

**FREE**

# ur World through English

**Class VIII**



Published by  
THE GOVERNMENT OF TELANGANA  
Department of School Education



The State Council of Educational Research and Training (SCERT)  
Telangana.

**Free distribution by T.S. Government**

**Free distribution by T.S. Government**

**Energized Text Books** facilitate the students in understanding the concepts clearly, accurately and effectively. Content in the QR Codes can be read with the help of any smart phone or can as well be presented on the Screen with LCD projector/K-Yan projector. The content in the QR Codes is mostly in the form of videos, animations and slides, and is an additional information to what is already there in the text books.

This additional content will help the students understand the concepts clearly and will also help the teachers in making their interaction with the students more meaningful.





At the end of each chapter, questions are provided in a separate QR Code which can assess the level of learning outcomes achieved by the students.

We expect the students and the teachers to use the content available in the QR Codes optimally and make their class room interaction more enjoyable and educative.

**Let us know how to use QR codes**

In this textbook, you will see many printed QR (Quick Response) codes, such as 

Use your mobile phone or tablet or computer to see interesting lessons, videos, documents, etc. linked to the QR code.

Step	Description
A.	<b>Use Android mobile phone or tablet to view content linked to QR Code:</b>
1.	Click on <b>Play Store</b> on your mobile/ tablet.
2.	In the search bar type <b>DIKSHA</b> .
3.	
	will appear on your screen.
4.	Click <b>Install</b>
5.	After successful download and installation, Click <b>Open</b>
6.	Choose your preferred Language - Click <b>English</b>
7.	Click <b>Continue</b>
8.	Select <b>Student/ Teacher</b> (as the case may be) and Click on <b>Continue</b>
9.	On the top right, click on the QR code scanner icon  and scan a QR code  printed in your book
	OR
	Click on the search icon  and type the code printed below the QR code, in the search bar. (Q)
10.	A list of linked topics is displayed
11.	Click on any link to view the desired content
B.	<b>Use Computer to view content linked to QR code:</b>
1.	Go to <a href="https://diksha.gov.in/teelangana">https://diksha.gov.in/teelangana</a>
2.	Click on <b>Explore DIKSHA-TELANGANA</b>
3.	Enter the code printed below the QR code in the browser search bar (Q)
4.	A list of linked topics is displayed
5.	Click on any link to view the desired content



# *Our World through English*

## Class VIII

### TEXTBOOK DEVELOPMENT & PUBLISHING COMMITTEE

**Chief Production Officer** : **Sri A. Satyanarayana Reddy**  
Director, SCERT, Hyderabad.

**Chief Production Organiser** : **Sri B. Sudhakar**  
Director, Govt. Textbook Press,  
Hyderabad.

**Organising Incharge** : **Dr. Nannuru Upender Reddy**  
Prof. & Head, Curriculum and Textbooks  
Department, SCERT, Hyderabad.

#### QR Code Team



Published by  
**The Government of Telangana, Hyderabad.**



© **Government of Telangana, Hyderabad.**

*First Published 2013*  
*New Impressions 2014, 2015, 2016, 2017, 2018,*  
*2019, 2020, 2021*

**All rights reserved**

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior permission in writing of the publisher, nor be otherwise circulated in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

The copyright holder of this book is the Director of School Education, Hyderabad, Telangana.

This book has been printed on 70 G.S.M. Maplitho  
Title Page 200 G.S.M. White Art Card

**Free Distribution by T.S. Government 2021-22**

---

*Printed in India*  
at the Telangana Govt. Textbook Press,  
Mint Compound, Hyderabad,  
Telangana.

