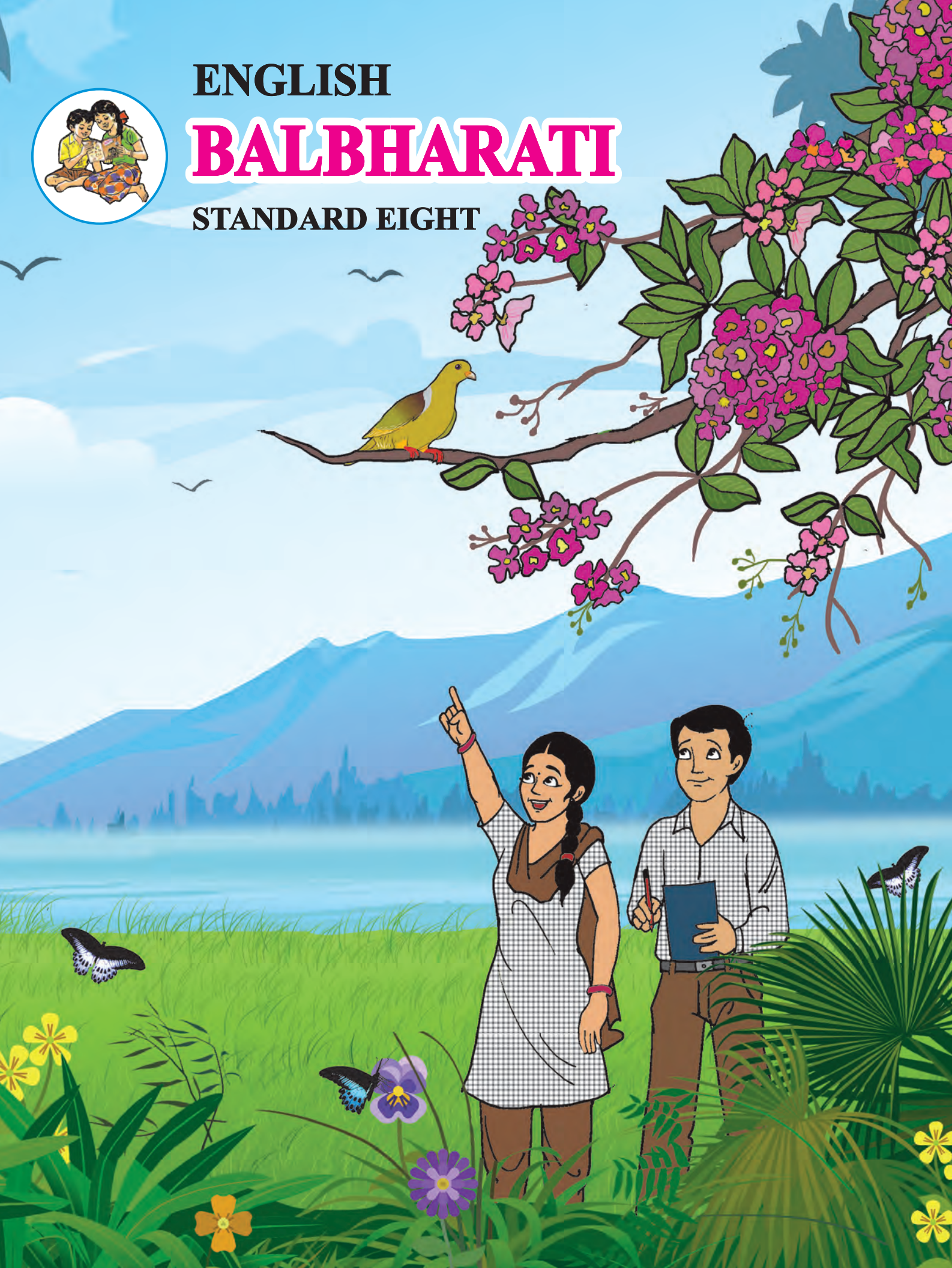




ENGLISH **BALBHARATI**

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.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 29.12.2017
from the Academic Year 2018-19.

ENGLISH

BALBHARATI

STANDARD EIGHT



**Maharashtra State Bureau of Textbook Production and
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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 '**English Balbharati**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt to use English for communication in most situations. You have enjoyed some interesting stories, passages and poetry in the previous textbooks. You have completed many projects. You have also read the literary works of many well-known writers. Now that you are in Std VIII, you will do all this and also learn to use English with a better understanding of the language and the way it is used.

English is not just a subject in your curriculum. It is the medium through which you learn all other subjects. A good command over the language will make it easier for you to study other subjects too. English is a world language used internationally for communication. 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 deriving joy from appreciation of good literary pieces. That is why, we want you to take part in all the activities and exercises in the 'Warming up' and 'English Workshop' sections without feeling diffident. 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 and self-learning. The more you use them, the better you will grasp, learn and achieve.

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 !

