

ENGLISH READER

CLASS 8

सत्र 2024-25



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राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु

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Preface

English Reader Class VIII is an innovative course book for the students of class-8 of Chhattisgarh State. It is the third book, linked with the class VI and class VII textbook. The book is an attempt to provide good and authentic material in English language with focus on learning the language for use in real life situations.

It is hoped that after finishing 7 years of learning English as a second language, students will start reading the text with a sense of joy and fulfillment. The exercises are so designed as to provide training in all the skills and sub skills of the language.

The material used in the content has been adapted from different original texts. We are thankful to all those who have allowed us to use their material. Texts have been drawn from a variety of sources: Newspaper items like ‘*A Place Fit for God's to Marry*’ from the Hindu; ‘*Every Day Heroes*’ from the Reader's Digest; ‘*Nothing But the Target*’ adapted from the interviews published on websites such as *www.rediff.com* and *www.badmintonmania.com* is an attempt to expose learners to good reading material available in media. Similarly, the lesson ‘*Sayani*’ captures advertisements as an important source of awareness and we are thankful to the Department of Consumer Affairs for the advertisements used in the lesson. ‘*Beats in Memoir*’ is a lesson on Devdas Banjare whose commitment to Panthi dance helped place Chhattisgarh on the international cultural map. ‘*Dancing On*’ adapted from the works of Shailaja Ganguly is an inspiring story about Sudha Chandran who manages to beat the odds inspite of her handicap.

We are thankful to the Children's Book Trust for the story ‘*Measure for Measure*’ from stories of Tenali Raman, edited by C.L.L. Jayaprada; The Oxford University Press for the poem ‘*Fog*’ by W.M. Davies; Penguin for ‘*The Photograph*’ by Ruskin Bond; Ratna Sagar for the poem ‘*Water's for...*’ by Judith Nicholls and Nu Lite Books for ‘*Children Ask Kalam*’.

Every attempt has been made to get in touch with the persons concerned for the copyright for the lessons '*The Shoemaker and the Elves*' and '*The Tree that Never Stopped Giving*'. Suggestions from teachers received during 'Training Programme for Experimental Book' has been included. We take this opportunity to thank all the participant teachers, whose suggestions have helped shape the textbook.

ETB (Energized Text Book)is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line(after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The Council would be grateful to all those who send in suggestions to improve this book. Any suggestions from teachers, parents, students, writers and publishers to improve the book would be welcome. We wait eagerly for feedback from the users of the book.

DIRECTOR

S.C.E.R.T. CHHATTISGARH
RAIPUR

शिक्षकों से ...

अंग्रेजी भाषा कक्षा-8 का प्रायोगिक संस्करण आपके हाथ में है। पुस्तक का प्रयास अंग्रेजी भाषा के शिक्षण को सरल-सुगम बनाने एवं बच्चों को अपने दैनिक जीवन में भाषा का प्रयोग करने योग्य बनाना है। इस हेतु भाषा के क्षेत्र की विभिन्न साहित्यिक विधाओं एवं रुचिकर सामग्री का चयन किया गया है। भाषा की विधाओं एवं व्याकरण सम्मत विषयों को क्रमबद्ध नहीं किया गया है, बल्कि उनका चयन दैनिक जीवन में उनके उपयोग पर निर्भर है। यह अपेक्षा की जाती है कि सात वर्षों तक अंग्रेजी भाषा से परिचित होने के बाद बच्चे भाषा सीखने में रुचि लेंगे। पाठ्य पुस्तक में केवल 23 पाठों को रखा गया है। आरंभ के पाँच पाठों का उद्देश्य भाषा सीखने में बच्चों की रुचि एवं पढ़ने की आदत को विकसित करना है। ये पाठ बच्चों की दुनिया से जुड़े हुए रोचक पाठ्यसामग्री की सहायता से तैयार किये गये हैं जिनके माध्यम से नए शब्दों एवं वाक्यों से उनका परिचय हो सकेगा, आशा की जाती है कि इन पाठों को वे स्वयं ही पढ़ने को उत्सुक होंगे और अंग्रेजी भाषा का अनायास प्रयोग करना सीखेंगे।

कक्षा 8वीं के स्तर पर अंग्रेजी भाषा शिक्षण के समय शिक्षक निम्नांकित बिंदुओं को ध्यान में रखें –

- ❑ भाषा का आनंद उठाने में छात्रों की सहायता करना।
- ❑ बच्चों में शिक्षक एवं साथी छात्रों द्वारा बोली गई भाषा को सुनकर समझने की दक्षता को विकसित करना।
- ❑ Pre reading activity एवं while reading activity पाठ में सम्मिलित किए गए हैं। Activities को मौखिक कार्य के रूप में करना।
- ❑ बच्चों में शिक्षक एवं अपने सहपाठियों को सुनकर सरल अंग्रेजी में अपने विचारों की अभिव्यक्ति करना।
- ❑ बच्चों में पठन सामग्री को पढ़कर समझने की दक्षता विकसित करने के लिये अभ्यास प्रश्न करना।
- ❑ बच्चों में भाषा की अभिव्यक्ति लिखित रूप में करने की दक्षता विकसित करना।
- ❑ बच्चों में ई-मेल, मैसेज, दूरभाष से सम्प्रेषण जैसे आधुनिक संचार कौशल का विकास करना।
- ❑ भाषा की विभिन्न विधाओं से बच्चों को परिचित करवाना एवं उनका आनंद उठाने की क्षमता विकसित करना।

