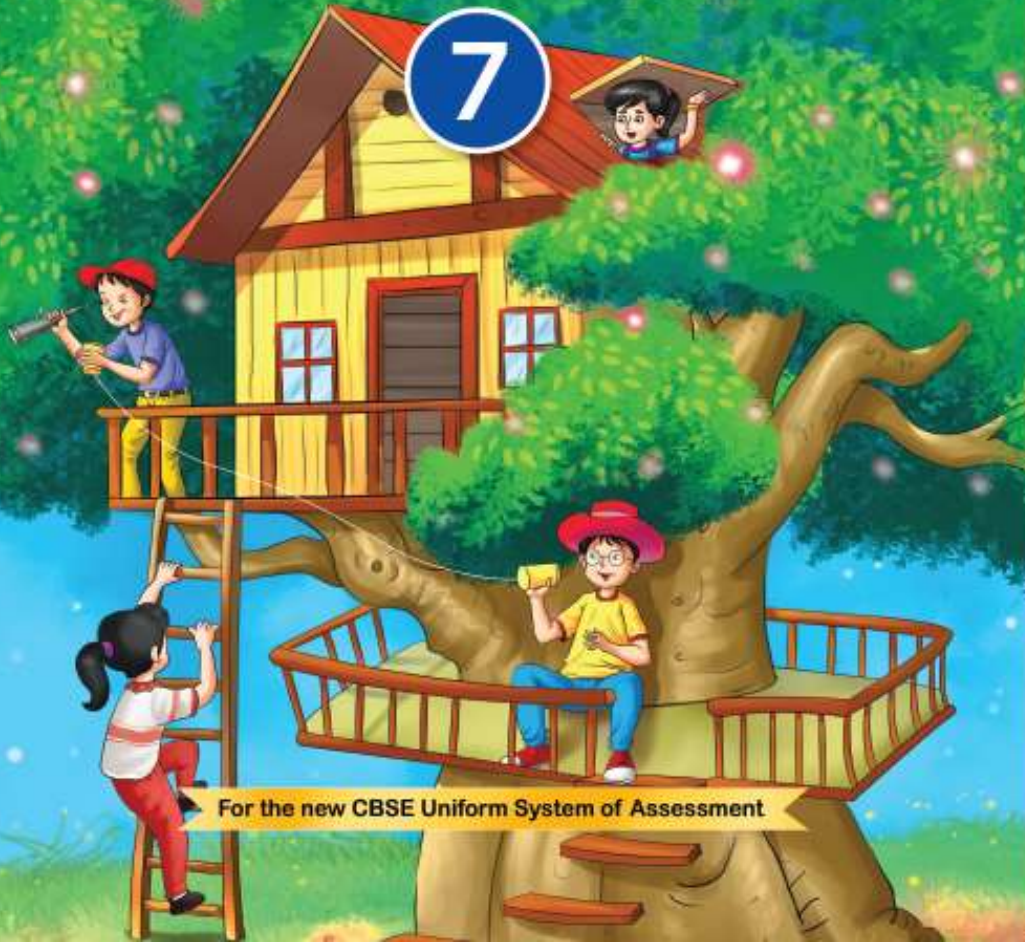


RAINTREE ENGLISH

Coursebook

7

Orient
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ELT



For the new CBSE Uniform System of Assessment



Orient BlackSwan

Raintree

For the New CBSE Uniform System of Assessment

PRODUCT PRESENTATION



PACKAGE



Package

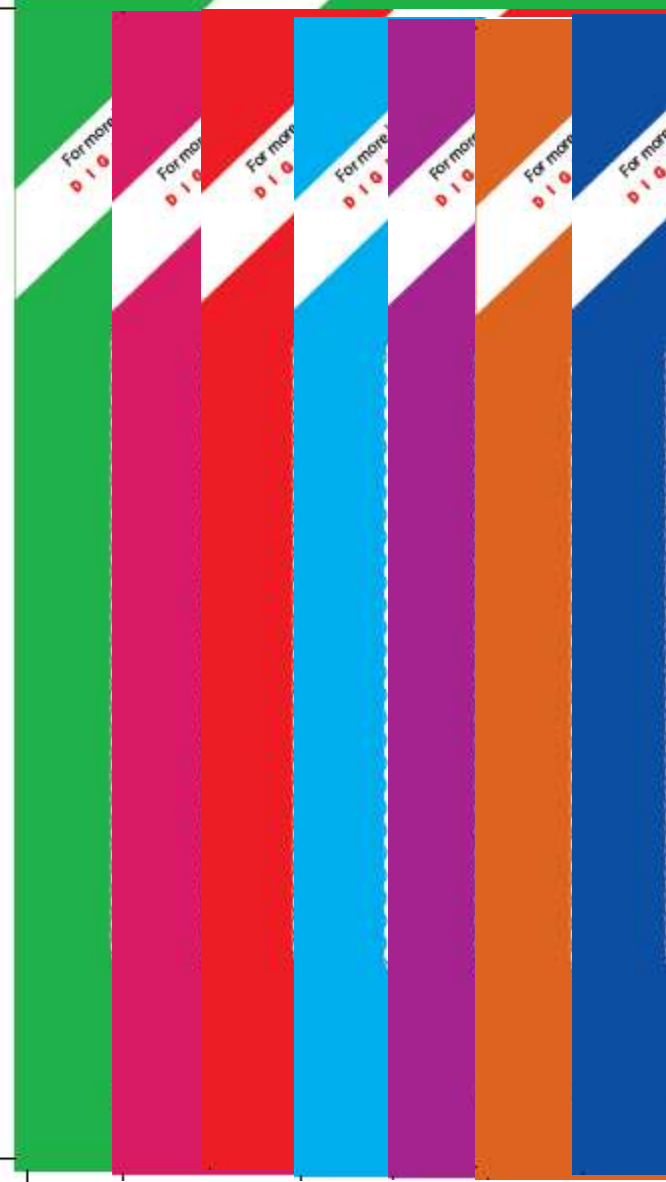
For the student

- Primers and Activity Books 1 and 2
- Coursebooks 1-8
- Workbooks 1-8
- Literature Readers 1-8
- Students' Apps 3-8

For the teacher

- Teachers' Resource Packs Primers to 8
- Smart Books Primers to 8
- Web Support

COVERS



For more information on DIGITAL resources please see inside

RAINTREE ENGLISH

Coursebook

8



Raintree, a course in Communicative English for K to 8, is a complete teaching-learning solution aimed at excellence in the English language. It is based on the National Curriculum Framework and supports the new CBSE uniform system of assessment.

Highlights

FOR THE STUDENT

- Themes, issues and life skills handpicked for the 21st century learner
- Timeless literature and the finest modern writing, Indian and Western, for values and inspiration
- Wide-ranging activities to enhance Communication, Collaboration, Critical thinking and Creativity
- Vibrant and graded blended learning solutions to match specified learning outcomes

Primer and Activity Books 1 and 2
Coursebooks 1-8
Workbooks 1-8
Literature Readers 1-8
Students' Apps 3-8

FOR THE TEACHER

- Lesson plans with classroom strategies and printable resources
- Interactive digital tools
- Question bank, papers and Test Generator for the new CBSE uniform system of assessment