# Textbook Development Committee

## English - Class VIII

### Members

**Sri M. Chakradhar**, S.A., ZPHS, Mudakpally, Nizamabad Dist.  
**Sri G. Sreenivasa Rao**, S.A., ZPHS, Kankipadu, Krishna Dist.  
**Sri K. Nagendra**, S.A., ZPHS, Kanukur, Ananthapur Dist.  
**Smt B. Asha Rani**, S.A., ZPHS, Neredmet, R.R. Dist.  
**Sri M. Kishan Reddy**, Staff Tutor., ELTC., Govt. DIET., Adilabad Dist.  
**Smt K. Sudha**, Officer- in-Charge, ELTC, DIET, Neredmet, Hyderabad.  
**Smt K. Lavanya**, Staff Tutor, ELTC, DIET, Neredmet, Hyderabad Dist.  
**Sri G. Srinivasa Rao**, S.A., ZPSS, Gowthampur, Khammam Dist.  
**Smt G. Rajanikantha Kumari**, Tutor, DCE, Guntur Dist.

### Member Coordinators

**Sri M. Raghuram**, S.A., ZPHS, Manikonda, Mahabubnagar Dist.  
**Sri K. Srinivas Reddy**, S.A., ZPSS, Kasimdevipet, Warangal Dist.

### Chief Coordinator

**Dr. P. Jani Reddy**, Lecturer, DIET, Vikarabad, Ranga Reddy Dist.

### Advisors

**Dr. D. Kanaka Durga**, Rtd. Prof. Osmania University, Hyderabad.  
**Dr. D. Vasundara**, Principal, Govt. Degree College, Shadnagar, Mahabubnagar.  
**Miss. Saloni Jain**, Vidya Bhavan Society, Udaipur, Rajasthan.

### Editors

**Dr. Amrit Lal Khanna**, ELT Consultant, Rtd. Associate Prof., University of Delhi.  
**Dr. K. N. Anandan**, Linguist and ELT Consultant, Kerala.  
**Dr. P. K. Jayaraj**, Faculty, RIESI, Bengaluru.

### Chief Editor

**Dr. Rama Kant Agnihotri**, Rtd. Professor, University of Delhi.

---

### Illustrators

**Sri Syed. Hashmatullah**, DM, GHS Kazipet (Jageer), Warangal Dist.  
**Sri J. Venkata Swamy**, SA, Govt High School, Farooq Nagar, Mahabubnagar Dist.  
**Sri K. Ramana Murthy**, BFA, Mahabubnagar.

### Layout Design

**Sri Kurra Suresh Babu**, B.Tech., M.A., M.Phil (Journalism).

# Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. In the year 2013-14 for the remaining classes IV, V, VIII and IX textbooks have been developed. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools also. In the year 2012-13, English has been introduced in class II in all Non-English Medium Schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium, a common English Textbook is introduced in all media from June 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the child in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala. Further, students of all media have a common English Textbook at Intermediate level in our state.

This textbook, **“Our World through English”** class VIII, is an integrated one in the sense it has The Main Reader component, The Supplementary Reader component and The Workbook component interwoven into a single textbook. Hence, these components are found in each and every unit. The language skills like listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in NCF - 2005. The activities are so designed as to ensure the holistic treatment of language.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

I thank all the institutions and experts at the state and national level, the members of the Textbook Production and Development Committees, the staff members of the SCERT, T.S, Hyderabad and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

12-11-2012  
Hyderabad

Director,  
SCERT, Hyderabad

## CONTENTS

Unit Theme	Contents	Syllabus Coverage	Page No.
Readiness Programme	Bridging gap activities	June	
<b>1 Family</b>	A. The Tattered Blanket B. My Mother (Poem) C. A Letter to a Friend	June-July	1-14
<b>2. Social Issues</b>	A. Oliver Asks for More B. The Cry of Children (Poem) C. Reaching the Unreached	July	15-30
<b>3. Humanity</b>	A. The Selfish Giant I (One act play) B. The Selfish Giant II (One act play) C. The Garden Within (Poem)	August	31-48
<b>4. Science and Technology</b>	A. The Fun They Had B. Preteen Pretext (Poem) C. The Computer Game (One act play)	September	49-68
<b>5. Education and Career</b>	A. The Treasure Within (Part I) B. The Treasure Within (Part II) C. They Literally Build the Nation	October November	69-84
<b>6. Art and Culture</b>	A. The Story of Ikat B. The Earthen Goblet (Poem) C. Maestro with a Mission	December	85-104
<b>7. Women Empowerment</b>	A. Bonsai Life (Part I) B. Bonsai Life (Part II) C. I Can Take Care of Myself	January	105-122
<b>8. Gratitude</b>	A. Dr. Dwarakanath Kotnis B. Be Thankful (Poem) C. The Dead Rat	February	123-141
<b>Appendices</b>			142-152
<b>Listening Texts</b>			142-146
<b>About the Textbook and Assessment Procedures</b>			147-152