Pune

Date : 18 April 2018
Akshayya Trutiya
Indian Solar Year :
Chaitra 28, 1940



(Dr Sunil Magar)
Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

English Balbharati Standard VIII - Learning Outcomes

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 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 / 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 / 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

The learner–

- 08.03.01 Listens attentively to a variety of programmes.
- 08.03.02 Notes specific details, facts, information from a speech, story, conversation, etc.
- 08.03.03 Predicts the next part of a story, argument, etc.
- 08.03.04 Retells the outline of a conversation, informative speech or debate.
- 08.03.05 Respects variation in language use.
- 08.03.06 Responds to instructions and announcements in school and public places such as railway station, bus-stand, market, airport, cinema hall, malls and acts accordingly.
- 08.03.07 Participates in class / group discussion.
- 08.03.08 Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, quiz etc. organized by school and other such organizations.
- 08.03.09 Describes things, people, situations, emotions, etc.
- 08.03.10 Demonstrates a process / activity clearly.
- 08.03.11 Work out a problem orally.
- 08.03.12 Discusses / talks about the characters, situations, plots, themes, etc. of a literary piece.
- 08.03.13 Presents one's thoughts, arguments in a logical, organized manner.
- 08.03.14 Uses persuasive language to convince others.
- 08.03.15 Endorse/oppose a particular point of view.
- 08.03.16 Uses quotations, idioms, proverbs appropriately.
- 08.03.17 Introduces guests in English, interviews people by asking questions based on the work they do.

- 08.03.18 Engages in conversations in English with people from different professions using appropriate vocabulary.
- 08.03.19 Speaks about events in the class / school environment and outside the surroundings.
- 08.03.20 Understands the storyline in a narration / play, etc.
- 08.03.21 Predicts the next part in a conversation / story /narration, etc.
- 08.03.22 Understands the connection between the major and minor points in a piece of writing.
- 08.03.23 Reads carefully to understand a new concept /idea.
- 08.03.24 Reads so as to compare / contrast bits of information.
- 08.03.25 Understands the writer's intention.
- 08.03.26 Understands / empathises with other points of view.
- 08.03.27 Understands and appreciates use of literary devices, figures of speech, etc.
- 08.03.28 Verifies information using various sources / references.
- 08.03.29 Learn new words, expressions and enriches his / her vocabulary through reading.
- 08.03.30 Identifies verbosity, lack of organization, and other defects in written communication.
- 08.03.31 Reads excerpts, dialogues, poems, commentaries of sports and games, news, debates on TV, radio and expresses opinions about them.
- 08.03.32 Reads textual / non-textual materials in English.
- 08.03.33 Identifies details, characters, main idea and sequence of ideas and events while reading.
- 08.03.34 Reads, compares, contrasts, thinks critically and relates ideas to life.
- 08.03.35 Reads a variety of texts for pleasure. For example, adventure stories, science fiction, non-fiction articles, narratives, travelogues, biographies etc. (Extensive reading.)
- 08.03.36 Fill forms correctly.
- 08.03.37 Voices his / her doubts, problems, etc. clearly but politely in writing.
- 08.03.38 Explains a concept / an idea in short.
- 08.03.39 Compares and contrasts bits of information, etc.
- 08.03.40 Attempts using different styles and techniques of writing and literary devices to make his / her writing more effective.
- 08.03.41 Prepares a write up after seeking information in print, online, noticeboard, newspaper etc.
- 08.03.42 Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.
- 08.03.43 Writes short paragraphs coherently in English.

- 08.03.44 Writes emails, messages, notice, formal letters, descriptions / narratives, personal diary, report, biographical experiences etc.
- 08.03.45 Understands the organization of graphic presentations and uses them appropriately.
- 08.03.46 Remembers and recalls necessary information (and the way it is organized) with the help of personal notes.
- 08.03.47 Revises (increasingly larger) chunks of information mentally.
- 08.03.48 Translates different types of informative texts from the mother tongue into English and from English into the mother tongue.
- 08.03.49 Translates literary pieces from the mother tongue into English and from English into the mother tongue.
- 08.03.50 Uses digital dictionaries / standard dictionaries, thesaurus, encyclopedia available on the internet for reference.
- 08.03.51 Prepares graphics, word-art, graphs, pictograms, etc. on the computer.
- 08.03.52 Knows how to compile, edit and uses the information or details available on the internet and not just 'copy-paste' them.
- 08.03.53 Takes care not to use copyright material without proper permission and / or acknowledgement.
- 08.03.54 Prepares a presentation with the help of a computer.
- 08.03.55 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 :

- * Phonetic symbols

Parts of Speech :

- * Finite verbs and Infinitives, Gerund, Participles, Time, Tense and Aspects, Degrees of Comparison, Pronoun and its types

Sentence Structure :

- * Phrase and Clause
- * Coordination and Subordination (Simple, Compound and Complex Sentences)
- * Transformation
- * Negative Constructions
- * Joining Sentences
- * Reported Speech

Vocabulary and Word building :

- * Minor processes of word - building
- * Reduplicatives, Clipping, Blending, Acronym

Punctuation :

- * Quotation marks, Apostrophe, Use of Capitals

Speech :

- * Syllables, Stress, Intonation

Figures of Speech :

- * Personification, Hyperbole, Apostrophe, Idioms

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