Teachers' Resource Packs Prims to 8
Smart Books for Teachers Prims to 8



Orient BlackSwan DIGITAL

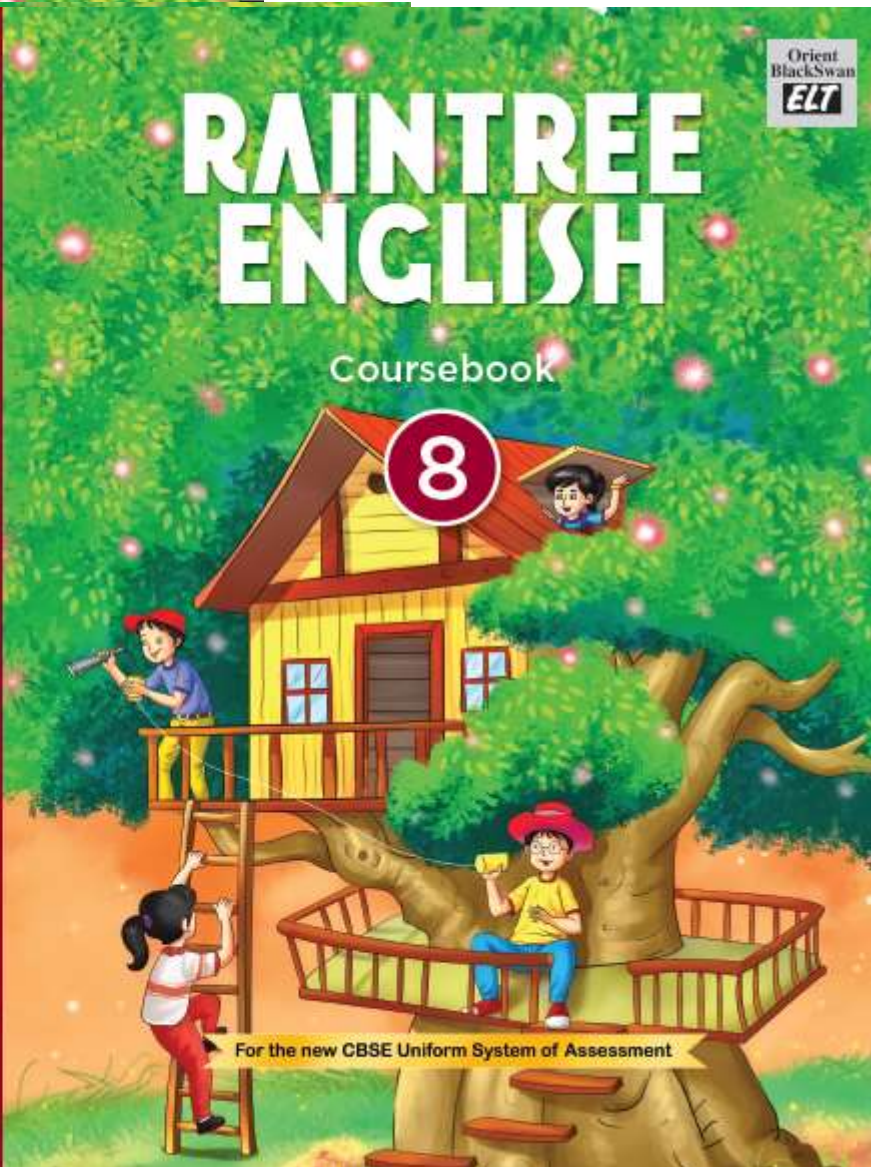
RP Book	Presentations
RP Book Plus	Picture Galleries
Question paper Generator	Interactive Tests
Teacher's Resources	Worksheets
Animations	Summaries
Videos	Student App
Audio	

For Teachers For Students

www.orientblackswan.com



Orient BlackSwan ₹ 337.00



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RAINTREE ENGLISH

Coursebook

8

RAINTREE ENGLISH Coursebook 8

For the new CBSE Uniform System of Assessment

GRAPHIC PREFACE FOR COURSEBOOK

Raintree English



Package

For the student

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- Coursebooks 1–8
- Workbooks 1–8
- Literature Readers 1–8
- Students' Apps 3–8

For the teacher

- Teachers' Resource Packs Primers to 8
- Smart Books Primers to 8
- Web Support

Digital Resources

Students' App

- language enrichment on the go
- interactive practice of exam skills
- sample exam papers

Smart Book for Teachers

- digitally mapped to the Coursebook and Literature Reader
- blended learning solutions
- audio-visual resources, worksheets, presentations and question-paper generator
- interactive exercises
- extra resources
- teachers' resource folder

Teachers' Resource Pack

- lesson plans for the Coursebook and Literature Reader
- question bank for the Coursebook and Literature Reader
- worksheets with answer key
- comprehension passages
- periodic tests
- assessment papers
- enrichment activities for listening and speaking, with audio tracks

Key Features

- focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach
- twin focus on effective communication and critical thinking
- rich and varied input to encourage communicative learning through interactions with others
- in alignment with the new CBSE uniform system of assessment
- appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

Structure of a Unit

Theme Picture

- theme-based opening page—serves as a window into the ideas that the students will come across in the unit
- focuses on 21st century skills
- develops visual and critical literacy

Warm Up

- a variety of interesting and fun formats to motivate students

embedded questions to ensure comprehension

author notes and short summaries of the texts and poems

on-page glossary—enables easy comprehension and word building

Reading

- new, comprehensive, CBSE exam-style questions
- a variety of formats

Grammar

- concise explanations
- plenty of practice
- systematic revision

Vocabulary

- text-based
- rich source of new words and expressions

Values

- integrated approach to learning values
- guided exercises to ensure understanding and insight
- reflective strategy to record and review efforts made

Writing

- focus on structure and coherence
- guidance on writing for a variety of purposes and in a variety of situations ranging from informal to very formal

Pronunciation/Spelling/Punctuation/Dictionary Work

- graded practice
- focus on challenging areas

Activities

- enrichment activities—listening and speaking
- development of oral skills in real-life contexts
- consistent guidance through models and language structures
- complete audio support
- a range of formats for individual, pair and group work
- a very wide variety of listening tasks for pre-, while- and post-listening