## ACKNOWLEDGEMENTS

The State Council of Educational Research and Training, Telangana is most grateful to the following for their valuable contributions in the development of this book - Professor R.K.Agnihotri, Dr.A.L.Khanna, Dr. K.N.Anandan and Dr. P.K. Jayaraj.

The Council also thanks the following authors, copyright holders for permission to use stories, articles, and poems included in this book.

*The Tattered Blanket* by Dr. Sherrif; *The Cry of the Children* poem from [www.classiclit.about.com](http://www.classiclit.about.com); *Reaching the Unreached* from [www.ilo.org](http://www.ilo.org); *The Fun They Had* by Isaac Asimov; *The Computer Game* by Steven Otfinoski; *Preteen Pretext* by Linda Ann Nickerson; *Bonsai Life* by Katha New Delhi; *The Treasure Within* from the Resource Centre, Valley School, Bangalore; *They Literally Build the Nation* an article from The Hindu written by S.S.Rao; *The Selfish Giant* by Ryan Taylor; *The Garden Within* by Celia Borrell; *Maestro with a Mission* by Andavilli Satyanarayana; *The Story of Ikat* by Dr. B. Shyama Sundari; *The Dead Rat* story by P.C. Roy.

It has not been possible to trace the copyright in all the cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.

# OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjab-Sindh-Gujarat-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Vanga

Uchchhala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha aasisha mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jaya jaya, jaya he!

## PLEDGE

- Pydimarri Venkata Subba Rao

“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. I shall be kind to animals.

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

## Note to the students

### Dear Student,

- As you all know, your English textbook is student-friendly and interactive in nature.
- The new teaching methods and the activities given in the textbook demand your active participation.
- The questions the teacher asks at various stages of learning may have more than one answer;
- You are expected to express your ideas and thoughts freely.

### What you have to do

- You learn most of the things through interactions, discussions and sharing; better learning takes place when you participate in them actively.
- Try to understand the main ideas by guessing the meaning of words and sentences. You may use the glossary given at the end of the text or use a dictionary.
- Try to identify the features of the text (such as story, essay, poem, etc.) you are reading and share them with your classmates.
- While working in groups, take turns to share what you could understand, what you could not understand and the parts you liked the most.
- Think critically (offer multiple points of view) to answer the questions the teacher asks you.
- Your teacher will give you a possible writing task (conversation, description, narrative, etc.) after reading a part of the text. Brainstorm the task in the whole class and then attempt it individually and present it before the group /class.
- After getting further inputs/feedback from your teacher / group, work individually to improve your writing. Share your writing with your group to refine it.
- The project work and the study skills are as important as the other components in a unit.
- Most of the examination will be text independent. You will get unseen texts to answer writing tasks relating to language.
- At the end of each unit you will find a page meant for self assessment. You are expected to read the statements and respond to them.
- Since most of the examination will be text independent, the guides and question banks may not be of much use to you for your examinations.
- You can improve your language by interacting in English with your friends and teachers and by reading stories, newspapers, etc. and by listening to and watching, English programmes on TV.
- If you are not able to express your ideas in English, you can share them in your mother tongue. Later, collectively decide how to say it in English.

**Wish you happy learning!**