- ❑ बच्चों को भाषा के व्याकरण, शब्द संरचना, वाक्य विन्यास आदि से परिचित करवाना। किसी भी प्रकार की दृश्य सामग्री को पढ़कर समझना एवं आवश्यक जानकारी प्राप्त करने की क्षमता विकसित करना।
- ❑ भाषायी कौशलों के साथ-साथ Study Skill (अध्ययन कौशल) एवं Reference Skill (संदर्भ कौशल) को विकसित करना।
- ❑ इंटरनेट को उपयोग संदर्भ स्रोत के रूप में करना।

इन उद्देश्यों की पूर्ति के लिये निम्नांकित बिंदुओं को पाठ्य पुस्तक में स्थान दिया गया है –

- ❑ कक्षा में छात्र केन्द्रित शिक्षण का वातावरण निर्माण।
- ❑ शिक्षक बच्चों को सीखने में मदद करें।
- ❑ पाठ्य पुस्तक के पीछे दी गई Glossary का उपयोग शब्दों के अर्थ एवं उनके निकटतम उच्चारण जानने के लिये करें।
- ❑ पाठ्य पुस्तक के अंत में Lesson wise Syllabus को पाठ पढ़ाने के पूर्व अवश्य देख लें।
- ❑ पुस्तक के Appendix-1 में Listening Passages दिये गये हैं जिनका उपयोग Listening Exercises करवाने में करना है। परंतु कक्षा में ये अभ्यास करवाने के पूर्व शिक्षकों को एक-दो बार जोर से पढ़ने का अभ्यास अवश्य कर लेना चाहिए।
- ❑ प्रत्येक पाठ के बारे में Appendix-2 में About the Lesson (हिन्दी/अंग्रेजी) के अन्तर्गत जानकारी उपलब्ध करवाई गई है। पाठ पढ़ाने के पूर्व एक बार पाठ के संदर्भ की जानकारी अवश्य ले लें।
- ❑ प्रत्येक पाठ के पीछे दिये गये अभ्यास कार्य कक्षा-गत क्रियाओं पर आधारित है अतएव प्रत्येक अभ्यास में दिये गये निर्देशों का पालन अवश्य करें।
- ❑ पाठों के पीछे दिये गये Project के अन्तर्गत बच्चों में स्वअध्ययन करने की रुचि जाग्रत हो, संदर्भ को समझकर पाठ्य सामग्री एकत्र करने की दक्षता विकसित हो एवं अपने स्थानीय परिवेश को जानने में अभिव्यक्त करने में भाषाई कौशल का उपयोग कर सकें, ऐसे अभ्यासों को स्थान दिया गया है।



Suggested Pedagogical Processes	Learning Outcomes (Suggestive)
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ 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 kinaesthetic 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 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/Braille) and narrate them. ➤ locate main idea, sequence of events and correlate ideas, themes and issues in a variety of texts in English and other languages. 	<p>The learner-</p> <ul style="list-style-type: none"> LE801. responds to instructions and announcements in school and public place viz. railway station, market, airport, cinema hall, and act accordingly. LE802. introduces guests in English, interviews people by asking questions based on the work they do. LE803. engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. LE804. uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. LE805. speaks short prepared speech in the morning assembly. LE806. speaks about objects / events in the class / school environment and outside surroundings. LE807. participates in grammar games and kinaesthetic activities for language learning. LE808. reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. LE809. 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). LE810. 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. LE811. narrates stories (real or imaginary) and real life experiences in English. LE812. interprets quotations, sayings and proverbs. LE813. reads textual/non-textual materials in English/Braille with comprehension.

- | | |
|---|--|
| ➤ use various sources from English and other languages to facilitate comprehension, correlation and critical understanding of issues. | LE814. identifies details, characters, main idea and sequence of ideas and events while reading. |
| ➤ interpret quotations, sayings and proverbs. | LE815. reads, compares, contrasts, thinks critically and relates ideas to life. |
| ➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing. | LE816. infers the meaning of unfamiliar words by reading them in context. |
| ➤ think critically, compare and contrast characters/events/ ideas/ themes and relate them to life and try to give opinions about issues. | LE817. 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) |
| ➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. | LE818. refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. |
| ➤ use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. | LE819. prepares a write up after seeking information in print/ online, notice board, newspaper, etc. |
| ➤ notice punctuation marks in a variety of texts and appropriately use them in editing his/her own writing. | LE820. communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.) |
| ➤ understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc. | LE821. writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. |
| ➤ take dictation of a passage with specific attention to words pronounced, punctuation and spelling. | LE822. Writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. |
| ➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. | LE823. writes answers to textual/non-textual question after comprehension/ inference; draws character sketch, attempts extrapolative writing. |
| ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc. | LE824. writes email, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/ biographical experiences etc. |
| ➤ attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. | LE825. develops a skit (dialogues from a story) and story from dialogues. |
| ➤ visit a language laboratory. | LE826. visits a language laboratory |
| ➤ write a book review. | LE827. writes a book review |