Life Skills/Projects

- awareness of life situations
- integration of theory and practice
- decision-making and problem-solving through hands-on experience





USPs/ CONTENT

Selection of Texts and Poems

a rich and varied selection from across the world, a mix of classic and contemporary writing, carefully chosen texts from different genres

Theme-based opening page

a window into the ideas that the students will encounter in the corresponding texts and poems

Mapped to the New CBSE Uniform System of Assessment

covers the learning objectives set out by the CBSE; leans towards exams



Animation

for select texts and all poems

Audio Support

for all texts and poems (including the play), and necessary skill areas

Digital Resources

interactive tasks; pronunciation guide; common errors made by Indian speakers of English (tips and guidelines); commonly misspelt words

**USPs/
CONTENT**

“Well, well!” he said. “It might be worse and then again it might be a good deal better. No ponies, no food, no knowing where we are and angry goblins just behind! On we go!”

How would you describe Gandalf's attitude?

On they went. Gandalf was quite right—they began to hear goblin noises and horrible cries in the distance. Soon, the blink of red torches could be seen behind them in the tunnel.

At this point, Gandalf and Thorin stopped. “About turn!” Gandalf shouted. “Draw your sword, Thorin!” The goblins came. To their astonishment, the wizard and the dwarf stood shining cold and bright in the dark.

CB 7 The Hobbit

The goblins in front dropped their torches and gave one yell before they were killed. The ones behind yelled still more and leaped back, knocking over those that were



A sudden gust of wind rose at that moment, bringing with it the same fishy smell. I turned around and saw that at least three hundred similar creatures were coming towards us. They were all making that horrible noise, ‘Tintiri! Tintiri! Tintiri!’

Bidhushekhar swung his arm and brought it down on the creature he was facing. It flapped its fins and fell to the ground. Bidhushekhar began moving towards the other creatures. He was not going to try and fight the entire Martian army on his own, was he? **Desperately**, I pressed the switch on his left shoulder. Bidhushekhar fell down and stopped moving.

The Martian army was now within a hundred yards. Their smell and noise were getting stronger.

Why does Professor Shonku refer to the Martian creatures as an ‘army’?

How could I lift and remove a 90-kg robot? I called out to Prahlad, but got no reply.

I began loosening the screws on Bidhushekhar’s waist. The creatures were getting closer. There were now about a thousand of them.

I managed to separate Bidhushekhar’s top half from his legs, and dragged it back to the rocket. Then I began pulling at his legs. The army was within fifty yards.

When I went back to the open door of the rocket, pulling Bidhushekhar’s legs, I saw that Prahlad had lifted the top half of Bidhushekhar’s body into

CB 5 The Diary of a Space Traveller

rocket myself.

We had managed to escape from our Martian hosts.

An excerpt from The Diary of a Space Traveller by Satyajit Ray (translated by Gopa Majumdar)

desperately: not knowing what else to do
hosts: people who receive guests

Where do you think Professor Shonku goes next?

Selection of Texts and Poems

mix of ageless classics and the finest modern writing; combination of Western, Indian and Global literature.

classics

contemporary



Leo Tolstoy



RL Stevenson



Toru Dutt



Jack Prelutsky



Nilanjana Roy



Roopa Pai



Louisa May Alcott



RN Tagore



JRR Tolkien



Sudha Murty



Ruskin Bond



Gieve Patel



Shakespeare



Victor Hugo



Satyajit Ray



Valerie Bloom



Vijay Nambisan



Lesl Jobson



Christina Rosetti



Oscar Wilde



Beatrix Potter



Cheryl Rao



Santhini Govindan



Swapna Dutta

FEATURES

The
The

Theme
1

Theme
4



What is family?

A. 1. V
a
2. V
i

A. 1. What are
2. Why do y

B. 3. V
4. V
M

B. 3. Have you
on your o

C. 5.
6.

C. 5. T
e
t

C. 5. Imagine t
or relator


A. 1. What do you think the duck family is doing?
B. 2. How do you spend time with your family?
3. Do you think your friends are also your family?
C. 4. Watch this link and do the Boogie Woogie dance with your friends.
<https://www.youtube.com/watch?v=TZ3huV9BzPw>

Class 2

Theme-based opening page varied and interesting tasks that encourage exploring the theme; focusses on 21st century skills

FEATURES

Reading
new, comprehensive, CBSE
exam-style questions; a
variety of formats

 **Comprehension**

A. Change the words which are wrong.

1. Mother has the loudest voice in the world. sweetest
2. Be very careful of the friendly wolf. _____
3. The wolf tripped and fell into the river. _____
4. Can you please get me a long and thin rope? _____
5. I will never meet you and the kids again. _____

B. Answer in detail.

1. Why did Mother Goat have to go out?
2. In what way was the youngest goat clever?
3. How did the little goats know it was not their mother's hoof?
4. How did Wolf plan to hide his claws?
5. How did the goats help Wolf in the end?

