ignite the imagination of the learners to make their learning a fruitful one. This textbook is an effort to reach out to each learner while helping them to create their own learning experience.

At the end of each lesson a note for the teacher is appended in order to provide useful hints to make learning of English enjoyable and enduring. As a support for teachers and learners, Quick Response Code (Q R Code) has been introduced in this textbook. Passages for listening have also been provided at the end of Lesson 8 of the book.

It is expected that the texts chosen to match the learning outcomes will help learners in understanding concepts clearly. Reading these texts and interacting about their personal experiences will make a smooth shift to the next stage of learning. It is suggested that teachers be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

In an endeavour to make the textbook more effective, SCERT, Assam along with the team effort of the Steering Committee, Academic Core Group, Working Group, Subject Experts, Illustrators, Facilitators in Charge and Technical Assistants have taken great pain in preparation of this textbook. The Steering Committee is grateful to them for their valuable advice and support. We acknowledge the contribution of the entire team for their relentless effort and resources in bringing out this textbook. We thank those who helped us in removing a few minor errors in the first edition of this book.

We thank the teachers, subject experts and the public for helping us update this edition of the textbook with revisions based on the feedback received from them. We invite further suggestions from students, parents, guardians and general public for improvement of the textbook.



(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

Congratulations, and welcome to the new academic year! In this session, you will be teaching English to the students of Class VIII through **Sunbeam English Reader-III**, a new textbook aimed at making the learning and teaching of English enjoyable and interesting for both learners and teachers. This textbook has eight lessons, each based on a theme relevant for learners of this age group in terms of content and language level. The activities accompanying the lessons are aimed at developing learners' English comprehension skills, and their ability to listen to, speak and write English appropriately, and with confidence. The activities are meant for learners to complete individually, and also in pairs and groups, so that learning English is both meaningful and enjoyable for them.

As you know, **learning by doing** is the most effective way of learning a new skill. Learning a language is learning a skill, because language is used to **do** things in real life, such as expressing our feelings, communicating our needs, performing functions such as greeting, requesting, inviting, writing an application, and so on. We have all learnt our language(s) by listening to what others say while they do things, and by trying to say it ourselves, by making mistakes and not being punished for it.

Through the activities in this textbook, we hope you will encourage your learners to read and understand the lessons by themselves, improve their vocabulary and grammar, and their speaking and writing skills. There are also activities through which learners can practise using English for non-textual activities like making posters and signboards, taking part in quizzes and debates, preparing speeches and stories and sharing them. We request you to let each child try doing the activities and reading the lessons by themselves, even when you feel some children find it difficult. This struggle is necessary for them to develop confidence to speak, read and write in English.

In this textbook, you will also find listening passages at the end to develop learners' listening comprehension. Please read the passages out to learners for the listening activities. Learners should only read them *after the activity* to see whether they have got the correct answers. In the textbook, we have also included a **Read for Pleasure** section, where there are interesting short pieces for your learners. This section is meant to give them practice in reading for pleasure and entertainment, so that they develop the habit of reading. You may conduct activities on the content to ensure that the learners have got into the habit of reading.

Finally, you will notice that there are lessons and activities that include stories or incidents about people from various ethnic, linguistic, religious and cultural backgrounds. There are also lessons and activities relating to children with special needs (CWSN). These are meant to develop in your learners empathy and understanding towards people who are different from them. Please use these lessons and activities to help your learners learn inclusivity and acceptance, so that they can become caring, tolerant and responsible citizens of the country.

HOW TO ACCESS E-RESOURCES USING DIKSHA?

- Type diksha.gov.in/app in your mobile browser and tap on install button
OR
- Search for DIKSHA in Google Play Store and tap on install button to download the app.

HOW TO ACCESS E-RESOURCES USING QR CODE ON MOBILE?

1. Select preferred language
2. Choose your role: Teacher, Student or Other
3. Tap to scan the QR code
4. Grant access and allow app permissions
5. Focus camera on the QR code in textbook
6. Click to Play QR code specific e-resource(s)

HOW TO ACCESS E-RESOURCES USING QR CODE ON DESKTOP?

1. Under the QR code you will find a alphanumeric code
2. Type <https://diksha.gov.in/as/get>
3. Type the alphanumeric code in the search bar
4. View list of e-resources available and click on any e-resource of your choice



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Learning Outcomes

The learner –

1. responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall and act accordingly
2. introduces guests in English, interviews people by asking questions based on the work they do
3. engages in conversations in English with people from different professions such as bank staff, railway staff, etc, using appropriate vocabulary
4. uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’, etc.
5. speaks short prepared speech in morning assembly
6. speaks about objects/events in the class/school environment and outside surroundings
7. participates in grammar games and kinaesthetic activities for language learning
8. reads excerpts, dialogues, poems, commentaries of sports and games, speeches, news, debates on T.V., Radio and expresses opinions about them
9. 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)
10. participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations
11. narrates stories(real or imaginary) and real life experiences in English
12. interprets quotations, sayings and proverbs
13. reads textual/non-textual materials in English/ Braille with comprehension
14. identifies details, characters, main idea and sequence of ideas and events while reading
15. reads, compares, contrasts, thinks critically and relates ideas to life
16. infers the meaning of unfamiliar words by reading them in context
17. 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)
18. refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing
19. prepares a write up after seeking information in print/online, notice board, newspaper, etc.
20. communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech, etc.)
21. writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
22. writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks
23. writes answers to textual/non-textual questions after comprehension/in reference; draws character sketch, attempts extrapolative writing
24. writes e-mail, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences etc.
25. develops a skit (dialogues from a story) and story from dialogues
26. visits a language laboratory
27. writes a Book Review