Salient Features of the Book

The book aims to:

- ❑ help the learners to communicate and express themselves in English in day to day life.
- ❑ develop in them the essential skills of the language—LISTENING , SPEAKING, READING AND WRITING .
- ❑ promote interest in learning the language and widening learner's experience.
- ❑ develop 21st century skills i.e. collaboration, creativity, critical thinking and problem solving.

To meet the aims of language learning, the book has the following features:

- ❑ Learning with fun
- ❑ Learner—centred approach
- ❑ Task /activity based learning
- ❑ Focus on developing language skills
- ❑ Challenging themes and exercises
- ❑ Focus on learner's day to day experiences
- ❑ Variety of the text forms : picture story, comic—strip, letter, folk story, news item, informative text etc.
- ❑ Authentic material—taken from classics, newspapers, magazines etc.
- ❑ Illustrations to help better understanding of the text
- ❑ Enough place to develop study skills
- ❑ Glossary—(English to Hindi)
- ❑ Language Syllabus

The book has its layout in the following setup:

Part A—

- ❑ Lessons/poem (content)
 - Word meanings
 - Reading comprehension
 - Vocabulary
 - Grammar
 - Writing
 - Activity (A) Listening (B) Speaking
 - Project

Part B—

1. Appendix - 1. Listening passages for listening exercises given in the lessons
2. Appendix-2. About the lessons
3. Appendix-3. Glossary
4. Syllabus-lesson wise

CONTENTS

# Lessons	Page No.	Suggestive LOs
1. Water's for...	1-6	LE806, LE808, LE813, LE815, LE816, LE823, LE824, LE810
2. The Shoemaker and the Elves	7-12	LE803, LE804, LE807, LE809, LE812, LE813, LE816, LE820, LE821, LE823
3. Measure for Measure	13-17	LE803, LE807, LE809, LE812, LE813, LE816, LE820, LE821, LE823
4. The Tree that Never Stopped Giving	18-23	LE803, LE804, LE806, LE807, LE809, LE812, LE813, LE816, LE820, LE823
5. Alice in Wonderland	24-26	LE803, LE807, LE809, LE812, LE813, LE816, LE820, LE821, LE823
6. From a Railway Carriage	27-33	LE808, LE810, LE813, LE815, LE816, LE818, LE820, LE823, LE824
7. Everyday Heroes	34-40	LE803, LE807, LE808, LE809, LE810, LE811, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823, LE824
8. At School	41-47	LE803, LE805, LE807, LE809, LE810, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE822, LE823, LE824
9. Beats in Memoir	48-53	LE803, LE805, LE807, LE808, LE809, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823, LE824
10. A Place Fit for Gods to Marry	54-59	LE803, LE806, LE807, LE809, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823
11. Sympathy	60-64	LE806, LE808, LE810, LE813, LE815, LE816, LE818, LE820, LE822, LE823, LE824
12. Children Ask Kalam	65-71	LE802, LE803, LE807, LE809, LE811, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823, LE825
13. Sayani	72-82	LE803, LE807, LE809, LE810, LE812, LE813, LE814, LE815, LE816, LE819, LE820, LE821, LE822, LE823
14. Craze	83-92	LE803, LE807, LE809, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823, LE824
15. The Bird-man of India	93-99	LE803, LE807, LE809, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823, LE824
16. The Mountain and the Squirrel	100-104	LE808, LE813, LE815, LE816, LE820, LE822, LE823, LE824
17. Nothing but the Target	105-109	LE806, LE807, LE808, LE809, LE810, LE812, LE813, LE814, LE815, LE816, LE818, LE819, LE820, LE821, LE823
18. Dancing On	110-116	LE806, LE807, LE808, LE809, LE811, LE812, LE813, LE814, LE815, LE816, LE817, LE818, LE820, LE823, LE821, LE824
19. Dear Daddy-Long-Legs	117-122	LE807, LE808, LE809, LE812, LE813, LE814, LE815, LE816, LE818, LE820, LE821, LE823, LE824, LE825
20. Fog	123-129	LE801, LE808, LE813, LE815, LE816, LE820, LE823, LE824
21. Flavours of Thailand	130-136	LE807, LE808, LE809, LE810, LE812, LE813, LE814, LE815, LE816, LE819, LE820, LE821, LE823
22. The Photograph	137-141	LE807, LE808, LE809, LE812, LE813, LE814, LE815, LE816, LE820, LE821, LE823
23. Where the Mind is Without Fear	142-146	LE808, LE810, LE813, LE815, LE816, LE820, LE823, LE824
Appendix-1	147-156	
Appendix-2	157-161	
Glossary	162-170	
Syllabus	171-174	