C. Think and answer.

At the end of the story, the wolf promises never to trouble Mother Goat and her kids. Do you think the wolf will keep his promise?

D. Know your values.


Complete this poem with the help of the words in the box.

dancing	thing	creep	cricket
---------	-------	-------	---------

Hurt no living _____ :
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor _____ chirping cheerily,
Nor grasshopper so light of leap,
Nor _____ gnat, nor beetle fat,
Nor harmless worms that _____

61

Classes 1 – 5 Prose

 **Comprehension**

A. Answer in brief.

1. Where do the little girls meet?
2. What happened when the girls played?
3. What did Akulya's grandmother do when she saw the girls playing?
4. How did the adults feel once they saw the girls playing?

B. Read these lines from the text and answer the questions.

1. "What are you beating my girl for?" she said.
 - a. Who said this to whom?
 - b. What happened next?
2. "What are you thinking of, friends? Is it right to behave like this? On a day like this, too!"
 - a. Who said this to whom?
 - b. Why does the text say 'on a day like this'? What was special about that day?

C. Answer in detail.

1. Are the little girls friends or strangers? How do you know?
2. Why did Malasha's mother become so angry?
3. Describe the game that the two girls played.
4. How did Akulya's grandmother finally stop the fight?

D. Think and answer.

Give this story a new title. Explain the reasons for your choice.

E. Know your values.

In this text, we saw that the men and women learned something from the little girls.

Work in groups of five. Think of two more things that adults could learn from children.

Sometimes, even elders can sometimes learn important things from those who are younger. We can all learn from each other.

Classes 6 – 8 Prose

Speaking

CB 3

Imagine this conversation. Peter wants to know the way to the gate.
He asks a mouse first and a sparrow next.

Could you please show me the way to the gate?



I'm sorry, but I'm in a hurry. My children are hungry.



Sure. Follow me.

1. When we want to ask someone to help us, we say **could you please..?** / **can you please?**

Listening

CB 3

Listen and tick (✓) the correct pictures.



CB 7

at a very young age. He faced a lot of failure at the beginning of his career. In fact, he was not very well known during his lifetime. But today, he is remembered as one of the best British poets of his time.

The Pied Piper of Hamelin is a moral poem about a town that was severely punished for not keeping its promise. The Piper uses his pipe to rid Hamelin of its rat problem. But when the Mayor refuses to pay him, he is furious. He puts the children of the town under a spell with his music and takes them away from Hamelin forever.

Enhancement Activities (Listening/Speaking)

mapped to the CBSE learning objectives; concise explanations; plenty of practice; systematic revision

Writing

with planned and graded help for guided practice for creative and functional writing

Notes

about author/poet with photograph, summary of all poems

Project

Moon Diary

You have seen the moon in the sky. Have you noticed the size and the shape of the moon? Look at the moon for a month. Draw the picture given here in your note-book. Colour the shape that you see every night. What do you find?

- Does the moon remain the same?
- Does it become smaller and bigger?
- Is it always round?



Life Skills

The child in *The Girl Who Ate Books* was unhappy when she could not read. But she made sure she learned quickly. She tackled her weakness and turned it into a strength.

Make a list of your strengths (things you do well) and weaknesses (things/qualities you wish you could improve). Also, write down: 1. how you can use your strengths to your advantage 2. how you can work on improving your weaknesses.

strengths	how to use them
1.	
2.	
3.	
4.	

weaknesses	how to improve them
1.	
2.	
3.	
4.	

Life Skills and Projects
awareness of life situations;
integration of theory and
practice; decision-making and
problem-solving through hands-
on experience

WORKBOOKS

linked to the Coursebook; plenty of practice of concepts; combines language learning with enjoyable activities





1 Baby Birds' Bedtime

It was evening. Many baby birds were playing in the trees in the forest. They chirped and flew about happily. Suddenly, they heard a sound—*Hoo-Hoo*. They stopped chirping and looked around. Some of the baby birds were frightened.

"Hi, everybody!" said a squeaky voice from inside the trunk of a big, old tree. "I'm Ollie. Can I play with you?"



1

WB 2

2 We Meet the Pterodactyls



We ran through the bushes. The pterodactyls came after us. But once we reached the trunks of the trees, we were safe, for those enormous creatures could not fly under the branches. For a long time, they flew above our heads, following us. At last, however, as we reached the thicker woods, they stopped chasing us, and we saw them no more.

Adapted from The Lost World by Sir Arthur Conan Doyle

WB 5



3 The City of Burning Lakes?



On the evening of Thursday, 16 February 2017, residents of the south-east part of Bengaluru noticed huge plumes of smoke rising into the sky. The smoke was coming from the middle of Bellandur Lake, the biggest lake in the city. They realised that the seemingly impossible had happened—the lake had caught fire. Even fire fighters wondered how a blaze in the water could be put out.

The fire in the lake burned for 12 hours and left behind a black patch in the centre, according to witnesses. This is the new story of Bengaluru—state capital and once upon a time, the 'City of Lakes'.

16

WB 7

LITERATURE READERS

Graphic Preface (LR)

Raintree English



Package

For the student

- * Primers and Activity Books 1 and 2
- * Coursebooks 1-8
- * Workbooks 1-8
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- * Students' Apps 3-8

For the teacher

- * Teachers' Resource Packs Primers to 8
- * Smart Books Primers to 8
- * Web Support

Teachers' Resource Pack

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- * question bank for the Coursebook and Literature Reader
- * worksheets with answer key
- * comprehension passages
- * periodic tests
- * assessment papers
- * enrichment activities for listening and speaking, with audio tracks

Digital Resources

Students' App

- * language enrichment on the go
- * interactive practice of exam skills
- * sample exam papers

Smart Book for Teachers

- * digitally mapped to the Coursebook and Literature Reader
- * blended learning solutions
- * audio-visual resources, worksheets, presentations and question-paper generator
- * interactive exercises
- * extra resources
- * teachers' resource folder

Key Features

1

focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach

2

twin focus on effective communication and critical thinking

Structure of a Unit

Warm Up

warm up for each text— a variety of interesting and fun formats

on-page glossary— enables easy comprehension and word building

author notes and short summaries of the texts and poems

Vocabulary

text-based
rich source of new words and expressions

Reading

new, comprehensive, CBSE exam-style of questions
structured exercises to develop understanding of stylistic nuances, lexical structure and literal and figurative uses of the language
guided exercises to identify elements of style such as humour, pathos and irony
familiarity with the poetic uses of language including features of the language through which artistic effect is achieved

Writing

guided writing to enable personal response to literary texts
skills to explore and evaluate features of character, plot, setting and so on
builds ability to make notes and develop ideas into sustained pieces of writing

Value-based learning

integrated approach to learning values
guided exercises to ensure understanding and insight
reflective strategy to record and review efforts made

3

rich and varied input to encourage communicative learning through interactions with others

4

in alignment with the new CBSE uniform system of assessment

5

appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

Features of Literature Readers

- New Texts and Poems
- Plays in all levels
- Warm Ups for all texts
- CBSE-style comprehension questions
- Author Notes
- Vocabulary and Writing
- Critical Appreciation of Texts and Poems
- Values, Activities, Discussion
- Smart/Flip Book

Variety of texts (modern/classic/Indian/World)



1.	The New Neighbour.....
	<i>Woodpecker</i>
2.	When Daddy Was a Little 1.....
3.	The Golden Ticket.....
4.	The Four Feathers.....
	<i>Snow</i>
5.	The Elders of Chelm.....
6.	Pip's Adventure.....
	<i>Be the Best</i>
7.	Odysseus and the Cyclops.....
	<i>The Sea</i>



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2.	Tommy's Missing Dollar.....Louisa May Alcott.....	10
	<i>The Indian Weavers</i> <i>Sarojini Naidu</i>	19
3.	A Short Monsoon Diary.....Ruskin Bond.....	22
4.	The Quince Tree.....Saki.....	30
	<i>The Solitary Reaper</i> <i>William Wordsworth</i>	37
5.	The Hound of the Baskervilles.....Sir Arthur Conan Doyle.....	40
6.	The Three Musketeers and D'Artagnan.....Alexandre Dumas.....	47
	<i>Where the Mind is Without Fear</i> <i>Rabindranath Tagore</i>	56
7.	A Midsummer Night's Dream.....Charles and Mary Lamb.....	59
8.	My Advent on Mars.....Edgar Rice Burroughs.....	67
	<i>The Fog</i> <i>W H Davies</i>	73

Modern

Indian

Western

Classic

Sci-fi

5

Kite
Fire

Warm Up

Tell your friend about some
Who is this person? What d*I lived with my father near the wood
to be bored in my father's company***T**here's a good wind today,"
"Just right for flying a kite

So we made a kite. He showed me
in the shape of a star, with two mo
Then we cut up an old blue shirt c
across the **framework** of the kite.
with little leftover pieces of the shirt
a ball of string to the framework s
in the wind when flying.

We walked to the top of a hill to r
that this object, made only from a
actually fly. I held the string while
he let it go, it caught the wind and

"Let out some more, Danny!" he c

framework: a structure that supports sCharac
Simi th
Sam th
Sweet
Poor Si
wishes

17

2

Class
The Iron Man

Warm Up

Imagine that your scientist uncle
has built this clever robot.

- * What is it made of?
- * What does it eat?
- * What can it do?
- * What can it not do?



*A giant, mysterious Iron Man eats up all the farm equipment, tr
and diggers. So Hogarth, a farmer's son, helps the farmers set a t
for the Iron Man. They lead him into a huge **pit** and bury him in
But he is not gone away forever...*

One day, a father, a mother, a little boy and a little girl stop
their car and climbed the hill for a picnic. They had never
of the Iron Man.

They spread a tablecloth on the grass. They set down the plate
sandwiches, a big pie, a bottle of milk, a bowl of tomatoes, a di
butter and a loaf of bread, with cheese and salt and cups. The f
the stove to boil some water for tea. They all lay back on rugs, e
food and waiting for the kettle to boil.

Suddenly, the father said, "That's funny!"

"What is?" asked the mother.

pit: a hole dug in th

11

4

Class 7
The Time Machine

Warm Up



Discuss in class—

1. Imagine a name for yourself if you were living in the era depicted in each picture.
2. Imagine what you would eat then.
3. What would you do instead of going to school?

*A nameless Time Traveller visits the year 802,701 using the first Time Machine
ever built. He comes back to his own year and tells his dinner guests what
happened to him on his travels. So, what was the journey into the future like?
Read on to find out!*

I told some of you last Thursday of the principles of the Time Machine
and showed you the actual thing itself, incomplete in the workshop.
There it is now, a little **worn** from travelling—truly!

It was at ten o'clock today that the first of all Time Machines began its career.
I gave it a last tap, tried all the screws again, put one more drop of oil and sat

worn: damaged

31

Poems

If I Could Fly

If I had a pair of wings, with which to fly,
I'd **soar** straight away, up into the sky.

I'd carry a brush,
and paints in colours bright,
So I could paint



Koel

When **wisps** of white
Sail across the sky
When the breeze blows warm
And the days grow long
From somewhere in the distance
You can hear my song
Coo-ooo, Coo-ooo, Coo-oooo

When mangoes ripen
In the dark green trees
And **hovering** around
Are busy buzzy bees
Right over the wall
You can hear my call
Coo-o, Coo-ooo, Cooo-ooo



wisps: small, thin bits

hovering: staying up in the air without moving

Song of the Brook

I come from **haunts** of **coot** and **herm**,
I make a sudden **sally**
And sparkle out among the fern,
To **bicker** down a valley.

By thirty hills I hurry down,
Or slip between the **ridges**,
By twenty **thorpes**, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow
To join the **brimming** river,
For men may come and men may go,
But I go on for ever.

I chatter over stony ways



thorpes: villages
brimming: almost overflowing
sharps and trebles: (in music) high-pitched notes
eddying: swirling

When **plump** wild **figs**
Go squish under your feet
And juicy purple **jamuns**
Are munched by **parakeets**
From somewhere up high
You can hear my **tuneful** cry
Coo-ooo, Coo-oo, Coo-oo-oo-oo

When from dawn to **dusk**
You must indoors stay
When all else is quiet
In the middle of the day
You can hear me sing
Sweetly **carolling**
Coo-ooo, Coo-oooo, Coo-oooo

Meera Joshi

plump: large and round
figs: sweet fruits with many seeds
jamuns: plums
parakeets: a kind of parrot

tuneful: nice to listen to
dusk: the time when the sun sets
and it begins to get dark
carolling: singing sweetly and happily

Meera Joshi is an Indian poet. In this poem she imagines what the koel may be saying. We can hear the koel's sweet song in the long summer days. The poem describes those summer days—what we can see and hear around us—through some lovely images. This way, the poem feels like a song of summer.

Birds of Paradise

Golden-winged, silver-winged,
Winged with flashing flame,
Such a flight of birds I saw,
Birds without a name:
Singing songs in their own tongue
(Song of songs) they came.

One to another calling,
Each answering each,
One to another calling
In their proper speech:
High above my head they wheeled,
Far out of reach.

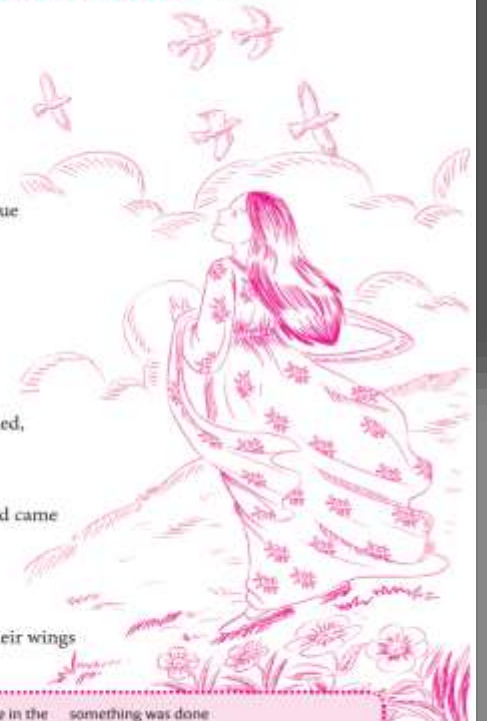
On wings of flame they went and came
With a **cadenced clang**,
Their silver wings tinkled,
Their golden wings rang.
The wind it whistled through their wings
Where in Heaven they sang.

birds of paradise: here, birds that live in the paradise of heaven

something was done

cadenced: the flow or movement while

clang: noise—cadenced clang could refer to the smooth but noisy activity of the birds



ANIMATIONS



For texts and all poems



TEACHER SUPPORT

Latest in CBSE

- Guidelines regarding Assessment and Evaluation
- Sample Report Card

For Classroom Teaching

- Lesson plans for Coursebook and Literature Reader based on CBSE requisites
- Varied teaching strategies/methods with post-reading activities
- Teaching Grammar and Writing made easy



For Practice and Assessment

- Periodic Tests (for classes) with Answer Key
- Term Papers for the New CBSE Uniform System of Assessment
- Enrichment Activity for assessment (Speaking and Listening)
- Question Bank for Coursebook and Literature Reader
- Worksheets

**TEACHER
SUPPORT**



DIGITAL SUPPORT

Smart Books for Teachers (1–8)

- flipbook; audio-visual resources; worksheets; EQs; presentations and picture galleries; interactive tasks; question-paper generator; extra resources and teachers' resource folder

Smart Books for Students (1–8)

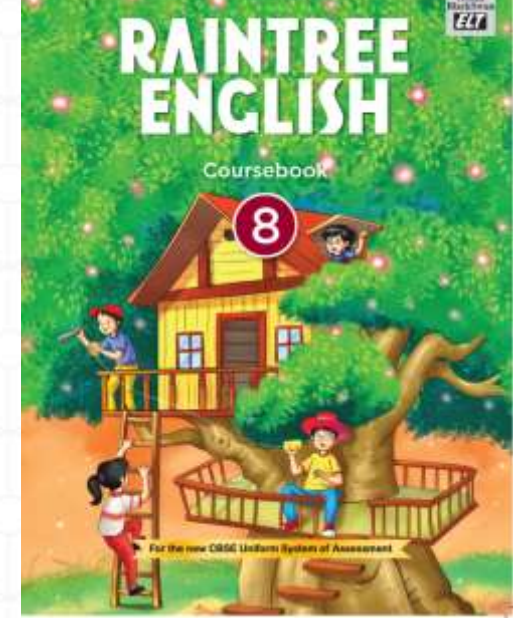
- audio-visual resources; presentations and picture galleries; papers; summaries; interactive tasks; pronunciation guide; common errors made by Indian speakers of English (tips and guidelines)

Students' Apps (3–8)

- audio support; summaries; interactive tasks and flash cards



Orient BlackSwan



Raintree

For the New CBSE Uniform System of Assessment

THANK YOU